Comprehensive Arkansas
Higher Education Annual Report

December 1, 2016

Minority Recruitment and Retention Report

Research & Technology

Arkansas Department of Higher Education

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

Arkansas State University

Minority Recruitment and Retention Annual Report

2015-2016

June 30, 2016

Office of Diversity
Division of Finance and Administration

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ARKANSAS STATE UNIVERSITY

Introduction

The Office of Diversity has made moderate gains in achieving the goal of diversity and inclusion on campus. Under the leadership of the Assistant Vice Chancellor and Chief Diversity Officer, the Office of Diversity has instituted new strategies designed to help A-State create an environment conducive to achieving its mission of:

Educating leaders, *enhancing* intellectual growth, and *enriching* lives (ASU = e^3)

The numerical measurements[1] included in this report are instrumental for understanding our performance towards this mission. Reports include:

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

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

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

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

ARKANSAS STATE UNIVERSITY

Numerical Measurements

Minority Students

We experienced a 0.2% increase in overall minority student population since the 2014-15 year. The percentages of Asian Americans and Hispanics increased. The mixed-race student population increased by 15.8%.

Table 1. A-State Students by Minority Group

| Ethnicity	2015-2016	2014-2015	Change	%Change
Asian American	111	102	9	8.8%
African American	1788	1834	-46	-2.5%
Hispanic American	324	293	31	10.6%
American Indian	54	71	-17	-23..90%
Pacific Islander	12	16	-4	-25.00%
Two or More Races	242	209	33	15.8%
Total Minority	**2531**	**2525**	**6**	**0.2%**

Minority Faculty and Staff

The total number of minority faculty and staff increased 6.7 percent since the last reporting period, from 255 in 2014-15 to 272 in 2015-16. See Appendix A for the number and position title of current minority faculty and staff.

Minority Full-Time Faculty

We experienced a 5.7 percent increase in the overall proportion of full-time minority faculty since the last reporting period going from a total of 87 to 92.

Figure 1. Full-time Minority Faculty by Minority Group
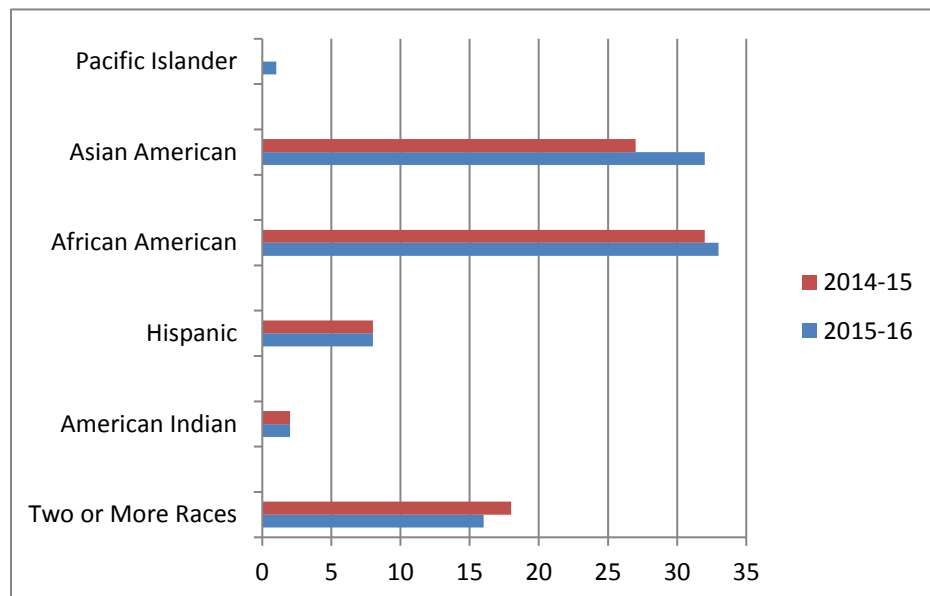
Minority Adjunct Faculty

The number of minority faculty working in adjunct faculty positions decreased during 2015-16. There are currently 18 minorities serving in adjunct faculty positions, down from nineteen in 2014-15.

Table 2. Minority Adjunct Faculty by Minority Group

Title	Ethnicity	Number
Part-time Faculty	African American	16
Part-time Faculty	Hispanic	2

Recently-Hired Minority Faculty and Staff

We experienced an increase in the number of recently-hired minority faculty and staff who began working at A-State during the reporting period (from 10 in 2014-15 to 22 in 2015-16).

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Table 3. Recently-Hired Minority Faculty and Staff

Title	Ethnicity Code	Number
Asst. Professor	Asian	2
Asst. Professor	African-American	1
	Total	3
Instructor	Asian	1
Instructor	African American	2
Instructor	Hispanic	2
	Total	5
Administrative Spec. II	Asian	1
Academic Advisor	African-American	1
Childcare Technician	African-American	1
Coor of ASU Cmnty College	African-American	1
Dir of Career Services	African-American	1
Dir of Student Activities	African-American	1
institutional Svcs Assistant	African-American	1
Project Program Manager	African-American	2
Project Program Specialist	African-American	1
Student Development Specialist	African-American	2
Farm Foreman-Institutional	Hispanic	1
Information Systems Analyst	Hispanic	1
	Total	14

New Strategies, Activities, and Benchmarks

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

1. Continued to provide cultural competency training for various campus community groups.

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

2. Continued a formal grant program for requesting financial support from the Office of Diversity. Grants are available to faculty, staff, and students for activities and programs that advance campus diversity and inclusiveness. We restructured the grant program to focus on the following strategic priorities:
   - Recruitment
   - Retention
   - Graduation/Promotion
   - Campus and Community Engagement

   Benchmark: The Office of Diversity has awarded more than $140,000 in grants to faculty and students this past year to support diversity and inclusion on the A-State campus and throughout the greater Jonesboro community.

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

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

Tools for Monitoring Progress

The Office of Diversity had a fiscal year 2014-15 budget of over $225,000 for diversity programing and initiatives, including supporting multicultural student initiatives and supplementing critical minority faculty salaries as appropriate. We will utilize the following methods to evaluate our performance towards achievement of diversity goals:

- Every three years, conduct a diversity climate survey to gauge perceptions of campus environment. Use the 2013 survey as the benchmark for the 2016 survey.
- On an annual basis, monitor employment selection data for year-to-year comparisons. Data includes the race, sex, and ethnicity of individuals who applied, individuals interviewed, and individuals hired.
- Monitor the racial, ethnic, and gender makeup of committees and panels to ensure the inclusion of racial and ethnic minorities and/or other individuals with diversity competence, particularly in situations where the recommendations or decisions from such committees and panels affect the employment outcomes of minority faculty, staff, or students.
- Use the number of diversity grants awarded to monitor the development of initiatives that increase understanding of diversity, build support for an inclusive environment, and create opportunities for dialogue.
- Use the annual Excellence in Diversity Awards to incentivize and reward diversity research, pedagogy, and advocacy as well as highlight individuals who promote diversity.
- Assess diversity initiatives at the department, college and unit levels to determine efficacy.

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

Number and Position of Current Minority Faculty and Staff		
Title	**Ethnicity**	**Number**
Assistant Professor	American Indian/Alaskan Native	1
Assoc for Admin	American Indian/Alaskan Native	1
Institutional Svcs Assistant	American Indian/Alaskan Native	1
Instructor	American Indian/Alaskan Native	2
Skilled Trades Supervisor	American Indian/Alaskan Native	1
	Total	**6**
Administrative Specialist II	Asian or Pacific Islander	2
Administrative Specialist III	Asian or Pacific Islander	2
Assistant Professor	Asian or Pacific Islander	10
Assistant Professor-COB	Asian or Pacific Islander	1
Associate Professor	Asian or Pacific Islander	16
Associate Professor-COB	Asian or Pacific Islander	3
Dir of Ofc of Intl Stdnt Servs	Asian or Pacific Islander	1
Head Coach	Asian or Pacific Islander	1
Information Technology Manager	Asian or Pacific Islander	1

Institutional Svcs Assistant	Asian or Pacific Islander	2
Instructor	Asian or Pacific Islander	3
Nurse Anesthesia Clinical Coor	Asian or Pacific Islander	1
Professor	Asian or Pacific Islander	4
Professor-COB	Asian or Pacific Islander	1
Research Assoc	Asian or Pacific Islander	3
Research Assoc Professor--ABI	Asian or Pacific Islander	1
Research Asst Prof--12 Mo--ABI	Asian or Pacific Islander	1
	Total	**53**
ASU Asst Dir of Physical Plant	Black/African-American	1
Academic Advisor	Black/African-American	8
Administrative Analyst	Black/African-American	1
Administrative Specialist I	Black/African-American	5
Administrative Specialist II	Black/African-American	5
Administrative Specialist III	Black/African-American	4
Apprentice Tradesman	Black/African-American	1
Assistant Professor	Black/African-American	13
Assistant Professor--12 Mo	Black/African-American	1
Assistant Professor-COB	Black/African-American	1
Assistant Vice Chancellor	Black/African-American	1
Assoc Dean of Stdnt Affairs	Black/African-American	1

Assoc VC	Black/African-American	1
Associate Professor	Black/African-American	6
Associate Professor--12 Mo	Black/African-American	1
Asst Coach	Black/African-American	4
Asst Dean of Stdnt	Black/African-American	1
Asst Dir of Financial Aid	Black/African-American	1
Asst Football Coach	Black/African-American	3
Athletic Facility Supervisor	Black/African-American	2
Broadcast Prod Specialist	Black/African-American	1
Call Center Specialist	Black/African-American	1
Childcare Technician	Black/African-American	9
Comm Artist I/Graphic Artist I	Black/African-American	1
Computer Operator	Black/African-American	1
Computer Support Specialist	Black/African-American	4
Coor of ASU Cmnty College	Black/African-American	1
Department Chairperson	Black/African-American	1
Development Advncmnt Specialst	Black/African-American	1
Dir of Career Servs	Black/African-American	1
Dir of Disability Servs	Black/African-American	1
Dir of Stdnt Activities	Black/African-American	1
Dir of Upward Bound	Black/African-American	1
Director Academic Advising	Black/African-American	1
Education Counselor	Black/African-American	1
Financial Aid Analyst	Black/African-American	1
HEI Program Coordinator	Black/African-American	2

Heavy Equipment Operator	Black/African-American	3
Institutional Svcs Assistant	Black/African-American	11
Institutional Svcs Supervisor	Black/African-American	2
Instructor	Black/African-American	8
Instructor--12 Mo	Black/African-American	2
Librarian	Black/African-American	1
Library Supervisor	Black/African-American	1
Library Support Assistant	Black/African-American	2
Professor	Black/African-American	3
Project Program Dir	Black/African-American	1
Project Program Manager	Black/African-American	27
Project Program Specialist	Black/African-American	5
Public Safety Officer	Black/African-American	1
Registrars Assistant	Black/African-American	1
Research Assistant	Black/African-American	6
Skilled Tradesman	Black/African-American	2
Student Development Specialist	Black/African-American	3
	Total	**169**
Academic Advisor	Hispanic or Latino	1
Admissions Analyst II	Hispanic or Latino	1
Assistant Professor	Hispanic or Latino	4
Assistant VC for Info Tech	Hispanic or Latino	1
Associate Professor	Hispanic or Latino	2
Associate Professor-COB	Hispanic or Latino	1
Computer Support Specialist	Hispanic or Latino	1

ARKANSAS STATE UNIVERSITY

Farm Foreman - Institutional	Hispanic or Latino	1
Financial Aid Analyst	Hispanic or Latino	1
Fiscal Support Specialist	Hispanic or Latino	1
HEI Program Coordinator	Hispanic or Latino	1
Information Systems Analyst	Hispanic or Latino	1
Institutional Printer	Hispanic or Latino	1
Institutional Svcs Assistant	Hispanic or Latino	2
Instructor	Hispanic or Latino	4
Instructor--12 Mo	Hispanic or Latino	1
Professor	Hispanic or Latino	1
Research Assistant	Hispanic or Latino	2
Research Associate	Hispanic or Latino	1
Student Development Specialist	Hispanic or Latino	1
	Total	**29**

ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan
June 2016

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

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

	Fall 15
Black	999
Hispanic	772
American Indian/Alaska Native	99
Asian/Pacific Islander	155
Native Hawaiian	6
Total	**2,031**

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

   Minority Faculty:

Associate Professor (3)	Asian/Pacific Islander
Associate Professor (2)	Black
Associate Professor (1)	Hispanic
Assistant Professor (5)	Asian/Pacific Islander
Assistant Professor (1)	Hispanic
Assistant Professor (2)	American Indian/Alaskan Native
Assistant Professor (3)	Black
Assistant Professor (1)	International – Non-Resident Alien
Instructor (1)	Black
Instructor (1)	Asian/Pacific Islander
Instructor (1)	Hispanic
Workforce Ed Faculty (1)	Asian
Workforce Ed Faculty (1)	Black
Total Minority Faculty	**23**

   Minority Adjunct Faculty

Adjunct (1)	American Indian/Alaskan Native
Adjunct (4)	Black
Adjunct (4)	Hispanic
Adjunct (3)	International – Non-Resident Alien
Total Minority Adjunct	**12**

Minority Staff:

Position	Ethnicity
Academic Advisor UB M/S Liaison (1)	Asian
Academic Advisor (1)	American Indian/Alaskan Native
Academic Advisor (1)	Hispanic
Administrative Analyst (1)	Black
Administrative Specialist I (1)	Asian
Administrative Specialist I (2)	Black
Administrative Specialist I (2)	Hispanic
Administrative Specialist II (1)	Asian
Administrative Specialist II (1)	Black
Administrative Specialist II (1)	Hispanic
Administrative Specialist III (1)	Asian
Administrative Specialist III (2)	Black
Administrative Specialist III (1)	Hispanic
Assessment Specialist (1)	Asian
Assistant Athletic Trainer (1)	Black
Assistant Coach (5)	Black
Associate Dean of Students (1)	Black
Associate Registrar (1)	Black
Computer Operator (1)	Hispanic
Director of Career Services (1)	Black
Director of International Programs (1)	Asian
Director of Residence Life (1)	American Indian/Alaskan Native
English Language Institute Coordinator (1)	Asian
Fiscal Support Analyst (1)	Hispanic
Fiscal Support Specialist (1)	Black
Fiscal Support Specialist (1)	Hispanic
Head Coach Women's Softball (1)	Hispanic
Institutional Assistant (1)	Asian
Institutional Services Assistant (1)	American Indian/Alaskan Native
Institutional Services Assistant (1)	Asian
Institutional Services Assistant (3)	Hispanic
Institutional Services Assistant (1)	Native Hawaiian-Pacific Islander
Landscape Specialist (1)	American Indian/Alaskan Native
Maintenance Assistant (1)	Black
Network Support Specialist (1)	Asian
Project Program Director Sports Medicine (1)	Black
Project Program Administrator (1)	Asian
Project Program Administrator (1)	Hispanic
Public Safety Officer (1)	Asian
Public Safety Officer (1)	Black
Registered Nurse (1)	American Indian/Alaskan Native
Special Events Supervisor (1)	Asian

Systems Specialist (1)	American Indian/Alaskan Native
Total Minority Staff	**52**

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

Administrative Specialist I (2)	Asian
Administrative Specialist I (1)	Black
Administrative Specialist II (1)	Asian
Administrative Specialist II (1)	Black
Adjunct Faculty (2)	Hispanic
Assessment Specialist (1)	Asian
Assistant Athletic Trainer (1)	Black
Assistant Professor (2)	Asian
Assistant Professor (3)	Black
Associate Professor (1)	Black
Associate Dean of Students (1)	Black
Computer Operator (1)	Hispanic
Director of Career Services (1)	Black
Fiscal Support Specialist (1)	Hispanic
Institutional Services Assistant (1)	American Indian/Alaskan Native
Landscape Specialist (1)	American Indian/Alaskan Native
Maintenance Assistant (1)	American Indian/Alaskan Native
Public Safety Officer (1)	Black
Total in Past Year	**23**

4. Progress continues in the recruitment and retention of minority students. Statistics compiled by the Director of Institutional Research indicate that the number of minority students increased by 101 last year, an increase of 5% over the previous year. The largest increases were among Black and Hispanic students. The University is continuing to place emphasis on the retention of all students, not just minority students.

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

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

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

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

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

Arkansas Tech University is participating in the Academy on Persistence and Completion under the auspices of the Higher Learning Commission. This is a four-year commitment and effort to improve retention and completion rates using mentoring and consultants from the Higher Learning Commission to help design programs and services that improve student success.

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

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

4.a. There are currently no revisions or updates to the current five-year plan, However, Arkansas Tech University just completed a new strategic plan which took more than a year to complete and involved the entire campus as well as various external constituencies. The plan was approved at the beginning of summer 2016 by the Board of Trustees. Over the course of this next year, a new Minority Recruitment and Retention Plan that closely follows the revised strategic plan will be developed and submitted to ADHE.

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

Timeline

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

Budget

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

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

Methods of Assessment

Assessment of the effectiveness of the plan is conducted on two levels. Action items are

reviewed on an annual basis to assure the procedures are being followed and that policies are being enforced. The strategies and action items are designed to bring about the desired outcome of a more ethnically diverse campus. Therefore, the more important assessment method will be tracking and reporting the number of minority faculty, staff, and students on an annual basis to determine if progress is being made in the recruitment and retention of a diverse faculty, staff, and student body. The final assessment is the development of data that identify trends in recruitment and retention of qualified minority faculty, staff, and students. The annual report is focused on the current status and annual changes in the quality and numbers of minorities in each group; faculty, staff and students. Increases in those areas provide indications that the plan is working as anticipated.

Henderson State University
2015-2016
Minority Recruitment and Retention
Annual Report

Dr. Lewis A. Shepherd, Jr.
Vice President for Student and External Affairs
Henderson State University
June 27, 2016

Introduction

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

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

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

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

Multicultural Students

The number of culturally diverse students enrolled during the 2015-2016 academic year at Henderson State University was 1,356. This number represents approximately 33.5 % of the HSU student body.

Minority Students 2015-16	
Ethnicity	**Headcount**
African American	957
American Indian	19
Asian American	34
Hispanic	156
International	54
2 or More Races	136
TOTAL	**1356**

Minority Staff and Faculty

During the 2015-2016 academic year, Henderson State University employed 103 minority faculty and staff. The list below provides the number and position title of individuals currently employed.

Currently Employed Faculty and Staff

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

Position	Number
Academic Advisor	2
Accountant I	1
Adjunct Faculty	10
Administrative Specialist I	5
Administrative Specialist II	8
Administrative Specialist III	4
Admissions Counselor	1
Assistant Athletic Director	1
Assistant Director of Residence Life	1
Assistant Coach	3
Assistant Librarian	1
Assistant Professor	12
Assistant Registrar	1
Associate Dean of Students	1
Associate Librarian	1
Associate Professor	7
Assistant Director of Veterans Upward Bound	1
Assistant Director of McNair Scholars	1
Coordinator of Intramural Sports & Summer Camps	1
Director ERZ	1
Director of Testing	1
Director of Teacher Ed Admissions	1
Director of TRIO Programs	1
Director of University Relations & Admissions	1
Education Specialist/Counselor SSS	2
Fiscal Support Specialist	1
Fiscal Support Technician	1
Head Volleyball Coach	1
Innkeeper Assistant	1
Instructor of English	1
Instructor of Music	1
Library Tech-Academic Support	2
Network Support Analyst	1

President	1
Professor	12
Public Safety Officer	4
Purchasing Specialist	1
Resident Hall Spec-Area Coordinator	2
Scholar Coordinator for McNair Scholars	1
Student Services Counselor	2
Vice President for Student and External Affairs	1
Vice Provost	1
	103

Full-time Faculty by Minority Group

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

Minority Full-time Faculty	
Ethnicity	**Headcount**
African American	10
American Indian	2
Asian American	7
Hispanic	5
2 or More Races	7
International	2
TOTAL	**33**

Full-Time Faculty & Staff by Minority Group

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

All Minority Faculty & Staff	
Ethnicity	**Headcount**
African American	65
American Indian	2
Asian American	12
Hispanic	10
2 or More Races	12
International	2
TOTAL	**103**

Recently Employed Minority Faculty and Staff

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

Minority - New Employees	
Ethnicity	**Headcount**
African American	16
Asian American	3
Hispanic	4
2 or More Races	2
TOTAL	**25**

Institutional Goals and Objectives

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

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

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

Action and Elements

As a measure of progress we will:

1. Appropriate and fill a position dedicated full-time to leading the whole-campus initiative to improve our climate and ability to increase institutional diversity, equity, and inclusion.

2. Form a committee of faculty, staff, and students who have previously worked on diversity efforts as well as members who have interest in doing so.

   o Establish a clear definition of what diversity, equity, inclusion and cultural competence mean to Henderson.

   o Define how to measure success.

   o Determine what has been accomplished in the past and which programs or efforts were successful.

   o Analyze why some efforts may have failed and/or diminished over time.

   o Study successful efforts at other institutions and organizations.

3. Conduct a comprehensive study of our demographic data.

   o Measure data against labor market data where we recruit candidates.

   o Measure data against data from a selected set of comparable and competitive peer institutions.

   o Propose recommendations for changes and their implementation supported by study data.

4. Conduct and use a comprehensive survey measuring the climate for diversity, equity and inclusion on our campus.

   o Identify reasons for feelings of being excluded and other parameters as determined while making survey.

- o Using data from the climate survey and findings from the study of other institutions and organizations, develop a plan with policies, procedures, and models to increase and continuously promote cultural competency and proactive behavior among all university constituents.

5. Be recognized as a leader in diversity, equity and inclusion

- o Develop our own Diversity Excellence Award similar to the one at Arkansas State University which recognizes "individual faculty members, faculty groups, academic departments or academic units that demonstrate the highest commitment to enhancing excellence through diversity." Our award could include staff and student groups.

- o Be the recipient of the CUPA-HR "Inclusion Cultivates Excellence Award."

Budget

The Office of Diversity operates within the following budget:

Account	Amount
Travel	$2,000.00
Supplies and Services	$4,200.00
Total	**$6,200.00**

*Additional funds are secured through private grants and foundations.

Southern Arkansas University
Minority Recruitment and Retention Annual Report
2015-2016

Southern Arkansas University
100 E. University
Magnolia, Arkansas 71753

MINORITY RETENTION PLAN
2015-16

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 f a c u l t y and staff.
> a. Annual comparison of the percent of underrepresented faculty and staff, using fall 2005 as the base year in October of each year

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

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

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

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

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

1.   Minority representation is required on significant committees that have a great impact on the University.

2.   The policy of minority representation on all search committees c o n t i n u e s .

3.   Beginning in 2003 and in observance of Martin Luther King, Jr. Day, all classes were cancelled for the observance of Martin Luther King, Jr. Day in February. Students and faculty were dismissed for the day's observations and programs.

4.   A vote of the SAU staff (100% participation) showed clearly that the   staff was overwhelmingly in favor of not either taking a mandatory day of leave or losing one day of Christmas leave time to observe Martin Luther King, Jr. Day. The staff wished for the University offices to remain open and that any staff employees wanting to observe Martin Luther King, Jr. Day are welcomed and encouraged to do so by taking a personal vacation day.

Office of Multicultural Affairs Goals relating to Minorities

1. To provide a nurturing environment for minority students.

2. To enhance retention and graduation rates among minority students.

3. To provide opportunities for multicultural growth.

4. To reach out to African-American alumni in order to establish a network of support for current African-American students.

5. To assist minority students in locating financial assistance.

6. To keep minority students abreast of University trends that affect graduation via 60+ meetings, written communications, etc.

7. To meet with freshmen students in Residence Halls weekly to discuss issues they may experience and assist with resolutions.

8. To act as a liaison for minority students and the University administration.

9. To communicate campus culture (i.e., student handbook) to entering freshmen as a proactive measure in preventing disciplinary suspensions.

New Minorities hired within the last year

2015-2016

Assistant Professor	1
Associate Professor	1
Total	**2**

2014-2015

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

2013-2014

Administrative Specialist I	1
Administrative Specialist III	1
Director of Upward Bound	1
Education Specialist-Talent Search	1
Field Instructor for Title IV-E	1
Maintenance Assistant	1
Student Services Data and Research Coord	1
Tutor Coordinator	1
Total	**8**

2012-2013

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

2011-2012

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

2010-2011

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

2009-2010

Assistant Professor	1
Counselor	1
Total	2

2008-2009

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

2007-2008

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

2006-2007

Assistant Football Coach	1
Equipment Operator	
University Village Manager	1
Assistant Professor	1
Counselor Talent Search	2
Secretary I	
Director Talent Search	
PT Secretary I	
Total	**9**

Student Retention

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fall 2013 Cohort Group	Number in Cohort	First Year Retained Fall 2013
African-American	146	53.42%
Native American	4	25%
Hispanic	11	81.82%
Asian	3	33.3%
White	451	65.41%

Fall 2014 Cohort Group	Number in Cohort	First Year Retained Fall 2013
African-American	211	55.5%
Native American	3	66.7%
Hispanic	22	54.5%
Asian	5	100%
White	443	65%

African-American Beginning Freshmen Retention

Cohort	SAU Total	African American
2000 Cohort	67.42%	69.57%
2001 Cohort	63.92%	67.59%
2002 Cohort	65.19%	74.32%
2003 Cohort	62.87%	68.42%
2004 Cohort	63.68%	61.88%
2005 Cohort	62.08%	54.55%
2006 Cohort	61.62%	71.79%
2007 Cohort	56.36%	53.85%
2008 Cohort	62.82%	62.92%
2009 Cohort	62.34%	62.28%
2010 Cohort	60.19%	59.70%
2011 Cohort	60.28%	55.26%
2012 Cohort	64.30%	55.70%
2013 Cohort	63.00%	53.42%
2014 Cohort	62.10%	55.50%

African American Cohort Retention
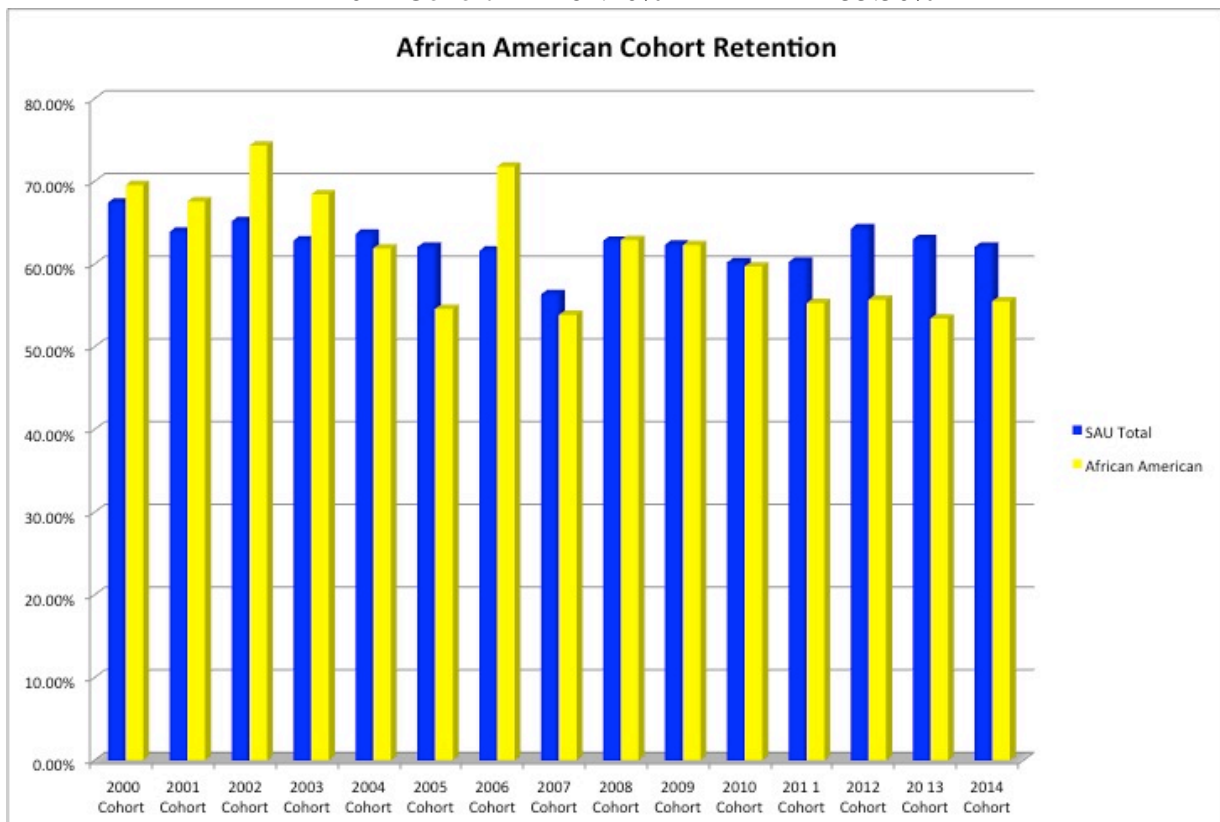
African-American Beginning Freshmen Graduation

Cohort	SAU Total	African American
1998	34.99%	25.23%
1999	34.77%	28.79%
2000	38.36%	35.40%
2001	36.07%	28.96%
2002	31.97%	28.37%
2003	31.80%	24.34%
2004	34.15%	26.00%
2005	32.80%	23.08%
2006	34.50%	28.21%
2007	34.10%	20.10%
2008	36.05%	23.60%
2009	31.20%	23.35%
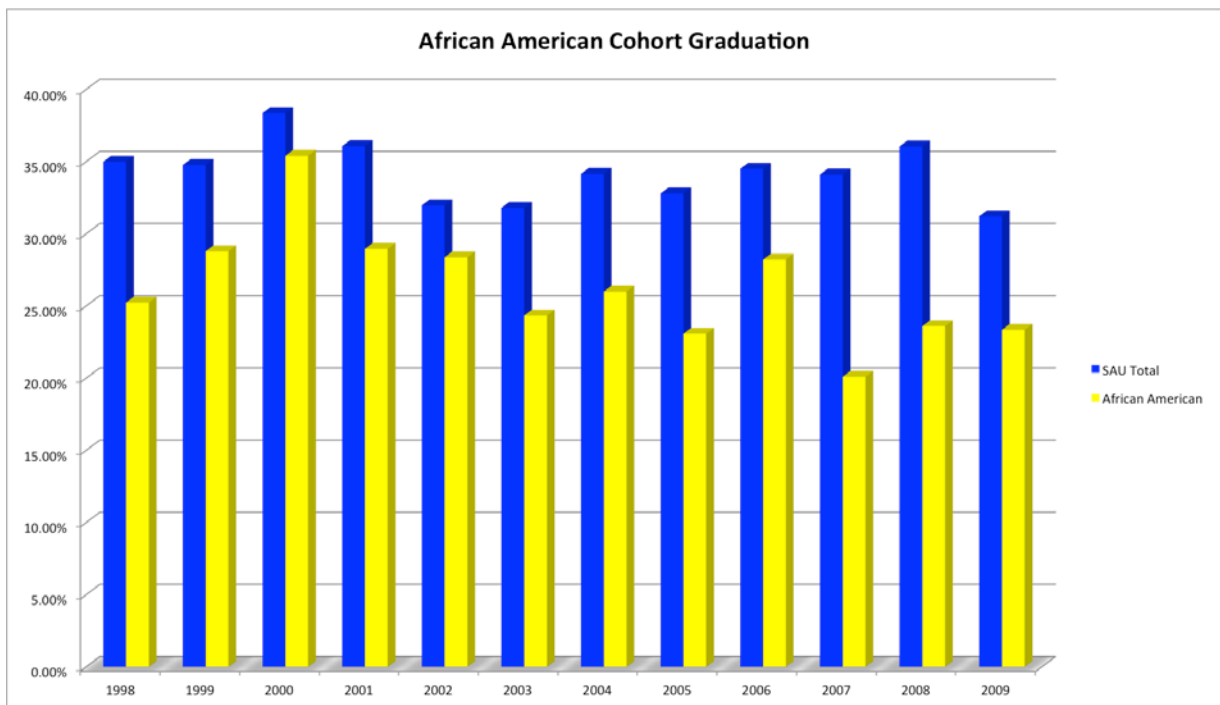
Term	Minority Enrollment
	706
2001 Spring	655
2001 Fall l	781
2002 Spring	715
2002 Fall	801
2003 Spring	757
2003 Fall	791
2004 Spring	725
2004 Fall	836
2005 Spring	812
2005 Fall	911
2006 Spring	833
2006 Fall	934
2007 Spring	897
2007 Fall	1015
2008 Spring	928
2008 Fall	998
2009 Spring	901
2009 Fall	1041
2010 Spring	988
2010 Fall	1128
2011 Spring	1036
20 11 Fall	1136
2012 Sprin g	1016
2012 Fall	1075
2013 Spring	981
2013 Fall	1064
2014 Spring	992
2014 Fall	1139
2015 Spring	996
2015 Fall	1140
2016 Spring	1051

Minority Enrollment
Fall 2000 - Spring 2016

Minority Enrollment
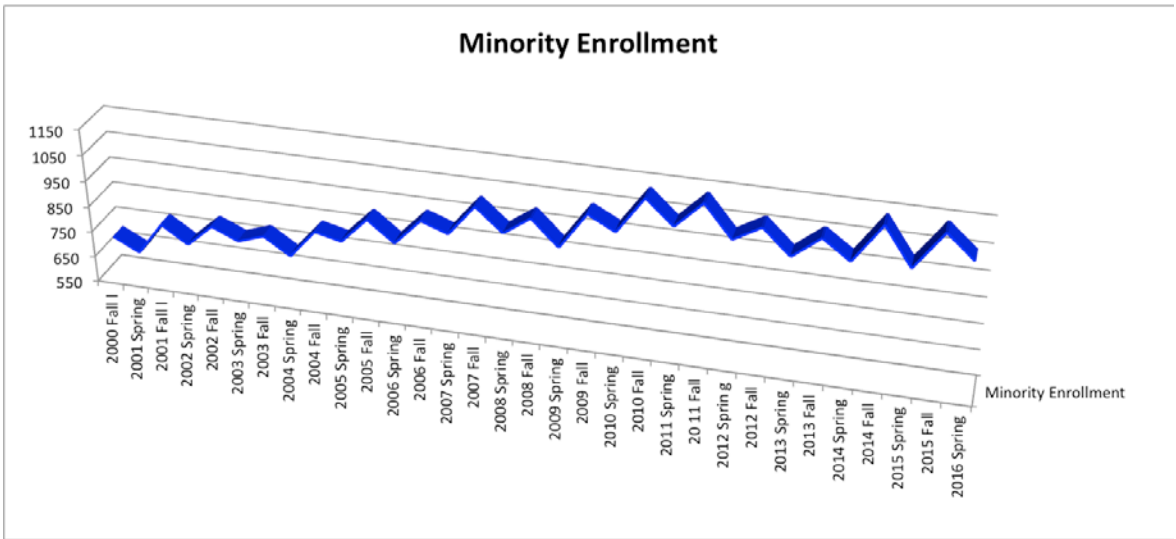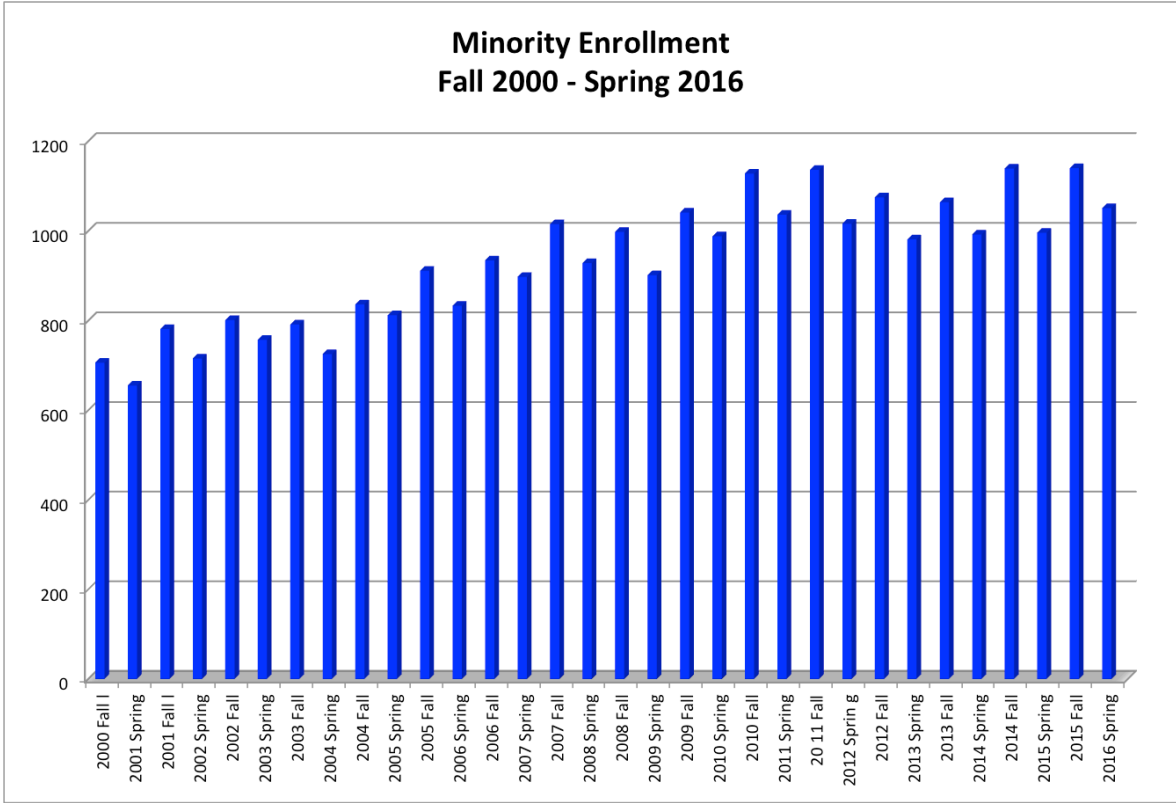
Multicultural Services Mission Statement

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

OFFICE of MULTICULTURAL SERVICES
2015/2016 ACTIVITIES and EVENTS

AUGUST 2015
- 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 2015
- Black Students Association meeting
- Sexual Assault Awareness Week activities
- NPHC meeting
- Black Students Association meeting
- NPHC meeting
- Black Students Association meeting
- Black Students Association Rooftop Party
- Sister-To-Sister meeting

OCTOBER 2015
- NPHC meeting
- BSA meeting
- Black Alumni Homecoming Reception
- NPHC Annual Homecoming Greekshow
- Black Students Association meeting
- NPHC meeting
- BSA meeting
- University Diversity Strategic Plan Meeting

NOVEMBER 2015
- NPHC meeting
- BSA meeting
- NPHC meeting
- BSA meeting
- NPHC meeting

DECEMBER 2012
- BSA meeting
- Sister-To-Sister meeting

JANUARY 2016
- Columbia County NAACP Annual Freedom Fund Banquet
- Dr. Martin Luther King, Jr. March and Program
- Sister-To-Sister meeting

FEBRUARY 2016
- NPHC meeting
- University Diversity Strategic Plan Meeting
- BSA meeting
- BSA Panel Discussion
- University Diversity Strategic Plan Meeting
- NPHC meeting
- BSA meeting
- Sister-To-Sister meeting

MARCH 2016
- NPHC meeting
- BSA meeting
- NPHC meeting
- BSA meeting
- University Diversity Strategic Plan Meeting
- Black Student Association Panel Discussion
- Sister-To-Sister meeting

APRIL 2016
- NPHC Annual Spring Greekshow & After Party
- NPHC meeting
- BSA Scholarship Extravaganza
- NPHC meeting
- BSA meeting
- Genesis Ministry Choir Annual Spring Concert

Southern Arkansas University Tech

Minority Recruitment and Retention Annual Report

June 30, 2016

Southern Arkansas University Tech
Minority Recruitment and Retention Annual Report -- 2016

Number of minority students who currently attend the institution.

In the fall 2015 semester there were **720 (43.15%)** minority students attending SAU Tech. The total fall 2015 headcount was 1650. The table details the fall 2015 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3* – Comparison of student enrollment each fall semester.)

Headcount Enrollment										
	Fall 2015		**Fall 2014**		**Fall 2013**		**Fall 2012**		**Fall 2011**	
American Indian/Alaska Native	6	0.36%	8	0.51%	6	0.35%	4	0.22%	35	1.63%
Asian/Pacific Islander	10	0.61%	7	0.45%	4	0.23%	8	0.44%	16	0.75%
Black (Non-Hispanic)	599	36.30%	532	34.12%	579	33.47%	653	35.94%	794	37.07%
Hispanic	56	3.40%	36	2.31%	37	2.14%	29	1.60%	33	1.54%
Unknown & Non-Resident Alien	4	0.24%	8	0.51%	42	2.43%	16	0.88%	15	0.70%
White	930	56.36%	933	59.85%	1028	59.41%	1081	59.49%	1249	58.31%
Two or More Races	45	2.73%	35	2.25%	34	1.97%	26	1.43%	0	0.00%
Total	1650	100.00%	1559	100.00%	1730	100.00%	1817	100.00%	2142	100.00%

Source: ADHE SIS File Submission

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

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2015 semester.

Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	**TOTAL**
— Southern Arkansas University Tech Faculty/Staff Fall 2015									
Full-Time Faculty	0	0	0	0	0	0	28	0	**28**
Librarians	0	0	0	0	0	0	1	0	**1**
Library Technicians	0	1	0	0	0	0	0	0	**1**
Student & Academic Affairs & Other Educational Services	0	3	0	0	0	0	7	0	**10**
Management	0	9	0	0	0	0	11	0	**20**
Business & Finance Ops	0	0	0	0	0	0	3	0	**3**
Computer, Engineering, & Science	0	3	0	0	0	0	1	0	**4**
Community Service, Legal, Arts, & Media s	0	0	0	0	0	0	3	0	**3**
Service	0	2	0	0	1	0	8	0	**11**
Office & Administrative Support	0	10	0	0	0	0	9	0	**19**
Natural Resources, Construction, & Maintenance	0	1	0	0	0	0	8	0	**9**
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	**1**
GRAND TOTAL	**0**	**30**	**0**	**0**	**1**	**0**	**79**	**0**	**110**

Source: IPEDS Human Resources Survey Component using SOC Code Categories

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2014 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2014									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	**TOTAL**
Full-Time Faculty	0	1	0	0	0	0	32	0	**33**
Librarians	0	0	0	0	0	0	1	0	**1**
Library Technicians	0	1	0	0	0	0	1	0	**2**
Student & Academic Affairs & Other Educational Services	0	3	0	0	0	0	7	0	**10**
Management	0	10	0	0	0	0	12	0	**22**
Business & Finance Ops	0	0	0	0	0	0	3	0	**3**
Computer, Engineering, & Science	0	3	0	0	0	0	1	0	**4**
Community Service, Legal, Arts, & Media s	0	0	0	0	0	0	4	0	**4**
Service	0	3	0	0	1	0	8	0	**12**
Office & Administrative Support	0	10	0	0	0	0	11	0	**21**
Natural Resources, Construction, & Maintenance	0	1	0	0	0	0	8	0	**9**
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	**1**
GRAND TOTAL	**0**	**33**	**0**	**0**	**1**	**0**	**88**	**0**	**122**

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2013 semester.

Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	**TOTAL**
Southern Arkansas University Tech Faculty/Staff Fall 2013									
Full-Time Faculty	0	2	0	0	0	0	33	0	**35**
Librarians	0	0	0	0	0	0	1	0	**1**
Library Technicians	0	1	0	0	0	0	1	0	**2**
Student & Academic Affairs & Other Educational Services	0	0	0	3	0	0	7	0	**10**
Management	0	9	0	0	0	0	12	0	**21**
Business & Finance Ops	0	0	0	0	0	0	3	0	**3**
Computer, Engineering, & Science	0	4	0	0	0	0	2	0	**6**
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	**4**
Service	0	5	0	0	0	0	9	0	**14**
Office & Administrative Support	0	12	0	0	0	0	12	0	**24**
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	9	0	**9**
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	**1**
GRAND TOTAL	**0**	**35**	**0**	**3**	**0**	**0**	**92**	**0**	**130**

Source: IPEDS Human Resources Survey Component using SOC Code Categories

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2012 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2012								
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	**TOTAL**
Full-Time Faculty	0	2	0	0	0	0	33	0	**35**
Librarians	0	0	0	0	0	0	1	0	**1**
Library Technicians	0	1	0	0	0	0	1	0	**2**
Management	0	7	0	0	0	0	13	0	**20**
Business & Finance Ops	0	0	0	0	0	0	3	0	**3**
Computer, Engineering, & Science	0	4	0	0	0	0	1	0	**5**
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	4	0	**5**
Service	0	5	0	0	0	0	9	0	**14**
Office & Administrative Support	0	17	0	0	1	0	22	0	**40**
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	9	0	**9**
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	**1**
GRAND TOTAL	**0**	**38**	**0**	**0**	**1**	**0**	**96**	**0**	**135**

Source: IPEDS Human Resources Survey Component using SOC Code Categories

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2011 semester.
Source: IPEDS Human Resources Survey Component

Southern Arkansas University Tech Faculty/Staff Fall 2011								
Race	Full-Time Faculty	Exe./Adm./Mgr.	Other Prof.	Technical Paraprof.	Clerical & Sec.	Skilled Craft	Service Maint.	Total
Non-Resident Alien	0	0	0	0	0	0	0	0
Black, Non-Hispanic	2	6	4	5	13	0	6	36
American Indian/Alaskan Native	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	1	0	0	1
White, Non-Hispanic	30	15	7	10	14	4	15	95
Unknown	0	0	0	0	0	0	0	0
Total	32	21	11	15	28	4	21	132

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

In the fall 2015 semester, there were **zero (0)** full-time minority faculty. The fall 2015 total full-time faculty was 28. The table details full-time faculty by minority group. (*Plan Indicator to Determine Success #5* – Comparison of faculty subpopulations each fall.)

Southern Arkansas University Tech Full-Time Faculty										
Race	Fall 2015		Fall 2014		Fall 2013		Fall 2012		Fall 2011	
Non-Resident Alien	0	0%	0	0%	0	0%	0	0%	0	0%
Black Non-Hispanic	0	0%	1	3%	2	6%	2	6%	2	6%
American Indian/Alaskan Native	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
White, Non-Hispanic	28	100%	32	97%	33	94%	33	94%	30	94%
Unknown	0	0	0	0%	0	0%	0	0%	0	0%
Total	28	100%	33	100%	35	100%	35	100%	32	100%

Source: IPEDS Human Resources Survey Component

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

In the fall 2015 semester, there were **two (2)** minority adjuncts or part-time minority faculty. The fall 2015 total part-time or adjunct faculty was **18**. The table details part-time or adjunct faculty by minority group. (*Plan Indicator to Determine Success #5* – Comparison of faculty subpopulations each fall.)

Southern Arkansas University Tech Part-Time Faculty										
Race	Fall 2015		Fall 2014		Fall 2013		Fall 2012		Fall 2011	
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0	0%	0	0%
Black Non-Hispanic	1	5.6%	1	4.2%	4	12.5%	2	6.7%	2	4.5%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0%	0	0%
Asian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0%	0	0%
Hispanic	1	5.6%	0	0.0%	0	0.0%	0	0%	1	2.2%
White, Non-Hispanic	16	88.8%	23	95.8%	28	87.5%	28	93.3%	42	93.3%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0%	0	0%
Total	18	100.0%	24	100.0%	32	100.0%	30	100.0%	45	100.0%

Source: IPEDS Human Resources Survey Component

Number and position title of minority staff who currently work for the institution.
In the fall 2015 semester, there were **31** minority staff employed at SAU Tech. The fall 2015 staff employment for SAU Tech was **82.** The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	**1**
Library Technicians	0	1	0	0	0	0	0	0	**1**
Student & Academic Affairs & Other Educational Services	0	3	0	0	0	0	7	0	**10**
Management	0	9	0	0	0	0	11	0	**20**
Business & Finance Ops	0	0	0	0	0	0	3	0	**3**
Computer, Engineering, & Science	0	3	0	0	0	0	1	0	**4**
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	3	0	**3**
Service	0	2	0	0	1	0	8	0	**11**
Office & Administrative Support	0	10	0	0	0	0	9	0	**19**
Natural Resources, Construction, & Maintenance	0	1	0	0	0	0	8	0	**9**
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	**1**
GRAND TOTAL	0	30	0	0	1	0	51	0	82

Table title: Southern Arkansas University Tech Staff Fall 2015

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority staff who currently work for the institution.
In the fall 2014 semester, there were **38** minority staff employed at SAU Tech. The fall 2014 staff employment for SAU Tech was **102**. The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Southern Arkansas University Tech Staff Fall 2014								
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	**1**
Library Technicians	0	1	0	0	0	0	1	0	**2**
Student & Academic Affairs & Other Educational Services	0	7	0	0	0	0	13	0	**20**
Management	0	0	0	0	0	0	3	0	**3**
Business & Finance Ops	0	4	0	0	0	0	1	0	**5**
Computer, Engineering, & Science	0	1	0	0	0	0	4	0	**5**
Community Service, Legal, Arts, & Media	0	5	0	0	0	0	9	0	**14**
Service	0	17	0	0	1	0	22	0	**40**
Office & Administrative Support	0	0	0	0	0	0	9	0	**9**
Natural Resources, Construction, & Maintenance	0	1	0	0	0	0	0	0	**1**
Production, Transportation, & Material Moving	0	1	0	0	0	0	1	0	**2**
GRAND TOTAL	0	37	0	0	1	0	64	0	102

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Southern Arkansas University Tech Staff Fall 2013								
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	1	0	0	0	0	1	0	2
Student & Academic Affairs & Other Educational Services	0	0	0	3	0	0	7	0	10
Management	0	9	0	0	0	0	12	0	21
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	4	0	0	0	0	2	0	6
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	4
Service	0	5	0	0	0	0	9	0	14
Office & Administrative Support	0	12	0	0	0	0	12	0	24
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	9	0	9
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	1
GRAND TOTAL	0	33	0	3	0	0	59	0	95

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Southern Arkansas University Tech Staff Fall 2012								
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	1	0	0	0	0	1	0	2
Management	0	7	0	0	0	0	13	0	20
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	4	0	0	0	0	1	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	4	0	5
Service	0	5	0	0	0	0	9	0	14
Office & Administrative Support	0	17	0	0	1	0	22	0	40
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	9	0	9
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	1
GRAND TOTAL	0	36	0	0	1	0	63	0	100

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Southern Arkansas University Tech Staff Fall 2011							
Race	Exe./Adm./Mgr.	Other Prof.	Technical Paraprof.	Clerical & Sec.	Skilled Craft	Service Maint.	Total
Non-Resident Alien	0	0	0	0	0	0	0
Black, Non-Hispanic	6	4	5	13	0	6	34
American Indian/Alaskan Native	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	1	0	0	1
White, Non-Hispanic	15	7	10	14	4	15	65
Unknown	0	0	0	0	0	0	0
Total	21	11	15	28	4	21	100

Source: IPEDS Human Resources Survey Component

Number and position title of minority faculty and staff who began working at the institution in the past year. Between July 1, 2015 and October 31, 2015 there were **two (2)** minority faculty and staff who began working at the institution, which represents **22.2%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2015-October 31, 2015									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	**TOTAL**
Full-Time Faculty	0	0	0	0	0	0	2	0	**2**
Librarians	0	0	0	0	0	0	0	0	**0**
Library Technicians	0	0	0	0	0	0	0	0	**0**
Student & Academic Affairs & Other Education Services	0	0	0	0	0	0	0	0	**0**
Management	0	1	0	0	0	0	2	0	**3**
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	**0**
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	**0**
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	**0**
Service	0	1	0	0	0	0	2	0	**3**
Office & Administrative Support	0	0	0	0	0	0	1	0	**1**
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	**0**
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	**0**
GRAND TOTAL	**0**	**2**	**0**	**0**	**0**	**0**	**7**	**0**	**9**

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between July 1, 2014 and October 31, 2014 there was **one (1)** minority faculty and staff who began working at the institution, which represents **16.7%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2014-October 31, 2014									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	**TOTAL**
Full-Time Faculty	0	0	0	0	0	0	5	0	**5**
Librarians	0	0	0	0	0	0	0	0	**0**
Library Technicians	0	0	0	0	0	0	0	0	**0**
Student & Academic Affairs & Other Education Services	0	0	0	0	0	0	0	0	**0**
Management	0	0	0	0	0	0	0	0	**0**
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	**0**
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	**0**
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	**0**
Service	0	1	0	0	0	0	0	0	**1**
Office & Administrative Support	0	0	0	0	0	0	0	0	**0**
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	**0**
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	**0**
GRAND TOTAL	**0**	**1**	**0**	**0**	**0**	**0**	**5**	**0**	**6**

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2013-October 31, 2013								
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	**TOTAL**
Full-Time Faculty	0	0	0	0	0	0	0	0	**0**
Librarians	0	0	0	0	0	0	0	0	**0**
Library Technicians	0	0	0	0	0	0	0	0	**0**
Student & Academic Affairs & Other Education Services	0	0	0	0	0	0	1	0	**1**
Management	0	0	0	0	0	0	0	0	**0**
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	**0**
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	**0**
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	**0**
Service	0	0	0	0	0	0	2	0	**2**
Office & Administrative Support	0	0	0	0	0	0	0	0	**0**
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	**0**
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	**0**
GRAND TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**3**	**0**	**3**

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2012-October 31, 2012									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	0	0	0	0	0	1	0	1
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Management	0	0	0	0	0	0	1	0	1
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	1	0	1
Office & Administrative Support	0	3	0	0	0	0	0	0	3
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	0
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	3	0	0	0	0	3	0	6

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2011– October 31, 2011								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Black, Non-Hispanic American	1	0	1	1	3	0	1	7
White, Non-Hispanic	2	0	1	1	2	0	1	7
Total	3	0	2	2	5	0	2	14

Source: IPEDS Human Resources Survey Component

Number and position title of minority faculty and staff who began working at the institution in the past year. Between July 1, 2015 and June 30, 2016 there were **eight (8)** minority faculty and staff who began working at the institution, which represents **33.3%** of the total new hires. The tables below detail faculty and staff positions by minority group.

Plan Indicator to Determine Success #1 – Review of the College Affirmative Action Reports.

Affirmative Action Report

July 1 – September 30, 2015

Fourteen positions were advertised and ten employees were hired to fill the positions for the first quarter of the 2015-16 fiscal year. The positions were advertised through the following:

Camden News

Magnolia Banner News

El Dorado Times

AR Democrat- Gazette

Fordyce Advocate

Texarkana Gazette

arkansasjobs.net

SAU Tech website

Employment Security Division

Veterans Supported Employment Program

Letters of announcements to predominantly
           minority colleges

The applicants who completed the Equal Employment Data form submitted information for the following data.

Eighty-four (84) applications were submitted for review. Twenty-two (22) candidates were interviewed for the positions.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	2	2	6	**10**
Black	10	0	2	**12**
Hispanic	0	0	0	**0**
Male	5	0	5	**10**
Female	7	2	3	**12**

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the candidates interviewed, those who were hired were:

	Administrator	Faculty	Classified	Total
White	1	2	3	**6**
Black	3	0	1	**4**
Hispanic	0	0	0	**0**
Male	2	0	3	**5**
Female	2	2	1	**5**

*NOTE: One (1) faculty position and two (2) classified positions had not been filled at the end of the first quarter.

Olivia Clack
HR Director

Affirmative Action Report

October 1 – December 31, 2015

Nine positions were advertised and six employees were hired to fill the positions for the second quarter of the 2015-16 fiscal year. The positions were advertised through the following:

Camden News   arkansasjobs.net
Magnolia Banner News   SAU Tech website
El Dorado Times   Employment Security Division
AR Democrat- Gazette   Veterans Supported Employment Program Fordyce
Advocate

The applicants who completed the Equal Employment Data form submitted information for the following data.

Sixty-two (62) applications were submitted for review. Twenty-three (17) candidates were interviewed for the positions.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	6	3	6	**15**
Black	3	1	4	**8**
Hispanic	0	0	0	**0**
Male	6	3	8	**17**
Female	3	1	2	**6**

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the candidates interviewed, those who were hired were:

	Administrator	Faculty	Classified	Total
White	1	2	1	**4**
Black	1	0	1	**2**
Hispanic	0	0	0	**0**
Male	0	1	2	**3**
Female	2	1	0	**3**

*NOTE: Two administrative positions had not been filled at the end of the second quarter.

Olivia Clack
HR Director

Affirmative Action Report

January 1 – March 31, 2016

Two positions were advertised and one employee was hired to fill the position for the third quarter of the 2015-16 fiscal year. The positions were advertised through the following:

Camden News   arkansasjobs.net
Magnolia Banner News   SAU Tech website
El Dorado Times   Employment Security Division
AR Democrat- Gazette   Veterans Supported Employment Program Fordyce
Advocate

The applicants who completed the Equal Employment Data form submitted information for the following data.

Twenty-one (21) applications were submitted for review. Four (4) candidates were interviewed for the position that was filled.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	1	0	0	**1**
Black	3	0	0	**3**
Hispanic	0	0	0	**0**
Male	1	0	0	**1**
Female	3	0	0	**3**

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the candidates interviewed, those who were hired were:

	Administrator	Faculty	Classified	Total
White	0	0	0	**0**
Black	1	0	0	**1**
Hispanic	0	0	0	**0**
Male	0	1	0	**0**
Female	1	0	0	**1**

*NOTE: One(1) administrative position had not been filled at the end of the third quarter.

Olivia Clack
HR Director

Affirmative Action Report

April 1 – June 30, 2016

Thirteen positions were advertised and seven employees were hired to fill the positions for the fourth quarter of the 2015-16 fiscal year. The positions were advertised through the following:

Camden News including Total Talent Reach and Diversity Boost
Magnolia Banner News   SAU Tech website
El Dorado Times   Employment Security Division
AR Democrat- Gazette   Veterans Supported Employment Program
Fordyce Advocate   arkansasjobs.net

The applicants who completed the Equal Employment Data form submitted information for the following data.

One hundred sixty-two applications were submitted for review and twenty-six candidates were interviewed for the seven positions that were filled.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	7	1	4	**12**
Black	3	1	10	**14**
Hispanic	0	0	0	**0**
Male	4	1	0	**5**
Female	6	1	14	**21**

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the candidates interviewed, those who were hired were:

	Administrator	Faculty	Classified	Total
White	2	1	3	**6**
Black	1	0	0	**1**
Hispanic	0	0	0	**0**
Male	2	1	0	**3**
Female	1	0	3	**4**

*NOTE: Four (4) administrative positions, two (2) faculty positions had not been filled at the end of the fourth quarter.

Olivia Clack
HR Director

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. The ultimate goal of SAU Tech's Minority Recruitment/Retention Plan is to increase, through recruitment and retention, the student, faculty, and staff minority representation to the respective proportion in the primary service area. Primarily, SAU Tech serves the south central Arkansas counties of Calhoun, Columbia, Dallas, and Ouachita. According to the U.S. Census Bureau, Census 2010, population diversity in this service area is composed of 59.3% White, 37.6% Black or African American, and 3.1% Other ethnic origins.

Minorities represent **27.06%** for the total completions for 2015-2016. This is a smaller percentage of minority completions than last year. The total number of completions is smaller. Also, minorities represent 41.97% total headcount enrollment for 2015-2016. This is a slightly larger percentage of minority headcount but the total headcount is less than last year.

In the fall semester 2015, the full time faculty consisted of 0% minorities, adjunct or part time faculty consisted of 11.1% minorities, and the staff consisted of 37.8% minorities.

Plan Indicator to Determine Success #4 – Comparison of completion rates each spring.

Graduated Student File by Race/Ethnicity										
Race	2015-2016		2014-2015		2013-2014		2012-2013		2011-2012	
American Indian/Alaska Native	9	1.73%	10	1.03%	16	1.52%	11	1.38%	9	1.21%
Asian/Pacific Islander	5	0.96%	4	0.41%	12	1.14%	4	0.50%	2	0.27%
Black (Non-Hispanic)	116	22.26%	306	31.39%	306	29.03%	232	29.04%	242	32.57%
Hispanic	9	1.73%	17	1.74%	21	1.99%	16	2.00%	17	2.29%
Non-resident Alien	0	0.00%	4	0.41%	4	0.38%	14	1.75%	13	1.75%
Unknown	2	0.38%	5	0.51%	7	0.66%	3	0.38%	3	0.40%
White	380	72.94%	629	64.51%	688	65.28%	519	64.95%	457	61.51%
Total Graduates	521	100.00%	975	100.00%	1054	100.00%	799	100.00%	743	100.00%

Strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives. The college will continue to work toward the current objectives and work to refine the methods being employed.

Include your timeline, budget, and methods used to assess and monitor progress. The college will continue to assess and monitor progress on an annual basis. There is not a budget specifically for minority recruitment and retention. Therefore, the budget for minority recruitment is dispersed throughout the college. All faculty and staff hiring is centralized to insure consistency in the recruitment process for all positions and this is overseen by the Vice Chancellor for Finance and Administration. The Vice Chancellor for Student Services monitors activities specifically geared toward the minority student population.

Plan Indicator to Determine Success #2 – Review of the Fall Student Opinion Survey.

Student Opinion Survey Data Fall 2010/Fall 2011/Fall 2012/Fall 2013										
Item	Spring 2016		Fall 2014		Fall 2013		Fall 2012		Fall 2011	
Size of Classes	4.33	86.60%	4.32	86.40%	4.23	84.60%	4.23	84.60%	4.24	84.80%
Racial Harmony	4.43	88.60%	4.35	87.00%	4.25	85.00%	4.20	84.00%	4.22	84.40%
Overall Impression	4.41	88.20%	4.32	86.40%	4.23	84.60%	4.19	83.80%	4.26	85.20%
		NOTE: Ratings are based on a 5-point scale with 5 being Excellent. Beginning during the 2015/16 academic year the student opinion survey is given during the Fall and Spring semesters.								
		19% minority respondents in Spring 2016; 34.59% minority respondents in fall 2014; 37.17% minority respondents in fall 2013; 42.20% minority respondents in fall 2012; 45.40% minority respondents in fall 2011;								

University of Arkansas
Minority Recruitment & Retention 2016 Annual Report

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

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

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

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

Over the past decade the **2010 Commission** issued a series of four reports that addressed the University's commitment to minority recruitment and retention and tracked progress. In 2009 Chancellor Gearhart and the Chancellor's Administrative Policy Council developed a new report that superseded the work of the 2010 Commission but was similar in intent. **Providing Transparency and Accountability to the People of Arkansas** reaffirmed and updated the University's commitment to minority recruitment and retention. This has been used to track

implementation of our commitments. In 2016, Chancellor Steinmetz launched a goal-setting and strategic planning process to include overarching enrollment planning and the expectation that diversity become a quality indicator. UAF has made considerable progress in meeting its minority recruitment and retention goals during 2015-2016. Following are more specific indicators of this progress.

Minority Student Enrollment

Between the fall 2014 and fall 2015, the University of Arkansas experienced progress in growing its numbers of minority students. The following graph illustrates increases among some ethnic groups.

*MINORITY STUDENT ENROLLMENT

ETHNICITY	FALL 2014	FALL 2015	% of Total 2015	% of Change
Hispanic and any race	1666	1874	7.0%	12.5%
American Indian	323	315	1.2%	-2.5%
Asian	649	645	2.4%	-0.6%
African American	1330	1334	5.0%	0.3%
Hawaiian	22	20	0.1%	-9.1%
Two or More Races	778	818	3.1%	5.1%
TOTAL	**4768**	**5006**	**18.7%**	**5.0%**
Foreign (International)	1525	1545	5.8%	1.3%
Ethnicity Not Available	131	140	0.5%	6.9%

*(UA Office of Institutional Research)

Minority Faculty/Staff

For FY 16, the university hired 522 employees in both faculty and staff positions. Federally defined minorities accounted for **17.05%** of these hires. This number represents a .79**%** decrease for the 2015-2016 school year. Women comprised 54.79% of the new employees while foreign nationals made up 9.96% of the new hires. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2015-2016, showing the total number of

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

FACULTY/STAFF NEW HIRES

Ethnicity	FY 15#	%	FY 16#	%
African American	62	10.95%	23	4.41%
American Indian	5	.9%	10	1.92%
Asian	13	2.29%	20	3.83%
Hispanic	14	2.47%	27	5.17%
Native Hawaiian	0	0.00%	0	0.00%
Two or More Races	7	1.23%	9	1.72%
Foreign	53	9.36%	52	9.96%
Unknown	0	0.00%	0	0.00%
Caucasian	412	72.8%	381	72.99%
Totals	**566**	**100.00%**	**522**	**100.00%**

Gender Totals

Female	311	54.95%	286	54.79%
Male	255	45.05%	236	45.21%
Totals	**566**	**100.00%**	**522**	**100.00%**

Minority Faculty/Staff by Position

Position	# of Employees
Provost	1
Vice Chancellor	1
Assistant Dean	2

Dean	1
Dean Of Law	1
Associate Dean	2
Director Of Career Services	1
Director of University Police	1
Project/Program Director	12
Sr. Project/Program Director	1
Assistant Librarian	3
Assistant Professor	83
Assistant Professor – ENGR	13
Assistant Professor-Law	1
Assistant Professor - WCOB	14
Associate Professor	34
Assoc Professor - WCOB	4
Assoc Professor-Law	3
Associate Professor - ENGR	6
Associate Librarian	2
Departmental Chairperson	6
Departmental Chairperson-ENGR	3
Departmental Chairperson-WCOB	2
Distinguished Professor	3
Distinguished Professor-ENGR	1
Distinguished Professor – WCOB	2
Instructor	48

Lecturer	16
Librarian	1
Professor	22
Professor – ENGR	11
Professor - WCOB	3
Professor Law	5
University Professor	1
University Professor – ENGR	1
University Professor – WCOB	1
Academic Counselor	17
Accountant II	3
Administrative Analyst	4
Asst To The Dean	1
Computer Support Specialist	10
Coordinator of Academic Space	1
Development Specialist	1
Development/Advancement Mgr.	2
Development/Advancement Spec	2
Director of Affirmative Action	1
Asst Direc of Affirmative Action	1
Fiscal Support Analyst	5
Fiscal Support Manager	1
HEI Program Coordinator	6
Master Scientific Res Tech	2

Network Support Analyst	1
Network Support Specialist	1
Benefits Specialist	1
Payroll Services Specialist	1
Police Captain	1
Post-Doctoral Associate	35
Post-Doctoral Fellow	20
Program Assistant	1
Program Associate	22
Program Technician	13
Project/Program Manager	14
Project/Program Specialist	94
Project Coordinator	1
Research Assistant	17
Research Associate	34
Personnel Manager	1
Research Field Technician	2
Student Accounts Officer	2
Scientific Research Tech	2
Special Events Manager	1
Student Development Specialist	4
Administrative Specialist I	1
Administrative Specialist II	14
Administrative Specialist III	10

Admin. Supp. Supervisor	14
Admissions Analyst	2
Fiscal Support Technician	1
Inventory Control Manager	1
Library Specialist	1
Assistant Registrar	2
Associate Registrar	1
Registrar's Assistant	3
Computer Operator	1
Computer Support Analyst	2
Computer Support Technician	6
Computer Lab Technician	1
Financial Aid Analyst	2
Fiscal Support Specialist	2
Editor	1
HE Public Safety Commander I	2
HE Public Safety Commander II	1
HE Public Safety Supervisor	3
HE Public Safety Officer	2
Major Gift Development Officer	2
Library Supervisor	2
Library Support Assistant	1
Library Technician	2
Network Analyst	1

Research Technologist	2
Senior Software Supp Analyst	1
Skilled Trades Foreman	1
Systems Analyst	6
Systems Specialist	3
Equipment Mechanic	1
Heavy Equipment Operator	1
Skilled Tradesman	8
Skilled Trades Helper	1
Research Scientist	1
Security Analyst	1
Software Support Specialist	2
Coordinator of Housekeeping	2
Institutional Service Asst.	28
Institutional Service Super.	5
Instructional Designer	1
Lodge Housekeeping Supervisor	1
Mail Services Assistant	1
Maintenance Specialist	1
Maintenance Coordinator	1
Agriculture Farm Technician	1
Agriculture Lab Technician	1
Assessment Director	1
Teaching Associate	2

Student Applications Spec	1
Telecommunication Specialist	1
Website Developer	2
Total Minority Faculty/Staff	**795**

Minority Full-time Faculty

Ethnicity	Number
African American	33
American Indian	10
Asian	103
Hispanic	41
Pacific Islander	00
Foreign	58
Two or More Races	16
Total	**261**

Minority Adjunct Faculty

Ethnicity	Number
African American	5
American Indian	3
Asian	4
Hispanic	7
Pacific Islander	0
Foreign	10
Two or More Races	1
Total	**30**

Minority Faculty/Staff New Hires by Position

Academic Counselor	4
Accountant II	1

Administrative Specialist I	1
Administrative Specialist II	7
Administrative Specialist III	1
Administrative Support Supervisor	1
Admissions Analyst	2
Assistant Professor	18
Assistant Professor-ENGR	3
Assistant Professor-WCOB	2
Associate Librarian	2
Associate Professor	1
Computer Support Analyst	2
Computer Support Specialist	1
Computer Support Technician	3
Departmental Chairperson	1
Departmental Chairperson-ENGR	1
Development/Advancement Mgr	1
Development/Advancement Spec	1
Financial Aid Analyst	1
Fiscal Support Analyst	3
Fiscal Support Specialist	1
HEI Program Coordinator	1
Institutional Service Assistant	4
Instructional Designer	1
Instructor	14
Lecturer	9
Library Support Assistant	1
Mail Services Assistant	1
Master Scientific Res Tech	1
Network Analyst	1
Post-Doctoral Associate	8
Post-Doctoral Fellow	9
Professor	1
Professor-ENGR	1
Professor-Law	1
Program Associate	5
Program Technician	1
Project/Program Manager	3
Project/Program Specialist	12
Research Assistant	2
Research Associate	3

Systems Analyst	1
Systems Specialist	1
Teaching Associate	1
Website Developer	1
Total	**141**

Diversity Initiatives 2015-2016

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

Student: Recruitment/Retention

The College Access Initiative (CAI) is an academic diversity outreach program designed to improve college readiness, college access, and college going among Arkansas students. CAI provides academic programming in public schools and communities statewide, serving students, families and educators for the shared purpose of increasing educational attainment. The program provides free resources and instruction regarding admissions, scholarships, the ACT, the college transition and more. During the summer, CAI hosts multiple summer programs on the UofA campus, serving hundreds of junior high and high school students.

Over the course of the last six years, the university has aggressively awarded its Razorback Bridge scholarship and raised money to establish a new scholarship line, the College Access Responsibility Endeavor (CARE), designed to support underrepresented students from Arkansas who demonstrate need and have achieved academic excellence. The Razorback Bridge and CARE scholarships also carry mandatory programmatic retention support. Students awarded these scholarships are required to participate in the Academic Enrichment Program, a

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

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

In May 2016, another Walton Family Foundation-funded program was announced: The Accelerated Student Achievement Program, or ASAP, was established with a $2.4 million grant and will serve first-generation and low-income students in 26 Arkansas counties and is a joint effort by the Center for Multicultural and Diversity Education and the Office of Graduation and Retention at the university. The program is a four-year pilot initiative designed to accelerate academic success, college completion and career readiness among students from the Delta region and the first cohort of 80 students will arrive on campus in the summer of 2016, before fall classes begin.

The Office of Latino Academic Advancement and Community Relations (la OLAA-CR) brought over 600 high school students to the university campus over the course of the school year. La OLAA-CR sponsored several recruitment events

including Latino Campus Day(s), Latino Transfer Day, Latino Scholars Day and La Academia del ACT, a college readiness camp for English Language Learners. La OLAA-CR staff also participated in numerous statewide college fairs and community events. In retention, OLAA-CR established a Latino Registered Organization network and held an informational fair (Latino RSO Expo). The Office also collaborated with the College of Engineering for establishing a loan forgiveness grant for underrepresented students, including Latinas, first generation, low income students with a $150,000 gift from the Eugene Carter Foundation.

OLAA-CR also collaborated with the Office of Commuter students in a community event reaching out to Freshman living off campus. A paid internship program for work with local non-profits called En Marcha was established to provide pre-professional opportunities to low income students that need to work. OLAA-CR collaborated with the Latino Alumni in a welcoming event for Latino freshman and two Meritos Latinos, graduation ceremonies where students engagement and leadership was recognized. Furthermore, la OLAA-CR facilitated Sin Limites, a Latino youth Bi-literacy project that utilizes college students as mentors to local Latino elementary students in order to create early college awareness for the program participants and their parents. A noteworthy event was to co-sponsor a visit and lecture by Nobel-laureate and Mayan activist Rigoberta Menchu.

The Center for Multicultural and Diversity Education continues to facilitate the Academic Enrichment Program, an academic support program that provides participants with staff, faculty, and peer mentoring; a structure that encourages good study habits and time management; and workshops designed to improve academic and non-cognitive skills critical to college success. The multicultural center maintains a robust partnership with the Center for Learning and Student

Success, serving as a tutoring facility (to offer tutoring not only on weekdays but also after business hours and on weekends) and supplemental instruction location. The center also sponsors cultural heritage months through programming, hosts guest lectures and panels to stimulate dialogue on diverse issues of timely importance, facilitates SafeZone Allies and many diversity trainings for students, staff and faculty as part of its diversity education function.

The University hosts eight diversity-oriented college access and retention programs federally funded by the Department of Education primarily to serve first-generation and low-income students. Three Upward Bound programs together serve about 175 students with on-campus programming. Three Talent Search grants provide college readiness outreach to local public schools. Veterans Upward Bound serves veterans with college-going resources, and Student Support Services provides retention programming for students who are first-generation, low-income or who have disabilities. All of these programs collaborate meaningfully with campus departments, divisions, colleges, and schools.

Faculty/Staff: Recruitment/Retention

The University of Arkansas has maintained its intentional approaches in attracting a more diverse faculty and staff. Campus units are required by our Affirmative Action Plan to place advertisements in publications that address diverse audiences. Also, our Office of Equal Opportunity and Compliance (OEOC) is tasked with overseeing our hiring processes, making efforts to ensure that university units are better equipped to both attract and protect applicants who comprise the federally defined protected classes. OEOC reviews the recruitment plans for faculty and staff positions to ensure that they demonstrate a pro-active effort to reach and identify potential underrepresented applicants. Department and

campus units will be required to use at least three recruitment activities within their respective discipline or field that target diverse populations. Departments and campus units annually present to OEOC an inventory of organizations, conferences, publications and other activities that serve or advertise to underrepresented populations in their respective fields.

In addition, our Human Resource Office offers a new employee orientation that includes diversity training.

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

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

Finally, there are a number of employee resource groups available, which are voluntary, employee-initiated groups of University of Arkansas faculty and staff who share common interests, backgrounds, characteristics or pursuits. Employee Resource Groups are formed to assist the University in accomplishing

its mission of teaching, research and service by strengthening diversity, fostering community and improving retention of students, faculty and staff.

Safe Zone Allies are members of the University of Arkansas who believe that all students and people in the campus community should be treated equally and fairly regardless of sexual orientation and gender identity. This program serves to retain employees and students as it creates a safe spaces for people to share their concerns, and refers people appropriately to resources for assistance and help in retaining people.

The Chancellor's Commission on Women is another example, charged to be an advocate for the interest of the entire community of women at the University of Arkansas. This community includes undergraduate and graduate students, faculty, administrators, and both classified and non-classified staff.

Minority Retention Report 2015-16

University of Arkansas – Fort Smith

June 30, 2016

Report on Minority Retention

University of Arkansas – Fort Smith

Overview

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

Total credit enrollment for fall 2015 was 6,710 students. This number represents a 1.7 percent overall decrease in enrollment over fall 2014, while minority student enrollment increased at a rate of 5.1 percent. In fall 2015, minority students made up 30.1 percent of the student body, up from 28.2 percent in fall 2014.

Minority Student Enrollment

UAFS experienced a 15 percent increase (n=97) in enrollment for Hispanics of Any Race. Native Hawaiian or Other Pacific Islander's headcount increased to 7 (fall 2015) compared to 4 (fall 2014) and Asian student's headcount increased by 11.3% when compared to fall 2014. The following racial minorities decreased in enrollment: American Indian or Alaska Native (16.7%, n=31), Black or African American (13.3%, n=40), and Non-Resident Aliens (14%, n=14). White student headcount also declined (4.6%, n=211).

Of the total ADHE count for fall 2015, the American Indian population comprised 2.3 percent (n=155); the Asian population comprised 5 percent (n=333); the Hispanic population comprised 11.3 percent (n=758); the African American population comprised 3.9 percent (n=260); and the population of students reporting More Than One Race comprised 6.2 percent (n=414; see Figure 1 on the next page).

Since fall 2009, minority enrollment has decreased by 7 percent (n=144). However, when fall 2009 headcount is compared with fall 2015; student headcounts of Native Hawaiian or Other Pacific Islanders, Non-Resident Aliens, Hispanics, Asians and Two or More Races have increased significantly. Particularly of interest, the campus has experienced a grander growth of international students as the institution transformed to offer more undergraduate programs.

Figure 1: UA Fort Smith Minority Headcount

UAFS MINORITY STUDENT'S HEADCOUNT: FALL TREND

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanics of any race
- Native Hawaiian or Other Pacific Islander
- Non-Resident Aliens
- Race and ethnicity unknown
- Two or more races
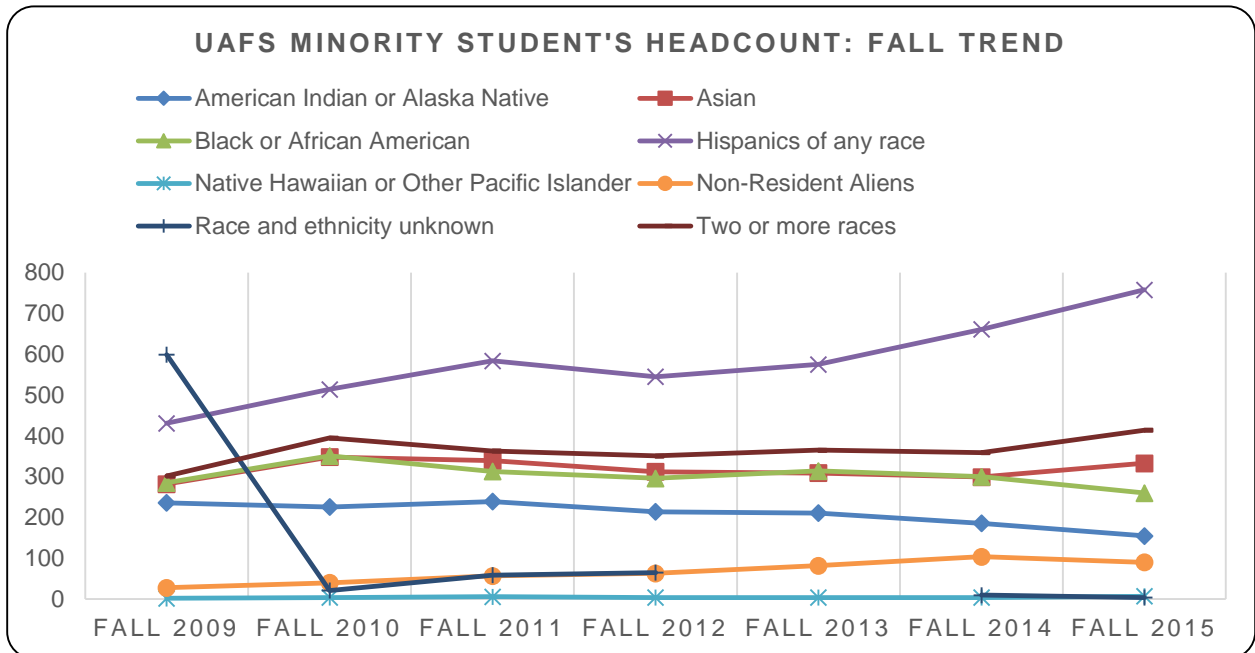
Source: Office of Institutional Effectiveness

An overreaching goal of the 2012-2017 Minority Plan (and past plans) is to obtain a minority enrollment percentage that reflects the growing minority population of our region. According to the 2010 U.S. Census data, the University's primary service area has a 22.2 percent racial minority population. Fall 2015 enrollment data shows a 30.1 percent racial minority population at UAFS with Hispanic, Asian, and African American proportions exceeding that of the service area (see Figure 2).

Figure 2: Service Area Minority Population per 2010 U.S. Census Compared to Fall 2015 UAFS Minority Enrollment
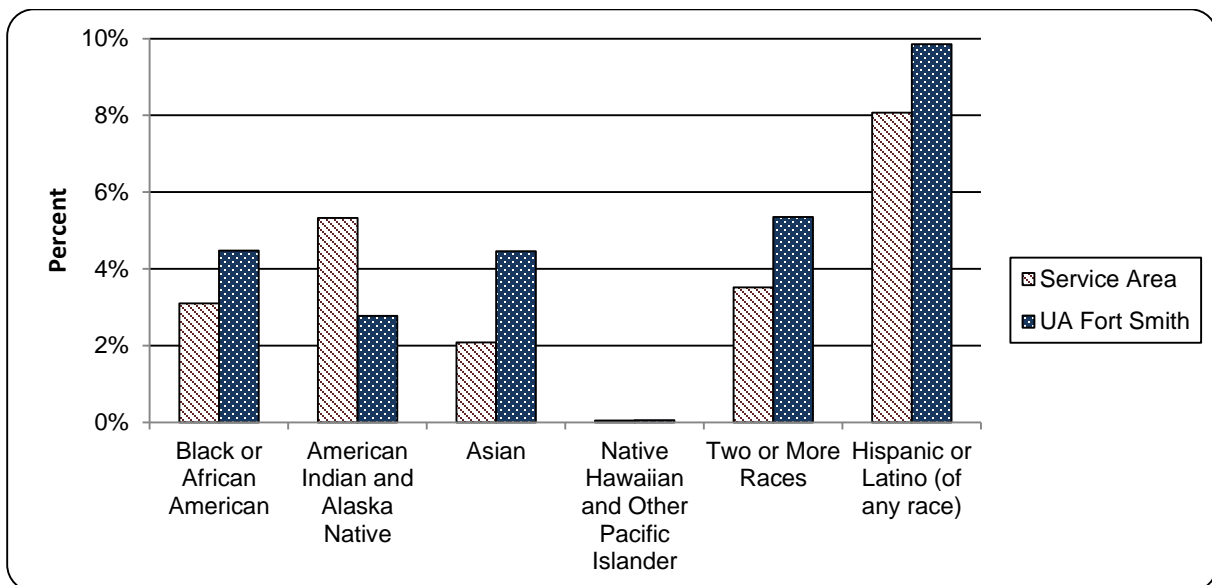
Sources: Office of Institutional Effectiveness; U.S. Census Bureau, American Fact Finder 2010 Census Data

Minority Recruitment Efforts 2015-2016

UAFS implemented several recruitment initiatives during the 2015-2016 academic year. Both traditional and nontraditional minority students were sought through multiple channels.

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

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

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

Enrollment management hired Mr. Nicolas Pattillo as the Executive Director of International Academic Programs. The Dean of Enrollment is also hired to assist with recruitment efforts. The university is strategizing its efforts, among others, to reach out to international, language-based clubs and local minority populations and is translating the Admissions website and publications into Spanish, and will be offering campus tours in Spanish.

Minority Retention

UAFS is committed to retaining minority students at a rate equal to or greater than the retention rate of the total student population. The fall 2014 minority retention rate exceeded the previous year by 2.5 percent and efforts to increase minority retention are progressing well.

Within the past 10 years, UAFS exceeded the goal for seven consecutive years, with minority retention rates for fall 2005 through fall 2011 varying between .5 percent and 8.9 percent above the total retention rate of all students (see Figure 3). Minority retention for fall 2012 and 2013 were both lower than the total retention rate, but showed an increase in minority retention from 2012 to 2013. During the 2013-2014 academic year, two minority groups showed a retention rate larger than the overall retention rate of 66 percent: Asians, who had a 70.8 percent retention, and Hispanics, with a 75 percent retention rate.

Extensive efforts are in place to increase the retention rates for all student populations. These efforts include entry-level analyses as well as mid-course interventions designed to intercede with students before they withdraw from courses and/or college. UAFS continues to work toward creating new initiatives and improving current efforts to retain these students. UAFS is creating awareness and integration programs to promote and educate cultural tolerance and social issues in the global world and to facilitate conversations on minority issues.

The university is working towards drafting a retention plan to include program and college-level analysis and identifying specific factors unique to each program and college. The overall university retention plan will be all inclusive of these efforts to address the issues that the university can integrate into academic planning and administrative policies, particularly, to mediate minority retention.

Figure 3: UA Fort Smith Fall-to-Fall Retention
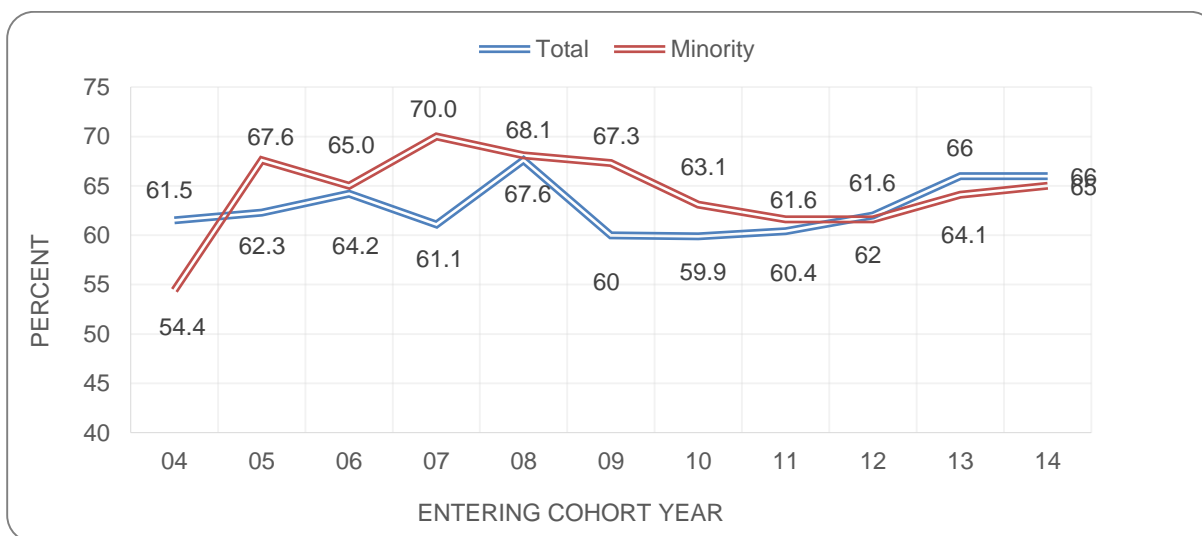
Source: Office of Institutional Effectiveness

Retention Services

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

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

With the recent hire of the diversity recruiter, the website and recruitment materials will be translated into Spanish as well.

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

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

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

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

Academic Success Center   The mission of the Gordon Kelley Academic Success Center (ASC) is to help students become independent and efficient learners so they are better equipped to meet the University's academic standards and successfully attain their own educational goals. Students are challenged to become actively involved in their own learning. The goal of the ASC is to provide all students an equal opportunity to succeed in college by maintaining a program of academic support services to address their educational needs. The ASC administers exams for all online courses and for ADA students with accommodations. The ASC provides small group tutoring for most courses. The focus is on a tutor helping students with learning the content, study strategies for a specific course, and students learning to study and learn from each other. Supplemental Instruction (SI) tutoring is offered for some classes. Drop-in tutoring labs are available in the ASC for writing, math, chemistry, biology, macro/micro economics, and operations management. Tutoring is available throughout the week to accommodate students' schedules as much as possible. The ASC is open seventy hours a week offering day, evening, and weekend hours. The drop-in tutoring labs also offer hours on Saturday and/or Sunday. Some students need individualized assistance with learning how to effectively study for college-level courses. The Guided Study Specialist works with these students to design a plan for success. Topics include discovering their learning style, time management skills,

or finding a balance with the demands of college courses, family, work, and student activities. Academic workshops designed to address specific academic challenges are presented throughout the semester. The ASC staff considers not only the student's academic background, preparation, and study habits, but also the specific challenges of the course content and the student's overall college experience**.**

Target Success Program The Target Success Program offers additional assistance to students who have to repeat a developmental course. The program addresses reasons why students fail a course. The most common reasons for failure are excessive absences and lack of coursework completion. Students sign a contract that they will attend class regularly, complete all homework, meet weekly with the instructor or assigned mentor, and use other resources such as the Academic Success Center and faculty office hours. Students who participate in Target Success successfully complete their repeated courses at a much higher rate than students who choose not to participate. **Academic Early Alert Program** An academic early alert program is in use by faculty and advisors to target students at high risk of academic failure. Faculty members who identify students in academic distress post a concern in the early alert system. An email is generated to the student and one to the student's advisor to notify both of the concern. Students are encouraged to visit with the faculty that posted the concern and/or their advisor to discuss taking the necessary steps to be successful in the class and at the institution.

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

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

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

Student Activities   Students are strongly encouraged to participate in a wide range of student activities, programs, and organizations. Many of these are tied to academic programs or have service requirements that aid the student in developing closer relationships on campus and ultimately aid in

retention. These programs are designed to provide opportunities for social, cultural, and intellectual growth, while developing values and leadership characteristics in the participant.

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

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

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

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

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

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

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

Spanish Club – To advocate Spanish language and culture.

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

Minority Graduation

UAFS awarded 360 degrees or certificates to minority students during the 2014-15 academic year. In the last 5 years, minority graduates have increased over 83 percent at UAFS. These numbers are strong indicators of the university efforts and success of the interventions and the institution's commitment to the success of the minority students (see Figure 4). The university continues to see an increase in number of minority graduates headcount in proportion to the overall student graduate headcount increases.

Figure 4: UA Fort Smith Graduates (2005 to 2015)
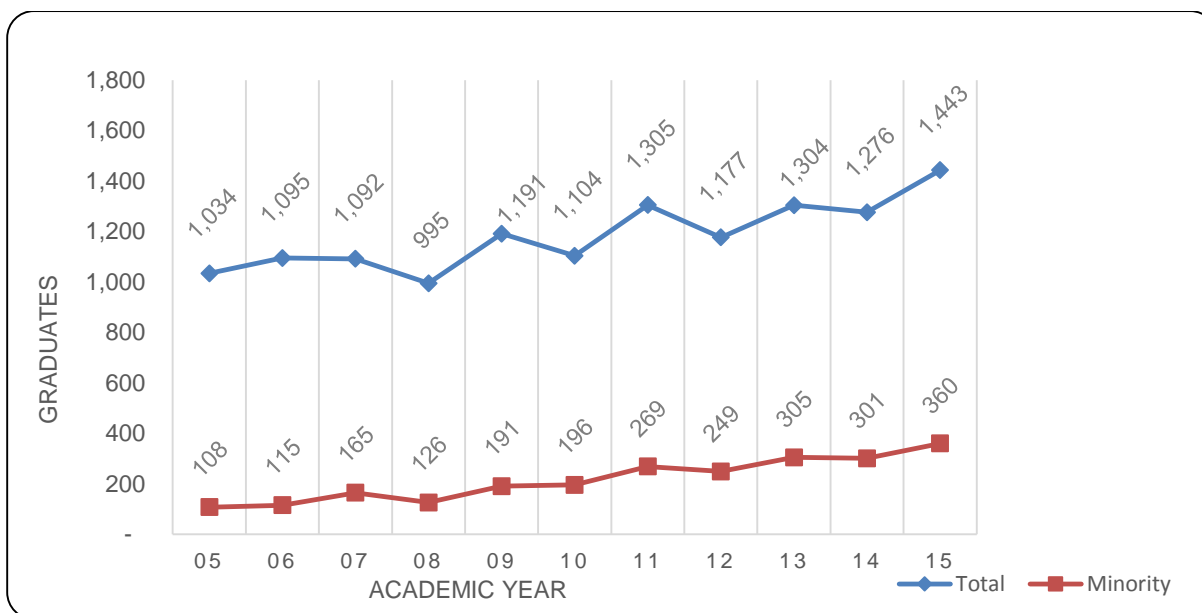
Source: Office of Institutional Effectiveness

Summary

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

Employee Recruitment and Retention (2015 - 16)

University of Arkansas - Fort Smith

OVERVIEW

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

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

EMPLOYMENT PHILOSOPHY

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

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

RECRUITMENT

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

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

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

RETENTION

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

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

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

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

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

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

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

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

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

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

- Informal Complaint Resolution - To resolve problems informally through discussion with other persons involved, in a spirit of goodwill and cooperation. If "potential" problems are addressed early, they are less likely to escalate into grievances.

- Corrective Action Procedures – This involves progressive corrective action steps that enable supervisors to work with employees to correct job-performance problems and retain employment.

- Grievance Procedure - When all else fails, employees can resort to the formal grievance procedure. We know it is important for employees to feel that they have been treated fairly and to receive proper responses to problems and complaints. The grievance procedure is designed to promote prompt and responsible resolutions to problems and/or complaints.

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

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

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

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

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

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

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

DATA SUMMARY

Current Employment Statistics – UAFS's current Ethnic Summary Report shows that of the individuals employed during FY 2015-2016, 193 or 15.5 percent were minorities.

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

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

Another statistic that speaks of the University's diversity is the number of foreign nationals employed during FY 2015-2014. UAFS employed 22 faculty and staff members during FY15 who were foreign nationals.

The following chart details the number of minority faculty and staff that were newly hired during FY 2015-2016 and their position categories. This includes full-time and part-time employees.

POSITION CATEGORY	NUMBER OF STAFF
Executive/Administrative & Managerial	1
Faculty	4
Other Professionals	5
Technical & Paraprofessional	0
Clerical and Secretarial	3
Service/Maintenance	1
Other (includes tutors, student help, etc.)	44
TOTAL	**58**

<u>**CONCLUSION**</u>

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

Meeting Institutional Goals

University of Arkansas - Fort Smith

OVERVIEW

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

Indicators

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

Timeline

All strategies listed in this report are ongoing for students and employees.

Assessment Methods

The Offices of Institutional Effectiveness, Admissions, Enrollment Management, and Human Resources work collaboratively to monitor, assess, and evaluate the effectiveness of all strategies identified in this report. The Office of Institutional Effectiveness supplies all data and gauges how well UAFS is meeting the recruitment and retention goals. Appropriate administrators charged with recruitment and retention of students, faculty, and staff receive the data and work to identify strengths that contribute to stabilizing or increasing numbers of minority students, faculty, and staff. Administrators also work to identify weaknesses that contribute to declining populations.

University of Arkansas at Little Rock

Minority Recruitment and Retention
Annual Report
June 2016

Submitted to:
Arkansas Department of Higher Education

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

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

Questions or comments concerning this document should be directed to:

Department of Human Resources
University of Arkansas at Little Rock
2801 S. University Ave
Little Rock, AR 72204

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I. INTRODUCTION

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

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

1. As leaders of a metropolitan university we must commit our institution to be responsive to the needs of our metropolitan area by seeking new ways of using our human and physical resources to provide leadership in addressing metropolitan problems, through teaching, research, and professional service.

2. Our teaching must be adapted to the particular needs of metropolitan students, including minorities, other underserved groups, adults of all ages, and the place-bound; and

3. Our professional service must include the fullest possible contributions to the cultural life and general quality of life of our metropolitan regions.

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

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

II. MINORITY STUDENT RECRUITMENT AND RETENTION

A. Overview

The institutional goals for minority student enrollment are based on the principle that UALR's student population should match the diversity of the region that it serves and should also provide programs of study that will educate students to live, work, and lead in the complex, technological, diverse world of the 21st Century (Chapter 9 - Implementation, Goal 1 of UALR's

Strategic Plan; see *UALR Fast Forward* at http://ualr.edu/about/strategicplan). In keeping with that principle, UALR historically has served a very diverse student population. As shown below, the University's fall 2014 student body continued the historical trend.

The UALR student body is diverse. Fall 2015 enrollment percentages, categorized by ethnicity, are as follows:

White	56%
African-American	22%
Hispanic	7%
Unknown/Not Disclosed	1%
Non-Resident Alien	4%
Two or More Races	8%
Asian	2%
Amer. Indian/Alaskan	0%
Hawaiian/Pacific Islander	0%

Table 1: UALR Minority Student Enrollment for Fall 2010 through Fall 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African-American	3,060	2,990	2,879	2,787	2,625	2,599
Hispanic	451	553	624	707	713	777
Amer. Indian/Alaskan	72	62	44	41	44	36
Asian	345	309	312	312	260	267
Hawaiian/Pacific Islander	-------	-------	0	4	0	0
Two or More Races	-------	333	642	761	823	937
Total Minority	**3,928**	**4,247**	**4,501**	**4,612**	**4,465**	**4,616**
Minority/Total	**29.8%**	**32.5%**	**35.0%**	**37.3%**	**38.3%**	**38.8**
White	8,182	7,827	7,718	7,159	6,599	6,658
Non-Resident Alien	437	486	545	498	480	481
Unknown	316	508	107	108	101	136
Total Student Enrollment	**13,176**	**13,068**	**12,872**	**12,377**	**11,645**	**11,891**

Source: UALR Office of Institutional Research

As indicated in Table 1, the most significant enrollment increase during the past five year period (Fall 2010- Fall 2015) was seen among Hispanics. The number of enrolled Hispanic students totaled 777 for fall 2015, up from 451 in fall 2010. Also with the introduction of the "two or more races" category in 2012, the total number of minority-identifying students increased

sharply and increased as a percentage of total enrollment. Minority enrollment has increased from 29.8% in fall 2010 to 38.8% in fall 2015. The percentage of minority residents for Pulaski County according to the 2010 U.S. Census is 42.8%. UALR minority enrollment does not yet match the regional demographics, but it is moving closer to this goal.

First-Time Undergraduate Minority Enrollment for Fall 2010-2015. UALR's first time undergraduate minority enrollment rose sharply in fall 2015 in terms of total number. The number of minority first-time freshmen as a percentage of total first-time freshmen has fluctuated over the last five years and currently sits at 27.6% of the total.

Table 2: UALR First Time Undergraduate Minority Enrollment

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African-American	199	243	186	193	191	240
Hispanic	15	81	58	51	68	75
Asian	31	20	26	15	15	28
Amer. Indian/Alaskan	0	6	2	2	1	2
Hawaiian/Pacific Islander	-	-	0	0	0	0
Two or More Races	-	-	157	133	126	193
Total Minority	**245**	**350**	**429**	**394**	**401**	**538**
White	429	447	379	244	312	299
Non-Resident Alien	0	29	39	33	21	25
Unknown	27	97	0	0	0	6
Total Students	**701**	**923**	**847**	**671**	**734**	**868**

Source: UALR Office of Institutional Research

Undergraduate Minority Enrollment for Fall 2010-2015. Total undergraduate minority enrollment matches the trends of the total university enrollment with an overall percentage increase and numerical increases for Hispanic and two or more races.

Table 3: Undergraduate Minority Enrollment for Fall 2010- 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African-American	2,594	2,475	2,402	2,342	2,223	2,216
Hispanic	258	481	552	615	636	705
Asian	330	255	264	264	220	228
Amer. Indian/Alaskan	72	46	32	30	29	23
Hawaiian/Pacific Islander	-	-	0	3	0	0
Two or More Races	-	-	589	707	768	873
Total Minority	**3,254**	**3,257**	**3,839**	**3,961**	**3,876**	**4,045**
Minority/Total	**31.5%**	**31.4%**	**37.2%**	**39.7%**	**41.3%**	**42.2%**
White	6,648	6,465	6,126	5,692	5,209	5,269
Non-Resident Alien	210	256	312	271	230	189
Unknown	209	396	34	46	69	72
Total Students	**10,321**	**10,374**	**10,311**	**9,970**	**9,384**	**9,575**

Source: UALR Office of Institutional Research

Total Undergraduate Minority Enrollment 2014-2015. Table 4 shows unduplicated undergraduate minority enrollment for the entire year (as opposed to the fall census snapshot). Undergraduate minority enrollment has decreased since 2009 among African-American and American Indian students. The greatest student enrollment gain since 2008 has been in the Hispanic and Two or More Races minority groups. Some of the decline in other groups may be attributed to shifts to the new category since total minority enrollment has trended up.

Table 4: UALR Annual Undergraduate Minority Enrollment (Unduplicated)

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
African-American	3,216	2,951	2,883	2,833	2,733	2,642
Hispanic	301	589	589	648	674	738
Asian	338	270	270	282	263	236
Amer. Indian/Alaskan	78	55	50	39	38	33
Hawaiian/Pacific Islander	-	-	0	0	0	0
Two or More Races	109	340	432	702	783	866
Total Minority	4,042	4,205	4,224	4,504	4,491	4,515

Source: UALR Office of Institutional Research

Graduate Student Minority Enrollment for Fall 2010-2015. UALR's graduate student enrollment (Table 5) shows fluctuation in overall numbers over six years with a marked decline in African American graduate students. This will need special attention in the next few years.

Table 5: Graduate Student Fall Semester Minority Enrollment

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African-American	532	471	477	445	402	383
Hispanic	35	64	72	92	77	72
Asian	51	43	48	48	40	39
Amer. Indian/Alaskan	13	11	12	11	15	13
Hawaiian/Pacific Islander			1	1	0	0
Two or More Races	-	-	53	54	55	64
Total Minority	631	589	610	651	589	571

Source: UALR Office of Institutional Research

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

B. Retention

In 2015, the total minority student retention rate increased to 72.5%, a 1.9% improvement from 2014 figures. This also marks a 12.6% increase over the five year period. Total minority retention is slightly above white student retention. There is still much work to be done in student retention in general, but the significant improvements illustrate the positive benefit of the university's strategic initiatives in this area.

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

	F10 Returned F11	F11 Returned F12	F12 Returned F13	F13 Returned F14	F14 Returned F15
African-American	58.8	64.9	64.2	64.7	68.5
Hispanic	57.9	73.1	71.9	76.0	69.7
Asian	66.7	90.0	87.0	85.7	93.3
Amer. Indian/Alaskan	0.0	25.0	50.0	100.0	100.0
Hawaiian/Pacific Islander	-		-	-	-
Two or More Races	62.8	70.0	75.0	74.8	77.0

Total Minority	59.9	68.1	70.0	70.6	72.5
White	62.1	65.6	67.0	70.7	71.6
Non-Resident Alien	73.1	85.7	86.8	84.8	66.7
Unknown	59.1	66.0	0	0	0
All Entering Freshmen	61.5	67.2	69.7	71.4	71.9

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

C. Completion

The Six-Year Minority Student Graduation rate at UALR has increased (1.8%) from the previous six-year period. The six-year graduation rate for African-American students stayed at 13.5% and that of Hispanic students increased by 7.7% to 42.3% from the previous six-year period. This statistic only counts students who started at UALR as first-time, full-time undergraduates and does not take into account transfer students who graduate or part-time students who take longer than six years to graduate. For categories with small numbers of first-time, full-time freshman, the differences may not be statistically meaningful.

Table 7: UALR Minority Student Six-Year Graduation Rate

	2006-2012 Cohort		2007-2013 Cohort		2008-2014 Cohort		2009-2015 Cohort	
	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%
African-American	22/226	9.7%	36/315	11.4%	29/215	13.5%	30/222	13.5%
Amer. Indian/ Alaskan	0/4	0.0%	1/4	25.0%	3/10	30.0%	0/1	0%
Asian	4/7	57.1%	13/18	72.2%	3/11	27.2%	6/17	35.3%
Hispanic	7/22	31.8%	2/18	11.1%	9/26	34.6%	11/26	42.3%
Hawaiian/ Pacific Islander	0/0	0.0%	0/0	0.0%	0/0	0%	0/0	0%
Two or More Races	1/5	20.0%	5/8	62.5%	2/7	28.6%	10/35	28.6%
Total Minority	34/264	12.8%	57/363	15.7%	46/269	17.1%	57/301	18.9%
White	78/334	23.4%	117/450	26.0%	103/345	29.8%	138/362	38.1%
Non-Resident Alien	2/3	66.6%	0/0	0%	0/0	0%	1/2	50.0%

Unknown	1/4	25.0%	0/0	0%	1/2	50.0%	0/1	0%
Total Non-Minority	81/341	23.8%	117/451	25.9%	104/347	29.9%	139/365	38.1%
All Students	115/603	19.0%	174/812	21.0%	150/614	24.0%	200/666	30.0%

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

D. Summary of Minority Student Recruitment and Retention

Although UALR enrollment overall declined again this year, minority enrollment rebounded to its fall 2013 level for a total of 4,616. Minority enrollment as a percentage of total enrollment has increased steadily over the last five years and has increased .5% from last year. Undergraduate minority enrollment has increased steadily while graduate minority enrollment has fluctuated. An important enrollment challenge for the next few years is to increase African American graduate student enrollment.

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

E. Initiatives for Minority Student Recruitment and Retention

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

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

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

have excelled academically and exemplified strong leadership skills. The PSAs work with their assigned students throughout their first year at the university. Student participants also develop informal and formal mentoring relationships with professionals including faculty, staff and university alumni. Specialized programming is designed to assist students with making the transition to college, understanding the institutional milieu, developing the necessary academic skills, and achieving success both inside and outside of the classroom.

2. **Ronald E. McNair Scholars Program** – This federally funded TRiO program is housed in the Academic Success Center (ASC) and has been on the UALR campus since 1991. The Ronald E. McNair Program is designed to prepare students who are underrepresented in graduate education for doctoral study. The program provides skill building seminars, research, mentorship and graduate school admission assistance. While the McNair Scholars program operates year-round, the scholars interface with the program heavily during the summer terms.

3. **UALR Charles W. Donaldson Summer Bridge Academy**—With additional funding from the Winthrop Rockefeller Foundation, Bank of America, and UALR as well as institutional partnerships, The SSSI Office piloted the Charles W. Donaldson Summer Bridge Academy (SBA) in July 2013. SBA is an academically intense, three-week residential program for multi-ethnic students who were selected based upon their need for math remediation. The purposes of the academy were to eliminate required remedial coursework and to improve the retention and graduation rates of the participants.   While the bypassing of math remediation was the primary focus, the academy also assisted students in English and reading. It provided students with the necessary skills to successfully fulfill their remedial requirements. http://ualr.edu/studentsupport/summer-bridge-program/

III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

A. **Faculty**

The largest minority group was comprised of 43 faculty members who self-identified as Asian/Pacific Islander. The number of faculty members who self-identified as African-American decreased by 1 from the previous year. See Appendix A for numbers of minority faculty by rank.

Table 8: UALR Minority Full-Time Faculty by Ethnic/Racial Category and Rank: 2015

	Chair	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	2	4	5	14	3	28
Hispanic	-	-	4	1	3	8
Asian/Pacific Islander	3	18	11	11	-	43
Native American	-	-	-	1	-	1
2 or More Races	-	4	7	1	3	15
Unknown	-	9	12	3	10	34
Total	5	35	39	31	19	129

Source: UALR Department of Human Resources (2016)

Table 9: Full-Time Faculty by Ethnic/Racial Category from 2011 to 2015

	2011	2012	2013	2014	2015
African-American	28	22	21	29	28
Hispanic	9	9	13	7	8
Asian/Pacific Islander	45	46	49	44	42
Native American	2	2	1	1	1
2 or More Races	-	3	14	6	15
Unknown	47	42	37	33	34
Total (Excluding Unknown)	84	82	98	87	95

Source: UALR Department of Human Resources (2016)

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 2015 percentages of full-time minority faculty are compared to these goals in table 10. See Appendix B for a listing of all minority faculty hires, as of May 2015, by appropriated titles.

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

	2011	2012	2013	2014	2015	Goal	Status
African-American	5.9%	5.1%	4.5%	6.6%	7.0%	6.3%	.7%
Hispanic	1.9%	2.1%	2.8%	1.6%	2.0%	5.2%	-3.2%
Asian/Pacific Islander	9.5%	10.6%	10.0%	10.1%	10.7%	5.9%	4.8%
Native American	.004%	0.2%	0.2%	.2%	.2%	0.4%	-0.2%
2 or More Races	-	0.7%	3.0%	1.4%	3.7%	-	-
Total Percentage	17.3%	18.7%	20.5%	19.9%	23.6%	17.8%	2.1%

Source: UALR Department of Human Resources (2016)

While the total number of faculty members who identified as African-American decreased by one, the percentage increased by .4, and remained above the institutional goal of 6.3% for the second year in a row. The percentage of Asian/Pacific Islander faculty members stayed roughly even with last year, still well above the goal of 5.9%. The percentage of faculty members who identified as Hispanic increased slightly from last year leaving the institution at 3.2% below its goal in this category. The total percentage of minority, full-time faculty increased from 19.9% in 2014 to 23.6% in 2015, representing a increase of 3.7%. UALR exceeded its established goal for total percentage of minority, full-time faculty (17.8%) by 2.1%.

Table 11: New Faculty Minority Hires 2011 to 2015

	2011	2012	2013	2014	2015
African-American	6	2	1	7	7
Hispanic	1	0	1	-	-
Asian/Pacific Islander	4	3	4	2	2
Native American	-	-	-	-	-
2 or More Races	-	-	1	-	-
Unknown	2	1	-	-	-
Total	13	6	7	9	9

Source: UALR Department of Human Resources (2016)

As seen in Table 11, there were nine minority faculty new hires in 2015: seven who identified as African-American and two who identified as Asian/Pacific Islander.

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

1. The Provost has implemented a new Diversity and Inclusion Plan that specifies four outcome goals: 1) Improved perceptions of inclusiveness as measured by faculty, staff, and student surveys, 2) Increased persistence and graduation rates of students of color as

compared to cohorts previous to implementation of strategies developed as part of the plan, 3) Increase and maintain a Hispanic/Latino student population that is representative of the population in Central Arkansas, 4) Successfully retain and graduate a greater number of students.

2. The UALR Diversity Council has conducted two studies: 1) a campus climate diversity survey in 2013 and 2) a Minority Faculty Recruitment and Retention report in 2014. The latter revealed that most department chairs feel that they have limited resources with which to attract more minority candidates. The Provost's Office has set a goal of providing more support for these efforts. The Diversity Council report also researched and reported the best practices in minority faculty recruitment across the country.

3. The Office of Human Resources has implemented a new applicant tracking system in the last three years that greatly assists the institution in tracking minority applicants and hires. This office has been proactive in assisting hiring units with minority recruitment efforts and EEO compliance.

B. Minority Faculty Retention

To date, UALR has not tracked minority faculty retention in any systematic way and this will need to become a part of our employee tracking in the future. We can deduce that with the number of new minority hires averaging 8.8 per year over the last five years, we should have a growing number of minority faculty members overall and this is not the case. Table 9 shows that the total number of minority-identified faculty members has fluctuated over the last five years. Even with retirements and the overall decline in faculty size at UALR, we should expect to see an increase in minority faculty numbers with an average of 8.8 hires a year. This suggests that minority faculty retention must become a priority project in the coming years.

C. Staff

In 2015, there were 901 staff members at UALR as shown in Table 12. Of that number 3, or 38.7%, were minorities, which increased slightly from 38.4% in 2014.   African-Americans represented the largest minority staff group with 293 staff members, or 32.5%, of the total staff population, which is an increase from the previous year (30.8%). Unfortunately, the number of minority administrative/managerial staff members decreased by 4 from the previous year. Table 13 shows that the total number of minority staff members at UALR has fluctuated over the last five years. The decrease this year is undoubtedly related to the overall decrease the number of UALR employees (from 992 to 901). Part of the increase in 2013 and 2014 is the decrease in unknown ethnic/racial category. The new applicant tracking system has helped the institution get more reliable demographic information on its employees. See Appendix C for numbers of minority staff by appropriated titles.

Table 12: Full-Time Staff by Ethnic/Racial Category and EEO Position Category: 2015

	African-American	Hispanic	Asian/ Pacific Islander	Native American	White	2 or More Races	Unknown	Total
Administrative/ Managerial	10	1	4	-	63	5	1	84
Other Professionals	141	4	9	1	354	14	6	529
Technical & Paraprofessional	22	-	1	-	24	2	-	49
Clerical & Secretarial	36	2	1	-	51	7	3	100
Skilled Crafts	5	-	1	-	23	-	-	29
Service/Maintenance	79	-	1	-	27	3	-	110
Total	293	7	17	1	542	31	10	901

Source: UALR Department of Human Resources (2016)

Table 13: Full-Time Staff by Ethnic/Racial Category from 2011 to 2015

	2011	2012	2013	2014	2015
African-American	289	293	286	306	293
Hispanic	14	9	11	11	7
Asian/Pacific Islander	29	28	19	22	17
Native American	4	2	1	0	1
2 or More Races	-	-	39	42	31
Unknown	29	50	17	11	10
Total (Excluding Unknown)	336	332	356	381	349

Source: UALR Department of Human Resources (2016)

Table 14 shows that in 2015 the number of minority staff hires increased by 5 over 2014, which saw a doubling of the previous year. The growth is still in African American hires which represented 85.5% of all minority hires in 2015. In the five year period shown there is a net increase of 24 minority staff hires. See Appendix D for numbers of minority staff hired in 2015 by appropriated titles.

Table 14: New Minority Staff Hires from 2011 to 2015

	2011	2012	2013	2014	2015
African-American	40	47	22	56	59
Hispanic	2	2	2	3	1
Asian/Pacific Islander	3	6	2	4	3
Native American	0	2	-	-	1
2 or More Races	-	1	4	1	4
Unknown	-	-	-	-	1
Total New Hires	45	58	30	64	69

Source: UALR Department of Human Resources (2016)

D. Initiatives for Minority Faculty/Staff Recruitment and Retention

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

During the 2014-2015 academic year, the Provost's Office established a UALR Faculty Fellowship with the first recipient assigned two initiatives, one of which is the formation of a faculty mentoring program. The Diversity Council's 2014 report on Minority Faculty Recruitment and Retention emphasized best practices in minority faculty retention including mentoring programs. The recipient of the Faculty Fellowship, John Miller, is also the co-chair of the Diversity Council and has worked in both capacities to create a more comprehensive approach to minority faculty retention. This year he launched the new UALR Faculty Mentoring Program with an inaugural cohort of 24 participants. The Coordinator of this program is African American and the first cohort is approximately 25% minority.

UALR Diversity Council

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

- Developing strategies to strengthen faculty/staff/student diversity and improve campus climate;
- Examining campus climate in terms of a broad definition of global understanding and diversity (race/ethnicity; gender; individuals with disabilities; sexual orientation);

- Presenting recommendations to the Chancellor that include strategies, individuals responsible for specific action, timelines for implementation, and measurable outcomes that reflect continuous improvement of campus climate and diversity; and
- Collaborating with the Department of Human Resources in developing the Annual Minority Recruitment and Retention Report submitted to the Arkansas Department of Higher Education and the Arkansas General Assembly.

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

- In 2013 the Diversity Council published a report based on a comprehensive campus climate survey of faculty, staff and students. This report highlighted the institution's strengths and weaknesses in creating an inclusive campus environment. The survey results were shared with the campus on the web and discussed in an open forum. The Council subsequently focused on several issues for further study and action.
- In 2014 the Diversity Council published a second report based on interviews with department chairs regarding minority hiring. The research suggested that many hiring units feel adrift when it comes to minority hiring initiatives. Better training and guidance is called for to assist hiring managers in recruiting and retaining minority faculty and staff. The second part of the report surveyed other university efforts in this area and catalogued best practices.
- Since its inception, the Diversity Council has hosted lunchtime forums (lunch and learns) with guest speakers on diversity topics. These events are open to all faculty, staff and students and are intended to stimulate more discussions of diversity on campus and to contribute to a campus climate of inclusiveness.
- In 2015 the Diversity Council launched a new campus event called Diversity Week which featured twenty individual events including presentations, panels, films, performances, etc. The goal was to highlight and celebrate the diversity that is UALR and to contribute to a positive campus climate.

IV. MONITORING

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

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

V. CONCLUSION

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

APPENDIX A
MINORITY FACULTY BY RANK*

Position Title	African American	Hispanic	Asian/ Pacific Islander	Native American	2 or More Races	Unknown	Total
Instructor 9 mnth	1	2	-	-	3	5	**11**
Instructor 12 mnth	1	-	-	-	-	5	**6**
Advanced Instructor 9 mnth	-	1	-	-	-	-	**1**
Advanced Instructor 12 mnth	1	-	-	-	-	-	**1**
Assistant Professor 9 mnth	12	1	11	1	1	3	**29**
Assistant Professor 12 mnth	2	-	-	-	-	-	**2**
Associate Professor 9 mnth	5	4	10	-	6	10	**35**
Associate Professor 10 mnth	-	-	1	-	-	-	**1**
Associate Professor 10.5 mnth	-	-	-	-	-	1	**1**
Associate Professor 12 mnth	-	-	-	-	1	1	**2**
Professor 9 mnth	2	-	17	-	4	8	**31**
Professor 10.5 mnth	1	-	-	-	-	-	**1**
Professor 12 mnth	1	-	-	-	-	-	**1**
Department Chair 12 mnth	2	-	3	-	-	-	**5**
Distinguished Professor	-	-	1	-	-	1	**2**
Total	**28**	**8**	**43**	**1**	**15**	**34**	**129**

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

APPENDIX B
MINORITY NEW HIRE - FACULTY
BY APPROPRIATION TITLES*

Position Title	African-American	Hispanic	Asian/ Pacific Islander	Native American	2 or More Races	Unknown	Total
Instructor 9 month	1	-	-	-	-	-	**1**
Instructor 12 month	1	-	-	-	-	-	**1**
Adv. Instructor 12 month	1	-	-	-	-	-	**1**
Asst Professor 9 month	2	-	-	-	-	-	**2**
Asst Professor 12 month	1	-	-	-	-	-	**1**
Assoc Professor 9 month	-	-	-	-	-	-	**0**
Assoc Professor 10 month	-	-	-	-	-	-	**0**
Department Chair	1	-	1	-	-	-	**2**
Professor 9 month	-	-	1	-	-	-	**1**
Total	**7**	**0**	**2**	**0**	**0**	**0**	**9**

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

APPENDIX C
MINORITY STAFF BY APPROPRIATED TITLE*

Position Title	African-American	Hispanic	Asian/ Pacific Islander	Native American	2 or More Races	Unknown	Total
Academic Counselor	1	-	-	-	-	-	1
Accountant II	1	-	-	-	-	-	1
Administrative Analyst	1	1	-	-	-	-	2
Administrative Specialist I	1	-	-	-	-	1	2
Administrative Specialist II	1	1	-	-	-	-	2
Administrative Specialist III	24	1	1	-	4	2	32
Admin Support Supervisor	-	-	-	-	-	-	0
Associate Vice Chancellor	1	-	-	-	-	-	1
Asst Athletic Dir	-	-	-	-	1	-	1
Asst Coach	3	-	-	-	-	-	3
Asst Dean	3	-	-	-	-	-	3
Asst Dean of Students	1	-	-	-	-	-	1
Asst Personnel Manager	1	-	-	-	-	-	1
Asst Registrar	1	-	-	-	-	-	1
Asst Rsch/Ext Specialist	2	-	2	-	-	-	4
Asst Dir Aquatics & Fitness	1	-	-	-	-	-	1
Asst Dir Student Union	1	-	-	-	-	-	1
Assoc Dean of Students	-	-	-	-	1	-	1
Associate Dean	-	-	-	-	-	1	1
Assoc. Dean of Students	-	-	-	-	1	-	1
Assoc Rsch/Ect. Specialist	-	-	-	-	-	2	2
Benefits Technician	-	-	-	-	-	-	0
Budget Specialist	1	-	-	-	1	-	2
Buyer	3	-	-	-	-	-	3
Campus Maintenance Superv	-	-	-	-	-	-	0
Chemical Hygiene Officer	-	-	-	-	-	-	0
Chief Technology Officer	-	-	-	-	-	-	0
Commercial Graphic Artist	1	-	-	-	-	-	1
Computer Operator	1	-	-	-	-	-	1
Computer Support Specialist	4	-	-	-	-	-	4
Computer Support Technician	1	-	-	-	-	-	1
Computer Systems Mgr	-	-	1	-	1	-	2
Dean, Schools/Colleges	-	-	1	-	-	-	1
Development Officer	1	-	-	-	-	-	1
Dir. Acc./Online Programs	1	-	-	-	-	-	1

Dir. Community Partnerships	1	-	-	-	-	-	**1**
Director, Admin Services	-	-	-	-	1	-	**1**
Director, Coop Educ Program	-	-	-	-	-	-	**0**
Director, Disability Services	-	-	-	-	-	-	**0**
Director, Instructnl Fac Dev	1	-	-	-	-	-	**1**
Director, Race & Ethnicity	-	-	-	-	-	-	**0**
Director, Stu Dev. Center	-	-	-	-	-	-	**0**
Division Chief	1	-	-	-	-	-	**1**
Educ & Instruction Specialist	4	-	-	-	-	-	**4**
Education Counselor	4	-	-	-	1	-	**5**
Equipment Operator	2	-	-	-	-	-	**2**
Executive Asst. to Chancellor	-	-	-	-	-	-	**0**
Exec VC & Provost	-	1	-	-	-	-	**1**
Extension Assistant	1	-	-	-	-	-	**1**
Fiscal Support Analyst	8	-	-	-	-	-	**8**
Fiscal Support Specialist	2	-	-	-	-	-	**2**
HE Inst Program Coordinator	7	-	-	-	3	-	**10**
HE Public Safety Commander I	1	-	-	-	-	-	**1**
HE Public Safety Dispatcher	10	-	1	-	1	-	**12**
HE Public Safety Supervisor	2	-	-	-	-	-	**2**
Head Basketball Coach	1	-	-	-	-	-	**1**
Head Coach	1	-	-	-	-	-	**1**
Human Resources Assistant	-	-	-	-	-	-	**0**
Human Resources Specialist	2	-	-	-	-	-	**2**
Institutional Assistant	37	-	-	1	2	2	**42**
Institutional Services Asst	62	-	-	-	1	-	**63**
Institutional Services Supv	5	-	-	-	-	-	**5**
Interim Assoc Dean	-	-	1	-	-	-	**1**
Job Developer/Coop Educ	1	-	-	-	-	-	**1**
Librarian	2	-	-	-	-	-	**2**
Library Technician	4	-	-	-	-	-	**4**
Mail Services Assistant	-	-	1	-	-	-	**1**
Maintenance Assistant	4	-	-	-	-	-	**4**
Media Specialist	-	-	-	-	-	-	**0**
Post Doctoral Fellow	-	-	-	-	-	-	**0**
Project Coordinator	1	-	1	-	-	-	**2**
Project/Program Director	-	-	1	-	1	-	**2**
Project/Program Manager	3	-	1	-	-	-	**4**
Project/Program Specialist	5	-	-	-	-	-	**5**
Public Safety Officer	6	-	-	-	2	-	**8**

Registered Nurse Practitioner	-	-	-	-	-	-	**0**
Research Assistant	15	-	1	-	3	2	**21**
Research Associate	13	1	3	-	2	-	**19**
Research Coordinator	2	-	-	-	-	-	**2**
Research/Ext. Specialist	-	-	-	-	-	-	**0**
Research Project Analyst	1	-	-	-	-	-	**1**
Research Scientist	-	-	1	-	-	-	**1**
Residential Life Coordinator	-	-	-	-	-	-	**0**
Senior Rsch/Ext Spec	-	-	-	-	-	-	**0**
Shipping & Receiving Clerk	1	-	-	-	-	-	**1**
Skilled Trades Supervisor	-	-	-	-	1	-	**1**
Skilled Tradesman	5	-	-	-	-	-	**5**
Student Devl Specialist	19	2	1	-	2	-	**24**
Systems Prog./Web Designer	-	-	-	-	1	-	**1**
Technical Support Staff	2	-	-	-	-	-	**2**
Youth Services Technician	1	-	-	-	-	-	**1**
Total	293	7	17	1	**31**	10	**359**

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

APPENDIX D
MINORITY NEW HIRE - STAFF
BY APPROPRIATION TITLES*

Position Title	African-American	Hispanic	Asian/Pacific Islander	Native American	2 or More Races	Unknown	Total
Accountant II	0	-	-	-	-	-	0
Administrative Analyst	0	-	-	-	-	-	0
Administrative Specialist II	1	-	-	-	-	-	1
Administrative Specialist III	7	-	-	-	-	-	7
Assistant Coach	1	-	-	-	-	-	1
Assistant Dean	1	-	-	-	-	-	1
Commercial Graphic Artist	-	-	-	-		-	0
Dir. Instructional/Fac Dev	-	-	-	-	-	-	0
Education Counselor	1	-	-	-	-	-	1
Educ. & Instr. Spec	2	-	-	-	-	-	2
Equipment Operator	2	-	-	-	-	-	2
Fiscal Support Analyst	-	-	-	-	-	-	0
HE Public Safety Dispatcher	4	-	-	-	1	-	5
Head Coach	1	-	-	-	-	-	1
Human Resources Specialist	-	-	-	-	-	-	0
Institutional Assistant	7	-	-	1	-	1	9
Institutional Services Asst	19	-	-	-	1	-	20
Institutional Services Superv	-	-	-	-	-	-	0
Librarian	1	-	-	-	-	-	1
Library Technician	2	-	-	-	-	-	2
Maintenance Assistant	1	-	-	-	-	-	1
Project Coordinator	-	-	1	-	-	-	1
Project/Program Director	-	-	1	-	-	-	1
Project/Program Specialist	1	-	-	-	-	-	1
Public Safety Officer	2	-	-	-	1	-	3
Research Assistant	-	-	1	-	-	-	1
Research Associate	1	1	-	-	-	-	2
Research Coord./Emp.Rel.Mg	1	-	-	-	-	-	1
Research Scientist	-	-	-	-	-	-	0
Skilled Tradesman	1	-	-	-	-	-	1
Student Dev. Specialist	2	-	-	-	-	-	2
Systems Prog/Web Designer	-	-	-	-	1	-	1
Youth Services Technician	1	-	-	-	-	-	1
Total	**59**	**1**	**3**	**1**	**4**	1	**69**

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

**University of Arkansas at Little Rock
Recruitment and Retention Initiatives**

May 2015

**University of Arkansas at Little Rock
Recruitment and Retention Initiatives**

May 2015

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

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

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

Selected Current University Recruitment Initiatives

- **Graduation Incentive Scholarships**—Designed to encourage degree completion by students who have stopped out, the Graduate Incentive Scholarship (GIS) targets students whose last term of enrollment was between two to five years ago, who were in good academic standing when they last attended, and who have already accumulated a substantial number of hours (90 or more). The scholarship covers 50% of tuition and general fees for a maximum of two years, as long as the student maintains a 2.0 cumulative GPA and takes courses, which count toward a degree, approved by an academic advisor. Fifty-five students participated in the GIS fall 2014-spring 2015. In fall 2015, 686 students are eligible for the GIS. The selection process for 2015 participants is underway.

- **Graduate School Applicants**—In an effort to address declining enrollment at the graduate level, UALR began outsourcing its recruiting efforts. The third-party company identified potential graduate students by acquiring GRE and GMAT scores, and then engages in specific, targeted marketing for students (both international and domestic) who meet UALR's graduate admissions criteria. The company has an excellent reputation for developing quality applicant pools. UALR's overall goal was to increase graduate enrollment by a minimum of 100 students over the 2015-2016 academic year. As of May 2015, this goal has been exceeded.

- **Off-Campus Centers**—UALR has established partnerships with two-year institutions to serve students who are placed bound and would like to pursue a baccalaureate degree. These efforts are expected to provide seamless transitions for student, decrease their time-to-degree through close program articulation, provide integrated academic and student support services, and facilitate overall student success. Additionally, UALR's satellite campus has expanded from Benton to a new facility in Texarkana where courses in construction management and business will be offered in fall 2015.

- **Program Articulation with Two-Year Colleges**—UALR's Office of Transfer Student Services is updating program-to-program articulations with two-year schools. Initial efforts are focused on transferable associate's degrees from Pulaski Technical College and the University of Arkansas Community College-Hope. The office of undergraduate academic advising is in process of hiring a transfer advisor dedicated to students from Pulaski Technical College. The goal is for UALR to be the primary University of Arkansas at Community College four-year partner. Memorandums of Understanding (MOU) for Elementary Education have been signed with University of Arkansas Community College Batesville and Pulaski Technical College. Additionally, UALR and PTC have an MOU for Computer Science. Fourteen MOUs are pending

- **High School Partnership for Associate of Arts** – A memorandum of understanding has been signed by the UALR and Greenbrier High School to allow High School students to enroll in University courses, which are offered on the high school campus, and earn an Associate of Arts degree from UALR. In the spring of 2015, the first five graduates of this program received degrees.

- **Development of New Degrees**—UALR has developed and approval two new degree programs: the Bachelor of Applied Science (BAS) and Bachelor of Professional Studies (BPS) academic programs.

- **UALR Online Flat Rate Tuition**: To attract students to the eleven completely online programs, UALR will begin offering a flat rate of $260 per undergraduate credit hour and $370 per graduate credit hour. Additionally, all military personnel will continue to receive the reduce rates currently offered; the projected rates are $225 per undergraduate credit hour and $325 per graduate credit hour—not to exceed $250 per credit undergraduate hour per the Department of Defense Memorandum of Understanding.

- **Academic Advising**: UALR is currently conducting a search for an advisor who would be located on the campus of Pulaski Technical College and serve for student transfer services.

University Retention and Student Success Initiatives

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

Selected Current University Retention Initiatives

- **UALR Works**— Each semester we have a number of students who are unable to continue their education due to financial concerns. In order to support these students we have created a new program called **UALR works**. This new program, launched in August of 2014, provides on campus jobs for students, so that they can pay their tuition and earn additional money for other expenses. The program was developed to impact student retention and provide unique work

experience to prepare students for professional positions in the workplace. UALR works aims to distinguish UALR in the impact on student debt. In Spring 2015, there were 111 students who participated in the program working an average of 10.5 hours per week.

- **Academic Advising**: At the beginning of the 2015 Spring semester personnel from the Office of Academic Advising contacted 95% (380) of students who were identified in the system to be dropped for nonpayment. This effort resulted in students making payments or initiating a payment plan, as well as keeping them from being dropped from their courses. The university has increased the amount a student can owe to the university up to $800 to serve as a student retention effort.

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

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

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

June 2, 2015 Orientation: Advising & Registration Status of Student Registrants
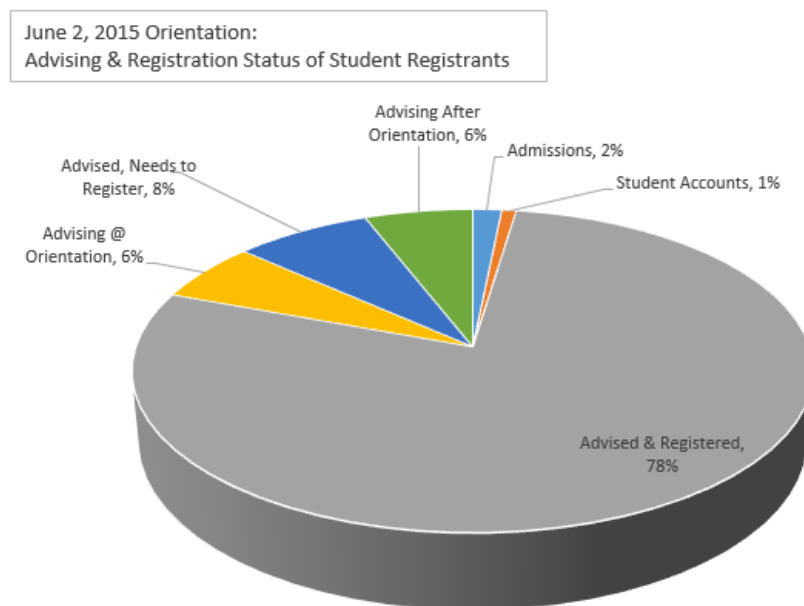
- **Trojan Warrior Student Success Center grant application:** This grant is aimed at establishing a student success center for veterans at UALR, was developed by the Provost's Office to be submitted to the U.S. Department of Education on June 23, 2015. A total of up to $500,000 for a three-year period could be awarded. If approved, this grant will enable UALR to offer the military students a broad array of programs to facilitate their success.

- **Mandatory New Student Orientation**—All entering freshman are required to attend an orientation, which is designed to introduce new students to the UALR campus, academic programs, and student support services offered across campus. Plans are underway to require transfer students to attend a re-designed orientation. Four orientation sessions will be offered in the spring and summer of 2015, and an online orientation has been developed and will be sent out to any student who does not attend an on-campus orientation.

- **Freshman Convocation**—Freshman Convocation ceremonially marks the beginning of the students' academic journey at UALR, provides students the opportunity to assemble a class, and serves as a prelude to their graduation celebration. It also serves as the official welcome to the University and informs new students of their roles and responsibilities. Freshman Convocation takes place before the first day of classes and is followed by the Faculty-Freshman luncheon.

- **Supplemental Instruction**—UALR's supplemental instruction (SI) is an academic support program utilizing peer-assisted study sessions to enhance student performance and retention. Support is provided through a series of weekly discussion and review sessions for students in courses that have proven difficult for UALR students in the past. The Academic Success Center is coordinating SI as part of the University's extensive retention efforts.

- **Counseling for Students on Academic Probation**—Dedicated counseling for students on academic probation includes weekly meetings with an Academic Success Center coach, with the goal of helping students raise their GPA to good academic standing. Students on academic probation create semester action plans with an academic coach and are required to attend workshops.

- **Developmental Writing Program**—The developmental writing program, housed within the Composition program in the Department of Rhetoric and Writing, has been revised so that students enroll in connected developmental and credit-bearing composition courses based on the Accelerated Learning Program model. Students have the same teacher for the two courses, which are offered back-to-back. This revision occurred through the Complete College America grant. All developmental reading has been combined with developmental writing, so that students take one course rather than two courses. It is expected that UALR's time-to-graduation for students identified with developmental reading and writing needs will improve due to this program.

- **Developmental Math Program**—The developmental math program, housed in the Department of Mathematics, has been revised and customized to address specific difficulties of the individual student. Much like the revised developmental writing courses, UALR is piloting a developmental math program in which students concurrently enroll in developmental and credit-bearing courses.
    - Two academic coaches collaborate with the coordinator of developmental math and work with students to address issues—unrelated to mathematics—that are impacting their performance (study skills, inability to manage time properly, personal issues, etc.) in the course. When appropriate, these coaches will connect students with other services, such as Academic Advising, Counseling, the Mathematics Assistance Center, Workshops on study skills and time management, etc.

- **Living Learning Communities**—Living learning communities (LLC) connect classroom learning with a residential experience. UALR students who choose to join an LLC are assigned to a residence hall floor with other students who share their academic goals and interests. These communities encourage partnerships between faculty and students, provide programs and activities specifically designed for each community, and create a support system that builds a strong foundation for student success. Currently, UALR supports four LLCs: Future Business Leaders; Nursing as a Career; Exploring Arts and Culture; and Exploring Majors and Careers. Two LLC are planned for the 2015-2016 academic year, along with a new addition of Freshman Interest Groups (FIG).

- **Charles W. Donaldson Scholars Academy**— The Charles W. Donaldson Scholars Academy (CWDSA) was established in July 2014 and serves the Pulaski County Special School District. CWDSA aims to improve educational achievement by all students who are at risk of academic failures due to socioeconomic disadvantage, or other factors. The program goals are to prepare students for success beyond high school, eliminate the need for remediation, and increase high school and college graduation rates. The program blends traditional and contemporary teaching methods (teacher instruction, peer-to-peer instruction, group learning, technology assisted, videos, songs, games, kinesthetic, and motivation). Students meet one Saturday a month and attend a bridge program in the summer. This program works with 9th through 12th grade students year round.

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

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

- **Military Student Support**—UALR applies military training credits to degree programs articulated through the American Council on Education. The military-friendly efforts of the UALR faculty, the Office of Veterans Affairs, and the Military Ombudsman support veterans and their eligible dependents while attending UALR.

- **Student Services Success Initiatives**—These initiatives are a composite of mentoring programs that improve retention and graduation rates of African-American and Hispanic students who are

first-time, full-time entering freshmen. The initiatives include: African-American Male Initiative (AAMI); African-American Female Initiative (AAFI); and the Hispanic/Latino Initiative. Activities include a special orientation, designated first-year experience courses, intrusive advising, peer mentoring, professional mentoring, ongoing academic and professional workshops for high-risk subpopulations, and awards ceremonies for student success.

- **Aligning Curriculum**—The Office of Transfer Student Services has created general education core curriculum as a cross-walk transfer guide for each of the 22 in-state community colleges. These guides transparently show prospective students how the general education core curriculum at each community college is applied to satisfy the current general education core requirements at UALR.

- **Chancellor's Sub-Committee on Recruitment and Retention**—In Fall 2013, Chancellor Anderson established a group comprised of his cabinet and other key administrators to address UALR's decline in enrollment. The sub-committee has submitted reports and recommendations regarding the K-Beyond-16 student pipeline, recruitment targets, and retention activities that include processes from initial student contact with the University through graduation. The sub-committee will also be establishing enrollment goals for various student sectors including: traditional high school graduates, two-year college transfers, members of the military, and adults in the metropolitan area with some college credit but not a degree.

- **Provost's Faculty Advisory Board**—The UALR Provost has established a Faculty Advisory Board for the purpose of engaging faculty in activities that lead to student success. Recently, the advisory board has considered a faculty-mentoring program tied to academic advising.

- **University Unit Heads**—This group is comprised of academic and student affairs leaders from across campus. Meeting agendas have focused on real UALR case studies in which students have experienced barriers to success. These case studies provide an opportunity for problem solving and looking at processes from the student perspective.

- **Reorganization of the Student Affairs Division**—In December 2013, the Division of Student Affairs was moved to Academic Affairs and began reporting to the Provost. This move has provided diligent coordination and integration of student success initiatives and programs.

- **Faculty Workload Policy**—UALR faculty and administrators are discussing a change in the faculty workload policy to reflect and realign with governance documents. One model would allow faculty members to request the percentage of time that he/she would devote to teaching, research, and community engagement as part of the annual review process. The agreed upon workload percentages and productivity within each of the categories would be used for performance appraisals and tenure/promotion decisions.

- **Student Feedback Surveys**—UALR conducted two student surveys in an effort to understand factors influencing enrollment and retention. The first survey explored why students do not return to UALR. The second survey focused on why students who apply for admission and are accepted do not ultimately enroll.

- **Campus Safety Efforts**—Chancellor Anderson appointed the Committee on Campus Safety to review campus policies and practices. The committee released their report on Campus Safety. Other efforts have included the posting of campus police in key locations at key times, increasing the visibility of campus police in the heart of campus, and launching an environmentally-friendly,

battery-powered and solar-rechargeable shuttle system that services campus parking lots and provides a convenient alternative to walking to perimeter parking lots after evening classes.

- **Academic Restructuring**—UALR underwent a significant restructuring of its Academic division. The purpose of this action was to implement an efficient structure that will enhance student retention and graduation, as well as improve strategic budgeting to match resources and institutional strategic priorities. The restructuring process began in Spring 2013 and was completed in Spring 2014. Implementation of recommendations began in Summer of 2015.

- **Revision of University General Education Core Requirements**—UALR decreased its general education core from 44 hours to 35 hours. Not only does the reduction in required hours align with Arkansas Higher Education Coordinating Board requirements (and those of other universities in the state), it also reduces the number of hours required for a degree and the time-to-degree completion.

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

Works-In Progress and Projected University Initiatives
- **Meta-Major Designations and Curricular Redesign**—UALR is exploring the creation of "meta-majors" for freshmen, a restructured curricula for undeclared students who can develop prerequisite and requisite knowledge and skills by taking courses within an area that surveys degree options. The creation of curriculum maps that outline clear pathways to graduation will be developed. If adopted by the University community, the meta-major will be a broadly defined degree area with a beginning package of courses that will apply to several majors within the degree area. After trying courses in the meta-majors, students can make a more informed decision without the loss of hours toward graduation when exploring a major.

- **Re-Accreditation Open Pathway/Quality Initiative**—UALR is pursuing the Open Pathway option for reaccreditation through the Higher Learning Commission and will propose the creation of a decision making decision for its required Quality Initiative. The system will include metrics adopted by faculty, staff, and administrators that will be used as a standard measure for performance and accountability, a data warehouse that will join all data systems across campus and provide access to real-time data queries, a data governance structure that will ensure the validity and reliability of all data contained in the data warehouse, and extensive analytics that culminate in rich information used for decision-making.

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

- **Military Student Support**—In order to further assist military students in reaching their educational goals, partnerships and non-traditional degree completion programs have been designed to help military students complete their degrees quickly and efficiently. Programs of interest for military students include Criminal Justice, Nursing, Social Work, and Applied Science. In the fall of 2015, all military students who are enrolled in any course, including the UALR Online Campus, will receive discounted flat tuition rates of $225 per undergraduate credit hour and $325 per graduate credit hour.

- **Freshman Interest Groups**—To support student success through academic engagement, faculty interaction, and social development, freshman interest groups (FIG) through intentional programming and learning experiences in on-campus living have been developed for the Fall 2015.

- **High Impact Learning Activities**—The Provost's Task Force on High Impact Activities explored a university-wide requirement for all students to complete at least one activity in which experiential learning is a significant component (e.g., service learning, internship or cooperative education, undergraduate research, study abroad, leadership training, etc.) Actions on the recommendations submitted by the task force will be taken by Fall 2015.

- **Academic Advising**—The Task Force on Academic Advising recommended a new system that will expand the use of professional advisors and a comprehensive early warning system. The implementation of this system is under consideration.

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

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

Office of the Provost, Military Retention and Recruitment Efforts

Kathy Oliverio, Military Ombudsman

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

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

Figure 1: AIRPortal GEM Plan

- Visited with Gene O'Nale, Chief of Staff for the National Guard Professional Education Center

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

Military Student Success and Retention Initiatives
- Successfully coordinated with transfer credit office, college deans' offices, office of the AVAA Student Success for acceptance of 18 hours of military for as minor via Transflex (and possible as one of the concentration areas within the BAIS program)
- Met with all undergraduate coordinators and chairs to discuss military credit initiative
- Coordinated with Pulaski Technical College's Director of the Central Arkansas Veterans Upward Bound (US grant-based program) to developed a partnership once student has successfully completed program
- Researched other colleges and universities military student support
- Revitalized UALR's military-student organization, *Students Affected by the Military* (SAM)
  - Became a Student Veterans of America chapter
  - Recruited approximately 250 members to date
  - Energized new executive committee is pursuing various ways to promote association within the local community
    - Pursuing SVA Home Depot grant to establish Veteran Student Success Center
    - Setting up meetings with local alum, Camp Robinson leadership, and Arkansas Veterans support groups (General Anslow, Alumna, is ready to write a check and be involved)
- Evaluated over 396 records over two past years beginning September 2013
  - Averaging five requests a week during semester, more before each registration period
  - Requested and granted many academic credits for military coursework

- Created degree plans for both active duty and GI bill students (approximately one for each program)
  - Used the 8-semester-planning system—not as a contractual agreement, but a guideline
  - Uploaded degree plans and course descriptions into the GoArmyEd website and the Air Force Portal (Students cannot sign up for a class nor programs without these being loaded)
- Initiated tracking military student success
  - Coordinated with ITS to create a Listserv for anyone with a military signifier, currently over 2,150 students
  - Used criteria of "M" designation on UALR application, receipt of educational benefits (VA and Tuition Assistance), and military self-identifying information found on the FAFSA

College of Social Sciences and Communication
Retention and Recruitment Efforts

Dr. Lisa Bond-Maupin, Founding Dean

Centered on **S**tudent Suc**C**ess

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

Summary of Recruitment, Student Success, Retention Efforts

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

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

Recruitment and Student Outreach Specialist

      Proposed Duties:

- Coordinate, help develop, and lead college-level recruitment efforts

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

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

College of Business
Retention and Recruitment Efforts

Dr. Jane Wayland, Founding Dean

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

Career Placement
COB offers a range of opportunities to professionalize majors and place students into the workforce:
- Professional Edge Series – career ready workshops (interviewing, resume, dress for success, etiquette dinner)
- Student-Employer Mixers – connects students to employers (four per year)
- Host businesses in the building to expose students to opportunities for career and internships

Advising Activities
COB has a strong advising center with professional advisors that incorporate Business faculty. Activities include:
- Advisors contact their advisees early for appointments and follow up with those that have not registered. Advisors review students' course work relative to prior advising.
- Professors send lists of students who exhibit at risk factors to advisors who contact the students.
- Advisors attend student organization meetings occasionally and walk the atrium to talk to students.

Student Organizations
The Student Marketing Organization hosts a Carnival of Clubs each semester to encourage students to join organizations. During the Carnival of Clubs, organizations set up tables with food and games. Student organizations include:
- Beta Gamma Sigma
- Beta Alpha Psi
- Phi Beta Lambda
- Accounting Society
- Association of Information Technology Professionals
- Ambassadors
- Finance and Economics Association
- Society of Human Resources
- Student Marketing Association

Competitions
COB students participate in a variety of competitions throughout the year:
- AT&T Marketing Challenge
- Phi Beta Lambda Competition
- QVC Analytics Challenge
- Microsoft Imagine Cup
- CFA Investment Research Challenge

Other Student Success and Retention Activities

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

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

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

Dr. Shearle Furnish, Founding Dean

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

CALS Recruitment Initiatives:

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

CALS Student Success and Retention Initiatives:

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

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

Performances, Competitions, and Events:

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

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

Select Student and Professional Organizations
- Biology Club
- Clay Guild
- American Chemical Society Club, with faculty (national) advisor Jeff Gaffney

College of Engineering and Information Technology
Retention and Recruitment Efforts

Dr. Abhijit Bhattacharyya, Interim Dean

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

CEIT Recruitment Initiatives:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CEIT Student Success and Retention Initiatives:

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

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

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

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

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

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

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

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

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

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

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

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

College of Education and Health Professions
Retention and Recruitment Efforts

Dr. Ann Bain, Founding Dean

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

CEHP Recruitment Initiatives:

- CEHP participated in advertisement and marketing for UALRTeach, Reading (masters), Nursing, and Gifted and Talented Education programs. Nursing advertised in discipline specific publications such as Arkansas State Board of Nursing magazine. GATE published an ad in their annual national discipline e-newsletter. The college is currently revising marketing materials to be more integrated across programs. Additionally, there is new advertisement/marketing planned for current and future online programs. Development of these programs includes marketing plans through eLearning to promote the programs.

- Assistant Dean headed the marketing campaign for UTeachArkansas. CEHP housed the funds from the state – which provided UALRTeach with some indirect funds to assist with our individual marketing approach. Ads were aired on television, radio, movie theatre, YouTube, website, and social media venues. This was a very successful campaign with over 9,000 individual visits to the UTeach website.

- CEHP participated in the Zoho online lead generation pilot program with the Office of Communications for Reading, Nursing, and GATE programs. Nursing's campaign was the most successful with over 200 leads generated. Advisors did contact these leads several times and responded within 24 hours to student requests.

- A plan is in place to create a communication plan for prospective students using Talisma and the Graduate School system to automate communications to help incoming students. The administration in CEHP has piloted use of Talisma with UALRTeach last summer. Numbers doubled from the previous year in enrollment in the Step 1 course as a result of the ramped up recruitment efforts for this program.

- CEHP has participated in general and discipline specific recruiting events at area conferences and industry related to our fields. Examples include: Nursing Expo, Teacher Fairs, Hospital visits, Arkansas School for the Deaf, Arkansas Curriculum Conference, Reading Conference, Summer Teaching Institutes, etc. Marketing materials and giveaways are handed out at each of these events to promote CEHP and data is collected for specific events that CEHP organizes and attends.

- Specific initiatives are in place to recruit underrepresented populations. For example, CEHP recently received a small grant to recruit African American and Latino males into the teaching profession. The CEHP Assistant Dean and Dr. Rascheel Hastings are in the process of building bridges on campus with the African American Initiative and the Donaldson's scholars. Further

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

- The CEHP Dean's Office and Schools/ Departments have reached out to school districts and agencies to develop future partnerships for intern placement and recruiting employees and high school students into CEHP programs. The CEHP Assistant Dean and Director of Licensure and Placement met with two school districts to develop future partnerships including Hot Springs and Benton. The Director of Licensure and Placement and Educational Counselor Dee Dee Wallace also met with the Bryant school district for future partnerships. The Dean and Associate Deans reached out to and met with several school districts including Saline County to develop partnerships.

- CEHP faculty and staff participated in several individual school events such as Forest Heights Stem Academy, Hall High School, and upcoming Southeast Arkansas College event.

- Several 2+2 agreements are underway, with UA-Batesville and Pulaski Technical College (PTC) MOUs already in the system queue for Elementary Education and active work occurring with UA-Hope, Morrilton, and Beebe. Middle Childhood Education and Social Work 2+2 plans will follow quickly, as well as articulation plans with Nursing. The college has also involved other colleges at UALR to advise them of University of Arkansas Community College at Batesville (UACCB) interests in their areas. Other agreements have been framed with PTC and partially framed with University of Arkansas Community College at Morrilton (UACCM). The goal is for UALR to be the primary partner with UACC schools. We have formed a strong partnership with the UACCB leadership team – through onsite visits, a direct recruitment at UACCB, a specific point-of-contact within CEHP for the UACCB students.

- Programs are utilizing their current scholarship funds to recruit and retain students. "Old" COE scholarships have been reviewed by a panel of faculty in order to clarify the intent of the scholarship and to maximize the number of units who can benefit from several specific scholarships.

- As a follow up the Chancellor's letter regarding two-year school chancellors/presidents, the Ed Leadership unit has sent targeted recruitment letters to over 100 two-year community college administrators.

- CEHP assisted with coordination and implementation in the first annual "PTC" advising day. Carmen Robinson and Lisa Palacios coordinated an event with the Director of Advising at PTC, Zach Perrine, to host the first-ever UALR advising Day at Pulaski Tech in October of 2014. This group invited representatives from across academic colleges, departments, admissions, transfer services and financial aid. They hosted a series of meetings to ensure our first event went well at PTC North campus. Even with torrential rain that morning, over 100 PTC students attended and were advised. The coordinators kept Karen Wheeler abreast of this event and plan to host again next fall due to its success.

- CEHP Student Success Center (SSC) recruited at all local high school events including North Little Rock School District, Little Rock School District, Saline and Grant County, Fort Smith, Hot Springs, ASMSA, Little Rock Independent School District, and Memphis; as well as designated community colleges including PTC North and South, National Park, UA-Batesville, ASU-Beebe, and UA-Morrilton. CEHP faculty and staff also attended several graduate fairs at local universities, including Harding, Hendrix, and Henderson, as well as UALR Graduate Fest

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

- o SSC staff conduct weekly meetings with prospective students in CEHP programs. They also correspond with prospective students via phone and email. Faculty and staff follow-up with student inquiries within 24-hours of receipt and track communication. The college receives inquiries in-person, through phone, email, and website traffic.
- o SSC worked closely with Office of Enrollment Management on: Discover Day, EAST Conference, Explore UALR Days, Transfer Day, etc.

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

CEHP Student Success and Retention Initiatives:

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

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

- The SSC staff does help with all aspects of general recruiting and retention for CEHP. They act as a cohesive group for events. Currently all identified SSC staff members are assisting, but offices are in various locations throughout Dickinson Hall and in Administrative North-Nursing. The SSC will be more efficient once it is centralized on the 3rd floor of DKSN and is clearly identifiable to prospective and current students.

- CEHP hosts career fairs for educators and resume workshops, along with a "Dissertation Day" for doctoral students.

- Nursing has several services and staff members in place to assist students with test preparation, study skills, time management, etc.

- The college is actively developing an online portal to track and advise students and to predict future enrollment. The portal will also allow, at varying user level access points, student/faculty/ administration to access degree plans and student progress toward degree completion.

- All advising forms are being revised to reflect a new, consistent format.

- An access database of current and future students for the college is being established to track information on students.

- CEHP has developed a consistent and comprehensive advising model with declared majors in which faculty across departments will be cross-trained and students assigned faculty advisors.

- An advising workshop has been developed for faculty and staff. The SSC staff provided this training to HHP this semester. This unit was targeted due to the immediate need to clarify degree plans. CEHP will provide training to faculty and staff for student success efforts for each unit. SSC staff are simultaneously working to develop strong faculty advising models for both Teacher Education and Ed Leadership. Nursing, Social Work, and Audiology/Speech Path already have strong existing processes that will continue to receive support.

- Faculty have been assisting with advising efforts throughout the college. Some faculty have regularly scheduled office hours to meet with students and work with them in courses to help them succeed – others need to develop this process in order to meet student and unit needs.

- Nursing has a re-entry committee to help students come back to finish their degrees. Nursing has revised the criteria for reentry to facilitate student return and has modified the final capstone course to facilitate program completion. The "high stakes" testing model has been eliminated.

- Social work faculty actively advised students. They also have a plan of action, called a "performance review," in place for students who are struggling in their classes and/or internships.

- The Director of Licensure and Intern Placement, is expanding the number of MOU's with schools for student teaching placements. These include:
  - Benton
  - Bryant
  - eStem

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

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

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

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

William H. Bowen School of Law
Retention and Recruitment Efforts

Dr. Michael Schwartz, Dean

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

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

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

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

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

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

Graduate School
Retention and Recruitment Efforts

Dr. Paula Casey, Interim Dean

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

Graduate School Recruitment Initiatives:

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

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

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

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

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

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

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

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

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

The following processes are in development and being tested:

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

Graduate School Student Success and Retention Initiatives:

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

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

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

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

University of Arkansas at Monticello
Annual Report
Fiscal Year Ended June 30, 2016

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

I.   *STUDENTS*

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

Total minority population since 2011 has been approximately 36 percent: 2011, 37.7%; 2012, 37.0%; 2013, 36.2%; 2014, 35.5% and in 2015, 32.3%. Since 2009, the African American population has held relatively steady from 30.8% of total student population to a high of 32.7% of student population in 2011. In 2015, however, the African American population declined to 24.6%; a decline of two straight years. It should be noted here that total student enrollment also declined from 2013-2015 by 250 total students. The Hispanic population has increased, albeit slowly since 2009 from 1.1% in 2009 to 3.6% in 2015. Other ethnic minorities have stayed relatively constant from 2010-2015. The number of students who identified themselves as having two or more ethnicities has continued to show a slight increase from 0.4% in 2009 to 2.6% in 2015.

Using Fall 2014 and Fall 2015 data provided by the Office of Institutional Research, the following table indicates changes in ethnic minority enrollment for the last two years.

Fall 2014 Headcount		Fall 2015 Headcount	
African American	1051	African American	895
Hispanic	130	Hispanic	130
American Indian	17	American Indian	10
Asian	23	Asian	27
Non Resident Alien	17	Non-resident Alien	19

Unknown	54	Unknown	3
Two or more	72	Two or more	93
		Hawaiian	4

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

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

Minority and non-minority enrollment in pre-professional studies is no longer calculated due to changes in financial aid awards requiring that pre-professionals must declare a major in order to receive financial aid. No particular major showed a significant decline in any minority population from 2014 to 2015.

II.   STUDENT AFFAIRS

Vice Chancellor Report

   I. Minority Students' Special Interest Activities

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

   1. August 26, 2015, the Office of Student Programs and Activities hosted Meet the Greek. The NPHC organizations stepped individually and together. There were 300 plus students, faculty, and staff in attendance.
   2. October 10, 2015, Alpha Phi Alpha hosted a Homecoming Step Show students, faculty, staff, alumni, and guests were in attendance.
   3. January 13, 2016, the Office of Student Programs and Activities hosted Meet the Greek. The organizations stepped individually and together. There were 325 students, faculty, and staff in attendance.
   4. February 10, 2016, the Office of Student Programs and Activities hosted a Black History Month step show. 400 plus students, faculty, staff, and community members witnessed the history of stepping in African American culture and its symbolism. 11 University of Arkansas at Monticello chapters,

one Henderson State University chapter (Phi Beta Sigma), and one Pine Bluff chapter (Omega Psi Phi) participated in this event.

5. April 16, 2016, Kappa Alpha Psi hosted a Halftime Step Show for all Greeks to participate in during the Power 92 Jams basketball games at the University of Arkansas at Monticello Steelman Fieldhouse.

B. Martin Luther King, Jr. Appreciation Program

1. January 19, 2016, 289 students, faculty, and staff attended a banquet styled dinner to honor Martin Luther King Jr. The Office of Student Programs and Activities created a power point presentation that played repetitively throughout the evening. University of Arkansas at Monticello's Student Government Association prepared a special presentation in honor of MLK being a member of the Alpha Phi Alpha Fraternity. Aramark prepared the meal featuring MLK's favorite dishes.

C. Black History Month

1. February 2, 2016, The Tunican Chapter of the Arkansas Archeological Society invited Kathy Anderson and Carla Coleman, Preservation of African American Cemeteries and Holly Hope, Arkansas Historic Preservation Program to discuss and learn about the Preservation.

2. February 15, 2016, the Office of Student Programs and Activities arranged for the showing of the movie "Creed." 73 students, faculty, and staff attended our on campus movie night. Students were provided with popcorn, candy, and drinks.

3. February 18, 2016, 92 students attended the Office of Student Programs and Activities and MBSF co-sponsored event featuring Marquis L. Cooper, Sr., Black History Month presenter and High School Counselor at J.A. Fair and Native of Marianna, AR.

4. February 22, 2016, The Office of Student Programs and Activities hosted Big Money Bingo- Black History Month Edition. 93 students, faculty, and staff attended this event to play bingo and win prizes. A question would be asked and students had answers to different African American historical figures on their bingo cards. In order to get bingo they had to answer the question correctly.

II. Minority Based Recognized Student Organizations

A. NPHC- National PanHellenic Council
The NPHC of the University of Arkansas at Monticello (UAM) is comprised of six African American fraternities and sororities; each organization takes a week out of the year to celebrate their heritage, culture, and special traditions.

Fraternities:

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

Sororities:

1. Delta Sigma Theta
2. Zeta Phi Beta

B. International Student Association

The Division of Student Affairs in collaboration with the Office of Admissions and Aramark Food Service sponsored an International Culture Bazaar on February 8-12, 2016. This event exposes the UAM student body to the cultural traditions of our international students. Students from the following nations participated in the event:

1. Argentina
2. Australia
3. Brazil
4. Canada
5. Colombia
6. England
7. Iceland
8. Korea
9. Malaysia
10. Mexico
11. Nepal
12. Sweden

C. Other Recognized Student Organizations

1. Foreign Language Club
2. French Club
3. Japanese Club

III.   Individual Group Activities

A. Celebration Weeks

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

Alpha Phi Alpha	January 24-30, 2016
Kappa Alpha Psi	April 10-16, 2016
Omega Psi Phi	March 27- April 2, 2016
Phi Beta Sigma	April 17-23, 2016
Zeta Phi Beta	February 28-March 5, 2016

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2015--2016 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring.
- UAM serves as a host international college for F-1 and M-1 VISA students through U. S. Immigration and Customs Enforcement on all three campuses.
- The International Club membership remained stable in 2015--2016, meeting monthly for lunch and community speakers. All international students were participants. International week was held, featuring international cuisine, and an international display placed in area middle schools. Community assistance was sought to provide international students with opportunities in the community. Four events resulted from this, at Pauline Baptist, Rotary International, and two recognition events at St. Mark's Catholic Church. In addition, international students volunteered in community English as Second Language classes. International students had the opportunity to visit area homes as guests for dinner on a regular basis. International students were provided with transportation for personal needs, as well as area social events.
- International brochures were updated to provide changes in Homeland Security requirements, area resources, travel information, and information on living needs in this area.
- Special Student Services reference material was provided to all academic units.
- Special Student Services brochures were updated to better educate the campus and provide information regarding services and resources.
- Ten minority recruitment fairs were attended in Arkansas.

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

- Scholarship opportunities were offered to pageants across the state, when requested.
- Science fair and art fair scholarship opportunities were offered for any students who participated and met the criteria.
- All Arkansas two-year school transfer fairs were attended. Scholarship opportunities for transfer students were discussed and provided. Some out of state transfer fairs were also attended.
- EAST scholarship opportunities were made available to all interested students.
- Institutional/private scholarship information was made available throughout the state and neighboring states.
- Any off campus scholarship information was released to all students, faculty and staff.
- Extensive marketing of campus opportunities was provided through billboards, radio announcements, newspaper releases, movie theatres, commercials, and social media.
- AmeriCorps scholarship opportunities were made available through the local AmeriCorps sponsors.
- Representation at area and neighboring county events was provided.
- Admission and concurrent credit opportunities were offered at participating high schools.
- Packets of information regarding student services were made available to all who attended visitation days and/or attended pre-registration and orientation events.

III. FINANCIAL ASSISTANCE

The University provides strong financial assistance to minority students. The following schedule shows the number of students awarded aid for the Fall 2014 through Summer 2015.

2014-15 Aid by Ethnicity

	Unduplicated Students	White	Minority	Unreported
Loans	2,199	1,135	1,053	11
Scholarships	1,985	1,322	634	29
Federal WS	137	76	61	0
Institutional WS	227	168	58	1
All Grants	2,216	1,101	1,107	8
Pell Grants	2,193	1,089	1,096	8

SEOG	199	92	107	0
Career Pathways	53	23	30	0

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

FACULTY AND STAFF

Recruitment and retention of a diverse faculty and professional staff were basic expectations in all searches to fill job openings. The University advertised, as needed, in newspapers and periodicals that target minority groups. Also, internet advertisements were used to target a wide ethnically diverse population.

During the 2013-14 fiscal year, the University hired minorities in both staff and faculty positions.

On June 30, 2014, the percentage of minorities employed on a full-time basis was as follows:

Non-Classified	18.81%
Classified	23.61%
Faculty	9.86%

As of June 30, 2014, the University hired the following percentage of minorities in full-time positions during the 2013-14 fiscal year:

Non-Classified	13%
Classified	25%

UAM COLLEGE OF TECHNOLOGY-CROSSETT

The staff and faculty of the UAM College of Technology-Crossett (UAM-CTC) are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello's Affirmative Action Plan Report include data and common activities for all three campuses of the University which includes UAM-CTC. The following report includes data and activities that extend beyond the University's report and is specific to UAM-CTC.

8

The ethnic enrollment for the UAM-CTC campus for college credit-hour students during the period of July 1, 2015, through May 2, 2016, (excluding the Summer I term) is provided below in comparison with two previous years' statistics:

UAM-CTC Students Ethnicity	2013-2014		2014-2015		2015-2016	
Asian	4	.6%	1	.25%	1	0.3%
Black/African America	213	34.3%	145	34.5%	110	30.1%
Hispanic/Latino	20	3.2%	13	3.10%	6	1.6%
White/Caucasian	364	58.6%	250	59.50%	241	65.8%
American Indian	2	.3%	0	0.00%	0	0.0%
Two or more races	11	1.8%	1	.25%	0	0.0%
Non Resident Alien	1	.2%	7	1.70%	5	1.4%
Other	5	.8%	2	.50%	3	0.8%
Hawaiian	1	.2%	1	.25%	0	.0%
Total Students	621	100%	420	100%	366	100%

The ethnicity of the non-credit Adult Education students served at the UAM-CTC's Crossett and Hamburg facilities during the period of July 1, 2015, through May 2, 2016, (most recent data) is provided below in comparison with two previous years' statistics:

Adult Education Program Ethnicity	2013-2014		2014-2015		2015-2016	
Asian	2	.9%	2	1.2%	2	1%
Black/African America	83	36.4%	43	25.1%	26	18%
Hispanic/Latino	38	16.7%	28	16.4%	29	19%
White/Caucasian	104	45.6%	97	56.7%	88	58%
Two or more races	0	0%	1	.6%	0	0%
Native Hawaiian or Other Pacific Islander	1	.4%	0	0	6	4%
Total Students	228	100.0%	171	100%	151	100%

Recruitment and Retention of Students

The UAM-CTC campus exercises a policy of equal educational opportunity in keeping with the University. All applicants for admission are considered solely on the basis of individual qualifications. Activities beyond the University's role and specific to the Crossett campus that are indicative of the campus' professional staff and faculty commitment to maintaining diversity of student enrollment and increasing retention are:

- Implementing a Technical Orientation course for students with an ACT score below 14 that are enrolling in technical programs,
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations,
- Utilizing the campus' new electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations,
- Recognizing Black and Hispanic holidays through bulletin board presentations and displays,
- Monitoring the attendance and academic performance of all students and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals,
- Developing campus advertisements, promotions, and flyers that have multi-racial and gender representation,
- Providing tutoring services to assist students and increasing academic retention (targeting first-generation college students who are low-income and/or who are disabled),
- Utilizing DVDs relative to civil rights for student instruction and class discussion to understand all perspectives on racial injustices,
- Recruiting Hispanic students for ESL (English as a Second Language) classes,
- Arranging interpreters for Hispanic students taking non-credit courses such as electrical apprenticeship and industrial safety classes, and
- Administering a Career Pathways Initiative program through a grant which provides academic and financial assistance to eligible populations composed of the following ethnicity.

Career Pathways Ethnicity	2013-2014		2014-2015		2015-2016	
Asian	0	0%	0	0%	0	0.0%
Black/African America	44	61%	21	40%	39	42%
Hispanic/Latino	3	4%	5	9%	3	4%
White/Caucasian	25	35%	27	51%	49	53%
Other	0	0	0	0%	1	1%
Total Students	72	100%	53	100%	92	100%

UAM COLLEGE OF TECHNOLOGY-MCGEHEE

The UAM CTM Advisory Board, Program Advisory Committees, staff, faculty and students are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities

reported in the University of Arkansas at Monticello's Affirmative Action Plan Report include data and common activities for all three campuses of the university which includes UAM CTM. The following report includes data and activities that extends beyond the university's report and is specific to UAM CTM.

The McGehee campus, during the past academic year, had a minority student body of approximately 53% percent. Using data provided by the Director of Institutional Research/FOI Officer, the following table indicates all ethnic minority enrollment for July 1, 2015 through census of spring 2016; 377 total students with 202 being minority as follows:

UAM-CTM Students	2015-16	
Asian	0	0.00%
Black	177	46.95%
Hispanic	15	3.98%
White	175	46.42%
American Indian	1	0.26%
Hawaiian	0	0.00%
Two or More Races	9	2.39%
Non-Resident Alien	0	0.00%
Unknown	0	0.00%
Total	377	

The campus seeks special interest in recruiting minority students, faculty, and staff; however, the campus also wants the most qualified employees. The campus continuously seeks to recruit minorities for its faculty and staff positions. The Vice Chancellor for the campus is minority (African American). The minority representation of the faculty and staff is as follows: Emergency Medical Technology Instructor/Director – Asian or Pacific. We also have other staff members that are minority, all are African American: School Counselor, Information Technology Director, Director of Career Pathways, Human Resource Specialist, an Administrative Specialist II, and a maintenance assistant.

Recruitment and Retention of Students

The UAM CTM campus exercises a policy of equal educational opportunity. All applicants for admission are considered solely on the basis of individual qualifications. Activities supportive of a professional staff and faculty committed to maintaining diversity of student enrollment and increasing retention beyond that of the university include the following:

- The development of campus advertisements, promotions, and flyers.
- The development of tutoring services to assist students academically to aid in student retention.
- The Adult Education Program is non-credit instruction. The number of students served in the program was 70 % minority (74/105 students) for Desha County, 31% minority (10/32 students) for Lincoln County, 41% minority (54/132 students) for Ashley County, 83% minority (81/98) for Chicot County. All Adult Education Programs incorporated lessons across the curriculum that highlighted Native Americans in November, Black History month in January, and biographical readings covering various minority leaders. The lessons covered the content areas of reading, social studies, science, and writing. Videos, essay writing, and additional content readings were some of the activities in which the students participated.
- The recruitment of Hispanic students for ESL (English as a Second Language) classes is a continual effort. Flyers promoting ESL classes were distributed throughout the community. The Adult Education website has a Spanish link and brochures in Spanish are also available.
- The utilization of the Career Pathways Initiative program provides tutoring and financial aid resources and contributes to the recruitment and retention of students. The percentage of minority students served FY16 through this program is approximately 90% (104 minorities out of a total of 115 students).
- Implementing a Technical Orientation course for students with an ACT score below 14 that are enrolling in technical programs,
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations,

Because of its location, and the minority population, the campus is afforded the opportunity to serve minority students and provide much-needed educational opportunities for the area.

Appendixes
UAM Student Major/Ethnicity Report
Employee Report

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Recruitment and Retention of African Americans, Other Minorities and Females

ANNUAL REPORT

2015-2016

University of Arkansas for Medical Sciences (UAMS)
Recruitment and Retention of African Americans,
Other Minorities and Females
Annual Report 2015-2016

TABLE OF CONTENTS

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
RECRUITMENT AND RETENTION OF AFRICAN AMERICANS, OTHER
MINORITIES AND FEMALES 2015 – 2016

I.   About UAMS

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

Our Mission:

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

- Educating current and future health professionals and the public

- Providing high-quality, innovative, patient- and family – centered health care and specialty expertise not routinely available in community settings

- Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements

Our Core Values

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

Vision 2020

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

Student Metrics

Graduates: 925 (2015), 891 (2014)

Enrollment: 3,021 (2015), 2,890 (2014)

0   1,000   2,000   3,000   4,000   5,000

■ 2015   ■ 2014

3.8% graduates Fy08-Fy14

4.5% enrollment Fy08-Fy14
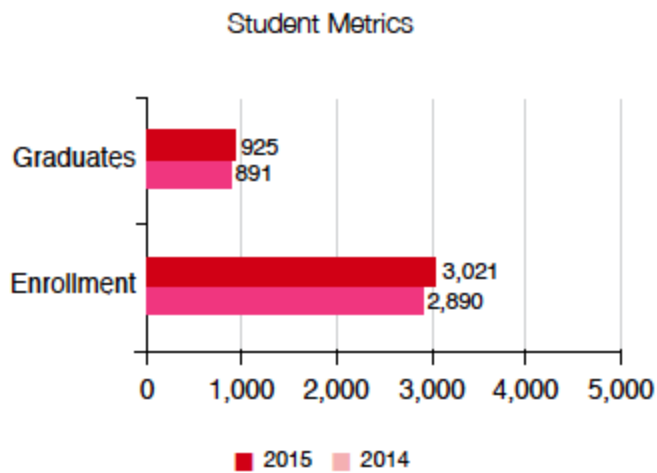
Education

- 3,021 students

- 789 residents

- 2 dental residents

- College of Nursing – 781 students*

- College of Medicine – 694 students*

- College of Health Professions – 662 students*

- College of Pharmacy – 475 students*

- College of Public Health – 180 students*

- Graduate School – 229 students*

- 1,429 faculty members

  * As of September, 2015

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

- UAMS Northwest campus total enrollment 158

  - College of Medicine – 33

  - College of Pharmacy – 51

  - College of Nursing – 48

  - College of Health Professions – 26

  - Number of Residents – 32 (not included in total enrollment)

- Family Medical Centers at six Regional Centers – 180,022 outpatient visits in 2015 FY

- Hospital capacity – 450 adult beds including adult beds, newborn bassinets and psychiatry beds

- Only adult Level One Trauma Center in Arkansas

Research

- Total research funding near $88 million across UAMS and UAMS researchers working in the Arkansas Children's Hospital Research Institute and Central Arkansas Veterans Healthcare System

- Ranking in top 18% of all U.S. Colleges & Universities in research funding from federal government

- Total National Institutes of Health (NIH) funding – $34.5 million

- More than 500,000 sq. ft. devoted to research on UAMS campus

- The UAMS BioVentures business incubator has created 46 companies since its beginning, currently 19 of these companies produce annual payroll of $26.5 million.

- Contributing to expand scientific knowledge: 1099 articles in scientific journals included UAMS-affiliated authors in 2012-2013; a 65% increase from 2003 to 2013.

- Home to Arkansas Biosciences Institute – A research consortium of Arkansas institutions using funds from the state's tobacco settlement on work to reduce or prevent smoking-related illness

- World leader in multiple myeloma research and treatment

- Cancer Institute – two new research floor opened in 2012 with 33,660 sq. ft.

- Translational Research Institute – Funded by $19.9 million award in 2009 from NIH to support research that will improve health and health care

- UAMS is an active participant in the Arkansas Research Alliance

- Fully operational Research Data Warehouse that facilitates clinical and translational research and houses data on more than 1 million unique patients

- J. Thomas May Center for ALS Research – only research for Amyotrophic lateral sclerosis in Arkansas

Statewide Reach

- Eight Regional Centers and a comprehensive Rural Hospital Program

- 11 KIDS FIRST Program Sites

- Regional campus in Northwest Arkansas

  o UAMS students participate in delivering care to residents in the Arkansas State Veterans Home

  o Has education programs for the Colleges of Medicine, Pharmacy, Nursing and Health Professions

  o Physical therapy clinic opened in 2014

  o Doctor of Physical Therapy program begins in 2015

  o Expanded access to medical and mental health care with new psychiatric medical residencies

- 35 Pediatric Subspecialty Clinics

- Head Start – 14 sites in Pulaski County serve 840 children ages 3-5, and three sites serve 88 infants and toddlers

- Poison Control Hotline – 40,000 calls/year

- Eight Centers on Aging, supported by the Donald W. Reynolds Institute on Aging

- Center for Distance Health Stroke Diagnosis and Treatment Network – connecting more than 40 rural Arkansas hospitals with stroke neurologists

- Center for Distance Health ANGELS high-risk pregnancy consultation, diagnosis through real-time telemedicine with 36 sites across Arkansas

- Evidence-Based Prescription Drug Program (College of Pharmacy) saved state $70M since inception in 2005

- Arkansas e-Link – linking health, education, research and public safety by connecting 454 sites across the state to a 5,600-mile highspeed optical network making Arkansas one of the most well-connected states in the country

- Eight Schmieding Home Caregiver Training Program sites across the state

- The Psychiatric Research Institute's, Psych TLC program, in partnership with the Arkansas Department of Human Services, provides Arkansas' primary care physicians with access to child and adolescent mental health expertise.

Institutes

- Winthrop P. Rockefeller Cancer Institute

- Harvey & Bernice Jones Eye Institute

- Myeloma Institute

- Donald W. Reynolds Institute on Aging

- Jackson T. Stephens Spine & Neurosciences Institute

- Psychiatric Research Institute

- Translational Research Institute

Economic Impact*

- $ 3.92 billion/year economic impact – UAMS and affiliates Arkansas Children's Hospital and Central Arkansas Veterans Healthcare System

- The eight regional centers (formerly AHECs) generate 657 jobs and $87 million annually in economic impact across the state.

- UAMS Bio Ventures business incubator – 46 companies started, current annual payroll of $ 26.5 million

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

Our student and workforce populations are largely female, and the majority of our talented Non-Academic workforce comes from Pulaski and Saline counties. We will continue to recruit, employ and retain minorities and females in numbers that reflect their availability in the geographical area from which we recruit.

While some of our Professional Staff are recruited internationally, and some of our Executive/Administrative Managerial and Faculty personnel are recruited nationally, some are also recruited on a state level. This progress report for the academic year 2015-2016 measures our progress since the previous academic year.

II. Non-Academic Personnel

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

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

See tables on pages 9 and 10.

Utilization of Minority Non-Academic Full-Time Personnel

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

NON-ACADEMIC FULL-TIME WORKFORCE BY RACE AND SEX AS OF 1-25-2016

2015-2016

JOB CATEGORIES	TOTAL #	NATIVE AMERICAN # %		ASIAN AMERICAN # %		AFRICAN AMERICAN # %		HISPANIC AMERICAN # %		WHITE AMERICAN # %		FEMALE # %		MALE # %	
Executive	65	0	-	4	-	2	-	1	-	58	-	21	-	44	-
Administrative	2072	9	-	62	-	408	-	30	-	1559	-	1487	-	585	-
Professional Non-Faculty	4045 +198	24 0.6	+2	139 3.4	(0)	1189 29.4	+79	107 2.6	+10	2580 63.8	+104	3371 83.3	+180	674 16.7	+18
Secretarial/ Clerical	272 -34	1 0.4	(0)	2 0.7	+1	139 51.1	-18	6 2.2	-1	123 45.2	-16	241 88.6	-32	31 11.4	-2
Technical/ Para-Professional	746 -36	6 0.8	-3	11 1.5	-3	301 40.3	-7	15 2.0	-1	412 55.2	-21	662 88.7	-35	84 11.3	-1
Skilled/Craft	105 -12	0 0.0	(0)	0 0.0	(0)	29 27.6	-3	2 1.9	-1	73 69.5	-9	7 6.7	(0)	98 93.3	-12
Service/ Maintenance	240 +7	1 0.4	-2	3 1.2	(0)	165 27.6	+7	5 2.1	0	66 27.5	+2	101 42.1	+12	139 57.9	-5
Grand Total	7545 +193	41 0.5	(-4)	221 2.9	+3	2233 29.6	+99	166 2.2	+8	4871 64.5	+83	5890 78.1	+186	1655 21.9	+7

+plus indicates increase over   2014-2015
-minus indicates decrease over 2014-2015
%percent indicates percentage of job category/total workforce 2015-2016
() indicates same number as 2014-2015
Please note: Total #, Admin (4), Professional Non-Faculty (6), Secretarial/Clerical (1), Technical Para-Professional (1), Skilled Craft (1) and Grand Total include thirteen (13) non-disclosed race/ethnicity.
For the first time in this report, the Executive category is separated from the Administrative category. As a result, increases and decreases are not shown, although the two categories collectively increased positions by 70 and increased in every racial/ethnic category, with the exception of Native Americans where the number of Native Americans decreased by one. The number of positions held by females (+61) and males (+9) also increased collectively.

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Utilization of Minority Non-Academic Part-Time Personnel

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

NON-ACADEMIC PART-TIME WORKFORCE BY RACE AND SEX AS OF 1-25-2016

2015-2016

JOB CATEGORIES	TOTAL		NATIVE AMERICAN			ASIAN AMERICAN			AFRICAN AMERICAN			HISPANIC AMERICAN			WHITE AMERICAN			FEMALE			MALE		
	#	+ -	#	%	+ -	#	%	+ -	#	%	+ -	#	%	+ -	#	%	+ -	#	%	+ -	#	%	+ -
Executive	0	-	0		-	0		-	0		-	0		-	0		-	0		-	0		-
Administrative	45	-14	0	0	-1	2	4.4	+1	3	6.7	-2	1	2.2	-1	39	86.7	-11	33	73.3	-11	12	26.7	-3
Professional Non-Faculty	251	+16	2	0.8	-1	7	2.8	-2	32	12.7	+8	6	2.4	+2	204	81.3	+9	228	90.8	+13	23	9.2	+3
Secretarial/ Clerical	15	-2	0	0.0	(0)	0	0.0	(0)	2	13.3	+1	0	0.0	-1	13	86.7	-2	13	86.7	-3	2	13.3	+1
Technical/ Para-Professional	20	-2	0	0.0	(0)	2	10.0	0	9	45.0	+3	0	0.0	(0)	9	45.0	-5	16	80.0	0	4	20.0	-2
Skilled/Craft	1	(0)	0	0.0	(0)	0	0.0	(0)	0	0.0	(0)	0	0.0	(0)	1	100.0	(0)	0	0.0	(0)	1	100.0	(0)
Service/ Maintenance	10	-7	0	0.0	(0)	0	0.0	(0)	7	70.0	-6	1	0.0	+1	2	20.0	-2	7	70.0	-4	3	30.0	-3
Grand Total	342	-9	2	0.6	-2	11	3.2	-1	53	15.5	+4	8	2.3	+1	268	78.4	-11	297	86.8	-5	45	13.2	-4

+plus indicates increase over 2014-2015
-minus indicates decrease over 2014-2015
%percent indicates percentage of job category/total workforce 2015-2016
() indicates same number as 2014-2015

C. Explanation and Examples of Each Job Category

1A. <u>Executive:</u>   Job duties require primary responsibility for the management of the institution.

Examples:

Chancellor
Vice Chancellor

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

Examples:

Director
Associate Director
Assistant Director
Manager
Department Chairperson

2. <u>Professional Non-Faculty:</u> 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. <u>Secretarial/Clerical:</u> These jobs involve non-managerial tasks providing administrative and support assistance, primarily in office settings.

Examples:

Administrative Analyst
Administrative Assistant
Clerk
Cashier
Medical Records Technician
Claims Examiner

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

   Examples:

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

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

   Examples:

   Carpenter
   Electrician
   Painter
   Stationary Engineer
   Heating and Air Conditioning Mechanic

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

   Examples:

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

D. Salary Analysis

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

# Race/Ethnicity	#Employees <$25K	# FT Non-Academic ESS	% Race/Ethnicity	% Employees <$25K
African American	454	2233	20.0	61.0
Asian American	50	221	22.6	6.7
Hispanic American	29	166	17.4	.3
Native American	5	41	12.1	.6
White American	206	4871	4.2	27.7
Non-Disclosed	0	13	0.0	.0
Total	**744**	**7545**	**9.9**	**100**

Sex	# Employees <$25K	# FT Non-Academic ESS	% Sex	% Employees <$25K
Female	545	5890	9.2	73.3
Male	199	1655	12.0	26.7
Total	**744**	**7545**	**9.9**	**100**

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

Race/Ethnicity	# Employees >$75K	# FT Non-Academic ESS	% Race/Ethnicity	% Employees >$75K
African American	57	2233	2.5	**5.6**
Asian American	33	221	14.9	**3.3**
Hispanic American	10	166	6.0	**1.0**
Native American	4	41	9.7	**0.3**
White American	904	4871	18.5	**89.6**
Non-Disclosed	2	13	15.4	**0.2**
Total	**1010**	**7545**	**13.4**	**100**

Sex	#Employees >$75K	#FT Non-Academic ESS	% Race/Ethnicity	% Employees >$75K
Female	680	5890	11.5	67.3
Male	330	1655	19.9	32.7
Total	**1010**	**7545**	**13.4**	**100**

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[1] Percentages are based on the number of employees in each race/ethnicity and sex category and on the total number of employees earning less than $25,000 and earning $75,000 and above rather than the total workforce.

E. Summary

UAMS has a total of **7,545** full-time non-academic employees of which **2,233** (**29.6%)** are African American; **41 (0.5%)** are Native American; **221 (2.9%)** are Asian American; **166 (2.2%)** are Hispanic American; and **4,871 (64.5%)** are White American, and **13** are non-disclosed **(0.1)**. Our total full-time non-academic minority workforce includes **2,674** employees, who represent **35.5%** of workforce. We have **5,890 (78.1%)** full-time non-academic female employees. There are **1,655 (21.9%)** full-time non-academic male employees.

UAMS has a total of **342** part-time non-academic employees. Of this number, **74 (21.6%)** are minorities. There are **297(86.8%)** part-time non-academic female employees and **45 (13.2%)** part-time non-academic male employees.

We experienced an overall increase (193) in the number of positions held by full-time, non-academic employees**.** The number of positions held by African American full-time, non-academic employees increased overall by **99**; positions held by Native American full-time, non-academic employees decreased overall by **4**; positions held by Asian American full time non-academic employees increased overall by **3**; and positions held by Hispanic American employees increased overall by **8**. The number of positions held by White American, non-academic full-time employees increased overall by **83**. Our overall number of positions held by female non-academic full-time employees increased overall by **186**, while our overall number of positions held by male non-academic full-time employees increased by **7**.

For the first time in our reporting history, the category of Executive/Administrative is separated into an Executive category and an Administrative category. This separation allows the categories to reflect EEO-1 categories. While the separation of the categories does not allow us to compare increases and decreases from the previous year, the two categories collectively increased full-time non-academic positions by **70** and increased its representation in every racial/ethnic category, with the exception of Native Americans where the number of positions held by Native Americans decreased by one. The number of full-time non-academic positions held by females (**+61**) and males (**+9**) also increased collectively.

Our Professional Non-Faculty job category of full-time non-academic employees experienced an overall increase of **198** positions. The number of positions held by African American professional non-faculty, full-time non-academic employees increased by **79**. The number of positions held by Asian American professional non-faculty full-time non-academic employees remained the same. The number of positions held by Hispanic American employees in this category increased by **10**. Positions held by Native American professional non-faculty full-time non-academic employees increased by **2**. The number of positions held by White American professional non-faculty full-time non-academic employees increased by **104.** We increased the number of positions held by female professional non-faculty, full-time, non-academic employees increased by **180**. The number of positions held by male professional non-faculty, full-time employees increased by **18**.

The Secretarial/Clerical job category of full-time non-academic employees continues to decrease and experienced an overall decrease of **34** positions during this reporting period. Positions held by African American full-time non-academic employees in this category decreased by **18**. However, positions held by Asian American secretarial/clerical full time non-academic employees increased by **1**. The number of positions held by our Hispanic American employees decreased by one, while the number of Native American secretarial/clerical full-time non-academic employees remained the same. Positions held by our White American secretarial/clerical full-time non-academic employees decreased by **16**. The number of positions held by female Secretarial/Clerical full-time non-academic employees decreased by **32**, and male Secretarial/Clerical full-time non-academic employees decreased by **2**.

The Technical/Para-Professional job category of full-time non-academic employees decreased by **36** positions. The number of positions held by African American technical/para-professional full-time non-academic employees decreased by **7**. Positions held by Asian American and Native American technical/para-professional full-time non-academic employees decreased by **3**, and the number of positions held by Hispanic American technical/para-professional full-time non-academic employees decreased by **1**. Positions held by White American technical/para-professional full-time non-academic employees decreased by **21**. Female technical/para-professional full-time non-academic employees decreased by **35**. Male technical/para-professional full-time non-academic employees decreased by **1**.

The Skilled/Craft job category of full-time non-academic employees decreased overall by **12**. The representation of Asian Americans and Native Americans in this category continues to be **zero**. The number of positions held by African Americans decreased by 3; the number of positions held by White Americans decreased by **9**, and the number of positions held by Hispanic Americans in this category decreased by **1**. However, the number of positions held by Non-Disclosed individuals increased by one. Female skilled/craft full-time non-academic employees remained the same, while positions held by male skilled/craft full-time non-academic employees decreased overall by **12**.

The Service/Maintenance job category of full-time non-academic positions increased overall by **7**. Positions held by African American service/maintenance full-time non-academic employees increased overall by **7**. The number of positions held by Asian Americans and Hispanic Americans in this group remained the same. Positions held by Native Americans decreased by **2**. The number of positions held by White Americans in this category increased by **2**. The overall number of positions for females in this category increased by **12**, while the overall number of positions held by males decreased by **5**.

Although the overall number of positions held by Hispanic Americans increased during the reporting period, the representation of Hispanic Americans in our full-time, non-academic workforce continues to be significantly less than the demographics of this ethnic population for the State of Arkansas.[2] With the exception of Hispanic Americans, our workforce demographics are above the state of Arkansas' population for every race/ethnicity.

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

The percentage of full-time, non-academic positions held by African-American employees in our workforce is **29.6%**, which exceeds the percentage of African Americans in the state of Arkansas, which is approximately **15.4%**.[3] The percentages are as follows: executive **(3.0%)**; administrative **(19.7%)**; professional non-faculty **(29.4%)**; secretarial/clerical **(51.1%)**; technical/para-professional **(40.3%)**; skilled/craft **(27.6%)**; and service/maintenance **(68.7%)**. Because the internal feeder group (Administrative) for executive positions has a significant representation of African American employees and other minorities, we are presented with an excellent opportunity to identify and to develop internal talent as we consider succession planning.

Our full-time, non-academic workforce remains overwhelmingly female (**78.1%**). The percentages of full-time, non-academic female employees represented in each job category are as follows: executive (**32.3%**); administrative (**71.8%**); professional non-faculty (83.3%); secretarial/clerical (**88.6%**); technical/para-professional (**88.7%**); skilled/craft (**6.7%**); and service/maintenance (**42.1%**). Again, our internal feeder group (Administrative) has a significant representation of females and will provide a valuable avenue to identify and to develop internal talent as we consider succession planning for executive positions. Although our skilled/craft job category experienced an overall decrease in positions by 12, the number of females holding these positions remained the same which demonstrates our success in retaining females in this category. We will continue to make a good-faith effort to recruit and to retain qualified females in this job grouping. Females hold 42.1% of positions within our service/maintenance job category; however, we are aware that this percentage is significantly less than the overall percentage of female representation in our full-time, non-academic workforce (78.1%) and we are committed to making a good-faith effort to recruit and to retain females in this job category.

A total of **744 (9.9%)** of our full-time non-academic employees receive an annual salary of less than **$25,000**. These employees hold classified positions, and salaries for classified positions are determined by the Arkansas State Legislature. Of this number, **206** (**27.7%**) are White Americans; **454 (61.0%)** are African Americans; **five** (**0.6%**) are Native Americans; **50** (**6.7%**) are Asian Americans; and **29 (0.3%)** are Hispanic Americans. Of the number of full-time, non-academic employees earning less than $25,000, **545 (73.3%)** are female. **One hundred ninety-nine (26.7%)** of the 744 employees earning less than $25,000 are male.

One thousand and ten full-time non-academic employees earn a salary of **$75,000** or above. Of this number, **57 (5.6%)** are African American, and a total of **104** are racial/ethnic minorities, with two Non-Disclosed. **Nine hundred and four** White American full-time non-academic employees receive an annual salary of **$75,000** or above. **Six hundred and eighty** female full-time non-academic employees receive an annual salary of **$75,000** or above. **Three hundred and thirty** male full-time non-academic employees also receive an annual salary of **$75,000** or above.

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[3] Based on 2010 U.S. Census Bureau Data for Arkansas.

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

We routinely engage in outreach and recruitment activity designed to increase our representation of qualified women, people of color, individuals with mental or physical disabilities and veterans in our workforce. This past year, we participated in job fairs designed specifically to attract people of color, women, people with disabilities and veterans.

UAMS has more than 550 veteran employees, and in May 2016 we received the Arkansas Disabled Veteran Employer of the Year Award, which was awarded in recognition of our leadership and policies that ease the participation of employees in the National Guard or Reserves. We continue to support our veteran employees and students with veteran-related policies and practices, along with special initiatives.

We completed a successful third year of UAMS Project SEARCH, in partnership with ACCESS Group, Inc., a non-profit organization that provides evaluation, education and training programs for people with developmental disabilities and Arkansas Rehabilitation Services, an agency that prepares Arkansans with disabilities to work and to lead productive and independent lives by giving them the assistance they need to enter or to return to the workplace. We serve as the host business for Project SEARCH and provide entry-level work experiences with the goal of helping participants with disabilities build competitive, marketable and transferable skills that will allow them the opportunity to apply for related jobs upon completion of the internship. ACCESS advisors meet with UAMS Project SEARCH interns daily on site at UAMS to provide vocational instruction, job coaching and lessons in independent learning skills. Arkansas Rehabilitation provide financial support for the program, which is applied directly to vocational education and career development. Our program received an award in July 2015 for securing competitive employment for 90% or more of our Project SEARCH graduates.

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

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

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

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

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

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

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

The WFDC is one of organizations on the UAMS campus that supports female faculty of all races and ethnicities, and also does work to support all male faculty. Unfortunately, we have no direct quantitative means of measuring the effect of the WFDC's on the recruitment and retention of women and minority faculty and students. We are heartened by the fact that the participation of faculty at the WFDC events has increased over its 26 year history, and the evaluations of individual activities are routinely favorable.

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

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

Events:
- o Annual Professional Development Day, open to all faculty - this conference is organized by a committee open to women faculty from all colleges. The women meet and chose topics they feel are relevant to faculty at UAMS.
- o Monthly Faculty Development Seminar Series, open to everyone – this is a series where we poll the mentoring committee for faculty development topics and find appropriate speakers to lecture on the topic. The topics range from women specific needs, to a broader audience. This series focuses on career planning, interpersonal issues, "how to" write better, be more successful at research/grant submission, work/life balance, promotion and tenure, etc.
- o Fall and Spring dinners allow women faculty to mingle, meet each other and network.
- o Annual Freshmen Women's Luncheon – at this event, women faculty organize a lunch where they can introduce themselves to incoming freshman women medical students. The women faculty share what they do and provide insight into what it is like to practice as women while maintaining family/personal life.
- o Bi-annual Residency Fair – The Women in Training Committee hosts this event and invites all residencies to come and share what they do and what it is like to be in that particular residency.
- o Quarterly research luncheons for post-docs and graduate students.
- o Quarterly networking events for women faculty and partners.

G. Minority Faculty Development Caucus (MFDC)

The MFDC aims to unite minority faculty throughout the UAMS campus in a collective effort to recruit and retain minority faculty from various healthcare fields. The MFDC is supported through the CDA. The MFDC recently received an award of $25,000 from the UAMS Chancellor's Circle. Funds will be used to recruit and retain minority faculty, to support diversity and cultural competency workshops and to support invited speakers.

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

MFDC sub-committees include:

Research

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

Mentoring

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

Residents and Students

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

Significant events over the past year:

1. Continuation of mentoring programs, mentees and mentors, e.g. mentor/mentee program through Translational Research Institute (TRI).

2. Continued support of minority faculty through the TRI. KL-1 awards to minority faculty. Of the current group of 5 KL-2 Scholars 2 are women and 2 are minority males.

3. Health Equity Index (HEI): UAMS became one of three designated Leaders in LGBTQ Health and Health Care in the state of Arkansas.

4. Annual Faculty, Student and Staff Diversity Awards. Presented in 2016 – Excellence in Diversity and Inclusion Award to Faculty, Staff and Students.

5. UAMS LULAC Scholars Program. Targeting recipients of LULAC Scholarships. A reduction in tuition in ALL colleges matching the amount of scholarship support provided by LULAC

6. Continued collection and distribution of job postings – faculty positions from across the U.S. Postings submitted by Group on Diversity and Inclusion (AAMC) members from medical schools across the country. Positions are posted on the CDA website and sent directly to minority faculty

7. Development and implementation of a Pre-Orientation Program in the College of Medicine. Targeting first year medical students. Open to all medical students. Limited number of seats. A 3 day program in 2015. Expanding to a 2 week program in August 2016.

8. Diversity and Cultural Competency Lecture Series:

   o Health and Health Disparities Conference targeting LGBTQ people (June). Partnered with Human Rights Campaign (HRC), the State Health Department and the Fenway Institute

   o Increasing Health Care Diversity from Pipeline to Professional". Community-Campus Partnership Conference to Address Health Disparities. College of Nursing, Center for Diversity Affairs and Translational Research Institute

   o Through the Looking Glass: Unconscious Bias and Stereotyping. Dr. Erick Messias. June 23, 2015.

   o Building Arkansas's Health Care Workforce. Strategies for Recruiting and Retaining Rural and Racial Minority Students in the Health Care Fields. White Paper presented by students, interns, from the Clinton School of Public Service. Partnership with UAMS Regional Programs. April 2015

- o Diversity Day: All colleges participated in the Spring and Fall. This event targets undergraduate students. More than 200 students participated in each event.

- o Continued support of Academic Enrichment Programs (K - 16).

- o Prep Programs for MCAT and PCAT.

Current State of Minority Faculty:

University of Arkansas for Medical Sciences
Faculty Count by Race/Ethnicity, 2015
as of July 7, 2015

Faculty Race	Count	Percentage
American Indian or Alaskan Native	7	0.5%
Asian	235	17.2%
Black or African American	58	4.2%
Hispanic/Latino	41	3.0%
Native Hawaiian or Other Pacific Islander	1	0.1%
White	1019	74.4%
Two or More	3	0.2%
Not to Disclose	2	0.1%
Unknown	4	0.3%
Grand Total	1370	100.0%

Pie chart: White, 74.4%; Asian, 17.2%; Black or African American, 4.2%; Hispanic/Latino, 3.0%; Other, 1.2%; Not to Disclose, 0.1%; Two or More, 0.2%; Unknown, 0.3%; American Indian or Alaskan Native, 0.5%
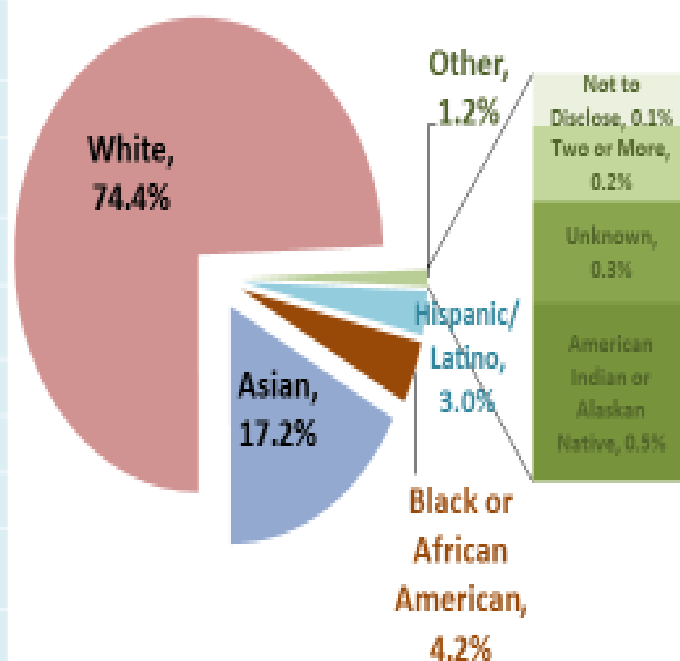
Sources: Human Resources and Institutional Studies

A primary objective the Chancellor's Minority Recruitment and Retention Committee (CMRRC) is the recruitment and retention of minority faculty and faculty from disadvantaged backgrounds. Current activities include the development and implementation of Faculty Search Guide to be utilized across colleges in the recruitment and retention of minority faculty. The Guide places emphasis on diversity providing support through the Center for Diversity Affairs and the Chancellors' Minority Recruitment and Retention Committee. This will include such practices as identifying and tracking the composition of applicant pools that are considered for leadership and faculty positions and the utilization of cluster and opportunity hires targeting minority and faculty from disadvantaged backgrounds.

H. Center for Diversity Affairs

The stated mission of the University of Arkansas for Medical Sciences (UAMS) is to improve the health, health care and well-being of Arkansas and of others in the region, nation and the world through patient-centered education, research, and community service. With diversity has a core value the Center for Diversity Affairs (CDA) was expanded to become a campus wide entity? As part of its mission and in its efforts to address structural diversity the CDA strives to increase workforce diversity through the recruitment and retention of students from traditionally underrepresented groups (African Americans, Hispanics, Native Americans and Pacific Islanders). The CDA's mission at the UAMS was broadened in 2010 when Chancellor Dan Rahn established it as the campus's "center of gravity" for diversity and inclusion. In addition Dr. Billy Thomas was named the first Vice Chancellor for Diversity and Inclusion at UAMS. This was done in recognition of diversity as an institutional core value and critical to the fulfillment of the mission of UAMS, as stated in the 2020 Strategic Plan.

The CDA operates to serve all components of the entire UAMS institution, including the six academic units, seven institutes, and University Hospital, in its efforts to become a more diverse, inclusive, and culturally competent academic health center, through the provision of leadership, programs, and resources, as well as collaboration and partnerships. The CDA seeks to advance diversity, inclusiveness, equity, and cultural competency in all aspects campus life. The CDA has been charged by the UAMS administration to take a leadership role in increasing diversity and improving cultural competency across the four domains of the institutional mission: patient and family centered care, education, research and outreach. As the umbrella entity for diversity across the UAMS system, the CDA seeks to develop structures and activities that will provide direction and support for the planning and coordination of related activities across the UAMS system; conduct monitoring, data collection and reporting; make recommendations on relevant policies and practices; promote research and scholarship; facilitate dialogue and understanding; raise awareness about UAMS initiatives, practices and programs; and provide coordination and communication among UAMS entities dedicated to diversity, including the Chancellor's Diversity Committee, and the Chancellor's Minority Recruitment and Retention Committee.

Basic activities of the CDA include:

- ❖ Development of pipeline programs to ensure adequate educational preparation of underrepresented students in the public and private K-16 educational system (UAMS Summer Academic Enrichment Programs).
- ❖ Assist students in their personal and professional development by providing programs and initiatives that are educational, motivational and challenging.

❖ Foster an institutional environment conducive to the recruitment, training and success of an ethnically, socially and culturally diverse healthcare workforce.
❖ Develop and sustain community partnerships that promote community engagement by students and faculty, community access to health care, and improved community health (12th Street Wellness Center).

Our ultimate goal is the promotion and development of an institutional culture that is sensitive to, supportive and inclusive of individuals from groups that are underrepresented in the health professions.

Through the leadership of Dr. Billy Thomas, who serves as the Vice Chancellor for Diversity and Inclusion, the CDA holds the following grant awards for the 2015-2016 school year:

- Initiative for Maximizing Student Diversity (IMSD) - NIH funding – National Institute of General Medical Sciences. (2/2015 – 2/2019)

- Summer Undergraduate Research Program (SURP) - NIH funding. National Heart Lung and Blood Institute (8/2016 – 8/2021).

- Local and State Funding: Annual funding Bank of America, the Frueauff Foundation, and the City of Little Rock.

Staff Diversity Initiatives

New Employee Orientation

During the last fiscal year, 39 New Employee Orientation Modules were presented to approximately 2,600 new and returning UAMS employees as a part of their Day-2 university on-boarding process. The purpose of this presentation was to acquaint the employees with the UAMS Diversity and Inclusion process, mission, goals and Anti-Discrimination Policy. Diversity is defined as an organizational change effort which stresses the vital role open, honest, authentic communication plays in creating and maintaining a health care environment that respects and values each employee and their contributions to the overall financial success of UAMS and its patient -and family- centered care culture.

Conversational English

Going into its fourteenth year, Conversational English classes are offered to international employees and/or their spouses one night a week free of charge. Classes are kept small (5-7) so that individual attention may be paid to improving the linguistic needs of each student. The goals are: to increase the student's ability to listen to and speak English more proficiently; to increase the student's vocabulary; to meet new people; to increase the student's knowledge of different cultures; and to learn about living in Arkansas. The "English Language Acquisition Framework" from the Arkansas Department of Education is used as a guide.

The **Chancellor's Diversity and Inclusion Committee** consists of employees from various campus departments and Colleges who are committed to the committee's overarching goal of being recognized as a strategic partner in execution of the University's organizational change efforts. Listed below are Campus Events, Activities and Programs for Fiscal Year 2015-2016 hosted by the committee:

The Chancellor's Diversity and Inclusion Committee was reorganized during 2015 with Dr. Billy Thomas, MD as Chair, and the addition of Assistant and/or Associate Deans from each of the colleges and the Graduate School. Listed below are events sponsored by the Committee:

September 2015   18th Annual Diversity Month Celebration for Team UAMS
                    Theme: "Through the Looking Glass (Part II): A Whole New World"

September 9   "Through The Looking Glass - A Whole New World:
                    The Campus Leaders Who Helped Shape It!"
                    "State of Diversity and Inclusion at UAMS"
                    Presentation: "Excellence   in Diversity and Inclusion"
                    Awards Dr. Billy Thomas, AVC Diversity and Inclusion and
                    Dr. Dan Rahn, Chancellor

September 17   "Through The Looking Glass - A Whole New World:
                    Engaging and Inclusive!"
                    LGBTQI 101: Kendra Johnson and Panel
                    Arkansas Human Rights Campaign
                    Facilitators: Carmelita Smith, Center for Diversity Affairs
                    Amber Booth, College of Medicine

September 24   "Through The Looking Glass - A Whole New World:
                    Advancing Human Value!"
                    "A Look at Micro-Inequities and How to Make a Better Workplace"
                    Presented by: Jeff Risinger, AVC, Chief Human Resources Officer
                    Facilitators: Carmelita Smith and Amber Booth

September 25   "International Fest" - Sponsored by the Graduate School
                    "Through The Looking Glass - A Whole New World:
                    Tasteful and Exciting!"
                    Cultural exhibits, ethnic attire, entertainment, food, fun

January 2016   Annual Dr. Martin Luther King, Jr. Commemoration

January 21	Theme: Through the Looking Glass (Part II): "The Despair. The Dream. The Destiny" Dr. Erick Messias MD, PhD, Vice President and Medical Director, Beacon Health Options, Arkansas
February	Black History Month: "Voices of a Movement"
February 18	"Helena, Arkansas: Where Freedom Dawned in Civil War Arkansas" Historian Jonathan Wolfe, PhD, COP Co-sponsored by the UAMS Library and Historical Research Center
February 24	"Voices of a Movement" Drama Department and Madrigals from LR Parkview High School
May 18	4th Annual Asian American/Pacific Islander Heritage Month: "Walk Together; Embrace Differences; Build Legacies" Cultural Competency: "Best Practices in Marshallese Patient Care" Williamina (Wanna) Bing, Project Coordinator, UAMS Northwest Campus, Marshall Islands

CDA Outreach Programs

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

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

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

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

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

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

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

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

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

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

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

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

UAMS Head Start/ Early Head Start Program

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

Head Start programs provide a learning environment that supports children's growth in:
- Language & literacy

- Cognition & general knowledge

- Physical development & health

- Social & emotional development, and approaches to learning.

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

- Families as learners and lifelong educators

- Family engagement in transitions

- Family connections to peers and community, and

- Families as advocates and leaders.

Types of Services Provided:

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

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

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

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

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

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

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

Current Operations: The UAMS Department of Pediatrics became the grantee for the Pulaski County Head Start program in November of that year and today enrolls 840 Head Start and 88 Early Head Start children and serves the interests of many more in the community. We currently operate 13 Head Start centers and 3 Early Head Start centers throughout Pulaski County, Arkansas. All centers operate 5 days per week, for a minimum of 7 hours each day. Our Head Start Program serves 760 children, ages 3 to 5 years, for 160 days. Our Early Head Start centers serve 128 children, ages birth to 3 years, for 229 days. Our program targets children of low income families most in need of services. We work collaboratively with the three public school districts within Pulaski County regarding the provision of classroom space, referrals and staff development.

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

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

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

III. Academic Personnel Faculty and Students

UAMS Non-Resident Diversity Scholarship Program

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

- o Assist educational programs at UAMS to achieve diversity recruitment goals;

- o Increase the diversity of applicant pools to UAMS educational programs with respect to race, ethnicity, gender, socio-economic status, and geographic origins;

- o Help defray rising educational costs for UAMS students, especially those who are economically disadvantaged; and

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

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

During the 2015-2016 academic year, 4 student-applicants accepted the Scholarship within the College of Medicine.

2015:16: Multiple offers but of those who accepted—Three Diversity Waivers and One Academic Waiver

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

1. Increase the success of UAMS students representing diverse populations to UAMS education programs with respect to race, ethnicity, gender, socio-economic status and geographic origins.

2. Help defray rising educational costs for UAMS students who are economically disadvantaged.

3. The waiver is provided in the form of matching funds. UMAS matched those funds received by the student as scholarship funds from LULAC.

4. Increase the diversity among the Arkansas healthcare professions workforce by specifically targeting the Latino Community

5. Two students received a LULAC tuition waiver fall 2015.

Student Admissions Data for 2014-15 COM

- **Applicants: 57% male   43% female**
- **Acceptances: 59% male,   41% female**

	Applicants	Matriculant
White:	**77%**	**78%**
African American:	**6%**	**4%**
Asian American:	**9%**	**11%**
Hispanic:	**4%**	**3%**
Native American:	**2%**	**1%**

- 77% received undergraduate degree in Arkansas
- A record 2,379 applicants from 44 states and Puerto Rico submitted AMCAS applications. The colleges from which we received/reviewed the most applications were from highest to lowest – UA Fayetteville (109), Hendrix (34), UCA (31), UALR (27), Ouachita (14), Henderson State (13), Arkansas Tech (12), ASU (12), Harding (10), UA Fort Smith (9), Lyons (7), SAU (5), UAPB (5), JBU (4), UAM (3), Ozarks (3), Philander Smith (1), Williams Baptist (1). The colleges from which we received the most out-of-state applications – Vanderbilt, Baylor, Wash U St. Louis, Rhodes.
- 76% of all matriculants majored in traditional sciences.

Total# of URM Applicants Reviewed by Admissions Committee, by category (85)

African American	36
Hispanic	40
Native American	9

Total# of URM's offered admission at COM as of June 18, 2015 (26)

African American	
Hispanic	13
Native American	3

Total# of URM's   accepted offers of admission

African American	6
Hispanic	10
Native American	2

Acceptance Rates (COM):

- URM acceptance rate was 30.5% (Total URM acceptance offered/total number of URM applicants – 26/85).
- The non-URM acceptance rate was 46.9%. (Total number of non-URM accepts offered/total number of non-URM applicants.)
- Nationally URM's make of 17.9% and 17.2% of the applicants and matriculants, respectively.

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

- Acceptance rate (1998 – 2015) for URM's at UAMS: African American (28.6%), American Indian (30.5%), Hispanic (32%), and Vietnamese (43.7%). Overall acceptance rate for URM's – 30.9%.

National Acceptance Rates

- Nationally, URMs make of 17.9% and 17.2% of the applicants and matriculates, respectively.

- In 2011, 45.9% of ALL national applicants were accepted,

  49.2% of Hispanic applicants accepted

  38.3% of African American applicants accepted

Number of URM graduates in 2016: 21

Underrepresented Minority Enrollment by Gender: ALL colleges

University of Arkansas for Medical Sciences
Full-time Student Enrollment Headcount by College, Race/Ethnicity, and Gender, Spring 2016
as of February 3, 2016

RACE	Gender	CHP		COM		CON		COP		COPH		GRAD		Grand Total	
Asian	F	8	14.3%	27	48.2%	4	7.1%	15	26.8%	2	3.6%	0		56	
	M	3	5.7%	36	67.9%	0		11	20.8%	2	3.8%	1	1.9%	53	
	ALL	11	10.1%	63	57.8%	4	3.7%	26	23.9%	4	3.7%	1	0.9%	109	5.6%
Black or African American	F	24	28.2%	13	15.3%	16	18.8%	13	15.3%	11	12.9%	8	9.4%	85	
	M	7	17.9%	15	38.5%	3	7.7%	7	17.9%	2	5.1%	5	12.8%	39	
	ALL	31	25.0%	28	22.6%	19	15.3%	20	16.1%	13	10.5%	13	10.5%	124	6.4%
Hispanic	F	16	40.0%	8	20.0%	6	15.0%	9	22.5%	0		1	2.5%	40	
	M	5	19.2%	12	46.2%	1	3.8%	7	26.9%	1	3.8%	0		26	
	ALL	21	31.8%	20	30.3%	7	10.6%	16	24.2%	1	1.5%	1	1.5%	66	3.4%
American Indian/ Alaskan Native	F	2	28.6%	0		2	28.6%	1	14.3%	1	14.3%	1	14.3%	7	
	M	2	50.0%	2	50.0%	0		0		0		0		4	
	ALL	4	36.4%	2	18.2%	2	18.2%	1	9.1%	1	9.1%	1	9.1%	11	0.6%
White	F	242	28.1%	181	21.0%	147	17.1%	240	27.9%	19	2.2%	31	3.6%	860	
	M	66	10.3%	340	53.0%	30	4.7%	155	24.2%	15	2.3%	35	5.5%	641	
	ALL	308	20.5%	521	34.7%	177	11.8%	395	26.3%	34	2.3%	66	4.4%	1501	77.3%
Native Hawaiian/ Other Pacific Islander	F	0		0		0		0		0		0		0	
	M	0		0		0		0		0		0		0	
	ALL	0		0		0		0		0		0		0	0.0%
Two or More Races	F	7	24.1%	9	31.0%	4	13.8%	7	24.1%	2	6.9%	0		29	
	M	2	11.1%	8	44.4%	2	5.0%	6	33.3%	0		0		18	
	ALL	9	19.1%	17	36.2%	6	12.8%	13	27.7%	2	4.3%	0		47	2.4%
Race Unknown	F	6	12.8%	14	29.8%	7	14.9%	0		11	23.4%	9	19.1%	47	
	M	0		17	45.9%	0		0		5	13.5%	15	40.5%	37	
	ALL	6	7.1%	31	36.9%	7	8.3%	0		16	19.0%	24	28.6%	84	4.3%
Grand Total	F	305	27.1%	252	22.4%	186	16.5%	285	25.4%	46	4.1%	50	4.4%	1124	
	M	85	10.4%	430	52.6%	36	4.4%	186	22.7%	25	3.1%	56	6.8%	818	
	ALL	390	20.1%	682	35.1%	222	11.4%	471	24.3%	71	3.7%	106	5.5%	1942	

Source: Academic Computing and Institutional Studies

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

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

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

At many of the monthly SNMA meetings, upper level students shared their experience of what to expect at the next level and COM faculty members provided insight into the significance of residencies/clerkships and keys to attaining a successful MATCH. Several chapter members served in national positions. Twenty-one (21) underrepresented minority students graduated this year (2016).

2015-2016 Student Breakdowns

Freshmen

	Female	Male	Total
American Indian	2	2	4
Asian	6	10	16
Black	5	2	7
Chinese	1		1
Filipino			
Hawaiian			
Hispanic	1	3	4
Indian or Pakistani			
Japanese			
Korean			
Mexican American			
Other Pacific Islander			
Puerto Rican			
Vietnamese	2		2
White	56	85	141
Total	73	102	175

175

Sophomore

	Female	Male	Total
American Indian	1	2	3
Asian	8	4	12
Black	4	5	9
Chinese			
Filipino	1		1
Hawaiian		1	1
Hispanic	3	3	6
Indian or Pakistani	1	1	2
Japanese			
Korean			
Mexican American			
Other Pacific Islander			
Puerto Rican	1		1
Vietnamese	1	1	2
White	52	84	136
Total	72	101	173

173

Juniors

	Female	Male	Total
American Indian	1		1
Asian	2	9	11
Black	3	4	7
Chinese		1	1
Filipino			
Hawaiian			
Hispanic	3	1	4
Indian or Pakistani		1	1
Japanese			
Korean			
Mexican American			
Other Pacific Islander			
Puerto Rican			
Vietnamese	2	1	3
White	42	98	140
Total	53	115	168

168

Seniors

	Female	Male	Total
American Indian			
Asian	1	1	2
Black	4	6	10
Chinese	1	5	6
Filipino		2	2
Hawaiian			
Hispanic	1	2	3
Indian or Pakistani	6	4	10
Japanese		1	1
Korean	2		2
Mexican American		3	3
Other Pacific Islander			
Puerto Rican		1	1
Vietnamese	2		2
White	48	92	140
Total	65	117	182

182

Graduates

	Female	Male	Total
American Indian			
Asian	1	1	2
Black	4	4	8
Chinese		4	4
Filipino		2	2
Hawaiian			
Hispanic	1	2	3
Indian or Pakistani	5	4	9
Japanese		1	1
Korean	1		1
Mexican American		3	3
Other Pacific Islander			
Puerto Rican		1	1
Vietnamese	2		2
White	46	82	128
Total	60	104	164

Other Pacific Islander   -

Total   164

A. College of Medicine (COM)

Student Admissions Data for 2015-16 COM

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

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

African American	42
Hispanic	28
Native American	11
Vietnamese	3

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

African American	9
Hispanic	7
Native American	2
Vietnamese	2

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

African American	9
Hispanic	2
Native American	7
Vietnamese	2

Acceptance Rates (COM):

- URM acceptance rate was 31.8%. (Total URM acceptance offered/total number of URM applicants.)

- The non-URM acceptance rate was 45.9% (Total number of non-URM accepts offered/total number of non-URM applicants.) •

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

National Acceptance Rates

- Nationally, URMs make of 17.9% and 17.2% of the applicants and matriculates, respectively.

- In 2011, 45.9% of ALL national applicants accepted,

49.2% of Hispanic applicants accepted

38.3% of African American applicants accepted

Number & Percent Distribution of 1ˢᵗ Year Enrollment by Race/Ethnicity & Academic Year Total# of Underrepresented Minority (URM) Applicants. 2012-2016. College of Medicine

FIRST YEAR ENROLLMENT AND PERCENT										
RACE/ETHNICITY	2012-2013		2013-2014		2014-2015		2015-2016			
	No.	%	No.	%	No.	%	No	%		
Black or African American (Non-Hispanic)	8	4.5	8	4.5	6	3.4	9	5.2		
Hispanic or Latino	6	3.4	4	2.3	6	3.4	7	4.0		
Native American, Alaska Native	0	0	1	0.6	3	1.7	2	1.2		
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0		
Asian, Under-represented	4	2.3	3	1.7	3	1.7	2	1.2		
Total URM Students	18	10.3	16	9.2	17	9.8	20	11.5		
Other (Asian, Mainland Puerto Rican)			14	8.0						
Total Non-Under-represented Students (White (Non-Hispanic); Asian, Non-Under-represented)	157	89.7	144	82.8	157	90.2	154	88.5		
Total First-Year Enrollment	175	100%	174	100%	174	100%	174	100%		

Number & Percent Distribution of Total Enrollment of URM Students by Race/Ethnicity & Academic Year. College of Medicine

TOTAL SCHOOL ENROLLMENT AND PERCENT

RACE/ETHNICITY	*2013-2014*		*2014-2015*		*2015-2016*	
Black or African American (Non-Hispanic)	33	4.9	32	4.7	30	4.4
Hispanic or Latino	23	3.4	13	1.9	20	2.9
American Indian, Alaska Native	2	.30	3	.44	4	.60
Native Hawaiian or Other Pacific Islander	4	.60	5	.7	2	.30
Asian, Under-represented	20	3.0	12	1.8	11	1.6
Other (Asians, Filipino)			67	9.9	32	4.7
Total URM Students	**82**	**12.1**	**74**	**10.9**	**67**	**9.9**
Total Non-Under-represented Students (White (Non-Hispanic); Asian, Non-Under-represented)	594	87.9	535	79.1	546	80.3
Total Students Enrolled	676	100%	676	100%	680	100

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

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

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

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

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

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

COLLEGE OF MEDICINE SENIOR MATCH

By
Richard P. Wheeler, M.D.
Executive Associate Dean for Academic Affairs
March 18, 2016
<u>EMBARGOED UNTIL 1 p.m. EASTERN TIME 3/18/2016</u>

The general release of the results of the National Resident Matching Program (NRMP) occurred at 11 a.m. Central time on March 18, 2016. 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, 163 UAMS College of Medicine senior students participated in the NRMP match. Eighteen graduating seniors failed to match into a PGY1 position initially but as of this writing, many of them have obtained a position. From a national perspective, there were 27,890 PGY1 positions to be filled through the NRMP match. There were 35,476 total active applicants for these positions (18,187 U.S. seniors). 26,836 matched (17,057 U.S. seniors) and 8,640 failed to match (1,130 U.S. seniors). In addition to the UAMS seniors who utilized the NRMP, nine received residencies in early matches (Military, Urology, and Ophthalmology). Nationally, of those US Seniors who matched, 53% received their first choice, 16.5% their 2nd choice, 9.7% their third, 5.9% their fourth choice, and 14.9% received a choice greater than their 4th choice.

As of this date, fifty-five seniors were appointed to Arkansas residency positions. One hundred and two received out-of-state residencies in thirty-one different states.

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

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Anesthesiology	13	11	5	13	6	9	7	9	11	10	7
Dermatology	3	1	1	3	1	2	0	2	3	3	3
Emergency Medicine	3	8	3	6	8	11	9	9	10	10	13
ENT	1	2	0	5	1	2	2	4	1	3	5
Family Medicine	23	27	24	18	22	19	21	26	19	18	24
Internal Medicine	18	15	15	17	18	20	13	13	18	23	25
Medicine/Pediatrics	5	7	8	5	7	7	5	9	5	7	6
Medicine-Prelim.	0	1	0	1	0	0	1	0	3	0	1
Medicine/Psych	0	0	0	0	0	0	0	0	0	1	0
Neurology	1	1	3	1	0	2	1	2	1	2	3
Neurosurgery	1	1	1	0	1	0	4	1	2	1	3
Ob/Gyn	9	7	12	10	10	7	6	7	6	8	10
Ophthalmology	2	0	3	2	4	3	4	2	4	2	1
Orthopaedics	8	3	5	8	3	4	6	8	1	4	2
Pathology	5	7	7	3	3	1	5	7	3	1	3
Pediatrics	13	7	11	10	17	17	14	9	19	16	15
Physical Med & Rehab	0	1	1	0	1	2	2	2	0	0	1
Psychiatry	6	13	8	13	10	9	12	9	10	7	9
Radiation Oncology	0	0	0	0	1	0	0	0	0	0	1
Radiology	5	6	6	7	8	11	8	5	5	3	6
Research	0	0	0	0	0	0	0	0	0	0	0
Surgery	3	12	6	3	7	6	7	11	13	6	10
Surgery, Prelim.	6	3	5	0	3	6	7	6	3	3	4
Transitional	2	1	1	0	0	0	1	0	0	0	1
Urology	1	0	0	2	3	0	0	3	2	2	0
% Primary Care	53%	47%	56%	47%	56%	51%	44%	44%	48%	55%	53%

NRMP Results continued

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Failed to match (NRMP only)											
PGY-1	14	14	9	6	8	13	20	13	11	12	12
PGY-2	0	1	1	0	0	1	0	1	0	0	3
Total	14	15	10	6	8	14	20	14	11	12	15
% Failing to Match	11%	11%	8%	5%	6%	10%	15%	10%	8%	9%	10%
Match Results by State Summary (Includes NRMP and Early Matches)											
Matched in Arkansas	68	73	72	73	71	77	71	64	52	55	64
Matched Out-of State	60	60	53	56	61	61	67	80	87	75	90
% in Arkansas	53%	55%	58%	57%	54%	56%	51%	44%	37%	42%	42%
# States	24	23	22	26	26	24	30	31	32	30	33

University of Arkansas College of Medicine
2016 Resident Match Results by Specialty and State

Specialty	NumberMatch	State	NumberMatch
Anesthesiology	7	Alabama	6
Dermatology	4	Arizona	1
Emergency Medicine	10	Arkansas	55
Family Medicine	33	California	4
Internal Medicine	26	Colorado	1
Medicine-Pediatrics	9	Dist Columbia	1
Neurology	5	Florida	5
Obstetrics-Gynecology	3	Illinois	4
Ophthalmology	2	Indiana	2
Orthopaedic Surgery	8	Kansas	4
Otolaryngology	1	Kentucky	2
Pathology	3	Louisiana	5
Pediatrics	17	Maryland	2
Phy Med/Rehab	3	Massachusetts	3
Psychiatry	10	Mississippi	3
Radiology-Diagnostic	7	Missouri	10
Surgery-General	2	Navada	1
Surgery-Preliminary	5	New Hampshire	1
Urology	2	New Jersey	2
		New York	3
		North Carolina	3
		Ohio	4
		Oklahoma	3
		Oregon	2
		Pennsylvania	2
		Rhode Island	1
		South Carolina	4
		Tennessee	10
		Texas	8
		Virginia	3
		Washington State	2

B. College of Health Professions (CHP) - Academic Year 2015-2016

I.   CHP Student Demographics

Hispanic	2
American Indian	7
Asian	24
Black	67
White	511
Native Hawaiian	0
Two or More	39
Chose not to Answer	10
Unknown	0
Total	660

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

	Faculty Rank	FTE	CHP Department
1.	Clinical Instructor	0.15 FTE	Audiology and Speech Pathology
2.	Instructor	1.0 FTE	Audiology and Speech Pathology
3.	Assistant Professor:	1.0 FTE	Audiology and Speech Pathology
4.	Professor:	1.0 FTE	Audiology and Speech Pathology
5.	Assistant Professor	1.0 FTE	Dietetics & Nutrition
6.	Assistant Professor	0.5 FTE	Genetic Counseling
7.	Instructor:	1.0 FTE	Imaging and Radiation Science
8.	Instructor:	1.0 FTE	Imaging and Radiation Science
9.	Assistant Professor:	1.0 FTE	Medical Laboratory Sciences
10.	Assistant Professor:	1.0 FTE	Physician Assistant Studies
11.	Assistant Professor:	1.0 FTE	Physician Assistant Studies
12.	Instructor:	1.0 FTE	Respiratory and Surgical Technologies

12 Faculty   10.65 FTE

Staff Position	FTE	CHP Department
1. Assistant Dean/Student Affairs	1.0 FTE	Dean's Office
2. Student Service Specialist	1.0 FTE	Dean's Office
3. Student Service Specialist	1.0 FTE	Dean's Office
4. Student Recruiting Specialist	1.0 FTE	Dean's Office
5. Project/Program Specialist	1.0 FTE	Imaging & Radiation Sciences
6. Administrative Specialist III	1.0 FTE	Dental Hygiene
7. Laboratory Technician	1.0 FTE	Dental Hygiene
8. Executive Assistant	1.0 FTE	Emergency Medical Sciences
9. Executive Assistant	1.0 FTE	Dietetics/Nutrition & Genetic Counseling
10. Administrative Analyst	1.0 FTE	Imaging & Radiation Sciences
11. Executive Assistant	1.0 FTE	Medical Laboratory Sciences
12. Administrative Analyst	1.0 FTE	Physician Assistant Studies
13. Education Coordinator	1.0 FTE	Physician Assistant Studies
14. Project Coordinator	1.0 FTE	Oral Health Clinic
15. Dental Assistant	1.0 FTE	Oral Health Clinic
16. Dental Hygienist	1.0 FTE	Oral Health Clinic
16 Staff	**16.0 FTE**	

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

Instructor:	3 Black
Assistant Professor:	2 Black
Assistant Professor:	2 Hispanic
Assistant Professor:	2 Indian
Professor:	1 Black
Total	**10**

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

0.15   Black

0.15   Total

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

CHP Dean's Office (Student Recruiting Specialist)	1
Physician Assistant (Education Coordinator)	1
Genetic Counseling (Assistant Professor)	1
<u>Dietetics/Nutrition and Genetic Counseling (Assistant Professor)</u>	1
Total	**4**

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

In AY16, 149 minority students were enrolled in the CHP. This number represents 23% of the total enrollment (149/660). This represents a 10% increase in the number of minority students enrolled in the college CHP over AY15 (15/149).

For the 2015-2016 academic year, CHP awarded 47 scholarships, of which 9 (19%) were awarded to minority students, an increase of 44% (4/9) from the previous year. Twenty-one percent of the total funds awarded in scholarships ($11,000 / $51,500) were awarded to minority students. The number of CHP scholarships awarded annually is dependent upon the funds raised through the annual college phonathon.

In AY16, the college increased the student recruiter position from part-time to full-time. The student recruiter has charged with increasing the number of qualified minority applicants, and each academic program has a recruitment plan which includes increasing the number of minority applicants. The percentage of minority applicants enrolled in CHP programs during the AY16 was 27% (298/1114). This represents a 1% increase over the previous academic year. The student recruiter is developing a more targeted approach to identifying and recruiting minority applicants to the CHP program.

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

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

The 2015-2016 charge to the CHP Diversity Committee was to examine the college's academic and social climate for students from under-represented groups, and make recommendations for enhancing or improving the climate, if indicated. Actions taken include developing a survey tool to identify the academic and social climate for students in CHP programs, collecting and evaluating data relative to student recruitment for applicants and enrollees for the past 10 years, and creating a college-wide awareness of recruitment and the vital role of CHP faculty, alumni, and students in sustaining a diverse environment in addition to building a supportive culture of recruitment and diversity in the College of Health Professions. The Committee's report is pending at this time.

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

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

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

Spring 2016 CHP Diversity Committee survey of the college's academic and social climate for students from under-represented groups; $200

C. COLLEGE OF NURSING (CON)

STUDENTS

ADMISSIONS

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

BACCALAUREATE PROGRAM ENROLLMENT AND MINORITIES

For the incoming junior class that begins in July 2016, the College has offered admission to 109 juniors for the Bachelor of Science in Nursing (BSN) program on the Little Rock campus and 15 for the off-campus BSN program at Hope.

Although exact enrollment figures will not be available until after the 11th day headcount in July 2016, the following students, as identified by race/ethnicity and gender are anticipated to enroll by campus for the summer 2016 term:

BSN program, Little Rock campus:

• American Indian	3	2%
• Asian	3	2%
• Black/African American	15	13%
• Hispanic/Latino	4	3%
• White	81	72%
• Two or More	4	3%
• Did not answer	6	5%

BSN program, Hope campus:

• White	15	100%
• Did not answer	0	0

Of the 124 anticipated total BSN enrollment:
- 100 (83.3%) are female
- 22 (16.6%) are male
- 2 chose not to answer

Fall 2015 enrollment figures totaled 319 in the BSN program, including:

• American Indian/Alaskan Native	5	1.5%
• Asian	6	1.8%
• Black/African American	34	10.6%
• Hispanic/Latino	11	3.4%
• Nat Hawaiian/Other Pac.	1	0.3%
• White	270	84.6%
• Chose two or More	13	4%
• Unknown/No Answer	8	2.5%

Of the 319 baccalaureate students who enrolled in the fall 2015 semester,
- 272 (85.2%) were female
- 47 (14.7%) were male
- 2 chose not to answer

GRADUATE PROGRAM ENROLLMENT AND MINORITIES

For the 2015-16 academic year, 84 fall 2015 master's applicants were admitted to the graduate program and 73 started graduate classes in spring 2016. The College of Nursing graduate program has made an offer of admission to 83 MNSc students for the fall 2016 term and anticipates that all will register July 2016.

The fall 2015 enrollment was 514 with
- 433 MNSc students
- 42 DNP students
- 39 PhD students

• American Indian/Alaskan Native	9	1.7%
• Asian	9	1.7%
• Black/African American	53	10.3%
• Hispanic/Latino	8	1.5%
• Nat Hawaiian/Other Pac.	0	0
• White	438	85.2%
• Chose two or More	13	2.5%
• Unknown/No Answer	1	0.19%

Of the 514 MNSc, PhD and DNP students who enrolled in the fall 2015 semester:
- 470 (91.4%)were female
- 44 (8.5%) were male

STUDENT RETENTION

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

The College uses the Assessment Technologies Institute (ATI) for standardized testing, retention resources, and identification and remediation for high risk students. The admission criteria mandate that each student take the TEAS V Entrance Exam. This test measures reading comprehension, math, science, and verbal skills. The student is expected to achieve a minimum score of 65 on the exam to be eligible for admission to the program. Once a student has been accepted into the program, the student is required to take the ATI Critical Thinking Inventory Exam. This exam is used to help identify critical thinking levels, areas of coping, and adaptive risk factors. Students who are identified as "at risk" will receive individualized assistance from the CON academic coach using remediation resources from ATI online resources and other course specific remediation tools. Throughout the BSN program, students are required to take standardized benchmark exams after each course to determine proficiency of course content. Students who do not meet the required benchmark scores on the standardized exams are required to complete specific remediation modules through ATI and receive assistance from faculty in assigned specialties. The College employs an ATI Coordinator/Academic Coach who manages all student testing and remediation for this standardized content.

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

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

Students are often referred to the Student Wellness Center, a student mental health facility, which provides counseling for testing anxiety and stress management.

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

HIGH SCHOOL CONTACTS

September through November is a designated three-month period scheduled by the Arkansas Association of Collegiate Registrars and Admissions Officers for the sole purpose of educating students regarding their future in college. This schedule of College Planning Programs offers the opportunity to contact and provide degree information to high schools counselors and 304 students in 5 consolidated statewide programs. UAMS Regional Centers assisted the recruiter in attending the Southern Region College Planning Programs.

COLLEGE CONTACTS

During the spring of each year, 2-year college institutions host transfer programs for their students to be recruited by 4-year colleges and various professional institutions. Students are able to speak with a College of Nursing representative, have their transcripts evaluated, and receive tentative degree plans for future planning toward their careers in nursing. College of Nursing representatives met with more than 300 students from 5 community colleges around Arkansas.

OTHER RECRUITING OPPORTUNITIES

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

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

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

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

Group information sessions, are held monthly by the Student Services Office and students are presented program information along with tentative degree plans when they provide college transcripts. In addition to these sessions, information is disseminated via internet, email, and fax. Upon first contact, prospects are given the website information for their viewing and are requested to fax their transcripts to the recruiter for evaluation. A tentative degree plan is prepared and returned to the prospective student, and an appointment is made if necessary. This has made the process more efficient and convenient for the student and the recruiter.

More than 2200 students have received information through the online request system over the last 12 months – 1000 undergraduate packets and 1200 graduate packets have been sent via email to prospective students.

During the 2015-2016 academic year, the Coordinator of Recruitment, Student Services Office and the Director of the RN to BSN program launched a campaign to recruit more RN to BSN prospective applicants. Hospitals around the state were targeted, and included UAMS Medical Center, CHI St. Vincent, Baptist Health, Children's Hospital, UAMS Winthrop P. Rockefeller Cancer Institute, Washington Regional, Sparks Regional and Wadley Hospital were a few of the targets we touched.

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

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

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

FACULTY AND STAFF

For the 2015-16 academic year, the UAMS College of Nursing employed 125
faculty and
staff members:
95% female
5% male

American Indian/Alaskan Native	0	0.0%
Asian	3	2.5%
Black/African American	15	12.3%
Hispanic/Latino	2	1.6%
Nat Hawaiian/Other Pacific Islander	0	0.0%
White	97	79.5%
Chose Two or More	5	4.1%

MEETING INSTITUTIONAL GOALS FOR RECRUITMENT AND RETENTION

The College is currently receiving funding through the US Department of Health and Human Services (DHHS) via a Health Resource Services and Administration (HRSA) Nursing Workforce Diversity grant to recruit and retain diverse students. In the spring semester of 2016, the College completed a grant through the US Department 6 of Workforce Services which also assisted in recruiting and retaining students from diverse backgrounds to the nursing programs.

Rainey, L. (PI)
Title: Growing Our Own in the Delta (GOOD)
Agency: DHHS/HRSA Nursing Workforce Diversity
Amount Awarded: $1,041,621
Funding Period: 7/1/2014 – 6/30/2017

Project Overview and Purpose: The purpose of this project is to increase nursing educational opportunities and the number of nurses with advanced degrees to serve Arkansas' underserved communities, including persons from disadvantaged backgrounds, men, first generation college students, and underrepresented minorities. The Growing Our Own in the Delta (GOOD) project is designed to increase the number of culturally competent master's prepared nurses in rural communities by supporting them during their education and training. This will increase access to quality health care and health literacy for underserved areas in Arkansas. The project will provide nurses the education required to address health disparities, social determinants of health, and health equity in communities that have a disproportionate share of poverty and poor health. A community-based multidisciplinary, inter-professional approach will be stressed to meet the Institute of Medicine (10M) recommendations for the Future

of Nursing. Currently, there is limited financial or academic support for nursing students in underserved areas. This project will provide pre-entry nursing support, scholarships, stipends, academic support, and retention strategies to qualified nursing students enrolled in the College of Nursing (CON). Strategies will include tutoring, resources for test preparation, networking, mentoring, and professional and leadership development. Students not awarded financial support will also benefit from the project through other project activities, such as cultural competency training of faculty and staff. The GOOD project will be a benefit to all who are underrepresented and/or from disadvantaged backgrounds.

Rainey, Larronda (PI)
Title: Arkansas Partnership for Nursing's Future
Agency: US Department of Labor/ Department of Workforce Services
Amount Awarded: $4,952,848
Funding Period: 4/1/2012 – 3/31/2016

Arkansas Partnership for Nursing Future's (APNF) Grant is an Arkansas Workforce Investment Board/Department of Workforce Services grant. This grant was awarded from the US Department of Labor in total for $4,952,848 with the College of Nursing receiving 2,799,720. Key partnerships in this grant included the Arkansas Department of Workforce Services, UAMS CON, and the Arkansas Association of Two-Year Colleges. The purpose of the APNF grant was to provide resources to train a minimum of 1500 individuals in the nursing profession which include Certified Nursing Assistants (CNAs), Licensed Practical Nurses (LPNs) ,Associate Degree Nurses (ADNs) and Bachelor of Science in Nursing (BSNs). Special efforts were made to increase diversity in the professions and to increase the number of men entering the healthcare professions. The project also targeted qualified individuals who were on the waiting lists to enter nursing programs, Temporary Assistance for Needy Families (TANF) participants, unemployed and dislocated workers, those working in the health care field looking to further their education, and those working in long-term care facilities. Upon completion, the APNF grant diversity goal was met by over 200%.

MONITORING PROGRESS

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

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

OUTCOME MEASURES

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

Graduate Education:
- At least 15% of the graduate student body admitted annually adequately reflects the underrepresented population of the state; annual recruitment activities focus on diverse populations
- A minimum of 5 PhD and DNP students are admitted annually
- 100% of graduating PhD students receive funding grants for dissertation support

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

PROGRESS: BUDGET/TIMELINE

- Our current budget is 95% personnel costs, which restricts our ability to have flexibility in allocating resources across the College.

Table 1
Undergraduate Recruitment Activities Report
2015-2016

Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
6/3/2015	UAMS Job Fair	0	0	1	0	0	0	C	1	O. Beard
6/15/2015	Information Session								16	A. Spinks, J. Kyle
6/15-16/2015	Arkansas School Nurse Association Conference	17	0	0	0	0	0	C	17	O. Beard
6/2015	Information Session								28	A. Spinks, J. Kyle
8/14/2015	APNA Conference	6	0	0	0	0	0	C	6	O. Beard
8/1/2015	Information Session								12	A. Spinks, J. Kyle
9/1/2015	Information Session								14	A. Spinks, J. Kyle
9/22/2015	National Park Community College	27	8	22	5	4	2	C	68	O. Beard
9/28/2015	Little Rock Independent Schools	5	9	3	0	3	0	C	20	O. Beard
9/29/2015	Pulaski County Special School District							C	43	A. Spinks
9/29/2015	Little Rock School District	7	3	22	1	0	0	C	33	O. Beard
9/30/2015	Washington Regional	4	0	1	0	0	0	NW	5	O. Beard, B. Buron, V. Cuningkin
10/7, 8,10/2015	Arkansas Children's Hospital	4	0	3	0	2	0	C	9	O. Beard, RN to BSN Faculty
10/2015	Information Session								9	A. Spinks, J. Kyle
10/8/2015	Arkansas Student Nurse Association	14	3	13	4	6	2	C	42	
10/13/2015	ASU Beebe	19	7	11	4	3	1	C	45	O. Beard
10/20/2015	Pulaski Technical College	9	0	21	4	3	1	C	38	O. Beard
10/22/2015	Biomedical Career Fair	1	1	3	3	0	0	C	8	O. Beard
10/22/2015	Baptist Health	21	4	17	2	3	2	C	49	O. Beard, C. Steele
10/23/2015	ARNA	4	1	2	0	0	0	C	7	O. Beard
11/3/2015	CHI St. Vincent	7	0	5	0	0	0	C	12	O. Beard, L. Rainey
11/1/2015	Information Session	4	3	1	0	1	0		17	A. Spinks, J. Kyle

11/18/2016	UAMS Benefits Fair	15	0	24	2	2	1		44	O. Beard
11/19/2015	UAMS Med Center	2	0	3	0	0	0	C	5	O. Beard, F. Renteria, K. Davis
11/19/2015	Wadley Hospital	1	0	3	0	5	1		10	O. Beard
11/20/2015	Arkansas Children's Hospital	4	0	0	0	0	0	C	4	O. Beard
12/20/2015	Information Session	0	0	1	0	0	0		22	A. Spinks, J. Kyle

Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
1/1/2016	Information Session	5	0	5	0	0	2		12	A Spinks, J Kyle
2/1/2016	Information Session	2	0	1	0	0	0		14	A Spinks, J Kyle
3/1/2016	Information Session	2	1	1	0	1	0		27	A Spinks, J Kyle
2/12/2016	Bentonville High School Group	0		0	0	0	0		20	A Spinks
2/25/2016	Pulaski Tech Transfer Fair, South Campus	3	1	2	0	1	0		16	A Spinks, J Kyle
3/8/2016	ASU Beebe Career and Training Expo	1	0	0	0	0	0		6	A Spinks
3/9/2016	UACCM Transfer Fair	3	0	3	0	0	0		8	A Spinks
3/10/2016	Pulaski Tech Transfer Fair, Main Campus	0	0	0	0	0	0		2	A Spinks
3/19/2016	HREP	0	0	0	0	0	0		20	A Spinks
3/28/2016	Maumelle High School Tour Group	0	0	0	0	0	0		25	A Spinks
4/1/2016	ACH Schools of Nursing Education Fair	4	0	0	0	1	0		6	J Kyle
4/2/2016	Nursing Expo	1	0	2	0	0	0		14	A Spinks, J Kyle
4/15/2016	ANPA	4	0	0	0	0	0		10	J Kyle
4/19/2016	UAMS Day at UAFS	0	0	0	0	0	0		10	A Spinks
4/22/2016	Research Day	2	1	2	0	0	0		16	A Spinks
4/27/2016	National Walk at Work Day	0	0	0	0	0	0		1	SSO
4/29/2016	Generation Next Event	0	0	0	0	0	0		50	A Spinks
5/6/2016	AR Heart Hospital Employee Education Fair	6	0	2	0	0	0		11	J Kyle
5/11/2016	UAMS Professional Practice Fair	9	0	2	0	0	0		11	SSO
	UAMS Hospital Information Sessions	0	0	0	0	0	0		21	A Spinks, J Kyle
Total									**884**	

Table 2
Graduate Recruitment Activities Report
2015-2016

Specialty	No.
Administration	5
Adult-Gero Acute Care	2
Adult-Gero Primary Care	1
DNP	14
Education	1
Family Nurse	11
Family Psychiatric-Mental Health	4
Pediatric Acute Care	1
Pediatric Primary Care	1
PhD	4
Undecided	44
TOTAL	**88**

D. College of Pharmacy (COP)

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

COP Curriculum

All applicants must complete a pre-pharmacy curriculum (a minimum of 69 credit hours) which guides the students through introductory courses in mathematics and the natural sciences. In addition, the pre-pharmacy curriculum requires courses in the humanities and social sciences. Approximately 66% of recent successful applicants earned a BS or BA degree prior to enrollment in the College of Pharmacy. The professional curriculum that leads to the Doctor of Pharmacy (Pharm.D.) degree requires four years of full-time study at UAMS.

COP Student Support Services

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

COP Student Recruitment

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

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

Since 2007, the COP has hosted 20-40 high school students in June for Pharmacy Camp. They participate in pharmacy related activities in the classroom, laboratory, and practice site during the week long camp. Many of these students have received scholarships to attend the camp. The COP recruiter is also involved with KIPP and preparatory public charter schools in Arkansas to introduce these high school students to the profession of pharmacy. The Director of Admissions (DOA), Angie Choi also contributes to the recruitment efforts of the college through campus tours, counseling of prospective students and other activities. The DOA participated in MAPS Conference/Diversity Day and the HPREP Health Professional Recruitment Exposure Program (HPREP). In addition, the College's SNPhA chapter hosts high school students on campus to participate in compounding sessions and career discussions. The COP SNPhA Chapter and the COP recruiter also extended invitations to minority high school students to become a member of SNPhA, and SNPhA members spoke on behalf of the College at various diversity affairs events this academic year.

During Fall 2008, a trial of the Pharmacy College Admission Test (PCAT) prep course was supported by the COP. The pilot program produced positive outcomes. Since 2009, the College, with support from Walgreens, has invested in a more extensive PCAT preparatory program with coordination by the Center for Diversity Affairs and the National Pharmacists Association of Arkansas (NPAA). The purpose of the program is to assist a significant number of students from historically underrepresented backgrounds to improve their individual PCAT scores. In 2016, five students participated in the prep program. In 2015, seven students participated (2011= 7 students; 2012= 5 students; 2013= 7 students; 2014= 4 students). On average, PCAT composite percentile scores increased over the original best. To date, fourteen students from the PCAT prep course have been admitted to the COP. It is too early in the process to determine what the rate of matriculation and program completion, but we are hopeful for the continued success of the program.

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

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

The College of Pharmacy provided six of these scholarships for incoming freshman for the 2012-2013 academic year and three for incoming freshman for the 2013-2014 academic year. There was a total of nine diversity scholarships provided to COP students in the 2013-2014 academic year. The college provided two 2015-16 applicants with diversity scholarships and plans to continue providing these opportunities for the upcoming academic year.

Student Retention

Mentoring

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

Scholarships – UAMS COP

Scholarships serve as a mechanism to decrease the financial burdens of students from disadvantaged communities. The COP's Dean and Development staff have been assisted by Dr. Alvin Simmons, Pharm.D. (UAMS '77 and '95) to create an endowment to provide scholarships for underrepresented minorities. Using unrestricted funds available at her discretion, COP Dean Gardner funded three initial scholarships that were awarded April 15, 2007. In the last eight years (2007-2015), COP Deans have provided more than $32,000 for the NPAA scholarship awards. The use of unrestricted funds allows all income derived from invested funds to remain invested, thereby more rapidly increasing the capital in the endowment. This has been the Dean's practice with newly endowed scholarships, honoring donors by presenting first scholarship awards in the same academic year that funds are raised, rather than waiting for investment income to become available.

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

At this time the endowment has $114,410 in cash and pledges. We also note that COP Dean Olsen, employed as of fall 2015, has continued to commit a minimum of $3,000 annually from general scholarship funds to be distributed as NPAA Scholarships. This allows all earnings to be reinvested, accelerating the growth of the endowed principal. We continue focused efforts to secure additional givers, with a new goal to increase the endowment in this fund to $200,000 over the next few years. The 2015-16 recipients follow:

NPAA Recipients		Award
Sonia Tinko Ngankwe*		$1,000
Viola Surratt*		$1,000
Mariam Khan		$1,000
Miyako Franklin*		$1,000
Ambre Camp*		$1,000
* underrepresented minority student		
	Total	**$5,000**

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

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

2015-16 Scholarships & Recipients		**Award**
Phillips County Endowed Scholarship		
Lori Schubach		$1,500
Robert N. Manley & Robert H. Manley Memorial Scholarship		
Dominique Hamby*		$2,500
Walgreens Diversity Scholarship		
Ashley Bizzell*		$3,000
Kelsey Willis		$2,000
*underrepresented minority student		
	Total	**$5,500**

In addition to the above mentioned scholarships, minority students received the following
2015-16 scholarships/awards.

Scholarships & Recipients	Award
AMDPA Award	
Kanesha Day*	$1,250
Jessica Ramirez Carmen*	$1,250
Buice Drug Endowed Scholarship	
Ammon Martin *	$1,000
Class of 1952 Endowed Scholarship	
Dimpi Desai	$1,500
College of Pharmacy Scholarship	
Mallory Jones	$2,000
Lester Hosto Award	
Clarice Montgomery*	$1,500
Nelson Volding Student Research Fellowship	
Randi Jeffers*	$4,000
Walgreens Student Scholarship	
Jennifer Nguyen	$1,000
Rural Health Scholarship	
Sara Camp*	$5,000

COP Student Research Fellowships

Yusra Saman	$4,000
Sathyanand Kumaran	$4,000
Mariam Khan	$4,000
Kanesha Day*	$4,000
Ashley Bizzell*	$4,000

*underrepresented minority student

Underrepresented Minority recipients	**$31,500**
All Minority recipients	**$49,000**

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

COP Student Enrollment

	2015-16		2014-15	
	Number*	Percent	Number*	Percent
Native American	1	.22%	1	.21%
Asian	25	5.4%	21	4.5%
African American	20	4.3%	22	5.1%
White (non-Hispanic)	385	83.3%	391	83.7%
Hispanic/Latino	1	.22%	2	.21%
Two or more races	30	6.5%	31	6.6%

	Number	Percent	Number	Percent
Female	278	60%	287	61%
Male	184	40%	181	39%
Total	**462**	**100%**	**468**	**100%**

* Two or more races column added beginning 2014-15.

The 2015-2016 academic year reflects a slightly higher proportion of male students when compared to previous years (2013=36.5%; 2014=39%). Underrepresented minority students accounted for 9% of the 2015-16 student body (42 out of 462). This is consistent when compared to the last few years of data (2008=7.82%, 2009=7.75%; 2010=8.21%; 2011=8.02%; 2012=8.03%; 2013=9.6%; 2014=10.2%).

COP Faculty and Staff

Faculty	2015		2014	
	Number	Percent	Number	Percent
Native American	0	0%	0	0%
Asian	17	19%	16	20%
African American	8	9%	5	6.25%
White (non-Hispanic)	63	71%	58	72.5%
Hispanic/Latino	1	1%	1	1.25%
Total	**89**	**100%**	**80**	**100%**
Female	40	45%	37	46.25%
Male	49	55%	43	53.75%
Total	**89**	**100%**	**80**	**100%**

*Faculty includes residents

Minority faculty members comprise 29% out of a total of 89 faculty members. The percentage of underrepresented minority faculty has changed slightly from 8.2% in 2014 to 10% in 2015 (5.64% in 2012; 6.67% in 2013).

Staff	2015		2014	
	Number	**Percent**	**Number**	**Percent**
Native American	0	0%	0	0%
Asian	25	31%	19	28.35%
African American	9	11%	7	10.44%
White (non-Hispanic)	45	56%	39	58.2%
Hispanic/Latino	2	2%	2	3%
Total	**81**	**100%**	**67**	**100%**
Female	53	65%	42	62.7%
Male	28	35%	25	37.3%
Total		**100%**	**67**	**100%**

*staff includes research, administration & non-classified employees

Minority staff members have increased from 37.1% in 2014 to 44.4% out of a total of 81 staff positions. The percentage of underrepresented minority staff has increased in 2015 to 13.6% (2012=10.3%; 2013=9.6%; and 2014=8.5%).

E. College of Public Health (COPH)

Students by Race/Ethnicity

Race/Ethnicity	Fall 2014		Spring 2015	
	Number	Percent	Number	Percent
American Indian	1	< 1%	1	<1%
Asian	20	8%	25	10%
Black	60	25%	57	24%
Hispanic/Latino of any race	9	4%	10	4%
White (non-Hispanic)	124	52%	123	51%
Native Hawaiian	0	0%	0	0%
Two or more reported	3	1%	5	2%
None reported	20	8%	19	8%
Total	**237**	**100%**	**240**	**100%**

Staff and Faculty by Race/Ethnicity, Spring 2015

Race/Ethnicity	Staff N (% of Total)	Full-time Faculty* N (% of Total)	Adjunct Faculty** N (% of Total)
American Indian/Native Alaskan		0 (0%)	0 (0%)
Asian		4 (8%)	0 (0%)
Black		6 (12%)	4 (10%)
Hispanic/Latino		3 (5%)	0 (0%)
White		38 (73%)	35(87%)
Native Hawaiian/Other Pacific Islander		1 (2%)	1 (3%)
2 or more Race/Ethnicities		0 (0%)	0 (0%)
Unknown		0 (0%)	0 (0%)
Minority Total		**14 (27%)**	**5 (13%)**
TOTALS		**52 (100%)**	**40 (100%)**

* <u>Full-time faculty</u>: The count here represents primary faculty in the COPH who work 1 FTE.
** <u>Adjunct faculty</u>: The count here includes faculty who have an adjunct appointment with a COPH department and serve in various capacities (may or may not include teaching). Not all are compensated.

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

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

Number and Position Title of Minority Staff, Spring 2015

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date for achieving goal/objective: Fall 2020

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

Timeline, budget, and methods used to assess and monitor progress:
Date for achieving goals/objectives: Fall 2020

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

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

F. Graduate School

Graduate School staff and students

Graduate School Student Enrollment Spring 2015-16		
	Number	%
Asian	8	3
Black or African American	20	10
Hispanics of any race	4	2
American Indian or Alaska Native	1	0
White	133	63
Unknown	42	2
Chose two or more	2	0
Total	210	100
Female	129	61
Male	81	39
Total	210	100

Graduate School Staff 2015-16		
	Number	%
White	3	100
Female	3	100%
Male	0	0%

All graduate faculty have primary appointments in other colleges.

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

RECRUITMENT

The Graduate School has continued a number of initiatives to improve recruitment of students from underrepresented (UR) groups. The Associate Dean, Dr. Kristen Sterba, is responsible for overseeing initiatives aimed at recruitment and retention of graduate students. To accomplish this, the Graduate School was represented at numerous Career/Graduate Fairs. Some of the schools visited in the 2015-16 academic year included Harding University, the University of Arkansas at Pine Bluff, the University of Central Arkansas, Hendrix College, Lyon College, Ouachita Baptist University, and the University of Arkansas at Little Rock. The Graduate School was also represented at the Society for the Advancement of Chicanos and Native Americans in Science conference and the Annual Biomedical Research Conference for Minority Students. The Graduate School also participated in the fall UAMS Diversity Day which exposes undergraduates to UAMS programs. Ronald E. McNair Scholars interested in pursuing a doctoral degree in the biomedical sciences were contacted through the McNair Scholars Directory. Lastly, prospective students were identified using the Graduate Records Exam (GRE) Search Service.

The UAMS Graduate School sponsored the annual Career Day for Biomedical Sciences in October 2015 to introduce undergraduate and graduate students to the various science career options. At this event, speakers from a wide range of career options discuss the job description, advantages, disadvantages, salaries, and opportunities for advancement within each career track. Representatives from each Graduate School program were present to meet with students throughout the day. Students were also informed about the steps for applying to graduate school, with emphasis placed on the UAMS Graduate School, and are offered tours of the UAMS research facilities. UR students are a specific target audience for this program. Students and faculty from the following HBCU's were invited to Career Day 2015: Alcorn State University, Fisk University, Grambling State University, Jackson State University, Lane College, Philander Smith College, Tougaloo College and UAPB. Since 2008, this event has attracted 219 (38% of all undergraduate attendees) UR undergraduates.

UAMS INITIATIVE FOR MAXIMIZING STUDENT DEVELOPMENT PROGRAM

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

transition program consisting of lectures on various biomedical topics, career and developmental seminars, and a summer research rotation prior to the fall of their first year. Students receive funding and academic credit during this transition program. Additional benefits of the IMSD Program includes a formal mentoring program, a seminar series featuring nationally recognized minority scientists, development of a competency-based academic portfolio, and group problem-solving sessions. Meetings are held with the students and the IMSD Leadership Team every 2 months to discuss student progress and development. To promote the program to prospective students, Dr. Sterba sends letters to McNair Scholars, Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U-STAR) Directors, SACNAS attendees, ABRCMS attendees, and additional UR students identified by the GRE Search Service. The program has been successful recruiting and retaining UR students. Of the 27 students who began the IMSD Program, 23 are still enrolled or have completed their doctorates. Three students completed their MS degrees. It is anticipated that 90% of IMSD program participants will complete their doctoral program.

UAMS SUMMER UNDERGRADUATE RESEARCH PROGRAM TO INCREASE DIVERSITY IN RESEARCH

Dean McGehee also serves as Co-PI with Dr. Billy Thomas on an R25 proposal from the NHLBI for a summer undergraduate research program to increase diversity in health related research (06/01/2011-05/30/2016). A competitive renewal for this grant was submitted in September 2015. Funding was renewed for an additional 5 years. This program's overall goal is to provide students with research, mentoring, and networking experiences; real life surgical observations; and simulated cardiovascular demonstrations to increase their interest in careers in cardiovascular, pulmonary and hematologic research. Four cohorts of students (46 total) have participated in the SURP during summer 2012, 2013, 2014, and 2015. Approximately 95% of participants are expected to complete their bachelor's degrees, with 75% continuing their education in a health profession or graduate program. The program has been successful. In the first 3 years, 100% have completed or are still enrolled in a bachelor's degree program. Of those that have graduated, 68% continued their education in a health profession or graduate program, but the students who have not continued on to a health profession or graduate program are either preparing to apply to a graduate/health profession program or still actively engaged in research.

ADDITIONAL ACTIVITIES

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

Timeline, budget, and evaluation
At the activities are evaluated for effectiveness. Recently a five-year plan was developed and the following goals were included.
1. Increase the number of UR applicants 25% by 2018.
2. Continue to modify the IMSD program based on yearly evaluations.
3. Continue UAMS SURP to Increase Diversity in Research and modify program based on yearly evaluations.
4. Identify additional funding mechanisms that partner the Graduate School with the Center for Diversity Affairs.
5. Continue to support the Graduate Student Association.
6. Add one additional development seminar per year by 2017.

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

The University of Arkansas at Pine Bluff

MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

June 2016

1. Introduction

As a land-grant institution and the Flagship of the Delta, the University of Arkansas at Pine Bluff (UAPB) serves Arkansas and the nation with particular emphasis on the Arkansas Delta. UAPB has strong undergraduate and graduate programs consisting of in-class and out-of-class learning activities; broad-based educational support services for students (e.g., counseling, advising, mentoring, and residence halls); and specialized research, education and public service. UAPB offers associate, bachelor's, master's, and a PH.D degree, and prepares a cadre of professionals who contribute to the diversity of the state, regional and national workforces while promoting global understanding. Commitment to diversity in its teaching, research and service is a long established and valued tradition at the University.

Because the University of Arkansas at Pine Bluff is an HBCU, racial minority is defined as non-African American. The University of Arkansas at Pine Bluff Five Year Minority Recruitment and Retention Plan 2011-2016 was designed to serve as a guide for increasing the number of minority students and staff/faculty/administration at the university by 10% (2% per year) over a five year period (2011-2016). This is a report of activities and outcomes for 2015.

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

In fall 2015, the University had an enrollment of 2,658 students of which 91.6% were African American and 8.4% were minority. The number of minority students increased by 8%, from 205 the prior Fall 2014 semester to 223 in fall 2015. Of the 223 minority students; 137 (61%) White; 44 (20%) Hispanic; and 42 (19%) are other ethnic groups. The percentage of minorities to total enrollment for both 2014 and 2015 is 8%.

Minority Student Enrollment

Year	Enrollment
2005	151
2006	160
2007	154
2008	168
2009	186
2010	181
2011	196
2012	170
2013	203
2014	205
2015	223
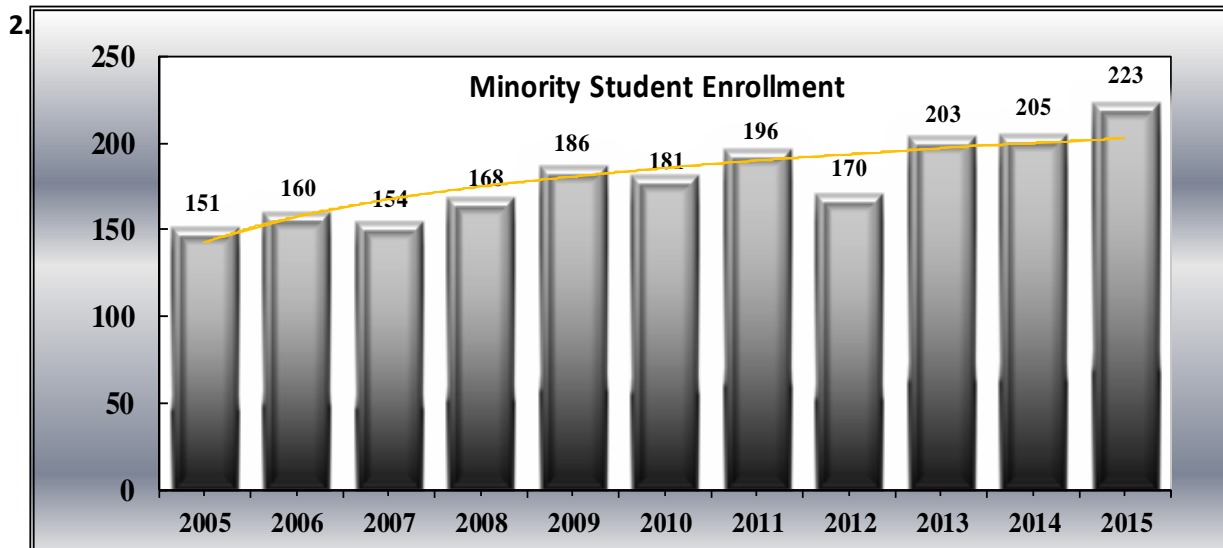
Number and position title of minority faculty and staff who currently work at UAPB.

Position Title	Number
Administrative Analyst	1
Administrative Specialist II	2
Administrative Support Supervisor	1
Assistant Professor	12
Associate Professor	19
Associate Vice Chancellor	1
Campus Maintenance Supervisor	1
Coach/Head Coach-Softball	1
Coach-Strength & Conditioning	1
Department Chairperson	4
Extension Associate	5
Extension Program Aide	1
Extension Specialist I	4
Extension Specialist II	2
Extension Specialist III	3
Head Athletic Trainer	1
Head Coach - Soccer	1
Head Coach - Volleyball	1
Institutional Printer	1
Instructor	18
Library Technician	1
Multi-Media Specialist	1
Post-Doctoral Fellow	1
Professor	13
Project/Program Manager	1
Project/Program Specialist	4
Research Assistant	2
Research Associate	7
Shipping & Receiving Clerk	1
Skilled Tradesman	2
Student Recruitment Specialist	1
Television Program Manager	1
Warehouse Manager	1
Total Minority Employees	**116**
Total Employees	**600**
Percent Minority Employees	**19.3%**

The faculty of 161 includes 40% minority and 60% African American. The staff/administration of 439 are 88% African American and 12% minority.

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

Ethnicity	Number
White	36
Asian/Pacific Islander	29
Grand Total	**65**

4. Number of minority adjunct faculty who currently work for UAPB.
As of fall 2015, the University employed 10 minority adjunct faculty members, which represents 26% of all adjunct faculty.

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

Position Title	Number
Assistant Professor	1
Coach-Strength & Conditioning	1
Post-Doctoral Fellow	1
Total	**3**

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

Student, Faculty & Staff By Ethnicity, Fall Semesters 2011 - 2015

		Non-Minority	Minority	Total
Fall 2011	Students	2,992	196	3,188
	Percent of Total	94%	6%	100.00%
	Faculty	114	66	180
	Percent of Total	63%	37%	100.00%
	Administrators & Staff	412	57	469
	Percent of Total	88%	12%	100.00%
	Total Employees	526	123	600
	Percent of Total	81%	19%	100.00%
Fall 2012	Students	2,658	170	2,828
	Percent of Total	94%	6%	100.00%
	Faculty	107	60	167
	Percent of Total	64%	36%	100.00%
	Administrators & Staff	429	61	490
	Percent of Total	88%	12%	100.00%
	Total Employees	536	121	657
	Percent of Total	82%	18%	100.00%
Fall 2013	Students	2412	203	2615
	Percent of Total	92%	8%	100.00%
	Faculty	98	61	159
	Percent of Total	62%	38%	100.00%
	Administrators & Staff	415	55	470
	Percent of Total	88%	12%	100.00%
	Total Employees	513	116	649
	Percent of Total	82%	18%	100.00%
Fall 2014	Students	2,308	205	2,513
	Percent of Total	92%	8%	100.00%
	Faculty	93	64	157
	Percent of Total	59%	41%	100.00%
	Administrators & Staff	394	49	443
	Percent of Total	89%	11%	100.00%
	Total Employees	487	113	600
	Percent of Total	81%	19%	100.00%
Fall 2015	Students	2,435	223	2,658
	Percent of Total	92%	8%	100.00%
	Faculty	96	65	161
	Percent of Total	60%	40%	100.00%
	Administrators & Staff	388	51	439
	Percent of Total	88%	12%	100.00%
	Total Employees	484	116	600
	Percent of Total	81%	19%	100.00%

As indicated in the chart above, the number of minority students increased from 196 for fall 2011 to 223 for fall 2015. The percent of minority students to total enrollment has also increased from 6% for fall 2011 to 8% for fall 2015. The number of minority faculty has remained about the same, however the percentage of total faculty increased from 37% in fall 2011 to 40% in fall 2015. Minority administrators/staff percentages to total employees in this category have remained constant at 12% for 2011 through 2013, 11% for 2014 and returned to 12% for 2015. The percent of minority employees (faculty/staff/administrators) to total employees has remained constant at between 18% and 19% since 2011.

Specific goals, objectives, timeline, budget and monitoring are discussed below.

OBJECTIVE I: To increase the number of targeted potential minority student contacts.

Activity	Timeline	Performance
A. Develop and nurture new articulation agreement with 2-year colleges and vocational/technical schools. Also, develop partnerships with area school districts.	Ongoing	2014 – 66 new partnerships

Currently Active to Date

The University has partnership with several surrounding school districts, community colleges, other educational institutions, organizations, the Arkansas Department of Education, the Arkansas Department of Higher Education and the U.S. Department of Education. In some school districts, partnerships have more than one emphasis.

Schools and Districts
- Cleveland County School District
- Crossett School District
- Dermott School District
- Dumas Public School District
- Helena/West Helena School District
- Jefferson County School Districts (Pine Bluff, Watson Chapel, White Hall, Dollarway)
- KIPP Foundation Schools in Helena and Blytheville
- Lakeside School District - Lake Village, AR
- Lighthouse Charter School
- Little Rock School District
- Marvell School District
- North Little Rock School District
- Phillips Community College in Helena and Stuttgart
- Pine Bluff High School Pine Bluff, AR
- Pulaski County Special School District
- Warren School District
- White Hall High School, White Hall, AR
- Star City School District
- Stuttgart School District

Colleges
- Arkansas State University- Jonesboro
- Missouri State University - Springfield, Mo

- Montana State University
- Philander Smith College
- Pulaski Technical College, North Little Rock
- Shorter College North Little Rock, AR
- Southeast Arkansas College
- University of Arkansas- Fayetteville (Department of Chemistry and Biochemistry and Physics)
- University of Arkansas at Monticello - School of Education
- University of Arkansas at Little Rock (Chemistry Department)
- University of Arkansas Medical Sciences
- UAMS (Department of Pharmacology and Toxicology and Pharmacy)
- University of North Texas for Health Science Center (Department of Molecular Biology)

Educational Organizations
- Arkansas Association of Colleges for Teacher Education
- Arkansas Education Association
- Arkansas River Educational Service Cooperative
- Division of Children and Family Services/Academic Partnership in Public Child Welfare
- National Education Association
- University of Arkansas at Pine Bluff Child Development Center
- Ivy Center for Education-Pine Bluff
- What's Next Pine Bluff
- TOPPS-Pine Bluff

Agencies and Organizations
- Arkansas Department of Health
- Arkansas Department of Rehabilitation
- Arkansas Geographical Critical Needs Minority Scholarship Program
- Community Development Institute/Head Start Jefferson County
- Jenkins Memorial Children Center
- Millcreek Behavioral Health-Fordyce
- NCATE/CAEP Reading First Teacher Education Network
- Pine Bluff Arts and Sciences Center
- Pine Bluff Chamber of Commerce
- Pine Bluff Parks and Recreations
- Saracen Landing-Pine Bluff
- Southeast Arkansas Behavioral Science Center-Pine Bluff
- The Minority Initiative Sub-Recipient Grant Office
- Thurgood Marshall College Fund
- University of Arkansas at Pine Bluff Business Incubator

Industry
- Eaton Corporation
- Evergreen Packaging
- Georgia Pacific
- Kiswire
- NUCOR Steel
- STANT
- Tyson Foods

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

The Advisory Board on Diversity was established in 2007. The board meets twice per school year.

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

2015 – 2016
The University continues its marketing campaign using university initiated activities as well as its newly acquired agency of record, The Design Group. Campaigns in excess of $350,000 have been executed since the fall 2016 in advertising to minority communities.

- Ran television ads on targeted cable networks (e.g. BRAVO, VH1, etc.)
- Place geo-targeted ads on Pandora and Facebook.
- Place billboards using diverse student imagery in Little Rock, Pine Bluff, Memphis and Dallas.
- Also purchased TV spots on KLRT, KATV, KARK, KARZ and Little Rock radio stations;

Purchased print advertisement in on an on-going bases in communities of Camden, El Dorado, Dallas, Na

- Nashville, and publications such as *Arkansas Next*; *AY*; *El Latino*; and Inclusion Magazine;
- Continued use of the official Facebook page (www.facebook.com/uapinebluff), Twitter page (www.twitter.com/uapbinfo), YouTube Channel (www.youtube.com/uapbtelevision) and News Blog (www.uapbnews.wordpress.com) to connect with constituents on several platforms. Recently established an Instagram page (www.instagram.com/uapb) for further student engagement.
- Secondary advertising is done through the continued dissemination of the official university magazine, UAPB Magazine. The electronic version is available at www.uapb.edu/magazine .

OBJECTIVE II: To strengthen the infrastructure to enroll and retain minority students.

Activity	Timeline	Performance Measure
A. Continue and strengthen collaboration with the Office of International Programs and Studies	On-going	International student increase and retention above previous year

During the past four years, the Division of Enrollment Management (EM) has strengthened its collaboration with the Office of International Programs and Studies (OIPS) by enhancing the nature and level of its engagement with this office. This commitment continued during the 2014-2015 academic year, including the following:

- Joint problem-solving and enhanced responses to issues impacting international students;
- Joint coordination of ground transportation for F-1 visa international students to and from the Little Rock airport, bus and/or train stations at the beginning and end of each semester;
- Participation in and/or co-sponsorship of events organized by International Student Association (ISA) and the OIPS, including international student orientation sessions, the annual potluck supper and other similar events;
- Continued involvement of ISA in the annual Thanksgiving program whereby a member or officer of the Association is invited to address the topic of global hunger; and
- Strengthened collaboration and coordination between the Offices of Recruitment, Admissions and International Programs/Studies to facilitate problem-solving during the admissions process and to determine strategies to increase the number of F-1 visa international students who are recruited and subsequently enrolled and retained at UAPB.

Enrollment Trends and Profile of F-1 Visa International Student Population at UAPB

The table below reflects enrollment trends of F-1 visa international students enrolled at UAPB during a three-year period. This is the student population who must report regularly to OIPS to ensure compliance with the terms of their student visa issued by an overseas U.S. Embassy or Consulate.

The F-1 visa international student population at UAPB is quite diverse. As of the spring semester 2015, OIPS records indicate that students come from a total of 18 countries reflective of all major continents, including Canada, Mexico, Jamaica, Brazil, Ecuador, Nigeria, Zimbabwe, the United Kingdom, India, Nepal, Pakistan and China. The spring semester population consisted of 45 students in active status, including three (3) students who have graduated but remain under our SEVIS authority as participants in optional practical training (OPT). Of the 45 students in our records, 14 are female and 31 are male. Of the 42 students who remain enrolled in academic degree programs, 18 were undergraduates and 24 were graduate students, including 19 master's level students and five (5) doctorate level students.

The table below reflects enrollment trends for active status (non-OPT) students during a three-year period:

Academic Cycle	Fall Semester Enrollment	Spring Semester Enrollment
2012 – 2013	28	30
2013 – 2014	38	35
2014 – 2015	38	42

While the table reflects an upward trend in F-1 visa international student enrollment, it is not clear whether this trend will continue in 2015 – 2016. This is due to the recent graduation of eight (8) students, including four (4) undergraduate and four (4) graduate students. Currently only two applications for the issuance of I-20 Forms for the fall semester.

With respect to J-1 visa students, there is one non-degree student from Colombia, who is currently participating in an aquaculture internship program.

Retention Challenges

Moreover, there appears to be a challenge with maintaining retention of F-1 visa international students who matriculate on athletic scholarships. At the end of 2013-2014, for example, two students transferred or returned home. One student from an African country informed athletic staff that s/he did not know, upon acceptance of his admission that UAPB was a historically black college or university (HBCU). Other concerns had to do with coaching style and the desire to participate in a more competitive athletic program in his specific sports area. The other student left because he did not feel he would be able to realize his dream to enter professional sports in the U.S.

Recently, OIPS has been informed by at least four (4) additional athletes that they are seriously considering transfers to other U.S. universities or returning home to resume their studies. Of these four, one student's father has expressed the desire for siblings and family in the U.S. to live in closer proximity. The other three have cited coaching style as a key factor. Of these three students, one student has also identified the rural location of the university and too few social or cultural amenities. There is also an indication that this student misses family, friends and other social acquaintances.

In light of what may become a trend in the matriculation of F-1 visa international students, the following recommendations are set forth:

1. At least one representative from the athletic department, enrollment management office and OIPS should meet to discuss transfer/withdrawal cases and strategies for reversing what might become a trend that negatively impacts F-1 visa international student retention.

2. There is also the need to establish a counseling system whereby students an meet, talk and discuss their concerns in a neutral setting. Such a system might assist with problem-solving and developing proactive interventions at an earlier stage in the matriculation experience. Students are often hesitant to talk to their coaches who control their athletic scholarships. OIPS has taken steps to make its office a more welcoming environment and to enhance the quality and number of its interactions with international students. However, in many instances, students remain intimidated by the office's compliance role with respect to Department of Homeland Security regulations.

3. Ideally, any counseling system established would include the designation and/or hiring of a multicultural/diversity counselor and outreach coordinator. Such a person would have expertise in managing and/or fostering multiculturalism in the higher education context. This person could also coordinate events on campus to engage international and domestic students and faculty. This could foster greater interaction and friendships between the two population groups. In terms of the counseling role, there is the need for maintaining confidentiality but there should also be an emphasis on helping the student to identify concrete steps for problem-solving. With the student's permission, this person could also reach out to the relevant departments to solicit information and clarify the nature of issues raised by the student. As a final note, given regulatory changes in J-1 visa regulations, this kind of role may be critical for dealing with issues involving violations that would have to be reported to the U.S. State Department.

As a result of the above, a series of formal and informal meetings were conducted with at least one session including the Vice Chancellor of Student Affairs. A recruitment plan has been developed between the Office of Recruitment and OIPS. Staff worked collaboratively to organize an information session for faculty and staff who have agreed to establish an informal interest group and to continue to meet on a regular basis.

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

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

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

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

2015 – 2016
The Office of Recruitment continues to make positive strides in diversifying the recruitment staff. We are again, extremely excited about the steps taking to increase diversity in the Office at the University of Arkansas at Pine Bluff. As we have made changes to our recruiter's physical presence in terms of diversity, our applicant pool, student interest and school partnerships are changing as well. The percentages of non-traditional UAPB students that have visited the campus have increased significantly. Counselors, teachers and administrators from schools that have not traditionally allowed access to their students at their schools are reaching out to our university. Sheridan High School has scheduled a bus tour for UAPB to visit, Fort Smith Northside invited UAPB to speak at a community event in Fort Smith, Lisa Academy in Little Rock sponsored two busloads of students visit to our campus and private Christian schools that typically do not allow the Recruitment Office access to their campus visited UAPB camps this year. Additionally, we have established and are working to establish more partnerships with international schools. The interest in this area is extremely high. We are excited about the direction in which we are going. The students that are applying for admissions scholarships reflect the efforts.

Activity	Timeline	Performance Measures
C. Establish and market scholarships for diversity	Ongoing	No. of Minority students receiving scholarships

OBJECTIVE III: To expand availability of alternative delivery platforms, sites and time.

ACTIVITIES	TIMELINE	PERFORMANCE
A. Increase number of on-line, evening and weekend courses by 10% per year for next five years	2015 - 2016	Records will show a 16% increase in the number of courses offered and a 4% increase in the number of students participating over the previous year

2015-2016
Currently 85 faculty members have been trained to teach online classes. On-line courses are offered fall, spring and summer sessions. On-line courses:

- Fall 2015: 83 courses, 1,826 course enrollment, 5,003 student semester credit hours and 52 instructors.
- Spring 2016: 82 courses, 1,712 course enrollment, 4,807 student semester credit hours and 48 instructors.

OBJECTIVE IV: To systematically assess outcomes of activities designed to increase diversity of students and staff at the University of Arkansas at Pine Bluff and to evaluate the process outlined in the minority Retention Plan.

ACTIVITIES	TIMELINE	PERFORMANCE
A. Review outcome data on Minority Recruitment and	Each Semester	Review and modify strategies as process dictates

retention on a semester basis		

Enrollment

Fall	Non-Minority	Minority
2011	2,992	196 (6%)
2012	2,658	170 (6%)
2013	2,412	203 (8%)
2014	2,308	205(8%)
2015	2,435	223 (8%)

Employment
Faculty

2011	114	66 (37%)
2012	107	60 (36%)
2013	98	61 (38%)
2014	93	64 (41%)
2015	96	65 (40%)

Administrators/Staff

2011	412	57 (12%)
2012	429	61 (12%)
2013	415	55 (12%)
2014	394	49 (11%)
2015	388	51 (12%)

Revision of Objectives
Over the past five years, the University of Arkansas at Pine Bluff reached its goals on minority faculty and staff employment and retention. The university continues to place a priority on increasing minority student enrollment while maintaining a diverse faculty/staff. The revised minority recruitment and retention plan is a component of the university's new Strategic Plan. Changes and revised goals and objectives will be examined during the implementation of the plan.

Conclusion:
This review of the goals and outcomes for Minority Recruitment and Retention during the past school year showed that the University of Arkansas at pine Bluff has made notable progress in meeting the stated objectives; thereby, helping to realize its historic and present commitment to ensure an educational environment that supports diversity, quality education, and continuous out-reach to the people of the Arkansas delta and beyond.

Reported Prepared by:

The Office of Enrollment Management and Student Success
Dr. Linda L. Okiror, Vice Chancellor
Phone: 870-575-8364
Fax: 870-575-4615
Email: okirorl@uapb.edu

UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

July 6, 2016

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

Reporting term: Fall 2015

Race	Number	Percent
Total enrollment	11,754	
American Indian/Alaska Native	59	0.5%
Asian	194	1.7%
Black	1,913	16.3%
Hispanic	484	4.1%
Native Hawaiian/Pacific Islander	12	0.1%
Two or more races	372	3.2%

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

Reporting term: Fall 2015

Race / Position	Faculty	Archivists/Curators/Museum Techs	Librarians	Library Techs	Educational Services Occupations (Academic, Affairs, Student, Other)	Management Occupations	Business/Financial Operations Occupations	Computer/Engineering/Science Occupations	Community Service/Legal/Arts/Media	Healthcare Practitioners/Technical Operations	Service Occupations	Sales/Related Occupations	Office/Administrative Support Occupations	Natural Resources/Construction/Maintenance Occupations	Production/Transportation/Material Moving Occupations	Total number in minority group
American Indian/Alaska Native	2	0	0	2	0	1	0	0	1	0	1	0	0	0	0	7
Asian	32	0	0	0	3	1	0	0	0	1	1	0	0	0	0	38
Native Hawaiian/Pacific Islander	1	0	0	0	0	0	0	0	1	0	0	0	0	2	0	4
Black	30	0	0	4	11	14	5	7	21	2	38	0	26	6	6	170
Hispanic	19	0	0	0	2	3	0	1	5	0	8	0	4	1	2	45
Two or more races	8	0	0	0	0	0	0	2	0	0	2	0	5	3	0	20
Minority employees in category	92	0	0	6	16	19	5	10	28	3	50	0	35	12	8	
Total employees in category	735	1	8	27	91	126	39	59	119	11	157	0	241	113	21	

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

Reporting term: Fall 2015

Race	FT Faculty
American Indian/Alaska Native	1
Asian	29
Native Hawaiian/Pacific Islander	1
Black	23
Hispanic	13
Two or more races	6
Total minority full-time faculty	73
Total full-time faculty	547

4. Number of minority adjunct (part-time) faculty who currently work for the institution

Reporting term: Fall 2015

Race	PT Faculty
American Indian	1
Asian	3
Native Hawaiian/Pacific Islander	0
Black	7
Hispanic	6
Two or more races	2
Total minority part-time faculty	19
Total part-time faculty	188

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

Reporting term: Fall 2015

Category	Count
Faculty	4
Library/Student/Academic Affairs/Other Education Services Occupations	1
Management Occupations	2
Business/Financial Operations Occupations	0
Computer/Engineering/Science Occupations	1
Community Service/Legal/Arts/Media	0

Category	Count
Healthcare Practitioners/Technical Occupations	0
Service Occupations	1
Sales/Related Occupations	0
Office & Administrative Support Occupations	3
Natural Resources, Construction, & Maintenance Occupations	1
Production, Transportation, & Material Moving Occupations	1

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

The following goals were established by the university in its Minority Retention and Recruitment Plan. The goals are grouped by categories – students, faculty and staff.

a. Students

GOAL 1: Continue to recruit and retain the number (and corresponding percentage) of minority entering freshmen UCA students each year so that the proportion of UCA's minority-to-white entering freshmen will be consistent with the minority-to-white proportion of high school graduates entering [Arkansas] four-year public institutions, with the exception of UAPB.

GOAL 2: Increase the number (and corresponding percentage) of minority undergraduate UCA students each year, so that the proportion of minority-to-white UCA undergraduate students will be consistent with the minority-to-white proportion of students in [Arkansas] four year public institutions, with the exception of UAPB.

GOAL 3: To increase the retention and graduation rates for minority undergraduate UCA students each year so that the minority retention and graduation rates for minority undergraduate students will be approximately equal to the retention and graduation rates for white undergraduate UCA students.

GOAL 4: To maintain the number (and corresponding percentage) of minority UCA graduate students each year so that the proportion of UCA's minority-to-white graduate students will be approximately equal to the minority-to-white proportion of graduate students attending [Arkansas] four-year public institutions.

> Note: The comparative information required to report fully on these goals is not available from published ADHE reports. The university will revisit these goals and the information required to show progress on them as it reviews its diversity objectives and support structures in the immediate future (see item 7 below).

Minority Enrollment (Goals 1, 2, and 4)

Numbers in the following tables exclude non-resident aliens and students whose race/ethnicity is unknown.

Reporting terms: as indicated

UCA Entering Freshmen (FT+PT)				
	2011		2015	
	Number	**Percent**	**Number**	**Percent**
Grand total	1,960		2,044	
Black	372	19.0%	354	17.3%
Other minority	190	9.7%	276	13.5%
White	1,284	65.5%	1,357	66.4%

UCA Undergraduate (FT+PT)				
	2011		2015	
	Number	**Percent**	**Number**	**Percent**
Grand total	9,629		9,887	
Black	1,552	16.1%	1,739	17.6%
Other minority	657	6.8%	1,026	10.4%
White	6,475	67.2%	6,484	65.6%

UCA Graduate (FT+PT)				
	2011		2015	
	Number	**Percent**	**Number**	**Percent**
Grand total	1,534		1,867	
Black	137	8.9%	174	9.3%
Other minority	80	5.2%	95	5.1%
White	1,220	79.5%	1,513	81.0%

UCA Total Enrollment				
	2011		2015	
	Number	**Percent**	**Number**	**Percent**
Grand total	11163		11754	
Black	1689	15.1%	1913	16.3%
Other minority	737	6.6%	1121	9.5%
White	7695	68.9%	7997	68%

Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment				
	2011		2015	
	Number	**Percent**	**Number**	**Percent**
Grand total	82,117		85,107	
Black	10,595	12.9%		
Other minority	7,711	9.4%		
White	59,553	72.5%		

Enrollment detail for 2015 has not been published.

Graduation and Retention Rates (Goal 3)

One-Year Retention Rate

	2005 **Cohort**			2009 **Cohort**		
	Cohort	**Number**	**Percent**	**Cohort**	**Number**	**Percent**
Total Cohort	2,429	1,748	72%	1,753	1,287	73.4%
White	1,641	1,192	72.6%	1,221	909	74.4%
Black	478	321	67.2	345	243	70.4%
Other minorities	97	77	79.3%	99	75	75.8%
All minorities	575	398	69.2%	444	318	71.6%

Graduation Rate – 150% Time

	2005 **Cohort**			2009 **Cohort**		
	Cohort	**Number**	**Percent**	**Cohort**	**Number**	**Percent**
Total Cohort	2,429	969	40.1%	1,753	781	45%
White	1,641	723	44.2%	1,221	598	49.5%
Black	478	105	22%	345	101	29.3%
Other minorities	97	40	41.2%	99	39	39.4%
All minorities	575	145	25.2%	444	140	31.5%

One-year retention rates for these cohorts show gains except in the "other minorities" category. Graduation rates follow the same pattern.

b. Faculty

GOAL 5: To maintain the number (and corresponding percentage) of minority full-time faculty members of all ranks at UCA and to increase the numbers to the percentage of each race to approximately the percentage of degrees conferred by race nationally and master's degrees statewide.

Reporting terms: As indicated

Because of difficulty accessing more recent data, the national and state comparison data has been reused from last year's report, as have the comments included in that report. UCA numbers/percentages of minority faculty have increased over the years. The percentage of black faculty members remains significantly behind the national completers and state master's completers.

	UCA Full-Time Faculty			
	2011		2015	
	Number	Percent	Number	Percent
Total	527		547	
White	470	80.9%	646	84.8%
Black	18	3.4%	23	4.2%
Other minorities	21	4%	50	9.1%
All minorities	39	7.4%	73	13.3

	Completers, Nationally		Master's Completers, AR	
	2012–2013		2012–2013	
	Number	Percent	Number	Percent
Total	4,555,979		5,222	
White	2,632,084	57.8%	3,888	74.5%
Black	548,569	12.0%	540	10.3%
Other minorities	891,921	19.6%	301	5.8%
All minorities	1,440,490	31.6%	841	16.1%

c. Staff

GOAL 6 [Executive Administrative and Professional Non-Faculty]: To maintain the number (and corresponding percentage) of minority executive administration and professional non-faculty at UCA so that the proportion of minority professionals will equal the proportion of minority individuals with the credentials required for such positions in the relevant labor market.

Reporting terms: As indicated

The IPEDS employment categories relevant to this goal are these:

Management Occupations
Business and Financial Operation Occupations
Librarians, Curators, and Archivists
Student and Academic Affairs and Other Educational Services Occupations
Computer, Engineering and Science Occupations
Community Service, Legal, Arts, and Media Occupations
Healthcare Practitioners and Technical Occupations

Since the categories reported in 2011 do not correspond one-to-one with the new reporting categories, only the 2015 data is provided.

Administration/Professional Staff				
	2011		2015	
	Number	**Percent**	**Number**	**Percent**
Total			855	
White			670	78.4%
Black			125	14.6%
Other minorities			47	5.5%
All minorities			172	20.1%

As an imperfect point of comparison, the US Census American Community Survey 2009–2013 5-Year Estimates (the same range used in last year's report) provides the following information for Management, Business, Science, and Arts occupations in Faulkner and Pulaski counties:

	Faulkner County			Pulaski County	
	Number	Percent		Number	Percent
Total in category	19,599			70,764	
White	17,434	89%		50,390	71%
Black	1,472	8%		16,785	24%
Other minority	693	4%		3,589	5%
All minority	2,165	11%		20,374	29%

Source: United States Census Bureau. Query in American Factfinder (http://factfinder2.census.gov/), pulled 2015-06-22.

GOAL 7 [Support Staff]: To maintain the number (and corresponding percentage) of minority support staff at UCA to the percentages listed below, so that the proportion of minority support staff will approximate the proportion of minority individuals in each specific job category (as defined in the EEO-6 Report) in the relevant labor market area.

Reporting terms: as indicated

IPEDS employment categories relevant to this goal are these:

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

Since the categories reported in 2011 do not correspond one-to-one with the new reporting categories, only 2015 data is provided.

Secretarial/Clerical				
	2011		2015	
	Number	**Percent**	**Number**	**Percent**
Total			532	
White			426	80.1%
Black			76	14.3%
Other minorities			29	5.5%
All minorities			105	19.7%

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

See below the embedded report from the Office of Institutional Diversity.

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

See below the embedded report from the office of Institutional Diversity.

UNIVERSITY OF CENTRAL ARKANSAS

DIVERSITY AND TRAINING INITIATIVES 2015/2016

Three offices work in tandem to lead diversity efforts at the University of Central Arkansas (UCA): The Office of Institutional Diversity (ID) serves as the umbrella unit for diversity initiatives. The Office of Diversity and Community (ODC) specifically serves historically underrepresented students. The Office of University Training (UT) delivers educational seminars that are applicable to the campus environment and its diverse population.

This report, therefore, documents the progress and advancement that these functional units are making to meet institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. The overwhelming majority of the programming was assessed under the auspices of our Director of Assessment for Diversity Initiatives. The events were assessed either online or at the end of the event. Attendees offered event-specific feedback. In each case, the overall evaluations revealed that the programs fulfilled their designated purposes. Finally, this report records new strategies and their success indicators.

INSTITUTIONAL DIVERSITY

ADMINISTRATORS/FACULTY/STAFF/STUDENTS

This was the first full year for the publication and implementation of the Bias Incident Reporting statement and form. The statement and form are on the diversity website and the statement will be published in the upcoming Student Handbook and Staff Handbook. Such non-discrimination policies in employment, admissions, and other functions and programs promote a safe environment for minority and all populations.

Another new initiative this year was the <u>Institutional Diversity Grant Program</u>. UCA Registered Student Organizations, administrators, faculty, staff, departments, colleges, and divisions could apply to receive assistance with the costs of the following activities, once during the calendar year: (1) to disseminate professional work, scholarship, research, and/or creative activity (2) to gain m**embership with the National Center for Faculty Development and Diversity; (3) to** make a diversity-related conference presentation; (4) to publish a diversity-related manuscript; (5) to display diversity-related creative activities; or to (5) to host a diversity-related initiative or event. All of the aforementioned assist with the recruitment and retention of diverse students, faculty, and staff.

Event	Sponsor	Budget
Faculty Grants	ID	$750.00
Departmental Grants	ID	$1,050.00
Total		**$1,800.00**

The <u>Diversity and Inclusive Excellence Award</u> was also new this academic year. This award recognized individuals whose commitment to diversity and inclusive excellence on- and/or off-campus has made a significant impact on various ethnic groups and diverse populations in a positive way and have improved conditions at UCA and within the community that have enhanced society. This award assists with the recruitment and retention of diverse students, faculty, and staff.

Event	Sponsor	Budget
1ST Place	ID	$1,000.00
2nd Place	ID	$500.00
3rd Place	ID	$500.00
Fringe Benefits	ID	$620.00
Plaque	ID Foundation	$33.00
Printing	ID	$169.00
Total		**$2,822.00**

The grand opening for the <u>Lactation Suites</u> was held in late April 2015 so this was the first academic year for such suites on campus. In the fall semester, the suites were only located in the center historic cluster and west sides of campus. An additional suite was opened during the spring semester on the north side of campus. The newest suite is opening over the summer. Lactation Suites were established to support the needs of women who may wish to breastfeed or express breast milk while on campus. Suites offer dedicated comfortable, private, quiet spaces for nursing mothers. The suites contain comfortable seating, a refrigerator, a microwave, electrical outlets, adequate lighting, related reading materials, hand sanitizer, and cleaning supplies.

Event	Sponsor	Budget
Lewis Science Center	SGA. Faculty Senate Staff Senate	$1,309.00
Brewer-Hegemen Conference Center	SGA. Faculty Senate Staff Senate	$2,009.00

Total		**$3,318.00**

ADMINISTRATORS/FACULTY/STAFF

For the first time, ID engaged the general campus, primarily through the new Leadership Lens Series. The intention of this series is to offer professional development in targeted areas of diversity and inclusion. The topics for the sessions are listed in the following table:

Event	Sponsor	Budget
Successfully Leading Diverse Teams The Challenges and Opportunities of Diverse Administrators No Pain, All Gain Grant Writing: Exploring Grants for Diversity Related Topics	ID	**$75.00**

FACULTY

ID also collaborated with the Center for Teaching Excellence to host Lunch and Learn sessions that assist faculty in becoming more conversant with diverse students for more effective interactions and teaching. This series assists with the retention of diverse students. Seventy-nine faculty participated in the following sessions:

Event	Sponsor	Budget
More Effectively Teaching Students with Learning Disabilities More Effectively Teaching Students with Academic Challenges More Effectively Teaching Students with Autism Spectrum More Effectively Teaching Non-Native English-Speaking Student Populations	Center for Teaching Excellence	**$533.25**

More Effectively Teaching Racially Diverse Student Populations		

DIVERSE FACULTY

ID engaged diverse faculty in several ways. These events were three-pronged: (1) retention focused (to alleviate isolation; to offer opportunities for diverse faculty to bond with one another; and to connect diverse faculty with campus leaders); (2) development focused (to assist diverse faculty with navigating classroom dynamics and instructional methodologies); and (3) recruitment focused (to make historically underrepresented PhD candidates, across the nation, aware of UCA as a viable place to become a faculty member. The events and their budgets are listed below:

Event	Sponsor	Budget
Affinity-Resource Groups for African/Americans, Asians, Internationals, Latinos, and LGBT+	ID	$700.00
Diversity After Hours	Office of the Provost	$800.00
Ice Cream Social with the Provost	Office of the Provost / ID	$200.00
Navigating Classroom Challenges: A Discussion for Racially Diverse Faculty	Center for Teaching Excellence	
Recruitment at the Compact for Faculty Diversity	Office of the Provost	$1700.00
Total		**$3,400**

UNDERGRADUATE AND GRADUATE STUDENTS

ID engaged historically underrepresented undergraduate students with a focus on retention. The Academic Bridge Connection Program (ABC) was established with the repurposing of office space as a means of dedicating resources to serve as an incubator and as an academic bridge that help to reinforce the habits of mind that students need for success in college and beyond. The ABC Center offers a quiet place to study and learn with computers, printing, copy services, mobile charging stations, and books. Students receive peer math, science, and writing/literacy tutoring, peer success coaching, and academic advising. Also in the diversity office, students may convene for meetings and prepare for their student-led programs. They have access to a

television that continuously runs national news as well as Diversity-TV which displays announcements of diversity programming and photos of recent diversity events.

Historically underrepresented graduate students were engaged with a focus on recruitment and retention. All endeavors were hosted in partnership with the Graduate School. UCA hosted its first HBCU Outreach (Historically Black College/University) to recruit students from Rust College to our graduate programs. UCA also attended the Texas McNair Scholars Conference to recruit high-achieving students to graduate school. For retention, graduate students attended a couple of meetings to fellowship and to consider forming a Black Graduate Student Association.

Undergraduate and graduate students attended the Alley Scholars Summit. This conference provides some of the necessary tools and networking opportunities for students to become successful. In addition, students have the opportunity to interact with successful people of color in arenas such as business, medicine, and STEM. What's more, students have the opportunity to win start-up capital if placing in the Alley Scholars Shark Tank Competition.

IMPACT: As the ABC Program is a key indicator of student retention, the following impact was denoted during its pilot year. Of the programs assessed, attendees offered specific feedback for each event and the overall evaluations denote that the programs fulfilled their designated purposes. A total of 160 undergraduates participated in advising, field trips, presentations, success coaching, study room, and tutoring while 15 graduate students participated in the receptions/meetings. The target undergraduate audience next year will consist, primarily, of University College (conditionally enrolled) students and more strategic assessment will be conducted.

UCA FUTURE STUDENTS

ID hosted about 75 Latino middle school students (who had never visited a college campus) and their teachers from North Little Rock, Arkansas. Students visited with and experienced presentations from President Courtway, Admissions, Institutional Diversity, the Office of Diversity and Community as well as a panel of student representatives from the Latino Student Association. They enjoyed lunch and campus tours. The intent of this event was to plant seeds in the students to attend college in general, and UCA, in particular.

Event	Sponsor	Budget
ABC Program/Center	ID / Student Services	$9,215.00
ABC Center Setup and Furnishings		
ABC Library		
Career Fair Preparation		
Careers in PR & Journalism		
Forged by Fire, Set in Stone: The Creative Spirit Within		
Five Things Every Dreamer Should Know		

Interacting with Law Enforcement Open House for Faculty Open House for Freshmen Open House for Upper Level Students Student Undergraduate Research Fellowship		
Alley Scholars Summit	ID	$2000.00
Black Graduate Student Initiative	ID	$175.00
HBCU Outreach	ID / Graduate School	$500.00
Latino Middle School Students	ID / ODC	$750.00
Texas McNair Scholars Conference	Student Services / Office of the Provost	$1000.00
Total		**$13,640**

MINORITY VENDORS

As part of the Minority Vendor Strategic Plan, UCA hosted a Minority Vendor Expo. The intention of this event was to provide UCA decision makers and those at other state agencies an opportunity to learn about the products and services of respective minority vendors that are aligned with State procurement.

ID continues to collaborate with the Purchasing Department to evaluate bids for architectural and contracting services as they pertain to helping UCA meet Act 1222 of 2009 that charges state agencies to attempt to conduct business with minority vendors for at least 10% of their total expenditures in construction and commodities.

Event	Sponsor	Budget
Minority Vendor Expo	Division of Finance and Administration	**$825.00**

OFFICE OF DIVERSITY AND COMMUNITY

The mission of ODC is to provide multiple support services to enhance the academic success of students from underrepresented populations. Its mission is to create an inclusive community that promotes student success through retention-focused programs such as mentoring, leadership development, and life skills enrichment. Key initiatives include the Black Male Achievement Challenge (B-MAC), Latino/Hispanic Outreach Initiative, Minority Mentorship Program (MMP), and Slice of UCA. ODC assessed each event either online or at the end of the event. Attendees offered specific feedback for each event and the overall evaluations conveyed that the programs fulfilled their designated purposes.

BLACK MALE ACHIEVEMENT CHALLENGE (B-MAC)

The Black Male Achievement Challenge is in place to provide targeted intervention, critical socialization and bridge services, and to offer enriching educational experiences for black men at UCA. This population is documented as the least persisting, least graduating demographic (19.5% graduation rate based on the Fall 2007 cohort and 6-year graduation model).

This year, students experienced more structured programs that focused on issues relevant to their success as students and ultimately, as men. The upper level peer deans took leadership roles in selecting topics for mass meeting and in coordinating/planning programs.

B-MAC Programming
- B-MAC Kick-Off (Motivational pep-talk with former NFL athletes)
- Brotherhood Bowling (End-of-Year Celebration)
- Fresh Prince of Conway (Welcome Week Info Session)
- Gentlemen's Brunch (Etiquette/Networking Celebration)
- Mass Meetings (Held at least once per month)
  - Academic/Campus Resources
  - Branding/Image
  - Budgeting/Finance
  - Campus Involvement/Finding Your Fit
  - Dress for Success
  - Finals Prep
  - Goal Setting
  - Interviewing/Resumes/Applications
  - Midterm Round-Up- The Second 1/2
- Speed Dating with Real Beauty
- Suit & Tie Tuesday (Dress for Success Day held once per month)

IMPACT: As B-MAC is a key indicator for student retention, ODC is pleased to report that 43 additional young men signed up to be a part of the 2015/2016 cohort. Data were captured on the 16 first-time, full-time freshmen for Fall 2015. Of that group of young men from the second cohort, 87.5% (or 14 students) registered for Spring 2016 classes.

HISPANIC/LATINO OUTREACH INITIATIVE

This initiative began in Academic Year 2013/2014 due to the continued growth of the Hispanic student population. With the leadership of the ODC, the Latino Student Association (LSA) has become the primary organization within which Latino students can thrive, distinguish themselves, and feel a sense of belonging. Also, the Hispanic Outreach Initiative Coordinator was instrumental in the formation of Sisters in Action (SIA), the precursor to the first Latina sorority at UCA) and the formation of Fuerza Integridad A Todos (FIAT), the precursor to the first Latino fraternity at UCA.

Amigo Cup, Health Fair & Fiesta
This event is reported separately due to its size, scope, and impact. Latinos from around the state were on the UCA campus for the Amigo Cup, Health Fair, and Fiesta. The Amigo Cup is a soccer tournament played by K-12 students. The event is a ready attraction to soccer teams across the state as soccer is a national pastime for many Hispanics/Latinos in the U.S. For the Health Fair, 58 participants took advantage of six stations: 1 blood glucose station; 1 cholesterol station; 1 weight station; 1 waist measurement station; and 2 blood pressure stations. UCA also offered pulse readings and emotional wellness awareness. The primary outcome of the Health Fair was that 278 screenings were conducted. At the Fiesta, approximately100 children enjoyed their play in a deluxe, inflatable house and participated in an art center. What is more, UCA transported over 50 high achieving Latino high school students plus family members from DeQueen, Arkansas to attend the festivities, Bear Facts Day, and the UCA Men's Soccer game. UCA received great collaboration from its Latino Student Association, other student volunteers, and the greater community. The event was reported on *Telemundo TV* (Spanish language) and *Channel 11* (local TV news) as well as the *Conway Log Cabin Democrat*.

Event	Sponsor	Budget
Amigo Cup	Student Services	$12,600
	Conway Advertising & Promotion Commission	$1,500
Health Fair	Arkansas Minority Health Commission	$510.00
Fiesta	Arkansas Minority Health Commission	$79.00
Radio Advertisement	Arkansas Minority Health Commission	$750.00
Total		**$15,439**

Other LSA Programming
- Dia de los Muertos Exhibit
- FIAT visit to the University of Arkansas at Fayetteville
- Folklorico performance
- Game Night
- Latino Comedy Show
- Latino Graduation Celebration
- Latino Movie Night
- Latino Potluck

- Latino Social
- LULAC Scholarship Gala
- Papa Rap Concert
- Tamalada (tamale-making party)

IMPACT: The Latino Student Association has experienced significant growth from 27 members in 2014/2015 to 57 members in 2015/2016. The Hispanic/Latino Outreach is a key indicator for success. Therefore, the success of the largest event for the Latino community - Amigo Cup, Health Fair, and Fiesta - was determined by three metrics. One of the assessments was a qualitative measurement. Participants completed a six-question survey. Another measure of success was by way of photos that displayed the array of activities and participation. The other measure of success was the media coverage that highlighted the grandness, meaning, and significance of the day's event. Ultimately, nearly 700 Latinos were positively impacted including citizens from the Arkansas cities of Alexander, Benton, Conway, DeQueen, Little Rock, Rogers, Springdale, and Tontitown. All other major Hispanic/Latino Outreach initiatives, in the future, will be assessed based on the nature of the event.

MINORITY MENTORSHIP PROGRAM

Level I of the MMP puts forth freshmen retention efforts by fostering a culture that supports the holistic development of both mentee (freshmen) and mentor (upper classification) students. This program provides academic resources to students including best study habits, tutoring services, and faculty and staff connections. The program also seeks to engage students in campus life (Registered Student Organizations and service learning/volunteer opportunities), outside of the classroom. These offerings cultivate a sense of belonging, a necessary element of retention.

Level I MMP Programming
- 90's Glow Party (Transitions Week Kick-Off Event)
- 201 & Donaghey (Provides awareness about student organizations and campus involvement)
- Adapting to College Life (Student panel discussed the holistic student experience)
- April Madness (New mentor round-up)
- Behind Closed Doors (Alcohol and drug awareness program)
- Building an Empire (Fall mentor interest meeting)
- Fall Semester Finals Week Survival Kits
- How to Get Away with Mentoring (Spring mentor executive board interest meeting)
- MMP Back II the Basics (Study break with academic tips from upper level mentors)
- MMP Fall Training (Leadership training for student mentor staff)
- MMP Talent Show
- Mentor Mayhem (Team building session with student mentors and incoming freshmen)
- No Role Models (Fatherhood awareness program)
- Social Media Do's and Don'ts
- The Real Professors of UCA (Interaction with minority faculty and staff)
- Transitions Greek Expo (Increase awareness of the Divine Nine (Black Greek organizations)

- Wild N' Out Wednesday

IMPACT: Serving as a key indicator of student success, ODC assessed each event either online or at the end of the event. Attendees offered specific feedback for each event and the overall evaluations implied that the programs fulfilled their designated purposes. Of the 155 first-time, full-time freshmen in the Fall 2015 cohort, 139 or 89.7% were retained for the Spring 2016 semester.

Level II MMP Programming

The 2015/2016 Academic Year saw the return of the Level II Minority Mentorship Program which pairs minority upperclassmen with a faculty or staff member with similar majors, experiences, or interests. Participants were encouraged to meet face-to-face once per month and communicate with each other twice per month. Although structured programming was not put in place for this group, mentors-mentees were encouraged to participate in targeted events coordinated by the ODC.

IMPACT: Now that this program has returned, it will also become a key indicator of student retention. In this first year, 46 upper level students expressed interest in the program and were partnered with 39 faculty and staff members who desired to have a positive impact on the lives of students. The program remains under construction to provide more structured programming and assessment.

SLICE OF UCA EVENT

This transitional program, developed by the ODC, provides services that alleviate some of challenges and possible hurdles that are inherit in the transition from high school to college. This annual event gives historically underrepresented students the opportunity to receive information on the following topics: Financial Aid, Student Accounts, Strategies for Success, Housing, Student Life, Academic Scholarships, and Learning Communities. In addition, students and guests meet and speak with UCA students, administrators, faculty, and staff to learn more about the campus environment, expectations, and opportunities for student involvement and leadership. Of the 37 students who attended the spring 2015 event, 68% enrolled for the Fall 2015 semester.

ADDITIONAL DIVERSITY PROGRAMMING

- Academic Achiever Celebration
- Bridging the Gap - Fashion, Dance, Displays and Food from the different African, Caribbean and American Cultures as shared by UCA students
- Dan Choi Speaks - Dan Choi, West Point graduate and Iraq War Veteran, was influential in the repeal of the military's "Don't Ask, Don't Tell" policy. He joined us to speak on his experiences of being gay in the military era and on other issues relevant to being gay in America.
- Dental Health Awareness Program
- Diabetes Awareness Program
- Dia de los Muertos Exhibit - Mexican holiday (focuses on gatherings of family and friends to pray for and remember friends and family members who have died and help to support their spiritual journey) is celebrated throughout Mexico in general and the

Central and South regions, in particular; it is acknowledged around the world in other cultures.

- Financial Literacy Awareness Program
- Film Documentary on Sexual Assault Awareness
- "I am Jazz" LGBT Book Reading
- Lavender Graduation Celebration
- Legends Nagonagogee Native American Storytelling - Filled with songs, legends and language, this is a brilliant and entertaining one-man show, complete with history and audience participation. The audience regaled by the Native American flute and the heartbeat of the Indian Nations - the beating of the drum together with the reverence of the Turtle Shell Rattle.
- LGBT Meet and Greet
- LGBT Pride Walk
- Minority Graduation Celebrations
- Miss Essence Scholarship Pageant – Showcasing the intelligence, beauty, and talent of young women on campus through five phases of competition.
- MLK Prayer Breakfast – Celebration of the spiritual legacy, the moral courage and fortitude that Dr. Martin Luther King, Jr. brought to the social justice movement in this nation.
- Next Level Leadership Training Seminars
- UAMS Info Days
- Women's Tea - Celebration held in conjunction with Women's History Month featuring a guest speaker and silent auction. Proceeds from the auction are donated to an organization that assists girls and women as part of its mission.

The following is a summary of ODC findings from Academic Year 2015/2016:
  a. Over 80% of programming/events rated positively (i.e. excellent)
  b. Over 70% of programming/events included Academic Success
  c. Over 60% of the engaged students said they learned of ODC programming/events through email; approximately 40% of the students learned about events from faculty/staff; others learned about programs by way of fliers and TVs
  d. About 52% of ODC programming is attended by juniors, followed by freshmen at 23%
  e. About 52% of attendees at ODC programs are African American

ODC BUDGET

Event	Budget
Academic Achiever Event	$850
Awareness Program Food/Supplies	$100
Black Male Achievement Challenge	$5,000
Minority Graduation Celebrations	$10,000
LGBT+ Programming	$3,000
Hispanic/Latino Programming	$1,300

Event	Budget
MLK Prayer Breakfast	$2,800
Minority Mentorship Programming	$8,600
Native American Heritage Programming	$1,500
Slice of UCA	$1,250
Women's Programming	$4,000
Next Level Leadership Programming	$1,600
UAMS	$150
Bridging the Gap	$300
Photography Services for Major Events	$3,800
Total	**$44,250**

OFFICE OF UNIVERSITY TRAINING

It is the policy of UCA that all employees (faculty and staff) plus graduate assistants, and student workers attend diversity enrichment/training each year. Since 2009, topics have included ethnicity, spirituality, racial understanding, classism, sexual orientation, ageism, disabilities, gender, and the military in an educational setting. Other routine training includes unlawful harassment prevention, LGBT awareness, Title IX/SaVE Act Awareness, and Child Abuse Prevention. These enrichment activities serve to enhance each person's ability to promote an inclusive community. This office facilitated 82 different types of seminars during Academic Year 2015/2016 involving UCA faculty, staff, students, and community members. Each face-to-face training is evaluated at the session's end and offers feedback plus ideas for future topics. The following chart represents a sampling of the number of individuals that attended diversity-related enrichment in addition to the corresponding budget.

Topic	Face-to-Face	Online	Budget
Nontraditional Students Diversity Focus (2015/2016)	253		$1800.00
Campus –Wide Diversity Training Seminars	12 trainings 310 individuals Registered Student Organizations, Faculty Classes, Community Development Institute		
Diversity Benefits		1,506	
Workplace Harassment Prevention	216	1,539	$1200.00
Title IX	20	1,443	
LGBT Awareness	14		$112.00
Child Abuse Prevention		1,679	
Workplace Answers Online Training Provider			$20,000
Total	813		**$23,112.00**

DIVERSITY ADVISORY COMMITTEE

Sanctioned by UCA's Board of Trustees, the Diversity Advisory Committee (DAC) is comprised of faculty from each academic college, staff from each division, and representatives from the Student Government Association, the Faculty Senate, and the Staff Senate. The charge of this committee is to make recommendations and to promote inclusive excellence that aligns with the University's core value of diversity.

The DAC engaged the general campus in foundational undertakings this academic year. A Campus Climate Survey had not been conducted in several years but was administered this year. This fall, the DAC Assessment sub-committee will engage the campus in its dissemination of the survey's results and offer recommendations to address the findings. In the same way, DAC embarked upon a campus-wide communications campaign for the Diversity Strategic Plan and reporting process. This fall, colleges and divisions will submit their diversity plans. The plans will be reviewed by the DAC, the Executive Staff, and the campus (via website posting). DAC committee members also participated in the development of the Institutional Diversity Grant Program, the Diversity and Inclusive Excellence Award, and the Gender Identity on Forms project. The DAC Funding sub-committee secured additional funding to do the work of the committee.

Event	Sponsor	Budget
Campus Climate Survey	ID / Student Services	$4,100.00
Diversity Strategic Plan Roll-out Campaign and follow-up reporting event	ID	$550.00
Total		**$4,650.00**

DIVERSITY WEBSITE

The diversity website hosts a new link for Diversity Honors and Scholarly Activities. This page makes the campus community aware of colleagues and students who receive diversity-related honors, make diversity-related presentations, publish diversity-related articles, books, dissertations, and those who display diversity-related creative activities. The intention of this link is to serve as a resource and a connecter to advance inclusive excellence. The diversity website (www.uca.edu/diversity) is updated as needed to serve as a clearinghouse for campus diversity that includes links to the following:
- o Institutional Diversity
- o Office of Diversity and Community
- o Diversity Training
- o Diversity Initiatives and Support
- o Diversity Ledgers and
- o Other Diversity Related Information

AWARD

At the 2015 League of United Latin American Citizens Council (LULAC) 750 Little Rock Scholarship Gala, UCA President Tom Courtway received the LULAC President's Award for UCA's efforts in recruiting and retaining Latino students.

Arkansas Northeastern College
Minority Recruitment and Retention Annual Report
2015-2016

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

Asian	13
Black or African American	341
Hispanic or Latino	41
American Indian	4
White	859
Two or more races	9
Total Enrollment for Spring 2016	1267

2. Number and positon title of minority faculty and staff who currently work for the institution: ANC had 67 minority employees or 23% of all employees reflected on the Fall 2015 IPEDS Report. Included in this number are 172 fulltime faculty, staff, and administration. 19.8% of all fulltime employees are minority which represents a 2.1% increase from the Fall 2015 IPEDS report.
See attached listing of minority employees with their respective position title.

3. Number of minority, by minority group, full-time faculty who currently work for ANC: Three fulltime faculty as of the Fall 2015 IPEDS report were minority: All are African American.

4. Number of minority adjunct faculty as of the Fall 2015 IPEDS report work for the institution: Four adjunct faculty are minority: Three are African American, one is Hispanic.

5. Number and position title of minority faculty and staff who began working at the institution in the past year: Four classified staff (fulltime) were employed during the past year, three are African American and one Hispanic.

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

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

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

Minority Report Full Time Employee List

FULL NAME	E	OFFICIAL TITLE
Alvoid, Lonzetta	2	Administrative Specialist I/Adult Ed
Anderson, Takindra	2	Administrative Specialist I/Faculty
Anderson, Trina	2	Academic Services Coordinator, SSS
Bates, Tosha	2	Administrative Specialist I/ETS
Blankenship, Candice M.	2	Coordinator, University Center
Bogard, Denese	2	Education Advisor, EOC
Bowens, Pacey	2	Associate Vice President for Finance
Butler, Tachmonite	2	Developmental Education
Carr, Darrell	2	Advising Specialist
Cashman, Teresita G.	4	Maintenance Assistant
Clark, Stacey	2	Education Advisor/EOC
Echols, Douglas	2	Arkansas Works Career Coach
Echols, Jeff	2	Career Coach
Erby, Stephanie	2	Higher Education Institution Program, Coordinator
Faulkenberry Pamela	2	Educational Advisor, ETS
Freeman, Marie	2	Administrative Specialist I/Adult Ed
Jones, KeTierra	2	Financial Aid Advisor
Hernandez, Frank	3	Instructor, Aviation
Howard, Betty	2	Institutional Services Assistant
Hunt, Blanche Dr.	2	Associate Vice President for Community Relations
Jones, Joseph	2	Instructor, Computer Information Systems
Jones, Lisa Dr.	2	Instructor, Associate Degree Nursing
Lewis, Leslie A.	2	Retention Coordinator, SSS
McGaughy, Kiesha	2	Administrative Specialist I
McGhee, Lisa	2	Program Director, SSS
Moore, Johnny	2	Admissions Counselor/Careers
Partee, Sheila	2	Restaurant/Kitchen Manager
Shelton, Shannon	2	Educational Advisor, ETS
Turner, Catalina	4	Institutional Services Assistant
Turner, Leanna	2	Administrative Specialist I, Faculty
Walker, Marilyn	2	Administrative Specialist II, VP of Finance
Whaley, Ratasha	2	Fiscal Support Specialist
Wilson, Beverly A.	2	Library Support Assistant
Wilson, LaTanya	2	Administrative Specialist I, Faculty

Minority Report Part Time Employee List

FULL NAME	E	OFFICIAL TITLE
Chambers, Devin	2	Supplemental Instructor
Coleman, Monycia	2	CVF
Darkins, Alexis	2	Study Leader
Delaney, James	2	Lab Assistant
Diamond, Bobbie	2	Instructor
Dyson, Darren	2	Instructor
Edwards, Bruce	2	HVAC Assistant
Falls, Shatella	2	Instructor
Hammett, Desmond	2	Instructor
Henry, Jerry	2	Public Safety
Hudson, Koreasha	2	Kitchen
Hughes, Stephen	2	Ambassador
Jefferson, Kendra	2	Clerical Assistant
Johnson, Shakeria	2	Kitchen
Jones, Myrical	2	Student Voice
Junearick, Renea	2	Clerical Assistant
Johnson, Adrienna	2	Student Voice
Lucas, Tiara	2	Student Voice
Millikan, Devin	2	Tutor
Munoz, Dulce	2	Student Voice
Orr, Anita	2	Adult Education
Palmore, Ke'Arra	2	CVN
Pugh, Bobby	2	Library Assistant
Richardson, Tionna	2	Student Voice
Robinson, Crystal	2	Custodial
Smith, Carolyn	2	Kitchen
Stewart, Bruce	2	Ambassador
Stitts, Tamia	2	Study Leader
Tisdell, Kelvin	2	Student Voice
Towery, Maria	3	Instructor
Webb, Jamequa	2	Mentor
Wells, Brittany	2	Mentor
Woodson, Sonya	2	Instructor

Arkansas Northeastern College

Minority Recruitment and Retention Report for Faculty, Staff and Students

2015-2016

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

For Faculty and Staff				
Objective	Strategy	Indicators of success	Time Frame	Budget
1. The College will provide opportunities for enhancement of knowledge and skills.	Development of a professional plan approved by supervisor and Chief Academic Officer	Completion of courses or degrees. Eleven employees applied for and were awarded professional development funds in 2015-2016. Three minority employees applied and received funding which was 16% of the total faculty and staff who applied.	On-going	Budgeted:$20,000 Expended: $19,336 $2,700 expended on minority need
2. The college will conduct due diligence in the recruiting of minority employees to reflect the demographics of the student population which is 32%.	The college will give first consideration to qualified minority candidates.	ANC had 67 minority employees or 23% of all employees reflected on the Fall 2015 IPEDS Report. Included in this number are 172 fulltime faculty, staff, and administration. 19.8% of all fulltime employees are minority which represents a 2.1% increase from Fall 2014 IPEDS.	On-going	NA
For Students:				
Objective	Strategy	Indicators of success	Time Frame	Budget
1. The college will actively recruit minority students through the Great River Promise, ANC Foundation, Board of Trustees, and other scholarship opportunities.	College Recruiters, Career Coaches, and TRiO recruiters will use the promotional material at school visits, campus tours, and college days to promote the availability of scholarships to the students of Mississippi	36% of incoming first-time freshmen students in Fall 2015 were minority. This is decrease of 2% from Fall 2014 in which minorities accounted for 38% of the incoming first time Freshmen. ANC awarded $567,210 in scholarships in 2015-2016, $133,692 was awarded to minorities. This amount represents an increase of $64,065 from 2014-2015. Minority representation was 24% of all those who received some type of scholarship.	On-going On-going	NA More scholarships are available. Any student who applies for financial aid will receive some assistance. This maybe in the form of federal

	County			financial aid, institutional scholarships or ANC Foundation Scholarships.
	A strategy will be implemented to assist students in short programs which do not qualify for federal financial aid.	The ANC Foundation approved a Travel Voucher program for students enrolled in short term programs to assist them with the cost of transportation. These vouchers may be used only for the purchase of gasoline. Students must meet attendance and academic progress measures on a biweekly basis in order to receive the vouchers.	On-going	Travel Vouchers were awarded to 28 students in 15-16 with 61% of those students being minority.
	Minority students will receive the Early College Scholarships to encourage participation in the Early College Concurrent Credit Program.	Approximately 216 students participated in the Early College Program in 2015-2016, 22% were minority. Minority students received 25% of the total scholarships awarded.	On-going	The Early College program will continue to be promoted to high school students. The College has expanded the eligibility requirements to include students from Greene County, as well as several target Missouri schools.
2. The College will place students in the appropriate college level course(s) to ensure success.	All new Certificate and Degree seeking students are advised through the A.C.E. Advising Center. Students are assigned to a program specific Academic Advisor who in collaboration with the student determines academic / vocational interests, and evaluates student's aptitude using ACT and COMPASS placement scores for appropriate placement.	ANC redesigned its developmental Math and English program. The goal of the redesign is to reduce time to degree and to provide individual instruction to many of the at risk students. ANC's statistics for 2015-2016 show the success rates in College Prep courses for minority students is 53.4% and 54.4% for non-minority students . The gap between the success rates for the two groups has been closed significantly. These relevant courses remain under continuing review with a focus on minority success rates for 2016-2017.	On-going	$9,000 for SKILLS TUTOR software to assist students with improving their basic skills with the goal to eliminate the need for developmental courses. The College also established two Emporium Math Labs with grant funding to students the opportunity to progress at their own pace through developmental course work. ANC will transition to ACCUPLACER in Fall 2016 and will use My Foundations Lab in lieu of SKILLS Tutor.

3. Providing tutoring, mentoring, and intrusive academic advising to increase the retention of all students including minorities. The College will focus on the first year experience of all students.	The A.C.E. Advising Center has been established and focuses on student retention and success. Three full time Academic Advisors specializing in one of our three Academic Divisions, 1. Transfer, 2. Career and Technical, and 3. Nursing and Allied Health. These advisors see every new and many academically challenged students.	The Advising Center served approximately 627 individual students in 2015-2016 providing intensive academic and career advising. Of that total 39.23% were minority students.	On-going On-going	The College employs three fulltime Academic Advising Specialists to assist new and academically challenged students. Salaries for 3 positions: $153,269.00
	Tutoring and supplemental instruction will be provide to students.	An Academic Tutoring Coordinator directs group and individual tutoring. This individual also is responsible for the SKILLS Tutor Program. There was a separate budget line for tutoring and supplement instruction for 2015-2016.	On-going	Salary for one position: $37,351.00 Tutors and Supplemental Instruction : $20,000
	The Mentoring Program serves both men and women separately. These programs facilitate the academic, professional, and personal growth of all students including minorities. In the Spring of 2016 Males and Female Mentoring were	In Fall 2015, the Men Achieving Leadership and Education Success (MALES) mentoring program served 23 students, 15 (65%) of which were minority. In Fall 2015. The Females Enhancing Mentoring, Achieving Leadership Education and Success (FEMALES) mentoring program served 34 students, 26 (76%) of which were minority. In Spring 2016 the new Peer Mentoring Program served 13 students total 9 (69%) of which were minority.	On-going	$5,500 for mentor stipends $3,000 was allocated in 2015-2016 for mentoring activities.

	combined into Peer Mentoring.	Each program meets twice per month with a specific agenda for each meeting. Data from the past three semesters, indicate that students participating in the MALE and FEMALE mentoring programs were retained at a much higher rate than all other students. These programs will continue to be monitored to assess their impact on student success and retention.		

For the Community:				
Objective	Strategy	Indicators of Success	Time Frame	Budget
1. The College will begin an extensive community engagement program to conduct outreach initiatives to the entire service area but in particular to the minority community. The effort will be directed by Dr. Blanche Hunt, Associate Vice President for Community Relations, who is an African American female.	Develop a Minority Recruitment and Retention Outreach Plan for2015-2016.	Develop and implement activities, events and programs to targeted individuals to meet the institutional goals outlined in the OCR Comprehensive Community Relations Plan.	On-going	Total $8,500
	1. Develop the Educational Empowerment Initiative.	Use Delta Bridge Leadership Committee to develop grassroots programs and relationships with community groups to assist in developing educational programs to assist the under-served communities and their students. Conduct the Poverty Simulation to raise awareness among ANC staff, service providers, community and faith-based organizations about the plight of the poor or under-served citizens in the College's service district. ***Living on the Edge Poverty Simulation*** Community Engagement Workshop was hosted in partnership with Arkansas Northeastern College, Arkansas Department of Higher Education, Mississippi County Arkansas E.O.C., and Great River Economic Development Foundation and a host of community sponsors, Christine Moore received the first Delta Bridge Project Community Volunteer Award. This event took place on Wednesday, September 9, 2015, from 8:00-3:00 at Arkansas Northeastern College in the Governors Ballroom, with 140 attendees. (See attached NewsLink Newsletter Publication).		$2,900

	2. WORK Mentoring Program	WORK Mentoring Program reinforces concepts taught in the WORK (Workforce, Orientation, and Retraining Keys) job training program and creates a social network for students that assist them in making positive life choices that maximize their work skills, employment opportunities, and role as productive citizens. Volunteer community mentors work with each participant throughout the 8 weeks of training and extending until the participant has successfully maintained employment for 90 days. Presently 100 community volunteer mentors have signed up to participate in the program. Eighty mentors have received the 4 hour certification training. The racial composition of the mentors is 96 African Americans and 4 Caucasians. A web-based mentoring component was added in 2016.	On-going	$9000 (Private Grant Funding) $75 monthly software mentoring fee
	3. Create a Campus Peer Mentoring Program	In 2015 the Planning Committee met to discuss the creation of a Peer Mentoring Program that will be implemented in 2016.	On-going	
	4. Create annual Black History Programs to reflect on the past in order to project positive educational outcomes within the African American Community.	On February 23 and 24, 2016, more than 50 persons attended the two-day Black History Program: "Remembering the Past: Negro Baseball League." The guest speaker was Dennis Biddle, the youngest Negro Baseball Leaguer, who shared his story and the many unknown segments of American Black History that forever impacted Major League Baseball and shaped the future of America's sport. Biddle also brought a Negro Baseball League memorabilia collection that stayed on display for 4 weeks; over 100 people viewed it. In addition, others performed during the program such as The Echols Brothers ensemble and ANC Choir. (See full details in attached "NewsLink Newsletter Publication).	On-going	$2,000 (Black History Program Committee)

	5. Develop the second annual Women's Conference to inspire young girls and women to strive for educational and career success.	The Arkansas Northeastern College second annual Women's conference was held Friday, March 4, 2016, in the Governors Ballroom. The theme was "She Inspires Her: Women's History Month 2016." Sixteen speakers from traditional and non-traditional careers facilitated inspirational career-talk sessions. The keynote speaker was Rhonda Hodges, a dynamic speaker who has been a nurse for 21 years and is currently employed by the Blytheville School District. Mrs. Hodges is also the wife of Arkansas State Representative Monte Hodges. Mrs. Hodges shared her story of personal struggles, set-backs, and triumphs to let the women in attendance know they too can overcome obstacles of life if they refuse to give up on their dreams and ambitions. A total of 229 women attended the conference. Seventy-eight of the attendants was young ladies from 6 public schools. The rest of the participants were faculty and staff from ANC, current and former ANC students, professional women from local agencies such as Arkansas Department of Workforce Services, Mississippi County Arkansas Economic Opportunity Commission, and various members of the community. Conference planners will begin giving quarterly workshops that deal with the struggles women face as they pursue traditional and non-traditional careers and "Dressing for Success on A Dime." Also, a career closet for men and women graduating and completing ANC programs will be established in 2016.		
	6. First Steps to College	In 2015 the Black History Program Committee met to discuss the need to invite grade school children to ANC for events to inspire them to stay in school and to aspire to attend ANC, beginning 2017 Black History Program.	On-going	

		7. Create the President's Council on Underserved Communities	The Council conducted its first session on December 15, 2015 with 10 community leaders from cities throughout Miss. County to discuss how to effectively open new avenues and to fill existing programs in order to meet post-secondary education and workforce training options for the under-served communities and their students within the College's service district. (See Attached PowerPoint for details on the Council).	On-going	
		8. Health Education Expo	Arkansas Northeastern College co-sponsored the 13th Annual Mississippi County Cancer Council Health Fair, which was held at the Wellness Center on Saturday, October 24, 2015, from 10:00 am – 2:00 pm. ANC Nursing Students assisted with the screenings. More than 300 people were in attendance, and the following screenings were conducted free to the public: • **Height, Weight, & High Blood Pressure** • **Glucose, Cholesterol** • **Diabetes** • **Prostate** • **Mammography** • **HIV/AIDS** • **Body Mass Measurement** • **Health Professional available to answer your questions** • **Informational Booths** • **Children's Health and Wellness Check ups** In addition, there were fun activities for the children, nutrition presentations, free food, and prizes given away. Forty-two vendors set up booths and services to promote health and beauty products and services.	On-going	

	9. Create the Super Saturday minority student recruitment program.	In 2015 eleven churches were target to develop a network through which to develop the annual Super Saturday event that will be a recruitment initiative targeting minority and under-served students /families by providing them with college knowledge to enable them to effectively plan and to enroll in ANC programs. This program and prospective students/families will be guided by a Success Navigator, beginning in 2016.	On-going
	10. Assist in the development of the county – wide Juneteenth festival.	Juneteenth is the oldest nationally celebrated commemoration of the ending of slavery in the United States. From its Galveston, Texas origin in 1865, the observance of June 19th as the African American Emancipation Day has spread across the United States and beyond. Today Juneteenth commemorates African American freedom and emphasizes education and achievement. It is a day, a week, and in some areas a month marked with celebrations, guest speakers, picnics and family gatherings. It is a time for reflection and rejoicing. It is a time for assessment, self-improvement and for planning the future. In cities across the country, people of all races, nationalities and religions are joining hands to truthfully acknowledge a period in our history that shaped and continues to influence our society today. The Mississippi County Juneteenth celebration is set for June 17 and 18, 2016. (See attached flyer)	On-going

PRESIDENT'S COUNCIL

ON UNDER-SERVED COMMUNITIES

Dr. Blanche Hunt

Jody Hipwell

Douglas Echols Jr.

MISSION

THE COUNCIL PROVIDES THE PRESIDENT WITH ADVICE AND BEST PRACTICES TO INCREASE UNDER-SERVED STUDENTS' ACCESS TO HIGHER EDUCATION AND WORKFORCE TRAINING.

PURPOSE

FORGE PARTNERSHIPS WITH COMMUNITY, FAITH-BASED, EDUCATION, PROFESSIONAL ORGANIZATIONS, AND BUSINESSES TO EXPAND THE PIPELINE OF COLLEGE READY HIGH SCHOOL GRADUATES AND ADULTS, DESIGNED TO DEVELOP CHURCH EDUCATION RECRUITMENT AND ADVISING OPPORTUNITIES AND TO ASSIST COMMUNITY ORGANIZATION LEADERS TO FACILITATE PANNING ACTIVITIES AND PROGRAMS IN UNDER-SERVED COMMUNITIES.

QUESTIONS ASKED

1. FROM YOUR PERSPECTIVE, WHAT ARE THE GREATEST BARRIERS THAT PREVENT CITIZENS FROM CONNECTING TO EDUCATIONAL OPPORTUNITIES AND PROGRAMS AT ANC?

2. HOW CAN ANC BETTER SERVE THE EDUCATION/WORKFORCE NEEDS OF CITIZENS YOU SERVE?

3. IN WHAT WHYS ARE YOU WILLING TO ASSIST THE COLLEGE IN SERVING THE CITIZENS?

4. WHAT CAN WE DO TO ATTRACT MORE NON-TRADITIONAL STUDENTS?

SESSION 1

How can ANC better serve the education/workforce needs of citizens you serve?

- ANYTIME THERE IS A NEED ANC SEEMS TO ADDRESS IT.

- THERE IS A DISCONNECT; WE NEED SOMETHING THAT UNITES ALL (RACES AND ECONOMIC LEVELS)

- WE NEED TO BREAK THE "POVERTY" MINDSET: " THEM VS. US"

- MANY WILL NOT COME TO CAMPUS BECAUSE THEY FEEL THEY ARE NOT "GOOD ENOUGH" TO ATTEND.

From your perspective, what are the greatest barriers that prevent citizens from connecting to educational opportunities and programs at ANC?

- "SUCCESS AMBASSADORS" WERE MENTIONED AS A WAY TO MENTOR, SHARE STORIES, GET "TARGET" MESSAGE TO CHURCHES.

In what ways are you willing to assist the College in serving the citizens?

- APPOINT NEIGHBORHOOD POC (POINTS OF CONTACT). WE NEED TO INFILTRATE THE NEIGHBORHOODS, PULL PEOPLE ASIDE, AND TALK TO THEM ABOUT WHAT'S GOING ON IN THEIR LIVES AND HOW THEY CAN BE HELPED.

SESSION 2

- THE SUBJECT OF THE OPPORTUNITY FAIR WAS PRESENTED TO THE COUNCIL TO SEE THERE THOUGHTS

- THE FOCUS WAS MORE ON BRINGING THE COMMUNITY INTO THE COLLEGE SO THAT THEY CAN SEE WHAT IS OFFERED HERE AND HOW WE COULD HELP INDIVIDUALS GET OUT OF POVERTY THROUGH EDUCATION AND TRAINING

- THE QUESTION OF HOW CAN ANC BETTER SERVE THE EDUCATION/WORKFORCE NEEDS OF CITIZENS SERVED WAS ADDRESSED WITH THE OPPORTUNITY FAIR CONCEPT

- COUNCIL FELT THAT THE OPPORTUNITY FAIR WAS A GREAT WAY TO BEGIN ADDRESSING THE COMMUNITY NEEDS

SESSION 3

From your perspective, what are the greatest barriers that prevent citizens from connecting to educational opportunities and programs at ANC?

- TWO MAJOR ISSUES THAT OUR COMMUNITY IS FACED WITH ARE LACK OF TRANSPORTATION AND QUALITY CHILDCARE.
- GENERATIONAL POVERTY IS ANOTHER ISSUE WE BATTLE AGAINST IN MISSISSIPPI COUNTY.

MEMBERS OF PRESIDENT'S COUNCIL

QUESTIONS?

WHAT CAN WE DO TO ATTRACT MORE NON-TRADITIONAL STUDENTS?

NEWSLink

Arkansas Northeastern College

WEEKLY ONLINE NEWSLETTER

ANC Ambassadors Help with Clean-up

On Friday, September 18th, the ANC Ambassadors worked hard cleaning out the flower beds on Main Street in Blytheville. The effort was part of the Community Clean-up campaign and fulfilled volunteer requirements for the Ambassadors. Thank you ANC Ambassadors and sponsor Nikki Brown.

Dr. Blanche Hunt presents award to Christine Moore

Moore Receives First Delta Bridge Mississippi County Community Plan Volunteer Award

During the *Living on the Edge Poverty Simulation* Community Engagement Workshop hosted in partnership with Arkansas Northeastern College, Arkansas Department of Higher Education, Mississippi County Arkansas E.O.C., and Great River Economic Development Foundation and a host of community sponsors, Christine Moore received the first Delta Bridge Project Community Volunteer Award. Moore along 30 or more other planning committee members presented the workshop training as a unique educational opportunity to discuss the harsh realities of what it might be like for some Mississippi County citizens who must face the reality of living in poverty. This event took place on Wednesday, September 9, 2015, from 8:00-3:00 at Arkansas Northeastern College in the Governors Ballroom. Dr. Blanche Hunt, Director of the Delta Bridge Project, Mississippi County Community Plan stated, "Although the planning committee members all did an outstanding job to make the workshop a success, Ms. Moore went above and beyond the call of duty to secure donations for door prizes and to encourage businesses and organizations to send employees to the training." Moore is presently serving on the Leadership, Quality of Life/Health and Wellness Committee. To learn more about the Delta Bridge Project, Mississippi County Community Plan, call 870.838.2920.

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Arkansas Northeastern College

NEWSLink

WEEKLY ONLINE NEWSLETTER

Follow ANC

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Upcoming Important Events

Community Education

If you would like to teach a non-credit class in your community contact:

mgarren@smail.anc.edu

(870) 762-3168

New Schedule Online

Exciting new classes and tours are scheduled for this year. To better serve you, let us know what classes you and your friends are interested in taking— or teaching. Sign up now for computer classes, exercise classes, financial planning, basic Spanish, Mediterranean cooking, kids programs and more through Community Education at ANC. See the complete schedule at:

Submissions

Have items of interest you'd like featured in the *NEWSLink* online newsletter? Please send your departmental news, upcoming events, etc., to Sheiron Bearden at sbearden@smail.anc.edu Weekly deadline is 5pm Friday.

ANC Mission:

Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong learning opportunities.

GRP
The Great River Promise

ANC Black History Event a Success

In honor of Black History Month, ANC hosted a two-day program featuring Dennis Biddle, the youngest living member of the American Negro Baseball League. Biddle spoke February 23rd and 24th at ANC's Adams/Vines Recital Hall about his experiences with the Negro Baseball League. Biddle is from Magnolia, Arkansas, and at the age of 17 traveled to Chicago to join the Negro Baseball League. Biddle shared his story and the many unknown segments of American Black History that forever impacted Major League Baseball and shaped the future of America's sport. The program included music provided by the ANC College Choir and the Echols Brothers— both junior and senior ensembles. The exceptional music set the tone for each day's program. The ANC Choir performance was excellent, and the a capella harmonies of the Echols ensembles were wonderful. Blytheville can take a lot of pride in the talent that has sprung from the Echols family.
Special thanks to Dr. Blance Hunt and her staff, as well as the many volunteers who worked to make this event possible.

KUM-BA-YAH
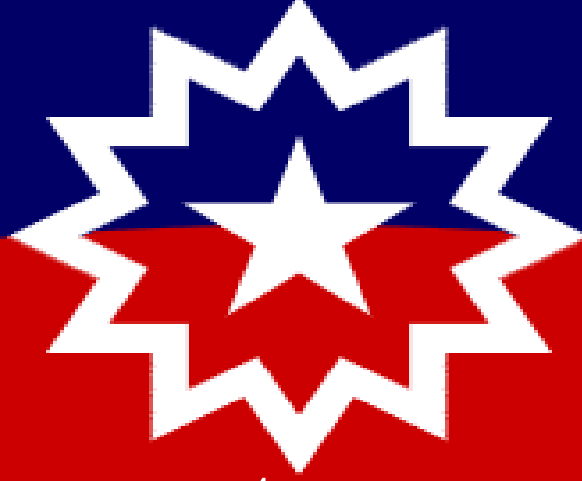
Juneteenth
C E L E B R A T I O N

Friday June 17th, 2016 Pilgrim Rest MBC, Blytheville

<u>Sweet Potato Pie Contest</u> Pie Entry 5 -7pm

For more info contact Dr Abraham 870-763-2768

<u>Youth Oratorical Contest</u> Starting at 6pm — Win Cash Prize!
Sponsored by Omega Psi Phi Fraternity Inc. Mighty ETA Chapter

For more info, contact Irene Aldridge 870-740-3651

Saturday June 18th, 2016

<u>Juneteenth Parade</u> 9am at the Old Sav A Lot on West Main Street

Officiated by Grand Marshalls Mr. & Mrs. Oscar Ford

For more info, contact Venita Nichols 870-740-2054

<u>The BIG Celebration</u> 10am-2pm on McHaney & Elm in Blytheville

Dress The Decade Contest - 60's, 70's, 80's, and 90's Themed

Singing   African Dancing   Poetry   Greek Show   Arts and Crafts

Informational Booths   Vendors all the AAMOD Building!!

For more info, contact Michelle Sims 501-301-4226

Access to INFORMATION is the key to Freedom!

Minority Recruitment
and
Retention
Annual Report

For the Academic Year
July 1, 2015-June 30, 2016

Table of Contents

Chancellor's Statement

Founded in 1927, ASU-Beebe has a long history as a student-centered community college dedicated to meeting the needs of our students with high quality programs in a friendly atmosphere. As an open admission institution, we ensure everyone has an opportunity to pursue higher education. Our learning centers, student success center, small class sizes, and caring faculty are some of the "special touches: students find when they attend our institution.

Diversity is an essential element of our educational and work environments. We are committed to providing equal opportunities for all students, faculty and staff. We place special emphasis on the recruitment of minority faculty, staff and students.

ASU-Beebe recognizes that each individual brings unique life experiences and talents to our college community. We are committed to providing the best possible environment for everyone to work, teach and learn.

Karla A. Fisher, Ph.D.
Chancellor
Arkansas State University-Beebe

ASU-Beebe Long Range Planning

In 2009-2010, ASU-Beebe revised and updated its mission, vision, and core values. During these planning processes, the University made special efforts to consider diversity, global awareness, and the recruitment and retention of minority students, faculty, and staff. The mission, vision, and core values were reviewed and upheld in July 2014 and are reflected below. ASU-Beebe's practice is to continually revise and update its strategic plan, as necessary, to further its mission, vision, core values, and institutional needs.

Mission{tc "MISSION"}{tc ""}

Transforming lives through quality learning experiences.

Vision{tc "Vision Statement"}

With 10,000 credit and 5,000 non-credit students, ASU-Beebe will become a quality, comprehensive university of choice that enriches lives and equips students to become life-long learners capable of achieving excellence within an ever-changing global society.

Core Values{tc "Core Values"}

ASU-Beebe is a community of individuals working together to accomplish a common mission and vision. The following core values provide the foundation that guides the way in which our mission is accomplished and our vision will be achieved.

While strengthening our practice of being student-centered, we will guide our internal conduct as well as our relationships with those we serve by applying the values of integrity, diversity and global awareness, excellence, access, and student-centered (IDEAS).

- *Integrity*: We value integrity by having honesty and truthfulness in the consistency of our actions, methods, and principles.

- *Diversity and Global Awareness*: We value diversity and global awareness by assisting our students and employees to increase their exposure to and understanding of our diverse local, state, and global societies and their impact on cultural and economic well-being.

- *Excellence*: We value continuous improvement and strive for excellence by accomplishing our tasks with distinction.

- *Access*: We value access to educational opportunities by providing multiple locations and diverse programs and delivery methods.

- *Student-Centered*: We value a student-centered culture by focusing on the needs, abilities, interests, and education of our students as our highest priority.

Summary of Act 1091

Act 1091 of 1999 requires all state-supported colleges and universities to establish a program for the retention of members of minority groups as students, faculty, and staff. Under the Act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

The requirements of the Act are:
> Each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution. (The complete text of Act 1091 of 1999 is included in Appendix A.)

Annual Minority Recruitment and Retention Report Requirements

ASU-Beebe's Minority Recruitment and Retention annual report is submitted to include the information required by the Arkansas Department of Higher Education. These items include:

- Number of minority students, by minority group, who currently attend the institution.
- Number and position title of minority faculty and staff who currently work for the institution.
- Number of minority, by minority group, full-time faculty who currently work for the institution.
- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
    - New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
    - Timeline, budget, and methods used to assess and monitor progress.

ASU-Beebe provided focused actions and activities during this academic year for the recruitment and retention of minorities. The following is a summary of activities relevant to minority recruitment and retention for academic year July 1, 2015, through June 30, 2016. In addition, this report also indicates strategies and action plans ASU-Beebe intends to employ to increase minority student, faculty, and staff recruitment and retention over the next five years. As we have continued to implement and refine our goals regarding diversity, global awareness, and minority recruitment and retention, we have continually improved our data collection and analysis. We strive to provide learning opportunities for students, to offer challenging and fulfilling employment for personnel, and to deliver meaningful service to the communities we serve.

Students

Number of Minority Students, by Minority Group, Who Currently Attend the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for tracking and consistency purposes.)

2015-2016 Total Student Count by Race

Race	Number	Percentage
Caucasian	4615	81.9%
African American	376	6.7%
Hispanic American	284	5.0%
Asian American	46	0.8%
Native American	25	0.4%
Hawaiian	7	0.1%
Nonresident Alien	37	0.7%
Two or More Races	235	4.2%
Unknown	13	0.2%
Total	**5638**	

Source: Office of Institutional Research, ASU-Beebe, June 2016

Faculty and Staff

Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2015-2016 Total Faculty & Staff Count by Race

Race	Number	Percentage
Caucasian	660	91.3%
African American	43	5.9%
Hispanic American	7	1.0%
Asian American	8	1.1%
Native American	3	0.4%
Hawaiian	2	0.3%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	**723**	

Source: Payroll Office, ASU-Beebe, June 2016

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2015-2016 academic year.

2015-2016 Minority Faculty & Staff by Position

Position	Race	Status
Administrative Specialist II	Asian American	Full-Time
Administrative Specialist II	African American	Full-Time
Administrative Specialist III	Hawaiian	Full-Time
Assoc. Prof. of Physical Science	Asian American	Full-Time
Assoc. Dir. Financial Aid	African American	Full-Time
Asst. Prof./Dir. of MLT	African American	Full-Time
Asst. Prof. of Chemistry	African American	Full-Time
Asst. Prof. of Math	African American	Full-Time
Counselor	Hispanic American	Full-Time
Dir. of Physical Plan	Native American	Full-Time
Dir. of Upward Bound	African American	Full-Time
Federal Work-Study	Asian American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	Hispanic American	Part-Time
Federal Work-Study	Hispanic American	Part-Time
Financial Aid Analyst	African American	Full-Time
Financial Aid Analyst	Hawaiian	Full-Time
Instructor History/Comp. Religion	Asian American	Full-Time
Instructor of Art	Hispanic American	Full-Time
Instructor of Nursing	African American	Full-Time
Instructor Physical Education	African American	Full-Time
Maintenance Assistant	African American	Full-Time
Maintenance Supervisor	African American	Full-Time
Networks & Systems Manager	African American	Full-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time

PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	Asian American	Part-Time
PT/Extra Help	Asian American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Native American	Part-Time
PT Faculty	African American	Part-Time
Residence Hall Director	Hispanic American	Full-Time
Skilled Tradesman	Native American	Full-Time
Student Accounts Specialist	African American	Full-Time
Student Worker	Asian American	Part-Time
Student Worker	Asian American	Part-Time
Student Worker	Hispanic American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time

Source: Payroll Office, ASU-Beebe, June 2016

Number of Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2015-2016 Full-Time Faculty Count by Race

Race	Number	Percentage
Caucasian	109	93.2%
African American	5	4.3%
Hispanic American	1	0.9%
Asian American	2	1.6%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	**117**	

Source: Payroll Office, ASU-Beebe, June 2016

Number of Minority Adjunct Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2015-2016 Adjunct Faculty Count by Race

Race	Number	Percentage
Caucasian	148	99.3%
African American	1	0.7%
Hispanic American	0	0.0%
Asian American	0	0.0%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	**149**	

Source: Payroll Office, ASU-Beebe, June 2016

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

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2015-2016 New Hires by Race

Race	Number	Percentage
Caucasian	148	87.6%
African American	13	7.7%
Hispanic American	5	2.9%
Asian American	2	1.2%
Native American	1	0.6%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	**169**	

Source: Payroll Office, ASU-Beebe, June 2016

The following individuals were hired from July 1, 2015 to date:

2015-2016 New Minority Hires

Position	Race	Status
Counselor	Hispanic American	Full-Time
Federal Work Study	Asian American	Part-Time
Federal Work Study	African American	Part-Time
Federal Work Study	African American	Part-Time
Federal Work Study	African American	Part-Time
Federal Work Study	African American	Part-Time
Federal Work Study	African American	Part-Time
Federal Work Study	African American	Part-Time
Federal Work Study	African American	Part-Time
Federal Work Study	Hispanic American	Part-Time
Federal Work Study	Hispanic American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
Skilled Tradesman	Native American	Full-Time
Student Worker	Asian American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time

Source: Payroll Office, ASU-Beebe, June 2016

Annual Progress Summary

Progress Made In Meeting Institutional Goals and Objectives Related To The Recruitment and Retention of Minority Students, Faculty, and Staff.

As part of the 2012-2017 Minority Recruitment and Retention Plan, ASU–Beebe has established the following goals for the recruitment and retention of minority students, faculty, and staff:

- Goal 1:   Develop and implement strategies to recruit and retain minority faculty, staff, and administrators.
- Goal 2: Implement the core value of "diversity and global awareness" throughout the individual departments and academic units of ASU-Beebe.
- Goal 3: Actively recruit and retain minority students.
- Goal 4: Promote a campus environment that is minority-friendly.

Goal 1: Develop and Implement Strategies to Recruit and Retain Minority Faculty, Staff, and Administrators.

The following is a summary of actions taken regarding Goal 1:
- ASU-Beebe is increasing recruitment activities to minority-serving institutions.
  - The Office of Human Resources (HR) continually maintains working relationships with other minority serving colleges and universities.
  - ASU-Beebe continues to partner with sister institutions of higher education who primarily serve minority communities to identify qualified minority talent. This has been expanded to working with institutions out of state in internship programs through the Student Services Division.
- ASU-Beebe advertises employment opportunities in publications directly serving minority populations as funds are available. Additionally, we publish appropriate job openings with specific trade publications in order to recruit the best talent pool possible.
  - Positions are posted in the Sunday classified ads of the *Arkansas Democrat/Gazette* which reaches a minority serving population of 54% as of the 2010 census.
  - HR currently advertises open positions in the following minority-serving publications:
    - *The National Minority Update*
    - *Minority Times*
    - *Diversity News*
    - *Holá Arkansas*
  - Additionally, the University subscribes to diversity packages with the following publications:
    - *Chronicle of Higher Education*
    - HigherEdJobs.Com
- ASU-Beebe created recruitment materials that indicate a close proximity to the Little Rock metropolitan area and reflect a diverse population.

- When attending job fairs, information and promotional materials are included showcasing Beebe's close proximity to the Little Rock metropolitan area. This proximity is also highlighted on the HR webpage.
- ASU-Beebe trained search committees on proper hiring processes using objective and good-faith evaluation of the candidate's qualifications.
  - HR trains search committees on an ongoing and continual basis.
  - Search committees are trained, as needed, to rate and rank applicants based upon occupational qualifications using fair and objective rating criteria, job descriptions, and necessary educational requirements.
  - The Director of HR and/or the Recruitment Specialist qualify each pool of candidates by screening for minimum requirements, such as identified experience and education.
  - All appropriate materials are submitted to HR, including objective rating grids, for review before a final employment offer is made.
  - Specific Professional Development programs, such as Leading Employees for Advancement and Development (L.E.A.D.), are offered to ASU Beebe campus employees; and, minority employees are encouraged to participate.
- ASU-Beebe recruits minority adjunct instructors to apply for permanent teaching positions as they become available.
  - All departments/disciplines are strongly encouraged to post pool positions in order to allow the full recruitment of candidates for adjunct teaching positions.
  - HR openly advertises adjunct teaching positions in order to secure a more diverse bank of applicants.

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

The following is a summary of actions taken regarding Goal 2:
- ASU-Beebe strives to emphasize diversity and global awareness issues across the curriculum. The University continues to offer existing courses and establish new courses that expose all students to diversity issues. Specific courses include, but are not limited to: American Minorities, Cultural Anthropology, Social Problems, Principles of International Relations, Native American History, World Literature I, and World Literature II.
- The library collection provides works on a variety of cultures. In addition, videos and DVDs requested by minority students have been ordered and are available for use. Likewise, the library's excellent Interlibrary Loan Service ensures that virtually any requested item can be made available to students free of charge. Abington Library also participates in the Arklink Library Consortium, which allows ASU-Beebe students and employees to check out library materials from any participating Arkansas college or university.
- The Faculty Handbook states that "We promote the concept of academic freedom in university discussions, publications, classes, student affairs forums, and committees. Arkansas State University-Beebe recognizes that academic freedom is essential to the development of knowledge and understanding and encourages and protects freedom of inquiry in the responsible and lawful pursuit of these goals through research and publication and through teaching, learning, and discussion in academic endeavors. By extension, minority students' pursuit of knowledge and research is supported and encouraged."

- The Concert-Lecture Series included diversity offerings once again in the 2015-2016 season. The University plans to continue the concert/lecture season's multicultural palette for 2016-2017.
- The University allocates funds to promote minority recruitment and retention, including but not limited to
    - As previously stated, HR advertises employment opportunities in a variety of publications, including those directly serving and/or targeting minority populations.
    - HR also conducts search committee training for proper objective hiring procedures.
    - Students are recruited at various locations and events around the state, which is funded by the University (see Goal 3).
    - ASU-Beebe also funds various academic and co-curricular support systems to help achieve better retention rates, including minorities: multiple learning centers, Student Success Center, textbook rental program, and the Microsoft Office Suite subsidy (see Goal 3).
    - Furthermore, the institution receives and administers several grants to this end: TRiO Programs, Path to Accelerated Completion and Employment (PACE), Complete College America (CCA), and Career Pathways (see Goal 3).
- The Campus Activities Board and Residence Hall Councils hosted numerous large events throughout the year that promoted students/faculty/staff interaction: HarvestFest, Back to Beebe Bash, Spring Fling, and Global Cuisines.
- Fall and spring leadership training for Resident Assistants and Leadership Council representatives included diversity and inclusion.
- Resident Assistants hosted at least one diversity themed program each semester.
- The Marketing and Recruitment committee developed and disseminated recruitment materials in Spanish.
- Spanish speaking employees and students were available at Preview Day to assist potential students/parents during the recruitment event.
- Dining Services hosted monthly "Cuisines from around the world."

Goal 3: Actively Recruit and Retain Minority Students.

The following is a summary of actions taken regarding Goal 3:
- During 2015-2016, ASU-Beebe targeted 11 area minority-majority school districts for recruitment visits, promotional distributions, and additional recruiting efforts. School districts targeted, which were visited at least twice, are as follows:
    - Augusta
    - Brinkley
    - Cabot (Hispanic)
    - Carlisle
    - Conway
    - England
    - Hazen
    - Jacksonville
    - Lonoke
    - North Pulaski
    - Riverview

- ASU-Beebe has consistently participated in the Student Exchange Visitors Information System (SEVIS) program, which has experienced growth in its international student population. In February 2015, ASU-Beebe completed the SEVIS School Recertification for continued compliance to host/educate international

students. Approval was granted based on the institutional report submitted to SEVIS by ASU-Beebe.

- o During 2015-2016, 13 students from 6 foreign countries attended ASU-Beebe as their primary institution.
- o The International Club is a student organization that serves as a support network for these international students, helping them more effectively integrate into campus life.

- The Office of Admissions and Public Relations and Marketing Office developed an education "road map" recruitment document written in Spanish.
- Annually, ASU-Beebe participates in all regional Arkansas Association of College Registrars and Admissions Officers (ArkACRAO) recruiting events across the state.
- The Beebe, Heber Springs, and Searcy campuses have learning centers that provide free tutoring and computer lab services to students, making it freely available to any student needing academic assistance and/or internet/computer access.
- Four TRiO Programs on two campuses provide students with free tutoring, textbook loans, career counseling, transfer assistance, cultural enrichment activities, and academic advising.
- The Student Success Center offers other special services: testing, counseling, advising, disability services, career planning. It also provides a variety of free workshops: calculator use/skills, writing skills, study skills, and workplace readiness.
- Career Pathways assists qualifying parents and caretakers to overcome financial barriers that may be preventing them from achieving academic success. This support system provides money for transportation, childcare, tuition, and books.
- ASU-Beebe's Student Success Focus Group is a cross-functional team whose purpose is to facilitate an integrated decision-making process to improve institutional services toward advancing student persistence and completion outcomes, including those of minority students.
- The Campus Bookstore has implemented a textbook rental service that can save students as much as 90% off the cost of a textbook, thus making college more affordable to students.
- Microsoft Office Suite is freely available for students with the cost being subsidized by the University. This provides an affordable means for students to acquire supplementary material required in much of their coursework.
- As previously stated, ASU-Beebe's Concert-Lecture Series provides students diverse cultural enrichment activities on campus each year.
- ASU-Beebe encourages minority students to participate in and seek leadership positions in co-curricular activities by providing opportunities to acquire leadership skills.

Goal 4: Promote a Campus Environment that is Minority-Friendly.

The following is a summary of actions taken regarding Goal 4:
- ASU-Beebe offers minority students with enduring prospects for an enhanced quality of life by providing a safe environment in which to live, learn, and grow.
- The University Police Department ensures our campuses are as safe as possible.
  - o ASU-Beebe has received a pre-disaster mitigation grant from FEMA for the sole purpose of ensuring campus safety. While the scope of work of this grant has not been fully implemented yet, a backup generator, mass notification system, internal notification system, and external notification

system are fully operational at this time. These help ensure campus safety for all students, employees, and visitors.

- o There have been zero reported racial or ethnically based crimes.
- o Through regular and continuous interaction with students, the University Police Department fosters an environment of understanding and cultural awareness/sensitivity.
- We provide for the physical safety and comfort of all students, free from harassment and hate.
  - o The University Police Department on the Beebe, Heber Springs, and Searcy campuses receive annual training on biased-based policing to ensure racial profiling does not occur.
  - o Residence Life staff received professional development and training throughout the year focusing on diversity and inclusion.

Appendix A

ACT 1091 of 1999**{tc "ACT 1091 of 1999"}**

Act Entitled: *An Act to Require State Supported Colleges and Universities to Establish Programs to Enhance the Retention of Minority Students, Faculty, and Staff; and for Other Purposes.*

SECTION 1.
For purposes of this act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

SECTION 2.
a) All state-supported colleges and universities shall establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans shall be prepared on a continuing basis for future five-year periods.

b) Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution.

c) Copies of each institution's five-year plan and annual reports shall be filed by June 30 with the Department of Higher Education, the Board of Trustees of the institution, the House and Senate Interim Committees on Education, and the Board of Visitors of the institution, if applicable.

d) The Department of Higher Education shall develop appropriate forms for reporting and shall monitor the retention plans and annual reports.

e) In carrying out the retention action plans, each institution shall provide for a part-time or full-time employee by reassignment, appointment, or employment to assist the institution in the retention of blacks and members of other minority groups for faculty and staff positions.

SECTION 3.
All provisions of this act of a general and permanent nature are amendatory to the Arkansas code of 1987 annotated and the Arkansas Code Revision Commission shall incorporate the same in the Code.

SECTION 4.
If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are declared to be severable.

SECTION 5.
All laws and parts of laws in conflict with this act are hereby repealed.

Supplemental Information:

Act 1091 of 1999 was enacted by The State of Arkansas 82nd General Assembly during its regular session of 1999. The bill was sponsored by Representatives C. Johnson, Green, T. Steele, White, Wilkins, Willis, and M. Smith. The Act is very similar to Act 99 of 1989, codified as A.C.A. 6-63-103, which applies to minority recruitment (rather than retention.) Act 1091 of 1999 differs from Act 99 in that Act 1091 requires ADHE to develop appropriate forms for reporting and to monitor the retention plans and annual reports. It also defines "minority" which was not done in the 1989 Act.

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

ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT

2015-2016

Arkansas State UNIVERSITY MOUNTAIN HOME

Annual Minority Recruitment and Retention Report

2015-2016

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

Declared Ethnicity	Number
American Indian/Alaskan Native	72
Asian	17
Black/African American	21
Hispanic of ANY Race	4
Native Hawaiian/Pacific Island	54
Non-Resident Alien	5
Race/Ethnicity Unknown	3
Two or More Non-Hispanic Races	0
Total	**176**

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

Declared Ethnicity	Number
Faculty/Adjunct	
Hispanic	2
Staff	
Hispanic	2
Total	**4**

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

  The goals and objectives of the diversity plan are adhered to and completed as appropriate to the student, faculty, and staff populations.

GOAL 1:
TO PROVIDE MINORITY STUDENTS WITH OPPORTUNITIES TO ACCESS EDUCATIONAL OPPORTUNITIES AND KNOWLEDGE

ASUMH provides continuing education, extracurricular experiences, and representation for minorities. The objectives for this goal have been met through various aspects of the current curriculum such as assigned readings in literature and history classes and participation in Black History Month and Women's History Month activities, as well as other experiential learning opportunities.

Black History Month and Women's History Month incorporate celebrations of the idea of diversity. Many events held on campus support the mission of the university. Additionally, programs and grants are in place to target specific minority populations.

The objectives for this goal have also been met through ASUMH's early alert program, Schliemann Tutoring Center, career counseling through Title III, academic advising by faculty members, and financial aid and scholarships. Information on each of these services is provided by Student Services through email and campus signage. Additionally, the availability of academic services and financial aid is listed on the ASUMH website. Division chairs provide oversight of faculty implementation of the early alert program. Diversity is of great importance to ASUMH.

The Mission Statement of ASUMH identifies diversity as one of the aspects of the educational experience.

ASUMH's recruiting materials also highlight minority students.

The Mission of ASUMH is to LEAD through educational opportunities.

Lifelong Learning,
Enhanced Quality of Life,
Academic Accessibility, and
Diverse Experiences

GOAL 2:
TO RECRUIT ADDITIONAL MINORITY STUDENTS

In 2010-2011, the minority student population was 119 students. The unduplicated headcount for the 2010-2011 academic year was 2103, so minority students comprised 6% of the student body. This 1% increase is notable because the demographics of ASUMH's service area have not changed.

In 2011-2012, the minority student population was 136 students. The unduplicated headcount for the 2011-2012 academic year was 2177, so minority students comprised 6%. While the minority student population increased, so did the unduplicated headcount. Data for the past three years show that the minority student population increases each year.

In 2012-2013, the minority student population was 145 students. The unduplicated headcount for the same academic year was 2113. Therefore, minority students comprised approximately 7% of the total student population. While the minority student population increased, the unduplicated headcount for the entire institution dropped. Data for the past three years indicates the minority student population continues to increase annually.

In 2014-2015, the minority student population increased to 202 students. The unduplicated head count for the year was 2160 for a total minority student population of 9.4%.

In 2015-2016, the minority student population decreased to 176 students, but remained over the previous 5-year average. The unduplicated head count for the year declined over the 2014-2015 academic year, which resulted in a total minority student population of 8.8%.

GOAL 3:
TO PROVIDE SUDENTS, 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 highlight people and historical events that encourage cultural awareness.

Ongoing events:

- **Dr. Martin Luther King, Jr. Observance**

In observance of Dr. Martin Luther King, Jr.'s birthday, ASUMH does not hold classes on the designated day each January.

- **Black History Month**

- **Women's History Month**

- **Other Services**

Financial aid programs, private scholarships, and other forms of financial assistance are readily available to minority populations through the office of Financial Aid. Support services are readily accessible through the Office of Student Services. Tutoring is coordinated by Student Services and is available in the student tutoring and computer lab. Assistance in other support areas is available by request. Because of the low student to faculty ratio, faculty members are available and accessible to mentor, advise, tutor, and assist students on an individual basis. Free discussion of multicultural issues is encouraged among the faculty, staff, and students on the campus.

GOAL 4:
TO RECRUIT MINORITY FACULTY AND STAFF TO BECOME MORE ATTRACTIVE TO THE MINORITY POPULATIONS

ASUMH posts all employment opportunities on the institution's web site. Additionally, faculty positions are listed in the *Arkansas Democrat-Gazette* and the *Chronicle of Higher Education*.

GOAL 5:
TO ESTABLISH AND ENCOURAGE A COMMITMENT TO DIVERSITY FOR THE ENTIRE ACADEMIC COMMUNITY

ASUMH's diversity plan establishes and encourages a clear commitment to the value of diversity. The college honors Martin Luther King, Jr. Day by dismissing classes. Further, diversity issues have been brought to the forefront through the selection of various campus speakers. These activities, in addition to other more indirect activities, have brought forth the value of diversity and have

promoted thought and encouraged tolerance for minority populations. The faculty and staff handbooks address minority issues.

At the beginning of each academic year, the Public Relations and Special Events Committee meets to discuss upcoming events and looks for ways to incorporate diversity. The Fran Coulter Honors Program is in charge of the monthly forums (referred to as Listen @ Lunch) that are produced to showcase diversity.

Additionally, ASUMH recently created a shared governance document in which recruitment of minority faculty, staff, and students is a part of planning on the ASUMH campus.

The administration of ASUMH believes that minority and diversity issues must be addressed in a predominately Caucasian area to create a better understanding of the world outside of the one and a half-county service area. As the world moves toward a more mobile and global society, it is the duty of the university to educate non-minority students about issues facing a diverse population and to encourage tolerance and understanding. ASUMH does not take lightly its role to value, aid, and openly accept minority students, faculty, and staff who are part of the campus community. ASUMH continually monitors progress towards meeting diversity goals.

**MINORITY RECRUITMENT and RETENTION REPORT
for the
2015-2016 Academic Year**

JUNE 2016

**Contact: Michelle McMillen
Director of Institutional Effectiveness
Arkansas State University Mid-South
2000 West Broadway
West Memphis, AR 72301
(870)733-6870
mlmcmillen@asumidsouth.edu**

Student Statistics

Arkansas State University Mid-South has a diverse student population with the majority of students identifying as Black (non-Hispanic). For Fall 2016, the total number of students based on the official enrollment day was 1896, which was comprised of 1208 minority students (63.7%). This is an increase from 61% in Fall 2015.

Fall 2015

Ethnicity	Male	Female	Total	Percentages
Asian/Pacific Island	8	13	21	1%
Black (non-Hispanic)	373	699	1072	57%
Hawaiian	1	0	1	.05%
Hispanic	32	34	66	3%
American Indian/Alaskan Native	3	3	6	.3%
White (non-Hispanic)	300	371	671	35%
Non-resident, International	10	7	17	.9%
More than one ethnicity	20	22	42	2%
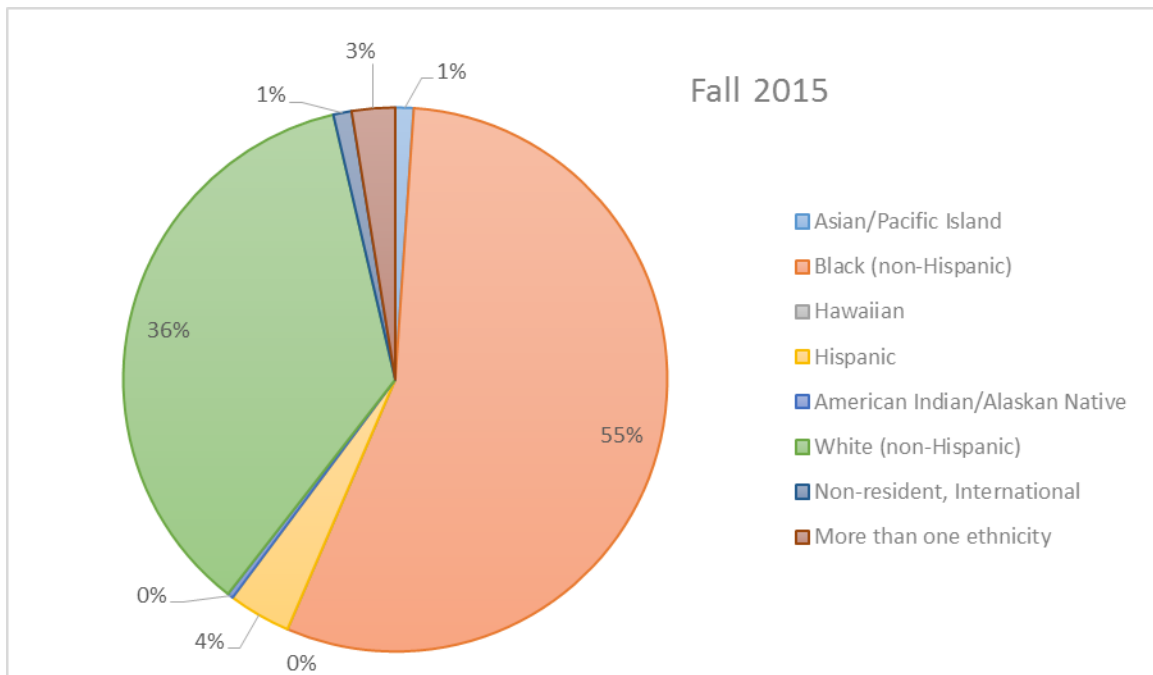
In Spring 2016, while enrollment was down overall, which is a trend for the college from fall to spring terms, the percentage of minority students (1104) in relation to the total number of students (1749) remained close to fall at 63.1% and was also up over last year's 61%.

<u>Spring 2016</u>

<u>Ethnicity</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Percentages</u>
Asian/Pacific Island	8	11	19	1%
Black (non-Hispanic)	332	637	969	55%
Hawaiian	0	0	0	0%
Hispanic	32	33	65	4%
American Indian/Alaskan Native	2	4	6	.3%
White (non-Hispanic)	277	349	626	36%
Non-resident, International	12	7	19	1%
More than one ethnicity	19	26	45	2%
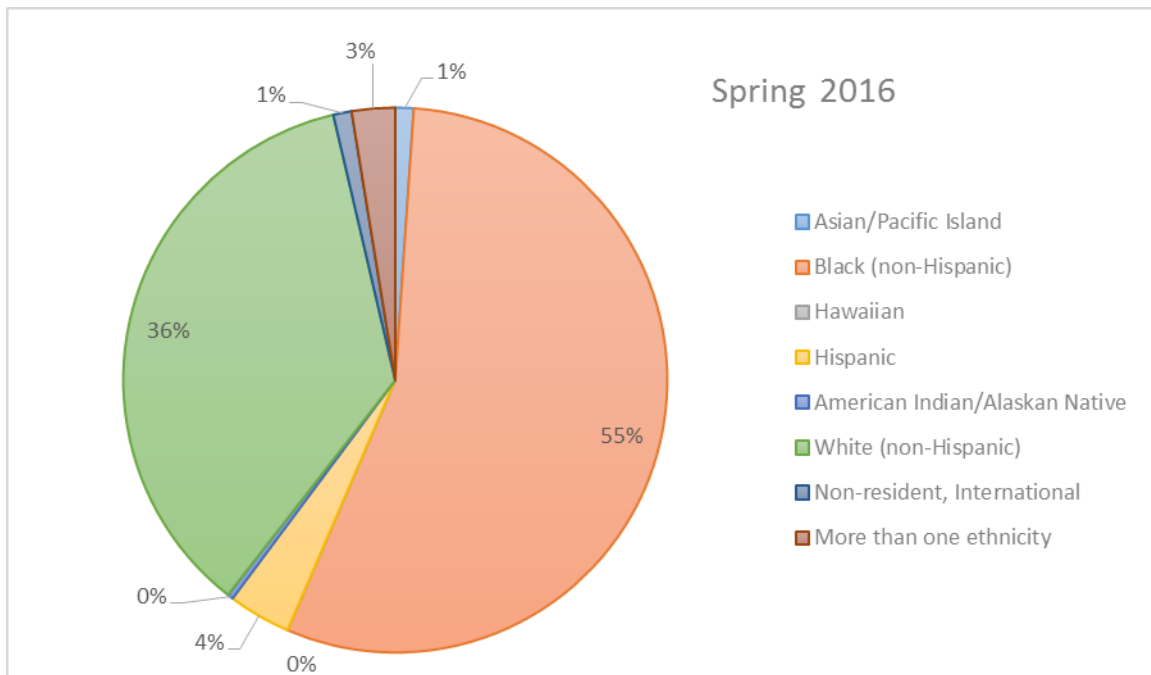
Employee Statistics

The number of minority faculty and staff as of June 20, 2016 is 106 out of 215 employees (49%) based on self-reporting of ethnicity. (New minority employees for 2015-2016 are marked with an asterisk*):

13 full time Faculty-
Lead Faculty for Mathematics
Lead Faculty for Digital Media
Lead Faculty for Hospitality/Food Services
Lead Faculty for Machining Technology
1 faculty member in Adult Education*
1 faculty member in Allied Health*
1 faculty member in Diesel Technology*
1 faculty member in Information Systems
3 faculty members in Mathematics
1 faculty member in Physical Education*
1 faculty member in Welding

51 Adjunct faculty members-10 new this year*

13 Classified Staff members:
Accountant
Administrative Specialist for Adult Education
Administrative Specialist for Adult Education*
Administrative Specialist for Administration
Computer support Technician* (Returning Employee)
CTE Coordinator (moved from Administrative Specialist position)
Fiscal Support Technician*
Financial aid Analyst
Food Preparation Coordinator
GED Database Specialist
Human Resources Specialist
Human Resources Benefits Specialist
Purchasing Technician (Retired in January)
Registrar's Assistant

27 Non-classified staff/Administration employees:
Arkansas Works Career Coach*
Associate Vice President for Learning and Instruction
Associate Vice President for Student Success*
Business Service Manager for GMACW*
Career Coach
Career Navigator for GMACW*
Career Services Coordinator
Case Manager for TAACCCT Grant
Coordinator of Career Services
Computer Operator for Informational Technology
Coordinator of Academic Advising
Coordinator of Workforce Counseling
Counselor for Career Pathways

4

Counselor for TRiO EOC Grant
Counselor for TRiO EOC Grant
Counselor for TRiO SSS Grant
Counselor for Title III PBI Grant
Counselor for Title III PBI Grant
Director of Adult Education
Director of Recruiting
Director of Title III PBI Grant
Director of TRiO EOC Grant
Director of TRiO SSS Grant
Entrepreneurship Coordinator
Manager of Accountability and Administration for GMACW*
Success Coach for Title III PBI Grant*
TRiO SSS Coach

Overall there was an increase of minority employees in each employment category over last year (2014-2015). Full-time faculty increased from 9 to 13, classified staff members increased from 12 to 13, non-classified staff and administrative employees increased from 21 to 27, and adjunct faculty increased from 48 to 51.

ASU Mid-South Minority Employees by Employment Categories

Title	Asian	Black	Hispanic	Native Hawaiian	American Indian/Alaskan Native
Administrative/Non-classified staff	0	27	0	0	0
Classified staff	2	12	0	0	0
Full-time Faculty	1	12	0	0	0
Adjunct faculty	5	45	1	0	0
Totals	8	97	1	0	0

Methods used to recruit minority employees for Arkansas State University Mid-South include advertising in *higheredjobs.com* and *monster.com* and the Memphis *Commercial Appeal*. Another recruiting strategy that led to applicants for the Associate Vice Chancellor for Student Success position included announcing administrative jobs to leadership groups' members. Job postings are also sent to the entire college as a way to promote and retain employees and provide opportunities for advancement. Several employees availed themselves of internal job postings to be promoted or change departments this past year. For example, the Assistant Registrar became the TRiO SSS

Coach, the Coordinator of Workforce Counseling became the Director of the PBI grant, and a previous student became a full-time faculty member.

In order to recruit more minority applicants, for 2015-2016, the College will:

- Continue to contact and advertise with area HBCU's regarding job opportunities
- Continue to work with ASU Strong-Turner Alumni Association for help recruiting and informing.

Strategic Initiatives for Retention of Students and Employees

The Arkansas State University Mid-South strategic plan includes this measure and goal:

> ASU MID-SOUTH will manage its resources effectively by promoting community on campus with an environment that encourages mutual respect and positive relationships.
>
> **Goal: Enhance morale, institutional loyalty, and positive relationships among employees.**

In order to build positive relationships and encourage mutual respect and positive relations, it is imperative that the college and its employees embrace diversity of its students, faculty, staff and the community of West Memphis and the surrounding areas.

The strategic plan is a five year plan, while the operational plan is reevaluated every year. Based on the strategic plan, yearly operational plan goals are added to keep the college focused on these objectives. ASU Mid-South is a majority minority institution by current student demographics. While recruiting is always a priority, focus is mainly placed on retention. For 2015-2016, the college had the following operational goals that support minority populations within the college and community:

1D-Enrollment
Increase enrollment by an average of 5% a year until the total fall semester enrollment reaches and is maintained at a headcount of at least 2000.

Objective

1D1-Best Practices
Apply national best practices for retention and re-enrollment and Refine retention strategies for existing students.

1D2-Recruitment and Retention
Increase recruitment/retention from other entities on campus by 20%

1D3-New Students
Increase enrollment of new students by 5%

1D4-College Survival course
Implement improved strategies in College Survival course to increase enrollment through improved retention of 1st-time students

2A-Professional Development
Increase professional growth opportunities for faculty and staff in support of student learning and retention to goal achievement

Objective

2A1-Institution Wide Training
Develop/procure 2 institution wide faculty trainings per academic year focused on customer service training, retention strategies, and student academic success.

2A2-Advisor Training
Offer a minimum of two Advising trainings for all involved in the process.

2A3-Faculty Sharing
Provide opportunities for faculty to share best practices that support student learning

2A4-Coping skills
Identify training/workshops for faculty and staff that bring awareness and develop coping skills central to understanding and interfacing with the low income community we serve

2A5-Faculty Development
Offer faculty training to improve student learning.

2A6-Staff Training
Offer staff training to improve student relations and engagement.

2E-Extracurricular Activities
Increase extracurricular options that enhance student academic success and engagement with the institution and community

Objective

2E1-Options
Increase extracurricular options for students by 10%

2E2-Participation
Increase student participation in extracurricular activities by 20%

4D-Campus Community
Enhance morale, institutional loyalty, and positive relationships among employees

Objective

4D1-Employee Processes
Review and Improve processes involving employees

4D2-Intra-institutional communication
Encourage (intra) institutional communication and networking.

4D3-Recognition
Provide positive recognition for faculty and staff

4D4-Adjunct engagement
Communicate and engage more frequently with adjunct faculty to improve retention.

Student Retention

For community colleges, enrollment is key to keeping the doors open. Not only does the College plan to increase enrollment, but even more importantly coordinates efforts to see that students are successful and stay to complete their goals. Whether that means a certificate of proficiency or an associate's degree will depend on the needs of the student.

In 2015-2016, the new Associate Vice Chancellor for Student Success created a student retention and engagement plan. While still in the draft stage, this is the most current version:

Strategy	Intended outcome(s)	Campus areas of Involvement
1. **Assess current early alert system**	Campus-wide awareness, usage, & follow-up	Student Affairs
2. **Creation & utilization of advising syllabus**	Students awareness of expectations & advisor responsibilities to the student	Student Affairs -
3. **Establish online repository of "best practices" related student engagement in the classroom (_from our faculty_)**	Access to in-house resources & "feasible" replication	Academic Affairs (PD)
4. **Revisit "mandatory" New Student Orientation**	Clear understanding of available campus resources & how to access	Student Affairs -
5. **Establish retention goals and benchmarks**	Awareness; targeted alignment with program goals	Student Affairs -
6. **Usage of CCSSE results to design purposeful strategies toward areas of "identified" low engagement**	Higher student satisfaction of engagement opportunities (in & out of class)	Institutional Effectiveness
7. **Review retention practices of auxiliary programs**	Campus-wide replication, where feasible	Grant funded programs
8. **Revisit student payment plan options**	Increased opportunities for students to remain enrolled	Finance
9. **Review & encourage more meaningful participation in student organizations and clubs**	Increased student involvement / engagement	Faculty, staff, and students (collectively)
10. **Design adjunct orientation for student conduct policy and practices**	More informed of policy; adoption of best practices for classroom mgmt. related to student conduct	Academic Affairs (PD)
11. **Provide more student activities per semester to help connect students to the campus.**	Increased student involvement / engagement and sense of belonging	Student Activities

12. Employ an interventionist to personally contact students who are not regularly attending class.	Increased attendance/engagement	Academic Affairs
13. Create an Advisor Training and Development Program	Continuous improvement of academic advising function(s)	Committee

One of the key ways to ensure students stay focused is through advising. ASU Mid-South continues to improve its advising model. A committee was created to assess the current advising process and determine what steps could be taken to improve the impact on students. The committee created a needs analysis and requested various stakeholders on campus participate in the survey. Another focus of the committee is to create an advisor training and development program to ensure the advising experience is a quality endeavor for both students and faculty and to ensure consistency throughout departments.

The Predominately Black Institution (PBI) Grant is a five-year federally funded grant that provides Higher Education Institutions the ability to develop and carry out more effective programs in STEM, Allied Health, and Teacher Education and to increase the success, retention and completion of African American male students. The PBI Grant received by the college for the second time is funding an initiative to incorporate *On Course* practices into the College Survival course as well as other areas of the institution. On August 13-14, 2015, *On Course* facilitator LuAnn Woods provided professional development workshops for faculty focused on retention strategies that can be used in the classroom to keep students engaged. The College has also created and filled the positon of *On Course* Coordinator to facilitate the core objectives of the program on campus. TRIO Student Support Services is working with *On Course* Coordinator to:

- Incorporate tenets of *Getting Ahead in a Just Getting by World* by Philip E. DeVol into College Survival.
- Propose that first time entering students in College Survival research a club, join a club, or identify/initiate a club.

The second goal of the PBI grant is as follows:

GOAL II: Develop the engagement and self-confidence of African American male students to increase their success, retention, and completion.	
Measurable Objectives	**Outcomes**
Leadership and Growth Opportunities	
1. By 9/30/16 and each succeeding spring and fall semester, maintain at least 35 African American male students as active members of Brother2Brother. 2. By 9/30/16 and each succeeding year, at least 15 members of Brother2Brother will attend an in-state conference for men of color. 3. By 9/30/17, at least 5 members of Brother2Brother will attend an out-of-state conference for men of color (10 members and 12 members in following three years). 4. By 9/30/17, average participation in scheduled wellness events and seminars will include at least 20 African American males (increase to 30 the next year and 40 the last two years). **Need: low retention (28.3%) and success (GPA = 1.78) of African American males**	H. At the end of each semester, beginning Fall 2017, at least 30% of unduplicated attendees at wellness events will indicate on a survey that they have made at least one change to improve their health. I. By 9/30/20, fall-to-fall retention of African American male students will increase by at least 5 percentage points compared to Fall 2014, from 28.3% to 33.3%. J. By 9/30/20, the overall GPA of African American male students will increase by at least 0.33, from 1.78 to 2.11.

OVERALL PBI GRANT OUTCOMES
C. By 9/30/20, the number of full-time degree-seeking students enrolled at ASU Mid-South will increase from 590 in Fall 2014 to at least 650 (10% increase) in Fall 2020
D. By 9/30/20, the fall-to-fall retention of first-time, full-time, degree-seeking students at ASU Mid-South will increase by at least 5 percentage points, from 36.6 % for Fall 2013 to Fall 2014 to 41.6% for Fall 2019 to Fall 2020.
E. By 9/30/20, the number of first-time, full- time, degree-seeking students who graduate within three years of enrollment will increase by at least 5 percentage points, from 11.1% for the 2006 cohort to 16.6% for the 2017 cohort.

An additional outcome for the grant is to address health issues that affect African American males. The U.S. Department of Health and Human Services has identified the African American community, men in particular, as being at high risk for certain serious chronic health conditions that could be mitigated with improved health habits. ASU Mid-South will, therefore, develop a Health and Wellness Education program to help participants build lifelong habits that will reduce the health risks facing our African American male students. Led by a .65 FTE Fitness/Wellness Coordinator, the program will assess participants' health/ wellness and build improvement plans into ISPs; hold monthly workshops on topics like exercise benefits and options, alcohol and drug abuse prevention and treatment, smoking cessation, stress management, and nutrition. The Coordinator will also encourage and oversee participation in activities available in the campus fitness center. An intentional program combining leadership opportunities, academic and personal coaching, additional chances to socialize, and new options for physical training and wellness will help ASU Mid-South retain a higher proportion of African American male students.

Other efforts to recruit and retain minority students include a concerted effort to encourage the enrollment of Latino students on our campus, including partnering with Latino Memphis, a community organization whose primary focus is advocating for Latino students who are interested in pursuing education and/or training beyond high school. ASU Mid-South counselors and faculty have worked closely with Latino students, ensuring the program/course offerings meet the needs of the students and their families, which typically include short term training to quickly enter the workforce. Jennifer Alejo, Director of Cultural Enrollment Initiatives at Christian Brothers University in Memphis, refers Latino students to ASU Mid-South who can benefit from the College's programming.

Recruiting for athletics is also a key strategy for retention and completion. Plans for the women's basketball team include recruiting up to twenty athletes for Fall 2017. The men's basketball team involved twelve players for 2015-2016. All five sophomores signed with four-year colleges and one freshman signed as well. Three of the six freshman will return in Fall 2016. The retention rate for both teams was 100% from Fall 2015 to Spring 2016.

Student Engagement and Activities

In 2015-2016, the student group Somos Greyhounds became an official student group. The purpose for Somos Greyhounds is to provide a successful group of individuals who are active in political, social, and cultural activities that involve the growing Latino community. Somos Greyhounds provides an extra support system for students in the areas of academics, leadership, civic engagement, networking, and service opportunities within the larger community. Additionally, this organization will attempt to bring awareness of Hispanic culture and heritage to the ASU Mid-South campus.

Brother 2 Brother (B2B) is a male mentoring organization established through a Title III PBI Grant at ASU Mid-South. B2B is designed to develop the engagement and self-confidence of (primarily but not limited to) African American male students to increase their success, retention, and completion of college. B2B also strives to improve the educational outcomes of those students through participation, in-service, learning, and civic engagement. Participants experience a mentoring relationship to follow, uplift, and track their personal and academic development. B2B meets bi-weekly in various locations as announced. Currently there are nineteen active members, twelve of which attended the national conference.

Sister to Sister is a newly created female mentoring and leadership organization. It has been established through ASU Mid-South. The organization is designed to develop the engagement and self-confidence of females of all backgrounds and cultures; in order to increase their success, retention, and completion rates. Its goals are to empower and equip females with leadership skills they can use throughout life and in their communities. Sister to Sister also aims to improve educational outcomes of students that participate in our on campus and off campus events.

One of the yearly activities that the college has offered for the past twelve years is the Black History Month program. This year Jonathan Blanchard delivered the keynote address through song on February 24, 2016. Mr. Blanchard is a Soul Singer, songwriter, actor and preserver of the Negro Spiritual. A native of Memphis, Tennessee, Mr. Blanchard earned a Bachelor of Science in Commercial Music and a Master of Science in Music Education from Tennessee State University. The program was open to the public, students, staff, faculty, and administration. Other Black History Month activities included a showing of the movie *Selma* which features the life of Martin Luther King, Jr. and the civil rights movement. The film was sponsored by the TRiO Equal Opportunity Center (EOC) and TRiO Student Support Services (SSS); 81 students participated.

Other TRiO EOC and SSS sponsored activities from 2015-2016 included cultural field trips to the Orpheum, the Hattiloo Theater to see "Free Man of Color," and the Belz Museum of Asian & Judaic Art. In October, the College supported efforts to raise awareness and donations for Breast Cancer Awareness, and continues to offer mammograms for students on campus through St. Bernard's Women's Health Unit. In April TRiO SSS and Sigma Kappa Delta (ΣKΔ) hosted a panel to discuss "Balancing or Weighing Truth and Tolerance" where students, faculty, and staff were encouraged to participate in a discussion about accepting others' culture and values.

The Director of TRiO SSS chaired a committee, All 'Bout Change (ABC), tasked with generating a list of organizations, activities, and other events intended to spark participation and create a sense of belonging and excitement among ASU Mid-South students to enhance their college experience and increase school pride. Suggestions that became realities include having the first homecoming week at ASU Mid-South, organizing a new and improved Spring Fling, creating a Student Leadership Council, forming the Digital Media/Theater Club, and establishing a student lounge in the University Center.

Professional Development for Employees

In addition to the *On Course* workshops previously mentioned, in the fall of 2015 Dr. Terrell Strayhorn conducted two professional development offerings: one titled "The Role of Supportive Relationships in African-American Males Success in College" and the other is "College Students' Sense of Belonging: A Key to Educational Success for All Students."

Other professional development offerings held on campus included Taskstream assessment and planning software training, #teaching = #learning presented by a faculty member about social media in the classroom, iPad trainings, Disability Services Faculty Accommodation Training, ASU System Fraud and Risk Assessment training, technology trainings for Campus Cruiser and Datatel, and Appreciative Advising training.

For those who wish not to travel or prefer web-based trainings, webinars were offered through Go2Knowledge and other platforms. Federally required sexual harassment and child maltreatment are delivered via internet for all employees. Other webinars that employees participated in included Exceptional Front Line Customer Service in Higher Education, Improving Customer Service and Student Satisfaction, and a variety of job-specific trainings.

At ASU Mid-South there are a variety of "coaches" on campus. In addition to athletic coaches, there are academic, career, and success coaches. Academic coaches attended an eight hour training in September 2015 in Beebe, Arkansas. In July 2015, career coaches attended the Arkansas Career Development Association in Hot Springs for a two day retreat. Additionally they attended Arkansas Department of Career Education training in Little Rock in September 2015 and in October TRiO-funded career coaches attended the Arkansas Association of Student Assistance Programs meeting. Another professional development opportunity was in Pine Bluff, AR. The Youth Motivational Task Force Program was a two day event where industry professionals came together to share best practices in career development and success. Success coaches attended the Black, Brown & College Bound National Conference on African American and Latino males/Men of Color which covered how to build retention and increase graduation rates among men of color in a college setting. It was held in Tampa, Florida in February 2016. They also attended the Every One Wins Conference held by the University of Arkansas Little Rock which focused on minority male mentoring in April 2016.

Overall, the 146 full-time employees of the college logged over 2900 hours of professional development for 2015-2016. Ninety-five percent of all full-time employees received four hours or more of professional development which met the goal set by the College's Productivity Plan.

Because minority recruitment and retention is a core part of the College's priorities, it is not funded as a distinct initiative, but included in departmental professional development funds and in core student activity funds. Approximately $200,000 is set aside college-wide for travel which is mostly used for professional development. The total amount budgeted in 2016-2017 for Student Services is $963,717; included in this total is $23,120 for student activities, $84,571 for recruiting, and $75,437 for career services.

Arkansas State University-Newport

Minority Recruitment and Retention Annual Report

Submitted by Dr. Holly Ayers, Vice-Chancellor for Academic Affairs
December 2016

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 2015-2016

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

	Fall 2015 Total Enrollment: 2651		Spring 2016 Total Enrollment:	
	#	% total enrollment	#	% total enrollment
Native American/Alaska Native	3	0.1%	3	0.1%
Asian or Pacific Islander	10	0.4%	17	0.7%
Black	451	17.0%	444	17.6%
Hispanic	112	4.2%	118	4.7%
Two or More Races	110	4.1%	88	3.5%
TOTAL	686	25.8%	670	26.6%

   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:

	Full-Time	Part-Time
Minority Faculty and Staff Currently Employed 2015-2016 Academic Year	13	12
Minority Faculty and Staff Hired in the 2015-2016 Academic Year	2	7

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

<u>**RECRUITMENT AND RETENTION OF FACULTY AND STAFF**</u>
GOAL 1: The faculty and staff minority composition at ASU-Newport will parallel that of the student body.
Strategies for Achieving the Goal:
1. ASU-Newport will continue to monitor the faculty and staff ratios as they relate to gender and ethnicity.
   - According to the Fall 2015 IPEDS Fall Enrollment Survey, minorities accounted for 25.8% of the enrollment base. African Americans were the largest ethnic minority with 17.00% of the total enrollment base. Conversely, of the current employment base 10.5% are minority with 9.7% identifying as African American, 0.4% Hispanic, and 0.4% Asian or Pacific Islander.
2. ASU-Newport will develop a process for strategic hires in areas where there are no minority faculty/staff members.
   - Currently in development
3. The ASU-Newport Human Resources staff will monitor each hiring process to ensure fairness throughout the process and must ensure each campus search committee is educated on how to conduct searches that will attract more diverse applicants into each position pool.
   - The ASUN hiring processes for both full and part-time faculty are now articulated in the following ASUN Standard Operating Procedures:
     - SOP5001 Full-Time Faculty and Staff Hiring Procedure
     - SOP2008 Part-Time Faculty Hiring Procedure

GOAL 2: Create and maintain an environment at ASU-Newport that makes it a quality place for minorities to work and develop.
Strategies for Achieving the Goal:
1. ASU-Newport's Office of Human Resources will continue an on-boarding process that will encourage new employees to feel welcome to ASU-Newport.
   - The ASUN on-boarding process is in revision pending the transition to TALEO, a new HR management platform, and Campus Management, a new Enterprise Resource
2. ASU-Newport will evaluate exit interviews with persons who transfer to other departments or leave the college all together with an emphasis on ascertaining why individuals felt compelled to seek employment elsewhere.
   - This process will be facilitated by the aforementioned software platforms.
3. ASU-Newport will ensure proper representation of all minorities on committees, project teams, and advisory groups.
   - Each academic year, the ASUN shared leadership workbook is developed with outlines each council and committee, representation and purpose statement with associated annual goals. Minority representation is provided adequately throughout.

4. ASU-Newport will promote quality educational experiences through a diverse community of leaders characterized by open interaction among faculty, staff, students, and invested off-campus constituencies.

- The Arkansas State University System values diversity in that the vision, mission and goals guides ASUN and all system institutions to "contribute to the educational, cultural, and economic advancement of Arkansas" while maintaining focus on four key components which include "racial, ethnic, gender, and cultural diversity in the faculty, staff, and student body supported by practices and programs that embody the ideals of an open, democratic, and global society." Diversity is one of ASUN's core values. ASUN and the communities in which we are located support diversity and inclusion through a variety of efforts. We recognize that diverse populations include a variety of marginalized and at risk demographics that include, but are not limited to, race, ethnicity, social and economic class, age, gender, sexual orientation, religion, and physical or mental capability.

- The institution realizes its influence in the diverse communities through offerings in the enrichment of the arts. Since 2004, ASUN has brought diverse entertainment to our communities. Examples of these multicultural offerings include the ASUN Patron Series and Black History Month activities. ASUN Concert and Lecture as well as Patron Series events provide high quality entertainment and community educational outreach opportunities to Arkansas' Delta region. ASUN's popular culinary continuing education courses offered on the Jonesboro campus since 2014 expose community members to ethnic food selections. Students are guided through the process of preparing ethnic foods, and each course concludes with a sampling of the food.

- For the last ten years, the McCartney Travel-Study program has provided opportunities for students to travel to such areas as Italy, England, France, Germany, Spain, Greece, Costa Rica, Washington D.C., and most recently Jamaica, Cancun and Cozumel. For students, several of whom have never left the state, this exposure to different cultures represents a life changing experience.

- While ASUN does address its role in a multicultural society, the institution has identified true deficits with reference to diversity awareness and planning. However, in the last decade ASU-Newport has worked to gather and synthesize strategic information to encourage an appreciation and awareness of diversity issues. The institution makes special effort to meet the needs of our sight, hearing, and physically impaired students. Because the institution and its campuses are located in an area which employs migrant workers, ASUN has formed a Migrant Student Advisory Council which meets on the Jonesboro campus. Our advisory boards convene to discuss workforce needs and address the need for a larger, more diverse student body to meet employer concerns. With the addition of a data analyst position, the institution has placed a premium on accurate data with which to draw conclusions and engage in strategic

conversations. One area where these conversations may be most useful is in the field of diversity. The institution is currently evaluating its minority recruitment and retention plan. ASUN is also addressing recruitment of minorities and retention of remedial students. As we glean information, not only concerning the students that we serve, but our communities and their demographic patterns that comprise our support network, we are more accurately able to address this issue.

RECRUITMENT AND RETENTION OF STUDENTS

In 2015, ASU-Newport hired an employee dedicated to recruiting and community engagement. By hiring a person dedicated to recruitment, ASU-Newport should experience an increase in future enrollment periods of minority students. Over the years, there has been an increase in the number of Hispanics in Northeast Arkansas. A strong recruitment plan coupled with an enrollment management plan could lead to identifying those target markets and generating leads for ASU-Newport. ASU-Newport's Adult Education English as a Second Language (ESL) faculty has been working to increase the English fluency of many of these new Northeast Arkansas residents, while preparing them for possible recruitment as ASU-Newport students.

ASU-Newport has a variety of opportunities and retention efforts for minority students to serve in leadership and personal enrichment capacities. The ASU-Newport Student Government Association (SGA), Phi Theta Kappa, Phi Beta Lambda and Student Ambassadors have all had significant minority student participation and officer representation. Minority students are also serve on the college's standing committees, including having served on the 2014 Strategic Planning Steering Committee.

GOAL 1: Recruit and enroll greater numbers of students from minority groups to create the cultural diversity that parallels that of the region.
Strategies for Achieving the Goal:
1. The Office of Enrollment Services will collect key demographic information from those students who self-identify as being a minority. ASU-Newport Enrollment Services will collaborate with the Director of Marketing (or Enrollment Management Committee) to create special communique targeted to potential minority students. SP 1
   - With the assistance of the Enrollment Management Committee, the ASUN Office of Enrollment Services is in the process of creating a strategic enrollment plan. The Strategic Enrollment Plan will include marketing efforts associated with minority students. Marketing efforts will special communications to target minority students to ASUN.
2. The Office of Enrollment Services will encourage minority students who are interested in representing ASU-Newport at recruiting events will be asked to represent the program in which they are currently enrolled.
   - The two recipients of the I.M. Woman Industrial Maintenance Scholarship spoke at the Fall 2016 ASUN Scholarship Luncheon. The women spoke

about their experiences in being minorities (gender and race) in the ASUN program.
  - ASUN Student Ambassadors regularly represent the institution at events within the community. The Student Ambassador group is comprised of a diverse group of students.
3. Continue to support ongoing concurrent enrollment initiatives that link the college with high school counselors, teachers, and students.
  - ASUN serves in excess of 500 concurrent students from 9 service area school districts within the service area. These courses encompass both general education and career and technical education offerings.
  - ASUN will begin the IGNITE secondary center pilot project in Fall 2016, which will ensure increased career and technical education enrollment opportunities for high school students across four school districts.
4. To meet the needs of our region, we will continue to work in conjunction with business and industry to recruit and retain diverse individuals who desire programs offered by ASU-Newport.
  - This is facilitated through a variety of avenues including program advisory committee participation, industry partnerships with the Workforce Development Center, and community organizations throughout the service area.
5. Continue to participate in community events which are predominately attended by minorities such as Martin Luther King Jr. Day of Services activities.
  - ASUN participated in the following community events which are predominately attended by minorities in 2015-2016:
    Unity Healthcare Healthy Women Annual Event
    Patron Series-Rock and Soul Christmas Concert
    Diversity and Inclusion Lunch and Learn
    Visit to the National Civil Rights Museum.

GOAL 2: Increase the institution's graduation and retention rate for minority students by providing an academic environment which will motive and enable students from diverse backgrounds to achieve their educational goals.
Strategies for Achieving the Goal:
1. Continue mandatory new student orientation for all first-time entering ASU-Newport students.
  - Mandatory NSO was facilitated at all campuses in the 2015-2016 academic year.
2. Continue to promote ASU-Newport Academic Support Centers as resources for computer-based and self-paced developmental instruction.
  - Academic support centers were promoted through the ASUN website, student emails, personal contact with students, and flyers on each campus.
3. Continue to encourage faculty and staff to identify and refer students experiencing academic challenge early in the semester through the Early Alert system.

- Fall 2015-125 alerts
- Spring 2016-315 alerts
- Summer 2016-18 alerts
4. Work to develop effective student mentoring and advisement strategies for culturally diverse students.
    - Currently, ASUN is in the process of revising its academic advising processes. Cultural diversity will be included in the academic advising plan. The new academic advising plan is expected to go into effect Fall 2017.
5. Expand the exploration of diversity in College and Life Skills.
    - Diversity awareness is included in the student learning outcomes for this course. All students are required to attend at minimum one cultural learning opportunity facilitated to the college and report back the class.
6. Continue ASU-Newport's Lunch and Learn series sponsored by Career Pathways and the Dean of Students office. Typically, these events are well attended by minority students.
    - ASUN continues to hosts Lunch and Learn events on each of the campuses. All students are welcome, however, minority students traditionally comprise the audience for each of the events.
7. The Center for Academic Retention and Success will continue to monitor students are on an Academic Plan due to being placed on Financial Aid Warning or Financial Aid Probation.
    - The Center for Academic Retention and Success continues to monitor to students who are on Financial Aid Warning and Probation.
    Fall 2015- 66 students on Financial Aid Warning or Probation
    Spring 2016- 132 students on Financial Aid Warning or Probation
    Summer 2016- 23 students on Financial Aid Warning or Probation
8. Implement mandatory attendance policies for academic courses.
    - Completed for Fall 2016.
9. Implement mandatory advising for all students with their advisor of record.
    - This initiative is currently facilitated through the Advising Task Force and will plan to begin implementation in Fall 2017.

GOAL 3: Increase the amount of financial support for programs, services and scholarships which target students from underrepresented groups.
Strategies for Achieving the Goal:
1. Identify scholarship and grant programs that seek to increase enrollment of students from underrepresented groups in the areas of the health professions and business.
    - ASU-Newport has the following scholarships available for students enrolled in Allied Health Programs: David L. and Imogene Garrett Johnston Scholarship. The scholarship application can be found at the following address: www.asun.edu/financialaid.
2. Expand access to resources for students from underrepresented groups to identify all possible sources of public and private funding. (Deferred Action for Childhood Arrivals)

- ASUN offered an I.M. Woman Scholarship that was available to females enrolled in the Industrial Maintenance program.
- ASUN is in the process of revising its scholarship process. It is a priority to assist students who are from underrepresented groups. The revised scholarship plan will be available for academic year 2017-2018.
3. Expand efforts to renew sustained scholarship support for culturally underrepresented students.
   - ASUN is in the process of revising its scholarship process. It is a priority to assist students who culturally underrepresented. The revised scholarship plan will be available for academic year 2017-2018.

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.

Just as ASU-Newport has Key Performance Indicators that are benchmarks used to assess the success of the current strategic plan, similar indicators for success accompany this plan as indicators of progress toward accomplishing the goals in minority recruitment and retention. The success of these indicators will be documented in the yearly report sent to the Arkansas Department of Higher Education (ADHE).
Indicators:
- Increase the diversity in the faculty and staff to parallel that of the student body
- Increase minority student enrollment
- Increase retention rate of minority students

Indicators: We will track all minority students to determine any impact on retention. We will track the number of new minority faculty and staff hired.

b) Include your timeline, budget, and methods used to assess and monitor progress.
Timelines for Strategies: The timeline for implementing each strategy is the same for each goal stated in this plan. All activities are ongoing and will be initiated fall 2015 and continue through summer terms of 2020. The student recruitment and retention activities are being coordinated and monitored through ASU-Newport's Enrollment Management Committee, while all faculty and staff recruitment and retention efforts are coordinated through ASU-Newport's Human Resource office.

Budget Information: Although no specific budget allocations were assigned to these activities, the Enrollment Management Committee and the Director of Human Resources have agree to spend the appropriate amounts of the advertising and marketing budgets are necessary to achieve the goals stated in this plan. Following the most recent Higher Learning Commission accreditation visit at the college, these activities were reinforced as essential to the college's reaching its diversity goals.

Assessment for Effectiveness: Annual reports required by ADHE will include progress made in achieving these indicators and what changes will be made at ASU-Newport to

ensure continual progress with recruitment and retention of minority students, faculty, and staff. Specific data relative to numbers of faculty, staff, and students will be included along with survey efforts to see what strategies these groups considered effective in their recruitment and retention. A summary of any modifications to the activities deemed necessary will be made as a result of a review of the yearly plan (and included data) by the college's assessment committee. Those recommendations will also be included in the final annual report sent to ADHE.

Annual Report of Five-Year Minority Retention Plan
June 27, 2016

Submitted by: Bridget Guess, Contact Person
Black River Technical College

Report the progress that has been made toward meeting the goals included in your five-year plan.
Address each goal relative to students, faculty and staff.

Strategic Priorities:

Priority 1: Create an environment to increase the likelihood that BRTC students will complete
certification and degrees.
Priority 2: Emphasize quality in the academic rigor of all credit and non-credit courses and in all
programs of study and workforce training.
Priority 3: Develop opportunities for all students to develop intellectual skills demanded by the
knowledge economy.
Priority 4: Adopt policies and structures that lead to excellence in teaching and learning.
Priority 5: Create a culture that demonstrates that the college values diversity and globalization.
Priority 6: Serve as a catalyst for economic development in the college's identified communities.
Priority 7: Establish and nurture community partnerships that lead to expanded human and
physical resources for BRTC's students and staff.
Priority 8: Provide, maintain and upgrade facilities and infrastructure and staff that enable the
college to fulfill its goals.
Priority 9: Support expansion of technologically mediated learning opportunities that are
academically sound.
Priority 10: Nurture relationships that increase access and lead to a seamless educational path
across the diverse student spectrum.

Note that Priority 5 emphasizes "a culture that demonstrates that the college values diversity and
globalization," while Priority 10 stipulates that this college will support and develop
"relationships that increase access and lead to a seamless educational path across the diverse
student spectrum."

It is important to note that in its report following BRTC's comprehensive accreditation site visit
by the Higher Learning Commission during the spring 2012-2013 calendar year, the evaluators
made the following comment: "The College's written documents to the team openly acknowledge
its homogenous ethnic environment and express intentions to include social diversity as a needed
part of each student's BRTC learning experience. In its mission documents the College
acknowledges the diversity of its learners and the commitment to seamless educational pathways
as it endeavors to serve the greater community. To address this goal the College has made key
investments in growing the distance education offerings....In addition; BRTC provided extensive
documentation of the institutions' efforts to champion and document local Black history,
including taking a leadership role in the preservation of a local, historic African-American
elementary school."

We have done this in many ways this past academic year, primarily through providing activities
and events for students, staff, and the community, giving them opportunity to learn about and/or
directly experience interactions with individuals from ethnically diverse cultures. The
"relationships" we have nurtured included primarily the Eddie Mae Herron Center and a growing
relationship with the Hispanic community. We believe also that the involvement of BRTC with

the Eddie Mae Herron Center is a vital support to the work they do, and that our involvement also bring encouragement for others in our community to be involved in support of the EMH Center. Our activities in support of these two priorities include:

* Black History Month- BRTC in collaboration with the EMHC presented Spokesman for Their Race: Political Involvement in Arkansas 1868-1893. The presentation is over the African Americans who took part in the drafting of two constitutions and served every session of the Arkansas General Assembly. This presentation is funded in part by the BRTC Foundation Special Events and Activities Support Program and the Eddie Mae Herron Center.

* The Eddie Mae Herron Center along with BRTC will celebrate this year's Juneteeth by having an old-time singing and dinner on the grounds at the William Looney Tavern, while the normal festivities will continue to take place at the EMH Center. The evening will begin with a presentation about the African American Looney and Williford families who lived on and near the farm following the Civil War.

*Award-winning journalist of *Enrique's Journey,* Sonia Nazario ,whose stories have tackled some of this country's most intractable problems—hunger, drug addiction, immigration—and have won some of the most prestigious journalism and book awards. This event is presented by the "Opening Hearts and Minds" Project sponsored by the Northeast Arkansas Intermodal Facilities Authority and BRTC's Corporate and Community Education Department. It is funded in part by the BRTC Foundation, by corporate sponsors, and by a grant from the Arkansas Humanities Council and National Endowment for the Humanities.

*BRTC Rotaract Club sold authentic Mexican and Latin American drinks and confections for a fundraiser to raise money for migrants in Mexico. The proceeds went to the Jesus el Buen Pastor shelter in Mexico, which provides shelter, food, and medical care to migrants who become injured during their trek through Mexico.

* Serendipity— Theme for the year, "In Another Man's Shoes", will take the reader on a global journey, "exploring people and places and situations we do not typically encounter here in our rather isolated and insulated part of the world." Some of the literature included: *In the Sanctuary of Outcasts* by Neil White, *The Rosie Project* by Graeme Simsion*, Let Me Be Frank With You* by Richard Ford*, Claire of the Sea Light* by Edwidge Danticat, *Cutting for Stone* by Abraham Verghese, *The Twelve Tribes of Hattie* by Ayana Mathis, *All My Puny Sorrows* by Miriam Toews, *Americanah* by Chimamanda Adichie, and *Go Set a Watchman* by Harper Lee.

* Holocaust Survivor visit— BRTC sponsored its continuing Holocaust Survivor Series, with three presentations. Mr. Emanuel (Manny) Mandel presented at this year's series. Manny's father accepted a position as a Jewish chief cantor in Budapest and the family returned to Hungary. Because of the anti-Jewish laws which had been imposed since 1933, Manny's father was very protective of Manny. In March 1944 after the Germans occupied Budapest, 7-year-old Manny and his family was part of a group of 1600 Jews whom Adolf Eichmann offered to the Allies in exchange for materials. The group had been promised to be sent to Switzerland, but complications in the agreement found the Jews on a train for Bergen-Belsen camp. Finally, Manny and his family were transported in late 1944 via Nazi transport to Switzerland. In 1945, Manny and his mother emigrated to Palestine. He moved to the U.S. in 1949.

 * BRTC continues to showcase the REACH (Researching Early Arkansas Cultural Heritage) sites during ongoing tours for the public during the spring, summer and fall months, and its role in early non-plantation slavery in the region. In addition, student and other groups may schedule

a visit to the sites by contacting the BRTC Office of Development. Also, various instructors have taken their classes to tour the sites as part of their course study. Now visitors can take a self-guided tour due to the instillation of interpretive panels.

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

*The Spanish Department took Elementary and Intermediate Spanish students on a field trip to a Hispanic restaurant to fulfill BRTC's mission of attempting to "educate today's diverse students for tomorrow's changing world." Students were about to use their newly acquired language skills to order in Spanish and sample food of some Spanish-speaking countries.

*Rachel Koons (one of BRTC instructors), made a presentation about diversity at the January New Student Orientation. Her presentation was developed as part of the Opening Hearts and Minds Task Force for Cultural Connections. Koons' presentation was entitled "Opening Hearts and Minds: Living in a Diverse Community."

Recruitment and Retention strategies:

 The BRTC recruiter has a $16,500.00 budget set for recruitment of all potential students. Our recruiter promotes the BRTC campus by attending high school career days, financial aid information sessions and provides campus tours to interested juniors and seniors. A full report of the total number of students that are contacted throughout the year and how many times each student is contacted is presented to the Vice President of Student Affairs every June. The report is analyzed and recruitment goals and strategies for the next school year are set in place.

Retention strategies and policies have been developed as part of the institutional retention plan. This plan initially includes a new/transfer student orientation, a student early-alert system, and advisor-student contact strategy. All students now have a BRTC student email account and advisors are encouraged to communicate with their advisees a minimum of three times per semester.

Status report: According to data from the Office of Student Services for the academic year 2015-2016, 5.18**%** of the total student body was members of minority groups. The numbers below show the ethnic breakdown:

Asian	**7**
Hawaiian	**0**
African American	**67**
Hispanic	**40**
American Indian/Alaskan Native	**7**
Unknown	**3**

Currently, at BRTC there are 0 adjunct faculty who are minorities.
0 African American adjunct faculty members (spring)
0 NEW African American adjunct faculty member (summer I)
0 Asian adjunct faculty member (full time temporary spring)

We currently have one full-time employee that are considered minority.

Minority Recruitment and Retention Annual Report
(Due by June 30th each year)
COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
SUBMITTED ON June 28th BY MARIA MARKHAM

The Minority Recruitment and Retention annual report should include the following:

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

Asian-	*23*
Black-	*248*
Hispanic-	*485*
American Indian-	*90*
Native Hawaiian-	*10*

    Total- 856

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

    16 – Full-time Staff and Faculty Minorities

    3 – American Indian Director of Nursing
    Director of Human Services
    Administrative Specialist I

    8 – Hispanic   History Instructor
    Welding Instructor
    (2) AR Works Career Coaches
    Financial Aid Specialist
    Institutional Officer Supervisor
    Administrative Specialist I
    Academic Advisor

    1 – Asian   Life Sciences Instructor

    4– Black   Institutional Services Assistant
    Financial Aid Analyst
    Director of Career Pathways
    Administrative Specialist III

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

3 – Full-time Faculty
2 – Hispanic
1 – Asian

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

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

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

  1– hired within last year
  1-Hispanic Full-Time Faculty Welding Instructor

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

  Our college goals in 2016 for percentage increases for non-white students:

  Latino – 20% (Attained with 25%)
  African American - 10% (Attained with 12%)
  Native American - 5% (Did not attain with 2%)

  Our college goals in 2015 for percentage increases for non-white employees:
  Latino – 12% (attained with 18%)
  African American - 12% (attained with 14%)
  Native American - 2% (attained with 2%)

- 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 approximately 50% non-white students enrolled at CCCUA during the past academic year. This reflects a higher percentage increase than our overall student count increase. This coming year, we are still directing much of our recruiting towards

the Latino population while still reaching out to our largest non-white group of students – African-American. This will hopefully add to our largest non-white group – African American. Our biggest addition to our non-white recruitment will center on the exponential growth of the area's Latino population. We continue advertising in several local publications that target African- American and Latino populations.

FACULTY STAFF

UA Cossaot gained in the number of full-time minorities this year. We will continue to target these groups for future positions.

- Include your timeline, budget, and methods used to assess and monitor progress.
  The timeline in judging the success of the above efforts ran from July 1, 2015 through June 30, 2016.

  With the overall increase in the categories measured, UA Cossatot will maintain the same budgeting levels, except for the additional monies being provided for the extra marketing efforts towards Latinos and African-Americans.

Submit your annual report <u>electronically as a Word document</u> to Delores Logan at delores.logan@adhe.edu by June 30, 2016.

Minority Recruitment and Retention Annual Report
College of the Ouachitas
December 6, 2016

Institutional Goals/Objectives

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

Strategies:

1. The Admissions Office will continue to travel to regions with high minority percentages through:
   a. ArkACRAO college planning programs
   b. High School follow-up visits
   c. Attendance at minority specific state programs

2. Recruitment literature and advertisement
   a. Direct Mailings, brochures, and catalogs sent to applicants will contain images of current minority students.
   b. The campus website will contain pictures of individuals from minority groups.
   c. Campus publications will contain pictures of individuals from minority groups.

3. Minority prospecting
   a. Interviews will include qualified minority applicants for college positions; if not interviewed, a justification will be provided.
   b. All position advertisements will include the designation "AA/EOE" to help indicate our commitment to diversity.
   c. Identify and bring to campus minority high school students to familiarize them with the campus and to provide them with a better understanding of college life.
   d. Reach minority middle school students through campus outreach programs.
   e. Partnerships with local minority churches will provide opportunities to meet with minority nontraditional aged people (where they are) to prepare them as well as their children and grandchildren for college.
   f. Attend regional minority youth church conferences to recruit minority students and to build a relationship with this organization (second year attending the annual Baptist youth conference).
   g. Developed a partnership with the Malvern Martin Luther King Committee. This partnership provides a community voice in the selection process for selecting the College President's Martin Luther King scholarship.
   h. Make presentations at community Black History events.

4. Scholarship awards
   a. Attract qualified minority students using incentive scholarships.
   b. TRiO Student Support Services provides minority scholarship information to all TRiO students.
   c. The President awards one Martin Luther King Jr. Scholarship award each academic year. (Second year this scholarship has been in place)

5. Campus sensitivity

a. Observance of Martin Luther King Jr. holiday – no classes held.
b. Increased awareness through campus organizations.
c. Annually observe Black History month.
d. Embracing Diversity exhibit is on display during Black History month every other year.

6. Faculty and staff outreach
a. Faculty and staff will support and track minority students in their adjustment to college life.

Indicators

1. The Office of Admissions will report increased travel to high minority locations.
2. Campus literature and campus website will show an increased representation of individuals from minority populations.
3. The Office of Admissions will have employed minority students to assist the office and conduct campus tours.
4. The ACT EOS will be used to increase the minority student prospect pool and qualified minority applicants for college jobs will be interviewed.
5. The Office of Admissions will be able to document scholarships awarded to minority students.
6. Observance of the Martin Luther King Jr. holiday will be documented and minority student groups will have been provided a forum for their meetings.
7. Faculty and staff mentors will report working with minority students in their adjustment to college.
8. Success Coaches will provide financial literacy workshops at local minority churches.
9. Staff will serve on minority church and community committees to increase visibility of the College in minority communities.

Timeline – These efforts are continuing.

Budget
Specific funds have not been allocated for minority recruitment and retention efforts.

Methods of Assessment
Assessment of the effectiveness of the plan will be multi-level. The items listed above will be checked on an annual basis to assure the procedures are being followed and that policies are being enforced. The list of strategies and action items designed to bring about the desired outcome of a more ethnically diverse campus. The dominant assessment method will be tracking and reporting the percentage of minority faculty, staff, and students on an annual basis to determine if progress is being made in the recruitment and retention of a diverse faculty, staff, and student body. The concluding method will be in developing data that looks at trends in recruitment and retention of qualified minority faculty, staff, and students. The College's Minority Recruitment and Retention Annual Report will show the current status and annual changes in the quality and numbers of minorities in each group; faculty, staff, and students. Increases in those areas will provide indications that the plan is working as anticipated.

Number and percent of minority students currently attending the institution

College of the Ouachitas					
2015-2016 Enrollment by Race/Ethnicity					
Enrollment Headcount	**Summer III 2015**	**Fall 2015**	**Spring 2016**	**Summer I & II 2016**	**2015-16 Unduplicated**	**Change from 2014-15**
African American	11	151	130	82	224	-28
Hispanic	3	59	55	20	79	11
2 or >	2	53	44	14	65	12
Other Minorities	0	13	8	4	16	-6
Minority Total	16	276	237	120	384	-11
Caucasian	24	1072	980	275	1373	-91
Total Enrollment	40	1348	1217	395	1757	-102
Enrollment Percent	**Summer III 2014**	**Fall 2014**	**Spring 2015**	**Summer I & II 2015**	**2015-16 Unduplicated**	**Change from 2014-15**
African American	27.5%	11.2%	10.7%	20.8%	12.7%	-0.8%
Hispanic	7.5%	4.4%	4.5%	5.1%	4.5%	0.8%
2 or >	5.0%	3.9%	3.6%	3.5%	3.7%	0.8%
Other Minorities	0.0%	1.0%	0.7%	1.0%	0.9%	-0.3%
Minority Total	40.0%	20.5%	19.5%	30.4%	21.9%	0.6%
Caucasian	60.0%	79.5%	80.5%	69.6%	78.1%	-0.6%
Change from 2014-15	17.6%	-6.6%	-9.1%	13.2%	-5.5%	-5.5%

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

College of the Ouachitas employs twenty (20) minority employees (two part-time and eighteen full-time minority employees). The positions are as follows:

- Vice President of Student Affairs
- TRiO Grant Administrator
- TRiO Education Counselor
- Career Pathways Grant Administrator
- Career Pathways Educational Counselor
- Interim Director for Student Success
- Working Student Success Network Grant Manager
- Working Student Success Network Success Coach
- Registrar Assistant
- Nursing Instructor
- Nursing Administrative Assistant (2)
- Fiscal Support Specialist

- Adult Education Administrative Specialist II (Hot Spring County)
- Adult Education Administrative Specialist II (Clark County)
- Cosmetology Instructor
- Part-Time Cosmetology Instructor
- Adjunct Psychology Instructor
- Institutional Services staff
- Maintenance Assistant

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

College of the Ouachitas currently employs two African American full-time faculty members.

Number of minority adjunct faculty who currently work for the institution

College of the Ouachitas currently employs six minority adjunct faculty.

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

College of the Ouachitas hired six minority positions in the past year:
- Registrar's Assistant
- Institutional Services staff
- Maintenance Assistant
- Administrative Assistant
- Fiscal Support Specialist
- Nursing Instructor

EAST ARKANSAS COMMUNITY COLLEGE
MINORITY RETENTION PLAN

ANNUAL PROGRESS REPORT

Academic Year
July 1, 2015 through June 30, 2016

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

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.

2016 Annual Progress Report

FOR FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016

East Arkansas Community College is committed to the retention of an ethnically/racially diversified faculty and student populace. Retention remains a primary focus for the higher education arena and is a priority for all at the college to increase this factor.

Faculty are actively recruited through various methods of advertising including, but not limited to, announcements to minority colleges and/or publications. Retention of these employees is an important goal that the college consistently aspires to achieve.

We realize that improving student retention is not a passing fad. Retention was important in the past, has become important today, and will be a sought after goal for years to come. We are working with students to get them involved in their course work, as well as extracurricular activities such as:

Clubs and Organizations	Certificates of Appreciation
Campus Activities	Honors Program
Motivational Workshops	Who's Who Recognition
Orientation	Field Trips
EACC Ambassadors	Work-Study Job Placement
Career Pathways	Minority Male Assistance Program (MMAP)

Research has shown that these types of activities give the student a sense of belonging. That feeling of belonging reinforces the student's desire to remain with the institution and to continue as a student. The involvement also enhances the student's learning experiences. We work very hard to get students and faculty on our campus, and we desire to do everything within our power to keep them once they are enrolled or hired.

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

EAST ARKANSAS COMMUNITY COLLEGE
MINORITY RETENTION PLAN PROGRESS REPORT
JULY 2015-JUNE 2016

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 2015 semester was one thousand two hundred students. The total number of minority students was four hundred sixty-eight, or thirty-nine percent of our enrollment.
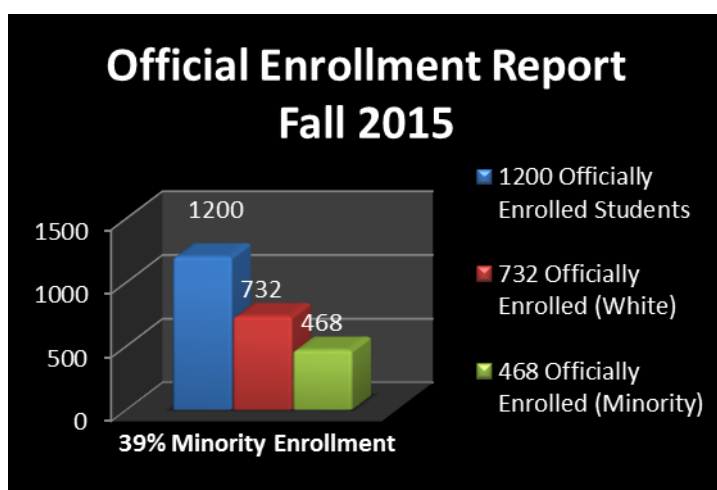
The official enrollment for the Spring 2016 semester was one thousand one hundred thirty-four students. The total number of minority students was four hundred twenty-two, or thirty-seven percent of our enrollment.
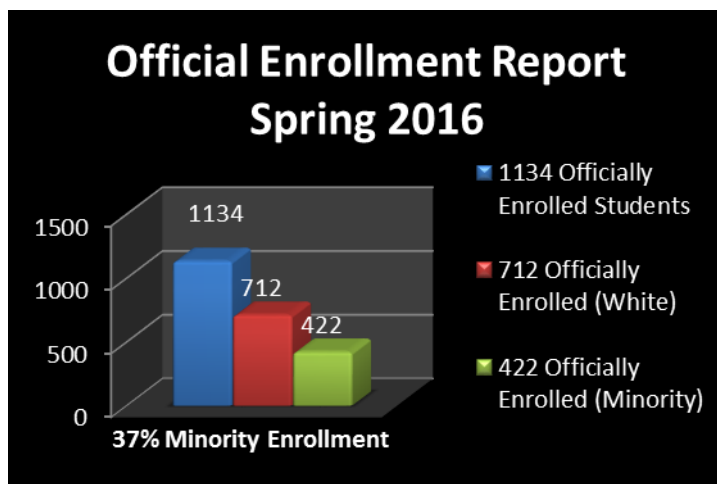
Source: EACC Registrar's Office

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

   A.   TO RETAIN PROGRAM PARTICIPANTS.

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

Status: During the 2015-2016 academic school year, eleven minority male students were enrolled in the Minority Male Assistance Program. Ten students completed the academic year for a retention rate of 91%.
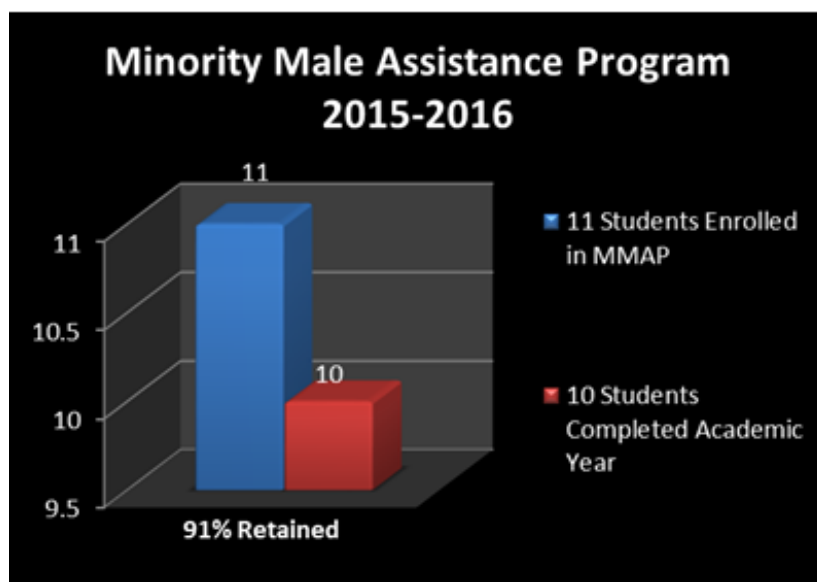
   B. **TO PROVIDE CO-CURRICULAR ACTIVITIES**.

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

Status: The program began in August of 2015 and continued throughout the academic year. Impromptu meetings were held with members in both an individual and group setting. One member participated in EACC's Annual Counselors' Day program. Seven members traveled to Tarrant County Community College in Fort Worth, Texas to participate in the Alley Scholars Summit. Seven members toured the Heritage Museum in Little Rock, Arkansas. Two members assisted with the 2015 New Student Orientation and ten members were involved in intramural sports. Resume' and Dress for Success workshops were provided to all participants. Members were also involved with other student organizations on campus including Student Ambassadors and Student Activities Advisory Committee.

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

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

Status: In the spring semester of 2015, there were 262 excessively absent students.   One hundred seventy - three of those students were minorities. Of those 173 minority students, 99 returned for classes in the spring semester of 2016.
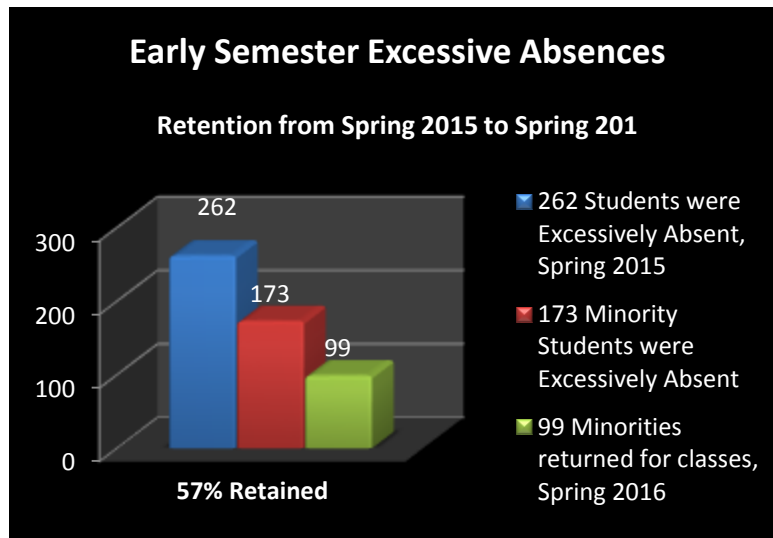
In the fall semester of 2014, there were 226 excessively absent students. One hundred fifty - two of those students were minorities, 105 students (69%) returned for classes in the fall semester of 2015.
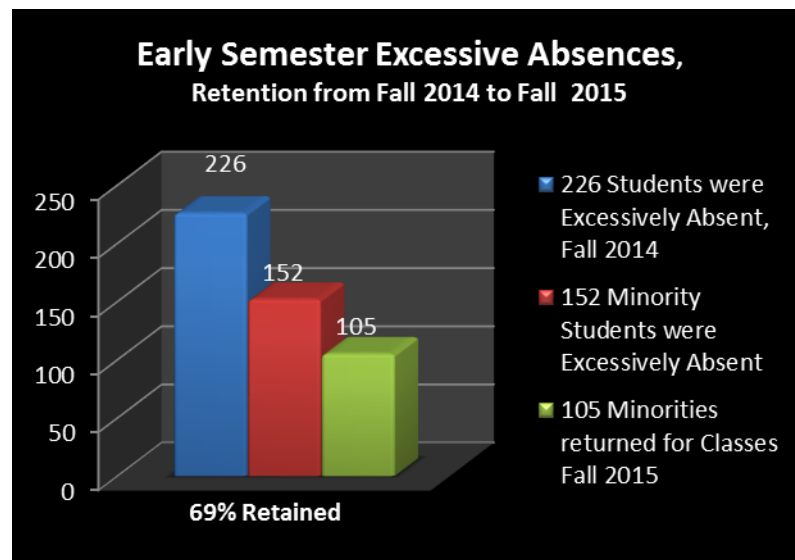
Objective III: To strengthen academic advising for minorities.

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

Status: In the spring semester of 2015, three hundred sixty - three minority students received academic counseling. Of those 363 students, 287 minority students returned for classes in the fall semester of 2015 (79%).
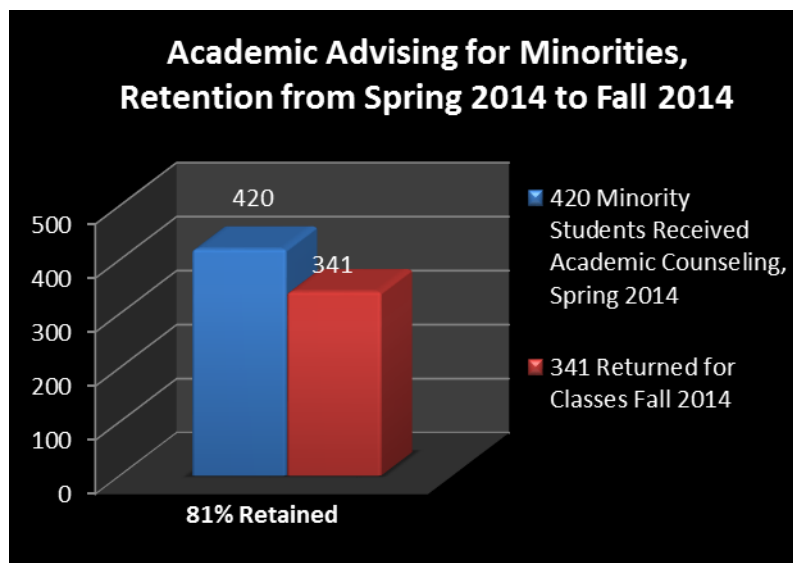
In the fall semester of 2015, three hundred twenty - two minority students received academic counseling. Of those 322 minority students, 197 returned in the spring semester of 2016 (61%).
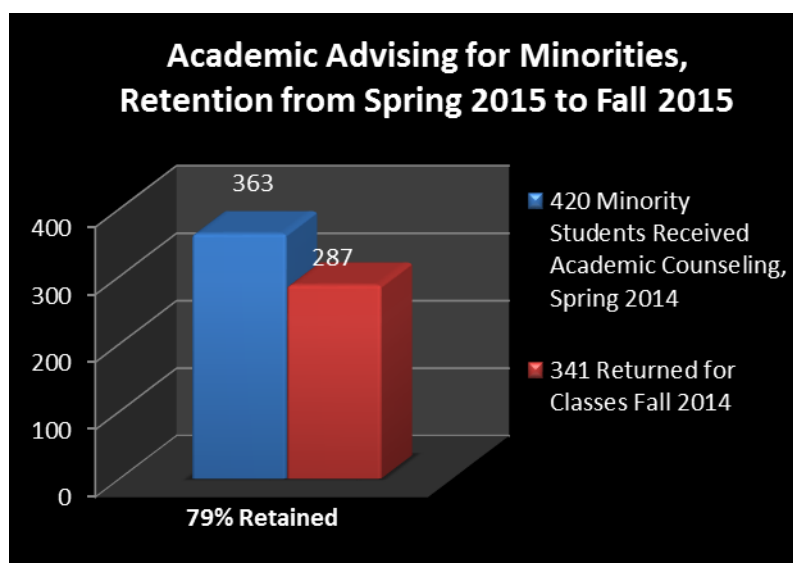
Objective IV: To remove financial barriers for minority students by providing assistance through federal, state, and institutional programs.

A. FINANCIAL AID WORKSHOPS

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

Status: During the spring 2015 semester, EACC provided four (4) financial aid workshops. Fifty-three (53) students attended and thirty-five (35) of those in attendance were minorities. Twenty-two (22) minority students who attended financial aid workshops returned for classes in the fall 2015 semester for a retention rate of sixty-three percent (63%).
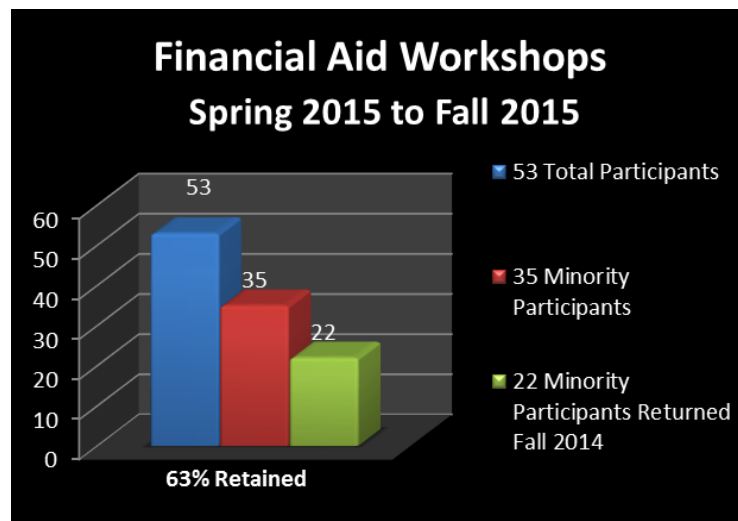
During the fall 2015 semester, EACC provided seven (7) financial aid workshops. One hundred and one (101) students attended and sixty-one (61) of those in attendance were minorities. Forty-one (41) of the minority students who attended financial aid workshops returned for classes in the spring 2016 semester for a retention rate of sixty-eight percent (68%).

Financial Aid Workshops
Retention Fall 2015 to Spring 2016

101
61
41
68% Retained

■ 101 Total Participants
■ 61 Minority Participants
■ 41 Minority Partcipants Returned Spring 2016
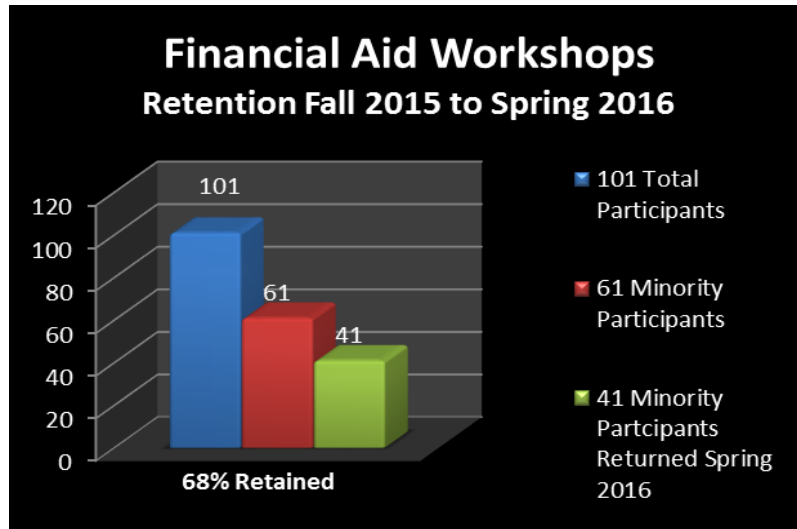
B. COLLEGE WORK-STUDY PROGRAM

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

Status: During the spring 2015 semester, forty-six (46) students participated in the Work-Study program and thirty-six (36) of these students were minorities. Of those thirty-six (36) minority students, thirty (30) returned for classes in the fall 2015 semester for a total retention rate of eighty-four percent (84%).

College Work-Study Program
Spring 2015 to Fall 2015

46
36
30
84% Retained

■ 46 Total Participants
■ 36 Minority Participants
■ 30 Minority Participants Returned Fall 2015
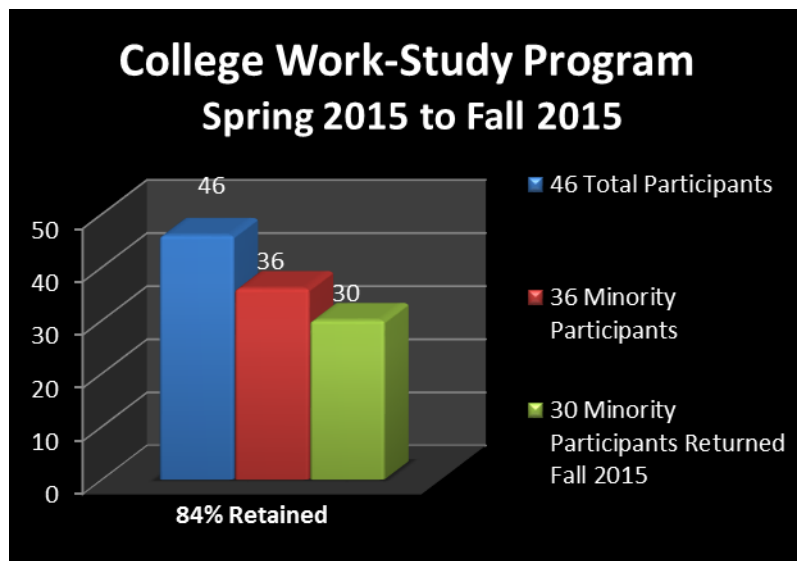
During the fall 2015 semester, forty-seven (47) students participated in the Work-Study program and thirty-four (34) were minorities. Of those thirty-four (34) minority students, twenty-seven (27) returned for classes in the spring 2016 semester for a total retention rate of eighty percent (80%).
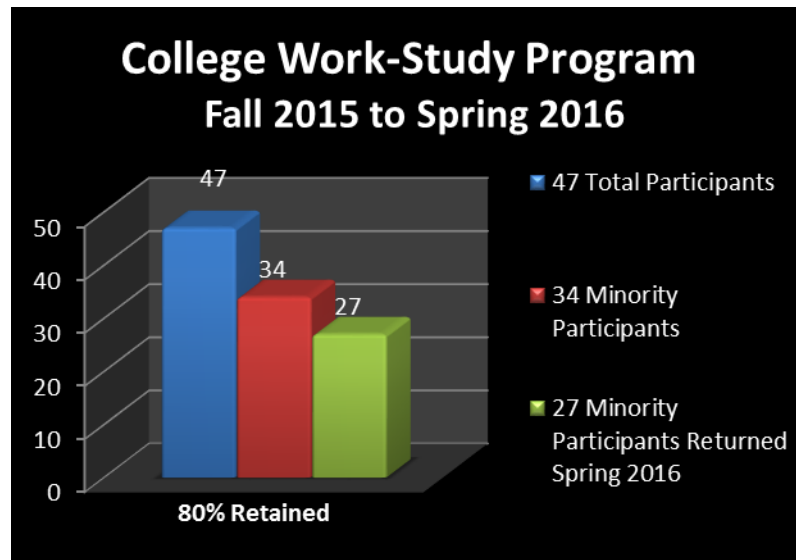
Objective V: To retain minority participants in the Student Support Services Program.

    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: Status: One hundred and twelve minority students received Student Support Services during the 2015 spring semester. Twenty four of these students graduated in May 2015, leaving 88 eligible to return to EACC. In the fall of 2015, sixty- six of the eighty-eight re-enrolled for a retention rate of seventy-five percent.
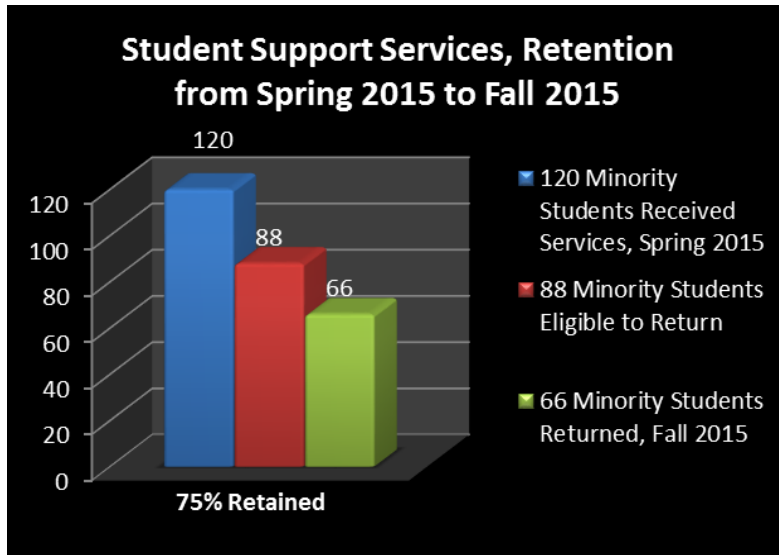
Ninety-three minority students received services through Student Support Services during the 2015 fall semester. Two of these students graduated in December 2015, leaving ninety-one eligible to return. In spring 2016, seventy-one of those ninety-one eligible to return re-enrolled for a retention rate of seventy-six percent.
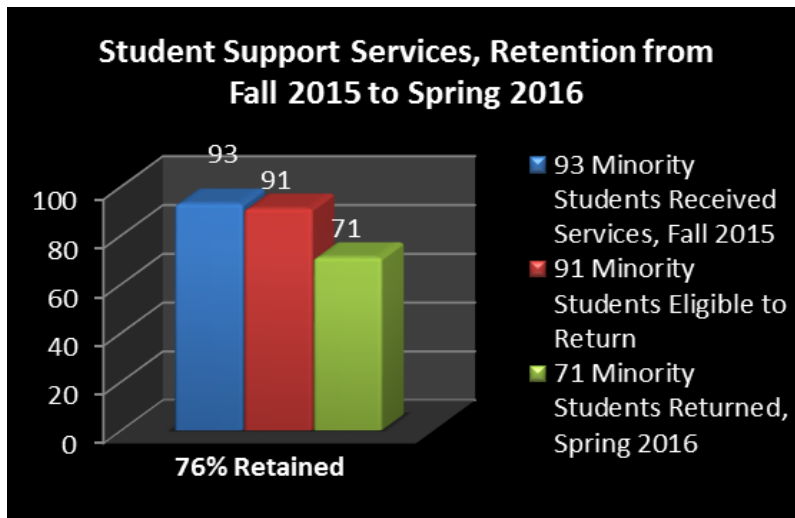
B. TO PROVIDE TUTORIAL SERVICES

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: Status: Thirty -one minority students were tutored during the spring 2015 semester. Twenty-four of these students received a passing grade in the subject area in which they received tutoring. Fourteen of these students graduated or did not re-enroll leaving ten students eligible to receive tutoring services. In the fall of 2015, seven of the ten continued to receive tutoring services. Seventy percent were retained in the tutoring program
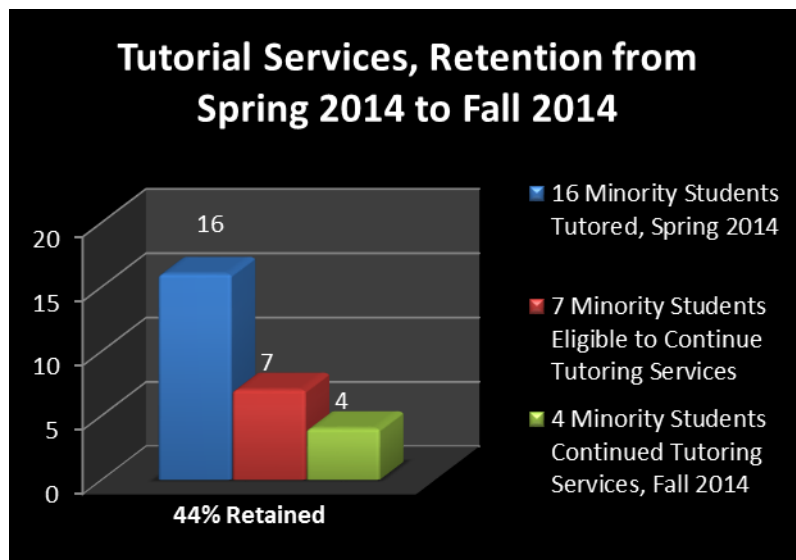
Thirty-six minority students were tutored during the 2015 fall semester. Thirty of these students received a passing grade in the subject area in which they were tutored. In the spring of 2016, fifteen of those students continued to receive tutoring services in other subject areas. Forty-one percent were retained in the tutoring program.
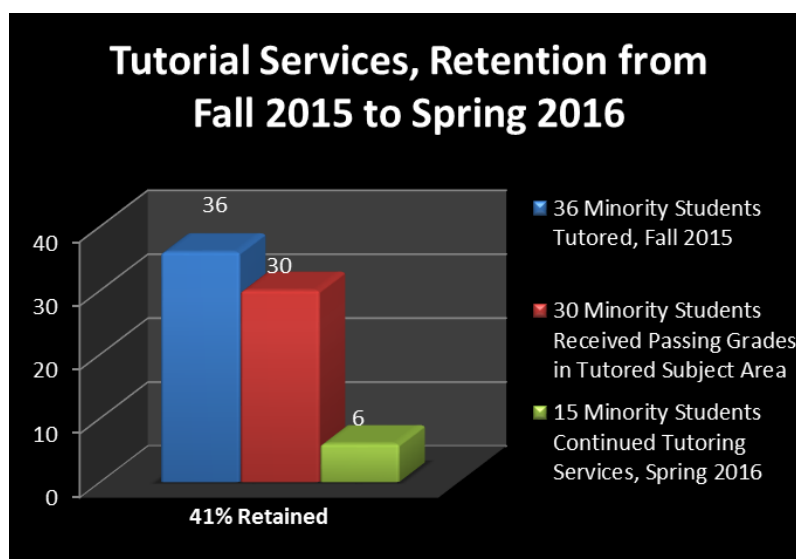
Objective VI: **To recruit and retain minority faculty and staff.**

Status: For the fiscal year 2015-2016, two (2) minority employees were hired. They are still employed.

Of the newly hired minorities, both are professionals. Ten (10) employees terminated employment during the 2015-2016 fiscal year; 20% were minorities. One minority employee retired after 38 years of service to EACC.

A. <u>*TO ADVERTISE JOB OPENINGS*</u>

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. <u>*TO OFFER INCENTIVES*</u>

Success Indicator: EACC is working toward competitive salaries with area school districts; comprehensive benefits, and offers a cash award for Outstanding Staff and Outstanding Faculty Award.

Status: EACC offers a generous benefit package to eligible employees. The package includes Basic Health, Dental, Life Insurance, Retirement, and Tuition Waivers.

At the February 21, 2008 board meeting, the EACC board approved combining its existing retirement benefits to include compensation for unused sick leave at retirement. This benefit is in addition to the health insurance benefit outlined in Board Policy 3-8.

Outstanding Faculty Member and *Outstanding Staff Member* nominations are received from EACC faculty and staff. The recipients are chosen by a committee and receive an award of five hundred dollars ($500) at the annual award ceremony in April. These awards are presented by the EACC Foundation.

Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2015-2016 academic year.

Number	Position Title
7	Administrative Specialist I
1	Administrative Specialist II
1	Director of Enrollment Management
2	Career Coaches
1	Coordinator of Student Support Services
2	Career Pathways Counselor
2	Counselors
1	Director of Financial Aid
1	Financial Aid Officer
1	Director of Physical Plant
2	Faculty
5	Institutional Services Assistants
1	Lab Supervisor
1	Library Support Assistant
1	Literacy Council Coordinator
1	Maintenance Assistants
1	Director of Human Resources
1	Student Accts./Fiscal Support Specialist
1	Transfer Specialist
1	Vice President for Student Affairs
1	Library Coordinator
1	Off Campus/Special Projects
1	Activity Director/Distance Education Specialist
1	Coordinator of Wynne Center
1	WORK Coordinator
39	**TOTAL**

Positions held by minorities decreased 2.5% at East Arkansas Community College from the previous 2014-2015 academic year.

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

Success Indicator: To retain at least 65% of the minority students in the Veterans' Affairs Program from the Fall to Spring semester.

Status: Fall 2015, there were twenty-three students enrolled receiving Veterans' benefits. Of those, twelve individuals were minority students (52%). Of the twenty-three students enrolled in Fall 2015, five minority students were retained to Spring 2016 for a retention rate of 41%.
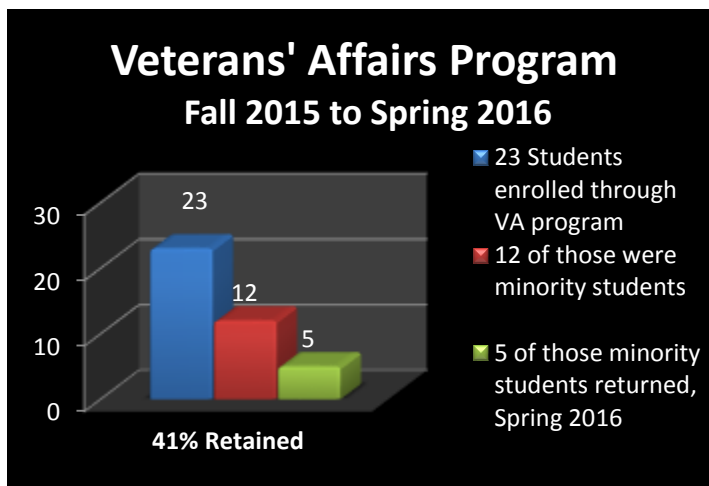
Success Indicator: To retain at least 35% of the minority students in the Veterans' Affairs Program from Fall to Fall.

Status: During the Fall 2014 semester, there were twenty students enrolled receiving Veterans' benefits. Of those, twelve were minority students (60%). Of the twelve minority students enrolled in Fall 2014, seven returned for the Spring 2015 term. Thus, 58% (7 of 12) of minority students receiving Veterans benefits were retained.

16
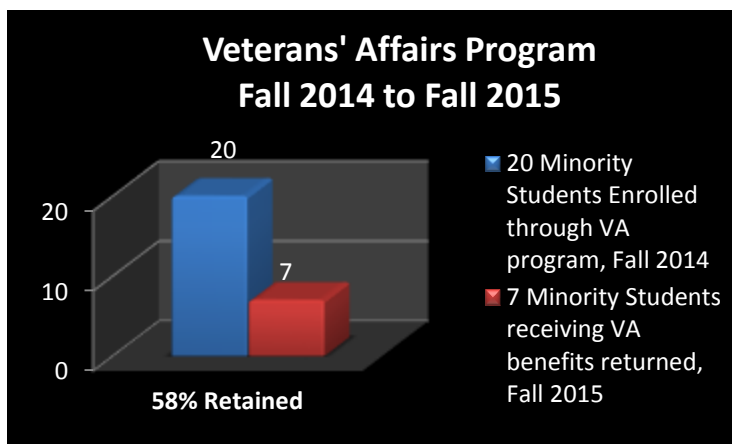
Objective VIII.   **To retain minority participants in the Career Pathways Initiative.**

 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 Fall 2015, sixty-six minority students were enrolled in the Career Pathways Initiative. Of those 27 (41%) were retained from Fall 2015 to Spring 2016. Each student was required to meet with a CPI counselor prior to the registration period in order to receive academic advising. Program participants were also required to take the KUDER assessment, which assists in the development of specific career goals for each minority student. In addition to the monthly counseling sessions, the two CPI minority staff members engaged in additional mentoring sessions and small group work for both male and female minority students; one of those staff members voluntarily served as the advisor for the campus Minority Male Assistance Program.
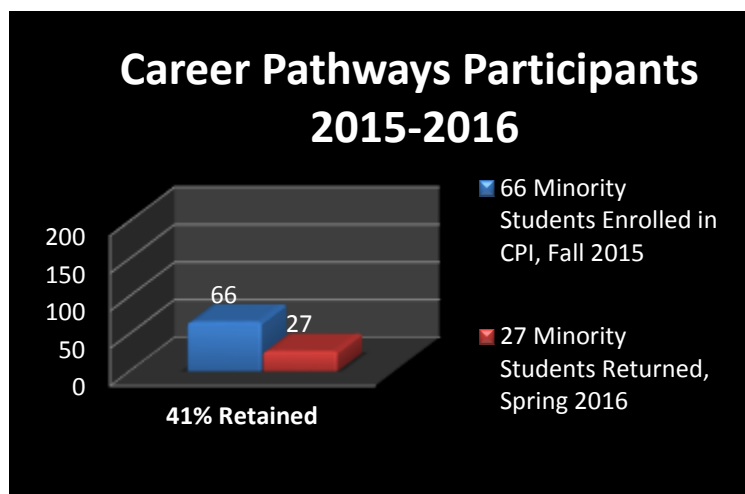
 B.   To provide assistance in tuition, fees, textbooks, transportation (gas vouchers), and childcare.

     Success Indicator: To retain 60% of Career Pathways minority students from fall to fall semesters.

Status: During the Fall 2014 semester, seventy-eight minority students were enrolled in Career Pathways and subsequently received one of more of the services delivered by the program, including but not limited to tuition assistance, course-related fees, transportation, child care services and book loan. 59% (46 of 78) of the program's minority students were retained from Fall 2014 to Fall 2015.

EAST ARKANSAS COMMUNITY COLLEGE

FIVE-YEAR
MINORITY RETENTION PLAN
2016-2021

July 2016

EACC

East Arkansas Community College

FIVE-YEAR MINORITY RETENTION PLAN
JULY 2016-JUNE 2021

Introduction

East Arkansas Community College is committed to the retention of an ethnically/racially diversified faculty and student populace. Retention remains a primary focus for the higher education arena and is a priority for all at the college to increase this factor.

Faculty are actively recruited through various methods of advertising including, but not limited to, announcements to HBCU (Historical Black College and Universities) colleges and/or publications. Retention of these employees is an important goal that the college consistently aspires to achieve.

We realize that improving student retention is not a passing fad. Retention was important in the past, has become important today, and will be a sought after goal for years to come. We are working with students to get them involved in their course work, as well as extra curricular activities such as:

Clubs and Organizations	Intramurals
Diverse Women of EACC	Honors Program
Motivational Workshops	Who's Who Recognition
New Student Orientation	Field Trips
EACC Ambassadors	Work-Study Job Placement
Career Pathways	Minority Male Assistance Program (MMAP)

Research has shown that these types of activities give the student a sense of belonging. That feeling of belonging reinforces the student's desire to remain with the institution and to continue as a student. The involvement also enhances the student's learning experiences. We work very hard to get students and faculty on our campus, and we desire to do everything within our power to keep them once they are enrolled or hired.

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

EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2016—JULY 2021

Institutional Goal: To increase Minority Retention at East Arkansas Community College						
Objective I: To maintain MMAP program in an effort to increase student involvement on campus.						
STRATEGIES	SUCCESS INDICATORS	RESPONSIBLE PARTIES	TIMELINE	ASSESSMENT METHODS	BUDGET
A. Retention of program participants	1. Retain 75% of all program participants until graduation or transfer. Increase will be by at least 2% each year of the five year plan.	MMAP Advisor	August – May	a. Graduation b. Transfer Exit Interviews c. After Graduation Transition	No actual cost
B. Join various student organizations	1. Participation in organizations will increase on campus activity.	MMAP Advisor	August – May	a. Meeting Attendance b. Involvement in Organizations	No actual cost
C. To provide academic monitoring to identify strengths to aid in selecting a major.	1. Students will choose a major. 2. An increase in the cumulative grade point average, beginning second semester and progressively throughout their matriculation.	MMAP Advisor	August – May	a. Career Assessment with KUDER b. Excessive Absence Reports c. Grade Reports each semester d. Participant Progress Reports e. Attend resume' writing workshops and Dress for Success	Included in Student Activities supply budget

EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016

Institutional Goal:	To increase Minority Retention at East Arkansas Community College				
Objective II:	To retain minority students facing academic challenges such as excessive absences and/or course failure.				
STRATEGIES	SUCCESS INDICATORS	RESPONSIBLE PARTIES	TIMELINE	ASSESSMENT METHODS	BUDGET
To identify minority students receiving failing/excessive absence reports.	At least 50% of minority students receiving failing/excessive absence reports will be retained from Fall semester to Fall semester.	Associate Vice President for Student Affairs and Counseling Staff	January and May each year of the plan	Comparison of minority students retained from Fall semester to Fall semester for each year of the plan	Included in Counseling Budget

EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016

Institutional Goal:	To increase Minority Retention at East Arkansas Community College				
Objective III:	**To strengthen academic advising for minorities**				
STRATEGIES	SUCCESS INDICATORS	RESPONSIBLE PARTIES	TIMELINE	ASSESSMENT METHODS	BUDGET
To provide academic counseling sessions	At least 45% of minority students advised will be retained from Fall semester to Fall semester.	Associate Vice President for Student Affairs Counseling staff	January and May each year of the plan	Comparison of minority students retained from Fall semester to Fall semester for each year of the plan.	Included in Counseling budget

EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2016-JUNE 2021

Institutional Goal:	To increase Minority Retention at East Arkansas Community College				
Objective IV:	To remove the financial barrier for minority students by providing assistance through federal, state, and institutional programs				
STRATEGIES	SUCCESS INDICATORS	RESPONSIBLE PARTIES	TIMELINE	ASSESSMENT METHODS	BUDGET
A. To conduct Financial Aid Workshops	**At least 65% of minority students will be retained from Fall semester to Fall semester.**	**Financial Aid Director**	**December and May each year of the plan**	**A follow-up will be completed to verify the percentage of minority students retained from Fall semester to Fall semester. An annual progress report will be done each year of the plan**	**Included in Financial Aid Budget**
B. To provide Work-Study Training and Placement	**At least 72% of minority participants will be retained from Fall semester to Fall semester.**	**Financial Aid Director**	**End of December and May each year of plan**	**A follow-up will be completed to verify the percentage of minority students retained from Fall semester to Fall semester. An annual progress report will be done each year of the plan**	**Included in Financial Aid Budget**

EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016

Institutional Goal:	To increase Minority Retention at East Arkansas Community College				
Objective V:	To retain minority participants in the Student Support Services program				
STRATEGIES	SUCCESS INDICATORS	RESPONSIBLE PARTIES	TIMELINE	ASSESSMENT METHODS	BUDGET
To provide supportive services A. academic advising B. mentoring sessions C. tutorial services	At least 65% of the minority students in the Student Support Services program will be retained from fall to spring. Retain 35% from fall to fall.	Associate Vice President for Student Affairs	End of each Fall and Spring Semester End of each academic year	Follow-up completed to verify how many minority students in SSS return from the fall semester to the next fall semester.	Included in Student Support Services Budget

EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016

Institutional Goal:	To increase Minority Retention at East Arkansas Community College				
Objective VI:	To recruit and retain minority faculty and staff.				
STRATEGIES	**SUCCESS INDICATORS**	**RESPONSIBLE PARTIES**	**TIMELINE**	**ASSESSMENT METHODS**	**BUDGET**
A. To advertise job openings; **(1) Mail flyers on all administrative and faculty positions to area Historic Black Colleges/Universities (HBCU)** **(2) Place classified ads in the local and/or area newspapers to post openings with the Employment Security Division.**	**(1) Graduating students will/may be interested in an entry level position by placing advertisements to reach prospective employees who do not subscribe to local papers.**	**Director of Human Resources**	**As needed per advertisement** **As needed per ad**	**Number of applications received from the targeted areas/number hired.** **Number of applications received/or the number hired**	**$500.00** **$300.00 each ad**

STRATEGIES	SUCCESS INDICATORS	RESPONSIBLE PARTIES	TIMELINE	ASSESSMENT METHODS	BUDGET
(3) To update website	**(3) Make college more attractive to prospective faculty/staff**	**Webmaster**	**Annually**	**Number of applicants who applied and listed the website as a source**	**No extra cost**
B. To offer incentives	**EACC is working toward competitive salaries with area school districts, and offers a cash award through the EACC Foundation for Outstanding Faculty and Outstanding Staff**	**President**	**May of each year**	**Salaries remain competitive** **Was Faculty/Staff Award received by a minority?**	**Included in Annual Budget** **$500.00 per recipient EACC Foundation**

EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016

Institutional Goal: To increase Minority Retention at East Arkansas Community College					
Objective VII: To retain minority participants in the Veterans' Affairs Program.					
STRATEGIES	SUCCESS INDICATORS	RESPONSIBLE PARTIES	TIMELINE	ASSESSMENT METHODS	BUDGET
To retain Veteran Students through appropriate counseling and advising.	At least 65% of the minority students in the Veterans' Affairs Program will be retained from Fall to Spring semester. At least 58% will be retained from Fall to Fall.	Coordinator of Veterans' Affairs Associate VP Student Affairs	End of each Fall and Spring Semester January and May End of each fall semester. January	Follow-up on the number of Veterans retained from Fall to Spring through transcripts and registration. Follow-up on the number of Veterans retained from Fall to Fall each year through transcripts and registration.	Included in Counseling Services budget.

EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016

Institutional Goal: To increase Minority Retention at East Arkansas Community College					
Objective VIII: To retain minority participants in the Career Pathways Initiative.					
STRATEGIES	SUCCESS INDICATORS	RESPONSIBLE PARTIES	TIMELINE	ASSESSMENT METHODS	BUDGET
A. To provide supportive services: **1. Academic Advising/Mentoring**	**Retain 60% of Career Pathways minority students from Fall to Fall semesters.**	**Associate Vice President for Student Affairs**	**End of each Fall semester January**	a. **Orientation** 1. **Returning Students** 2. **New Students**	**Included in Grant Budget**
2. Career Planning Workshops	**Retain 60% of Career Pathways minority students from Fall to Fall semesters.**	**Career Support Service Facilitator/Counselors**	**Workshops will be held throughout the academic year**	b. **Midterm progress report satisfactory** c. **Semester GPA above 2.0**	
3. Provide tutorial services and remediation for students who have made a grade of a "D" or below in required classes.	**Increase retention of minority students from fall to fall by 60% by providing these services**	**Career Pathways Counselors**	**Remediation and tutorial sessions will be held throughout the year**	d. **Number of students participating in workshop** e. **Number of eligible minority students served**	

B. To provide assistance in tuition, fees, textbooks, transportation (gas vouchers) and childcare		**Associate V.P. Intake Specialist**		**using sign in sheets and data from the Plato lab** **f. Number of students receiving assistance with tuition, fees, textbooks, transportation and childcare.**

North Arkansas COLLEGE

**Annual Report on Five-Year Minority Recruitment and Retention Plan
June 2016**

Minority Student Recruitment and Retention

Recruitment

In the 2015 fall semester, North Arkansas College (Northark) registered 200 minority students. This number represents 11% of the total student enrollment.

Minority Students	Number Enrolled	Percentage of Enrollment
2010-11	227	9.4%
2011-12	220	9.5%
2012-13	200	8.6%
2013-14	189	8.7%
2014-15	195	9.9%
2015-16	200	11.1%

Race/Ethnicity enrollments at the Northark are reported in the table below.

Reported Race/Ethnicity	
Hispanic/Latino (of any race)	105
American Indian or Alaska Native	11
Asian	3
Black or African American	5
Native Hawaiian or Other Pacific Islander	2
Two or More Races	74

Northark's benchmark for successful minority recruitment is the percentage of members of minority groups in the population of Boone County. According to the U.S. Census Bureau's website (http://quickfacts.census.gov/qfd/states/05/05009.html), Northark's minority enrollment percentage exceeds the minority population percentage living in Boone County.

| Geographic Area | Total population | Population Increase/ (Decline) | Bachelor's Degree or Higher (age 25+) | Race | | | | | Two or More Races | Hispanic or Latino (Of Any Race) |
| | | | | One Race | | | | | | |
				White	Black or African American	American Indian and Alaska Native	Asian	Native Hawaiian and Other Pacific Islander		
Boone County	(est.)37,222	.9%	15.1%	96.1%	.5%	.8%	.6%	.1%	1.9%	2.4%
Carroll County	(est.)27,704	.9%	17.0%	94.2%	.9%	1.3%	.9%	.7%	2.0%	14.8%
Madison County	(est.)15,767	.3%	10.3%	94.9%	.4%	1.8%	.8%	.4%	1.7%	5.3%
Marion County	(est.)16,185	(2.8%)	12.8%	96.2%	.5%	.7%	.3%	.1%	1.9%	2.4%
Newton County	(est.) 7,913	(5.0%)	11.3.%	95.5%	.3%	1.5%	.3%	Z	2.4%	1.8%
Searcy County	(est.) 7,869	(4.0%)	13.9%	95.4%	.3%	1.4%	.3%	Z	2.5%	2.1%

Z = Value greater than zero but less than half unit of measure shown
Population Change for Arkansas = 2.1%
Bachelor's Degree or Higher among Persons 25+ in Arkansas = 20.6%
Population Increase/(Decrease) from April 1, 2010, to July 1, 2015

Retention

As for retention, 73.0% of minority students (degree-seeking and non-degree seeking) enrolled in the fall semester 2015 returned for the spring 2016 semester. In comparison, the overall spring 2016 retention rate for all non-minority students (degree-seeking and non-degree seeking) was 73.3%.

Among degree seeking minority students, the retention rate from fall 2015 to spring 2016 was 72.1% compared to 74.0% for degree-seeking non-minority students. Northark's benchmark for successful minority retention is a rate no lower than the retention rate for non-minority students, and that benchmark has been met for eight of the last ten years.

Retention Rates Fall to Spring	All Minority Students	All Non-Minority Students	Degree-Seeking Minority Students	Degree-Seeking Non-Minority Students
2010-11	75.3%	73%	77%	74.5%
2011-12	73.6%	73.3%	74.9%	74.3%
2012-13	75.0%	74.8%	75.7%	75.1%
2013-14	76.2%	74.3%	75.8%	75.4%
2014-15	68.2%	70.9%	68.6%	70.5%
2015-16	73.0%	73.3%	72.1%	74.0%

2

Another Northark benchmark is that minority graduation and transfer-out rates equal or exceed the graduation and transfer-out rates of non-minority students. For students entering Northark in 2011, minority students graduated at a higher rate than non-minority students and transferred out at a higher rate than non-minority students.

Graduation Rates Cohort Year 2012	Cohort	Total completers within 150%	Total transfer-out students (non-completers)	Graduation Rate	Transfer-out rate
White, non-Hispanic	360	88	66	24%	18%
Minority	28	2	9	7%	32%
Total Cohort	388	90	75	23%	19%

Northark has implemented the strategies proposed in the Minority Recruitment and Retention Plan, which include a comprehensive testing-placement program, a comprehensive developmental education program, a Learning Assistance Center, linked developmental courses, closer communication between faculty and student services, and sponsorship for different student clubs and organizations. Northark also implemented several First Year Experience initiatives to improve retention for all students, including an orientation program for new students and a mandatory College Seminar for all AA and AS students not already required to take the College Success Skills course required of all students enrolled in two or more developmental courses. The Educational Opportunity Center provides assistance for low-income students as they apply to Northark for admission, apply for financial aid, and enroll. Student Support Services and Career Pathways Initiative provide services that help low-income students succeed once they are enrolled. Two scholarships sponsored by private donors, the Aunt Vine Scholarship and the Tripletts Scholarship, give preference to minority applicants for scholarships renewable for three semesters for potential awards of $1500.

Northark does not have a separate budget for recruitment; recruitment expenses are drawn from various budgets, so tracking of actual expenditures is difficult. Northark's Vice President of Institutional Effectiveness provides enrollment tracking data from the Student Information file reported annually to ADHE and draws comparative data from semester to semester and from year to year.

Minority Faculty and Staff Recruitment and Retention

Northark advertises for faculty and staff internally, locally, statewide, and, for some positions, nationally, emphasizing its commitment to diversity and equal opportunity. All job vacancy postings state that Northark is an affirmative action/equal opportunity employer.

	Position	Race/Ethnicity
Current Minority Faculty and Staff	Management	2 or more races
	PT Instructional Staff	American Indian/Alaskan Native
	FT Faculty	2 or more races
	PT Instructional Staff	2 or more races

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.

Annual Minority Recruitment and Retention Report

2015-2016

Student Measures

National Park College as set a goal of increasing minority and retention goals at levels that will exceed the number of historically underrepresented students in the severice area. The colleges service area includes Garland, Saline, Clark, and Montgomery Counties.

Garland County is the 8th largest county in the state with a population of 97,322. The largest ethnic groups are White (87.3%) followed by African American (8.7%), and Hispanic (5.4%) (USCB, 2016).
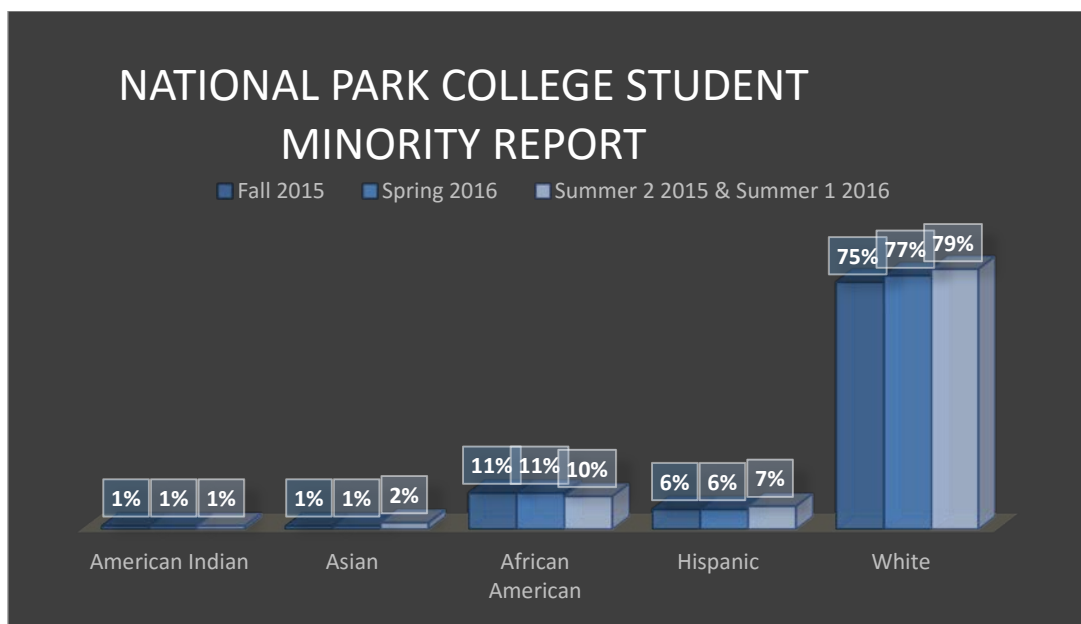
Increasing the minority student population at NPC has been a priority set forth in the High Priority Objectives that were presented to the college's Board of Trustees in 2015. A goal of the college was to increase the percentage of enrolled minority students to 20%. In 2016, the college enrollment was 20%. Four out of the last five years, NPC's minority enrollment has been above 19%. The enrolled minority student population is 6% higher than Garland County's minority population. The minority population represented on campus is American Indian, Asian, African American, and Hispanic.

NPC Minority Student Enrollment Numbers 2004-2016

Data values shown: 12.10%, 11.32%, 10.86%, 12.25%, 12.32%, 18.34%, 17.64%, 15.50%, 19.10%, 19.25%, 17.40%, 19.10%, 20.00%

Years: 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016
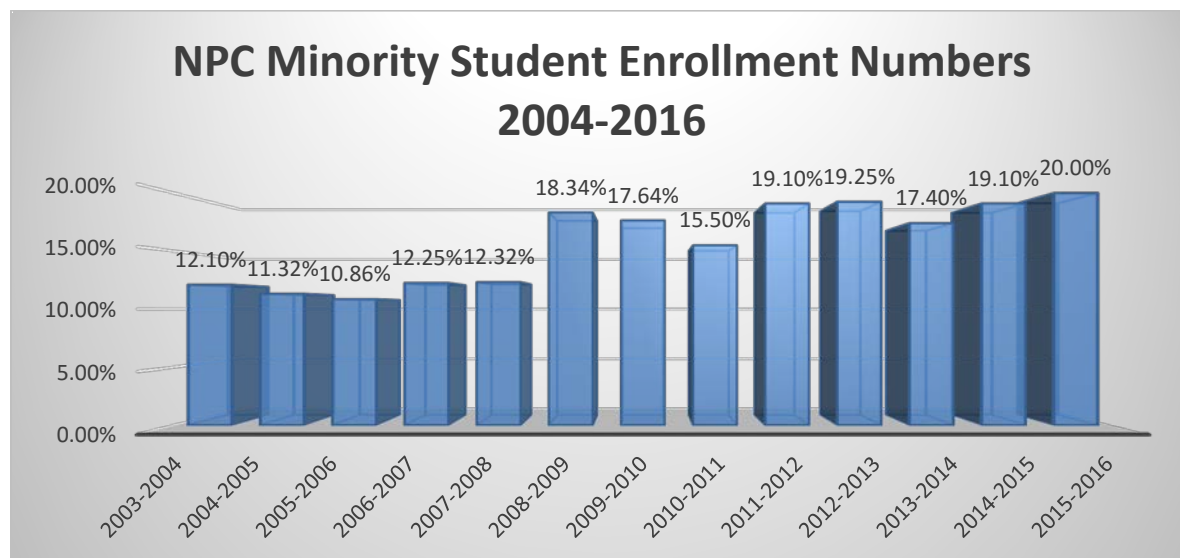
Now that National Park College's student minority population surpasses the population of the county, the college's diversity goal has been altered to focus on student success. The 2016-17 High Priority Objective for diversity is to increase the number of degrees that are awarded to minority students to 20% this academic year. Over 18% of the degrees and certificates were awarded to minority students in 2015-16.

Student Services

The college administers federally funded programs providing academic and support services for minority college students, first generation college students, low income college students, non-traditional college students, and students with disabilities.

Student Support Services (SSS), a TRIO Program, provides services and programs to first generation, low income, and/or disabled students at NPC to increase their persistence in higher education, their GPAs, their graduation rates, and their transfer-after-degree rates. These services and programs include intrusive academic advising, comprehensive transfer assistance, academic and disability support, financial literacy training, and academic tutoring/coaching.

Career Pathways, is a grant program that provides participants with academic advising, mentoring, financial assistance (gas cards, lap top computers, books, and child care vouchers), and career advising. The goals of this program include student success, but also career and workforce placement.

The NPC Enrollment Services Center is staffed with master's degree-level professionals who provide academic and personal advising to NPC's minority students. This advising includes assistance with admissions, enrollment, degree audits, early alert, mentoring, course placement and testing, and career services. NPC's rising rates of retention and persistence align with its emphasis on early intervention through mandatory Orientation, Blackboard training, and College Seminar curriculum (mandatory for first-time, full-time, non-technical degree seeking students). These efforts are focused on increasing retention, persistence, and graduation rates.

Adult Education

The Adult Education Center offers a wide ranges of classes that are available to any adult over the age of 18. The program offers Adult Basic Education (ABE), General Adult Education (GAE), English as a Second Language (ESL), W.A.G.E. program, and on site GED testing. Students who graduate with a GED from the National Park Adult Education Program are eligible to enroll in college. Those who attend National Park College are eligible for a scholarship. The Adult Education Program serves a large under privileged group of Garland County residents. Out of 2,000 students served, 35% consists of minority students.

Adult Education Student Enrollment

■ White ■ American Indian ■ African American ■ Hispanic ■ Pacific Islander ■ Two or More Races

Financial Assistance for Minority Students

The majority of the scholarships awarded by National Park College are open for all students to apply. However, there are scholarships that specifically focus on diversity. The scholarships that are available to minority students are the Hovey Henderson Institutional Scholarship, AAUW Scholarship, and the Junius M. & Peggy J. Stevenson Scholarship. In all, $11,850 in scholarships are available for minority students each year.

Faculty and Staff Measures

National Park College encourages all employees to become active in various campus and community organizations. Minority staff and faculty members are involved in various campus committees such as hiring committees, faculty senate, and staff senate. Faculty and staff also serve as advisors for student groups, including the Diversity Club.

National Park College is an Equal Opportunity/Affirmative Action Institution and is committed to providing equal opportunities through employment practices.   The college advertises faculty vacancies in local area newspapers, statewide newspapers, national publications, targeted educational web-sites, and the college's website. These publications allow the college to attract the maximum number of minority applicants. In the past year, NPC has increased the number of minority professional faculty and staff members. Reviews of applicants' credentials are completed without any prior knowledge of minority status, to ensure impartiality in the selection process. Institutional policy requires that all full-time positions are vetted

through a search committee process and all search committees are required to have minority representation.

2015-2016 NPC Employee Minority Report

Category	Percentage
WHITE	88%
HISPANIC	4%
AFRICAN AMERICAN	6%
ASIAN	1%
AMERICAN INDIAN	1%
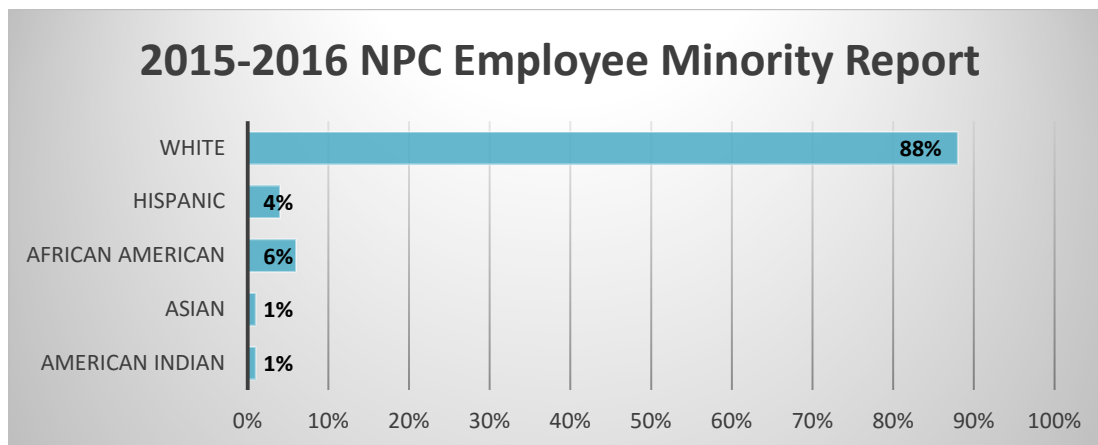
While NPC has increased the number of minority professional faculty and staff members in the past year, there is more work to be done in this area. As a result, a key element of the college's strategic plan is focused on improving cultural awareness on campus and actively recruiting employees from diverse communities. Such efforts can only improve the college experience by encouraging a diverse learning environment for students.

Minority Faculty/Staff Recruitment and Retention Breakdown

Faculty	7
Work Study	2
Extra Help	5
Admin.	3
Full-Time Staff	7
Student Workers	3
Grant	4
Adjunct	2

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

Academic Year 2015-2016

Prepared in compliance with Act 1091 of 1999

Introduction

Northwest Arkansas Community College prepares all learners for success in a welcoming, supportive and open environment. We respect our differences and view them as strengths, which inspires us to develop our cultural dexterity and recognize the dignity inherent in every human being.

<div align="center">Diversity and Inclusion Vision Statement</div>

NorthWest Arkansas Community College (NWACC) is committed to providing an environment in which every resident of our service area feels welcomed and supported, regardless of race or ethnicity or other factors that reflect the diversity of our community. The college strives to recruit and retain minority faculty and staff whose backgrounds and life experiences help them relate to our students. Our intention is to provide our students with opportunities to learn from and interact with faculty and staff who reflect the diversity of our region, thereby preparing our students for success, no matter where in the world their work takes them. When we have a diverse campus, we better equip our students to make valuable contributions in the workplace and in the community, whether they work in Northwest Arkansas or in other parts of the world.

To put this commitment to diversity and inclusion into action, NWACC includes goals from the Diversity and Inclusion Strategic plan in the college's overall goals and objectives. The goal of every activity and program is to create an environment in which all students, faculty and staff can thrive. The success of any program depends on support from throughout the college, and the same is true for diversity and inclusion efforts. No one person or division can ensure the success of efforts to increase equity within the institution.

STUDENT NUMBERS

As stated in the introduction, NorthWest Arkansas Community College is committed to increasing access to higher education for all residents of our service area. NWACC's minority student enrollment has been uneven in the 2015-2016 academic year, with enrollment in some minority categories increasing, while in others, enrollment has decreased. Table 1 demonstrates that the total headcount of minority students enrolled in credit courses in the Spring 2016 semester was 2,185 individuals, a very slight drop when compared with the 2,187 minority students enrolled in the spring of 2015. Hispanic students, our largest minority population, comprised 17.1% of our total student population in the spring of 2016, with a total minority student population of 31.1%.

Spring Headcount Comparison

		Spring 2015		Spring 2016		
		Number	Percent	Number	Percent	Percent Change
Total Headcount		**7,217**		**7,027**		-2.6%
SSCH		**60,984**		**58,749**		-3.7%
FTE		**4,066**		**3,917**		-3.7%
	Full-Time	2,232	30.9%	2,146	30.5%	-3.9%
	Part-Time	4,985	69.1%	4,881	69.5%	-2.1%
Gender	Male	3,020	41.8%	2,982	42.4%	-1.3%
	Female	4,197	58.2%	4,045	57.6%	-3.6%
Residence	Benton County	3,930	54.5%	3,852	54.8%	-2.0%
	Washington County	2,754	38.2%	2,613	37.2%	-5.1%
	Other In-State	280	3.9%	373	5.3%	33.2%
	Out-of-State	253	3.5%	189	2.7%	-25.3%
Tuition Status	In-District	3,086	42.8%	2,975	42.3%	-3.6%
	Out-of-District	3,625	50.2%	3,410	48.5%	-5.9%
	Out-of-State	329	4.6%	450	6.4%	36.8%
	Contiguous County	69	1.0%	67	1.0%	-2.9%
	International	108	1.5%	125	1.8%	15.7%
Ethnic Category	Hispanic or Latino	1,198	16.6%	1,202	17.1%	0.3%
	Non-Hispanic Race:					
	Am Indian/Alaskan Nativ	156	2.2%	137	1.9%	-12.2%
	Asian	226	3.1%	210	3.0%	-7.1%
	Black or African American	173	2.4%	170	2.4%	-1.7%
	Native Hawaiian/Pacific Is	23	0.3%	32	0.5%	39.1%
	2 or more races	150	2.1%	175	2.5%	16.7%
	Unknown	261	3.6%	259	3.7%	-0.8%
	Total Minority	**2,187**	**30.3%**	**2,185**	**31.1%**	

Table 1

In examining data in Table 2, from Fall 2015 to Spring 2016, it is clear that NWACC has opportunities to improve the retention rate of African American students, only 61% of whom returned from fall to spring. The data illustrate that for the academic year just ended, the College retained Native Hawaiian and Other Pacific Islander students at a higher rate (76%) than it retained students of any other race or ethnicity. Although the number of students from that category is quite low, the gains in retention are significant. During the past academic year, the overall retention rate from fall to spring was 67%.

Table 2

Fall to Spring Retention by Race

Count of Returning Students*

	Hispanic or Latino Ethnicity		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Oth Pacific Islander		White		2 or more Races		Unknown		Non-Resident Alien		Total	
Fall 2015 to Spring 2016																					
Returned	782	71%	85	64%	125	71%	100	61%	19	76%	2,695	66%	122	68%	231	73%	95	65%	4,254	67%
Did Not Return	319	29%	47	36%	50	29%	65	39%	6	24%	1,378	34%	58	32%	87	27%	51	35%	2,061	33%
Total / Percent of Total	1,101	17%	132	2%	175	3%	165	3%	25	0%	4,073	64%	180	3%	318	5%	146	2%	6,315	
Fall 2014 to Spring 2015																					
Returned	913	71%	74	74%	144	72%	101	63%	13	52%	3,066	67%	171	65%	80	68%	85	70%	4,647	68%
Did Not Return	376	29%	26	26%	57	28%	59	37%	12	48%	1,518	33%	92	35%	38	32%	36	30%	2,214	32%
Total / Percent of Total	1,289	19%	100	1%	201	3%	160	2%	25	0%	4,584	67%	263	4%	118	2%	121	2%	6,861	
Fall 2013 to Spring 2014																					
Returned	781	71%	77	65%	129	68%	127	66%	10	63%	3,345	68%	125	64%	133	69%	151	57%	4,878	68%
Did Not Return	326	29%	42	35%	60	32%	65	34%	6	38%	1,576	32%	70	36%	61	31%	113	43%	2,319	32%
Total / Percent of Total	1107	15%	119	2%	189	3%	192	3%	16	0%	4921	68%	195	3%	194	3%	264	4%	7,197	
Fall 2012 to Spring 2013																					
Returned	799	73%	95	65%	132	69%	151	67%	10	50%	3,660	68%	72	67%	157	61%	103	69%	5,179	68%
Did Not Return	294	27%	51	35%	58	31%	75	33%	10	50%	1,721	32%	36	33%	100	39%	46	31%	2,391	32%
Total / Percent of Total	1093	14%	146	2%	190	3%	226	3%	20	0%	5381	71%	108	1%	257	3%	149	2%	7,570	
Fall 2011 to Spring 2012																					
Returned	710	74%	106	67%	146	65%	156	67%	15	48%	3,941	67%	6	67%	111	70%	122	73%	5,313	68%
Did Not Return	248	26%	53	33%	80	35%	78	33%	16	52%	1,904	33%	3	33%	47	30%	45	27%	2,474	32%
Total / Percent of Total	958	12%	159	2%	226	3%	234	3%	31	0%	5845	75%	9	0%	158	2%	167	2%	7,787	
Fall 2010 to Spring 2011																					
Returned	587	71%	89	70%	166	74%	112	62%	14	82%	4,127	70%	3	60%	180	79%	118	67%	5,396	70%
Did Not Return	235	29%	38	30%	58	26%	69	38%	3	18%	1,785	30%	2	40%	47	21%	57	33%	2,294	30%
Total / Percent of Total	822	11%	127	2%	224	3%	181	2%	17	0%	5912	77%	5	0%	227	3%	175	2%	7,690	

*Headcount without high school students

I.   STRATEGIES FOR MINORITY STUDENT SUCCESS

NWACC undertakes several initiatives designed to increase the recruitment and retention of minority students. These programs center on the creation of an awareness in prospective students of the potential that college offers to them, and on ensuring that the college environment allows students to succeed academically and socially at the college.

LIFE Program
Learning, Improvement, Fun and Empowerment (LIFE), which celebrated its fifth anniversary this year, is an educational empowerment program for minority high school students from area high schools. Eight currently-enrolled minority NWACC students are selected to serve as mentors in eleven area high schools. In those schools, they work with high school students whose exposure to college may be limited to help them understand possibilities for postsecondary study. The volunteer mentors spend between six and ten hours each in schools during the spring semester to present information about NWACC, to recruit students to NWACC and the LIFE summer program, and to mentor them.

In addition to their in-school time, the mentors spend a total of approximately 280 hours altogether preparing for and carrying out the summer program. The three-day summer experience takes place on the NWACC Bentonville campus to help the high school students understand how postsecondary study can be a part of their lives. The summer 2016 program had 138 participants.

Seventy-five percent of the seniors who attended the summer 2015 program enrolled at NWACC for the fall 2015 semester, and 68% of them returned for the spring 2016 semester.

Padres a Padres
NWACC hosted two parent nights in Spanish last year in which parents whose children had been successful in college shared what they had learned about postsecondary study through their children. In addition, two Spanish-speaking college representatives did a presentation at a parent-night at a local elementary school regarding possibilities for post-secondary study for both the parents and their children.

Adult Education Program
The Adult Education Program at NorthWest Arkansas Community College, which is funded with $949,999 in state fund and $474,187 in federal funds, serves a diverse clientele in a variety of academic pursuits ranging from English language acquisition to GED preparation. In June of 2015, the program moved from an off-campus site to an on-campus building.

Minority Group	2015-16
American Indian / Alaskan Native	30
Asian	61
African American	39
Hispanic	1,216
Pacific Islander	10
Two or more races	41
Minority Total	1,397
White	676
Grand Total	2,073

DIVERSITY IN THE NWACC WORKPLACE

While Northwest Arkansas Community College does not and will not have a specific numeric goal related to minority recruitment, two of the goals of the diversity and inclusion strategic plan relate to recruitment and retention of faculty and administrators from underrepresented populations. Those goals reflect the college's awareness of the importance of having faculty and professional staff who can serve as role models for our students and who can increase the level of comfort that minority students feel on our campus.

Because the college's enrollment has taken a downturn, hiring takes place at a much slower rate now than when the college was growing. No administrative position is automatically refilled. Every departure prompts a discussion of whether and how it should be refilled.

There were forty-eight new hires for faculty and staff in 2015-16. Of those, one Special Instructor is American Indian or Alaskan Native; one part-time faculty member is Asian or Pacific Islander; one part-time faculty member is African-American; and one assistant librarian is African American. Nine new employees declined to identify their race or ethnicity. The remaining thirty-five employees are White, Non-Hispanic.

The data below reflect the racial and/or ethnic identities of the fifty-three minority employees among a total of 500 employees as of June 2016. Please note that twenty-two employees declined to identify their race or ethnicity.

Minority Employees

American Indian/Alaskan Native (5)	Number	(Black / African American, Non-Hispanic, cont.)	
Administrative Spec III	1	Legal Support Specialist	1
Projects/Programs Admin	1	Projects / Programs Admin	1
Special Instructor	3	Prov. Administrative Spec. I	1
Asian or Pacific Islander (9)	**Number**	**Hispanic / Latino (25)**	
Academic Advisor	1	Academic Advisor	1
Assistant Librarian	1	Administrative Analyst	2
Coordinator of Career Services	1	Administrative Spec II	2
Faculty Full-time	1	Director of Academic Advising	1
Faculty Part-time	3	Faculty Full-Time	2
Systems Coord Analyst	2	Faculty Part-Time	4
		Maintenance Assistant	4
Black / African American, Non-Hispanic (14)	**Number**	Projects/Programs Admin	2
Academic Advisor	1	Prov Academic Advisor	1
Assistant Librarian	1	Prov Admin Spec III	2
Chief Student Affairs Officer	1	Prov Administrative Spec I	1
Director of Student Retention	1	Prov Project/Prog Admins	1
Faculty Full-time	3	Skilled Tradesman	1
Faculty Part-time	4	Special Instructor	1

Full-Time Faculty by Minority Group

Minority Group	Number
American Indian / Alaskan Native	3
Asian or Pacific Islander	1
Black/African American, Non-Hispanic	3
Hispanic /Latino	3
Grand Total	**10**

Adjunct Faculty by Minority Group

Minority Group	Number
American Indian / Alaskan Native	0
Asian or Pacific Islander	3
Black/African American, Non-Hispanic	4
Hispanic /Latino	5
Grand Total	**12**

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

Position Title	Number
Special Instructor	1
Faculty Part-time	2
Assistant Librarian	1
Grand Total	**4**

The total number of minority employees at NWACC did not change from 2015 to 2016, although the number of full-time faculty and adjunct faculty who identify as racial or ethnic minorities increased slightly. Full-time faculty went from nine in 2015 to ten in 2016, and adjunct faculty increased from six in 2015 to twelve in 2016.

Minority Recruitment and Retention Report and Five Year Plan

Ozarka College
2012-2017
(Revised June 2016)

Minority Recruitment and Retention Annual Report
Ozarka College
June 2016

Minority demographics for Ozarka College for 2015-2016 include the following:

Student Population

American Indian / Alaskan Native	12	0.76%
Asian	3	0.19%
Black / African American	14	0.89%
Hispanic / Latino	17	1.08%
Pacific Islander / Hawaiian Native	5	0.32%
Total Minority	**51**	**3.24%**

Full-Time Faculty

American Indian / Alaskan Native	1	2.50%
Hispanic / Latino	1	2.50%
Total Minority	**2**	**5.00%**

Adjunct Faculty

Asian	1	1.43%
Black / African American	1	1.43%
Total Minority	**2**	**2.86%**

Full-Time Faculty and Staff

American Indian / Alaskan Native	1	0.86%
Hispanic / Latino	1	0.86%
Total Minority	**2**	**1.72%**

The Ozarka College minority demographics show a slight increase of 0.04 percent for its student indicator from the previous reporting year. The data also indicate a 100% increase in the number of minority adjunct instructors used by the College or an overall increase of 1.26 percent. During this reporting period the College had several full-time faculty members leave or retire who were not replaced due to budget constraints. This caused a decrease of 2.1 percent in our minority faculty members which also caused the faculty and staff number to decrease by 1.48 percent from the previous reporting period. The student service area percentage goal of 3.5 percent was nearly met with 3.24 percent minority for 2015-2016. This percentage is a moderate increase compared to the 3.0 percent listed in the 2014-2015 report and is slightly above that reported in the 2013-2014 report.

The 1.72 percent faculty and staff members classified as minority exceeds the College benchmark of greater than one percent but is less than the College desires. The fulltime faculty percentage of 5.0 percent remains strong as it exceeds the minority population of 3.5 percent in the service area. Not reported in these data but whom are significant minority resources are three part-time employees who are Hispanic (1), Asian (1), and American Indian (1). The part-time Hispanic employee is a career coach at a high school in our service area. The other two minority part-time employees are tutors in our student success center.

Based on current developments, Ozarka College will continue with its present endeavors. However, because the College established benchmarks were not achieved in student diversity, the College will continue efforts to increase student diversity and will also seek to increase greater diversity among the full-time staff.

The Diversity and Cultural Events Committee has assumed a larger scope of accountability to aid in cultural and ethnic inclusion throughout the College. Beginning in 2009 the Committee implemented International Day to increase awareness of global cultures and perspectives. More recently, during the 2012-2013 academic year, the Committee introduced the American Voices series to create greater exposure to the lives and experiences of diverse cultures that thrive in the U.S. Both of these venues continue to be part of the Ozarka College effort to increase diversity awareness. Beginning in the 2016-2017 academic year, the Ozarka College Culinary Arts program will incorporate different cultural/ethnic foods as menu items available in the Culinary Café on the Melbourne campus as a component of the International Day events. Efforts will be made to incorporate some of these food offerings (non-perishables) during International Day hosted on the different campuses of Ozarka College.

Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College minority student enrollment showed a slight increase of 0.04 percent for its student indicator from the AY 2014-2015 report. Minority representation among full-time faculty and staff has decreased from 3.2 percent during the 2014-2015 academic year to 1.72 percent during the 2015-2016 academic year. We feel that this is largely due to the College decision not to fill vacant positions in the faculty and staff that came up during AY 2015-2016 and extending into AY 2016-2017. However, this level of minority representation at the College remains above the established benchmark goal.

All advertisements for positions actively encourage minority application. Minority publications are selected when appropriate for broadening the selection pool.

Five-Year Minority Recruitment and Retention Plan
2012 -2017
(Revised: June 2016)

Introduction/Background

Ozarka College has a service area that is largely rural and Caucasian. The minority population of the four county service area averages 3.5 percent. Student minority enrollment was 3.24 percent for the 2015-16 academic year. Further complicating the recruiting efforts done by the College is the fact that there are no College residence halls on any Ozarka College campus and there are very limited rental properties nearby that would encourage students from beyond our service area to attend the College. In addition, there are at least three other two-year colleges in close proximity to the four-county Ozarka College service area further diluting the student and faculty applicant pools.

Ozarka College currently has two full-time faculty members who have minority status; one Hispanic/Latino and one Alaskan Native. There is one staff member currently holding minority status. Though these percentages are low compared to the state and nation, these percentages are representative of the service area.

Institutional goals and objectives for the recruitment and retention of minority students, faculty, and staff

Ozarka College actively seeks minority enrollment of students within, and outside of our service area. Our desire is to have minority enrollment percentages reflective of the overall population, or better. Since our service area average is approximately 3.5 percent, the goal is to reach or surpass a student percentage of 3.5 percent.

Ozarka College continues to advertise and recruit for positions to promote the greatest diversity possible among the faculty and staff. When salary and position warrants, advertising is extended outside of the service area to increase the minority pool of qualified candidates.

Strategies for achieving the institution's recruitment and retention goals/objectives for minority students, faculty, and staff

For students, a broader recruitment area is limited to select programs. Without student housing, it is difficult to expand minority population beyond the local representative percentages. Ozarka College strategies for retaining and increasing percentages within our service area include the following:

Five-Year Minority Recruitment and Retention Plan
2012 -2017
(Revised: June 2016)

Strategy 1:   **Recruiting utilizing program events**

Action: Continue to utilize competition events in Culinary, Nursing, Automotive and other appropriate programs to increase Ozarka's visibility to potential minority students and to open communications for potential application.

Strategy 2:   **Recruitment utilizing College Fairs**

Action: Ozarka College will attend the various college fairs within our service area and actively market to minority students by communicating the variety of scholarships and grants available to minority populations.

Strategy 3:   **Ozarka College's Student Services and academic divisions will actively recruit minority students**

Action: Student Services and academic divisions will identify scholarships and grants directed toward minority student populations and assist students in applying. Active files will be maintained by the admissions office for specific minority funding sources.

Strategy 4:   **Ozarka College will continue to actively recruit minority faculty and staff**

Action: Ozarka College will announce job positions for full-time faculty and upper level staff positions in publications read by a larger minority population such as in state-wide newspapers and on state-wide websites and, when appropriate, in and on national venues.

Indicators that will be used to determine success in meeting minority recruitment and retention goals/objectives for students, faculty, and staff

For both students and faculty/staff, the AY 2014-2015 minority percentages of 3 percent (students) and the established 1 percent baseline (faculty and staff) at Ozarka College offer a suitable benchmark indicator for measuring success. Given the working service area percentage of 3.5 percent, achieving a minority percentage above the local population percentages demonstrates active recruitment. Indicators of our success are as follows:

1. A student minority population at or greater than the local population, which is 3.5 percent.

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2. A fulltime faculty and staff minority population greater than 1.0 percent, which is the College established working baseline percentage.

For faculty and staff, Ozarka College will advertise in minority publications when employment positions warrant searches beyond the local area. We will also access state resources for minority applicants whenever possible.

Timeline for implementing minority students, faculty, and staff recruitment and retention strategies

All strategies for student recruitment and retention activities began in the 2012-2013 academic year. Evaluation of the outcomes for this effort are monitored annually with reports provided to the College President and to the Administrative Council. Human Resources will continue appropriate advertising procedures as opportunities present themselves.

Budget for minority recruitment and retention activities

Student services personnel will allocate time to research minority scholarships and grants without redistributing budget resources. TRIO Student Support Services will continue to seek qualified minority students for tutoring and enrichment programs within their current budget. The technical programs will be encouraged to expand activities at competitions and demonstrations to include outreach activities for identifying and enrolling minority students. This will take no budget reallocations.

The budget commitments for advertising and hiring new faculty and staff from an extended minority pool will be charged to the appropriate departmental budget.

Methods to be used for assessing and monitoring the effectiveness of strategies and for modifying the plan

Student minority percentages will continue to be monitored. If levels fall more than 1% below the target goals, the Associate Vice President of Student Services and the Provost will attempt to determine the cause. Appropriate responses will be developed. If a declining trend is established, the Associate Vice President and the Provost will take the problem to the Administrative Council for more detailed analysis and problem solving. This information will be monitored not only by overall minority population, but by specific race as well. Native American and Hispanic percentages have been stable, so any fluctuation should be monitored.

PCCUA Minority Recruitment and Retention Annual Report

6/30/2016
Phillips Community College of the University of Arkansas
Debby King, Ed.D. Vice Chancellor for Instruction

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

Phillips Community College of the University of Arkansas is an Achieving the Dream (ATD) Leader College. ATD is a comprehensive, non-governmental reform movement targeting focus areas to close achievement gaps and accelerate success among diverse student populations, particularly low-income students and students of color. Through our ATD efforts, PCCUA has become focused on data disaggregation and analysis based on gender, race/ethnicity, and socio-economic level. This process is critical to College decision-making related to student success. In addition to ATD, the College has numerous initiatives which require the use of data to inform decision making such as Career Pathways, Working Family Success Network CC, and Academy of College Excellence (ACE).

Many students at PCCUA face situational obstacles to success such as poverty, first generation college experience, low self-efficacy, and race. In all aspects of their lives a significant portion of the College student population is under-resourced.

The PCCUA student population is bi-racial: 50 percent white, 46.4 percent African-American, .027 percent Hispanic, .009% other populations, and .00% unknown (15/1909). Females comprise 62 percent of the student population and males comprise 38 percent of the student population (See Table 1: Minority Student Enrollment).

Table 1: Minority Student Enrollment

Ethnicity	Fall 2015			Spring 2016			Unduplicated Fall/Spring
Race/Ethnicity	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Total**
Asian	4	5	9	2	4	6	9
Black	257	517	774	222	422	644	892
Hawaiian/Pacific Islander	0	1	1	1	2	3	3
Hispanic	14	28	42	12	22	34	47
Am Indian	2	5	7	2	4	6	7
White	340	473	813	294	401	695	936
Two or more races	0	0	0	0	0	0	0
UK	6	9	15	0	0	0	15
Total	623	1038	1661	533	855	1388	1909

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

Recruiting and hiring qualified African-American applicants for faculty and professional staff positions is sometimes difficult in both Arkansas and Phillips County. Whenever there is a position open for teaching or administration, every effort is made to recruit applicants by advertising positions in minority magazines and papers. One route to hiring successful minority applicants has been to "grow our own" pool of applicants from existing employees. The College encourages its employees to seek more education and on-line educational opportunities have enabled many of our employees to seek and receive bachelors, masters and other advanced degrees without leaving the community.

This year PCCUA is providing a .02 percent raise for faculty and professional staff. In addition, faculty and professional staff received a .035 percent raise last year. Although these raises are greatly appreciated, PCCUA still has very low annual salaries and the College has no annual incremental raise. All Allied Health faculty have $8,000 added to their base for work related to clinical labs and to attract qualified individuals to the position. Some math and science "hard to hire" faculty have $8,000 added to the base salary. These salary increases are important because PCCUA still ranks very low on the average salary for faculty when compared to other Arkansas community colleges and local high schools.

Although minority faculty only comprise 12.6% of all instructors employed (See Table 2: Full Time Faculty and Staff by Minority Status (9 month faculty only)). The number of both minority and non-minority faculty and the number of all faculty has decreased (See Table 3**:** Trended Full Time Minority Faculty and Staff).

Table 2: Full Time Faculty and Staff by Minority Status (9 month faculty only)

Year	Minority Faculty	Minority Staff
2014-15	10	58
2015-16	8	55

Table 3: Trended Full Time Minority Faculty and Staff

Year	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2011-2012	12	73	60	154	227
2012-2013	12	73	56	149	222
2013-2014	11	70	64	145	215
2014-2015	10	68	58	148	216
2015-2016	8	58	55	139	197

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

Eleven staff and non-instructional new hires have been made at PCCUA this year. Four new hires have been African-American and eight have been white. Five have been male and seven have been female (See Table 4 & 5). Four new faculty have been hired at the College and one of the instructors hired is African-American and three instructors hired are white.

Table 4: Staff and Non-Instructional Staff New Hires

Ethnicity	Staff			Non Instructional Staff		
Race/Ethnicity	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Asian	0	0	0	0	0	0
Black	2	2	4	0	0	0
Hispanic	0	0	0	0	0	0
Am. Indian	0	0	0	0	0	0
White	3	5	8	0	0	0
UK	0	0	0	0	0	0
Total	5	7	12	0	0	0

Table 5: Faculty New Hires

Ethnicity	Faculty		
Race/Ethnicity	**Male**	**Female**	**Total**
Asian	0	0	0
Black	0	1	1
Hispanic	0	0	0
Am. Indian	0	0	0
White	0	3	3
UK	0	0	0
Total	0	4	4
	Faculty hold no rank.		

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

The Five Year Minority and Recruitment and Retention Plan has five specific goals. Each is identified and discussed in detail in this report.

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

PCCUA has developed very specific steps for students from their point of inquiry, their plan to enroll, and their enrollment in a program. Once a student has entered a program of study, the College provides support to retain, sustain, and assist the student with completion of his or her identified goals. Evidence suggests this has helped college retention rates. The overall rate for term to term persistence has risen to 80.3% and the rate for African-American term to term retention was 73.2%. The gap in term to tem retention seems to be closing compared to past years. In addition, the annual retention rate has risen to 55.5% for the 2014-15 fall to fall persistence (See Appendix A: Term to Term Persistence & Appendix B: Fall to Fall Persistence). The College has never had such high persistence rates. PCCUA would like to see higher persistence and completion rates, but we also want students to experience a connection to the college and engage in learning at the curricular and extracurricular level. Because of the serious declining enrollment issue, student persistence from term to term and fall to fall is very important to the College. PCCUA has several strategies in place which we believe have contributed to this increase in persistence; mandatory orientation for all students and two student success courses tied to Basic Writing and Composition I, intentional and intrusive advising, numerous activities for students such as intramural sports, Book Club, and Males Enrolling to Advance (META).

Advisors and career coaches are helping students identify career goals because the College wants students to understand that their success is a priority. Through the Working Student Success Network (WSSN) and Guided Pathways, the College has been able to increase its capacity and efficiency related to assisting students with identifying a clearer career pathway. The College now provides concise and clear directions about steps along the pathway which a student must accomplish. Embedded in that effort is the college readiness feature designed to assist students with best practice based remediation for direct and time sensitive instruction. This is one reason the College has adopted numerous co-requisite opportunities in math and writing. The College

has also integrated a fast paced math pathway which decreases semester time spent in remedial math. Through close alignment of initiatives such as WSSN, Guided Pathways, Student Support Services, and Career Pathways the College has been able to implement the use of an Individual Career Plan, intrusive advising, multiple student supports, and the advisors have been able to individualize and personalize the college experience for students.

2: PCCUA will improve and increase minority recruitment and retention strategies which improve the likelihood of student success.

PCCUA has a new Chancellor and under his direction the College has created three new committees focused on recruitment, retention and external opportunities. The Recruiting, Retention, and External/Program Opportunities Committees were designed in an effort to increase enrollment, improve retention and graduation rates, and identify training needs of area business and industry. The diverse composition of the committees ensures that these groups include minority recruitment and retention concerns.

Action steps for the recruitment committee include the following: 1) create an enhanced recruiting process college wide to increase inquiries and improve correspondence with those inquiries; 2) establish mechanisms to follow prospects from inquiry, application, enrollment, registration, graduation and alumni relations; and 3) improve relevant marketing and outreach activities.

Action steps for the retention committee include the following: 1) increase the average full time student enrollment to 15 credit hours (increases chances of finishing a certificate or degree more quickly), 2) create mandatory online orientation for first-time online course registrants. 3) review online registration curriculum to include a mock class for students to access and practice navigating specific options in BlackBoard, 4) develop a funding/scholarship specific to non-traditional students who may not qualify for Pell, Workforce, or Career Pathways, 5) increase the use of social media to remain competitive and utilize all sources of communication with students and the public, and 6) continue to utilize best practices shared through peer review of portfolios.

Actions steps for the External/Program Committee opportunities include the following: 1) develop a short survey to be administered among business and industry in each of the three

service areas, 2) compile and record information obtained from the surveys, and 3) share information to develop training that supports needs of businesses and industries.

The graduation completion rate for 150 percent time is 19.6 percent; however, most students begin their academic career needing significant remediation to prepare to successfully complete college level work. The 200 percent completion rate is a better indicator of completion (IPEDS). Disaggregating students according to race reflects that African-American students are being retained but there is a significant completion gap when comparing African-American and white students. One promising data outcome is that more African-American students are completing gateway courses within three years. African-American students are successfully completing Composition I within three years at a rate of 70.6% while white students are successfully completing at a rate of 67.7%. This indicator shows a reverse gap with African-American students outperforming white students.

3: PCCUA will continue working toward increasing the number of minorities among the faculty and staff because we understand and value the importance of diversity at PCCUA. We are committed to recruiting and retaining qualified African-American and other minority faculty and staff.

PCCUA has actively engaged employees in professional development opportunities. During the last academic year, PCCUA advanced two minority applicants; one to serve as the Director of the Secondary Center and the other to serve as the Director of Adult Education. It is difficult to find minority applicants for professional staff positions. Consequently, PCCUA has actively encouraged promising employees with observable leadership skills to seek more education so that these individuals can assume leadership positions when one becomes available. This is a "grow your own" approach to an ongoing problem related to hiring people in this rural region of the state. This is important because only three administrative positions were vacant at the end of the 2014-15 year and two of those positions were filled with minority applicants.

4: PCCUA will continue to review recruitment, admission and retention efforts.
PCCUA set a 10% increase as its strategic five year goal for increasing retention and completion rates. The three new committees will engage in activities which improve recruitment and retention efforts. The College has implemented aggressive advertising tactics, one to one

recruiting at work and school sites, a college career day, college financial aid day, county fair recruitment, and other activities. In addition, faculty at PCCUA have implemented an intrusive early intervention process (three weeks) which requires instructional intervention to improve each student's progress early in the semester. This action should contribute toward better student success outcomes at the course and college level. It is likely, that with these strategies, the retention of African-American students will improve,

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

The PCCUA Board of Visitors is a diverse group and includes two African-American males, two African-American females, and three white females. Additionally, PCCUA is part of the University of Arkansas System which has a Board of Trustees composed of ten members and one member is a female and one member is African American.

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

PCCUA is implementing an ACCUPLACER pilot in an effort to benchmark ACCUPLACER scores. With the disappearance of COMPASS, the College wants to take advantage of some placement opportunities which may be a result of this pilot. These could include the following outcomes:

1) Accurate placement in the reading, math and writing placement;
2) An ACCUPLACER preparation course which will be used for students needing to take ACCUPLACER;
3) Examining other variables which may impact college success in reading, writing, and math such as grade point average, number of math classes taken and grades in those classes, writing proficiency on a graded essay, and other possible options.

The College has already implemented specific best practices to improve student success. These practices include the following:

1) Compass Test Preparation,
2) Mandatory Testing and Placement,
3) Assigned focused Advising,

4) Registration Before Classes,

5) Mandatory Orientation,

6) Student Success I & II (Learning Community),

7) Supplemental Instruction (all developmental education),

8) Tutoring, Learning Lab Support,

9) and an Individual Career Plan which serves as an intake form and provides the College with much student information at registration.

The College will also be assisting students with accessing information about benefits, career counseling, and financial counseling. An examination of Chart 1 which was used in last year's report reflects activities at each level of a student's status.

Chart 1: Enrollment Best Practices

STUDENT	PLANNING	ENROLLING	SUSTAINING SUCCESS
	Compass Test Preparation	Guided by ICP	Class Attendance
INQUIRY	Testing and Placement	Enrolled in Student Success I and II	SS Classes as learning Communities
↓	Placement with an Advisor	Career Coaching	
	Completion of ICP/Map Intake Form Career Exploration	Financial Literacy	Instructor Early Assessment and Early Intervention
APPLICATION	Referral if Needed	Financial Coaching	Tutoring
	Disabilities Student Support Services Career Pathways WFSN Center/Career Ex.	Income Support Screening-Provision	Learning Labs
	Schedule Building Mandatory Orientation	Developmental Placement Accelerated Fast track options	Supplemental Instruction in Dev Ed
	Focused Advising	Focused Advising	Focused Advising
Note: Services available to all students but some services are tied to eligibility or placement requirements (dev. Ed. Placement, SSS, CP, Disabilities)			

The College practices data gathering and analysis for use in informing all decision making. PCCUA disaggregates data based on gender, race and socio-economic level. The data reflect that persistence and completion gaps remain. The outcomes gap between white and African-American students in a given cohort is not as large as the gap between males and females. There is great improvement with all groups when comparing this year's outcomes with baseline data.

The College recently purchased software from Zogotech LLC called *Student Navigator*. This software works with our Student Information System to bring almost all information about students into a user-friendly database. Advisors and other staff can view demographic data, ID photos, transcript information, and financial aid information in one location. In early March, representatives from Zogotech came to the Helena campus to provide training. Due to limited space, we invited faculty/staff to attend from all three campuses on a Friday morning for the 4-5 hour training. Over 35 PCCUA employees attended the training, and they were thrilled with the software. It should help us identify at-risk students, as well as provide an opportunity for early interventions. This professional development is critical to intrusive and individualized advising and consideration for barriers students may face related to self-efficacy, gender, race, and income.

The Faculty Inquiry Groups (FIG) provides program data focused on course completion, pre and post assessment, and advancement to higher courses in a sequence. PCCUA has two lead FIG instructors who provide this program information in math, writing, and reading. This data is discussed and analyzed by faculty to make academic decisions about courses in math, reading, and writing programming.

All aspects of data collection examine the overall data in relation to race, gender, and socio economic level (measured by using Pell as the identifiable socio-economic characteristic). In addition, PCCUA has used the ATD/Lumina indicators related to course completion and success; and track movement of students from remediation through gateway courses; fall to fall and term to term persistence; and certificate and degree completion. PCCUA files numerous kinds of reports which include the following: IPEDS, HLC Annual Report, Arkansas Department of Higher Education Report, ATD Report, the WSSN Report, Faculty Inquiry Group, Department Of Education Title III Grant Report, etc. The College community recognizes that the power of data as evidence is in knowing which data sets need to be explored to resolve queries and problem solve in relation to student success in persistence, completion, and success after leaving the College. There is no one metric or set of data which the College uses because all of the varied kinds of data collected provide valuable information about some aspect of each student's experience.

Entering PCCUA students complete an Individual Career Plan (ICP) which provides clear and understandable maps for advancing through the student selected certificate or degree program.

Student Success I and II financial and career coaches have expanded their role in working with students to identify majors early and to implement best financial practices in their daily lives. Academic advisors play a pivotal role in helping students understand the importance of career information and identification of a major very early in the academic experience. The Student Success coaches assist advisors making every effort to ensure that a student seeks and receives academic assistance in courses where the student is not experiencing success.

Through a Working Family Success Community College grant, the College is addressing Communication critical to student retention and completion. The student, instructor, advisor, secondary advisor, tutor, and support staff need open communication about the student. Zogotech and electronic support are helping us build that communication system (it is not fully developed at this time).

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

Student Activity	Date	Designated Area
Individual Career Plan (ICP) All students entering PCCUA will complete an Individual Career Plan (ICP) which will provide a clear and understandable map for advancing through the student selected certificate or degree program.	Partially Implemented	Provided in Orientation but Will Eventually Move to Advising
Career Coaching The role of the financial coach in Student Success I and II will be expanded. At first entry, students are assigned an academic advisor. Once these students enter Student Success I, the Student Success coach will assist with financial, academic, and career orientation related to the ICP.	Fall 2016 Fully Implemented Coaches Continue Training	Student Success Coaches
Virtual Career Center In August 2016 the College will launch its virtual Career Center. It includes much career information, an informal career interest assessment developed by the Director of IR, and a career cluster information wheel.	Fall 2016 Ongoing Development	Director of IR Deans/Chairs
Advisor Intervention The Student Success Coach will assist advisors with early	Fully Implemented	Advisors/ Student Success

intervention efforts. The advisor, coach, and instructor will make every effort to ensure that a student seeks and receives academic assistance in courses where the student is not experiencing success.	Advisors Continue Training	Coaches
Academic Intervention Instructors will be asked to document early assessment within the third or fourth week of classes. Students who have difficulty with the course content will be provided with an academic intervention. The instructor will identify the intervention in the course syllabus. Each instructor will identify the methods used to help students succeed (tutoring, STAR lab for tutoring, group study sessions led by the instructor or students, or any number of possible interventions). PCCUA faculty believe instructional intervention to support learning is critical to student course success.	Spring 2016 Fully Implemented Continue to Develop an Assessment of Process	Faculty Deans, Chairs, VC for Instruction
Faculty Engagement All new faculty will be trained to use cooperative learning Self Efficacy	Ongoing	Faculty & Staff
Tutoring-Leaning Labs New multi-purpose lab designed for student tutoring, career exploration, writing, and academic support	Fully Implemented Continuous Adaptation	Tutoring Services
Increase Research Capacity The College Data and Core Team will continue to train faculty for data analysis to increase research capacity.	Ongoing	IR Director, Data Team, faculty.
Faculty and Staff Recruitment and Retention	**Date**	**Designated Area**
The College will recruit qualified applicants for minority positions.		
The College will use minority Web opportunities to advertise and recruit potential minority teaching and professional staff candidates (example: http://minoritynurse.com/job/phillips-community-college-of-the-university-of-arkansas-helena-west-helena-1798-associate-degree-nursing-faculty-positions/)	Ongoing	Division Deans, Chairs Human Resources Program Directors
PCCUA will encourage and provide opportunities to recruit currently employed minority individuals who desire advancement and are willing to do the work necessary to advance.	Ongoing	All Departments and Divisions
An effort will be made to fill positions of minority employees leaving with minority new hires.	Ongoing	All Departments and Divisions

Budget Analysis

Activity	Implementation	General Estimated Costs
Advising and Placement	On-going	Absorbed by Advising
Early Alert	On-going	Absorbed by Advising
Academic Intervention	On-going	$ 12,000
Increased Research Capacity	On-going	$ 12,000
Mandatory Orientation (5th time)	On-going	$ 20,000
STAR Lab-Tutoring	11/2012-opened	$ 52,000
New Faculty and Advising Training	08/10-2015-2016	$ 15,000
Professional Development Activities	8/10/2015-5/20/2016	$ 20,000
Guided Pathway Training	8/10/2015-5/20/2016	$ 12,000
ACE Training and Implementation	Summer 2016	$ 9,000
Mathways Training	Ongoing	$ 3,000
Estimated Total	**2015-16**	**$ 155,000**

Outcomes

PCCUA has identified areas which sometimes present obstacles to student success. These obstacles are sometimes academic, student support, administrative, disciplinary, or social in nature. Once all implementation variables are resolved, through Zogotech, the College will be able to implement a process which identifies some of the issues related to obstacles which pose retention concerns and electronically flags these so advisors and success coaches will be able to assist and make recommendations about how to assist students. Documenting student contacts, identifying resolution patterns, and closing cases are critical aspects for evaluating the success of a student. The College flags behaviors which result in performance issues in the areas of academic performance, student support, administrative processes, discipline and behavior, and social concerns.

List of Typical Student Obstacles

Academic	Student Support	Administrative	Discipline/ Behavior	Social Concerns
No-shows Attendance Incomplete Work Mid Term Grades Final Grades Withdrawal	Academic probation Financial Aid High Risk Incomplete Application	Financial Hold Tuition and Fees Parking Ticket Library Fine Shot Record Incomplete Application	Disciplinary Action	Living Needs Child care Transportation Counseling Other

The College continues to measure, share, and analyze the five ATD student success indicators which include course completion, course success, term to term completion, fall to fall retention, and certificate or degree completion. Data for all indicators are disaggregated by ethnicity, gender and socio-economic level. Disaggregating and discussing data in this way allows us to focus on gaps in performance outcomes and possible resolutions to closing gaps.

Appendix A: PCCUA Term to Term Retention (ATD cohort)

Institution Name:	Phillips Community College of the University of Arkansas												
	Persist from Term-to-Term or Year-to-Year												
Define the Persistence (Fall to fall, fall to spring, etc.)	Fall to Spring												
Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort													
All students in the ATD cohort													
2015-2016	**2012-2013**			**2013-2014**			**2014-2015**			**2015-2016**			
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	
All	268	181	67.5%	227	174	76.7%	200	157	78.5%	188	151	80.3%	
African American	142	93	65.5%	118	95	80.5%	97	74	76.3%	97	71	73.2%	
White	124	87	70.2%	97	71	73.2%	100	81	81.0%	84	74	88.1%	
Ethnicity/Race (Optional)			NA			NA			NA			NA	
Ethnicity/Race (Optional)			NA			NA			NA			NA	
Male (Required)	88	59	67.0%	68	51	75.0%	52	35	67.3%	73	61	83.6%	
Female (Required)	180	122	67.8%	159	123	77.4%	148	122	82.4%	115	90	78.3%	
Pell (Required)	208	147	70.7%	170	137	80.6%	153	116	75.8%	145	115	79.3%	
Non-Pell (Required)	60	34	56.7%	57	37	64.9%	47	41	87.2%	43	36	83.7%	
Subgroup 1: ENTER NAME (Optional)			NA			NA			NA			NA	
Subgroup 2: ENTER NAME (Optional)			NA			NA			NA			NA	
Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA	
Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA	

** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education.
A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.

Cell B10 Represents 13.5% of total enrollment.
Cell E10 Represents 11.3% of total enrollment.
Cell H10 Represents 11.1% of total enrollment.
Cell K10 Represents 11.3% of total enrollment.

Appendix B: PCCUA Fall to Fall Retention

Institution Name:				Phillips Community College of the University of Arkansas								
				Persist from Term-to-Term or Year-to-Year								
Define the Persistence (Fall to fall, fall to spring, etc.)						Fall to Fall						
Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort												
All students in the ATD cohort												
2014-2015	2011-2012			2012-2013			2013-2014			2014-2015		
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful
All	277	141	50.9%	268	124	46.3%	227	117	51.5%	200	111	55.5%
African American	151	68	45.0%	142	63	44.4%	118	67	56.8%	97	50	51.5%
White	121	72	59.5%	124	60	48.4%	97	46	47.4%	100	60	60.0%
Ethnicity/Race (Optional)			NA			NA			NA			NA
Ethnicity/Race (Optional)			NA			NA			NA			NA
Male (Required)	86	34	39.5%	88	35	39.8%	68	35	51.5%	52	29	55.8%
Female (Required)	191	107	56.0%	180	89	49.4%	159	82	51.6%	148	82	55.4%
Pell (Required)	229	123	53.7%	208	96	46.2%	170	91	53.5%	153	83	54.2%
Non-Pell (Required)	48	18	37.5%	60	28	46.7%	57	26	45.6%	47	28	59.6%
Subgroup 1: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 2: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA

** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education.
A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.

Cell B10 Represents 12.5% of total enrollment.
Cell E10 Represents 13.5% of total enrollment.
Cell H10 Represents 11.3% of total enrollment.
Cell K10 Represents 11.1% of total enrollment.

Minority Recruitment and Retention Annual Report
(Due by June 30th each year)

The Minority Recruitment and Retention annual report should include the following:

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

Student Race	Males—Fall	Spring	Females—Fall	Spring	Total
Native Amer.	7	7	15	12	41
Asian	3	3	4	7	17
Hispanic	20	15	25	23	83
Black	2	1	2	3	8
Other	3	3	9	10	25
Two or more	8	9	13	12	42
Total	43	38	68	67	*216*

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

    1 Full time Physical Science Instructor
    2 Adjunct Instructors

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

    1 Asian

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

    1 Black/African American
    1 Hispanic

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

    N/A

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

  Rich Mountain Community College worked closely with the area county Single Parent Scholarship committees to help recruit and assist minority students.

  - Statistical breakdowns of minority data occurred throughout the year. Comparative historical data allowed for trend analysis. This analysis helped to validate previous measures implemented toward the minority population.

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

  - RMCC plans to continue offering a student financial laboratory class with the hopes that the minority students will had a better understanding of their financial knowledge and well being.

  - RMCC provides bilingual and visual impaired documentation for students needing to complete Financial Aid's FASFA.

  - Book loan assistance, transfer counseling, and tutoring is available to minority students that qualify.

  - RMCC will continue to focus on the recruitment of minority students with the new recruitment plan implemented in 2015-16.

- Include your timeline, budget, and methods used to assess and monitor progress.
  - Assessment is made continuously throughout the semester. However, minority students are checked at mid-semester to determine risk. Triggers have been put into place to notify the director of potential issues.

  - RMCC continues to advertise positions on a national basis to encourage a diverse applicant pool. While there is no way to know when a potential position will come open, it is foremost in the minds of the college to encourage diversity.

  - TRiO and Career Pathways students will be monitored and assessed. Minority based students will be statistically compared against the majority student population.

- The Office of Student Services will provide support and monitor needs for assisting and retaining minority students.

- The Office of Student Support Services will provide support programs that will assist applicable minority students with academic and support needs.

- The Office of Business Affairs (personnel) will monitor personnel policies and practices for recommended changes for a work environment conducive to retention of minorities.

- The Office of Academic Affairs will work with faculty for instructional concepts that support retention of minority students and faculty.

- The Office of the President will work with all areas to assure a learning and work environment supportive of the retention of minority students, faculty, and staff.

South Arkansas Community College

Annual Report
Minority Recruitment and Retention
2015-2016

South Arkansas Community College (SouthArk) recognizes that serving the needs of our state and nation requires increased participation in higher education from members of minority populations. Therefore, we submit this annual report which is reflective of the initial five-year *Minority Recruitment & Retention Plan for* 2012-2017. Throughout this report, "minority" refers to African-American, Hispanic, Asian/Pacific Islander, and American Indian or Alaskan Native. The charts below are representative of the current demographics of the state and the SouthArk community.

South Arkansas Community College is committed to fostering a culture of openness that values diversity. One of six SouthArk value statements that serve as a guiding principle for the institution is "Respect for Diversity." The actual statement which is found in our print material reads as follows:
Believing that everyone should have an opportunity to learn and succeed, we value intellectual and cultural diversity in the classroom, in the workplace, and in the community.

The College will continue to improve support for minority students in an effort to increase student retention. The recruitment and retention of minorities is evidenced by the institutional mandate reflected in **Board Policy #29** that is submitted annually to the Board of Trustees.
Global Policy Prohibition: "*South Arkansas Community College will be a community which supports diverse populations and activities, models tolerance for all people and cultures, and celebrates the talents, skills, and abilities of all people.*"

Accordingly:
1. **Employment**
   The College will increase the diversity of the staff to reflect the service area by posting employment opportunities in media outlets that attract a large, diverse population.
2. **Enrollment**
   The college will target under-represented groups for participation in College programs and activities.

Mission Statement

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

This report highlights the efforts of the college to promote and hire minority faculty and staff, as well as increase minority student participation.

REPORT:

"Respect for Diversity" is one of the six value statements that serve as guiding principles in fulfilling the College Mission statement. The statement reads: *Believing that everyone should have an opportunity to learn and succeed, we value intellectual and cultural diversity in the classroom, in the workplace, and in the community.*

The staff and faculty are dedicated to ensuring South Arkansas Community College is an affirmative action and equal opportunity employer. The College reaffirms this commitment in its distributed materials (college catalog, student handbook, job vacancy notices, and program brochures).

3. **A. Spring 2015 Enrollment and Graduation Data**

The College has targeted under-represented groups for participation in College programs and activities.

Ethnicity of Individual Enrollments	Male		Female		Total	
	#	%	#	%	#	%
Asian	FERPA	<1%	FERPA	<1%	FERPA	<1%
Hispanic	18	1%	43	2.5%	61	3.6%
American Indian	FERPA	<1%	FERPA	<1%	FERPA	<1%
African-American	140	8.3%	495	29.3%	635	37.6%
Caucasian	297	17.5%	680	40.1%	977	57.6%
Unknown	FERPA	<1%	FERPA	<1%	FERPA	<1%
Total	464		1229		1693	

Ethnic Makeup	Fall '10	Fall '11	Fall '12	Fall '13	Fall '14	1-year change	5-year change
African American Females	32.1%	31.4%	31.%	33.5%	29.3%	-4.2%	1.5%
African American Males	5.8%	7.5%	7.8%	7.3%	8.3%	1.0%	2.4%
Caucasian Females	38.8%	38.2%	37.%	36.6%	40.1%	3.5%	-2.3%
Caucasian Males	19.1%	18.6%	18.%	18.2%	17.6%	-0.6%	-2.2%
Hispanic Females	1.2%	1.4%	2.0%	2.3%	2.5%	0.2%	1.4%
Hispanic Males	0.9%	1.3%	0.9%	0.8%	1.1%	0.3%	0.5%
Other Females	1.2%	1.0%	1.4%	0.8%	0.6%	-0.2%	-1.2%
Other Males	1.0%	0.6%	0.5%	0.5%	0.5%	0.0%	-0.2%
	1784	1773	1757	1632	1695		

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

Minority Faculty & Staff as of March 1, 2015 – Table 4

Position and Classification	Total Employees	Minority Female	Minority Male	Minority Percentage
Professional Staff	56	6	4	17.9%
Faculty full- time	58	7	1	13.8%
Faculty part- time	54	4	1	09.3%
Classified full- time	52	10	7	33.0%

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

Minority Faculty & Staff (New Hire) – Table 5

Position Classification	Minority Female	Minority Male
Professional staff	3	2
Faculty full–time	1	0
Faculty part–time	-	-
Classified staff full–time	3	0

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

1. **Faculty and Staff**

   The College seeks applications by advertising positions in publications that attract diverse readers and applicants. The Human Resources Office posts all position announcements on the South Arkansas Community College website and the College email distribution listing. The electronic public posting of employment opportunities is often distributed by employees and others to a multiplicity of potential candidates. When posting jobs, the publications and websites may be expanded, as needed, to reach a larger, more diverse population. The Sunday edition of the local newspaper is often used to reach a wider circulation of potential job seekers. When deemed necessary, the College also advertises positions on the higheredjobs.com website, in regional newspapers, local websites goeldorado.com and eldoark.com, the *Arkansas Democrat-Gazette*, the *Chronicle of Higher Education*, a national publication, the *Hispanic Outlook,* and *Diversity* magazine. The academic or department head also may recommend various publications and/or websites for advertisements.

The College has implemented numerous administrative procedures to support its employment diversity. The College has detailed procedures using committees to fill all benefits-eligible vacancies. These procedures specify the composition of the committee membership to assure diversity. The Human Resources Director is present at all selection committee meetings, to ensure compliance with Fair Employment Practice guidelines and other Federal, State, and College regulations/policies.

South Arkansas Community College reports annually to the National Center for Education Statistics. This submission, known as the Integrated Postsecondary Education Data System (IPEDS) report, includes gender and diversity data. Additionally, the College reports to the Arkansas Department of Higher Education each year its employment diversity.

2. **Students. College Programs and Activities Targeting Under-Represented Groups**
South Arkansas Community College has a diverse population of students. This diversity includes ethnic, cultural, special needs, and language differences. There are several ways in which SouthArk tries to meet the needs and interests of students.

a. **International and Undocumented Students**
SouthArk received approval through the Department of Homeland Security to accept international students. The Academic Advisor completed required certification training to become the Designated School Official (DSO) for Student and Exchange Visitor Information System (SEVIS). The college can issue the Form I-20 Certificate for Eligibility for Nonimmigrant Student Status in order to enroll nonimmigrant students in an F (academic) and/or M (vocational) visa classification.

Hispanic Outreach
For a number of years, SouthArk has hosted an annual Hispanic outreach event: *Dia Para La Raza* in 2013*, Vaya, Crezca, and Logrará* in 2014, and similar events in 2015 and 2016. These festive events are designed to encourage and inform Hispanic communities about SouthArk and the benefits of postsecondary education.

b. **Scholarships and Financial Aid**
Dr. John Spencer was successful in writing a scholarship request to SouthArk's foundation for funds specifically targeted at undocumented students. Dr. Spencer has also been invaluable to the financial aid office in travels to Bradley County to serve as a Hispanic interpreter for the Financial Aid nights.

c. **Special Student Populations**
i. The Carl Perkins program seeks to identify and recruit prospective students to encourage them to consider non-traditional careers. Non-traditional careers are defined as careers in which the total population is comprised of 25% or less of one gender. One example of a non-traditional career is a male nurse, which is a female-dominated career. During the Spring 2016 semester, 216 students were identified as non-traditional participants.   The Carl Perkins Advisor has the ability to recruit students into non-traditional career paths.

	Total Non-Traditional Participants	Total # of Participants in the CTE Programs	% Non-Traditional Participants in CTE Programs
Business & Technology	**78**	**150**	**41.8%**
Male	FERPA	51	
Female	78	99	
Health & Natural Sciences	**85**	**739**	**12.3%**
Male	85	716	
Female	FERPA	23	
Liberal Arts	**36**	**139**	**25.9%**
Male	FERPA	97	
Female	28	42	
Career Technical	**FERPA**	**63**	**45.0%**
Male	FERPA	43	
Female	FERPA	20	
Grand Total	**216**	**1091**	**19.8%**

ii.   The Office of Accommodative Services and Instructional Support (OASIS) is dedicated to working with the student population who have documented disabilities. In Spring 2016, the number of students receiving accommodations was 17.

i. First-Generation College Students

a) The **Upward Bound (TRiO) Project** at South Arkansas Community College is funded in total by a federal grant from the U. S. Department of Education, with an annual budget of $262,500, to work with El Dorado High School students. Upward Bound supports selected participants (first-generation, college-bound students meeting income requirements) in completing secondary school, enrolling in post-secondary school, and completing a bachelor's degree by offering intrusive academic, career, social, cultural, and financial advising. Currently SouthArk has identified 54 program participants for the Upward Bound project.

Upward Bound Participants March 2015

Male	Female	African American	Asian	Caucasian	Hispanic
15 24%	47 76%	60 97%	0	FERPA >2%	FERPA >2%

b) **Career Coaches – Union, Bradley, and Chicot Counties**. The College and Career Coach/Transfer Advisor is charged with providing pre-college services to Union County high schools. South Arkansas Community College understands the need for a diversified student body; therefore, it strives to strengthen recruiting efforts for high school students across Union County.

In addition, South Arkansas Community College has been awarded grant funding for two career coaches to serve Bradley and Chicot Counties. These career coaches specifically target youth and adults from low-income backgrounds and encourage them to aspire to postsecondary education, workforce training, and/or apprenticeships as a means to a career that will afford economic self-sufficiency.

ii. *Career Pathways Initiative.* The Arkansas Career Pathways Initiative (CPI) is a comprehensive program designed to improve the earnings and post-secondary education attainment of Arkansas' low-income residents who meet Temporary Assistance for Needy Families (TANF) eligibility. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high-demand occupation. Students in the program may receive assistance with child care, transportation, a laptop computer, tuition, and books. Currently, 107 students are enrolled. The average age of is 30, and the student age range is 18 – 58. Six of the 107 students are males. The ethnicity of the students is as follows: 55 (51.4%) African American, 43 (40.2%) Caucasian, 7 (6.6%) Hispanic, 1 (0.9%) Asian/Pacific Islander and 1 (0.9%) Native American.

 i. **Financial Aid**
Corresponding information pertaining to our efforts to assist minorities with financial aid is also positive. The percentage of ethnic minorities receiving financial aid has increased from 49% in 2009-2010 to *50.4% in 2014-2015*. The data also shows that *55.9*% of total aid dollars went to ethnic minorities in *2014-2015*. For *2014-2015*, we enrolled *2,322* students (unduplicated count). Of those students, *1,525* or *65.6* % had some type of financial aid. A total of *770* or *50.4*% of financial aid awardees were ethnic minorities.

ii. **Black History Month Activities**
The **6th** Annual African-American Family and Friends Day was held February **20, 2016**, on SouthArk's campus. This event attracted about 100 people from the local community. This year's theme was **"Motivate Cultivate Educate",** and it highlighted **three successful African-American males discussing how motivation and education allowed them to grow in to the positions that they are in now.** SouthArk hosted the Annual African American Read-In on February **16, 2016**.

d. **The Division of Continuing Education**

The Corporate and Community Education Department supports diversity by serving diverse populations reflecting the population of the region. The office offers activities, classes, and support services which celebrate the culture, talents, skills, abilities and interests of the population. During 2014, the department employed an ethnically diverse staff of adjunct instructors, including eight who were Hispanic or African American. It utilizes diverse instructors, speakers, and topics to deliver course offerings such as:

- Spanish translation services to local companies as our Hispanic/Latino population grows.
- Occupational Spanish classes for English speaking workers.
- Occupational English for Spanish speaking workers.
- Cross-cultural workforce training.
- Community Spanish language courses for missions.

- Professional development offerings such as the 2014 Diversity in the Workplace Workshop.
- Lifelong learning opportunities through standard programming such as Camp Lotsafun and Noon Symposia.

e. Adult Education

The Adult Education department at South Arkansas Community College is committed to serving a diverse group of students in South Arkansas. During the 2011-2012 and 2012-2013 academic years, our department had an ethnically diverse student body including the following:

	2012-2013		2013-2014	
	#	%	#	%
White Male	175	38.8	204	38
White Female	54	12.0	47	8.8
African American Male	128	28.4	154	27.0
African American Female	70	15.5	68	12.6
Hispanic Male	7	>2%	12	2.2
Hispanic Female	12	2.7	41	7.6
American Indian Male	FERPA	>1%	0	0.0
American Indian Female	FERPA	>1%	0	0.0
Asian Male	FERPA	>1%	FERPA	>1%
Asian Female	0	0.0	FERPA	>2%
	451		537	

In order to adequately serve these diverse students, we provide the following services:

- Basic skills, computer literacy and industry classes are offered on a flexible schedule in locations throughout Union County.
- Open-entry and open-exit classes to accommodate the schedules of students.
- Specialized test screenings and proper accommodations for students with disabilities.
- Satellite classes strategically located throughout the community to accommodate students from various geographical locations.
- English as a Second Language to help individuals improve their English skills.
- Job readiness, pre-employment classes, and career counseling for the unemployed and underemployed.

Faculty and staff also participate in training that addresses the specific needs of diverse populations.

a. **Academic and Career Achievement Program**

The Academic and Career Achievement Program (ACAP, formerly Stepping Stones) at South Arkansas Community College is designed for individuals with an Intellectual Disabilities (ID) or Developmental Disabilities (DD), who can benefit from the community college experience. ACAP is a custom-tailored learning program that offers students a unique post-secondary opportunity to further their formal education and become self-reliant. The conceptual framework for ACAP depicts four standards as cornerstones of practice: Academic Access, Career Development, Campus Inclusion, and Self-Determination
Eighteen students are currently enrolled in ACAP. Students attend class Monday-Friday and several participate in internships or part-time jobs throughout the community. These students may be the most underrepresented group, not only at the college, but the community. Each of the eighteen students have made social and academic advances since the program began in September 2011.

b. **Secondary Technical Center**

Faculty and Staff of the Secondary Technical Center, located on East Campus, are committed to serving a diverse group of high school students in Union County and the surrounding area. They continually work with students to ensure they are aware of job opportunities in the various technical programs represented in the Technical Center. In order to provide students with "real world" knowledge, faculty and staff include course outcomes and discussions about diversity in the workplace during class time. Additionally, during high school visits, faculty and staff continually stress career possibilities open to students regardless of their gender or race.

The Secondary Technical Center encourages students to explore career opportunities in programs that are gender neutral. Therefore, faculty and staff routinely make presentations at the local high schools stressing that the programs are opportunities for everyone.

Student Demographics

Program Name	Total # Students	Male	Female	African-American	Caucasian	Hispanic	Other
Automotive Service	18	18	0	FERPA	11	5	0
Cosmetology	21	FERPA	21	15	FERPA	0	0
Criminal Justice	12	FERPA	12	FERPA	FERPA	0	FERPA
Health Science	30	FERPA	30	14	14	FERPA	FERPA
Welding	25	25	FERPA	FERPA	17	FERPA	0
Totals	**117**	**53**	**64**	**49**	**56**	**10**	**FERPA**

Females	54.7%
Males	45.3%
African American	41.9%
Caucasian	47.9%
Hispanic	8.6%
Other	1.7%
Total Minority	52.1%

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

1. The Carl Perkins program, which targets students from "special populations," has established its 2015-2016 activities to focus on career and soft-skills development, particularly in Career and Technical Education students and among special populations. The goal is to make available these guided workshops and classroom presentations to engage all special populations at SouthArk.
2. The African-American and Hispanic outreach efforts noted above will be repeated for the upcoming academic year, with a goal of increasing the number of minority students who pursue postsecondary education.
3. A new National Emergency Grant/Arkansas Sector Partnership will give special attention to career counseling services to special populations, including displaced workers, veterans, students with disabilities, and those who previously have been incarcerated. The goal is to enable those from these special populations to receive the training necessary to re-enter the workforce.
4. SouthArk will receive funding from the Arkansas Department of Higher Education beginning in Fall 2016 for a two-year pilot program targeting Union County students in grades 7-12, a high percentage of whom are minorities and/or from low income families, to provide college and career readiness training in order to ease and increase the transition to postsecondary education.

E. Include your timeline, budget, and methods used to assess and monitor progress
The College has met or exceeded benchmarks for Minority Enrollment, Retention and Graduation relative to Union County and the state of Arkansas. The Chief Institutional Effectiveness and Advancement Officer (CIEAO) conducts periodic comparisons between the college's and community's minority populations as well as between the college's total enrollment and minority student populations (see charts and tables). We will continue to track recruitment activities associated with the Minority Recruitment and Retention Plan, which is designed to further enhance minority participation. We will continue to actively recruit minority faculty and staff as openings develop.

F. Timeline
The timeline applied for the majority of the new recruitment strategies or activities will be within 12 months (or July 1, 2015 - June 30, 2016).

G. Assessment Methods
There will be multiple assessment methods used to determine the effectiveness of the strategy presented. Quantitative and qualitative assessment approaches will be used. Several of the strategies that will be developed over the next year will require capturing baseline data (primarily student contacts). The survey method and focus groups will be used for determining student satisfaction and program assessment.

H. Budget
The budget dedicated for the implementation of the Minority Recruitment and Retention plan is spread across campus in various different budgets throughout the institution. The Recruiter, the Union

County College and Career Coach/Transfer advisor, the Director of Student Advising Coaches, the coordinator of Marketing and Communication and the Dean of Enrollment Services who is responsible for Student Activities all have parts of their budgets dedicated to parts of the Minority Recruitment and Retention plan.

The Recruiter is involved in recruitment activities throughout the year and she engages minority students on a consistent basis as a result of the demographics of our service area. The Union County College and Career Coach works with all students throughout the county engaging minority students on a daily basis. Recruitment and Retention threads are woven in both the division of Student Services and Instruction/Learning. SouthArk has operationalized the position of Retention Specialist that was originally funded through Title III grant. SouthArk has a renewed focus on developing programming and completing initiatives related to the retention of minority students.

CHARTS:

Fall Enrollment by Gender

Year	10/11	11/12	12/13	13/14	14/15
Male	474 (26.6%)	496 (28.0%)	488 (28.0%)	437 (26.8%)	464 (27.4%)
Female	1,307 (73.4%)	1,277 (72.0%)	1,269 (72.0%)	1,269 (72.0%)	1,229 (72.6%)

Fall Enrollment by Ethnicity

Year	10/11	11/12	12/13	13/14	14/15
Black	673 (37.8%)	690 (38.9%)	688 (39.2%)	665 (40.8%)	635 (37.5%)
White	1,032 (57.9%)	1,007 (56.8%)	986 (56.1%)	895 (54.8%)	977 (57.7%)
Other	76 (4.3%)	76 (4.3%)	83 (4.7%)	83 (4.7%)	81 (4.8%)

1. **Number of minority students, by minority group, who currently attend the institution.** There were 862 minority students out of 1,392 enrolled in Southeast Arkansas College during the 2016 spring semester.

Asian/Pacific Islands Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
6	1,392	.43

Asian/Pacific Islands Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
4	1,392	.29

Black/Non-Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
193	1,392	13.9

Black/Non-Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
632	1,392	45.8

Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
13	1,392	.94

Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
9	1,392	.65

American Indian/Alaska Native Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
2	1,392	.14

American Indian/Alaska Native Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
3	1,392	.21

MINORITY
RECRUITMENT AND RETENTION REPORT
2016

**Submitted by
Dr. Kaleybra Morehead
Vice President of Academic Affairs**

June 2016

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GROUP TOTAL	ALL STUDENTS	PERCENTAGE
3	1,392	.21

Term	Enrollment (Unduplicated)
2016SP	1392
Credit Headcount	
FT Enrollment	45%
PT Enrollment	55%
Enrollment Increase (Since 1991)	Reliable Data Not Available Prior to 2005FA
Occupational/Technical Education	43%
General Education	54%
Male	30%
Female	70%
Average Age:	28 yrs
White	36.35%
African-American	61.21%
Hispanic/Latino	1.9%
Other	1.1%

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

ADMINISTRATION-1

Gender	Ethnic	Position/Title
F	02	Vice President for Academic Affairs

PROFESSIONAL-20

Gender	Ethnic	Position Class
F	02	Registrar
F	02	Education Career Counselor
F	02	Director, Admissions, Records & Enrollment
F	02	Student Recruitment Coordinator
F	02	Distance Education Coordinator
F	02	Career Coach
F	02	Career Coach
F	02	Career Coach
M	02	Career Coach
M	02	Business/Community Coordinator
F	02	Early Childhood Development Coordinator
M	02	Assistant, Financial Aid Director
F	02	Counselor, Student Affairs

Gender	Ethnic	Position
F	02	Student Success Advisor, Nursing
F	02	Library Director
F	03	Retention & Advising Specialist
F	02	Career Coach- Adult Ed
F	02	Adult Education Director
F	02	Project Program Specialist
F	02	Adult Education Assistant Director

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

FULL TIME FACULTY-14

Gender	Ethnic	Position/Title
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
M	02	Faculty/Nursing and Allied Health
F	02	Faculty/General Studies
F	02	Faculty/General Studies
F	03	Faculty/General Studies
F	02	Faculty/Technical Studies
M	01	Faculty/Technical Studies

STAFF-23

Gender	Ethnic	Position Type
F	02	Accountant Payroll
F	02	Accountant Business Office
F	02	Administrative Specialist III
F	02	Administrative Specialist III
F	02	Administrative Specialist II
F	02	Administrative Specialist II
F	02	Administrative Specialist I
F	02	Secretary I
F	02	Fiscal Support Technician
F	02	Cashier I
F	02	Cashier II
M	02	Shipping and Receiving Clerk

M	02	Institutional Services Supervisor
F	02	Institutional Services Assistant
F	02	Institutional Services Assistant
M	02	Institutional Services Assistant
M	02	Maintenance Specialist
M	02	Education Counselor
F	02	Human Resource Specialist
M	02	Financial Aid Specialist
F	02	Financial Aid Specialist
F	02	Financial Aid Assistant Director
F	02	Library Support Assistant

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

ADJUNCT INSTRUCTORS- 49

GENDER	Black	Am. Indian	Asian	Hispanic
Male	8	0	0	0
Female	38	1	1	1

Full-Time Employees

Black Male	Black Female	Am Indian Male	Am Indian Female	Asian Male	Asian Female	Hispanic Male	Hispanic Female	White Female	White Male
15	47	0	2	1	1	0	0	41	27

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

There were eight (8) full-time minority faculty and staff members employed by Southeast Arkansas College between July 1, 2015, and June 30, 2016.

POSITITON/TITLE

F	02	Counselor
F	02	Career Coach
F	02	Cashier
F	02	Fiscal Support Technician
F	02	ABE Administrative Specialist
M	02	Student Recruitment Specialist
M	02	Institutional Services Assistant
M	02	Distance Learning Coordinator

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the upcoming year and the indicators/beach marks that will be used to determine success in meeting any new objectives. Include your timeline, budget, and methods used to assess and monitor progress.

It is the policy of Southeast Arkansas College to not discriminate against any individual on the basis of race, color, sex, religion, national origin, age or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College is in compliance with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA). This document is Southeast Arkansas College's Affirmative Action Plan.

Southeast Arkansas College has made significant progress in recruiting minority students and faculty. As indicated in this report, our student body is made up of an ever-increasing minority population. Through efforts to emphasize and celebrate various cultures through art exhibits, book reviews, lecturers, and other presentations, we have experienced excellent results in our goal to make students of various races and ethnic groups feel comfortable and welcome on our campus.

As a result, the percentage of minority students has increased significantly since 1997. The statistics show that the minority population at SEARK College is greater than the percentage of minority populations in our six-county service area. The campus is located in Jefferson County.

As we look to the future, we will continue to assess the impact of our progress, and stress the recognition of the contributions of all races on the formation of our great democracy. We believe that as we continue to respect all people, regardless of their race, gender, and age, we will continue to be affirmed by the many communities that we currently serve.

As with students, we have made great strides in hiring and advancing minorities in faculty positions, especially in leadership areas. This year's numbers reflect an increase in the number of new hires who are minorities.

The President's Cabinet, which represents the administrative leadership of the College, consists of one minority. The Vice President for Academic Affairs is an African-American female. There are also nine African-American females and two males who are employed, and one Native American in a professional mid-management position.

University of Arkansas Community College at Batesville
Minority Recruitment and Retention 2015-2016 Annual Report

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

Fall Semester Comparisons	# and % of Students Enrolled					
Minority Group	2013		2014		2015	
American Indian/Alaskan Native	15	1.11%	12	0.91%	4	0.29%
Black	48	3.55%	41	3.11%	40	2.88%
Hispanic	67	4.96%	65	4.94%	65	4.69%
Asian	13	0.96%	13	0.99%	6	0.43%
Hawaiian	0	0.00%	3	0.28%	1	0.07%
Multiple Races	54	4.00%	58	4.40%	72	5.19%
Total Minority Students	197	14.58%	192	14.58%	196	14.13%

Spring Semester Comparisons	# and % of Students Enrolled					
Minority Group	2014		2015		2016	
American Indian/Alaskan Native	11	0.89%	10	0.82%	6	0.49%
Black	35	2.84%	31	2.56%	38	3.10%
Hispanic	58	4.70%	58	4.78%	58	4.74%
Asian	11	0.89%	11	0.91%	6	0.49%
Hawaiian	0	0.00%	2	0.16%	0	0.00%
Multiple Races	46	3.73%	48	3.56%	48	3.92%
Total Minority Students	161	13.06%	160	13.19%	156	12.76%

During the Fall 2015 semester, 196 minority students were enrolled at UACCB. This is up slightly from the total of 192 minority students enrolled in the Fall 2014 semester. Minority students comprised 14.13% of the total number of students enrolled in the Fall 2015, a 0.45% decline from Fall 2014.

During the Spring 2016 semester, 156 minority students were enrolled at UACCB. This is down slightly from the total of 160 minority students enrolled in the Spring 2015 semester. Minority students comprised 12.76% of the total number of students enrolled in the Spring 2016, a 0.43% decline from Spring 2015.

According to U.S. Census Bureau data, the minority population of UACCB's service area (Independence, Sharp, Stone, and Cleburne Counties) is 4.46%. Although UACCB's Fall 2015 student body was 9.97% more diverse than the UACCB service area and the Spring 2016 student body was 8.30% more diverse than the UACCB service area, there is still much work to be accomplished in diversifying the student body of UACCB.

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

UACCB currently has 113 full-time employees, 30 adjunct instructors, and 14 part-time staff. Of that population, fifteen employees are minorities. The percentage of minority employees is 9.55% which exceeds UACCB's service area minority population of 4.46%. The following chart details the positions of current minority employees.

Employee Status	Position Title	Race/Ethnicity
Faculty	Biology Instructor	Hispanic
Faculty	Mathematics Instructor	Asian
Faculty	Medical Professions Educator Instructor	American Indian
Faculty	Nursing Instructor	American Indian
Staff	Payroll Technician	American Indian
Staff	Institutional Services Assistant	Hispanic
Staff	Director of Special Programs	Asian
Staff	Academic Advisor/Transfer Coordinator	Black
Faculty (part-time)	Adjunct Faculty – Early Childhood	Black
Faculty (part-time)	Adjunct Faculty – BTPS	Asian
Faculty (part-time)	Adjunct Faculty – Industrial Tech	Black
Faculty (part-time)	Adj. Faculty – Community and Tech Ed.	Black
Staff (part-time)	Tutor – TRIO	American Indian
Staff (part-time)	Staff – TRIO	American Indian
Staff (part-time)	Academic Advisor	Black

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

Minority Group	# of Full-Time Faculty		
	2013-2014	2014-2015	2015-2016
American Indian/Alaskan Native	0	1	2
Black	0	0	0
Hispanic	1	1	1
Asian	0	1	1
Multiple Races	0	0	0
Total Minority Full-time Faculty	1	3	4

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

Minority Group	# of Adjunct Faculty		
	2013-2014	**2014-2015**	**2015-2016**
American Indian/Alaskan Native	0	1	0
Black	3	3	3
Hispanic	0	0	0
Asian	0	0	1
Multiple Races	0	0	0
Total Minority Adjunct Faculty	3	4	4

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

Three minority faculty and staff were hired during the 2015-2016 academic year.

Employee Status	Position Title	Race/Ethnicity
Staff	Institutional Services Assistant	Hispanic
Staff (part-time)	Academic Advisor	Black
Staff (part-time)	Tutor – TRIO	American Indian

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

Institutional Goals from the UACCB Minority Recruitment 5-Year Plan 2012-2017

1.) UACCB's student body will be more diverse than the service area population.

Success Indicator: UACCB's minority student percentage of enrollment will surpass the percentage of minorities in its designated service area.

Progress:
UACCB's student body consisted of 14.13% minority students in the Fall 2015 semester and 12.76% minority students in the Spring 2016 semester. The minority population of UACCB's designated service area is 4.46% according to the 2010 Census. This goal was met.

2.) UACCB will take steps to aggressively recruit and retain Board of Visitors members who represent racial and gender diversity.

Success Indicator: The Board of Visitors membership includes individuals who represent diversity, with at least one member of the Board representing a racial minority.

Progress:
The Board of Visitors has minority representation. This goal was met.

3.) The College will aggressively pursue the hiring and/or promotion of applicants and employees who represent diversity.

Success Indicator: Applicants and subsequent employee body at UACCB reflects at least the level of racial diversity of its service area.

Progress:
The current percentage of employees who are minorities is 9.55%. Minorities currently comprise 4.46% of the population of UACCB's service area. This goal was met.

4.) UACCB will take a proactive stance on hiring racial minorities through the implementation of procedures to ensure that racial minorities are recruited, that qualified racial minorities are hired in faculty, supervisory, and staff positions, and that legal and ethical measures are taken to facilitate retention of those who are hired.

Success Indicator: Documentation of adherence to procedures in recruitment and hiring practices that ensures equity and fair treatment.

Progress:
Documentation in the Human Resources office indicates that employee recruitment and hiring processes and procedures were properly followed. UACCB advertises in wide reaching venues including the Arkansas Democrat-Gazette (daily newspaper with statewide reach), higheredjobs.com, and position specific advertising as deemed necessary for faculty and administrative positions in an effort to attract minority candidates. This goal was met.

5.) The College will assess all advisory committees and ensure that at least one minority representative is a member of each committee.

Success Indicator: Each advisory committee membership includes at least one minority.

Progress:
This year, like the previous two years, all advisory committees with the exception of one had minority representation. The program director is actively seeking at least one minority committee member. This goal was not met; however, all division chairs and program directors are aware of the importance of minority representation on committees and continue to actively recruit minority membership.

6.) The Director of Admissions in coordination with the Enrollment Management Committee will evaluate the effectiveness of marketing strategies and make recommendations for improvement of marketing efforts.

Success Indicator: Each year a survey of minority students will be conducted. Results will be analyzed to ensure that UACCB's marketing strategies and efforts have been received by prospective minority students. Suggestions and observations will be requested.

Progress:
In previous years, focus groups were comprised of only minority students. This generally consisted of only one focus group meeting with limited student attendance. This year, five independent focus groups were held and included students from all backgrounds. The focus groups were drawn from a sampling of five classes. Recruitment, marketing, and retention, along with more general items, were discussed. This goal was met.

7.) The status of diversity will be assessed and reported annually as prescribed in Act 1091 of 1999.

Success Indicator: The Minority Report is submitted to the Arkansas Department of Education each year.

Progress:
The 2015-2016 Minority Recruitment and Retention Annual Report has been submitted. This goal was met.

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

UACCB continues to make a concerted effort to recruit minority students. All recruiting and marketing materials are closely scrutinized to ensure minority representation appears in all printed materials. The UACCB Multi-cultural Student Association (MSA) hosted a Blues concert and extended an invitation to the public at no charge. The concert was very well received and attended. MSA continues to take annual educational trips to Memphis, TN, to visit the Slave Haven Underground Railroad Museum, Slave Plantations, Beale Street and many more cultural sites in the area. This past year a record 13 students participated in these educational trips.

UACCB will continue to strengthen partnerships with local GED and ESL programs to secure referral of minority students who are progressing through the programs. The Director of the UACCB GED and ESL programs works with other UACCB team members to identify these potential students and their respective goals for continuing their education at UACCB.

The benchmark for success will be growth in minority enrollment. Enrollment will be evaluated after census data for the Fall 2015 and Spring 2016 semesters to assess progress. The number of minority students enrolled and the yield rate of applications to enrolled students will be examined.

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

Minority student recruitment progress will be evaluated after the census date when enrollment data for the Fall and Spring semesters is available and a report will be developed assessing recruitment efforts. Evaluating progress after each term allows time to assess where efforts need to be focused in the development of the recruitment and marketing plan for the upcoming year. Each racial/ethnic minority group as well as the aggregate numbers of minority students will be examined for growth in new students recruited and retained.

The budget for recruitment and retention related activities is listed below:

1.) Recruitment Budget Total $225,626

2.) Retention Related Budgets Total $787,982
   a. Tutoring Budget = $84,285
   b. Counseling & Career Services = $61,381
   c. Student Development = $88,760
   d. Scholarships = $321,000
   e. Academic Advising = $232,556

Minority Recruitment and Retention
Progress Report
2016

The University of Arkansas
Hope-Texarkana

Prepared for the Arkansas Higher Education Department
June 2016

Minority Retention Action Plan Progress Report

Introduction and Data Analysis

The University of Arkansas Hope-Texarkana (UAHT) is in its next-to-the-last year of a 2012-2017 Five-Year Minority Recruitment and Retention Action Plan (Action Plan). The Action Plan is premeditated on a concept to create processes rather than programs. The design integrates diversity initiatives into the core structures of the College. At their most comprehensive, the Action Plan goals endeavor to increase diversity of the College's faculty and student body, and then to systematically implement and assess an institutionalized campus environment of diversity and inclusion.

There are four primary goals of the 2012-2017 Action Plan. The first two goals address the degree to which plans, strategies, events, personnel, messages, and curricular and co-curricular activities make the College inclusive and welcoming to all students, personnel, and members of the communities who we serve. The second two goals focus on the degree to which the campus attracts and retains students, faculty, and staff equal to or greater than the College's service area.

The UAHT service area, designated by the Arkansas Higher Education Coordinating Board, includes the counties of Hempstead, Miller, Nevada, Lafayette, and southern Howard and Pike in southwest Arkansas. According to the U.S. Census Quick Facts website, the College's 2014 (most recent year published) estimated service area demographic breakdown is as follows:

Current Service Area Ethnic Demographic Data
(Hempstead, Howard, Lafayette, Miller, Nevada, and Pike Counties)

Ethnic Group	Percentage
White	67.0%
Black	24.6%
Hispanic	6.4%
American Indian/Alaskan Native	0.8%
Asian	0.6%
Native Hawaiian/Pacific Islander	0.1%
More than One Race	1.5%

UAHT consistently attracts and services minority populations. Specific details are discussed more fully under the Goal 3 narrative below. Enrollment of African Americans (percentage-wise) increased from 32.13% in fall 2014 to 36.13% in fall 2015 (a 4.0% increase). Enrollment of Hispanic students (percentage-wise) decreased slightly from

6.54% in fall 2014 to 5.90% in fall 2015 (a 0.64% decrease).   Other minority populations maintained their past percentages. Enrollments of Whites (percentage-wise) decreased from 59.41% in fall 2014 to 55.83% in fall 2015 (a 3.58% decrease). The College enrolls minorities at rates higher than the general service area population.   Likewise, UAHT is graduating minority populations at rates higher than the percent of minorities in the general service area population. The College is fully cognizant of its educational mission to recruit, retain, and graduate students of all ages, demographics, genders, and cultural backgrounds. The campus climate, curriculum, and culture provide scholastic and educational benefits for all. Enrollment rates and graduation rates, when viewed by ethnicity, evidence that the College's values and strategies reflect the diversity of the communities it serves.

GOAL 1:

Long-term institutional commitments emphasizing action plans and strategic planning have resulted in processes toward continuous improvements. Those processes are designed to be both actionable and adaptable.

Goal One of the Action Plan aligns and links institutional diversity priorities with other components of both internal and external institutional objectives. Strategies include developing a comprehensive campus-wide strategic plan, widening diversity responsibility initiatives at all operational levels, and gaining external support for campus diversity. The purpose of Goal One is to coordinate campus commitments to diversity beyond numbers and statistics.

UAHT's current strategic plan has been operational since fall 2013. The campus plan developed off of a "2020 Vision" blueprint. The strategic plan gauges a set of guiding principles implemented to demonstrate that the College has a compelling image of who it is, has intrinsic core values, knows where it needs to go, and has set clear priorities on how to get there. The guiding principles are aimed at inspiring ingenuity, inventiveness, and imagination as a calculated shift from doing "business as usual." The campus-wide strategic plan is deliberate in its efforts to propel the College forward, providing direction without dictating precise action.

One aspect of the Action Plan that is not complete is the full realization of a diversity task force. Though initially implemented with a directive to explore the possibility of creating a campus-wide diversity statement, to date there is no consensus as to what the diversity statement should be. The College acknowledges that accountability is an important aspect of achieving campus diversity and that the goals established for the diversity task force have not been achieved. One explanation might be that the enrollment and completion numbers for the campus are above the service area population and "defining" diversity might not be as paramount as it was originally conceived to be. Another reason might be the College's focus on student persistence and completion has taken priority over other initiatives.

Also central to the campus-wide strategic planning was creating a breadth of responsibility for diversity that spans all levels of the institution. UAHT is proud of its campus environment and the degree to which the campus atmosphere is welcoming, inclusive, and embodies a sense of belonging. The focus is on meeting the psychological needs of students and instilling senses of self-esteem and self-actualization that they can take from our campus as they make social, intellectual, and geographic transitions in their lives.

The campus continues including diversity data in the annual Data Day discussions. This coordinates diversity initiatives between different areas of the institution and enlists the participation of people from different departments and various levels of responsibility.

UAHT has a well-established history of creating meaningful partnerships both inside and outside of our service area. The College achieved one of its greatest campus efforts during the 2012-2013 academic year, opening an instructional site in Miller County, Arkansas. A second instructional building opened in spring 2016.   Minority enrollments on the Texarkana campus are approximately 50% of the total enrollments. African Americans enrollments increased 7.04% between fall 2014 and fall 2015. Hispanic enrollments increased 1.0% between fall 2014 and fall 2015.

Texarkana breakdown for enrollment

Race	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	46 (29.30%)	78 (36.79%)	91 (36.69%)	122 (43.73%)
Asian/Pacific Islander	1 (0.64%)	2 (0.94%)	2 (0.81%)	2 (0.72%)
Hispanic	2 (1.27%)	8 (3.78%)	10 (4.03%)	14 (5.02%)
Native American	6 (3.82%)	6 (2.83%)	3 (1.21%)	1 (0.36%)
White	99 (63.06%)	116 (54.72%)	141 (56.85%)	138 (49.46%)
Unknown/Other* *Unknown/Other indicates more than one ethnicity.	3 (1.91%)	2 (0.94%)	1 (0.40%)	2 (0.72%)
Total Headcount	**157**	**212**	**248**	**279**

Goal 1 Progress Indicators

1. *Completed campus strategic plan process to integrate all planning documents with projected outcomes and accountability measures*
2. *Include assessment of Five-Year Action Plan in the campus "Data Day" discussions*
3. *Participated in 2016 CCSSE to quantify students' diversity experiences*

4. *Explored the possibility of including a diversity writing assignment as part of all Composition I classes*

GOAL 2
Goal Two of the Action Plan focuses on scholarship and curriculum. It emphasizes achievement toward a cohesive network that prepares students for the world at large through multiculturalism.

The College has reported some success in this area. In spring 2016 the College participated in the latest rounds of the Community College Survey of Student Engagement (CCSSE). We will be able to compare the 2016 results with the 2014 CCSSE results to see if progresses are consistent from the 2012 survey. As reported earlier, in the 2014 survey, to the question, "In your experience at this college during the current school year, how often have you done each of the following:" 45.5% of students responded that they had "often" or "very often" had serious conversations with students of a different race or ethnicity other than their own. 41.7% of the students responded that "often" or "very often" they had serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values.

In the 2014 survey a majority of students thought that the College emphasized "encouraging contact among students from different economic, social, and racial or ethnic backgrounds," 52.6% of the students responding "quite a bit" or "very much." Asked if their experience at the College contributed to their knowledge, skills, and personal development toward understanding people of other racial and ethnic backgrounds, 57.8% of the students responded "quite a bit," or "very much."

Students' responses to the questions regarding multiculturalism demonstrate that UAHT has created an environment in which diversity initiatives are taken seriously, and are given support and respect. Results from the 2016 survey will be available for next year's Progress Report.

The Arts and Humanities continues to work on including diversity issues as a part of all Composition I classes. The faculty members are very open to this idea and continue work to come to a consensus of how to implement diversity into the core curriculum of the course. The department requires a diversity assignment as part of the standardized course plan and assessment.

The UAHT Library has operated a diversity awareness program since 2012. The Library has a world map on its bulletin board with "welcome" posted in the native language of every country represented within the UAHT student body. Library staff engages students in diversity awareness scavenger hunts, requiring students to answer questions about countries, cultures, and cultural celebrations utilizing the library databases. Winners of the diversity awareness activities received prizes, while participants learned more about the library, research, and the multiplicity of cultures. The library staff developed the diversity awareness initiatives to reinforce what students learned though their course

work and to showcase the similarities and differences of cultures. The Library Awareness project continues to receive good feedback from students and faculty.

The Health Professions division continues its "Transcultural Day" as part of student assessments in the course on adult health. Groups are assigned cultures and regions to research and present. Participants are required to dress in cultural attire, make a classroom presentation, and develop a pamphlet including regional health practices, social relationships, and dietary considerations, among other things. Groups prepare food from their culture or region to share with the class. Students are graded on a peer evaluation form.

Since 2012 the College has operated its conference and performing arts center named Hempstead Hall. Hempstead Hall is a first-of-a-kind facility in southwest Arkansas, designed for cultural and artistic programming, educational and workforce training, and public school use. The College works diligently to make members of diverse communities a part of the featured programs and activities. One of the programs featured in Hempstead Hall through the Southwest Arkansas Arts Council was The Temptations which reached a diverse audience of over 1200 people.

Goal 2 Progress Indicators
1. *Explored the possibility of including a diversity writing assignment as part of all Composition I classes*
2. *Researched a service learning component linked to general education courses*
3. *Utilized CCSSE data to quantify students' diversity experiences*

GOAL 3
Goal Three of the Action Plan addresses the degree to which the campus attracts, recruits, enrolls, and retains students. Campus diversity, like student success, is considered everyone's responsibility. The College already realizes much success with helping students' achieve their goals, as is evident by our retention and graduation rates.

Headcount Enrollment by Race

	Fall 2011	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
African American	482 (35.03%)	531 (35.49%)	480 (32.88%)	437 (32.13%)	508 (36.13%)
Asian/Pacific Islander	10 (0.73%)	12 (0.80%)	6 (0.41%)	6 (0.44%)	9 (0.64%)
Hispanic	75 (5.45%)	73 (4.88%)	86 (5.89%)	89 (6.54%)	83 (5.9%)
Native American	7 (0.51%)	18 (1.20%)	11 (0.75%)	11 (0.81%)	8 (0.57%)
White	752 (54.65%)	848 (56.69%)	842 (57.67%)	808 (59.41%)	785 (55.83%)
Unknown/Other*	50	14	34	9	13

	(3.63%)	(0.94%)	(2.33%)	(0.66%)	(0.92%)
Total Headcount	**1376**	**1496**	**1460**	**1360**	**1406**

Unknown/Other indicates more than one ethnicity.

During the last five years the College has maintained a student population relatively reflective of our service area. African American enrollment averaged 34.4% of the student population (11.5% above the service area population). Hispanic enrollment averaged 5.77% of the student population (0.5% below the service area population). The other populations, including Asian/Pacific Islander, Native American and Other/Unknown are consistent with the service area population. Approximately 41% of the total enrollment at UAHT is made up of minority populations. Data analysis indicates areas in which we are succeeding and points out areas that need increased focus and attention.

These numbers are more telling when compared to the overall enrollment of the College. UAHT experienced two years of enrollment decreases and then showed enrollment growth in fall 2015. Even with enrollment fluxes the College has maintained minority enrollments equivalent to the service area. Through the gathering, calculation, and analysis of relevant statistics, what we make every effort for is an environment where students feel included, engaged, and at home. The College wants students to have a personal stake in their education and a feeling of loyalty to the campus because everyone with whom they came in contact is working together for the common good.

Analysis of the minority population's enrollment when compared to the college's overall student enrollment demonstrates the ability of the College to actively and successfully recruit minority students.

Graduated Student File by Ethnicity

Race	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
African American	89 (29.57%)	98 (30.34%)	89 (30.90%)	102 (28.13%)	126 (32.81%)
Asian/Pacific Islander	4 (1.33%)	4 (1.23%)	4 (134%)	2 (0.55%)	5 (1.30%)
Hispanic	11 (3.65%)	23 (7.12%)	17 (5.90%)	25 (6.9%)	23 (5.99%)
Native American	0 (0%)	2 (.62%)	2 (0.69%)	4 (1.1%)	3 (0.78%)
White	197 (65.44%)	195 (60.37%)	176 (61.11%)	228 (62.98%)	227 (59.11%)
Other/Unknown*	0 (0%)	1 (.31%)	1 (0.34%)	1 (0.28%)	0 (0.0%)
Total Graduates	**301**	**471**	**288**	**362**	**384**

As noted earlier, the College has embarked on a campus-wide initiative of student persistence and completion. The ultimate goal of recruiting any student is graduation. Campus graduation rates when viewed by ethnicity show that the College is representative of our service area. Over the last year graduation rates have increased 6.08%. For ethnic student populations graduation rates increased an average of 4.2%. For these percentages and number, "graduation rates" is defined as the total number of graduates for a particular year divided by the fall enrollment for that year. Minorities represented 40.88% of the 2015-2016 graduates, which is 8% higher than the percent of minorities in the general population of the service area.

The College utilizes Career Coaches at three of our service area high schools: Hope High School (Hempstead County), Lafayette County High School, and Arkansas High (Miller County). Each of three schools has majority populations of minority students. The College tries to engage all constituencies of the campus to work in concert toward student success. Faculty members have been a part of student orientation for years but we continue to increase their presence so that students can become familiar with their instructors and advisors. Student orientation is ever evolving. We continuously discuss and try to recognize and anticipate students' needs. Faculty and staff lead students in small groups on campus tours to give them a chance to make a new friend and get to know at least one on-campus employee. The College continues to incorporate orientation processes to include some online elements.

UAHT has a five-year, fall-to-fall, average student retention rate of 44.5% (based on cohort of first-time, full-time, degree or certificate-seeking students). CCCSE reports a 52% national retention rate among two-year college students. Based on that statistic, the College is currently falling below the national average for fall-to-fall retention. UAHT increased the fall-to-fall retention rate from fall 2014 to fall 2105 by 10.4%.

Our enrollment and graduation rates demonstrate that the College's planning processes parallel our capacities. It is at this point that the focus of goal three of the Action Plan relates back to the first two goals, by aligning an institutional climate of cooperation with all of the coordinating components of the institutional mission. In summary, we feel that we are doing some things right.

UAHT reviews both its recruiting plans and materials and its enrollment management plan to determine that we are meeting our service area's needs. Statistically those needs are met. However, we never consider students as numbers. We strive to verify that access, retention, and success are personalized to the greatest extent possible. We want students to be whole and to be ready to faces life-long challenges and opportunities.

Goal 3   Progress Indicators
1. *Continued "Intrusive Advising" as institutional attention to academic success*
2. *Continued and increased participation of academic personnel in student orientation and first week sessions*

3. *Plans underway to include meaningful recruitment and retention data in the campus "Data Day" discussions*

GOAL 4
We have continuously acknowledged that on average the total number of minority faculty and staff is slightly lower than representative of the service area. The service area is approximately 24% African American, whereas African Americans represent 14% of College employees. The College maintains its efforts to recruit minority faculty and staff and widely publicize vacancies through professional publications and local and state news media. Not that many vacancy or hiring opportunities presented themselves over the last five years and it remains unlikely that the percentages will change drastically in the next few years.

Faculty and Staff Breakdown

Race	2010	2011	2012	2013	2014	2015	2016
White	96 (81%)	92 (82%)	95 (80%)	145 (83.3%)	97 (78.2%)	93 (83.8%)	94 (79.6%)
African American	22 (18%)	20 (18%)	22 (18.6%)	28 (16.1%)	25 (20%)	16 (14.4%)	23 (19.4%)
Asian/Pacific Islander	0	0	1 (.008%)	1 (0.6%)	1 (.08%)	1 (.09%)	0
Hispanic	0	0	0	0	1 (.08%)	1 (.09%)	1 (0.8%)
Native American	0	0	0	0	0	0	0
Other/Unknown	0	0	0	0	0	0	0
Total	**118**	**112**	**118**	**174**	**124**	**111**	**118**

Position Title	Date of Hire	Ethnicity	
Career Services Coordinator	10/29/2000	African American	
Library Technical Assistant	1/3/2005	African American	
SSS Tutor Clerical Assistant	12/2/2007	African American	
Director of Student Support Services	9/2/1997	African American	
Career Pathways Director	5/28/2007	African American	
Counselor	1/6/2007	African American	
Financial Aid Officer	3/22/1993	African American	
Instructor	3/13/2008	African American	
SSS Counselor	8/5/2009	African American	
Director of Industry Education and Outreach	9/14/2012	African American	
Career Coach	5/14/2012	African American	
Instructor	8/26/2013	African American	
Education Specialist	1/2/2014	African American	

Administrative Assistant	1/7/2015	African American	
Administrative Assistant	2/9/2015	African American	
Administrative Assistant	5/11/2015	Hispanic	
Administrative Assistant	7/1/2015	African American	
GED Director	7/1/2015	African American	
Administrative Assistant	7/1/2015	African American	
Wage Coordinator	7/1/2015	African American	
Instructor	7/1/2015	African American	
SNAPS	9/1/2015	African American	
Administrative Assistant	11/2/2015	African American	

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

The College continues its committee-style hiring process. Hiring committee chairs are asked to keep diversity consideration as an active part of hiring decisions. Historically turnover at the institution is relatively low and current economic conditions make it unlikely that additional personnel will be hired in the near future.

Goal 4 Progress Indicators
1. *Personnel from various departments to included members of diverse ethnic, gender, and age groups for committee style hiring decisions*
2. *Assigned diversity awareness duties to search committee chairs to keep diversity considerations as an active part of hiring decisions*
3. *Explored ways to facilitate greater involvement of faculty in committees and shared governance*
4. *Explored ways to enhance salaries*
5. *Examined policies for workload and release time*

Results
The College acknowledges that its efforts in minority recruitment, retention, and graduation are important components of its overall mission. We provide energy, leadership, vision, and direction to other community stakeholders. Much of UAHT's success with recruitment, retention, and graduation comes from its focus on learning environments. Our campus environments provide various learning opportunities and students contribute to and learn about diversity in college settings inside and outside of the classroom. We respect the dignity, value, and worth of all students and personnel. Policies and procedures treat everyone fairly, and recognize individual acts of sensitivity and respect.

As has been noted in earlier reports, the inequalities that exist among our students are those between academic preparedness, work schedules, life goals, family situations, and study habits. The real challenge for the College is to reach beyond racial and ethnic barriers and guide students toward overcoming obstacles common to all students enrolled. A focus on scholarship, teaching, and learning is a central aspect toward any diversity progress. Campus operations demonstrate the College models the communities we serve. Data indicates that we not only provide access, but also are responsive to students of different cultures and backgrounds and prepare them to live productively, as

evidenced by enrollment, retention, and graduation rates.

The College has documented progress in reaching minority populations. However, simply recruiting a more diverse student body does not address the deepest issues of diversity. Structural diversity does not speak to student learning goals or the issues of intellectual diversity. An institutional climate that promotes positive educational outcomes for all students is the core of all institutional strategic planning, and thereby the momentum that drives our diversity plan.

Many of the decisions for the 2012-2017 Five-Year Action Plan were grounded in the assessment of the 2007-2012 plan. The aim of our campus is be a multicultural educational system that is responsive to the diversity of student needs and the demands of educational improvement. UAHT students are already diverse in race, ethnic origins, and nationalities.

The 2012-2017 Five-Year Action Plan contains goals, objectives, strategies, activities, resources, accountability indicators, and timelines as required under Legislative Act 1091 (1999). Everything contained within the Action Plan is consistent with the College's institutional diversity goals.

Evaluation is an integral and necessary part of any assessment process. The College already participates in internal and external programs where national standards identifying learning outcomes are measured. The ten year cycle of state program reviews, annual departmental academic reports, and the Higher Learning Commission's accreditation process are strong apparatus leading toward detailed scrutiny and investigation. We utilized the Community College Survey of Student Engagement and are exploring the possibility of adding another nationally-normed survey.

Each of the Action Plan's progress indicators provided the College with feedback. The indicators are designed to recognize that any successful retention policy must reflect an institutional commitment and must be comprehensive in nature. The progresses achieved toward the fulfillment of the Action Plan are both systematic and institutionalized. We recognize that the plan operates as a component of the College's Strategic Plan.

Appendix

UAHT Minority Recruitment and Retention
Five-Year Action Plan (2012-2017)
Progress Assessment

GOAL 1:

The University of Arkansas at Hope-Texarkana will link the goals of institutional diversity and its philosophy regarding educational diversity with other components of the institutional mission.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
1.1 Align institutional diversity priorities with the institutional mission and shared governance structures.	1.1.1 Develop a five year strategic plan including effective coordination mechanisms between strategic planning and institutional diversity	1.1.1.1 Include the goals of the 2012-2017 Five-Year Action Plan in the discussions at the Administrative Retreat	General meeting materials.	Dean of Institutional Effectiveness	July 2011 Completed
		1.1.1.2 Report Five-Year Action Plan and Administrative Retreat work to the entire campus during Welcome Back Week	General meeting materials	Dean of Institutional Effectiveness	August 2011 – 2016 Completed
		1.1.1.3 Complete an assessment of the 2007-2011 Action Plan , including successes and challenges	General assessment materials	Dean of Institutional Effectiveness	Summer 2011 Completed
		1.1.1.4 Complete a ten-year campus strategic plan in two five-year segments	General strategic planning materials	Campus personnel	2011-2012 In progress
		1.1.1.5 Adopt planning approaches that integrate all	General strategic planning materials	Dean of Institutional Effectiveness; Chancellor's	2011-2017 In progress

		planning documents with projected outcomes and accountability measures		Cabinet	
	1.1.2 Develop methods of focusing on diversity issues and assessing and reporting on the value, importance, and effectiveness of diversity efforts	1.1.2.1 Create a campus diversity task force to concentrate on the Five-Year Action Plan, its assessment and reporting	General meeting materials	Campus personnel	2011-2012 In progress
		1.1.2.2 Conduct an organizational assessment of among campus leaders of the College's ability to commit human and financial resources to diversity goals.	General survey materials	Dean of Institutional Effectiveness; Assistant Director of College Relations; Director of Computer Services	Fall 2011 Not complete
		1.1.2.3 Include diversity in the agendas, orientations, and reports of all operational areas			Not complete
		1.1.2.4 Explore the possibility of creating a diversity statement posted prominently in public spaces along with the mission statement		Minority Plan Task Force	Fall 2012 In progress
	1.1.3 Develop approaches to advance campus diversity initiatives at all levels of the institution	1.1.3.1 Include in strategic planning a breadth of responsibility for diversity that spans all levels of the institution	General meeting materials	Dean of Institutional Effectiveness; Chancellor's Cabinet; Academic Deans; Department Heads	2011-2012 academic year In progress
		1.1.3.2 Include assessment of	General meeting	Vice Chancellors;	2012-2017,

		Five-Year Action Plan in the campus "Data Day" discussions	materials	Dean of Institutional Effectiveness In progress	annual
		1.1.3.3 Systematically review policies, practices and procedures to determine the impact on the populations served	General meeting materials	Chancellor's Cabinet; UAHT Policy Committee	2012-2017 academic year In progress
		1.1.3.4 Seek adequate human and financial resources for achieving diversity goals	Budget considerations	Chancellor's Cabinet; Academic Deans; Department Heads	2011-2017, annual In progress
		1.1.3.5 Develop methods of systematically and effectively collecting, analyzing, disseminating and using data for decision making	Budget considerations	Chancellor's Cabinet; Dean of Institutional Effectiveness; Academic Dean; Department Heads	2011-2017 In progress
	1.1.4 Develop and implement programs that recognize the complexity of campus diversity from the students' perspective	1.1.4.1 Utilize the Multicultural Club to acknowledge equality and social justice issues and the institutional effort to demonstrate ways open discussions benefit all students	Budget components of club activities	Vice Chancellor for Student Services	2011-2017, annually In progress
		1.1.4.2 Utilize student clubs as a method of recognizing the components of diversity that enrich the campus	Student club budgets	Vice Chancellor for Student Services	2011-2017, annually Not complete
		1.1.4.3 Create student surveys on the UAHT website to assess diversity efforts	General surveying materials	Dean of Institutional Effectiveness, Academic Leadership,	2012-2017 Not complete

		with quantitative data		Assistant Director of College Relations	
		1.1.4.4 Utilize CCSSE data to quantify students' diversity experiences	CCSSE budget	Vice Chancellor for Student Services	2012-2017 Completed
		1.1.4.5 Explore the possibility of including a diversity writing assignment as part of all Composition I classes	General meeting materials	Vice Chancellor for Academics; Dean of Arts, Humanities & Social Sciences; English faculty	2012-2013 In progress
1.2 Explore methods of gaining external support for campus diversity.	1.2.1 Develop methods and approaches to create allies in fostering support of campus diversity initiatives	1.2.1.1 Include diversity initiatives in capital campaigns and fundraising efforts.	General fundraising materials	Office of Institutional Advancement; Chancellor's Cabinet	2012-2017 Not complete
		1.2.1.2 Seek one private donor focused on the advancement of diversity issues	General fundraising materials	Office of Institutional Advancement	2013 Not complete
		1.2.1.3 Explore the possibilities of more formalized approaches to environmental scanning and data collection	General research materials	Chancellor's Cabinet	2012-2013 Not complete

GOAL 2:

The University of Arkansas at Hope-Texarkana will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
2.1 Incorporate principles of multiculturalism into the curriculum	2.1.1 Develop methods to encourage faculty to broaden course perspectives to address global awareness	2.1.1.1 Review campus General Education Statement to assure that it includes diversity as an assessable component	General meeting materials	General Education Committee	2011-2012 In progress
		2.1.1.2 Encourage the use of texts, instructional materials, and learning activities that reflect the values of diversity	General meeting materials	Curriculum Committee, Academic Deans, Vice Chancellor for Academics	2011-2017 In progress
		2.1.1.3 Explore the possibility of including a diversity writing assignment as part of all Composition I classes	General meeting materials	English faculty, Vice Chancellor for Academics	2012-2013 In progress
		2.1.1.4 Research a service learning component linked to general education courses	Research materials, operational budgets, scholarship funds	Deans of Arts, Humanities & Social Sciences and Math and Science; Vice Chancellor for Academics	2011-2012 In progress
	2.1.2 Evaluate the quantity and quality of diversity related materials in the library	2.1.2.1 Where feasible compile resources for diversity related materials posted on the library website	General research materials	Librarian	2012-2017 In progress
		2.1.2.2 Increase library resources as a way of having	General budgetary considerations	Librarian	2012-2017 In progress

		personnel acquire, discover, and apply knowledge			
2.2 Incorporate principles of multiculturalism throughout co-curricular activities	2.2.1 Develop methods to encourage broader perspectives of global awareness as a part of the campus culture	2.2.1.1 Research including information literacy as a part of the general education philosophy and statement	General meeting materials	General Education Statement Committee	2011-2012 In progress
		2.2.1.2 Explore the possibility of a nationally normed student survey to gage students' perspective on multiculturalism	Budget considerations	Vice Chancellor for Student Services	2012-2013 Not complete
		2.2.1.3 Utilize CCSSE data to quantify students' diversity experiences	CCSSE budget	Vice Chancellor for Student Services	2012-2017 Completed
	2.2.2 Utilize Hempstead Hall as a forum to feature components of different cultures	2.2.2.1 Involve members of diverse communities in planning programs and activities featured	Undetermined at this time	Hempstead Hall Committee	2012-2017 In progress
		2.2.2.2 Encourage the use of the facility for professional retreats and meetings as a method of making more active campus connections	Undetermined at this time	Hempstead Hall Committee	2012-2017 In progress

GOAL 3

The University of Arkansas at Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
3.1 Disseminate recruitment, retention, and graduation responsibilities across all levels of the institution	3.1.1 Ensure that there are student services in place that attract and serve targeted populations	3.1.1.1 Review and update the College's recruiting plan and materials to determine that they attract and serve under-served populations	General meeting materials; printing costs	Student Recruiter, Director of Student Relations, Vice Chancellor for Student Services	2011-2012 In progress
		3.1.1.2 Review and update the College's enrollment management plan to determine that it properly meets the College's service area needs	General meeting materials	Dean of Enrollment Management, Vice Chancellor for Student Services	2011-2012 In progress
		3.1.1.3 Verify that the College's Five-Year Action Plan is a working component of all recruitment materials and enrollment management plans	General meeting materials	Vice Chancellor for Student Services, Dean of Enrollment Management, Dean of Institutional Effectiveness	2011-2012 In progress
		3.1.1.4 Seek to provide scholarships and other financial aid opportunities that meets the College's service area needs	General scholarship materials	Director of Financial Aid, Dean of Enrollment Management	2012-2017, annually In progress
		3.1.1.5 Utilize press releases, College website, social network sites, and radio and television broadcasts to promote UAHT as a leader in diversity culture	General marketing budget	Coordinator of Communications and External Affairs; Assistant Director of College Relations	2011-2017, annually Completed
		3.1.1.6 Explore the possibility of a	Survey expenses	Vice Chancellor for Student	2012-2013

		nationally normed student survey to gage students' perspective on multiculturalism		Services	Not complete
	3.1.2 Strengthen retention efforts	3.1.2.1 Continue "Intrusive Advising" as institutional attention to academic success	Human resources and training	Vice Chancellors for Academics and Student Services	2011-2017, annually Completed
		3.1.2.2 Increase communication about services available to students, i.e. disability services, tutoring, student organizations	Communication tools	Vice Chancellors; Academic Deans and Divisions; College Personnel	2011-2017, annually In progress
		3.1.2.3 Continue and increase participation of academic personnel in student orientation and first week sessions	Human resources	Academic Faculty	2011-2017, annually Completed
		3.1.2.4 Include meaningful recruitment and retention data in the campus "Data Day" discussions	General meeting materials	Vice Chancellors for Academics and Student Services	2012-2017 In progress

GOAL 4

The University of Arkansas at Hope-Texarkana will model diversity and equality in southwest Arkansas by reflecting in appropriate proportions the population of the College's service area.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
4.1 Strengthen efforts to attract a diverse faculty for all new positions	4.1.1 Continue search-committee style hiring process	4.1.1.1 Include personnel from various departments to include members of diverse ethnic, gender, and age groups	General meeting materials	Human Resources Officer	2011-2017 Completed
		4.1.1.2 Assign diversity awareness duties to search committee chairs to keep diversity considerations as an active part of hiring decisions	General meeting materials	Human Resources Officer	2011-2017 Completed
	4.1.2 Develop methods for attracting and retaining minority faculty	4.1.2.1 Academic divisions report annually on faculty positions available and assess faculty needs for the future	General reporting materials	Academic Deans; Vice Chancellor for Academics	2012-2017 In progress
		4.1.2.2 Investigate best practices at peer institutions on recruitment and retention of faculty of diverse backgrounds	General research materials	Human Resources Officer; Vice Chancellor for Academics	2012-2017 Not complete
		4.1.2.3 Explore ways to facilitate greater involvement of faculty in committees and shared governance	General meeting materials	Chancellor's Cabinet; Academic Leadership	2012-2013 In progress
		4.1.2.4 Explore ways to enhance salaries	General meeting materials; budgetary considerations	Chancellor's Cabinet	2012-2013 In progress
		4.1.2.5 Examine policies for workload and release time	General meeting materials	Chancellor's Cabinet; Academic Leadership	In progress

UA COMMUNITY COLLEGE AT MORRILTON
MINORITY RECRUITMENT AND RETENTION PLAN
JUNE 2016

Introduction/Background

Arkansas Higher Education Coordinating Board policy and ACA 6-61-121 and ACA 6-61-122 require all Arkansas public institutions of higher education to develop five-year Minority Recruitment and Retention Plans. For purposes of complying with the statutory and policy requirements, the term "minority" refers to African-Americans, Hispanic-Americans, Asian-Americans, and Native-Americans. The five-year plans are submitted to the Arkansas Department of Higher Education. Annual progress reports will be submitted according to Coordinating Board policies.

Prior to the requirements of Act 1091 of 1999, UACCM appointed a Minority Recruitment Committee in 1993 to make recommendations regarding recruitment of minorities. The first five-year Minority Recruitment and Retention Plan was submitted to the Arkansas Department of Higher Education in June 2000. This Plan replaces that plan and expands upon the recommendations made in the original plan.

The College has a six-county service area consisting of Conway, Faulkner, Perry, Pope, Yell, and Van Buren counties in west central Arkansas. According to the 2014 U. S. Census, the minority population of the six-county service area is 17.1%. African Americans comprise 7.4% of the population; other minority groups comprise 9.7%. The minority population of the student enrollment of UACCM for the Fall 2015 semester was 24.6%. African-American students comprised 9.7% of the enrollment; Hispanics comprised 6%; other minority groups comprised 8.9 % of the student enrollment. The ethnic student population during fall 2014 was above the average rate (23.4%) of the ethnic population of the College's service area.

While the College has experienced some success in recruiting minority students, the recruitment of faculty and staff has been less successful. Located geographically within 25 miles of Hendrix College, the University of Central Arkansas, and Arkansas Tech University, UACCM has not been able to compete with faculty salaries available to minorities at these senior institutions. UACCM will continue to follow its minority recruitment process in an effort to attract and retain minority students, faculty, and staff.

UACCM's minority staff comprises 8.5% (7 of 87) of the total full-time staff. Minorities comprise 0.00% (0 of 53) of UACCM's full-time faculty members. A review of the demographic data for the 2015-16 academic year revealed that 8.00% (2 of 25) of the part-time staff were members of a minority group. Minorities comprise 0.00% (0 of 11) of UACCM's adjunct faculty members. Only four true adjuncts. Part-time hourly nursing instructors are added to adjunct faculty count.

Goals and Objectives for Recruitment and Retention of Minority Students

1. Increase the percentage of minority students enrolled at UACCM during the time covered by the five-year plan.

2. Increase the retention rate of minority students enrolled at UACCM over the next five years.

Strategies for Achieving the Institution's Recruitment and Retention Goals/Objectives for Minority Students

1. Increase advertising in media outlets targeting minority audiences.

2. Striving to develop a minority student peer mentoring program to mentor new minority students.

3. Increase communication efforts with the minority segment of the communities served by the College.

4. Encourage College participation at minority events and activities.

5. Establish a Multicultural Committee to review and recommend actions and events to increase diversity opportunities for student recruitment and retention.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/Objectives for Minority Students

1. Use eleventh day student enrollment report to determine the number of minority students enrolled at UACCM compared to previous years.

2. Analyze the enrollment data to determine the retention rate of minority students compared to the student population as a whole.

3. Use data from Institutional Advancement surveys of students to determine if advertising in targeted media has been successful in reaching minority students.

4. Review the number of marketing and recruitment activities targeted toward members of the minority community.

Goals and Objectives for Recruitment and Retention of Minority Faculty and Staff

1. Increase the number of minority faculty and staff employed by UACCM.

2. Increase the awareness within the state of employment opportunities for minority faculty and staff at UACCM.

Strategies for Achieving the Institution's Recruitment and Retention Goals/Objectives for Minority Faculty and Staff

1. Participate annually in job fairs at colleges with predominantly minority enrollments, such as the University of Arkansas at Pine Bluff, Philander Smith College, and Arkansas Baptist College.

2. Maintain a record of the faculty and staff position announcements posted with offices of minority affairs and similar offices at local colleges and universities.

3. Continue to inform local colleges and universities of faculty and staff positions, and forward notices to institutions with predominantly minority student enrollments.

4 Continuing to notify the local and state Civic Organization known as the NAACP and predominantly black churches concerning faculty and staff positions.

5. As minority faculty and staff are employed, mentors will be appointed to each new employee to assist with orientation to the College and acclimation to UACCM.

6. Continue to encourage College participation in diversity-related activities.

7. Review the research and minority recruitment and retention reports annually to identify the best practices for possible implementation at UACCM.

8. We are still attempting what we call the "Grow Your Own" approach to aid in employing our minority graduates.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/Objectives for Increasing Minority Faculty and Staff

1. Review the number of job fairs attended annually at predominantly minority institutions.

2. Review the record of the job postings of faculty and staff position announcements to Human Resources offices at colleges and universities, including predominantly minority institutions.

3. Review the number of diversity activities scheduled and attended each semester.

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

June 2013   Submit Annual Minority Recruitment and Retention Report to ADHE

Fall 2013   Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor their effectiveness and the institution's efforts in achieving the identified goals.

June 2014   Submit Annual Minority Recruitment and Retention Report to ADHE

Fall 2014   Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.

June 2015   Submit Annual Minority Recruitment and Retention Report to ADHE.

Fall 2015   Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.

June 2016   Submit Annual Minority Recruitment and Retention Report to ADHE.

Fall 2016   Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.

June 2017   Submit Annual Minority Recruitment and Retention Report to ADHE.

Budget for Minority Recruitment and Retention Activities

The College will utilize existing line items within the annual budget, such as recruitment and advertising, to implement the Minority Recruitment and Retention Plan. As the College attempts to target minority audiences, advertising and promoting the educational and employment opportunities available at UACCM are now posted on our website at www.uaccm.edu . Reallocating or redirecting some of the resources currently in the College's budget can achieve these efforts.

Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan

The College administration will reveal the annual progress report in meeting the goals and objectives of the Minority Recruitment and Retention Plan, the strategies used in implementing the Plan, and the results of the activities conducted as part of the Plan to determine the effectiveness of the strategies. Modifications will be made in the activities to enhance the College's ability to achieve the identified goals and objectives and increase the recruitment and retention numbers of minority students, faculty, and staff.

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2016

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor

Progress toward Meeting the Goals of the Five-Year Plan

1. UACCM continues to be more successful in the recruitment and retention of minority students and staff than in the recruitment of minority faculty. The College sends faculty position announcements to historically black colleges and universities and to the Conway County Branch NAACP members and predominately black churches in the Middle Western District within the region to advertise the availability of faculty positions. The College's inability to attract qualified minority faculty may be attributed in part to neighboring institution's ability to offer more attractive financial rewards.

2. According to the 2014 U. S. Census estimates, the minority population of the College's six-county service area was 17.1%. African Americans comprise 7.4% of the population and Hispanic 6.3%; other minority groups comprise 9.7%. The minority population of the student enrollment of UACCM for the fall 2015 semester was 24.6%. African Americans comprised 9.7% of the enrollment; Hispanics comprised 6% of the enrollment; other minority groups comprised 8.9% of the student enrollment. The enrollment for White students was 75.4% of the enrollment. The total percentage of minority students for fall 2014 was 23.4% and represents a decrease of 1.2% under the fall 2015 percentage of 24.6%. The ethnic student population during fall 2014 was below the average rate of the ethnic population of the College's service area.

3. Minorities comprise 8.05% (7 of 87) of UACCM's full-time staff. Minorities comprise 0.00% (0 of 53) of UACCM's full-time faculty members. Minorities comprise 8% (2 of 25) of UACCM's part-time staff members for the 2015-2016 academic year. Minorities comprise 0.0% (0 of 11) of UACCM's adjunct faculty members. There are only 4 true adjuncts. Part-time hourly nursing instructors are added to adjunct faculty count.

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, Arkansas Tech University, University of Central Arkansas, and the Arkansas Workforce Center. We also reach out to the Conway County Branch NAACP members and predominately black churches in the Middle Western District.

5. The College provides a variety of academic and student support services to assist students in being successful, including Counseling Services that include personal, educational, career, and disability counseling, and the successful integration of three services into one department: the Academic Commons. The Academic Commons is made up of three high usage services that are

located out of the classroom but support student success inside the classroom: Tutoring Services, the E. Allen Gordon Library, and the Science Study Lab.

Revisions to the Five-Year Plan

The fifth report of the current five-year plan was submitted to the Arkansas Department of Higher Education in June 2013. The goals and strategies will be reviewed regularly and the plan will be revised, when necessary.

1. Eleventh day student enrollment data (Fall-to-Fall comparison)
Table 1: Number of Minority Students Enrolled at UACCM

Total Enrollment Fall 2014 & Fall 2015					
Ethnicity	**Fall 2014****	**Percent of Enrollment**	**Fall 2015****	**Percent of Enrollment**	**Percent of College Service Area***
Black, Non-Hispanic	178	8.9%	198	9.7%	7.4%
Hispanic	37	1.9%	123	6.0%	6.3%
Am. Indian/ Alaska Native	4	0.2%	10	0.5%	Other groups comprise less than a combined 3.4% of population of the UACCM's service area.
Asian/Pacific Islander	14	0.7%	14	0.7%	
Hawaiian	1	0.1%	0	0.0%	
Two or More Races	82	4.1%	107	5.2%	
Non-Resident Alien	58	2.9%	42	2.1%	
Race Unknown (or refused to answer)	92	4.6%	9	0.4%	
White, Non-Hispanic	1529	76.6%	1539	75.4%	82.9%
Total Enrollment	1995	100.0%	2042	100.0%	100.0%

*Source: U.S. Census Data--2014 State and County Quick-Fact Data

**Source: ADHE Enrollment Submission Data for Fall 2014 & Fall 2015

**The Federal reconstruction of the five ethnic groups now allows the students the option to select a combination of ethnic categories to describe his/her ethnicity. Two new ethnic groups (two or more races and Hawaiian) have been added to ethnicity elections. The additional options will increase the minorities count in comparison to previous year categories.

2. Retention rate of minority students

Table 2: Retention Rate of Minority Students Compared to Student Population*

Ethnicity	Fall 2013 Cohort*	Percent of Cohort	Fall 2013 Cohort Enrolled in Fall of 2014	Number of Cohort who Graduated in or before Fall 2014	Fall 2013 Cohort Retention Rate (Fall to Fall)	Fall 2014 Cohort*	Percent of Cohort	Fall 2014 Cohort Enrolled in Fall of 2015	Number of Cohort who Graduated in or before Fall 2015	Fall 2014 Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	38	8.1%	11	0	28.9%	30	7.4%	14	1	50.0%
Hispanic	24	5.1%	15	1	66.7%	21	5.2%	11	1	57.1%
Am. Indian/ Alaska Native	1	0.2%	1	0	100.0%	0	0.0%	0	0	0.0%
Asian/Pacific Islander	3	0.6%	0	1	33.3%	1	0.2%	1	0	100.0%
Hawaiian	1	0.2%	0	0	0.0%	0	0.0%	0	0	0.0%
Two or More Races	31	6.6%	10	2	38.7%	12	3.0%	4	1	41.7%
Non-Resident Alien	9	1.9%	8	0	88.9%	14	3.5%	5	0	35.7%
Race Unknown (or refused to answer)	0	0.0%	0	0	0.0%	2	0.5%	0	0	0.0%
White, Non-Hispanic	360	77.1%	146	34	50.0%	323	80.1%	141	21	50.2%
Total Enrollment	467	100.0%	191	38	49.0%	403	100.0%	176	24	49.6%

The "cohort" is defined as first-time, full-time, degree-seeking students.

Source: UACCM Department of Institutional Research and ADHE Enrollment Submission Data for Fall 2013, 2014, 2015

Fall to Fall Retention for Fall 2013 Cohort & Fall 2014 Cohort

Table 3: Fall 2013 Cohort One Year Vs Two-Year Retention

Ethnicity	Fall 2013 Cohort*	Percent of Cohort	Fall 2013 Cohort Enrolled in Fall of 2014	Number of Cohort who Graduated in or before Fall 2014	Fall 2013 Cohort Retention Rate (Fall to Fall)	Fall 2013 Cohort Enrolled in Fall of 2015	Number of Cohort who Graduated in or before Fall 2015	Fall 2013 Cohort Retention Rate (two year)
Black, Non-Hispanic	38	8.1%	11	0	28.9%	8	3	28.9%
Hispanic	24	5.1%	15	1	66.7%	6	7	54.2%
Am. Indian/ Alaska Native	1	0.2%	1	0	0.0%	0	1	100.0%
Asian/Pacific Islander	3	0.6%	0	1	33.3%	1	1	66.7%
Hawaiian	1	0.2%	0	0	0.0%	0	0	0.0%
Two or More Races	31	6.6%	10	2	38.7%	6	6	38.7%
Non-Resident Alien	9	1.9%	8	0	88.9%	3	4	77.8%
Race Unknown (or refused to answer)	0	0.0%	0	0	0.0%	0	0	0.0%
White, Non-Hispanic	360	77.1%	146	34	50.0%	68	107	48.6%
Total Enrollment	467	100.0%	191	38	49.0%	92	129	47.3%

*The "cohort" is defined as first-time, full-time, degree-seeking students.
Source: UACCM Department of Institutional Research and ADHE Submission Data for Fall 2013, 2014, and 2015

3. Analysis of student surveys regarding advertising in targeted media

UACCM conducted a media survey during the 2013-2014 school year to determine the reasons for attending UACCM, what factors influenced the students' decision to attend UACCM, where they recalled hearing or reading about UACCM, and what media sources they use (newspapers read, radio stations listened to, television stations watched, and social media usage, etc.) We received 299 responses from students, with 15% of respondents classifying themselves as minority students. Results were used to help determine what media we can best use to reach prospective minority students and parents.

In the fall of 2015, we will utilize the results of a Media Preferences Survey we are working on in collaboration with Interact Communications, a national marketing firm that focuses on two-year colleges. We have received the national results, which are stratified by demographics, and we will conduct our local college survey this fall. These results will help us refine our advertising decisions and get the maximum reach, opportunity and value out of our advertising purchases.

4. **Review of marketing and recruitment activities targeted toward members of the minority community**

As the five-year plan is implemented, additional marketing activities will be targeted toward members of the minority community.   In spring 2010, the Admissions Office and Financial Aid produced a Spanish translation of important UACCM information to better help students, and their families, understand what the College has to offer. Annually, the College offers the Perry and Addie Brown Scholarship to a minority high school graduate of Conway County.

UACCM has received a grant to work with area high schools to help students that are not on track to be successful in college. In February 2012, we organized a UACCM College Preparatory Academy with 9th grade students on our campus—five Saturdays during the semester and three weeks during the summer. The Academy started on February 25. A kick-off celebration was held on Monday, February 20 in the Fine Arts Auditorium. We were able to show these students and parents that we support their commitment to education.

Our Admissions Counselors recruit to Dardanelle High and Danville High, which both are very dominant in the Hispanic community. In addition to regular visits, in Fall 2014 we spoke to all seniors about applying for FAFSA and scholarships; took scholarship list for non-U.S. citizens. Below, you will find the information on school visits and how many students (Hispanic and non-Hispanic) have applied since that time.

The Director of Admissions attended the annual retreat CAMP (College Assistance Migrant Program). UACCM is the only school in Arkansas to offer CAMP. CAMP is a federally funded program designed to provide an opportunity for students of migrant families to attend college. CAMP provides financial assistance and other individualized services to qualified students. Their goal is to help students succeed in completing their first year of college. The majority of CAMP students are Hispanic.

On March 1, 2014, our Director of Admissions was invited to speak to a group of Hispanic students at Conway High.

On March 13, 2014, we hosted annual meeting for Tri-State CAMP Migrant student meeting. Tours were given of campus and lunch was provided.

Danville –our admission counselors spoke to all 3 English classes and 11 students applied for fall 2014. This year, Danville held a college/career night in their high school cafeteria. We received 22 prospect cards.

Our Admissions staff visited Conway Cradle Care programs held at Conway, Vilonia, and Mayflower High Schools. Cradle Care has a very diverse student population. They also attend the Cradle Care Rally every April at Conway High School.

Admissions counselors attends the Conway Jr. High School Multicultural Festival.

Russellville Adult Education Center typically bring a group of ESL students annually to tour the UACCM campus.

Summer 2015 UACCM is offering a free, week long Career Exploration program where participants have a hands-on learning experience in each of our technical programs. There were three groups of participants: unemployed/underemployed adults, students completing the 8th-11th grade, and school counselors.

Summer 2015, UACCM partnered with Russellville school district to assist them with the career exploration portion of their summer school program. Over the course of three weeks, we had 3 different groups totaling approximately 180 students completing K-5th grade come tour the campus. Our primary purpose was to inspire the students to perform well in school and aspire to going to college.

Retention for all students, including minority students, is a priority of the College. The College's Student Success Committee is analyzing retention data and considering recommendations to address the areas of concern.

We added these two things to the 2015-16 Recruitment Schedule:
A diverse group of students participated on the student panel for the Morrilton Juniors tour on February 26, 2015 and the Information Session on March 12, 2016.

On March 16, 2016, Admissions Counselor attended and presented at a Parent-Student College Prep Session held at Mt. Gale Baptist Church in Conway.

Also, it might be worth noting that we updated our website to include specific instructions for undocumented students, which is a high Hispanic population. http://www.uaccm.edu/Future_Student/Admissions/Undocumented_Student.htm

Application Booklet updated to provide scholarship links for Non-U.S. Citizens (Page 13)

https://studentaid.ed.gov/eligibility/non-us-citizens
http://www.maldef.org/leadership/scholarship/index.html
http://www.aspira.org/book/scholarships
http://www.latinocollegedollars.org
http://www.scholarshipsaz.org/wp/scholarships/
http://www.10000degrees.org/students/scholarships/undocumented-students/

Use a diverse group student population in marketing materials and advertisements.

UACCM is the only school in Arkansas to offer the College Assistance Migrant Program (CAMP). CAMP is a federally funded program designed to provide an opportunity for students of migrant families to attend college. CAMP provides financial assistance and other individualized services to qualified students. Their goal is to help students succeed in completing their first year of college. The majority of CAMP students are Hispanic.

Attended a college night at Danville High School each fall, which has a high Hispanic population.

Makes a high school visit to Dardanelle High School annually, which has a high Hispanic population.

Summer 2016 UACCM is offering a free, week long Career Exploration program where participants have a hands-on learning experience in each of our technical programs. There were two groups of participants: students completing the 8th-12th grade, and school counselors and teachers.

UACCM and Southwestern Energy created the Fayetteville Shale Dislocated Worker Scholarship. Requirements for scholarship are: Provide documentation of being displaced from a job directly related to the Arkansas oil and gas industry within the past 12 months; First-time, returning or transfer student; Enroll in a minimum of 9 credit hours (6 credit hours for summer) or in one short-term Workforce training; All courses enrolled in must be on an approved plan of study. Award amounts are $500 per semester for credit classes and/or up to $500 per short-term Workforce Training.

UACCM held its first annual "National Manufacturing Day". This event attracted many non-traditional students to campus and they were able to speak to industry partners, instructors and take a tour of the technical programs.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/ Objectives for Increasing Minority Faculty and Staff

1. **Job fairs attended at predominantly minority institutions of higher education**

   Admissions staff attended Dardanelle College and Career Fair Night and 19 students applied for fall 2014.

   An admissions representative worked closely with an instructor from Russellville Adult Education Center who coordinates their GED program. She brings a group of students to our campus quarterly. Also, their Director Santos Manrique visited our campus.

   The Coordinator of Enrollment Management attends the annual Job Fair – Conway Adult Education Center/Conway WAGE.

   UACCM held a job fair for the community and dislocated workers.

   Attended JAG (Jobs for America's Graduates) Career and Education Fair at Conway Junior High. JAG is focused on helping at-risk students to graduate high school and transition into a career or further their education.

   Attended Job Fairs for dislocated workers from the Oil and Gas Industry, particularly Southwestern Energy.

2. **Review of job postings of faculty and staff position announcements to minority affairs offices at colleges and universities, including predominantly minority institutions**

   The Human Resources Office at UACCM posts position announcements with the predominantly minority institutions in the region. Announcements of faculty/staff positions are posted with the

following historically Black institutions: Arkansas Baptist University, Philander Smith College and the University of Arkansas at Pine Bluff.

Letters and emails have also been written and sent to predominantly minority institutions and churches soliciting the recruitment of minority applicants. Emails are sent to minority organizations such as the state and local NAACP offices. The College will continue to search for new initiatives which will enhance the recruitment and retention of minority faculty and staff.

3. **Mentor activities to insure adequate development of new employees.**

The College provides orientation to all new employees. The Division Coordinators act as mentors for faculty and will assist with the development of minority faculty upon their employment; however, no full-time African American faculty has been employed There is not a formal mentoring program for staff positions; however, individual supervisors and the Director of Human Resources assist with orientation to the College.

4. **Number of diversity activities scheduled and attended each semester.**

The Minority Recruitment and Retention Plan includes the formal scheduling of diversity activities. In the past, Black History month was observed by a display of artwork in the College's Library.

Due to recent changes in staff development, we now have an African American who is responsible for multicultural programs and recruitment of minority faculty, staff, and students on campus. During the month of February 2011, we observed Black History by inviting three outstanding guest speakers to our campus: Senator Joyce Elliott; Dr. Walter Kimbrough, president of Philander Smith College; and Rev. Charles White, National Field Director and Director of Field Operations of the NAACP.

During the month of February 2012, Black History month was observed by inviting an outstanding English Professor Daniel Omotosho Black from Clark Atlanta University as our guest speaker. Omotosho is the founder of the Nzinga-Ndugu rites of passage (or initiation) society—a group whose focus is instilling principle and character in the lives of African-American youth. We also celebrate Black History by decorating bulletin boards and display windows. A display table was set up with black art by Diane Crittenden Brown and Elaine Sullivan.

On February 28, 2013, we celebrated Black History Month and invited Ms. Elizabeth Eckford of the Little Rock Nine and Dr. Sybil Jordan Hampton, president emeritus of the Winthrop Rockefeller Foundation. On February 6, 2014, we were fortunate to have Former Arkansas Razorback Head Coach Nolan Richardson. On February 5, 2015, the Philander Smith College Collegiate Choir and Chamber singers graced our campus under the direction of Dr. Jeff Parker. On February 1 through February 12, the Mosaic Templars Cultural Center Dunbar Exhibit was on display in the UACCM Student Union. Also, in celebration of Black History, the Foreign Tongues Poetry Troupe, by way of the Arkansas Arts Council, shared their love for poetry by making an appearance on February 18, 2016. These events were supported by the community as well as several area schools making this a huge success.

UACCM partnered with the Families First of Conway County which is a program designed especially for minorities with hopes of helping them by providing an environment, information, and resources to help them meet their education needs

During the months of September and October, we celebrate National Hispanic Heritage by distributing trivia information.   The Coordinator of Information and Public Relations and the Coordinator of Multicultural Affairs hosted an event for Native Americans on November 7, 2013 featuring John Two-Hawks, a Grammy and Emmy-nominated recording artist. In November 2014, Will Lang shared stories of his Cherokee and Osage heritage and he also played the flute. On November 17, 2015, the Diversity and Inclusion Committee hosted the Toltec Mounds Archeological State Park held in observance of Native American Heritage Month. Posters of different cultures were ordered and displayed around campus.

The Assistant to the Chancellor/Coordinator of Multicultural Affairs attended workshops on Diversity and Inclusion held at UCA on November 22, 2013, and ASU Jonesboro on April 7, 2014. She also attended the African Methodist Episcopal Leadership Convention/College Fair in July 2014 where approximately 300 juniors and seniors from Arkansas and Oklahoma participated.

In August 2014, as a part of Welcome Week activities, the Multicultural Committee sponsored a Multicultural Meet-N-Greet event involving students and employees.

Minority Recruitment and Retention Annual Reports

Number of minority students who currently attend the institution.

- Fall 2011 semester, 431 (18.77%) of the College's total enrollment of 2,296 students were minority.

- Spring 2012 semester, 402 (19.7%) of the College's total enrollment of 2,027 students were minority.

- Fall 2012 semester, 466 (21.79%) of the College's total enrollment of 2,139 students were minority.

- Spring 2013 semester, 429 (21.8%) of the College's total enrollment of 1,971 students were minority.

- Fall 2013 semester, 507 (23.6%) of the College's total enrollment of 2,149 students were minority.

- Spring 2014 semester, 446 (23.7%) of the College's total enrollment of 1,880 students were minority.

- Fall 2014 semester, 466 (23.4%) of the College's total enrollment of 1,995 students were minority.

- Spring 2015 semester, 430 (24.4%) of the College's total enrollment of 1,765 students were minority.

- Fall 2015 semester, 503 (24.6%) of the College's total enrollment of 2,042 students were minority.

- Spring 2016 semester, 425 (24.6%) of the College's total enrollment of 1,729 students were minority.

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

One—Chancellor
One—Information Systems Analyst
One—Assistant to the Chancellor
One—Library Technician
One—Institutional Services Assistant
Two—Maintenance Assistants
One—Administrative Specialist I for Registrar
One—Part-time Child Care Assistant
One—Part-time Admissions Assistant

During 2014-2015: Eleven minority staff members were employed. (8 FT/3 PT)
During 2015-2016: Fourteen minority faculty/staff members were employed (9 FT/4PT/1 adjunct)

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

<u>New Minority Staff</u>
- One new full-time—Director of Academic Advising and Career Services
- One new part-time—Intern for Computer Services

- One new part-time—Child Care Assistant
- One new part-time—Admissions Assistant
- One new part-time—Student Services Assistant
- One new full-time—Maintenance Assistant
- One new full-time—Administrative Specialist I for Registrar

New Minority Faculty
- No new minority Adjunct Faculty
- No new minority Full-time Faculty

Number of minority adjunct faculty who currently work for the institution.
- None

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

- After many recruiting efforts, particularly faculty and staff, minimal progress has been made. After the committee reviewed the applications, it appeared that some of the applicants did not meet the necessary qualifications for the position in which they were applying.

- As for recruitment and retention of minority students, all minority student populations are stable or have a slight increase. To address this issue, a new Multicultural Affairs Committee has been created to develop possible ways, methods, and locations to attract and retain minority students. This committee is made up of a very diverse group of staff and faculty members committed to this endeavor.

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

- Activities, coordinated by an African-American female, will be added to the plan for the coming year include multicultural programs and recruitment of minority faculty, staff, and students on campus.
- As of July 1, 2015, UACCM now has a minority vendor for janitorial services.

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

See page 11

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

Fall 2014   Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.

June 2015   Submit Annual Minority Recruitment and Retention Report to ADHE.

Fall 2015   Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.

June 2016   Submit Annual Minority Recruitment and Retention Report to ADHE.

Fall 2016   Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.

June 2017   Submit Annual Minority Recruitment and Retention Report to ADHE.

Budget for Minority Recruitment and Retention Activities

       The College will continue to utilize the annual budget, including the recruitment and advertising line items, to implement the Minority Recruitment and Retention Plan. As the College attempts to target minority audiences, advertising and promoting the educational and employment opportunities available at UACCM are now posted on our website at www.uaccm.edu.

Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan

       The College administration will review the annual progress report in meeting the goals and objectives of the Minority Recruitment and Retention Plan, the strategies used in implementing the Plan, and the results of the activities conducted as part of the Plan to determine the effectiveness of the strategies. Modifications will be made in the activities to enhance the College's ability to achieve the identified goals and objectives and increase the recruitment and retention numbers of minority students, faculty, and staff.

ACA 6-61-122)

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2016

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor
newsome@uaccm.edu
501-977-2044

Please attach this form to the institution's annual report. General guidelines for the report can be found below:

1.   Report the progress that has been made in achieving the goals included in your five-year plan. Address each goal relative to students, faculty and staff.

2.   If there are any revisions or updates to the current five-year plan, please include them in this report. Be sure to clearly indicate any sections of the plan that have been revised.

3.   Act 1091 of 1999 (ACA 6-61-122) requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable.

4.   Submit two copies of the report. ADHE will forward one copy to the Interim House and Senate Education Committees.