

Arkansas Higher Education 2017 Annual Comprehensive Report

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Minority Recruitment and Retention Report Academic Year 2016-2017



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Arkansas State University

Minority Recruitment and Retention Annual Report

2016-2017

June 30, 2017

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

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Introduction

The Office of Diversity is led by Dr. Maurice Gipson who is an Assistant Vice Chancellor and Chief Diversity Officer. Under his leadership, the Office of Diversity has instituted new strategies designed to help A-State create an environment conducive to achieving its mission of:

Educating leaders, enhancing intellectual growth, and enriching lives (ASU = e³)

The numerical measurements¹ included in this report are instrumental for understanding our performance towards this mission. Reports include:

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

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

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

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

Numerical Measurements

Minority Students

We experienced a 3.52% increase in overall minority student population since the 2015-16 year. The percentages of Asian Americans and Hispanics increased. The mixed-race student population increased by 2.89%.

Table 1. A-State Students by Minority Group

Ethnicity	2016-2017	2015-2016	Change	%Change
Asian American	116	111	5	4.50%
African American	1836	1788	48	2.68%
Hispanic American	350	324	26	8.02%
American Indian	59	54	5	9.26%
Pacific Islander	10	12	-2	-16.67%
Two or More Races	249	242	7	2.89%
Total Minority	2620	2531	89	3.52%

Minority Faculty and Staff

The total number of minority faculty and staff decreased .3 percent since the last reporting period, from 257 in 2015-16 to 256 in 2016-17. See Appendix A for the number and position title of current minority faculty and staff.

Minority Full-Time Faculty

We experienced a 4.6 percent decrease in the overall proportion of full-time minority faculty since the last reporting period going from a total of 107 to 102.

Figure 1. Full-time Instructional Staff by Minority Group

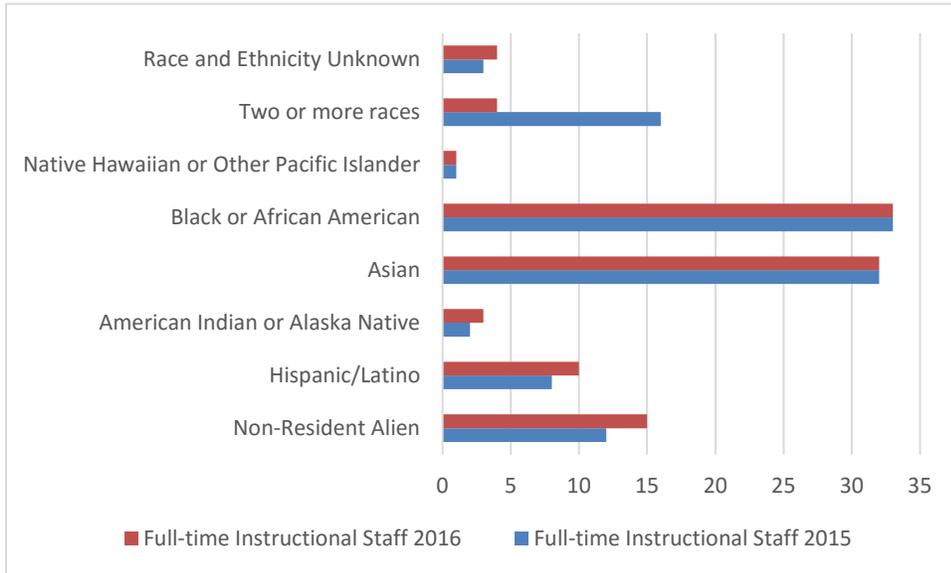


Figure 2. Full-time Instructional Staff by Minority Group (Numerical Data)

Full-time Instructional Staff		
Race / Ethnicity	2015	2016
Non-Resident Alien	12	15
Hispanic/Latino	8	10
American Indian or Alaska Native	2	3
Asian	32	32
Black or African American	33	33
Native Hawaiian or Other Pacific Islander	1	1
Two or more races	16	4
Race and Ethnicity Unknown	3	4
Total	107	102

Minority Adjunct Faculty

The number of minority faculty working in adjunct faculty positions decreased during 2016-17. There are currently 17 minorities serving in adjunct faculty positions, down from eighteen in 2015-16.

Table 2. Minority Adjunct Faculty by Minority Group

Title	Ethnicity	Number
Part-time Faculty	African American	15
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 22 in 2015-16 to 27 in 2016-17).

Table 3. Recently-Hired Minority Faculty and Staff

Title	Ethnicity Code	Number
Assistant Professor	Asian-American	1
Assistant Professor	African-American	1
	Total	2
Instructor	American-Indian	1
ASU Assistant Dir of Housing	American-Indian	1
Academic Advisor	African-American	1
Administrative Specialist I	African-American	1
Administrative Specialist II	African-American	2
Assistant Vice Chancellor	Asian-American	1
Asst Coach	African-American	2
Asst Coach	Hispanic	1
	Total	3
Asst Dir Athletics	African-American	1
Asst Football Coach	African-American	1
Broadcast Announcer	African-American	1
Childcare Technician	American-Indian	1
Financial Aid Analyst	African-American	1

Institutional Svcs Assistant	Asian-American	1
Institutional Svcs Assistant	African-American	4
	Total	5
Project Program Dir	African-American	1
Project Program Dir	Hispanic	1
	Total	2
Project Program Manager	American-Indian	1
Project Program Manager	African-American	1
	Total	2
Teacher Assistant	African-American	1
	Total Minority New Hires	27

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. Developed a diversity training guide to assist search committees in the recruitment process.

Benchmark: Each department will be required to send their committee members to the diversity training. At the end of the hiring season, we will analyze the data to determine if our hiring pools were more diverse.

2. Continue 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. In order to better align resources with our university’s mission, we have developed the following strategic priorities:
 - Recruitment
 - Retention
 - Graduation/Promotion
 - Campus and Community Engagement

Benchmark: The Office of Diversity has awarded more than \$121,000 in grants to faculty and students this past year to support diversity and inclusion on the A-State campus. Most of the grant requests have fallen under the *retention and promotion* categories.

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. Additionally, the AVC has participated in the McKnight Doctoral Scholars' Conference in order to recruit minority faculty. 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.

4. Developed an undergraduate research initiative to increase the amount of underrepresented students that go to graduate school.

Benchmark: This initiative is in its second year. The students from the first cohort are currently graduating seniors. The office will continue to assist these students with the hopes of getting them into graduate school.

Tools for Monitoring Progress

The Office of Diversity had a fiscal year 2016-17 budget of slightly over \$215,000 for diversity programming and initiatives, including supporting multicultural student initiatives and supplementing critical minority faculty salaries as appropriate. We will utilize the following methods to evaluate our performance towards achievement of diversity goals:

- Conduct a comprehensive diversity climate survey to gauge perceptions of campus environment. In order to effectively assess the campus climate, we are inviting various departments to contribute to the creation of the survey instrument.
- 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.
- 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 2016-2017

Title	Ethnicity	Number
ASU Assistant Dir of Housing	American Indian	1
Assistant Professor	American Indian	1
Childcare Technician	American Indian	2
Instructor	American Indian	2
Project Program Manager	American Indian	1
Project Program Specialist	American Indian	1
	Total	8
Administrative Specialist II	Asian American	1
Administrative Specialist III	Asian American	1
Assistant Professor	Asian American	2

Assistant Vice Chancellor	Asian America n	1
Associate Professor	Asian America n	21
Dir of Intl Programs	Asian America n	1
Fiscal Support Specialist	Asian America n	1
Head Coach	Asian America n	1
Information Technology Manager	Asian America n	1
Institutional Svcs Assistant	Asian America n	3
Instructor	Asian America n	2
Professor	Asian America n	7
Research Assoc	Asian America n	1
Research Assoc Professor--ABI	Asian America n	1
	Total	44
ASU Asst Dir of Physical Plant	African America n	1
Academic Advisor	African America n	8
Administrative Analyst	African America n	1
Administrative Specialist I	African America n	3
Administrative Specialist II	African America n	7

Administrative Specialist III	African America n	4
Assistant Professor	African America n	13
Assistant Vice Chancellor	African America n	1
Assoc Dean of Stdnt Affairs	African America n	1
Assoc VC	African America n	1
Associate Professor	African America n	7
Asst Coach	African America n	4
Asst Dean of Stdnt	African America n	2
Asst Dir Athletics	African America n	1
Asst Dir of Financial Aid	African America n	1
Asst Football Coach	African America n	3
Athletic Facility Supervisor	African America n	1
Broadcast Announcer	African America n	1
Broadcast Prod Specialist	African America n	1
Call Center Specialist	African America n	1
Childcare Technician	African America n	8
Comm Artist I/Graphic Artist I	African America n	1

Computer Operator	African America n	1
Computer Support Specialist	African America n	1
Coor of ASU Cmnty College	African America n	1
Development Advncmnt Specialst	African America n	1
Dir of Career Servs	African America n	1
Dir of Professional Educ Progr	African America n	1
Dir of Upward Bound	African America n	1
Director Academic Advising	African America n	1
Director of Transit & Parking	African America n	1
Financial Aid Analyst	African America n	2
Fiscal Support Specialist	African America n	1
HEI Program Coordinator	African America n	2
Heavy Equipment Operator	African America n	4
Institutional Svcs Assistant	African America n	10
Institutional Svcs Supervisor	African America n	2
Instructor	African America n	8
Librarian	African America n	1

Library Supervisor	African American	1
Library Support Assistant	African American	1
Professor	African American	4
Project Program Dir	African American	2
Project Program Manager	African American	25
Project Program Specialist	African American	5
Public Safety Officer	African American	1
Research Assistant	African American	5
Skilled Tradesman	African American	2
Student Development Specialist	African American	4
Teacher Assistant	African American	2
	Total	162
Administrative Specialist II	Hispanic American	1
Assistant Professor	Hispanic American	3
Assistant VC for Info Tech	Hispanic American	1
Associate Professor	Hispanic American	3
Asst Coach	Hispanic American	1



Computer Support Specialist	Hispanic America n	1
Farm Foreman - Institutional	Hispanic America n	1
Financial Aid Analyst	Hispanic America n	1
Fiscal Support Specialist	Hispanic America n	1
HEI Program Coordinator	Hispanic America n	1
Institutional Printer	Hispanic America n	1
Institutional Svcs Supervisor	Hispanic America n	1
Instructor	Hispanic America n	2
Professor	Hispanic America n	2
Project Program Dir	Hispanic America n	1
Project Program Specialist	Hispanic America n	1
Research Associate--ABI	Hispanic America n	1
Student Development Specialist	Hispanic America n	1
	Total	24
Instructor	Pacific Islander America n	1
	Total	1
Admissions Analyst II	Two or More Races	1

Apprentice Tradesman	Two or More Races	1
Assoc for Admin	Two or More Races	1
Associate Professor	Two or More Races	1
Computer Operator	Two or More Races	1
Computer Support Manager	Two or More Races	1
Computer Support Specialist	Two or More Races	2
Instructor	Two or More Races	1
Librarian	Two or More Races	1
Pest Control Tech	Two or More Races	1
Professor	Two or More Races	2
Project Program Director	Two or More Races	1
Research Assistant	Two or More Races	1
Skilled Trades Supervisor	Two or More Races	1
Skilled Tradesman	Two or More Races	1
Student Development Specialist	Two or More Races	1
	Total	18

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Annual Report on Five-Year Minority Retention Plan
June 2017

Name of Institution: Arkansas Tech University (Including Ozark Campus)
Name of Contact Person: Jennifer Fleming, Coordinator of Equal Opportunity and Compliance

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

African American	921
Hispanic	804
Multiple Ethnicities	373
American Indian/Alaska Native	94
Asian/Pacific Islander	154
Native Hawaiian	5
Total	2,351

2a. Number and position title of minority **faculty** who currently work for the institution:

Assistant Professor	16
Associate Professor	8
Instructor	3
Professor	3
Visiting Instructor	1
Workforce Ed	1
Total Minority Faculty	32

2b. Number and position title of minority **staff** who currently work for the institution:

Minority Staff:

Academic Advisor	1
Administrative Analyst	1
Administrative Specialist I	4
Administrative Specialist II	1
Administrative Specialist III	4
Admissions Analyst Supervisor	1
Assessment Specialist	1
Assistant Athletic Trainer	1
Assistant Dean of Students	1
Associate Dean of Students	1
Associate Registrar	1

Assistant Coach	5
Assistant Director of International Programs	1
Computer Operator	1
Dean of School	1
Director of International Programs	1
Director of Placement/Career Services	1
Director of Residence Life	1
English Language Institute Coordinator	1
Fiscal Support Analyst	1
Fiscal Support Specialist	2
Head Coach	1
Institutional Assistant	1
Institutional Services Assistant	3
Landscape Specialist	1
Network Support Specialist	1
Project/Program Specialist	2
Provisional Positions	3
Public Safety Officer	2
Registered Nurse	1
Systems Specialist	1
Total Minority Staff	48

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

African American	10
American Indian/Alaska Native	1
Asian/Pacific Islander	18
Hispanic	3
Total	32

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

African American	6
Non-resident alien	1
American Indian/Alaska Native	1
Asian/Pacific Islander	2
Hispanic	6
Unknown	1
Total	17

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

Administrative Specialist I	2
Administrative Specialist II	1
Assistant Professor	5
Associate Professor	1
Assistant Coach	1
Faculty	1
Part-Time Faculty (Adjunct)	6
Project/Program Specialist	1
Workforce Ed Part-Time Faculty	1
Total	19

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

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 a total number of 320 over last year, an increase of 16% with the largest increase from the Hispanic students. The University is committed to continuing our emphasis on the retention of all students.

One of the major retention initiatives in the past two years was the implementation of the Office of Diversity and Inclusion. The Office was established in Spring 2015 with a mission (1) to promote a diverse, inclusive campus climate for all students, (2) to advocate for underrepresented students, (3) to provide educational trainings for the entire campus, and (4) to celebrate the diverse cultures within our community of learners.

The Office of Diversity and Inclusion offers trainings and workshops throughout the year such as Cultural Competency 101. This workshop engages participants in discussions of diversity and inclusion, explores cultural awareness, and educates on essential terminology.

The Office of Diversity and Inclusion serves as an advocate and support mechanism for underrepresented students at Tech. Thus, enhancing the students experience and providing them with the resources they need to be successful in their academic careers.

An initiative that began in 2010 is the Office of Student Support Services which is funded through a competitive grant awarded by the U.S. Department of Education as a part of the TRiO programs. This is the second grant cycle the Office was awarded with an annual budget of \$220,000 to serve 140 students on campus.

The mission of the Office of Student Support Services is to assist and retain eligible students in pursuit of a bachelor's degree and ensure good academic standing of the participants it serves. Students eligible for the program must be low-income, first generation college students, and/or students with disabilities. Fifty-six percent of students helped by the Office of Student Support Services were underrepresented students.

In December of 2015, Arkansas Tech University Foundation, Inc., in accordance to the Memorandum of Understanding with the Consulate of Mexico in Little Rock, Arkansas, received from the Consulate of Mexico an amount of \$35,000 in support of funding higher education scholarships.

The purpose of the funds received through the Institute for Mexicans Abroad (IME) Fellowship program is to increase the educational level of Mexicans or persons of Mexican origin living in the United States of America. In 2016, fifty-four students were awarded funds from this scholarship opportunity.

Additionally, Arkansas Tech University and the League of United Latin American (LULAC) agreed to initiate the LULAC/ATU Scholarship Program to further a compelling interest of Arkansas Tech University in obtaining educational benefits that derive from a diverse student body. Up to five academic scholarships will be awarded, not to exceed tuition and fees at Arkansas Tech University. Students who receive this scholarship will benefit by receiving individual monitoring to ensure satisfactory progress.

Another new recruitment initiative was the expansion of the Tech Open House to include an event completely devoted to incoming students who self-identified as diverse. The event, Diversity Focus, was held on October 1, 2016 and was hosted in conjunction with the Office of Diversity and Inclusion.

The Arkansas Tech University Admissions Office continues its dedication to enhancing the college visit experience by offering monthly tours in Spanish for a 2nd year. The tours are conducted by fluent Spanish speaking tour guides that are able to provide the information needed for students and their families as they are trying to make the best decisions for their future. Additionally, the University Marketing and Communication office has produced bilingual flyers and posters that have been distributed to high schools around the state providing English and Spanish speakers with access to information about the steps they can take to prepare for college.

In terms of faculty and staff, the University continues to utilize all appropriate venues to expose employment opportunities in such a way as to increase the number of diverse applications. All faculty and administrative vacancies are filled according to guidelines and procedures published and administered by the Affirmative Action Office. In accordance to the Guidelines for Filling Faculty and Administrative Vacancies, Arkansas Tech continues its quest to increase the visibility of our vacancies. In 2016 we added job search websites such as DiversityInc and Insight Into Diversity websites. Academic Affairs has also purchased a subscription to SREB's Doctoral Scholars Program (DSP) Scholar Directory. This directory is a database that showcases more than

1,000 accomplished doctoral scholars and successful Ph.D recipients who are committed to pursuing careers in the professoriate. The database offers faculty and research recruiters an economical way to reach a diverse group of people. It includes access to: vitae, profiles, research and scholarship areas, as well as other information for all doctoral scholars and Ph.D. recipients who have attended the Institute on Teaching and Mentoring, the largest gathering of minority Ph.D.s and Ph.D. candidates in the nation.

The Guidelines for Filling Faculty and Administrative Vacancies 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 in conjunction with the Office of Human Resources to ensure that all guidelines are focused on increasing the diversity of faculty and staff. In 2016, Arkansas Tech University purchased a new employment tracking software that would streamline the recruiting process. All responses to the invitation of applicants to self-identify is monitored for breadth of diversity within the applicant pool.

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.

The Equity and Diversity Committee conducted focus groups and a general climate survey in 2015 to better understand the climate regarding diversity at Arkansas Tech University. The results of this survey provided additional information and a more thorough analysis of the general consensus of the campus community regarding the overall feelings of diversity. This information is to be used to help identify barriers and to develop ideas for eliminating those barriers; thus, creating an all-inclusive living, working, and learning environment. This survey along with additional planning and research led to the creation of the Working Group on Diversity and Inclusion. This is a part of the strategic plan and will develop and implement a diversity and inclusion plan to include all stakeholders for our campuses.

Assessment of the effectiveness of the strategic plan and the results from the Working Group on Diversity and Inclusion 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.

The budgets were put in place for the majority of these efforts in 1997. As the University has grown, and as a result of research and the strategic plan, the budgets for these initiatives have continued to increase. The new initiatives that have been added enhance our existing services in such a way that the direct cost of the minority initiative is not easily quantified. For example, each individual department within the University has a priority to include diversity focused initiatives as a part of their responsibilities. The University continues 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.

Henderson State University
2016-2017
Minority Recruitment and Retention
Annual Report

Dr. Lewis A. Shepherd, Jr.
Vice President for Student and External Affairs
Henderson State University
June 21, 2017

Introduction

In 2014, people of color (African Americans or people of African descent, Asian Americans, and Asian American descent, Hispanic Americans, Native Americans) comprised approximately 38% 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 55 million Hispanics in the U.S., an increase of 6 percent, making it the largest minority group in the country. The Census Bureau released estimates on the U.S. population's growth in 2014, finding that racial and ethnic minorities will comprise 56% of the total population by 2060.

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 2016-2017 academic year at Henderson State University was 1,331. This number represents approximately 32.9 % of the HSU student body.

Minority Students 2016-17	
Ethnicity	Headcount
African American	926
American Indian	20
Asian American	28
Hawaiian	2
Hispanic	165
International	60
2 or More Races	130
TOTAL	1331

Minority Staff and Faculty

During the 2016-2017 academic year, Henderson State University employed 110 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:

Academic Advisor	2
Accountant I	1
Adjunct Faculty	11
Administrative Analyst	1
Administrative Specialist I	4
Administrative Specialist II	7
Administrative Specialist III	4
Admissions Counselor	2
Assistant Athletic Director	1
Assistant Director of McNair Scholars	1
Assistant Director of Residence Life	1
Assistant Coach	4
Assistant Librarian	1
Assistant Professor	11
Assistant Registrar	1
Assistant Vice President/Dean of Students	1
Associate Dean of Students	1
Associate Librarian	1
Associate Professor	6
Assistant Director of Veterans Upward Bound	1
Chair & Professor of Human Services/Sociology	1
Chair Adv Instructional Studies & MAT Coord	1.
College Readiness Coach	1
Coordinator of Intramural Sports & Summer Camps	1
Dean of Teachers College	1
Director of Bands& Asst. Professor of Music	1
Director of Financial Aid	1
Director of Teacher Ed Admissions	1
Director of Testing	1
Director of the Writing Center	1
Director of TRIO Programs	1
Education Specialist/Counselor SSS	3
Fiscal Support Specialist	1

Fiscal Support Technician	1
Head Volleyball Coach	2
Innkeeper Assistant	2
Instructor of English	1
Instructor of Music	1
Lecturer of English	1
Lecturer of Sociology	1
Library Tech-Academic Support	2
Network Support Analyst	1
President	1
Professor	10
Public Safety Officer	3
Purchasing Specialist	1
Resident Hall Spec-Area Coordinator	2
Student Services Counselor	2
Vice President for Student and External Affairs	1
Vice Provost	1

110

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	8
American Indian	2
Asian American	5
Hispanic	5
2 or More Races	9
International	9
TOTAL	38

Minority Adjuncts

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

Minority Adjuncts	
Ethnicity	Headcount
African American	5
Asian American	1
2 or More Races	1
International	4
TOTAL	11

Full-Time Faculty & Staff by Minority Group

The total number of faculty and staff who currently work for the institution by minority group:

All Minority Faculty & Staff	
Ethnicity	Headcount
African American	61
American Indian	2
Asian American	9
Hispanic	10
2 or More Races	15
International	13
TOTAL	110

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	11
Asian American	2
Hispanic	2
2 or More Races	4
International	5
TOTAL	24

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.

Actions 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.
 - Establish a clear definition of what diversity, equity, inclusion and cultural competence mean to Henderson.
 - Define how to measure success.
 - Determine what has been accomplished in the past and which programs or efforts were successful.
 - Analyze why some efforts may have failed and/or diminished over time.
 - Study successful efforts at other institutions and organizations.
3. Conduct a comprehensive study of our demographic data.
 - Measure data against labor market data where we recruit candidates.
 - Measure data against data from a selected set of comparable and competitive peer institutions.
 - 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.
 - Identify reasons for feelings of being excluded and other parameters as determined while making survey.
 - 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

- 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.
- 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
2016-2017

Southern Arkansas University
100 East University
Magnolia, Arkansas 71753

MINORITY RETENTION PLAN

2016-2017

Although there are many goals and objectives that are University-wide that relate to the retention of minority faculty, staff, and students, the following goals and objectives relate directly to these groups.

Goal 1: To recruit and retain diverse, well-qualified and student-centered faculty and staff.

- Objective: Increase the percentage of underrepresented faculty and staff.
- a. Annual comparison of the percent of underrepresented faculty and staff, using fall 2005 as the base year in October of each year

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

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

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

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

ACT 1091 of 1999
FACULTY/STAFF MINORITY RETENTION
2016-2017 Report

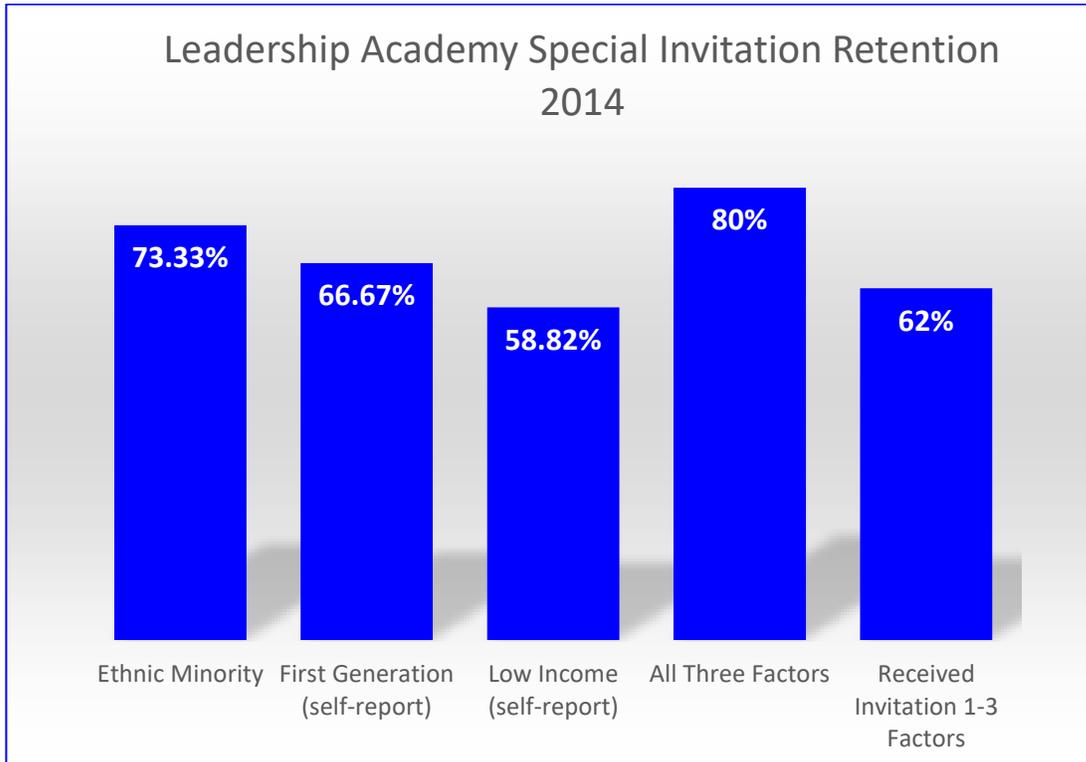
1. Minority representation is required on significant committees that have a great impact on the University.
2. The policy of minority representation on all search committees continues.
3. Beginning in 2003 and in observance of Martin Luther King, Jr. Day, all classes were cancelled for the observance of Martin Luther King, Jr. Day in February. Students and faculty were dismissed for the day's observations and programs.
4. A vote of the SAU staff (100% participation) showed clearly that the staff was overwhelmingly in favor of not either taking a mandatory day of leave or losing one day of Christmas leave time to observe Martin Luther King, Jr. Day. The staff wished for the University offices to remain open to honor the wishes of the King family. The family's position was/is that Dr. King died so that African Americans and women could have better access to education and other civil liberties and for those institutions to shut down in observance was/is counterproductive. Any staff employees wanting to observe Martin Luther King, Jr. Day are welcomed and encouraged to do so by taking a personal vacation day.
5. The University supports and promotes the awareness of and appreciation for diversity to the letter and in the spirit of inclusive excellence. The Office of Multicultural Services was established in the fall of 1995 to demonstrate the University's commitment to this pursuit. Professional development opportunities are also available. For example, the University provided financial support for the Associate Dean for Multicultural Services, the Human Resources Manager, and the Director of the Library to attend the National Conference on Race and Ethnicity (NCORE) in May 2017.
6. All employment opportunity advertisements include a statement regarding the University's expectation that faculty and staff are committed to diversity and inclusion:

All SAU faculty and staff demonstrate a commitment to inclusion and diversity of the University community and excellence in interpersonal behaviors and effective collaboration with colleagues.

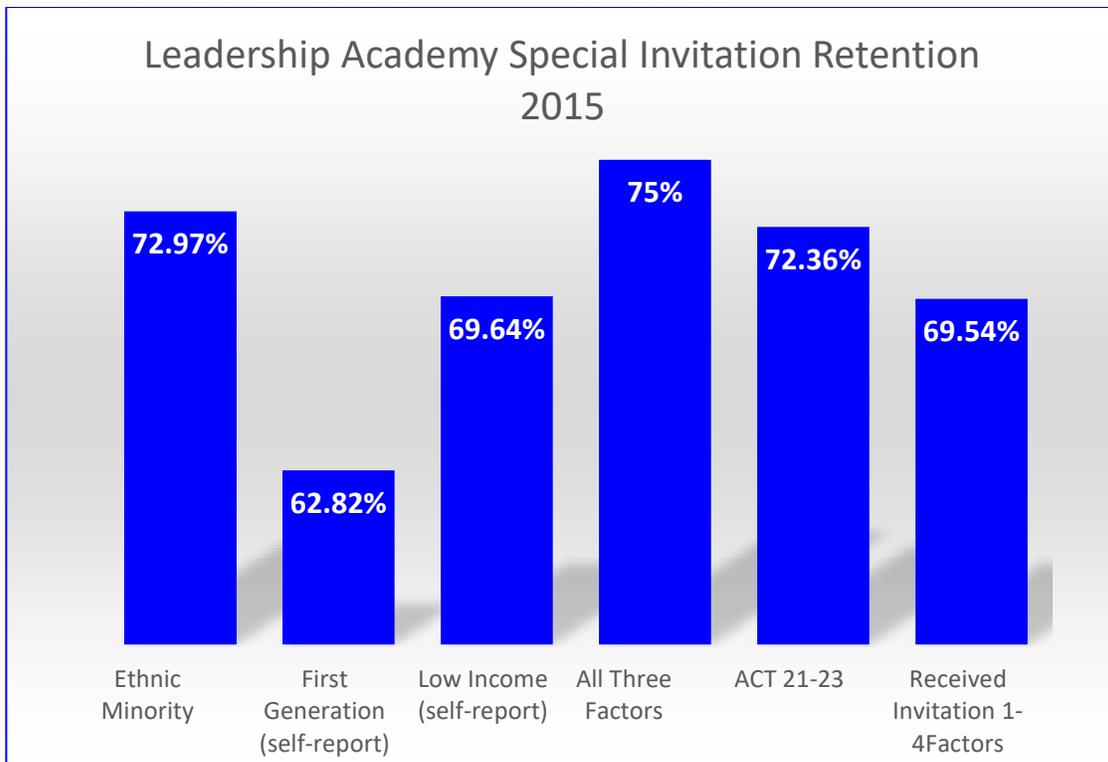
Hiring procedures include that committees should ask diversity and inclusion related questions during the interview and should include information about diversity and inclusion in the committee's recommendation.

7. In 2014, the University started an initiative to invite minority students (and students who self-identified as first generation or low income) to Leadership Academy, a weekend leadership experience for beginning freshmen. This was based on research and work at other universities that note that it can promote a sense of belonging to a community, which is related to student retention. The University has seen higher freshman retention rates for the ethnic minority students invited to Leadership Academy than the University average. Below are the one-year retention rates for the students who received the invitation in 2014 and 2015:

2014 Cohort Retention Rate: 62.10%



2015 Total Cohort Retention Rate: 65.50% Retention Rate



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.

Total Minority Students (Summer II 2016 – Summer I 2017)

Race	Number
Black/African American	1153
American Indian/Alaska Native	31
Hispanic/Latino	118
Asian	33
Non-Resident Alien	1459
Nat Hawaiian/Pacific Islander	25
Multi-Racial	8
Unknown	23

African-American Beginning Freshmen Retention

Cohort	SAU Total	African American
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%
2015 Cohort	65.50%	65.30%

African-American Beginning Freshmen Graduation

Cohort	SAU Total	African American
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%
2010	34.21%	24.88%

Total Minority Faculty and Staff as of October 2016

Faculty/Staff Title	Number
Accountant I	1
Administrative Specialist I	2
Administrative Specialist II	7
Administrative Support Super	1
Assistant Coach	1
Assistant Dean of Students	1
Assistant Professor	16
Associate Dean of Students	1
Associate Professor	10
Bookstore Manager	1
Budget Specialist	1
Counselor	6
Dean	1
Department Chairperson	2
Director of Disability Services	1
Director of International Programs	1
Director of Student Aid	1
Fiscal Support Analyst	1
Fiscal Support Technician	2
Graduate Admissions/Data & Research Coordinator	1
Human Resource Specialist	1
Information Systems Analyst	1
Instructor	10
Internal Auditor	1
Maintenance Assistant	2
Part-time Faculty	12
Professional Academic Advisor	1
Professor	2
Project/Program Administrator	3
Skilled Trades Supervisor	1
Skilled Tradesman	1
Student Accounts Officer	1
Vice-President for Finance	1
Total	92

Full-Time Minority Faculty as of October 2016

Black/African American	6
American Indian/Alaska Native	0
Hispanic/Latino	1
Asian	13
Non-Resident Alien	9
Nat Hawaiian/Pacific Islander	0
Multi-Racial	0
Unknown	0

Adjunct Faculty as of October 2016

Black/African American	6
American Indian/Alaska Native	1
Hispanic/Latino	3
Asian	6
Non-Resident Alien	0
Nat Hawaiian/Pacific Islander	0
Multi-Racial	0
Unknown	7

New Minority Hires

2016-2017

Assistant Professor	3
Associate Registrar	1
Building/Maintenance Repair I	1
Education Specialist	1
Fiscal Support Supervisor	1
Fiscal Support Technician/Cashier	1
Instructor	2
Maintenance Assistant	1
Outreach Counselor	1
Total	12

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 2016/2017 ACTIVITIES and EVENTS

AUGUST 2016

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

SEPTEMBER 2016

- 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 2016

- NPHC meeting
- BSA meeting
- Black Alumni Homecoming Reception
- NPHC Annual Homecoming Greek show
- Black Students Association meeting
- NPHC meeting
- BSA meeting
- NPHC Greek Leadership Retreat

NOVEMBER 2016

- NPHC meeting
- BSA meeting
- NPHC meeting
- BSA meeting
- NPHC meeting

DECEMBER 2016

- BSA meeting
- Sister-To-Sister meeting

JANUARY 2017

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

FEBRUARY 2017

- NPHC meeting
- BSA meeting
- BSA Panel Discussion
- NPHC meeting
- BSA meeting
- Sister-To-Sister meeting

MARCH 2017

- NPHC meeting
- BSA meeting
- NPHC meeting
- BSA meeting
- Black Student Association Panel Discussion
- Sister-To-Sister meeting

APRIL 2017

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

MAY 2017

- Associate Dean attended National Conference on Race and Ethnicity (NCORE)

University of Arkansas

Minority Recruitment & Retention 2017 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, 2015 -2016

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.

Diversity Initiatives 2016-2017

In preparation for the arrival of the new provost, an advisory committee of faculty and staff was formed to make recommendations for the look of the new diversity office.

A strategic plan was crafted through a collaborative process and vetted by Chancellor Steinmetz and his Executive Committee. The plan has been incorporated into eight guiding priorities, one of which is Enriching Campus Diversity and Inclusion. A guiding priority review group was nominated and members were chosen by the Chancellor to develop potential action plans and initiatives that support this priority.

Below are programmatic initiatives that were supported this year:

Faculty Support for African/African American Studies Trip	\$1000.00
LGBTQ Faculty/Student Mentoring Program Stipends	\$ 800.00
Juneteenth 2017	\$1,000.00
Support for The Conversation Mini-fest	\$3,000.00
Attracting Intelligent Minds (AIM) 2017 Conference	\$ 500.00
Black Alumni Society Reunion	\$ 700.00
Latino Alumni Society Scholarship Fundraiser	\$1,200.00

Minority Student Enrollment

Between the fall 2015 and fall 2016, 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 2015	FALL 2016	% of Total 2016	% of Change
Hispanic and any race	1874	2066	7.6%	10.2%
American Indian	315	314	1.2%	-0.3%
Asian	645	647	2.4%	0.3%
African American	1334	1308	4.8%	-1.9%
Hawaiian	20	27	0.1%	35.0%
Two or More Races	818	840	3.1%	2.7%
TOTAL	5006	5202	19.1%	3.9%
Foreign (International)	1545	1466	5.4%	-5.1%
Ethnicity Not Available	140	173	0.6%	23.6%

*(UA Office of Institutional Research)

Minority Faculty/Staff

For FY 17, the university hired 518 employees in both faculty and staff positions. Federally defined minorities accounted for 16.80% of these hires. This number represents a .25% decrease for the 2016-2017 school year. Women comprised 51.50% of the new employees while foreign nationals made up 9.30% of the new hires. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2016-2017, showing the total number of minority faculty and staff at the university by position and the total number minority full-time and adjunct faculty.

FACULTY/STAFF NEW HIRES

<u>Ethnicity</u>	<u>FY 16#</u>	<u>%</u>	<u>FY 17#</u>	<u>%</u>
African American	23	4.41%	30	5.80%
American Indian	10	1.92%	7	1.40%
Asian	20	3.83%	22	4.20%
Hispanic	27	5.17%	15	2.90%
Native Hawaiian	0	0.00%	1	0.20%
Two or More Races	9	1.72%	12	2.30%
Foreign	52	9.96%	48	9.30%
Unknown	0	0.00%	0	0.00%
Caucasian	381	72.99%	383	73.9%
Totals	522	100.00%	518	100.00%

Gender Totals

Female	286	54.79%	267	51.50%
Male	236	45.21%	251	48.50%
Totals	522	100.00%	518	100.00%

Minority Faculty/Staff by Position

Position	# of Employees
Vice Chancellor	1
Assistant Dean	2
Dean	1
Dean Of Law	1
Associate Dean	1

Director Of Career Services	1
Director of University Police	1
Project/Program Director	12
Sr. Project/Program Director	2
Assistant Librarian	4
Assistant Professor	88
Assistant Professor – ENGR	11
Assistant Professor - WCOB	14
Associate Professor	32
Assoc Professor - WCOB	4
Assoc Professor-Law	1
Associate Professor - ENGR	5
Associate Librarian	2
Departmental Chairperson	5
Departmental Chairperson-ENGR	2
Departmental Chairperson-WCOB	3
Distinguished Professor	4
Distinguished Professor-ENGR	1
Distinguished Professor – WCOB	2
Instructor	50
Lecturer	23
Librarian	1
Professor	25
Professor – ENGR	14

Professor - WCOB	2
Professor Law	7
University Professor	3
University Professor – ENGR	2
University Professor – WCOB	1
Academic Counselor	15
Accountant II	2
Administrative Analyst	6
Asst To The Dean	1
Computer Support Specialist	12
Coordinator of Academic Space	1
Development Specialist	2
Development/Advancement Mgr.	1
Development/Advancement Spec	3
Director of Affirmative Action	1
Asst Direc of Affirmative Action	1
Fiscal Support Analyst	6
HEI Program Coordinator	2
Master Scientific Res Tech	2
Network Support Analyst	1
Police Captain	1
Post-Doctoral Associate	34
Post-Doctoral Fellow	43
Program Assistant	1

Program Associate	16
Program Technician	15
Project/Program Manager	19
Project/Program Specialist	106
Project Coordinator	1
Research Assistant	10
Research Associate	30
Personnel Manager	1
Research Field Technician	2
Student Accounts Officer	2
Scientific Research Tech	2
Special Events Manager	1
Student Development Specialist	3
Administrative Specialist II	12
Administrative Specialist III	11
Admin. Supp. Supervisor	16
Admissions Analyst	1
Fiscal Support Technician	1
Inventory Control Manager	1
Library Specialist	1
Assistant Registrar	2
Associate Registrar	1
Registrar's Assistant	3
Computer Operator	2

Computer Support Analyst	1
Computer Support Technician	4
Computer Lab Technician	1
Financial Aid Analyst	2
Fiscal Support Specialist	4
Editor	1
HE Public Safety Commander I	2
HE Public Safety Commander II	1
HE Public Safety Supervisor	4
HE Public Safety Officer	2
HE Public Safety Security Officer	1
Major Gift Development Officer	1
Library Supervisor	2
Library Technician	3
Research Technologist	2
Senior Software Supp Analyst	1
Skilled Trades Foreman	1
Systems Analyst	5
Systems Specialist	3
Heavy Equipment Operator	1
Skilled Tradesman	9
Skilled Trades Helper	3
Research Scientist	1
Security Analyst	1

Software Support Specialist	2
Coordinator of Housekeeping	3
Institutional Service Asst.	29
Institutional Service Super.	6
Instructional Designer	1
Lodge Housekeeping Supervisor	1
Mail Services Assistant	1
Maintenance Coordinator	1
Agriculture Farm Technician	1
Agriculture Lab Technician	4
Teaching Associate	4
Student Applications Spec	1
Telecommunication Specialist	3
Website Developer	1
Director of Bus & Econ Research	1
Apprentice Tradesman	1
Director of Outreach	1
Food Preparation Supervisor	1
Legal Support Specialist	1
Payroll Services Coordinator	1
Public Information Coordinator	1
Public Information Specialist	1
Senior Library Assistant	1
Total Minority Faculty/Staff	845

Minority Full-time Faculty

Ethnicity	Number
African American	37
American Indian	10
Asian	115
Hispanic	44
Pacific Islander	01
Foreign	46
Two or More Races	19
Total	272

Minority Adjunct Faculty

Ethnicity	Number
African American	7
American Indian	4
Asian	6
Hispanic	10
Pacific Islander	0
Foreign	7
Two or More Races	1
Total	35

Minority Faculty/Staff New Hires by Position

Academic Counselor	1
Administrative Analyst	1
Administrative Specialist II	4
Administrative Specialist III	2
Administrative Support Supervisor	2
Agriculture Lab Technician	1
Apprentice Tradesman	1
Assistant Librarian	1
Assistant Professor	17
Assistant Professor-ENGR	2
Assistant Professor-WCOB	2

Computer Operator	1
Computer Support Analyst	1
Computer Support Specialist	1
Fiscal Support Analyst	2
Fiscal Support Specialist	2
HE Public Safety Security Officer	1
HEI Program Coordinator	1
Institutional Service Assistant	6
Institutional Service Supervisor	1
Instructor	15
Lecturer	11
Legal Support Specialist	1
Post-Doctoral Associate	7
Post-Doctoral Fellow	20
Professor-ENGR	2
Professor-Law	2
Program Associate	1
Project/Program Manager	1
Project/Program Specialist	15
Research Associate	3
Senior Project/Program Director	1
Skilled Tradesman	3
Student Development Specialist	1
Teaching Associate	2
Total	135

Progress Made in Meeting Institutional Goals

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 seven years, the university has aggressively awarded its Razorback Bridge scholarship for underrepresented students and has been raising money to establish a new scholarship line, the College Access Responsibility Endeavor (CARE), designed to support students from Arkansas who demonstrate financial need and have achieved academic excellence. The Razorback Bridge and CARE scholarships also carry mandatory programmatic retention support provided through the Center for Multicultural and Diversity Education. 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 can choose to be 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. All three cohorts of DACCC scholars have been successfully brought to the university and we graduate our first cohort of DACCC scholars this coming academic year. Like other diversity scholarship recipients, DACCC scholars benefit from academic retention support provided through the Center for Multicultural and Diversity Education.

In July 2016, another Walton Family Foundation-funded program began: The Accelerate 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 82 students arrived on campus in the summer of 2016, before fall classes began for a summer bridge program in which each student enrolled in 7 credit hours of college courses and participation in freshman transitional workshops to help them prepare for the first full semester of college. The program had 100% course completion during the summer bridge process and the students remained supported through the first year of college. The second cohort begins their U of A experience on June 30, 2017.

The Office of Latino Academic Advancement and Community Relations (la OLAA-CR) brings over 600 high school students to the university campus over the course of the school year. La OLAA-CR sponsors 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 participates in numerous statewide college fairs and community events. In retention, OLAA-CR established a Latino Registered Organization network. The Office also collaborates with the College of Engineering on 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 collaborates 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.

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 and staff 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 purpose of the Office for Diversity Affairs is to cultivate a more diverse and inclusive campus. The units that comprise this administration arm support initiatives and facilitate programs that seek to enhance the university's ability to recruit and retain underrepresented students, faculty and staff.

As part of Chancellor Steinmetz's strategic planning which has been a comprehensive approach, eight guiding priorities have been identified.

Among the 8, "Enriching Campus Diversity and Inclusion" is front and center. A team of 7 faculty and staff developed a plan with both long and short term objectives and goals. The University of Arkansas received and updated a position description for Vice Provost for Diversity and Inclusion. A national search was held and a new Vice Provost was recently hired with a start date of fall 2017. The Vice Provost for Diversity and Inclusion will be the chief architect for the diversity strategic plan. Evidence of a commitment to diversity and inclusion will be obvious throughout this plan including development workshops for all faculty and staff search committees, and appropriating resources for diversity initiatives for academic units.

Action Plan

"Any educational institution that does not strive to reflect the complexity and diversity of our state, nation, and world is failing its students and failing its faculty. We believe that diversity should permeate the very fabric of the University of Arkansas. We will therefore work to diversify along many dimensions of our faculty, staff and students, and at the same time, create an environment and atmosphere that is welcoming and inclusive for all." – Chancellor Steinmetz

The Vice Provost for Diversity, Equity and Inclusion and Chief Diversity Officer for the University of Arkansas should give a voice to the diversity in ways that continue to evolve in regional, national, and international contexts that extend beyond a traditional or historical understanding and application.

Specific question for guiding priority review group:

1. What can we do to enhance diversity and inclusion on campus?
2. How do we promote a further internationalization of the University of Arkansas?
3. How can we measure progress we make in enriching diversity and inclusion?

Recommended Actions

- Recruit and select a Vice Provost for Diversity, Equity, and Inclusion
- Establish accountability at every level of the institution
- Recruit and retain diverse faculty
- Promote new scholarship that engages issues of diversity
- Support comprehensive internationalization of academic programs and partner with campus constituents to increase global awareness

1. ACTION: Recruit and select a Vice Provost for Diversity, Equity, and Inclusion

- a. The primary role of the Vice Provost for Diversity, Equity, and Inclusion will be to clearly define, publicize, and implement an institutional commitment and strategic plan for diversity. In doing so, the V.P. will work to create and sustain a climate in which respectful discussions of diversity are encouraged, acknowledged, and rewarded. In reaffirming the institution's commitment to equity and inclusion, the V.P. should develop and implement procedures for reporting bias motivated incidents, and hate crimes.
- b. Active consideration of intersectionality of minoritized identities (identified as race, ethnicity, nationality, gender, sexual orientation, disability, socioeconomic status, spirituality, and faith) within the framework of privilege and oppression.
- c. The V.P. should be given the appropriate resources to help ensure a significant level of success in achieving the goals and objectives of this office. The Vice Provost for Diversity, Equity, and Inclusion should be an academic who would be tenurable within an academic unit. In addition, the V.P. should have a strong research background or equal experience in the areas of social justice, diversity, or equity.
- d. Cultivate mutually beneficial campus partnerships.
- e. Coordinate and implement a departmental search committee development plan to combat implicit bias.

OUTCOME:

The Vice Provost for Diversity, Equity, and Inclusion should play a significant role in the advancement of efforts to create an inclusive, accessible, and welcoming culture on campus.

METRICS:

Coordinate Campus Conversations

- i. The V.P. will create a new webpage for the Office needs within **6 months** of appointment.
 - a. The webpage will reflect the missions and visions of the Office of Diversity and Inclusion as well as the University.
- ii. The V.P. will have met with all college representatives within **3 months** of appointment.
- iii. The V.P. will establish an Advisory Committee reflective of faculty, staff, and students.
- iv. The V.P. will host inclusive focus groups that speak to the institutional diversity plan missions and goals.

2. ACTION: Establish accountability at every level

- a. Each college will have a diversity, equity, and inclusion plan. The annual plan will specifically track and report progress in relation to diversity and inclusion. The college diversity plan should reflect the initiative of each departmental plan.
- b. The importance of awareness, relative to diversity, equity, and inclusion, cannot be overstated. Faculty and professional staff will have the opportunity to report accomplishments with regard to social equality, diversity, and global awareness in their teaching, scholarly activities or engagement on annual reports.
- c. Supervisors should conduct annual training and provide professional development opportunities for staff in an effort to enrich diversity, equity, and inclusion.
- d. Conduct a Campus Climate Study. This study should be repeated at least every 5 years with follow-up actions taken in targeted areas.
 - i. Using higher education diversity campus climate scholarship, design, implement and disseminate findings that lead to improved practice in the areas of (framework from Hurtado, Milem, Clayton-Pedersen, & Allen, 1999):
 1. Historical legacy of inclusion/exclusion
 2. Psychological climate
 3. Structural diversity
 4. Behavioral dimension
 5. Demonstrate actively addressing government/policy context and sociohistorical contexts outside of the immediate campus setting

OUTCOME:

Increase the sense of accountability toward Office of Diversity and Inclusion initiatives at every level.

METRICS:

- i. College Level Diversity Plans
 - a. Each college will be responsible for the creation and execution of a diversity plan by June 30, 2018. This plan shall be reviewed annually.
 - b. Each diversity plan will be reviewed and registered with the Vice Provost for Diversity, Equity, & Inclusion by August 15, 2018.
 - c. Each college will designate a leader and/or coordinator for diversity initiatives.
 - d. All diversity plans will align with the goals and objectives as set by the V.P. for Diversity, Equity, and Inclusion.
- ii. Departmental Diversity Plan
 - a. Departmental diversity plans, which should be reflected in the college's plan, will be developed by May 1, 2018. This plan should be reviewed annually and address the following:
 - What school/unit goal(s) did you establish?
 - How have you advanced efforts to create an inclusive, accessible, and welcoming culture within your department on campus?
 - How have you created opportunities for ongoing professional development for staff to strengthen your capacity to meet diversity, equity, and inclusion goals?
 - How have you addressed recruitment and retention?
- iii. Annual Resume Update (Brag Sheet)
 - a. Faculty will have the opportunity to report participation in diversity, equity, and inclusion efforts on annual resume updates (brag sheets). Faculty and staff will be asked to include their contributions toward diversity in their teaching, research, and/or service-related activities, as appropriate.

3. ACTION: Recruitment/Retention of diverse faculty

- a. Individual academic units should address the following in their annual reports:
 - i. Mentorship for underrepresented faculty and staff
 - ii. Evidence of search committee diversity workshop completion
 - iii. Institutional pipeline plan
 - iv. Establish an informational onboarding process that will help in transition to a new community
 - v. Develop an institutional procedure for reporting bias motivated incidents and hate crimes
- b. The V.P. for Diversity, Equity, and Inclusion, in collaboration with the Provost, will be given faculty lines to award to academic units for opportunity hires and/or partner hires.
- c. Update/create and advertise inclusive policy (non-discrimination policies and inclusive benefits for various minoritized groups).

- d. Provide resources for organizing and supporting Faculty Interest Groups (FIGs) based on social identities.
- e. Support and reward diversity related scholarship (additional grant money for conference attendance when disseminating scholarship too).
- f. Create a targeted engagement process for new faculty/staff.
 - i. Training opportunities on diversity issues at the U of A and in NWA
 - ii. Opportunities for social connections to increase sense of belonging and community
- g. Partner with NWA community for resources and opportunities (including health, such as counseling, and inclusive services).
- h. Actively recruit through diversity-focused professional groups such as professional associations identity based listservs and job fairs.

OUTCOME:

Increase the number of diverse faculty and staff institution-wide by developing and implementing curriculum to meet diversity competencies for faculty, staff, and teaching assistants.

METRICS:

- i. Develop and provide “tool kit” for search committee.
- ii. Foster faculty-to-faculty mentorship program (this includes staff-to-staff mentorship programs).
- iii. Help individual units create a pathway for first generation and underrepresented students to progress through graduate school.
- iv. Provide funds for opportunity hires and retention.
- v. Strategies will (should) include plans for target hires and mentoring programs for those hires.

4. ACTION: Promote new scholarship and best practices that engages issues of diversity, social justice, and equity

OUTCOME:

The V.P. for Diversity, Equity, and Inclusion will develop an interdisciplinary community of scholars and practitioners from across the campus who contribute to the scholarship of social equity and who are competitive, relative to extramural funding.

METRICS:

- i. Establish Center for Equity and Inclusion.
- ii. Help emphasize and coordinate enhanced efforts for faculty doing research related to diversity in their field.

- iii. Solicit extramural funding.
- iv. Encourage academic units to review curriculums, providing evidence of appropriate social inequities, diversity, and global awareness.
- v. Increase in research-related activities across all colleges, including competition funding.
- vi. Create databases of potential internal and external outlets for research.
- vii. Each academic unit will increase the sharing of research-related knowledge.
- viii. The center should contribute to the land grant mission by establishing public outreach programs.

5. ACTION: Support comprehensive internationalization of academic programs and partner with campus constituents to increase global awareness

OUTCOME:

The V.P. for Diversity, Equity, and Inclusion will work with a variety of constituents on campus including the Dean of the Graduate School and the Dean of the Honors College, on the promotion of internationalization for the University of Arkansas. The V.P. for Diversity's role should be that of support and facilitation for the Associate Dean of International Education.

METRICS:

- i. Support for partnerships (faculty led study abroad, faculty and staff exchanges, research partnerships, resource sharing, and international partnerships).
- ii. Departments should be encouraged to bring international speakers to campus.
- iii. Encourage and recognize teaching, research, or service with international focus (Funding for projects and conference attendance/knowledge dissemination; Include international efforts in the new diversity brag sheet area too).
- iv. Help develop and create exchange partnerships with specific international institutions.

Minority Retention Report 2016-17
University of Arkansas – Fort Smith

June 30, 2017



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 2016 was 6,584 students. This number represents a 1.9 percent overall decrease in enrollment from fall 2015, but minority student enrollment increased by 2.5 percent during the same period. In fall 2016, minority students made up 31.5 percent of the student body, compared to 30.1 percent in fall 2015.

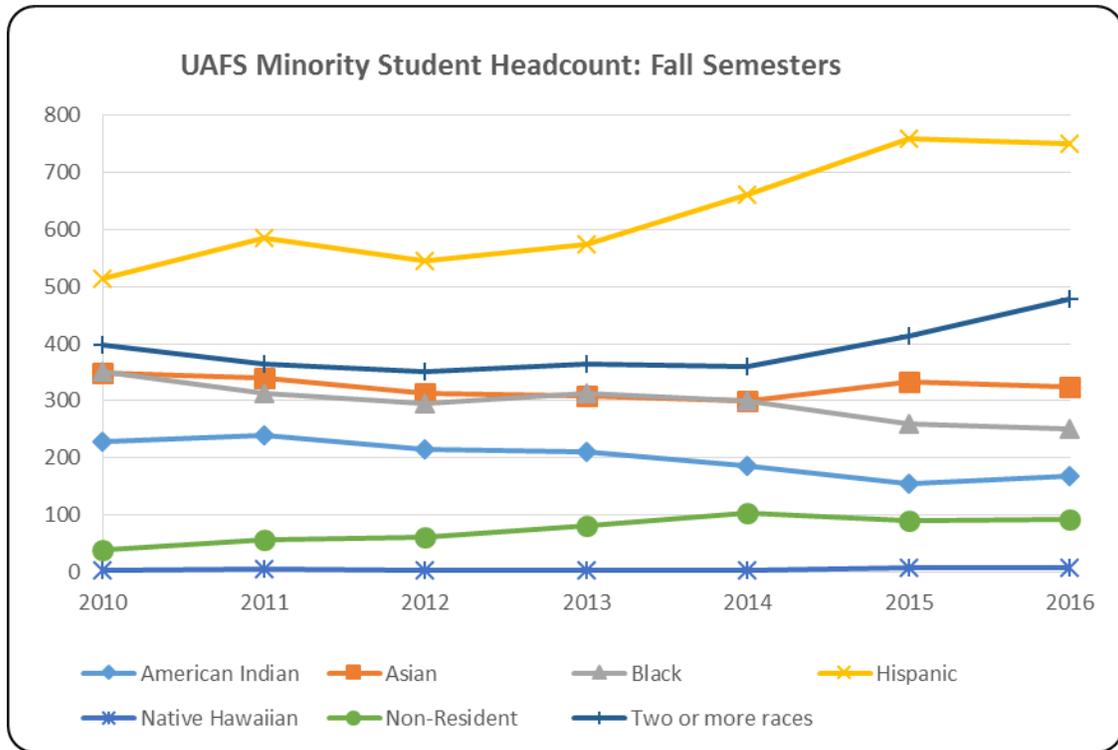
Minority Student Enrollment

For fall 2016, UAFS experienced an 8.4 percent increase (n=13) in enrollment for American Indian students over fall 2015. The number of Native Hawaiian or Other Pacific Islander's was unchanged from fall 2015, and students reporting two or more races increased by 15.2 percent over fall 2015. Non-Resident Alien students also increased (<1%, n=2). The following groups decreased in enrollment: Asian (2.4%, n=8), Black or African American (3.9%, n=10), Hispanic (<1%, n=7). Enrollment among White students also declined (3.7%, n=175).

Within the total enrollment reported to ADHE for fall 2016, the American Indian population comprised 2.6 percent (n=168); the Asian population comprised 4.9 percent (n=325); the Hispanic population comprised 11.4 percent (n=750); the African American population comprised 3.8 percent (n=250); and the population of students reporting More Than One Race comprised 7.2 percent (n=477; see Figure 1 on the next page). In addition, approximately 1.6 percent of students reported as Native Hawaiian, Non-resident or Unknown.

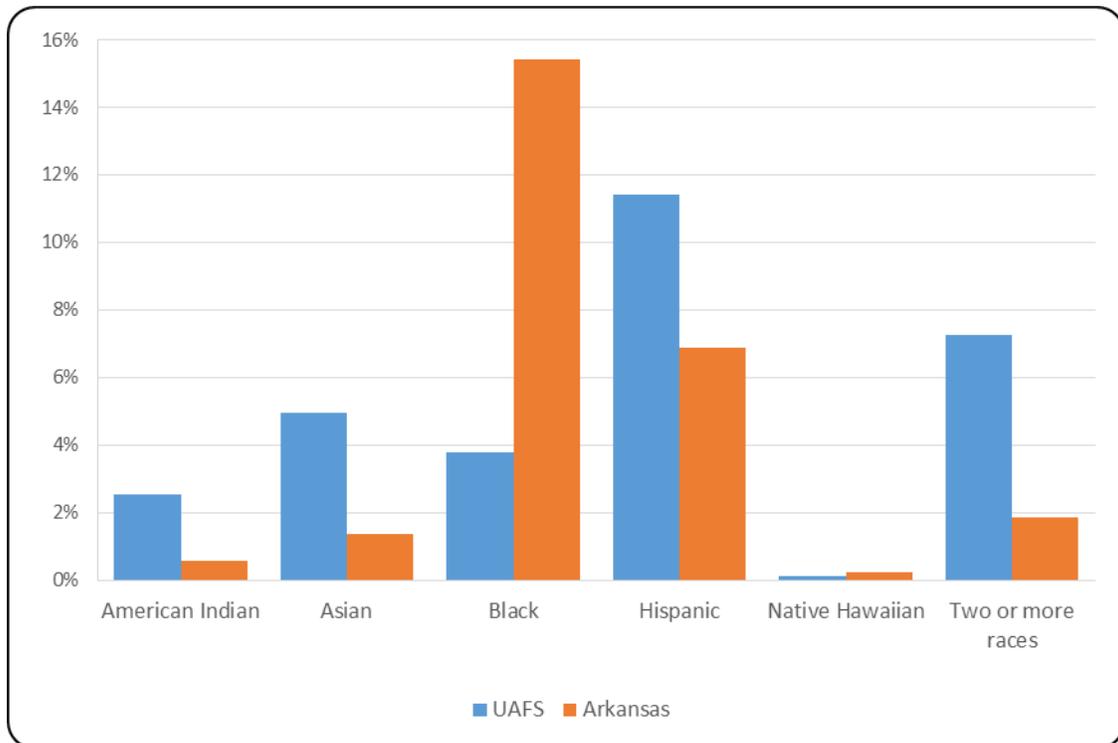
Since fall 2010, minority enrollment has increased by 13.8 percent (n=251). This increase was accomplished by significant increases in Hispanic student enrollment (45%, n=234), and the number of students reporting Two or More Races (20%, n=78). Other groups have shown enrollment declines since fall 2010, but enrollment of American Indian students in fall 2016 (n=168) increased over fall 2015 enrollment (n=155). Enrollment of Native Hawaiians has shown a slight increase (n=2) since fall 2010. The campus has experienced significant growth of international students (130%, n=52) as the institution transformed to offer more undergraduate programs.

Figure 1: UA Fort Smith Minority Student Headcount: Fall Semesters



Source: Office of Institutional Effectiveness

Figure 2: State of Arkansas Population Compared to Fall 2016 UAFS Minority Enrollment



Sources: Office of Institutional Effectiveness; U.S. Census Bureau, 2015 American Community Survey Estimates

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 2015 U.S. Census Bureau, 2015 American Community Survey Estimates, the State of Arkansas has a 26.4 percent racial minority population. Fall 2016 enrollment data shows a 31.5 percent racial minority population at UAFS with Hispanic, Asian, and African American proportions exceeding that of the State (see Figure 2).

Minority Recruitment Efforts 2016-2017

UAFS implemented several recruitment initiatives during the 2016-2017 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.

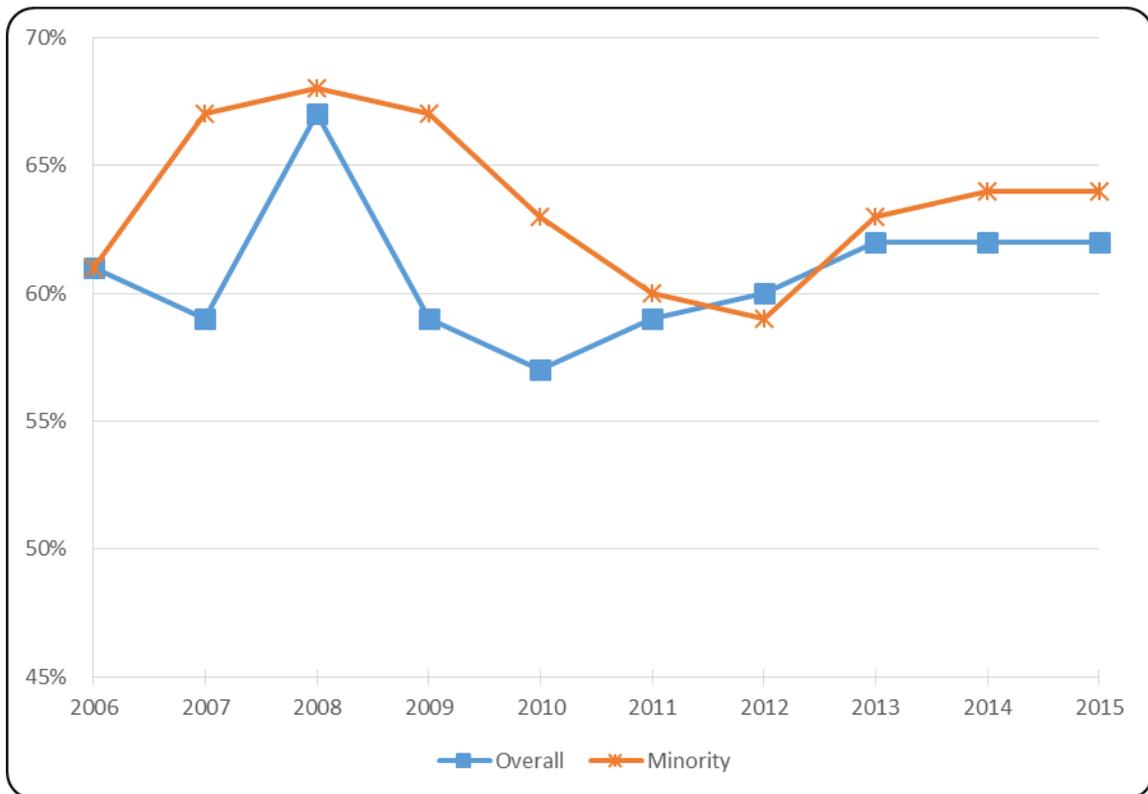
Academic Affairs hired Mr. Nicolas Pattillo as the Executive Director of International Academic Programs. The Dean of Enrollment is also hired to assist with recruitment efforts. The university is strategizing its efforts, among others, to reach out to international, language-based clubs and local minority 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. Over the past 10 years, UAFS met or exceeded the goal every year except 2012 (see Figure 3). Minority retention for fall 2012 was lower than the total retention rate, but increased for each cohort from 2013 through 2015.

For the 2013 through 2015 first-time entering student cohorts, the retention rate for all minority groups combined was one to two percent higher than the overall retention rate of 62 percent. The retention rate for Asian students was over 70 percent in each of those years, and Hispanics students maintained a retention rate over 70 percent for the 2013 and 2014 cohorts.

Figure 3: UA Fort Smith First-time, Full-time, Degree-seeking Students: Fall-to-Fall Retention



Source: Office of Institutional Effectiveness

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. UA Fort Smith continues to work toward creating new initiatives and improving current efforts to retain these students. UA Fort Smith 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.

Retention Services

UA Fort Smith 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 - UA Fort Smith has a comprehensive recruitment plan designed for high school, adult, and returning students. Admissions staff makes presentations across the region at college fairs, individual high schools, and at area businesses and industries. Prospective students are encouraged to visit campus prior to making a

decision to determine whether 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. A Diversity Recruiter was hired last year. The Office of Admissions is currently reviewing all printed recruitment materials for translation to Spanish. During the 2016-17 academic year, Spanish language radio advertisements have been aired and some printed recruitment materials printed in Spanish and distributed. The website will also be evaluated for ways to improve accessibility for potential students and their families whose first language is Spanish.

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 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.

International Leadership Council – the iBuddy program helps international students transition to their new environment by pairing them with American students as mentors or “buddies”. The program also provides an opportunity for domestic students to deepen their understanding of different cultural perspectives.

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.

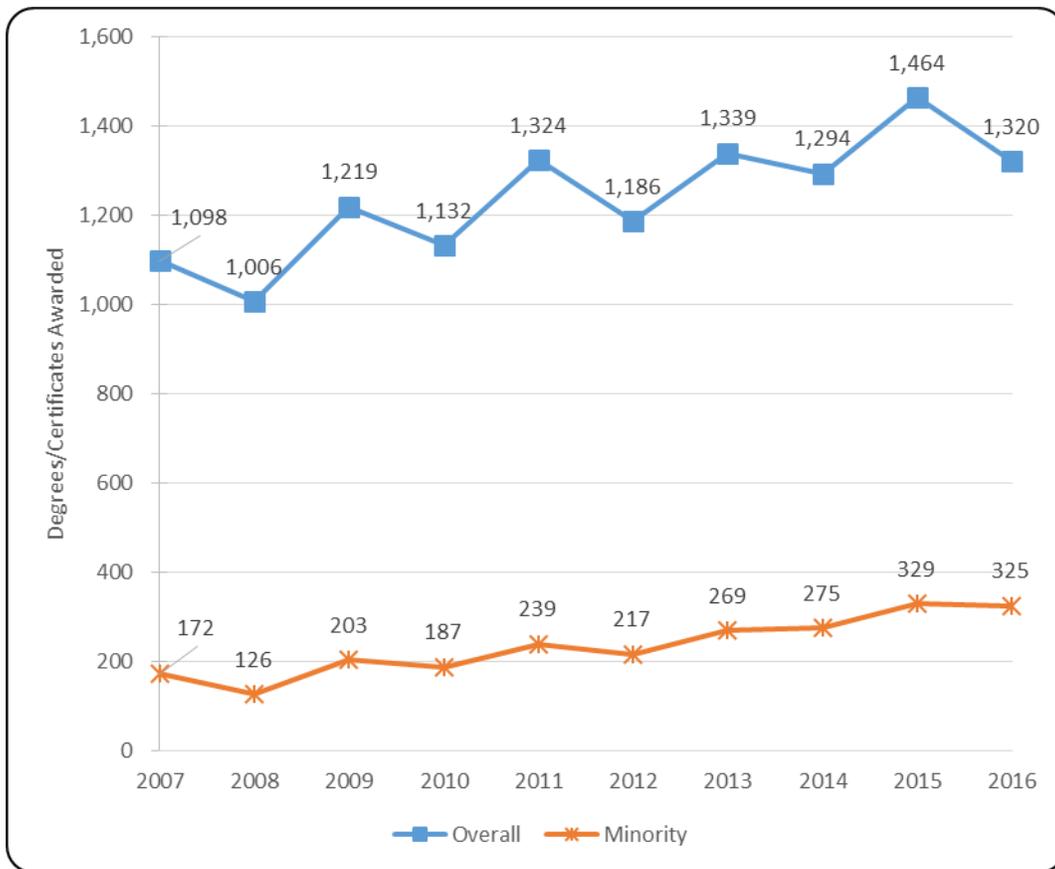
Spanish Club - To advocate Spanish language and culture.

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

Minority Graduation

The University of Arkansas – Fort Smith awarded 325 degrees or certificates to minority students during the 2015-16 academic year. During the past ten years, the number of degrees/certificates awarded to minority students has increased by 89 percent. This increase demonstrates the effectiveness and success of the university's interventions and the institution's commitment to the success of the minority students (see Figure 4). The number of minority graduates at the university continues to increase and represents a growing proportion of the total degrees/certificates awarded by the university.

Figure 4: UA Fort Smith Degrees/Certificates Awarded (2007 to 2016)



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 (2016 - 17)

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 2016–2017 workforce - which includes 17.6% 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 – The University of Arkansas – Fort Smith is an equal opportunity, affirmative action institution, dedicated to attracting and supporting diverse student, faculty and staff populations. The University welcomes applications without regard to race, religion, color, sex (including pregnancy, gender identity, and sexual orientation), parental status, national origin, age, disability, family medical history or genetic information, political affiliation, military service, or other non-merit based factors. Persons must have proof of legal authority to work in the United States on the first day of employment. All applicant information is subject to public disclosure under the Arkansas Freedom of Information Act.

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.

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. As well as a number of optional voluntary benefit plans.

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 has a health plan premium structure based on salary, 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, Title IX, 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. To further encourage participation, council leaders are given release time to perform the duties of their elected positions and are given a monetary stipend at the end of their term of service.

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 2016-2017, 216 or 17.6 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 2006-2007 shows 1,250 employees with 176 minorities, or 14.1 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 2016-2017. UAFS employed 26 faculty and staff members during FY17 who were foreign nationals. In addition we employed 23 foreign national students.

The following chart details the number of minority faculty and staff that were newly hired during FY 2016-2017 and their position categories. This includes full-time and part-time employees.

POSITION CATEGORY	NUMBER OF STAFF
Non-Instructional Staff	10
Faculty	17
Other (includes tutors, student help, etc.)	88
TOTAL	115

Conclusions

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
July 2017**

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 that will improve understanding of diversity and global understanding (See UA Little Rock Updated Strategic Plan, 2017, Goal 5, Objectives 1 and 3)). In keeping with that principle, UALR historically has served a very diverse student population. As shown below, the University's fall 2016 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 2011 through Fall 2016

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African-American	2,990	2,879	2,787	2,625	2,599	2,539
Hispanic	553	624	707	713	777	794
Amer. Indian/Alaskan	62	44	41	44	36	28
Asian	309	312	312	260	267	257
Hawaiian/Pacific Islander	-----	0	4	0	0	0
Two or More Races	333	642	761	823	937	951
Total Minority	4,247	4,501	4,612	4,465	4,616	4,569
Minority/Total	32.5%	35.0%	37.3%	38.3%	38.8%	39.2%
White	7,827	7,718	7,159	6,599	6,658	6,485
Non-Resident Alien	486	545	498	480	481	464
Unknown	508	107	108	101	136	147
Total Student Enrollment	13,068	12,872	12,377	11,645	11,891	11,665

Source: UALR Office of Institutional Research

As indicated in Table 1, the most significant enrollment increase during the past five year period (Fall 2011- Fall 2016) was seen among Hispanics. The number of enrolled Hispanic students totaled 794 for fall 2016, up from 553 in fall 2011. 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 32.5% in fall 2011 to 39.2% in fall 2016. 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 2011-2016. UALR’s first time undergraduate minority enrollment rose sharply in fall 2015 in terms of total number and then fell in fall 2016 by 10.2% while total first time students fell 6.2%. 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 59.3% of the total.

Table 2: UALR First Time Undergraduate Minority Enrollment

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African-American	243	186	193	191	240	200
Hispanic	81	58	51	68	75	95
Asian	20	26	15	15	28	33
Amer. Indian/Alaskan	6	2	2	1	2	3
Hawaiian/Pacific Islander	-	0	0	0	0	0
Two or More Races	-	157	133	126	193	152
Total Minority	350	429	394	401	538	483
White	447	379	244	312	299	307
Non-Resident Alien	29	39	33	21	25	16
Unknown	97	0	0	0	6	8
Total Students	923	847	671	734	868	814

Source: UALR Office of Institutional Research

Undergraduate Minority Enrollment for Fall 2011-2016. Total undergraduate minority enrollment matches the trends of the total university enrollment with an overall percentage increase and numerical increases for Hispanics.

Table 3: Undergraduate Minority Enrollment for Fall 2011- 2016

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African-American	2,475	2,402	2,342	2,223	2,216	2,153
Hispanic	481	552	615	636	705	735
Asian	255	264	264	220	228	221
Amer. Indian/Alaskan	46	32	30	29	23	21
Hawaiian/Pacific Islander	-	0	3	0	0	0
Two or More Races	-	589	707	768	873	872
Total Minority	3,257	3,839	3,961	3,876	4,045	4,002
Minority/Total	31.4%	37.2%	39.7%	41.3%	42.2%	42.7%
White	6,465	6,126	5,692	5,209	5,269	5,136
Non-Resident Alien	256	312	271	230	189	163
Unknown	396	34	46	69	72	73
Total Students	10,374	10,311	9,970	9,384	9,575	9,374

Source: UALR Office of Institutional Research

Total Undergraduate Minority Enrollment 2015-2016. Table 4 shows unduplicated undergraduate minority enrollment for the entire year (as opposed to the fall census snapshot). Undergraduate minority enrollment has decreased since 2010 among African-American and American Indian students. The greatest student enrollment gain since 2010 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)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
African-American	2,951	2,883	2,833	2,733	2,642	2,609
Hispanic	589	589	648	674	738	813

Asian	270	270	282	263	236	239
Amer. Indian/Alaskan	55	50	39	38	33	28
Hawaiian/Pacific Islander	-	0	0	0	0	0
Two or More Races	340	432	702	783	866	958
Total Minority	4,205	4,224	4,504	4,491	4,515	4,647

Source: UALR Office of Institutional Research

Graduate Student Minority Enrollment for Fall 2011-2016. UALR's graduate student enrollment (Table 5) shows fluctuation in overall numbers over six years with a marked decline in African American and Hispanic graduate students. This will need special attention in the next few years.

Table 5: Graduate Student Fall Semester Minority Enrollment

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African-American	471	477	445	402	383	386
Hispanic	64	72	92	77	72	59
Asian	43	48	48	40	39	36
Amer. Indian/Alaskan	11	12	11	15	13	7
Hawaiian/Pacific Islander		1	1	0	0	0
Two or More Races	-	53	54	55	64	79
Total Minority	589	610	651	589	571	567

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 2016, the total minority student retention rate decreased to 67.8%, after increasing steadily the previous four years. One-year retention rates are down across the board except for Hispanic students who were retained at a slightly higher rate. This will need careful attention in the next few years.

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

	F11 Returned F12	F12 Returned F13	F13 Returned F14	F14 Returned F15	F15 Returned F16
African-American	64.9	64.2	64.7	68.5	60.4
Hispanic	73.1	71.9	76.0	69.7	71.8
Asian	90.0	87.0	85.7	93.3	77.8
Amer. Indian/Alaskan	25.0	50.0	100.0	100.0	100.0
Hawaiian/Pacific Islander		-	-	-	-
Two or More Races	70.0	75.0	74.8	77.0	73.6
Total Minority	68.1	70.0	70.6	72.5	67.8
White	65.6	67.0	70.7	71.6	70.0
Non-Resident Alien	85.7	86.8	84.8	66.7	76.0
Unknown	66.0	-	-	-	66.7
All Entering Freshmen	67.2	69.7	71.4	71.9	68.8

*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 (7.0%) from the previous six-year period. The six-year graduation rate for African-American students rose by 9.7% to 23.2% while that of Hispanic students decreased by 12.6% to 29.7% 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

	2007-2013 Cohort		2008-2014 Cohort		2009-2015 Cohort		2010-2016 Cohort	
	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%
African-American	36/315	11.4%	29/215	13.5%	30/222	13.5%	42/181	23.2%
Amer. Indian/ Alaskan	1/4	25.0%	3/10	30.0%	0/1	0%	0/0	-
Asian	13/18	72.2%	3/11	27.2%	6/17	35.3%	7/19	36.8%
Hispanic	2/18	11.1%	9/26	34.6%	11/26	42.3%	11/37	29.7%
Hawaiian/ Pacific Islander	0/0	0.0%	0/0	0%	0/0	0%	0/0	-
Two or More Races	5/8	62.5%	2/7	28.6%	10/35	28.6%	11/37	29.7%
Total Minority	57/363	15.7%	46/269	17.1%	57/301	18.9%	71/274	25.9%
White	117/450	26.0%	103/345	29.8%	138/362	38.1%	122/373	32.7%
Non-Resident Alien	0/0	0%	0/0	0%	1/2	50.0%	15/24	62.5%
Unknown	0/0	0%	1/2	50.0%	0/1	0%	0/16	0%
Total Non- Minority	117/451	25.9%	104/347	29.9%	139/365	38.1%	137/413	33.2%
All Students	174/812	21.0%	150/614	24.0%	200/666	30.0%	208/687	30.3%

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 as a percentage of total enrollment has increased steadily over the last five years and has increased .4% from last year. Undergraduate minority enrollment has increased steadily while graduate minority enrollment has declined for the last four years. 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. 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 45 faculty members who self-identified as Asian/Pacific Islander. The number of faculty members who self-identified as African-American increased by 4 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: 2016

	Chair	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	3	3	6	15	4	31
Hispanic	-	2	4	1	2	9
Asian/Pacific Islander	3	22	9	10	1	45
Native American	-	-	-	-	-	0
2 or More Races	-	3	6	1	2	12
Unknown	-	7	11	3	8	29
Total	6	37	36	30	17	126

Source: UALR Department of Human Resources

Table 9: Full-Time Faculty by Ethnic/Racial Category from 2012 to 2016

	2012	2013	2014	2015	2016
African-American	22	21	29	27	31
Hispanic	9	13	7	8	9
Asian/Pacific Islander	46	49	44	43	45
Native American	2	1	1	1	0
2 or More Races	3	14	6	15	12
Unknown	42	37	33	34	29
Total (Excluding Unknown)	82	98	87	94	97

Source: UALR Department of Human Resources; 2015 figures are revised from last year's report

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 2016 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 2016, by appropriated titles.

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

	2012	2013	2014	2015	2016	Goal	Status
African-American	5.1%	4.5%	6.6%	7.7%	8.1%	6.3%	1.8%
Hispanic	2.1%	2.8%	1.6%	2.2%	2.4%	5.2%	-2.8%
Asian/Pacific Islander	10.6%	10.0%	10.1%	11.2%	11.8%	5.9%	5.9%
Native American	0.2%	0.2%	.2%	0.0%	0.0%	0.4%	-0.4%
2 or More Races	0.7%	3.0%	1.4%	3.0%	3.1%	-	-
Total Percentage	18.7%	20.5%	19.9%	24.1%	25.4%	17.8%	4.5%

Source: UALR Department of Human Resources; 2015 figures are revised from previous year's report

The percentage of faculty members who identified as African-American increased by 1%, and rose to 1.8% above the institutional goal of 6.3%. 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 2.8% below its goal in this category. The total percentage of minority, full-time faculty increased from 24.1% in 2015 to 25.4% in 2016, representing an increase of 1.3%. UALR exceeded its established goal for total percentage of minority, full-time faculty (17.8%) by 4.5%.

Table 11: New Faculty Minority Hires 2012 to 2016

	2012	2013	2014	2015	2016
African-American	2	1	7	6	3
Hispanic	0	1	-	-	-
Asian/Pacific Islander	3	4	2	2	7
Native American	-	-	-	-	-
2 or More Races	-	1	-	-	-
Unknown	1	-	-	-	-
Total	6	7	9	8	10

Source: UALR Department of Human Resources; 2015 figures are revised from last year's report

As seen in Table 11, there were ten minority faculty new hires in 2015: three who identified as African-American and seven 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 updated UA Little Rock Strategic Plan includes a goal exclusively devoted to improving diversity, inclusion, equality, and global understanding in the campus community.
2. The new Chancellor is issuing a new charter for a reconstituted Diversity Council that will play a more significant role in working towards diversity goals set by the Updated Strategic Plan.
3. 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.
4. The Office of Human Resources has implemented a new applicant tracking system in the last several 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 8.0 per year over the last five years, we should have a consistently 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 8.0 hires a year. This suggests that minority faculty retention must become a priority project in the coming years. Last year, UA Little Rock instituted a faculty mentoring program that appears to show promise. Informal assessment of the program after its first year shows strong support by both mentors and protégés who participated in the program.

C. Staff

In 2016, there were 963 staff members at UALR as shown in Table 12. Of that number 386, or 40.0%, were minorities, which increased from 38.7% in 2015. African-Americans represented the largest minority staff group with 318 staff members, or 33.0% of the total staff population. 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, but has increased by 10.6% over last year. 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: 2016

	African-American	Hispanic	Asian/Pacific Islander	Native American	White	2 or More Races	Unknown	Total
Administrative/Managerial	10	-	3	-	64	3	-	80
Other Professionals	166	9	11	4	372	13	8	583
Technical & Paraprofessional	19	1	2	-	22	1	-	45
Clerical & Secretarial	37	2	1	1	56	6	4	107
Skilled Crafts	7	-	1	-	25	2	-	35
Service/Maintenance	79	-	1	1	26	6	-	113
Total	318	12	19	6	565	31	12	963

Source: UALR Department of Human Resources

Table 13: Full-Time Staff by Ethnic/Racial Category from 2012 to 2016

	2012	2013	2014	2015	2016
African-American	293	286	306	293	318
Hispanic	9	11	11	7	12
Asian/Pacific Islander	28	19	22	17	19
Native American	2	1	0	1	6
2 or More Races	-	39	42	31	31
Unknown	50	17	11	10	12
Total (Excluding Unknown)	332	356	381	349	386

Source: UALR Department of Human Resources

Table 14 shows that in 2016 the number of minority staff hires decreased by 6 over 2015 after going up the previous two years. African American hires represented 79.4% of all minority hires in 2016. In the five year period shown there is a net increase of 5 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

	2012	2013	2014	2015	2016
African-American	47	22	56	59	50
Hispanic	2	2	3	1	3
Asian/Pacific Islander	6	2	4	3	5
Native American	2	-	-	1	3
2 or More Races	1	4	1	4	-
Unknown	-	-	-	1	2
Total New Hires	58	30	64	69	63

Source: UALR Department of Human Resources

D. Initiatives for Minority Faculty/Staff Recruitment and Retention

Over the last five 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, was also the co-chair of the Diversity Council and worked in both capacities to create a more comprehensive approach to minority faculty retention. Last year he launched the new UALR Faculty Mentoring Program with an inaugural cohort of 20 participants. The first cohort was 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.

This year, Chancellor Rogerson is issuing a new charter for the Diversity Council and calling for nominations for new members since the Council had lost membership due to attrition, including its chair. Likewise, we are in the process of finding a new leader for the Faculty Mentoring Program and continuing the program this year.

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	2	1	1	-	2	5	11
Instructr 10.5 mnth	1	-		-	-	-	1
Instructor 12 mnth	-	-		-	-	3	3
Advanced Instructor 9 mnth	-	1		-	-	-	1
Advanced Instructor 12 mnth	1	-		-	-	-	1
Assistant Professor 9 mnth	14	1	9	-	1	2	27
Assistant Professor 12 mnth	1	-	1	-	-	-	2
Associate Professor 9 mnth	6	4	9	-	6	10	35
Associate Professor 10 mnth	-	-		-	-	1	1
Associate Professor 10.5 mnth	-	-		-	-	-	0
Associate Professor 12 mnth	-	-		-	-	1	1
Professor 9 mnth	1	2	21	-	2	7	33
Professor 10.5 mnth	-	-		-	-	-	0
Professor 12 mnth	1	-		-	1	-	2
Department Chair 12 mnth	3	-	3	-	-	-	6
Distinguished Professor	1		1	-	-	-	2
Total	31	9	45	-	12	29	126

* 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 10.5 month	1	-	-	-	-	-	1
Instructor 12 month	-	-	-	-	-	-	0
Adv. Instructor 12 month	-	-	-	-	-	-	0
Asst Professor 9 month	2	-	2	-	-	-	4
Asst Professor 12 month	-	-	1	-	-	-	1
Assoc Professor 9 month	-	-	-	-	-	-	0
Assoc Professor 10 month	-	-	-	-	-	-	0
Department Chair	-	-	-	-	-	-	0
Professor 9 month	-	-	3	-	-	-	3
Total	3	0	7	0	0	0	10

* 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	2				1		3
Admin Support Supervisor	1						1
Administrative Analyst	1						1
Administrative Specialist I	1					1	2
Administrative Specialist II	1						1
Administrative Specialist III	26	2	1	1	6	2	38
Assistant Coach	3						3
Assistant Dean	1						1
Assistant Dean of Students	1						1
Assistant Registrar	1						1
Assistant Rsch/Ext Specialist	1		2				3
Assoc Dean of Students					1		1
Assoc Resch/Ext Spec NC	2					1	3
Assoc Vice Chancellor/CHRO	1						1
Associate Dean/Professor						1	1
Asst Dir Aquatics & Fitness	1						1
Asst Personnel Manager	1						1
Budget Specialist	2	1					3
Business Manager	1						1
Buyer	3						3
Commercial Graphic Artist	1						1
Computer Operator	1						1
Computer Support Specialist	3						3
Computer Support Tech	1						1
Computer Systems Mgr			1				1
Coord/Intramural Activities	1						1
Dean of Schools/Colleges			1				1
Development Officer				1			1
Dir Accelerated/Online Prog	1						1
Dir of Community Partnerships	1						1
Dir. Administrative Services	1						1
Dir/Corp-Foundation Relation	1						1

Director/Stu Develop Center	1						1
Division Chief	1						1
Editor	1			1			2
Educ & Instruction Specialist	5				2		7
Education Counselor	5						5
Extension Assistant	1				1		2
Fiscal Support Analyst	9						9
Fiscal Support Specialist	2						2
HE Inst Program Coordinator	6				2		8
HE Public Safety Commander I	1						1
HE Public Safety Dispatcher	6		1				7
HE Public Safety Supervisor	2						2
Head Basketball Coach	1						1
Head Coach	1					1	2
HR Assoc Director/Benefits	1						1
HR Assoc Director/Personnel	1						1
HR Assoc Director/Recruitment	1						1
HR Spec/Rec Retention Spec	1						1
Human Resources Specialist	2						2
Institutional Assistant	47	2		1	2	1	53
Institutional Services Asst	67				2	1	70
Institutional Services Supv	4						4
Job Developer/Coop Educ	1						1
Librarian	2						2
Library Technician	4						4
Mail Services Assistant			1				1
Maintenance Assistant	3						3
Post Doctoral Fellow		1	1				2
Project Coordinator	1						1
Project/Program Director			1				1
Project/Program Manager	2		1				3
Project/Program Specialist	7	2					9
Public Safety Officer	5			1	2		8
Reproduction Equip Oper	1						1
Research Assistant	14		1	1	2	2	20
Research Associate	14	1	6		2		23
Rsch Coor/EmPLY Relations Mgr	1						1
Research Project Analyst	1						1
Research Scientist				1			1

Senior Research/Ext. Specialist					1		1
Shipping & Receiving Clerk	1						1
Skilled Trades Supervisor					1		1
Skilled Tradesman	6				2		8
Stationary Engineer	1						1
Student Devl Specialist	25	2	1		3	2	33
Systems Prog./Web Developer		1				1	2
Technical Support Staff	2						2
Total	318	12	19	6	31	12	398

* 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
Administrative Analyst	1						1
Administrative Specialist III	5	1				1	7
Administrative Supp Superv	1						1
Assistant Coach	1						1
Assoc Rsch/Ext Spec	1						1
Buyer	1						1
Development Officer				1			1
Dir. Corp-Foundation Rel	1						1
Editor				1			1
Educ. & Instr. Spec	1						1
Fiscal Support Analyst	1						1
Fiscal Support Spec							0
Human Resources Specialist	2						2
Institutional Assistant	11			1			12
Institutional Services Asst	11					1	12
Maintenance Assistant	2						2
Post Doctoral Fellow		1	1				2
Project/Program Manager			1				1
Project/Program Specialist	1	1					2
Research Assistant	1						1
Research Associate			2				2
Skilled Tradesman	1						1
Stationary Engineer	1						1
Student Dev. Specialist	6						6
Systems Prog/Web Designer			1				1
Total	50	3	5	3	0	2	63

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

APPENDIX E

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

November 2015



University of Arkansas at Little Rock Student Recruitment, Student Retention and Student Success Initiatives

November 2015

The Chancellor and Provost have been consistently and emphatically distributing the message with the University of Arkansas at Little Rock's (UALR) community that the most effective strategy to address UALR's challenges is to provide agency to each individual at the University with the responsibility of student recruitment, student retention, and student success. Since the start of the 2014 fiscal year, one of the primary goals shared by the Provost's Office with the academic deans has been to develop a student-centered culture throughout their units, and therefore across the University for students to move successfully toward graduation on a guided plan through strategic efforts.

The following report details student recruitment, student retention, and student success initiatives implemented at not only the broad perspective across the University, but also within the units and at the college-level. Data is provided to illustrate the initiatives that have resulted in increased student graduation rates, a more diversified student demographic, and the University's progress as a four-year 2 classification within the Southern Regional Education Board (SREB). Following the overview of selected University-level initiatives for student success and retention, efforts put forth from each of the five colleges, along with the law and graduate schools are exemplified as collective efforts to strengthen the University. The reports are included from 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.

Data-Driven Decisions for Student Success

Active student success measures have allowed UALR to reach the retention rate of 72% of first-time, full-time freshman as of fall 2015, which is a 5% increase over the past three years. While the age demographic for the student body who are under the age of 25 has increased only 1.7% over the past three years, the student housing occupancy has increased by 33% in the same period of time. On-campus living contributes to student retention rates. The student population continues to diversify the majority of the UALR population are white females between the ages of 25-54. With over half of UALR's student population classified as transfer students, a large percentage of students who graduate are not acknowledged within the University's Integrated Postsecondary Education Data System (IPEDS) data

reporting. The graduation rates have improved by 6% since fall 2013; the graduation rate only accounts for first-time, full-time freshman who graduate in six years or less. Oftentimes because of the nontraditional nature of UALR's students, the graduation period may exceed the state review window by as little as 6-18 additional months toward graduation.

All data provided was collected from the Office of Intuitional Research and offers comparisons from fall 2012 to fall 2015.

University Recruitment Initiatives

A selected number of initiatives, as well as UALR's plan for academic activities to support recruitment of students, are included in this section.

- **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 2016 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 that began 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 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. The number of enrolled students in the BAS degree has quadrupled from spring 2015 to fall 2015.

- **UALR Online Reduced 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 has hired an advisor who is the liaison between UALR and Pulaski Technical College; she serves in support of student transfer services from our largest transfer institution. Two additional searches are underway to develop a strong team within this unit. The unit serves in outreach for student retention efforts by contacting all students who are currently enrolled but not registered, and students who are in jeopardy of being withdrawn from courses due to nonpayment. (This system is further discussed below.)

Currently the unit of undergraduate academic advising is under new leadership and is under reorganization to better serve students. The office houses both a military support services advising along with an athletics advisor.

University Retention and Student Success Initiatives

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

Selected University Retention Initiatives

- **UALR Works**— Each semester UALR has 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. In fall of 2015, there were 150 participants. Due to budgetary constraints, the available slots for this program will be reduced by 25 positions for spring 2016.
- **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. In the spring of 2015, the campaign aimed to register 90% of currently enrolled students by May 8, which was accomplished at 87.5% by that date. Achieving this goal of registering before the end of the academic term was a record for advising—both at this volume and at this early of a date. This campaign moved 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 had 71 new students and 113 current students set to be advised by the four advisors.

By the beginning of June, the Office of Undergraduate Academic Advising had ensured that 78% of the 250 attendees for the June orientation were advised and registered with 6% who were scheduled to be advised and registered the day of the orientation. An additional 6% were scheduled to be advised post-orientation. As a result of this active engagement alongside other University efforts, the University saw a slight increase in enrollment for fall 2015. The office of undergraduate advising is taking a more aggressive role for spring 2016, by starting the calling campaign at an earlier date with several weeks to ensure contact with students.

- **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 were offered in the spring and summer of 2015, and an online orientation had been developed and was sent out to any student who did 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 the business day prior to 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 piloted a developmental math program in which students concurrently enroll in developmental and credit-bearing courses. As a result of this pilot's success, the Department of Mathematics submitted curricular change that requires an ACT score of 19 opposed to a 21 to enter Quantitative and Mathematical Reasoning, but has retained an ACT score of 21 for College Algebra.

All developmental math has been redesigned so that students can complete in two semesters both developmental and the credit-level course, depending on the student's ACT score; however, many will be able to complete the college-level course in one semester. The technology has been changed to Pearson's MyMathLab and away from the technology used for the past eight years. These changes have been made under the leadership of Dr. Ann Burns-Childers, Coordinator of Developmental Mathematics.

- In addition to the redesign, Dr. Burns-Childers lead an initiative that had academic coaches collaboratively 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 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 five LLCs: Future Business Leaders; Nursing as a Career; Careers in Education; Exploring Arts and Culture; and Exploring Majors and Careers. Two LLC occurred in the 2015-2016 academic year, along with a new addition of Freshman Interest Groups (FIG).
- **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. The program results were:
 - 100 percent tested out of at least one developmental course.
 - 93 percent bypassed developmental math and of the 87% of students who needed to bypass developmental reading and writing moved into first-year composition

- Average math scores went up 20 COMPASS points and four ACT points
- Average composition scores went up 18 COMPASS points and three ACT points
 - 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.

- **Interdisciplinary Experiential Cohorts**—UALR focused on creating a more impactful, experiential, first-year experience course that fuses with other core curricula and strategically aligns students with service learning opportunities they are passionate about. This has recently been piloted in the Interdisciplinary Experiential Cohort (IEC), an environment that embraces high academic standards and an intensity similar to that of the three-week Summer Bridge Academy program. All IECs have a FYE course that is themed based on the respective college. For example, the College of Arts, Letters, and Sciences (CALS) houses the “Evolution of Sexuality in Hip-Hop” IEC. The College of Business (COB) & Engineering & Information Technology (EIT) partnered to create the “Technology & Creation of New Business” IEC. Classes appeal to a host of different learning styles through assignments and assessments consisting of at least three of the following options: *test, project, paper, group assignment, presentation, and portfolio*.

IEC Goals:

- Bridge Academic Affairs and Student Affairs by providing a learning space conducive to student achievement.
 - Ease the transition between high school and college by developing cohorts where students gain an interpersonal connection with students, faculty, staff, and the institution.
 - Offer a curriculum rich in interdisciplinary studies through courses linked through themes.
 - Increase student’s ability to be successful in the classroom by providing support outside of the classroom through study sessions, mentorship, and tutoring.
 - Provide experiential learning that demonstrates relevance to knowledge learned in the classroom
- **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. The results of this program for summer 2014 and summer 2015 were:

The 2014 results were as follows:

- 97 percent by passed developmental math
- 90 percent bypassed developmental reading
- 100 percent bypassed developmental composition
- 100 percent (12 students who needed developmental reading, writing, and math) bypassed all three courses
- There were 73 total developmental courses that were bypassed, saving the students approximately \$55,000 in course fees

The 2015 results were as follows:

- 96 percent bypassed remedial math (all students were originally required to enroll in developmental math)
- 100 percent, of those required, bypassed remedial writing
- 92 percent, of those required, bypassed remedial reading
- 14 students placed into Honors Composition
- 55 total course advancements that saved the students \$41,250.00 (\$750.00 per student) in tuition and fees.

- **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. As indicated in the military specific section, much has been accomplished for UALR in the past year through the work of the dedicated Director of Veteran Student Success.
- **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 have returned to upholding the 1994 workload policy while 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. These efforts have continued into the Fall 2015 semester.

- **Revision of University General Education Core Requirements**—UALR decreased its general education core from 44 hours to 35 hours with only 21 university-wider hours with college-specific core 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.
- **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 were taken by Fall 2015.

Works-In-Progress and Projected University Initiatives

- **Implementation of Ellucian’s Degree Works**—The Office of Records and Registration, along with ITS, has started a year-long process of implementing Degree Works, a student success software. This software will be ready for use in fall 2017 and is intended to improve advising processes and degree tracking and conferral.
- **Kick-Off of College Scheduler**—This software supports students (and advisors) by providing multiple schedule options within the advising process. The software was moved out of beta testing and into pilot in fall 2015. Spring 2016 the software will be in full implementation.
- **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.

- **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) is developing 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 February of 2016.

- **eSTEM Partnership**—eSTEM, public charter schools in Little Rock, works with students from K-12 to introduce problem-solving and collaborative work through critical thinking. UALR and eSTEM have agreed to join in partnership with eSTEM’s high school starting fall 2017. The goal of eSTEM is to prepare students with interests in STEM fields, which can ultimately increase the number of degrees awarded to students in STEM-related education. eSTEM encourages students to take risks in rigorous learning environments that hold scholars to high expectations. The teachers are highly competent and are able to meet the needs and demands of the curriculum to engage students in an interactive learning environment. Both eSTEM and UALR offer expertise, flexibility in curricula, and a strong student focus for STEM education. The use of high impact programs within innovative and engaging learning spaces, such as the innovation center, the learning commons, and high technology facilities (e.g. UALR’s Center for Integrative Nanotechnology Sciences and the Emerging Analytics Center) are critical to fostering the environment to grow STEM scholars. eSTEM students will gain the opportunity to graduate with both a high school diploma and an Associate of Science degree as a result of this proposed model.

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.

The screenshot shows the AIRPortal GEM Plan interface. At the top, there is a navigation bar with 'Home', 'School', 'Online Services', and 'Support'. Below this, the 'GEM Plan' section is displayed. It includes a table with columns for 'School', 'Date Activated', 'Plan Activated', and 'Date Created'. The school listed is 'University Of Arkansas At Little Rock', with a date activated of '02/05/2014', 'Plan Activated' set to 'True', and a 'Date Created' of '9/24/2013'. Below the table, there are two sections: 'Oral Communication' and 'Written Communication'. Each section contains a table of courses with columns for 'Status', 'Code', 'Long Title', 'Credits', and 'Credit Type'. The 'Oral Communication' section lists one course: 'Speech Communication' (SPCH1300) with 3.00 credits and a 'Semester Hour' credit type. The 'Written Communication' section lists two courses: 'Composition I' (RHET1311) and 'Composition II' (RHET1312), both with 3.00 credits and a 'Semester Hour' credit type. Each course table has an 'Add Course' button below it.

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 Student SucCess

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 Research '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 Health 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 UALR Teach, 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 UALR Teach 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 UALR Teach 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.

- 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.
- 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 DKSJ 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
 - Hot Springs
 - Lake Hamilton
Lakeside
 - Little Rock School District
 - Malvern

- N. Little Rock
- Pulaski County
- White Hall

Future possibilities include:

- Lonoke
- Sheridan
- Arkansas School for the Blind
- Arkansas School for the Deaf
- Bauxite
- Beebe
- Cabot
- Carlisle
- Conway
- Cutter Morning
- Des Arc
- Dollarway
- England
- Episcopal Collegiate
- Fountain Lake
- Hazen
- Jessieville
- KIPP (MOU form already in file but school not signed)
- Lisa Academy North
- Lisa Academy West
- Little Rock Christian Academy
- Mayflower
- Mountain Pine
- Pangburn
- Pine Bluff
- Pulaski Academy
- Searcy
- 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:
 - list of the law school’s achievements in national rankings (e.g., legal writing, Best Value),
 - pamphlet entitled “10 Reasons to Attend Bowen,”
 - list of the admissions credentials for the current entering class, and
 - 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, 2017*

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.

Total minority population since 2011 has been approximately 35.2 percent: 2011, 37.7%; 2012, 37.0%; 2013, 36.2%; 2014, 35.5%; 2015, 32.3%; and in 2016, 32.5%. 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 2016, the African American population increased by 71 students from the previous year, but declined in overall percentage to 24.6%. The Hispanic population has increased moderately since 2009 from 1.1% in 2009 to 3.6% in 2015 and 3.9% in 2016. Other ethnic minorities have stayed relatively constant from 2010-2016. The number of students who identified themselves as having two or more ethnicities has continued to show an increase from 0.4% in 2009 to 2.4% in 2016.

Using Fall 2015 and Fall 2016 data provided by the Office of Institutional Research, the following table indicates changes in ethnic minority enrollment for the last two years.

<u>Fall 2015 Headcount</u>		<u>Fall 2016 Headcount</u>
African American	895	African American--966
Hispanic	130	Hispanic--153
American Indian	10	American Indian--14
Asian	27	Asian--25
Non-resident Alien	19	Non-resident Alien--21
Unknown	3	Unknown--5
Two or more	93	Two or more--93
Hawaiian	4	Hawaiian--2

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 show affiliated events hosted by African-American student organizations.

1. August 31, 2016, the Office of Student Programs and Activities hosted Meet the Greek. The NPHC organizations stepped individually and together. There were approximately 400 plus students, faculty, and staff in attendance.
2. September 9, 2016, Alpha Phi Alpha hosted Music on the Yard where students, faculty, staff, alumni, and guests were in attendance.
3. October 22, 2016, Alpha Phi Alpha hosted a Homecoming Step Show where students, faculty, staff, alumni, and guests were in attendance.
4. February 8, 2017, the Office of Student Programs and Activities hosted a Black History Month step show. 350 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 and one Henderson State University chapter (Kappa Alpha Psi) participated in this event.

B. Martin Luther King, Jr. Appreciation Program

1. January 17, 2017, 161 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 7, 2017, The Tunican Chapter of the Arkansas Archeological Society invited Dr. Susan Goode-Null, a physical anthropologist specializing in the bioarcheology of children in slavery, to discuss research on the ways historical archaeology can expand our understanding of the early colonial contributions of enslaved Africans and the impact of the slave regime on the health and wellbeing of the infants and children of New York.
2. February 20, 2017, the Office of Student Programs and Activities arranged for the showing of the movie "The Help." 38 students, faculty, and staff attended our on campus movie night. Students were provided with popcorn, candy, and drinks.
3. February 27, 2017, The Office of Student Programs and Activities hosted a keychain making event. 40 students, faculty, and staff created their own personal keychain thanks to the invention of Frederick J. Loudin. Students were provided with snacks and materials/supplies to create their own keychain.
4. February 28, 2017, the Office of Student Programs and Activities worked with Aramark Food Services to create Mardi Gras lunch hour festivities. Cajun cuisine, festive decorations, king cakes, beads, and prizes were offered to the UAM community. 287 students, faculty, and staff took advantage of this opportunity.

II. Minority Based Recognized Student Organizations

A. NPHC- National PanHellenic Council

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

Fraternities:

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

Sororities:

1. Delta Sigma Theta
2. Zeta Phi Beta

B. International Student Association

The Division of Student Affairs in conjunction with the Office of Admissions sponsored an International Culture Bazaar. This event exposes the UAM student body to the cultural traditions of our international students. Students from the following nations participated in the event:

1. Australia
2. France
3. Samoa
4. Canada
5. Malaysia
6. Singapore
7. Ghana
8. Nepal
9. Brazil
10. Spain
11. Sweden
12. Argentina

C. 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	April 10-14, 2017
Kappa Alpha Psi	April 27-30, 2017
Omega Psi Phi	March 27- 31, 2016
Phi Beta Sigma	April 17-21, 2017
Zeta Phi Beta	February 26-March 4, 2017

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2016-2017 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 FY2017, meeting monthly for breakfast to discuss changes in international policies and to address issues and opportunities. Attendance was from 60—100% at each meeting. International week was held, featuring international cuisine, and an international display placed in the Taylor Library. Community assistance was sought to provide international students with opportunities. Three events resulted from this, at Pauline Baptist (Thanksgiving) and two recognition events at St. Mark's Catholic Church (International Dinner and Graduation Reception). In addition, international students volunteered as speakers in area schools. 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, airport departures/arrivals, as well as area social events. A joint activity was held with UAPB to allow students to interact with other international students and share cultural differences. Because of international changes taking place since November, students were met with individually prior to the end of the fall term and then twice in the spring term. There was an increase in the number of undocumented students who participated in the International Club this year. An international club representative was also on the homecoming court.
- 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.
- Attended three transition fairs
- Attended six high school transition meetings for incoming SSS students
- Eight minority recruitment events were attended
- Recruitment/campus representation was available during area/regional programs and fairs.
- Recruitment presentations were offered to high school juniors and seniors across the state, and in neighboring states
- Recruitment opportunities were available at Dislocated Worker events throughout Arkansas.
- 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.
- 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.
- Website information regarding admission, scholarships, special student services, visitation days, international services, programs, activities, and general university information was updated regularly.
- 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.
- 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.
- 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 2015 through Summer 2016.

	2015-2016 Aid by Ethnicity			
	Unduplicated Students	White	Minority	Unreported
Loans	1,883	1,009	872	2
Scholarships	1,762	1,174	576	12
Federal WS	149	96	53	0
Institutional WS	177	138	38	1
All Grants	1,839	918	921	0
Pell Grants	1,824	910	914	0
SEOG	243	112	131	0
Career Pathways	77	32	45	0

The unduplicated students shown above represent the number of students that received some type of award within the category. A list 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.

The ethnic enrollment for the UAM-CTC campus for college credit-hour students during the period of July 1, 2016, through June 15, 2017, is provided below in comparison with two previous years’ statistics:

UAM-CTC Students Ethnicity	2014-2015		2015-2016		2016-2017	
Asian	1	.25%	1	0.3%	1	.23%
Black/African America	145	34.5%	110	30.1%	113	25.86%
Hispanic/Latino	13	3.10%	6	1.6%	16	3.66%

White/Caucasian	250	59.50%	241	65.8%	290	66.36%
American Indian	0	0.00%	0	0.0%	2	.46%
Two or more races	1	.25%	0	0.0%	14	3.20%
Non Resident Alien	7	1.70%	5	1.4%	0	0.00%
Other	2	.50%	3	0.8%	1	.23%
Hawaiian or Other Pacific Islander	1	.25%	0	.0%	0	0.00%
Total Students	420	100%	366	100%	437	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, 2016, through June 15, 2017, (most recent data) is provided below in comparison with two previous years' statistics:

Adult Education Program Ethnicity	2014-2015		2015-2016		2016-2017	
Asian	2	1.2%	2	1%	3	1.99%
Black/African America	43	25.1%	26	18%	42	27.00%
Hispanic/Latino	28	16.4%	29	19%	18	12.00%
White/Caucasian	97	56.7%	88	58%	91	59.00%
Two or more races	1	.6%	0	0%	1	.01%
Hawaiian or Other Pacific Islander	0	0	6	4%	0	0.00%
Total Students	171	100%	151	100%	155	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 (CPI) program through a grant which provides academic and financial assistance to eligible populations composed of the following ethnicity.

Career Pathways Ethnicity	2014-2015		2015-2016		2016-2017	
Asian	0	0%	0	0.0%	0	0%
Black/African America	21	40%	39	42%	46	38%
Hispanic/Latino	5	9%	3	4%	5	4%
White/Caucasian	27	51%	49	53%	69	57%
Other	0	0%	1	1%	3	1%
Total Students	53	100%	92	100%	123	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 56% percent. Using data provided by the Director of Institutional Research/FOI Officer, the following table indicates all ethnic minority enrollment for

July 1, 2016 through census of spring 2017; 471 total students with 266 being minority as follows:

UAM-CTM Students	2016-17	
Non-Resident Alien	1	0.21%
Hispanic	28	5.94%
Asian	1	0.21%
American Indian	0	0.00%
Hawaiian	0	0.00%
Black	231	49.04%
White	205	43.52%
Two or More Races	5	1.06%
Unknown	0	0.00%
Total	471	100.00%

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 is as follows: Emergency Medical Technology Instructor/Director – Asian or Pacific, two early childhood instructors (African American). We also have staff members who are minority, all are African American: School Counselor, Information Technology Director, Director of Student Services, Director of Career Pathways, Human Resource Specialist, an Administrative Specialist III, 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 75 % minority (94/126 students) for Desha County, 26% minority (8/31 students) for Lincoln County, 41% minority (64/155 students) for Ashley County , 49% minority (78/160) for Drew County, 74% minority(90/121) 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 83% (41 minorities out of a total of 49 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

Recruitment and Retention of African Americans, Other Minorities and Females

ANNUAL REPORT

2016-2017

**University of Arkansas for Medical Sciences (UAMS)
Recruitment and Retention of African Americans,
Other Minorities and Females
Annual Report 2016-2017**

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**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES RECRUITMENT AND
RETENTION OF AFRICAN AMERICANS, OTHER
MINORITIES AND FEMALES, 2016-17**

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.

UAMS: A Commitment to Diversity

UAMS' mission clearly articulates that its scope of responsibility extends to "all Arkansans and to others in the region, nation and the world," and establishes parameters that include minority and diverse populations.

The university pursues its mission of diversity and multiculturalism by focusing on two of its core values:

- "UAMS is committed to the importance of the diversity of UAMS leadership, faculty, staff and learners in order to enhance the education of our learners, reduce racial and ethnic health disparities in our state, and honor the unique contributions provided by a diversity of values, beliefs, and cultures."
- "UAMS embraces a culture of professionalism with respect for the dignity of all persons."

The university has put the leadership, organizational structure, resources and policy framework in place to take its values toward diversity and institutionalize them into ongoing programs and activities that are integrated into the fabric of university life.

These measures recognize special issues attendant upon minority, underrepresented and vulnerable populations, and provide the means to implement initiatives to both spur improvements and address deficiencies.

Institutional policies are in place to clearly express the university's commitment to diversity and against discrimination. The UAMS Anti-Discrimination Policy explicitly forbids any form of racism, bigotry or discrimination in hiring, among its employees or agents, or in its programs. An academic policy dealing with student anti-discrimination was approved in 2014 to mirror these values by prohibiting discrimination in its educational programs. It is the firm belief of UAMS that each individual has dignity and worth and this belief is evident in all areas of the mission documents. In striving to meet each component of the mission statement UAMS examines aspects of the population with a focus on nondiscrimination and equal opportunity in all areas of service.

The Affirmative Action Policy addresses university procedures designed to recruit, employ, promote, admit and graduate individuals who have historically been excluded or have been recipients of discrimination based on race, color, age, disability, national origin, religion or gender. The employment of foreign nationals and aliens is addressed in the UAMS Administrative Guide to insure these individuals meet the guidelines of the Immigration and Nationality Act and the Immigration and Naturalization Service Act. UAMS policy asserts its commitment to upholding the Americans with Disabilities Act (ADA) for all employees, students, programs and services. In 2016, the university created a new position in Academic Affairs for a Disabilities Coordinator / Title IX Campus Coordinator to facilitate its policy of accommodation and to serve as a campus-wide resource. A companion Student Accommodation Policy is also in place that lays out the process for evaluating and processing student accommodation requests. The Grievance Procedure for Students Alleging Discrimination assures a transparent review and redress of possible discrimination that students could experience at any point in their student career, including allegations that violate the UAMS Title IX Policy.

The UAMS Basic Code of Conduct establishes guidelines for all employees with respect to diversity and inclusiveness. The university articulates that diversity awareness and cross-cultural communications are institutional goals and provides resources, training opportunities

and guidance on how employees are expected to implement these principles into their daily work lives. These principles and practices ensure an atmosphere that provides opportunity for the talent of all to be recognized, cultivated and promoted.

UAMS demonstrates its commitment to diversity and a multicultural society with a number of offices, committees and initiatives. Since 1993, UAMS has had a Diversity Committee dedicated to highlighting the value of diversity and developing programs to instill that value across the University. By 2010, a new position for Assistant Vice Chancellor for Diversity was created to oversee diversity issues and provide strategic direction at an institutional level along with creation of the Center for Diversity Affairs (CDA). The Diversity Committee became part of this permanent office and the new Minority Student Recruitment and Retention Committee was established to help achieve the institution's strategic objectives. The leadership role was expanded in 2011 when the position became the Vice Chancellor for Diversity and Inclusion reporting directly to the Chancellor.

UAMS expresses its commitment to the value of diversity with a number of communications strategies. Employees undergo diversity training as part of the university's extensive orientation process. Training is provided on a continuing basis.

The CDA has been charged to take a leadership role in increasing diversity and improving cultural competency across the domains of the institutional mission: education, patient care and research. As the umbrella entity for diversity across the UAMS system, the CDA is in the process of developing structures and activities that will enable it to:

- Provide direction and support for the planning and coordination of related activities across the UAMS system.
- Conduct monitoring, data collection and reporting on the success of recruitment and success of minority and underrepresented students, faculty and staff.
- Make recommendations on relevant policies and practices related to diversity and inclusion.
- Promote research and scholarship on topics related to diverse populations.
- Raise awareness about the state of diversity at UAMS and ongoing UAMS initiatives, practices and programs designed to uphold diversity and the experience of diverse faculty, students and staff.
- Provide coordination and communication among UAMS entities dedicated to diversity such as:
 - The Chancellor's Diversity Committee
 - The Chancellor's Minority Recruitment and Retention Committee
 - The Racial and Ethnic Health Disparities Task Force

The Center for Diversity Affairs mission statement is "To advance diversity, inclusiveness, equity, and cultural competency in all aspects of the UAMS mission." In promoting this mission UAMS has a number of initiatives and services to facilitate implementation of initiatives in the area of diversity. The Center for Diversity Affairs houses a multicultural resource center, supports an extensive calendar of multicultural events, and provides support services for the Black Student Association, Hispanics of Today, and Native American Student Association.

The UAMS diversity manager acts as a consultant on diversity issues to other groups such as the Little Rock Racial Cultural Diversity Commission, Pulaski County WAGE Advisory Committee, Office of Faculty Affairs, UAMS Immigration Office, Central Baptist College's Human Resource class and the Equal Employment Opportunity (EEO) Department of the Central Arkansas Veterans Healthcare System (CAVHS).

The Center for Diversity Affairs operates to serve all components of the university in its efforts to become more diverse, inclusive and culturally competent. It strives to increase awareness in:

- **Diversity:** Individual differences (e.g., personality, abilities and life experiences) and group differences (e.g., race/ethnicity, age, culture, socioeconomic status, sexual orientation, gender identity/expression, language and country of origin as well as political, religious or other affiliation).
- **Inclusion:** A sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so you can do your best work.
- **Equity:** Equality, impartiality, justice and fairness as it applies to opportunity, access, resources or quality of health care.
- **Cultural Competency:** A set of congruent behaviors, attitudes and policies that come together in a system, agency or among professionals and enables them to work effectively in cross-cultural situations.

The following sections offer selected examples of how programs and activities in the education, research and health care enterprises are working to fulfill the university's commitment to diversity.

Working to Fulfill our Promise

The Center for Diversity Affairs and the College of Public Health (COPH) have been leaders in campus-wide efforts to address health care disparities since 2005 when the Racial and Ethnic Health Disparities Task Force was formed to advance efforts at UAMS to reduce and eliminate health and health care disparities. Since then the COPH has created the Arkansas Center for Health Disparities (ACHD) to remove barriers to access and quality of care and to foster research to reduce health care disparities in the future. ACHD partners with health care and public health partners around the state in pursuing its mission including the college's Office of Community-based Public Health, the ongoing UAMS Racial and Ethnic Health Disparities Task Force, the Arkansas Department of Health, the Arkansas Minority Health Commission, Arkansas Historically Black Colleges and Universities, the University of Alabama Birmingham's Center for Health Promotion, and through a partnership with El Instituto Nacional de Salud Publica/Escuela de Salud Publica de Mexico (INSP).

Part of the health care disparities work is to identify the need for more cultural competency education and training for students, faculty and medical and health care practitioners. The Task Force and the ACHD have coordinated with the colleges to incorporate competencies and coursework into the curricula of the UAMS colleges, and to incorporate training for faculty on cultural competency and cultural bias.

UAMS supports student groups and programs that share a commitment to diversity in the health professions. For example, UAMS has a chapter of the Student National Medical Association (SNMA) which is the nation's oldest and largest independent, student-run organization focused on the needs and concerns of medical students of color. In 2015 through a partnership of the UAMS College of Pharmacy and the UAMS Center for Diversity Affairs and National Pharmacists Association of Arkansas (NPAA), the PCAT Prep Summer Program was developed to serve minority students in the field of pharmacy. The program is offered to underrepresented pre-pharmacy students applying to the College of Pharmacy. The

partnership was based on CDA's outreach and recruitment focus toward the recruitment of underrepresented minority students, and on NPAA's longstanding efforts to provide PCAT prep opportunities to minority students. This is one of several special summer programs that bring middle school, high school or undergraduates on campus during the summer months to stimulate an interest in a health care or research career.

UAMS created the Diversity Non-resident Tuition Waiver in 2012 to bolster its recruitment of minority and underrepresented students. The university is currently assessing the potential to create more academic minority scholarships to increase the student talent within its programs.

Community

UAMS demonstrates its commitment to a multicultural society in a variety of ways. A handful of examples are described below.

- The UAMS' 12th Street Health & Wellness Clinic supports an under-served community near the university's main campus. The clinic serves as both a site for students to participate in service learning events and as an interprofessional education experience where students from a variety of programs and disciplines participate together in providing treatment and in education activities.
- UAMS programs have reached out to assist the Arkansas Delta, a regional of roughly 50 percent African American citizens and one of the poorest communities in the country. UAMS East, a regional program of UAMS, operates in seven Arkansas Delta counties and works in conjunction with the Helena Medical Center, the local VA clinic, and the University of Arkansas Phillips County Community College's Nursing Program to increase health education opportunities for local residents along with direct support and resources from UAMS health care professionals.
- UAMS has developed a special outreach program to attend to the health and wellness of Arkansas' Marshallese Island population, the largest Marshallese population on U.S. soil. The project began in 2013 with a \$2.1 million grant to study health disparities in the northwest Arkansas region. That led to a \$3 million grant from the CDC to further focus on health disparities specific to both the Hispanic and Marshallese communities in northwest Arkansas. At the North Street Clinic on UAMS' Northwest Regional Campus, students lead a chronic disease management program for the Marshallese population, which experiences a high incidence of Type 2 diabetes and related conditions. As with the 12th Street Clinic, the North Street Clinic provides an interprofessional setting and experience for students from various disciplines.
- The university has responded to the growth in the Hispanic population by organizing outreach efforts to members of the community to address health needs, adding interpreters and staff with Spanish language skills and recruiting students and faculty. Its UAMS West regional center in Fort Smith received a Statewide Cultural Competency Award as early as 2008 for its response to the health needs of the growing Hispanic population.

Student Diversity Metrics

UAMS Annual, Unduplicated Student Headcount, 2016-17

Race / Ethnicity	Hispanic	American Indian	Asian	Black	Native Hawaiian	White	Unknown	Total
Unduplicated Count	98	54	206	275	4	2320	190	3147

Student Enrollment by Race/Ethnicity and Gender, Fall 2016

Race / Ethnicity	Male (n=938)	Female (n=1,931)	TOTAL (n=2,869)
Asian	60	76	136
Black or African American	48	173	221
Hispanic/Latino	22	64	86
American Indian/ Alaskan Native	9	7	16
White	679	1,425	2,104
Native Hawaiian/Other Pacific Islander	1	0	1
Two or More Races/Some Other Race	19	51	70
Non-resident Alien	27	34	61
Not disclosed/Unknown	73	101	174
Total Student Counts	938	1,931	2,869

Spring 2017 Student Enrollment by Race/Ethnicity and Gender

UAMS Spring 2017 Student Enrollment	Male (n=907)	Female (n=1,886)	TOTAL (n=2,793)
Asian	53	69	122
Black or African American	44	162	206
Hispanic/Latino	21	62	83
American Indian/ Alaskan Native	10	8	18
White	659	1,407	2,066
Native Hawaiian/Other Pacific Islander	1	1	2
Two or More Races/Some Other Race	17	50	67
Non-resident Alien	27	31	58
Not disclosed/Unknown	75	96	171
Total Student Counts	907	1,886	2,793

Summer 2017 Student Enrollment by Race/Ethnicity and Gender

UAMS Summer 2017 Student Enrollment	Male (n=180)	Female (n=719)	TOTAL (n=899)
Asian	6	14	20
Black or African American	18	75	93
Hispanic/Latino	7	20	27
American Indian/ Alaskan Native	4	4	8
White	123	532	655
Native Hawaiian/Other Pacific Islander	0	1	1
Two or More Races/Some Other Race	3	22	25
Non-resident Alien	13	27	40
Not disclosed/Unknown	6	24	30
Total Student Counts	180	719	899

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.

UAMS Work Force Diversity Characteristics

NON-ACADEMIC PART-TIME WORKFORCE BY RACE 2016-2017

STAFF (ALL)	Hispanic	American Indian	Asian	Black	Native Hawaiian	White	Unknown	Total
Administrative	53	23	55	479	9	1719	6	2344
Classified	30	16	24	615	1	568	1	1255
Housestaff	37	4	169	58	1	524	16	809
Nursing	34	28	58	281	4	1462	3	1870
Other Academic	8	6	93	45	0	330	2	484
Other Health Care	75	28	52	997	2	1228	12	2394
Student	15	4	40	35	0	170	2	266
Temporary	18	6	30	155	1	377	4	591
ALL	270	115	521	2665	18	6378	46	10013

STAFF (Full time / Hourly)	Hispanic	Am Indian	Asian	Black	Native Hawaiian	White	Unknown	TOTAL
Administrative	0	1	1	11	0	14	0	27
Classified	27	13	18	575	1	509	1	1144
Housestaff	0	0	0	0	0	0	0	0
Nursing	28	27	51	250	2	1176	2	1536
Other Academic	0	0	0	0	0	0	0	0
Other Health Care	69	26	38	930	2	936	8	2009
Temp	0	0	0	0	0	0	0	0
TOTAL	124	67	108	1766	5	2635	11	4716

STAFF (Full time / Salaried)	Hispanic	Am Indian	Asian	Black	Native Hawaiian	White	Unknown	TOTAL
Administrative	52	21	54	463	7	1658	6	2261
Classified	3	2	2	14	0	37	0	58
Housestaff	37	4	169	58	1	523	16	808
Nursing	2	0	6	21	2	181	1	213
Other Academic	7	4	90	41	0	294	2	438
Other Health Care	1	0	2	30	0	178	1	212
Temp	0	0	0	0	0	0	0	0
ALL	102	31	323	627	10	2871	26	3990

STAFF Part-time / Hourly)	Hispanic	Am Indian	Asian	Black	Native Hawaiian	White	Unknown	TOTAL
Administrative	0	0	0	0	0	0	0	0
Classified	0	0	2	21	0	17	0	40
Housestaff	0	0	0	0	0	0	0	0
Nursing	4	1	1	9	0	85	0	100
Other Academic	0	0	0	0	0	0	0	0
Other Health Care	3	1	5	23	0	58	1	91
Temp	0	0	0	0	0	3	0	3
ALL	7	2	8	53	0	163	1	234

STAFF Part-time / Salaried)	Hispanic	Am Indian	Asian	Black	Native Hawaiian	White	Unknown	TOTAL
Administrative	1	1	0	3	2	47	0	54
Classified	0	0	0	0	0	0	0	0
Housestaff	0	0	0	0	0	1	0	1
Nursing	0	0	0	0	0	14	0	14
Other Academic	0	2	1	3	0	26	0	32
Other Health Care	1	0	1	0	0	16	0	18
Temp	0	0	0	0	0	3	0	3
ALL	2	3	2	6	2	107	0	122

STAFF (Temporary / Hourly)	Hispanic	Am Indian	Asian	Black	Native Hawaiian	White	Unknown	TOTAL
Administrative	0	0	0	0	0	0	0	0
Classified	0	1	2	5	0	5	0	13
Nursing	0	0	0	1	0	6	0	7
Other Academic	0	0	0	0	0	0	0	0
Other Health Care	1	1	6	14	0	39	2	63
Student	9	2	7	11	0	79	0	108
Temp	18	6	26	146	0	319	4	519
ALL	28	10	41	177	0	448	6	710

Utilization of Minority Non-Academic Temporary Personnel
 UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
 ACADEMIC WORKFORCE BY RACE 2016-2017

Faculty (ALL)	Hispanic	American Indian	Asian	Black	Native Hawaiian	White	Unknown	Total
Instructor	3	1	19	4	0	64	1	92
Assistant Professor	26	6	139	35	1	426	4	637
Associate Professor	10	0	49	14	3	244	0	320
Professor	5	2	39	8	0	252	1	307
Administration	0	1	0	2	0	10	0	13
ALL	44	10	246	63	4	996	6	1369

Faculty (Full-time)	Hispanic	American Indian	Asian	Black	Native Hawaiian	White	Unknown	Total
Instructor	3	1	18	4	0	53	1	80
Administration	0	1	0	2	0	10	0	13
Assistant Professor	23	5	124	32	1	363	4	552
Associate Professor	9	0	42	12	3	211	0	277
Professor	5	1	36	8	0	221	1	272
ALL	40	8	220	58	4	858	6	1194

Faculty (Part-time)	Hispanic	American Indian	Asian	Black	Native Hawaiian	White	Unknown	Total
Instructor	0	0	1	0	0	11	0	12
Assistant Professor	3	1	15	3	0	63	0	85
Associate Professor	1	0	7	2	0	33	0	43
Professor	0	1	3	0	0	31	0	35
ALL	4	2	26	5	0	138	0	175

Utilization of Minority Non-Academic Temporary Personnel
 UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
 ACADEMIC TEMPORARY WORKFORCE BY RACE 2016-2017

STAFF (Temporary / Hourly)	Hispanic	Am Indian	Asian	Black	Native Hawaiian	White	Unknown	TOTAL
Administrative	0	0	0	0	0	0	0	0
Classified	0	1	2	5	0	5	0	13
Nursing	0	0	0	1	0	6	0	7
Other Academic	0	0	0	0	0	0	0	0
Other Health Care	1	1	6	14	0	39	2	63
Student	9	2	7	11	0	79	0	108
Temp	18	6	26	146	0	319	4	519
ALL	28	10	41	177	0	448	6	710

STAFF (Temporary / Salaried)	Hispanic	Am Indian	Asian	Black	Native Hawaiian	White	Unknown	TOTAL
Administrative	0	0	0	2	0	0	0	2
Classified	0	0	0	0	0	0	0	0
Nursing	0	0	0	0	0	0	0	0
Other Academic	1	0	2	1	0	10	0	14
Other Health Care	0	0	0	0	0	1	0	1
Student	6	2	33	24	0	91	2	158
Temp	0	0	4	9	1	52	0	66
ALL	7	2	39	36	1	154	2	241

Center for Diversity Affairs

Women's Faculty Development Caucus (WFDC)

The Women's Caucus was founded in 1989 as a professional development and mentoring program to help women advance their career and assume leadership positions. Our professional development efforts have resulted in an expanding organization that addresses the needs of all UAMS faculty members. We provide leadership training, mentoring/advising, faculty handbook publications, faculty development, and networking opportunities. The Caucus Committees, led by rotating chairs and co-chairs, are pathways to leadership and provide the energy and effort behind WFDC activities.

WFDC Mission Statement

Our mission and passion is to inspire, encourage and enable women health providers and scientists to realize their professional and personal potential and goals. The members of the Women's Faculty Development Caucus are what make us tick. We share a common commitment and vision for professional development, and we collaborate on services and activities that have helped countless faculty members achieve their goals.

Accomplishments

- In 1996, WFDC created the first mentoring program for women faculty using senior women advising junior women. This was a very successful program. With time, more departments and divisions have paid attention to the value of mentoring and have created wonderful programs for all faculty. The Faculty Center continues to match advisors with younger faculty who need career or specific mentoring.
- Recognized nationally in 1997 by the Association of American Medical Colleges, receiving the first Women in Leadership Award
- The Women's Caucus sponsors the Annual Professional Development Day in the fall to provide all faculty members the opportunity to develop and update their management and leadership skills. This committee also sponsors 1/2 of the cost for one woman to attend the AAMC Junior and Mid-Career Professional Development Meetings.
- Many committee chairs and past presidents of WFDC have served or are serving in various leadership positions on campus.
- The Research Committee hosts several activities during the academic year to support young women scientists at UAMS. The committee coordinates a mentoring program for postdoctoral fellows, locates speakers for seminars and panel discussions, and hosts luncheons that foster discussions and mentoring opportunities between Faculty members, graduate students and postdoctoral fellows.
- The publications committee creates and edits the annual *Absolutely Unofficial Faculty Handbook* or otherwise known as "FIGS" for *Fill in the Gaps*. Now in its 17th edition, FIGS provides a practical introduction to Little Rock, central Arkansas and the UAMS campus. It serves as reference handbook for all new UAMS faculty, house staff, administrative staff and recruits. While FIGS offers resources about the history of Arkansas, community and cultural events, as well as practical every day "know how" information, it is also an invaluable guide for UAMS resources.

- The salary Equity Committee meets every five years to collect and analyze salary data within departments for men and women. In the past 20 years, three studies have been collected. Due to improved data collection, the current study will provide more accurate information.
- Present an Outstanding Woman Faculty Award each year
- The WIT Committee's focus is on mentoring medical students and residents. The Committee plans an annual event: either a residency fair or specialty choice discussion event for M2 – M3 students in the winter or spring, depending on the feedback of students. The multispecialty event features a panel of primary care physicians during the first hour and a contingency of specialists and sub-specialists holding signs that students can easily locate and target for individual and small group questions. This event is focused on lifestyle and specialty choice. Community and academic physicians address students' concerns about making that specialty choice, call schedule, family time, residency, practice-based questions, and financial return.
- Committee members host a welcome lunch for incoming freshmen women and greet residents at Housestaff orientation in June. WIT advises and supports the American Medical Women's Association student group, a very strong group of young women who are engaged in community and campus projects.
- Women faculty and AMWA students participate in the Arkansas Women's Foundation event, Girls of Promise, designed to encourage eighth grade girls from around the state to stay interested in science and math. Speakers show and discuss what your career can look like if you continue to do well. 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.).

Minority Faculty Development Caucus (MFDC)

Established in 2002, the **Faculty Diversity and Community Outreach (FDCO)** program is designed to substantially increase and retain minority faculty at UAMS through networking, mentoring, research opportunities, and skills-building with a long-term goal of directly improving health care at both the institutional and state level.

FDCO has community partners who share common concerns of disparities in health care and **workforce diversity**. We also promote adjunct appointments for minority community physicians to give these physicians the opportunity to participate in teaching and basic and clinical research. The involvement of minority physicians in addressing health care disparities through research and the clinical care of underserved populations is important to the healthcare improvement of all Arkansans.

In 2012, the FDCO transitioned to the **Minority Faculty Development Caucus**.

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.

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.

College of Medicine (COM)

Academic Personnel Faculty and Students

UAMS Non-Resident Diversity Scholarship Program

The UAMS Non-Resident Diversity Scholarship Program was established in 2011-12 with the following objectives:

- Assist educational programs at UAMS to achieve diversity recruitment goals;
- Increase the diversity of applicant pools to UAMS educational programs with respect to race, ethnicity, gender, socio-economic status, and geographic origins;
- Help defray rising educational costs for UAMS students, especially those who are economically disadvantaged; and
- Increase the diversity among the Arkansas health and healthcare professions workforce, especially those serving underrepresented and medically underserved populations.

Each year, our Chancellor will approve selected, qualified out-of-state applicants to the colleges and the Graduate school to receive a reduction in tuition to the in-state (resident) rate. This is designed to allow UAMS to be competitive with other health sciences campuses in attracting a diverse and promising student applicant pool. The program includes performance monitoring of the students over time and program review provisions to assure that the program is effective in improving college recruitment efforts.

Four (4) non-Arkansas residents approved for the Diversity Waiver and two approved for the Academic Waiver for a total of 6 for the 2016-17 academic year.

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. UAMS matched those funds received by the student as scholarship funds from LULAC.
4. Increase the diversity among the Arkansas healthcare professions workforce. Targeting the Latino Community
5. Two students received a LULAC tuition waiver fall 2016.

Student Admissions Data for 2016-2017 COM

Applicants: 51.6% male 48.3% female
Acceptances: 50.3% male, 52.1% female

	<u>Applicants</u>	<u>Matriculant</u>
White:	72%	73%
African American:	9%	7%
Asian American:	8%	10%
Hispanic:	9%	8%
Native American:	2%	2%

- 85% received undergraduate degree in Arkansas
- The colleges from which we received/reviewed the most applications were from highest to lowest – UA Fayetteville (124), UCA (42), Hendrix (32), UALR (25), ASU (24), Arkansas Tech (17), Harding (14), Ouachita (13), Lyons (9), Henderson State (7), John Brown University (7), UA Fort Smith (7) Southern Arkansas (3), Williams Baptist (3) UA Monticello (2), University of the Ozarks (2), UA Pine Bluff (1) Central Baptist (1).
- 75% 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 to the COM, 2016 (26)

African American	10
Hispanic	13
Native American	3

Total# of URM's who accepted offers of admission (18)

African American	6
Hispanic	10
Native American	2

Total # of URM's who declined Offer (7) – 27% of total accepts offered:

African American	4
Hispanic	2
Native American	1

Acceptance Rates (COM):

- For the 2016-17 cycle, a total of 2,616 applicants submitted an AMCAS application to the University of Arkansas College of Medicine.

Of that number, 1,178 followed through and also submitted the UAMS College of Medicine supplemental application;

Of the 1,178 considered for admission by the Admissions Committee,

382 were Arkansas residents and

796 were non-Arkansas residents

- 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 & Percent Distribution of 1st Year Enrollment by
Race/Ethnicity & Academic Year**

RACE/ETHNICITY	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	No.	%								
Black or African American (Non Hispanic)	8	4.5	8	4.5	6	3.4	9	5.2	6	3.4
Hispanic or Latino	6	3.4	4	2.3	6	3.4	7	4.0	10	5.7
Native American, Alaska Native	0	0	1	0.6	3	1.7	2	1.2	2	1.1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
Asian, Under-represented	4	2.3	3	1.7	3	1.7	2	1.2	2	1.2
Total URM Students	18	10.3	16	9.2	17	9.8	20	11.5	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	154	88.5
Total First-Year Enrollment	175	100%	174	100%	174	100%	174	100%	174	100%

Number & Percent Distribution of Total Enrollment of URM Students by Race/Ethnicity & Academic Year

RACE/ETHNICITY	2013-2014		2014-2015		2015-2016		2016-2017	
	No.	%	No.	%	No.	%	No.	%
Black or African American (Non Hispanic)	33	4.9%	32	4.7%	30	4.4%	33	4.7%
Hispanic or Latino	23	3.4%	13	1.9%	20	2.9%	17	2.4%
American Indian, Alaska Native	2	0.3%	3	0.4%	4	0.6%	8	1.1%
Native Hawaiian or Other Pacific Islander	4	0.6%	5	0.7%	2	0.3%	1	0.1%
Asian, Under-represented	20	3.0%	12	1.8%	11	1.6%	37	5.3%
Other (Asians, Filipino)			67	9.9%	32	4.7%		
Total URM Students	82	12.1%	74	10.9%	67	9.9%	59	8.6% (13.8%)
Total Non-Under-represented Students (White [Non-Hispanic]; Asian, Non-Under-represented)	594	87.9%	535	79.1%	546	80.3%	543	77.8%
Total Students Enrolled	676	100%	676	100%	680	100%	698	100%

TABLE: Number and Percent Distribution of Graduating Underrepresented Minority (URM) Students by Race/Ethnicity & Academic Year

*Race/Ethnicity	2013-2016	
	No.	%
Black or African American (Non Hispanic)	18	3.8
Hispanic or Latino	18	3.8
American Indian, Alaska Native	2	0.42
Native Hawaiian or Other Pacific Islander	2	0.42
Other Asian	10	2.1
Asian, Under-represented	7	1.5
Total URM Students	57	12.1
Total Non-Under-represented Students (White(Non Hispanic); Asian, Non-Under-represented)	415	88.9
Total Graduates	472	100

Overall Student Breakdown

2016-2017

	Females	Males	
American Indian	6	4	
Asian	24	27	
Black	15	13	
Chinese	2	2	
Filipino	1	1	
Hawaiian		1	
Hispanic	10	8	
Indian or Pakistani	1	1	
Korean	1		
Mexican American	6		
Other Pacific Islander		1	
Puerto Rican	1		
Vietnamese	5	4	
White	211	343	
Total	283	405	688

Senior	Females	Males
American Indian	1	
Asian	2	9
Black	1	5
Chinese	1	2

Hispanic	3	1	
Indian or Pakistani			
Korean	1		
Vietnamese	2	1	
White	41	99	
Total	52	117	169

Junior	Females	Males	
American Indian	1	2	
Asian	4	3	
Black	2	2	
Filipino		1	
Hawaiian		1	
Hispanic	2	2	
Indian or Pakistani	1	1	
Other Pacific Islander		1	
Puerto Rican			
Vietnamese		1	
White	42	71	
Total	52	85	137

Sophomore	Females	Males
American Indian	2	2
Asian	10	11
Black	6	6

Chinese	1		
Hispanic	2	4	
Indian or Pakistani			
Puerto Rican	1		
Vietnamese	3		
White	64	96	
Total	89	119	208

Freshman	Females	Males	
American Indian	2		
Asian	8	4	
Black	6		
Filipino	1		
Hispanic	3	1	
Mexican American	6		
Vietnamese		2	
White	64	77	
Total	90	84	174

Student National Medical Association (SNMA)

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) 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 the Raising Exposure and Awareness of Careers in Health (REACH) Delta program sponsored by the Center for Diversity Affairs (CDA). The REACH Program is designed to target high school juniors and seniors at this critical juncture of their academic career allowing them to achieve their professional career goals and hopefully return to their communities as health care providers. KIPP Delta Collegiate High School in Helena, AR was chosen as the pilot site for this program.

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).

COLLEGE OF MEDICINE SENIOR MATCH

By

Richard P. Wheeler, M.D.

Executive Associate Dean for Academic Affairs

March 17, 2017

EMBARGOED UNTIL 1 p.m. EASTERN TIME 3/17/2017

The general release of the results of the National Resident Matching Program (NRMP) occurred at 11 a.m. Central time on March 17, 2017. 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, 160 UAMS College of Medicine senior students participated in the NRMP match. Eight graduating seniors failed to match into a PGY1 position initially but as of this writing, all of them have obtained a position. From a national perspective, there were 28,849 PGY1 positions to be filled through the NRMP match. There were 35,969 total active applicants for these positions (18,539 U.S. seniors). 27,688 matched (17,480 U.S. seniors) and 8,281 failed to match (1,059 U.S. seniors). In addition to the UAMS seniors who utilized the NRMP, five received residencies in early matches (Military, Urology, and Ophthalmology). Nationally, of those US Seniors who matched, 50.9% received their first choice, 16.6% their 2nd choice, 10.7% their third, 6.3% their fourth choice, and 15.5% received a choice greater than their 4th choice.

As of this date, 63 seniors were appointed to Arkansas residency positions. Ninety-five received out-of-state residencies in 31 different states.

Sixty-one 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.

College of Health Professions (CHP) - Academic Year 2016-2017

I. CHP Student Demographics

Hispanic	34
American Indian	4
Asian	27
Black	66
White	447
Native Hawaiian	0
Two or More	31
Chose not to Answer	26
<u>Unknown</u>	<u>6</u>
Total	641

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

Faculty Rank	FTE	CHP Department
1. Assistant Professor	1.0 FTE	Audiology and Speech Pathology
2. Professor	1.0 FTE	Audiology and Speech Pathology
3. Instructor	1.0 FTE	Dental Hygiene
4. Assistant Professor	1.0 FTE	Dietetics & Nutrition
5. Assistant Professor	0.5 FTE	Genetic Counseling
6. Instructor	2.0 FTE	Imaging and Radiation Science
7. Assistant Professor	1.0 FTE	Medical Laboratory Sciences
8. Assistant Professor	1.0 FTE	Physical Therapy
9. Assistant Professor	1.0 FTE	Physician Assistant Studies
10. Assistant Professor	1.0 FTE	Respiratory and Surgical Technologies
11 Faculty	10.50 FTE	
Staff Position	FTE	CHP Department

1. Dental Assistant	1.0 FTE	Center for Dental Education
2. Project Coordinator	1.0 FTE	Center for Dental Education
3. Patient Representative	1.0 FTE	Center for Dental Education
4. Assistant Dean/Student Affairs	1.0 FTE	Dean's Office
5. Student Service Specialist	2.0 FTE	Dean's Office
6. Student Recruiting Specialist	1.0 FTE	Dean's Office
7. Executive Assistant	1.0 FTE	Dental Hygiene
8. Executive Assistant	1.0 FTE	Emergency Medical Sciences
9. Project/Program Specialist	1.0 FTE	Imaging & Radiation Sciences
10. Administrative Analyst	1.0 FTE	Imaging & Radiation Sciences
11. Administrative Specialist	1.0 FTE	Physician Assistant Studies
12. Education Coordinator	1.0 FTE	Physician Assistant Studies
13 Staff	13.0 FTE	

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

Instructor:	3 Black
Assistant Professor:	2 Asian
Assistant Professor:	2 Black
Assistant Professor:	1 Hispanic
<u>Professor:</u>	<u>1 Black</u>
Total	9

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

Faculty (Total):	5
Faculty (FTE):	0.90

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

Center for Dental Education (Dental Assistant)	1
Physical Therapy (Assistant Professor)	1

Physician Assistant Studies (Education Coordinator)	1
<u>Physician Assistant (Administrative Specialist III)</u>	<u>1</u>
Total	4

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

In AY17, 131 minority students were enrolled in the CHP. This number represents 20% of the total enrollment (131/641). For the 2016-2017 academic year, CHP awarded 60 scholarships, of which 10 (17 %) were awarded to minority students, a decrease of 1% (11/10) from the previous year. Twenty-six percent of the total funds awarded in scholarships (\$17,600/67,026) were awarded to minority students. The number of CHP scholarships awarded annually is dependent upon the funds raised through the annual college phonathon.

The college employs a full-time student recruiter whose charge includes increasing the number of qualified minority applicants, and each academic program has a recruitment plan which includes increasing the number of minority applicants. The student recruiter has developed targeted approaches to identifying and recruiting minority applicants to the CHP program such as coordinating UAMS Days events at Philander Smith College and University of Arkansas – Pine Bluff (UA-PB) and hosting TRIO students from Southeast Arkansas College in Pine Bluff (SEARK). The recruiter also increased campus visits to UA- PTC, SEARK and Phillips Community College. CHP also had an expanded role and presence at the Diversity Day event and the science conference for Pacific Islander students in Northwest Arkansas. Both events were hosted by the UAMS Center for Diversity Affairs. Continued efforts to target diverse populations are planned for AY18 such as increasing the number of UAMS Days at institutions and campus visits from TRIO programs as well as the STEM Success program at UA - PTC. In addition, CHP will continue to actively support and participated in the various events sponsored by the Center of Diversity Affairs.

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. In fall 2016, information collected from the fall 2016 New Student Survey was used to address questions and concerns this group of students had about the campus, college, and program. Information collected was also used by the Welcome Center to plan future lunch and lean topics of interest to new students.

Last year, the College of Health Professions hosted the Student Internship with UA-PTC. The Internship is exposes students to College of Health Professions programs. The student selection process is handled by faculty at Pulaski Technical College. Internship coordination on the UAMS campus is managed by the CHP Welcome Center. A total of 16 students attended the 2016 Internship; 4 were minority students. A spring 2018 internship with Arkansas State University-Beebe is being explored.

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 2016-17 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. The Committee has focused on revising the Diversity Climate Survey that was in 2014-2015. The survey identifies the academic and social climate for students in CHP programs, collects and evaluates data relative to student recruitment for applicants and enrollees for the past 10 years, and creates 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 will administer the survey in 2017 and report the findings to the Dean and the College’s Executive Committee.

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

Program Outcomes	Assessment Methods	Assessment Criteria
Recruit and select high quality students with diverse backgrounds to form a community of learners.	Document admissions criteria and percentage of students who meet those criteria Document diversity – gender, ethnicity, age, etc. Annually assess the degree to which the admissions criteria is relevant to quality of student performance in the college	Review admissions criteria annually. Work with departments to gather data. The College will maintain its commitment to cultural advancement with no less than 15% of the fall cohort admitted from diverse backgrounds. Applicants from diverse backgrounds will increase by 3-5% annually.

Cultural Climate Questionnaire	Analysis of data and establishment of a baseline	CHP Bi-Annual Web Survey will indicate that demonstrate an improvement of the overall cultural climate within the College.
Academic Cultural Competency review	Bi-Annual Workshop for CHP faculty to gain the skills and knowledge to effectively serve students from diverse cultures. Workshop will include a review of the cultural competence standards.	100% of CHP programs will incorporate the cultural competency standards into their curricula.
CHP Diversity Committee Report	Collect data from CHP departments in an effort to identify the underrepresented student and applicant population. The committee will meet with the department chairs to survey current recruitment and retention practices.	Compose a report to identify the sex, age, gender, demographics, prior institution, and economically challenged student and applicant for the past five years.

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

Spring 2017 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 2017, the College has offered admission to 106 juniors for the Bachelor of Science in Nursing (BSN) program on the Little Rock campus and 14 for the off-campus BSN program at Hope.

Although exact enrollment figures will not be available until after the 11th day headcount in July 2017, the following students, as identified by race/ethnicity and gender are anticipated to enroll by campus for the summer 2017 term:

<i>Little Rock Students (n=260)</i>						
Ethnic Origin / Race*	Males		Females		TOTAL	
	Hispanic/Latino	0	0.00%	4	4.40%	4
Amer Ind / Alas Native	0	0.00%	0	0.00%	0	0
Black/African American	0	0.00%	9	9.89%	9	8.49%
Nat Hawaii/Other Pac.	0	0.00%	0	0.00%	0	0.00%
Asian	1	6.67%	2	2.90%	3	2.83%
White	14	93.33%	69	75.82%	83	78.30%
Chose 2 or More	0	0.00%	5	5.49%	5	4.72%
Unknown/No Answer	0	0.00%	2	2.20%	2	1.89%
Total	15		91		106	

<i>Hope Students (n=260)</i>						
Ethnic Origin / Race*	Males		Females		TOTAL	
Hispanic/Latino	0	0.00%	0	0.00%	0	0.00%
Amer Ind / Alas Native	0	0.00%	0	0.00%	0	0.00%
Black/African American	0	0.00%	1	7.69%	1	6.25%
Nat Hawain/Other Pac.	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%
White	3	100.00%	11	84.62%	14	87.50%
Chose 2 or More	0	0.00%	1	7.69%	1	6.25%
Unknown/No Answer	0	0.00%	0	0.00%	0	0.00%
Total	3		13		16	

Of the 120 anticipated total BSN enrollment:

- 102 (83.3%) are female
- 18 (16.6%) are male

Fall 2016 enrollment figures totaled 253 in the BSN program, including:

<i>ALL BSN Students (n=260)</i>						
Ethnic Origin / Race*	Males		Females		TOTAL	
Hispanic/Latino	0	0.00%	7	3.26%	7	2.69%
Amer Ind / Alas Native	1	2.22%	1	0.47%	2	0.77%
Black/African American	6	13.33%	24	11.16%	30	11.54%
Nat Hawain/Other Pac.	0	0.00%	0	0.00%	0	0.00%
Asian	1	2.22%	3	1.40%	4	1.54%
White	33	73.33%	173	80.47%	206	79.23%
Chose 2 or More	2	4.44%	3	1.40%	5	1.92%
Unknown/No Answer	2	4.44%	4	1.86%	6	2.31%
Total	45		215		260	

GRADUATE PROGRAM ENROLLMENT AND MINORITIES

For the 2017-18 academic year, 99 fall 2016 graduate applicants were admitted to the graduate programs (89 MNSc and 10 DNP) and 83 were admitted to MNSc classes in spring 2017. The College of Nursing graduate program has made an offer of admission to 94 graduate students for the fall 2017 term (10 DNP, 27 BSN-DNP, 60 MNSc) and anticipates that all will register July 2017.

The fall 2016 enrollment was 474 with

- 412 MNSc students
- 29 DNP students
- 33 PhD students

<i>Graduate Students (n=22)</i>						
Ethnic Origin / Race*	Males		Females		TOTAL	
Hispanic/Latino	0	0.00%	6	1.38%	6	1.25%
Amer Ind / Alas Native	2	4.35%	2	0.46%	4	0.83%
Black/African American	4	8.70%	33	7.60%	37	7.71%
Nat Hawaii/Other Pac.	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	7	1.61%	7	1.46%
White	40	86.96%	368	84.79%	408	85.00%
Chose 2 or More	0	0.00%	9	2.07%	9	1.88%
Unknown/No Answer	0	0.00%	9	2.07%	9	1.88%
Total	46		434		480	

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 for Breakdown of Recruitment Activities.)

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 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 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.

Throughout the year, the College of Nursing 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 2016-17 academic year, the UAMS College of Nursing employed 136 faculty and staff members:

95.6% female

4.4% male

American Indian/Alaskan Native	0	0.0%
Asian	3	2.2%
Black/African American	17	12.5%
Hispanic/Latino	2	1.5%
Nat Hawaiian/Other Pacific		
Islander	0	0.0%
White	114	83.8%

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.

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 (IOM) 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.

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 93.9% personnel costs, which restricts our ability to have flexibility in allocating resources across the College.

Table 1**Recruitment Activities Report 2016 - 2017**

Event	Date(s)	Recruiter	Total	WF	WM	BF	BM	OF	OM	Unknown
Arkansas School Nurse Association Conference	6/10/2016	J Kyle	13	0	0	0	0	0	0	0
MASH Dumas/Lake Village*	6/13/2016	J Kyle	20	0	0	0	0	0	0	0
MASH Fort Smith*	6/14/2016	J Kyle	52	0	0	0	0	0	0	0
MASH Magnolia/Camden*	6/15/2016	J Kyle	17	0	0	0	0	0	0	0
MASH Russellville*	6/16/2016	J Kyle	10	0	0	0	0	0	0	0
MASH Heber Spring /Mena*	6/17/2016	J Kyle	16	0	0	0	0	0	0	0
MASH Harrison*	6/20/2016	J Gernat	15	0	0	0	0	0	0	0
MASH Forrest City*	6/21/2016	D Middaugh	10	0	0	0	0	0	0	0
MASH Mountain View*	6/22/2016	M Tanner	8	0	0	0	0	0	0	0
MASH Crossett *	6/23/2016	S Graves	10	0	0	0	0	0	0	0
MASH Pocahontas*	6/24/2016	M Tanner	13	0	0	0	0	0	0	0
MASH Blytheville*	6/28/2016	F Renteria	10	0	0	0	0	0	0	0
MASH Fort Smith*	6/29/2016	J Kyle	40	0	0	0	0	0	0	0
MASH Rogers*	6/30/2016	P Cowan	10	0	0	0	0	0	0	0
MASH Helena*	7/1/2016	J Kyle	7	0	0	0	0	0	0	0
MASH El Dorado*	7/12/2016	P Cowan	12	0	0	0	0	0	0	0
MASH Fayetteville*	7/15/2016	D Middaugh	21	0	0	0	0	0	0	0
MASH Mountain Home*	7/18/2016	P Cowan	13	0	0	0	0	0	0	0
MASH Warren*	7/21/2016	P Cowan	16	0	0	0	0	0	0	0
MASH Batesville*	7/22/2016	M Tanner	12	0	0	0	0	0	0	0
Arkansas School of Math Science and Arts	9/26/2017	J Kyle	4	2	2	0	0	0	0	0
Pulaski County Special School District Fair	9/27/2016	A Spinks	25	3	2	16	0	3	1	0

Little Rock School District Fair	9/27/2016	J Kyle	14	1	0	10	1	1	1	0
Arkansas Student Nurse Association	10/6/2016	A Spinks	94	0	0	0	0	0	0	0
UAMS Day @ Hendrix	10/17/2017	A Spinks	4	0	0	0	0	0	0	0
UAMS Day @ Philander Smith	10/24/2017	A Spinks	3	0	0	0	0	0	0	0
UAMS Day @ OBU	10/25/2017	A Spinks	6	0	0	0	0	0	0	0
UAMS CON BSN Info Session	10/28/2016	A Spinks	34	0	0	0	0	0	0	0
Texas High School Fair	11/7/2016	J Cornelius	86	27	6	31	11	9	2	0
Arkansas Children's Hospital	11/4/2017	J Kyle	11	0	0	0	0	0	0	0
UAMS Day @ SAU	11/9/2017	A Spinks	2	0	0	0	0	0	0	0
UAMS Day @ UAPB	11/14/2017	A Spinks	6	0	0	0	0	0	0	0
UAMS Day @ UCA	11/15/2016	A Spinks	14	0	0	0	0	0	0	0
UAMS CON BSN Info Session	12/2/2016	A Spinks	24	0	0	0	0	0	0	0
UAMS CON BSN Info Session	1/20/2017	A Spinks	23	0	0	0	0	0	0	0
UAMS CON BSN Info Session	2/3/2017	A Spinks	31	0	0	0	0	0	0	0
2017 SEARK Transfer Day	2/13/2017	J Hamilton	6	0	0	0	0	0	0	0
Maumelle Chamber of Commerce	2/16/2017	A Spinks	0	0	0	0	0	0	0	0
NPC College Exploration Day	2/22/2017	J Hamilton	27	0	0	0	0	0	0	0
UAFS Pre-Health Fair	2/23/2017	J Hamilton	0	0	0	0	0	0	0	0
Pulaski Tech-South Transfer Fair	2/23/2017	J Kyle	5	0	0	0	0	0	0	0
Northwest Arkansas Community College Transfer Fair	2/28/2017	J Hamilton	1	0	0	0	0	0	0	0
R.E.A.C.H. Project	3/3/2017	A Spinks	0	0	0	0	0	0	0	0
2017 ASU-Beebe Career & Transfer Expo	3/7/2017	J Hamilton	2	0	0	0	0	0	0	0
UACCM Transfer Fair	3/8/2017	J Hamilton	6	0	0	0	0	0	0	0
U of A --Pulaski Tech College Transfer Fair (main campus)	3/9/2017	J Hamilton	16	0	0	0	0	0	0	0
Diversity Day	3/10/2017	A Spinks, J Hamilton	23	0	0	0	0	0	0	0
LRSD 11th Annual Career Day, Pulaski Tech-South	3/15/2017	J Hamilton	8	0	0	0	0	0	0	0

UACCH - Annual Student Transfer Fair	3/15/2017	J Kyle, J Cornelius	4	0	0	0	0	0	0	0
Nursing EXPO	4/1/2017	J Hamilton	40	0	0	0	0	0	0	0
NSNA Convention	4/4/2017-4/8/2017	J Hamilton	22	0	0	0	0	0	0	0
TRIO student tour	4/7/2017	J Kyle, A Spinks	0	0	0	0	0	0	0	0
Great 100 Nurses Celebration Exhibit Table	4/11/2017	J Kyle, A Spinks	0	0	0	0	0	0	0	0
ASU Beebe - UAMS Info Sessions	4/20/2017	J Hamilton	10	0	0	0	0	0	0	0
2017 Arkansas Nurses Research Conference	4/21/2017	J Hamilton	0	0	0	0	0	0	0	0
Arkansas Heart Hospital Education Fair	5/5/2017	J Hamilton	2	0	0	0	0	0	0	0
9th Annual Nursing Professional Practice Fair	5/11/2017	J Hamilton	5	0	0	0	0	0	0	0
Program Degree Audit	7/1/2016-1/24/2017	J Kyle, A Spinks	77	46	10	8	1	8	3	1
		Total	947							

* MASH Program Participant Gender and Ethnicity/Race Information is maintained on file by the UAMS Regional Programs Office

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 70% 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), the Student Success Center, 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 support 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 will expand recruiting efforts in the fall of 2017 to California where we have had early success in recruiting diverse students. 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. In addition, the college participates in MAPS Conference/Diversity Day and the Health Professional Recruitment Exposure Program (HPREP). Student organizations and faculty are also active in recruitment activities. 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, the COP supported a trial of the Pharmacy College Admission Test (PCAT) prep course. 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 2017, four students participated in the prep program. In 2016, five students participated and 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, eighteen students from the PCAT prep course have been admitted to the COP. One notable fact is that 100% of the 2016 cohort were admitted for the 2016-17 academic year. It is too early in the process to determine matriculation and program completion rates, 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. In 2016-17, the college awarded four diversity scholarships.

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 his discretion, COP Dean Gardner funded three initial scholarships that were awarded April 15, 2007. In the last eight years (2007-2016), COP Deans have provided approximately \$35,000 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 \$122,672 in cash and pledges. We also note that COP Dean Olsen, 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:

<u>NPAA Recipients</u>	<u>Award</u>
Danviona King*	\$1,000
Hannah Miller**	\$1,000
Nkese Essien*	\$1,000
Katie Midkiff**	\$1,000
David Sigars**	\$1,000

*Underrepresented minority student

**Recipients are not minority students

Total	\$5,000
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In addition to the NPAA scholarships, the College awarded three scholarships with an emphasis on diversity. These three scholarships are the Phillips County Endowment, Robert N. Manley & Robert H. Manley Memorial Scholarship, and the Walgreens Diversity Scholarship.

- The Phillips County Endowed Scholarship is granted annually, starting in the Spring of 2010. Phillips County represents the focus of the Delta region of Arkansas and has great numbers of students from historically underrepresented minorities. The College is committed to using this scholarship to enhance the diversity of our student body in the future.
- The Robert N. Manley and Robert H. Manley Memorial Scholarship is a scholarship awarded to a first-year pharmacy student from Johnson, Pope or Franklin counties with significant diversity of background and interest in community pharmacy practice.
- The Walgreens Diversity Scholarship is a scholarship that recognizes a student who has made significant efforts towards raising awareness about cultural competency and diversity-related matters impacting the pharmacy profession.

<u>2016-17 Scholarships & Recipients</u>	<u>Award</u>
Robert N. Manley & Robert H. Manley Memorial Scholarship	
Kayla Eveld**	\$2,000
Walgreens Diversity and Inclusion Excellence Award	
Mariam Khan	\$2,000
Walgreens Diversity Award	
Kanesha Day*	\$3,000
*Underrepresented minority student	
**Recipient is not a minority student	
Total	\$7,000

In addition to the above mentioned scholarships, minority students received the following 2015-16 scholarships/awards.

<u>Scholarships & Recipients</u>	<u>Award</u>
April Abston Williams Memorial Scholarship	
Dipali Patel	\$1,000
Arkansas Assoc. of Health-System Endowed Scholarship	
Yusra Samman	\$1,000
Arkansas Pharmacy Foundation	
Ahmed Salem	\$1,500
Clark Family Endowed Scholarship	
Marco Middleton*	\$1,500
College of Pharmacy Awards	
Clayton Butler*	\$2,000
Ashton Cheatham*	\$2,000
Jack Nguyen	\$2,000

Neha Sharma	\$2,000
Janice Baker*	\$2,000
Adebayo Orunpekun*	\$2,000
JC Baker and Family Endowed Scholarship	
Randi Jeffers*	\$1,500
Kappa Psi Endowed Scholarship	
Yusra Samman	\$1,500
Larry and Peggy Stanley Excellence in Pharmacy Scholarship	
Ashley Bizzell*	\$1,500
Lester Hosto, SNPhA Award	
Mishelle Kochumuttom*	\$1,000
Lloyd R. Thompson Endowed Scholarship	
Kati Trejo*	\$1,500
Rural Pharamcy Practice Scholarship/Loan	
Marco Middleton*	\$21,000
 <u>COP Student Research Fellowships</u>	
Ahmed Salem	\$4,000
Kellylinh Ho	\$4,000
 Underrepresented Minority recipients	 \$39,000
All Minority recipients	\$60,000

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; 2015=\$31,500). The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

COP Student Enrollment

	2016-17		2015-16	
	Number*	Percent	Number*	Percent
Native American	2	.004%	2	.22%
Asian	31	6.5%	25	5.4%
African American	17	3.5%	20	4.3%
White (non-Hispanic)	390	82%	385	83.3%
Hispanic/Latino	14	2.9%	1	.22%
Two or more races*	15	3.1%	30	6.5%
Unknown**	4	.008%	30	6.5%
	Number	Percent	Number	Percent
Female	275	58.2%	278	60%
Male	197	41.7%	184	40%
Unknown**	1	.002%	-	-
Total	473	100%	462	100%

*Two or more races column added beginning 2014-15.

** Unknown added in 2016-17.

The 2016-2017 academic year reflects a very similar proportion of male students when compared to previous years (2013=36.5%; 2014=39%; 2015=40%). Underrepresented minority students accounted for 9.5% of the 2016-17-student body. 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%; 2015=9%).

COP Faculty and Staff

Faculty*	2017		2016	
	Number	Percent	Number	Percent
Native American	0	0%	0	0%
Asian	18	21%	17	19%
African American	5	6%	8	9%
White (non-Hispanic)	64	73%	63	71%
Hispanic/Latino	1	1%	1	1%
Total	88	100%	89	100%
Female	45	51%	40	45%
Male	43	49%	49	49%
Total	88	100%	89	100%

*Faculty includes residents

Minority faculty members comprise 26% out of a total of 89 faculty members. The percentage of underrepresented minority faculty has changed slightly from 10% in 2016 to 7% in 2017 (5.64% in 2012; 6.67% in 2013; 8.2% in 2014).

Staff**	2017		2016	
	Number	Percent	Number	Percent
Native American	0	0%	0	0%
Asian	27	35%	25	31%
African American	8	10%	9	11%
White (non-Hispanic)	42	54%	45	56%
Hispanic/Latino	1	1%	2	2%
Total	78	100%	81	100%
Female	42	54%	53	65%
Male	36	46%	28	35%
Total	78	100%	81	100%

**Staff includes research, administration & non-classified employees

Minority staff members have increased from 44% in 2016 to 46% out of a total of 78 staff positions in 2017. The percentage of underrepresented minority staff has slightly decreased in 2017 to 11% (2012=10.3%; 2013=9.6%; 2014=8.5%; 2015=13.6).

E. College of Public Health (COPH)

Students by Race/Ethnicity

Race/Ethnicity	Fall 2016		Spring 2017	
	Number	Percent	Number	Percent
American Indian	0	0	1	0.38%
Asian	24	9%	20	8%
Black	60	22%	56	21%
Hispanic/Latino of any race	10	4%	10	4%
White (non-Hispanic)	150	54%	141	54%
Native Hawaiian	0	0%	0	0%
Two or more reported	10	4%	9	3%
None reported	24	9%	24	9%
Total	278	100%	261	100%

Faculty by Race/Ethnicity

Race/Ethnicity	Staff Headcount	Staff % of Total	Full-time Faculty* Headcount	Full- time Faculty * % of Total	Adjunct Faculty** Headcount	Adjunct Faculty* * % of Total
American Indian/Native Alaskan	1	1%	0	0%	0	0%
Asian	16	18%	11	22%	0	0%
Black	29	33%	9	18%	5	14%
Hispanic/Latino	1	1%	1	2%	0	0%
White	38	44%	29	58%	31	84%
Native Hawaiian/Other Pacific Islander	0	0%	0	0%	1	3%
2 or more Race/Ethnicities	1	1%	0	0%	0	0%
Unknown	1	1%	0	0%	0	0%
Minority Total	49	56%	21	42%	6	16%
TOTALS	87		50		37	

* Full-time faculty: The count here represents primary faculty in the COPH who work 1 FTE.

** Adjunct faculty: The count here includes faculty who have an adjunct appointment with a COPH department and serve in various capacities (may or may not include teaching). Not all are compensated.

Number and Position Title of Full-Time Minority Faculty, Spring 2017

Faculty Position Title	Number
Department Chair/Professor	1
Professor	3
Associate Professor	9
Assistant Professor	8
Instructor	0
TOTAL	21

Number and Position Title of Minority Staff, Spring 2017

Staff Position Title	Number
Administrative Analyst	1
Biostatistician	1
Clinical Research Assistant	1
Executive Assistant I	2
Executive Assistant II	1
Extra Help	1
Graduate Assistant	14
Health Services Specialist	5
Post Doctoral Fellow	3
Program Coordinator	1
Program Manager	1
Project Manager	4
Project Specialist	2
Project/Program Specialist	1
Research Assistant	3
Research Associate	2
Research Technician	5
Student Services Specialist	1
TOTAL	49

**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	1
Professor	2
Biostatistician	1
Executive Assistant I	1
Extra Help	1
Graduate Assistant	4
Health Services Specialist	1
Post Doctoral Fellow	2
Research Assistant	1
Research Technician	5
TOTAL	21

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

The goals for achieving diversity and cultural competence were developed by the College's Diversity Committee, and then reviewed and endorsed by the Dean's Executive Committee (DEC) and the Dean, and are listed below. The rationale for focusing on these particular diversity-related goals is to ensure consistency with the University's mission, strategic plan and other initiatives on diversity.

Goal 1: The proportion of African-American faculty and staff members meets or exceeds the proportion of African-Americans in Arkansas (15.6% based on the most recent census data) by January 2015.

Progress made: Nineteen percent of CPH faculty and 33% of CPH staff are African-American, both of which are above that of the general population of African-Americans in the state.

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 and the percentage of Hispanic/Latino staff are both less than that of the Hispanic/Latino population of the state.

Goal 3: The proportion of African-American students continues to meet or exceed the proportion of African-Americans in Arkansas (15.6% by most recent census) in all succeeding years.

Progress made: CPH African-American student enrollments (22% in Fall 2016 and 21% in Spring 2017) continue to be above the proportion of African-Americans in Arkansas' general population at last census.

Goal 4: The proportion of Hispanic/Latino students meets or exceeds the proportion of Hispanic/Latino individuals in Arkansas (6.8% by most recent census) by January 2017.

Progress made: Hispanic/Latino student enrollment at CPH (4% in Fall 2016 and 4% in Spring 2017) 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: Despite losing the funds to support a previous incentive program to incentivize Chairs to hire minority faculty, post-docs and students, a minority out-of-state tuition waiver program has been developed by the university to grant students who meet eligibility requirements with the in-state tuition rate.

The COPH Diversity Committee meets semi-annually to review progress and discuss strategies to strengthen efforts to recruit and retain minority students and faculty. This committee is chaired by the College's Assistant Dean for Inclusion and Diversity.

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 university 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 2016-17		
	Number	%
Asian	8	4
Black or African American	21	10.8
Hispanics of any race	2	1
American Indian or Alaska Native	1	1
White	122	62.5
Unknown	39	20
Chose two or more	2	1
Total	195	
Female	125	
Male	70	
Total	195	

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 2016-17 academic year included the University of Arkansas at Pine Bluff, the University of Central Arkansas, Hendrix College, Lyon College, Ouachita Baptist University, Philander Smith College 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 2016 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 2016: 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 274 (36% 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 33 students who began the IMSD Program, 28 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 (06/01/2011-05/30/2021). 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. Five cohorts of students (56 total) have participated in the SURP during summer 2012, 2013, 2014, 2015, and 2016. 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. A five-year plan was developed in 2014 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 (this has been accomplished).

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.

MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

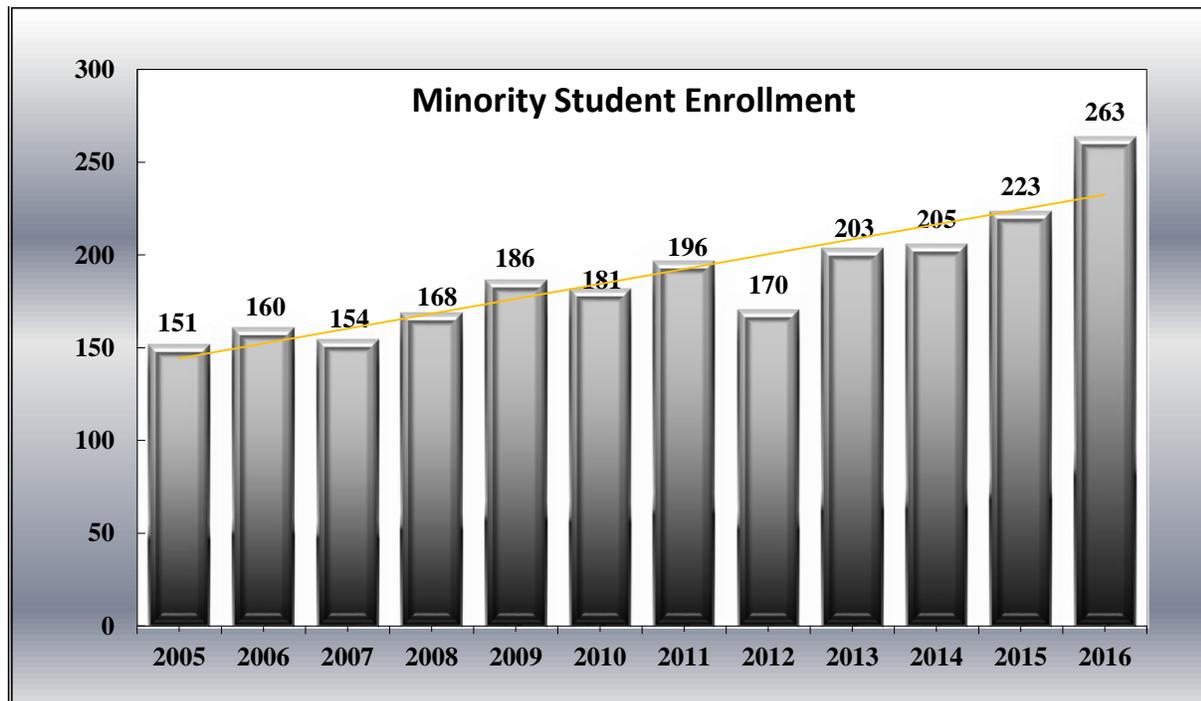
The University of Arkansas at Pine Bluff

June 2017

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, and master's degrees, and a PH.D degree. It 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's 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 2016.



In fall 2016, the University had an enrollment of 2,821 students of which 90.5% were Black and 9.3% were minority. Minority students by ethnic group are: 13 (4.9%) American Indian; 23 (8.7%) Asian; 28 (19.7%) African; 57 (21.7%) Hispanic; and 142 (54.0%) White. The percentage of minorities to total enrollment for 2016 is 9.3%.

Minority Group At UAPB	Fall 2016	% of	
		Minority Group	% of Total
American Indian	13	4.9%	0.5%
Asian	23	8.7%	0.8%
African	28	19.7%	1.0%
Hispanic/Latino	57	21.7%	2.0%
White	142	54.0%	5.0%
Total Minority	263	100.0%	9.3%
Non-Minority at UAPB			
Black	2,554	99.8%	90.5%
Not Reported/Unknown	4	0.2%	0.1%
Total Non-Minority	2,558	100.0%	90.7%
Total Enrollment	2,821		100.0%

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

Position Title	Number
Administrative Analyst	1
Administrative Support Supervisor	1
Assistant Coach - Football	1
Assistant Coach-Baseball	1
Assistant Professor	14
Associate Professor	17
Coach-Strength & Conditioning	1
Day Care Teacher	1
Department Chairperson	7
Director of Admissions	1
Education Counselor	1
Extension Associate	2
Extension Specialist I	2
Extension Specialist II	4
Extension Specialist III	2
Extension Specialist IV	1
Fiscal Support Manager	1
Head Athletic Trainer	1
Head Coach - Soccer	1
Head Coach-Volleyball	1
Institutional Printer	1
Instructor	20
Laboratory Technician	1
Library Technician	1
Multi-Media Specialist	1

Post Doctoral Fellow	1
Professor	14
Project/Program Manager	2
Project/Program Specialist	3
Public Safety Officer	1
Research Assistant	3
Research Associate	8
Skilled Tradesman	2
Student Recruitment Specialist	1
Television Program Manager	1
Vice Chancellor-Enrollment Management	1
Warehouse Manager	1
Total Minority Employees	123
Total Employees	617
Percent Minority Employees	19.9%

The full-time faculty of 163 includes 45% minority and 55% Black. The staff/administration of 454 are 89% Black and 11% minority.

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

Full-time Faculty by Minority Group At UAPB	As of November 1, 2016	% of Group	% of Total
Asian	28	38.4%	17.2%
African	8	11.0%	4.9%
Hispanic/Latino	1	1.4%	0.6%
White	36	49.3%	22.1%
Total Minority	73	100.0%	44.8%
Non-Minority at UAPB			
African-American	90	100.0%	55.2%
Total Non-Minority	90	100.0%	55.2%
Total	163		100.0%

- **Number of minority adjunct faculty who currently work for UAPB.**

As of fall 2016, the University employed 15 minority adjunct faculty members, which represents 37.5% of all adjunct faculty.

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

Position Title	Number
Assistant Coach – Football	1
Assistant Professor	5
Instructor	6
Public Safety Officer	1
Research Assistant	2
Total	15

As indicated in the chart below, the number of minority students increased from 170 for fall 2012 to 263 for fall 2016. The percent of minority students to total enrollment has also increased from 6% for fall 2012 to 9% for fall 2016. The percentage of minority faculty increased from 36% in fall 2012 to 45% in fall 2016. Minority administrators/staff percentages to total employees in this category is 12% for 2012 and 2013, 11% for 2014, 12% for 2015, and 11% for fall 2016. The percent of minority employees (faculty/staff/administrators) to total employees has increased from 18% in 2012 to 20% in 2016.

Student, Faculty & Staff By Group, Fall Semesters 2012 - 2016

		Non-Minority	Minority	Total
Fall 2012	Students	2,658	170	2,828
	Percent of Total	94%	6%	100%
	Faculty	107	60	167
	Percent of Total	64%	36%	100%
	Administrators & Staff	429	61	490
	Percent of Total	88%	12%	100%
	Total Employees	536	121	657
	Percent of Total	82%	18%	100%
Fall 2013	Students	2412	203	2,615
	Percent of Total	92%	8%	100%
	Faculty	98	61	159
	Percent of Total	62%	38%	100%
	Administrators & Staff	415	55	470
	Percent of Total	88%	12%	100%
	Total Employees	513	116	629
	Percent of Total	82%	18%	100%
Fall 2014	Students	2,308	205	2,513
	Percent of Total	92%	8%	100%
	Faculty	93	64	157
	Percent of Total	59%	41%	100%
	Administrators & Staff	394	49	443
	Percent of Total	89%	11%	100%
	Total Employees	487	113	600

	Percent of Total	81%	19%	100%
Fall 2015	Students	2,435	223	2,658
	Percent of Total	92%	8%	100%
	Faculty	96	65	161
	Percent of Total	60%	40%	100%
	Administrators & Staff	388	51	439
	Percent of Total	88%	12%	100%
	Total Employees	484	116	600
	Percent of Total	81%	19%	100%
Fall 2016	Students	2,558	263	2,821
	Percent of Total	91%	9%	100%
	Faculty	90	73	163
	Percent of Total	55%	45%	100%
	Administrators & Staff	404	50	454
	Percent of Total	89%	11%	100%
	Total Employees	494	123	617
	Percent of Total	80%	20%	100%

OBJECTIVE I: To increase the number of targeted potential minority student contacts.

Activity	Timeline	Performance
A. Develop and nurture new and current articulation agreements with educational and service organizations.	Ongoing	2016 – 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:

- twenty-two schools and districts in east and southeast Arkansas;
- fourteen 2- and 4-year colleges in Arkansas, Missouri, and Texas;
- nine educational organizations;
- fifteen service agencies and organizations; and
- seven local businesses and industries.

B. Establish a diverse community based Advisory Board to assist with planning for diversity	Ongoing	Advising Board established with guidelines for operating
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The Advisory Board on Diversity was established in 2007. The board meets twice per school year.

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

2016 – 2017

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 \$440,000 have been executed since the fall 2016 in advertising to minority communities.

- Placed television ads on targeted cable networks (e.g. ESPN, TNT, TBS, AMC, TMC, BET, HGTV, ASPIRE, TV ONE, USA, Comedy Central, 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.
- Placed billboards using diverse student imagery in Bill and Hillary Clinton National Airport
- Purchased TV spots on KLRT, KATV, KARK, and KTHV
- Purchased targeted urban-formatted radio buys in Little Rock, Pine Bluff, Camden, El Dorado, Texarkana, Blytheville, Helena/West Helena, Forrest City, and Memphis
- Purchased print advertisement on an on-going bases in communities of Camden, El Dorado, Pine Bluff and Little Rock (Publications such as AR Democrat-Gazette, Arkansas Next, Arkansas Times College Guide, Pine Bluff City Guide, SEA Life Magazine)
- Placed digital ads on mobile gaming devices of Arkansans within the Little Rock DMA
- Placed digital display ads within the Google AdWords network for Little Rock DMA
- 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.
- Produced a 10-minute long-form promotional video that highlights institutional and student success stories.

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 2016-2017 academic year, including the following:

The fall semester international student enrollment reflected achievement of the goal to reach or exceed the target goal of 50 students. However, we have not been able to maintain enrollment at this level for the spring semester for a second year in a row. Nevertheless, enrollment trends

continue in an upward direction as indicated by the table for active status (non-OPT) students during a seven-year period. For example, the average enrollment for fall and spring semesters during 2011-2012 was 26 compared to 51 for 2016-2017. This reflects a doubling of international student enrollment during the period in question.

The table below reflects enrollment trends for active status (non-OPT) students since 2011:

Academic Cycle	Fall Semester Enrollment	Spring Semester Enrollment
2011 – 2012	32	20
2012 – 2013	39	32
2013 – 2014	38	35
2014 – 2015	38	42
2015 – 2016	50	38
2016 - 2017	53	49

OIP has partnered with several other divisions and offices to improve the development of meaningful experiences for international students.

OIPS interfaces regularly with Office of Student Involvement and Leadership (OSIL) to support the activities of the International Students Association (ISA), scaling up the role and prominence of the ISA. The Office of Student Life works with OIPS to address and facilitate resolution of sensitive issues that impact international students, including the important initiative to coordinate 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.

Staff in the Office of Admissions serve as co-advisers to the International Students Association. Joint problem-solving occurs during the review of international student applications for purposes of issuing I-20 Forms. OIPS continues to work closely with the Office of Recruitment to pilot new approaches to international student recruitment, involving increased engagement of faculty and staff in developing overseas relationships with universities, EducationUSA offices and other partners with the short or long term goal of increasing international student recruitment and enrollment efforts. Faculty and staff are currently involved with international student recruitment efforts in Cote d’Ivoire, Ghana, Guyana, Nigeria and Colombia.

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

2016 – 2017

The Office of Recruitment continues to make positive strides in the area of diversity. to make changes to our recruiter’s physical presence in terms of diversity, applicant pool, student interest, and school partnerships for opportunities for diverse students. Our diversity continues to show in

our recruitment staff and as a direct reflection of the change in our student minority population, we have a more diverse group of students that assist the Office with tours, recruitment events, and outreach to prospective students.

The percentages of non-traditional applicants that have visited the campus and applied for admissions has increased significantly. However, many non-traditional applicants are reluctant to re-sit the ACT and thus do not complete their application process. The University recently passed a policy eliminating the requirement of an ACT/SAT score for admission and replaced it with the Accuplacer placement test, administered at UAPB.

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	2016 - 2017	Records will show a 1% increase in the number of courses offered and an 18% increase in the number of course enrollments over the previous year.

2016-2017

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 2016: 74 courses, 2,049 course enrollment, 5,156 student semester credit hours and 49 instructors.
- Spring 2017: 78 courses, 2,122 course enrollment, 5,433 student semester credit hours and 52 instructors.

Conclusion

The university continues to place a priority on increasing minority student enrollment while maintaining a diverse faculty/staff. UAPB’s long history of providing educational access to all interested persons regardless of race, ethnic or culture has created an environment that is known for its inclusion of diverse populations of students, faculty and staff.

This report of the goals and outcomes for minority recruitment and retention during the past school year showed that the University of Arkansas at Pine Bluff continues to make progress in meeting its objectives. UAPB realizes 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. The data reported in this report documents the success of these efforts.

Reported Prepared by:

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UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

June 30, 2017

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

Reporting term: Fall 2016

Race	Number	Percent
Total enrollment	11,487	
American Indian	58	0.5%
Asian	218	1.9%
Black	1,788	15.6%
Hispanic	540	4.7%
Native Hawaiian/Pacific Islander	9	0.1%
Two or more races	368	3.2%

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

Reporting term: Fall 2016

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	4	0	0	2	0	1	0	0	1	0	0	0	0	1	0	9
Asian	36	0	0	0	3	1	0	0	0	0	1	0	2	0	0	43
Native Hawaiian/Pacific Islander	1	0	0	0	0	0	0	0	1	0	0	0	0	2	0	4
Black	29	0	0	6	12	14	6	6	24	3	40	0	27	6	5	178
Hispanic	14	0	0	0	2	3	1	1	6	0	6	0	5	3	1	42
Two or more races	8	0	0	0	1	0	0	2	0	0	3	0	5	3	0	22
Minority employees in category	92	0	0	8	18	19	7	9	32	3	50	0	39	15	6	298
Total employees in category	725	1	11	27	94	133	41	58	119	11	158	0	236	113	22	1,749

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

Reporting term: Fall 2016

Race	FT Faculty
American Indian	2
Asian	32
Native Hawaiian/Pacific Islander	1
Black	25
Hispanic	12
Two or more races	7
Total minority full-time faculty	79
Total full-time faculty	545

4. Number of minority adjunct (part-time) faculty who currently work for the institution

Reporting term: Fall 2016

Race	PT Faculty
American Indian	2
Asian	4
Native Hawaiian/Pacific Islander	0
Black	4
Hispanic	2
Two or more races	1
Total minority part-time faculty	13
Total part-time faculty	180

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

Reporting term: FY 16

Category	Count
Faculty	31
Library/Student/Academic Affairs/Other Education Services Occupations	16
Management Occupations	13
Business/Financial Operations Occupations	7
Computer/Engineering/Science Occupations	3
Community Service/Legal/Arts/Media	20

Category	Count
Healthcare Practitioners/Technical Occupations	0
Service Occupations	25
Sales/Related Occupations	0
Office & Administrative Support Occupations	22
Natural Resources, Construction, & Maintenance Occupations	5
Production, Transportation, & Material Moving Occupations	3

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. These goals have been, practically, superseded by the programming and planning established by the university’s Office of Institutional Diversity and the Diversity Advisory Committee.

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 (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: Fall 2012, Fall 2016

UCA Entering Freshmen (FT+PT)				
	2012		2016	
	Number	Percent	Number	Percent
Grand total	2,157		1,880	
Black	488	22.6%	328	17.4%
Other minority	199	9.2%	237	12.6%
White	1,397	64.8%	1,211	64.4%

UCA Undergraduate (FT+PT)				
	2012		2016	
	Number	Percent	Number	Percent
Grand total	9,604		9,616	
Black	1,666	17.3%	1,606	16.7%
Other minority	721	7.5%	1,078	11.2%
White	6,425	66.9%	6,312	65.6%

UCA Graduate (FT+PT)				
	2012		2016	
	Number	Percent	Number	Percent
Grand total	1,503		1,871	
Black	131	8.7%	182	9.7%
Other minority	68	4.5%	115	6.1%
White	1,221	81.2%	1,489	79.6%

UCA Total Enrollment				
	2012		2016	
	Number	Percent	Number	Percent
Grand total	11,107		11,487	
Black	1,797	16.2%	1,788	15.6%
Other minority	789	7.1%	1,193	10.4%
White	7,646	68.8%	7,801	67.9%

Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment				
	Fall 2012		Fall 2016	
	Number	Percent	Number	Percent
Grand total	83,430		86,551	
Black	10,629	12.7%	9,831	11.4%
Other minority	8,469	10.2%	11,011	12.7%
White	60,417	72.4%	60,413	69.8%

As indicated by changes in the proportion of minority to white enrollees from 2012 to 2016, minority student enrollment at UCA has increased at both the undergraduate and graduate levels, though the undergraduate enrollment of black students has slightly decreased. UCA's overall minority enrollments are somewhat higher than overall minority enrollments at other public four-year universities in the state (excluding UAPB). Without comparative information readily available, it is difficult to make statements about UCA's graduate minority enrollment, except to note that diversity in UCA's graduate student enrollments has increased from 2012 to 2016.

Graduation and Retention Rates (Goal 3)

One-Year Retention Rate						
	2006 Cohort			2010 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	2,352	1,666	70.8%	1,828	1,261	69.0%
White	1,532	1,102	71.9%	1,194	838	70.2%
Black	450	281	62.4%	373	232	62.2%
Other minorities	95	62	65.3%	133	90	67.7%
All minorities	545	343	62.9%	506	322	63.6%

Graduation Rate – 150% Time						
	2006 Cohort			2010 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	2,352	960	40.8%	1,828	762	41.7%
White	1,532	670	43.7%	1,194	560	46.9%
Black	450	109	24.2%	373	93	24.9%
Other minorities	95	36	37.9%	133	50	37.6%
All minorities	545	145	26.6%	506	143	28.3%

One-year retention rates for these cohorts show slight gains overall in retention of minority students. Graduation rates show slight gains overall as well.

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			
	2012		2016	
	Number	Percent	Number	Percent
Total	541		545	
White	472	87.2%	457	83.9%
Black	19	3.5%	25	4.6%
Other minorities	27	5.0%	54	9.9%
All minorities	46	8.5%	79	14.5%

	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

Administration/Professional Staff				
	2012		2016	
	Number	Percent	Number	Percent
Total	415		495	
White	329	79.3%	393	80.6%
Black	48	11.6%	71	14.3%
Other minorities	17	4.1%	25	5.1%
All minorities	65	15.7%	96	19.4%

As an imperfect point of comparison, the US Census Bureau 2011–2015 American Community Survey 5-Year Estimates 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	19,721			72,648	
White	16,659	84.5%		50,303	69.2%
Black	1,785	9.1%		17,138	23.6%
Other minority	1,133	5.7%		5,019	6.9%
All minority	2,918	14.8%		22,157	30.5%

Source: United States Census Bureau. Query in American Factfinder (<http://factfinder2.census.gov/>), pulled 6/12/17.

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

Secretarial/Clerical				
	2012		2016	
	Number	Percent	Number	Percent
Total	506		529	
White	404	79.8%	413	70.1%
Black	70	13.8%	78	14.7%
Other minorities	25	4.9%	32	6.0%
All minorities	95	18.8%	110	20.8%

No comparative data is available for this report.

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 attached as an addendum (page 10 ff.) the annual report of the Office of Institutional Diversity and related areas: Diversity and Training Initiatives.

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

See attached as an addendum (page 10 ff.) the annual report of the Office of Institutional Diversity and related areas: Diversity and Training Initiatives.

UNIVERSITY OF CENTRAL ARKANSAS

DIVERSITY AND TRAINING INITIATIVES

ACADEMIC YEAR 2016/2017

The University of Central Arkansas (UCA) employs campus-wide partnerships to honor its dedication to academic vitality, integrity and diversity. Three units lead diversity and inclusive efforts to include the Office of Institutional Diversity (ID), which serves as the umbrella unit for diversity initiatives, the Office of Diversity and Community (ODC) that specifically serves historically underrepresented minority students, and the Office of University Training (UT), which facilitates educational seminars for a campus of diverse communities. All members of the ID/ODC/UT leadership team serve on committees and support campus-wide diversity efforts.

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. Our Director of Assessment for Diversity Initiatives oversees the assessment of all events and programs. Assessment occurs either at the face-to-face events or online. Attendees offered event-specific feedback. For each unit, attendees rated each event or program as excellent or very good and documented that the programs and events fulfilled their designated purposes. Finally, this report records success indicators for student programming.

INSTITUTIONAL DIVERSITY

The Office of Institutional Diversity serves to help UCA become Arkansas' premiere university for inclusive excellence and a place where everyone feels *visible, valued, and validated*. The Assessment unit helps the diversity offices to *evaluate, measure, and improve*. The faculty liaison serves to *listen, engage, adapt, and promote*.

ADMINISTRATORS/FACULTY/STAFF/STUDENTS

The Bias Incident Reporting statement/form has evolved to become the Diversity, Equity, and Civility Concerns statement/form. It is on the diversity website and the statement will appear in the upcoming Student Handbook, Faculty Handbook, and Staff Handbook. Such non-discrimination policies in employment, admissions, and other functions and programs promote a safe environment for the UCA community.

The Institutional Diversity Grant Program offers mini grants to faculty, staff, administrators, departments, colleges, divisions, and UCA Registered Student Organizations to enhance the recruitment and retention of diverse students, faculty, and staff.

Event	Sponsor	Budget
Departmental/College Grants	ID	\$1650.00
Faculty Grants	ID	\$200.00

Event	Sponsor	Budget
RSO	ID	\$250.00
Total		\$2,100.00

The Diversity and Inclusive Excellence Award recognizes 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 year was the inaugural year for the Outstanding Diversity Outreach by a Student Award. These awards are selling points in the recruitment and retention of diverse students, faculty, and staff.

Event	Sponsor	Budget
Faculty/Staff Awards	ID / ID Foundation	\$2,923
Outstanding Diversity Outreach by a Student	ID	\$65.00
Total		\$2,988.00

ADMINISTRATORS/FACULTY/STAFF

The Leadership Lens Series and the Conversations about Diversity Series offer professional development in targeted areas of diversity and inclusion as noted in the following tables:

Leadership Lens Series

Event	Sponsor	Budget
Accommodations for Pregnant Women in the Classroom and in the Workplace	ID	\$50.00
Navigating Diversity in Search Committees		
RSO Advisor Recruitment		

Conversations about Diversity

Event	Sponsor	Budget
Diversity & Inclusion Seeing Through Glass Houses: Glass Ceiling, Glass Wall, and Glass Elevator Effects in 21 st Century America Sticks and Stones		\$50.00
ID/UCA Leadership Collaboration	ID/ODC/UT	\$203.00
Intercultural Communications in Higher Education with President Mike Middleton	ID	\$1,265.00
Total		\$1,518.00

GENERAL FACULTY

ID collaborates with the Center for Teaching Excellence to host faculty professional development by way of a Lunch and Learn Series. These voluntary sessions assist with the retention of diverse students as they offer strategies for faculty to become increasingly conversant with diverse students and to engage in more effective interactions and instructional methods. The number of participants increased from 79 during last academic year to 118 this academic year for the following sessions:

Event	Sponsor	Budget
Do You See What I See? Hidden Stressors Students Face Error vs. Variation: Developing More Inclusive Practices for Feedback on Students' Written Work Instructional Strategies for Teaching Students on the Autism Spectrum Providing Feedback that Cultivates Student Grit and Resilience	Center for Teaching Excellence	\$700.00

<p>The Unique Challenges and Opportunities of Teaching First-Year Students</p> <p>Unintended Offenses: Making Your Classroom Safe from Microaggressions</p> <p>Using Service-Learning Pedagogy to Advance Students' Understanding of Diversity</p>		
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DIVERSE FACULTY AND STAFF

ID engaged diverse faculty for retention, development, and recruitment. New this year was a collaboration with the Academic Network to advertise open UCA faculty and staff positions on their website and with minority-serving associations. The related events/programs include the following:

Event	Sponsor	Budget
Affinity-Resource Groups	ID	\$265.00
Diversity After Hours	Office of the Provost /ID	\$600.00
Ice Cream Social with the Provost	Office of the Provost / ID	\$237.00
Learning Community for Minority Faculty	Center for Teaching Excellence	No additional costs
Recruitment at the Compact for Faculty Diversity (SREB)	Office of the Provost / ID	\$2,000.00
The Academic Network	ID/The Office of the Provost	\$1,200.00
Total		\$4,347.00

UNDERGRADUATE STUDENTS

With a focus on academic success, ID engaged historically underrepresented minority undergraduate students through the Academic Bridge Connection (ABC) Center and Program. The ABC Center offers a quiet place to study and learn with computers, printing, copy services, mobile charging stations, and books. This year, students received tutoring and peer success coaching.

The ABC Program offered presentations in the ABC Center and in Old Main, in partnership with the University College. Further, the diversity office works in partnership with the University College to offer two University Studies courses specifically designed for enrollment of African American students, one for males and another for females. Over the last three years, 43 students enrolled in the Black Male Achievement Challenge section. This year was the initial year for the African American Women Rising Scholars section and served 11 students. At present, our Assessment Office is seeking codes to track the UCA experience of these students.

The ABC Program and grant funding also afforded undergraduate students the opportunity to attend internal and external conferences as well as participate in Project X, an inaugural early arrival program for men of color. All of the aforementioned are documented in the following table yet may be cross-listed with ODC activities, where appropriate. Targeted programming was as follows:

Event	Sponsor	Budget
ABC Center/Program Careers in Coaching Careers in Government Getting Paid for Your Passion (2) LGBT Identity Development Planning/Time Management (2) Procrastination Busters (2) Study Skills and Notetaking (2) What Does 'Doctor' Mean in Healthcare Now? Your Career Options	ID	\$50.00
Alley Scholars Summit	ID/Rockefeller Grant	\$3,627.00
Arkansas Summit on African American Males	ID/ Rockefeller Grant	\$900.00
Careers in Energy Engineering Symposium	Arkansas Association of Energy Engineers	\$1,000.00
High-Tech Careers	CDI Contractors	\$1,500.00
HBCU Outreach	ID/Graduate School	\$245.00
Project X	ID/Rockefeller/ Office of the Provost	\$29,226.00
Total		\$36,588.00

IMPACT: The ABC Program served more students for study hours, tutoring, and peer coaching. Besides, more than two-thirds as many students attended conferences this year than last year. Institutional data are not available to the public as a protection of the Family Educational Rights and Privacy Act (FERPA).

GRADUATE STUDENTS

ID engaged historically underrepresented minority graduate students with a focus on recruitment and retention. UCA hosted its second HBCU Outreach (Historically Black College/University) to recruit students to graduate programs, in partnership with the Graduate School. For retention purposes, black graduate students became a Registered Student Organization named the Black Graduate Student Association (BGSA). Several BGSA students also made a presentation at a conference in Texas.

Southwest Black Student Leadership Conference	ID/Student Services	\$540.00
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MINORITY VENDORS

The Minority Vendor Strategic Plan focus, this year, was on increasing minority vendor success by providing access to a variety of professional/organizational development workshops. UCA hosted one event and offered scholarships for minority business owners in Central Arkansas to attend four additional workshops facilitated by the Conway Chamber of Commerce.

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. Campus efforts yielded a 5.38% increase in minority vendor partnerships, equaling \$315,772.75.

Event	Sponsor	Budget
Minority Vendor Scholarships	ID	\$300.00
Minority Vendor Workshop	Division of Finance and Administration	\$785.00
Total		\$1,085.00

OFFICE OF DIVERSITY AND COMMUNITY

The mission of ODC is to provide multiple support services to enhance the academic success of students from historically underrepresented minority communities. 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. This office serves to educate, engage, and empower.

Key initiatives include the Black Male Achievement Challenge (B-MAC), Latino/Hispanic Outreach Initiative, Minority Mentorship Program (MMP), Project X: An Early Arrival Program, Slice of UCA, and Women of Excellence (WOE). Students rated over 80% of programming/events as positive (i.e., excellent or very good) and over 50% of programming/events as containing essentials for academic success.

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 as, historically, they have been the least persisting, least graduating student community, demographically. During the 2016/2017 academic year, students experienced programs that focused on student success and participated in a variety of community service projects. The upper level peer deans assumed leadership roles in Project X, in selecting topics for monthly mass meetings, and in coordinating programs.

B-MAC Programming and Initiatives

- Arkansas Summit on African American Males
- B-MAC Kick-Off: Black Men in America (joint program with the National PanHellenic Council and the National Association of Black Men United)
- Brotherhood Bowling (End-of-Year Celebration)
- Community Service
 - #100BlackMenInSuitsChallenge
 - Bethlehem House food prep and serve
 - MLK Prayer Breakfast hosts
 - School-Wide Reading Day at Marguerite Vann Elementary
 - Stop-and-Serve Holiday Bags for Arkansas Children's Hospital
 - Women's Tea hosts
- Fresh Prince of Conway (Welcome Week Info Session)
- Gentlemen's Brunch (Etiquette/Networking/Branding)
- Good Friday luncheon featuring Governor Asa Hutchinson
- Hype Night
- Monthly Mass Meetings
 - Post-Election Climate: Now What?
 - Academic Strategies
 - Resume and Interview Prep
 - Final Exam Study Tips
- Next Level Leadership Training with Patrick Walker-Reese and Patrick Calvin
- Skate Night (joint event with MMP)
- Suit-and-Tie Tuesday (Dress for Success Day held once per month)
- Voter Registration Drive

IMPACT: The Satisfactory Academic Progress (SAP) is a key indicator as it is more comprehensive than GPA in that it measures the successful completion of at least 67% of

attempted credit hours as well as an institutional term GPA of 2.0 or greater. Tracking students who participated in B-MAC for the Fall 2015 indicated an SAP rate of 64.1% for 103 students. In comparison, the average SAP for all black males was 58.5 during that semester. Spring 2016 data are not available to the public as a protection of FERPA.

HISPANIC/LATINO OUTREACH INITIATIVE

With the leadership of the ODC, the Latino Student Association (LSA) has become the primary organization in which Latino students can thrive, distinguish themselves, and feel a sense of belonging. The Hispanic Outreach Initiatives Coordinator worked with the Office of Student Success to utilize the Mapworks program to develop the Latino Retention Project, designed to help at-risk students with academic strategies, to encourage students to meet with a peer coach, and to use other campus resources, as needed.

This year, the campus also gave birth to Greek life for Latino students with the initiation of four women into Sigma Iota Alpha Sorority, UCA's first Latina-based sorority, in addition to the induction of six Latino men into Phi Iota Alpha Fraternity. These two organizations and another Hispanic student group, Fuerza Integridad A Todos (FIAT) have been added to the roster of campus organizations.

AMIGO CUP, HEALTH FAIR & FIESTA

For this event, approximately 600 individuals in the Latino community visited campus for a soccer tournament played by K-12 students. The event is a ready attraction for soccer teams across the state. The primary outcome of the Health Fair was the administration of 278 health and wellness screenings. At the Fiesta, approximately 100 children enjoyed playing in inflatable houses, exercising with jump ropes and hula-hoops, eating healthy snacks, and engaging the art center. The Amigo Cup received partial funding from the Conway Advertising & Promotion Commission while the Health Fair and Fiesta received sponsorship from the Arkansas Minority Health Commission.

What is more, UCA transported over 50 high-achieving Latino high school students plus family members from Fort Smith, Arkansas to attend the festivities and Bear Facts Day. UCA received great collaboration from its Latino Student Association, other student volunteers, and the greater community. Media outlets such as *Telemundo TV* (Spanish language), *Channel 11* (local TV news) as well as the *Conway Log Cabin Democrat* (local newspaper) covered the event.

Event	Sponsor	Budget
Amigo Cup	Student Services Office of the President Conway Advertising & Promotion Commission	\$14,100
Health Fair	Arkansas Minority Health Commission	\$1,449.00
Fiesta	Arkansas Minority Health Commission ID/ Student Services	\$510.00

Event	Sponsor	Budget
Health Fair & Fiesta Radio Advertisement	Arkansas Minority Health Commission	\$750.00
Total		\$16,809.00

Other LSA Programming

- Comedy Show featuring Shayla Rivera
- Dia de los Muertos Exhibit
- Folklorico and Mariachi Band performance
- Game Night
- Independence Day Celebration and Potluck
- Jacob Flores Concert
- Latino Graduation Celebration
- LULAC Scholarship Gala
- Move-in Day and Welcome Week
- Next Level Leadership Training
- Tamalada (tamale-making party)

IMPACT: The Latino Student Association has grown from 27 members in 2014/2015 to more than 50 members in 2016/2017. The Satisfactory Academic Progress rate for the combined semesters of Fall 2014 and Fall 2015 was 78.6% for 117 students. This SAP is above the average for all Latino students during the same semesters.

MINORITY MENTORSHIP PROGRAM

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 engages 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.

MMP Programming

- America's Next Top Mentor (Spring mentor recruitment)
- Black History Trivia Night
- Bridging the Gap
- Transitions Week
 - 201 & Donaghey (Provides awareness about student organizations and campus involvement)
 - Family Reunion BBQ (Transitions Week Kick-Off event)
 - Mentor Mayhem (Team building sessions with student mentors and incoming freshmen)
 - The Real Professors of UCA (Interaction with minority faculty and staff)
 - Transitions Greek Expo (Increase awareness of UCA's Black Greek Organizations)
 - Wild N' Out Wednesday

- Fall Finals Study Break
- MMP Executive Board Recruitment
- MMP Fall Training
- Move-in Day and Welcome Week Table
- Network or Die Trying
- Next Level Leadership Training
- Skate Night (joint event with B-MAC)
- Study Now...Party Later

IMPACT: The retention rate for 139 MMP students from Fall 2015 to Spring 2016 was 89.7% and 71.6% for 111 students from Fall 2015 to Fall 2016. The SAP rate for the Fall 2015 cohort was 62% for 103 students. Comparison group data are not available at this time as MMP enrolls both African American and Latino students.

PROJECT X: EARLY ARRIVAL PROGRAM

The Office of Diversity and Community launched this program in August 2016 under the auspices of the Black Male Achievement Challenge (B-MAC) to give historically underrepresented male students of color a head start on their UCA academic journey. Project X exposes students to campus resources and optimal academic and social behavior to attain success in college. The program fosters unity among these new students and connects them to faculty, staff, and current students who can assist in their transition to UCA and their continued development. Project X includes academic success workshops, brotherhood/bonding, faculty and staff presentations, leadership development, peer mentoring, program materials, and team-building. At the completion of the program, each participant receives a professional blazer to wear on B-MAC's Suit-and-Tie Tuesdays and on other professional occasions.

Project X 2016 Programming

- 4-H Center Ropes Course
- Bowling with the Brothers
- Closing Banquet
- Conferences – Alley and ArSAAM
- NBA Memphis Grizzlies Game
- Roundtable Discussions
- Student Services Luncheon

IMPACT: The combined Fall 2016 and Spring 2017, Satisfactory Academic Progress rate was 47.9% for 48 students. The combined semesters report honors a FERPA protection. The average SAP for all black males during Fall 2016 was 63.3%. Spring 2017 is not available at this time.

WOMEN OF EXCELLENCE (WOE)

The Office of Diversity and Community launched the Women of Excellence (WOE) initiative in August 2016 to offer enriching experiences such as conversations and activities that address self-esteem and academics as well as leadership, social, and personal development. The ultimate goal of WOE is to help reduce the overall gap between African American female and Caucasian

female achievement, retention, and graduation rates. Sixty women became members of the inaugural class.

WOE Programming

- Bringing Historical Black Women to Life
- Developing Relationships
- Effective Branding
- Game Night Social
- Goal Setting and Vision Board Party
- Next Level Leadership Training
- Movie Night: Hidden Figures
- Prepping for the Real World
- Knowing is Being Defense Ready
- Women's Tea

IMPACT: The Fall 2016 Satisfactory Academic Progress rate was 81.40% for 59 students. The average SAP for all African American women was 70.4% during the same timeframe.

SLICE OF UCA EVENT

This transitional program, developed by the ODC, provides services that make students aware of some of challenges and possible hurdles of the high school to college transition. This annual event gives historically underrepresented minority students the opportunity to receive information on topics such as Academic Scholarships, Financial Aid, Housing and Residence Life, Learning Communities, Strategies for Success, Student Accounts, and Student Life. In addition, students and parents/guests meet with UCA students, administrators, faculty, and staff to learn more about the campus environment, expectations, and opportunities for student involvement and leadership. Of the 31 students who attended the spring 2016 event, 74% enrolled for the Fall 2016 semester.

ADDITIONAL DIVERSITY & COMMUNITY PROGRAMMING

- Academic Achiever Celebration
- Bridging the Gap
- George Takei Meet and Greet

- LGBT Transgender Day of Remembrance
- Latino Graduation Celebration
- Lavender Graduation Dinner
- Little Rock Pride Parade attendance
- LGBT Panel Discussion (co-sponsored with PRISM Alliance)

- LGBT Back to School Mixer and Information Session
- LGBT Move Nights
- LGBT University of Central Arkansas Pride Walk
- Marc Lamont Hill Meet and Greet

- Minority Graduation Dinner
 - Miss Essence Scholarship Pageant
 - MLK Prayer Breakfast
-
- Native American Flute Performance featuring John Two-Hawks
 - Next Level Leadership Training Seminars
 - Presidential Debate Watch Party (co-sponsored with Students for the Propagation of Black Culture)
 - Southwestern Black Student Leadership Conference attendance
 - UAMS Info Days

ODC BUDGET

Event	Budget
Academic Achiever Event	\$910.00
Black Male Achievement Challenge/Project X	\$5,500.00
Bridging the Gap	\$286.00
Conference Travel	\$2,581.00
Hispanic/Latino Programming	\$1,520.00
LGBT+ Programming	\$1,000.00
MLK Prayer Breakfast	\$2,820.00
Minority Graduation Celebrations	\$8,100.00
Minority Mentorship Programming	\$9,100.00
Native American Heritage Programming	\$1,200.00
Next Level Leadership Programming	\$2,600.00
Photography Services for Major Events	\$650.00
Slice of UCA	\$2,145.00
Special Events	\$2,400.00
Strategic Planning Funds	\$6,300.00
Women's Programming	\$4,000.00
Total	51,112.00

OFFICE OF UNIVERSITY TRAINING

The Office of University Training supports the University by providing educational seminars for faculty, staff, students and the community. Offered throughout the year, educational seminars cover topics such as Diversity, Workplace Harassment, Customer Service, Supervisory Skills, and Professional Development.

The Office of University Training objectives include:

1. To deliver educational seminars that are applicable to the campus environment and its diverse population;
2. To allow for avenues of communication and participation among the participants;
3. To deliver seminars of the highest standards with the goal of increasing the participant's knowledge and understanding of that particular subject matter; and,
4. To help the campus develop, motivate and keep an excellent and inclusive workforce.

Vision: To contribute to and have a positive impact on the professional growth of UCA employees by providing educational seminars which are relevant to the campus culture and of top quality.

Mission: This Office is committed to assisting the University in realizing its full potential by providing quality-learning opportunities that *educate, equip, and encourage* UCA employees as they develop professionally and personally.

Core Values: Community, Service, Learning, Quality

It is the policy of UCA that all employees (faculty and staff) plus graduate assistants, and student workers attends diversity enrichment/training each year. Since 2004, topics have included ethnicity, spirituality, race, class, sexual orientation, age, disabilities, gender, and the military in an educational setting. UT helps students, faculty, and staff to navigate within an inclusive community. The following information represents a sampling of the diversity-related enrichment seminars and provides attendance and the corresponding monetary investment.

ADMINISTRATORS/FACULTY/STAFF/STUDENTS

The annual on-site campus-wide DIVERSITY seminar offers opportunities for all employees to be educated on an important topic related to diversity. The 2016/17 topic was '*Civility and Communication in the Midst of Differences.*' Employees in attendance participated in discussion regarding workplace civility, classroom civility, and civil professional behavior. Content included personal reflection exercises as well as a civility index indicator.

Event	Sponsor	Budget
8 Campus-Wide Civility Sessions #156	University Training	\$503.00
Honors College – Civility #15	University Training	-0-
Physical Plant Staff – Civility #40	University Training	\$80.00

Event	Sponsor	Budget
RA/Housing Mentor – Civility #150	University Training	-0-
Student Health Services Staff – Civility #12	University Training	-0-
Total - #373 On-Site		\$583.00

Since 2009 UCA has collaborated with *Workplace Answers* to offer online education seminars for employees. This year's (2016/2017) **Diversity** online completion for employees is **#662**.

ADMINISTRATORS/FACULTY/STAFF/STUDENTS

The annual on-site campus-wide HARASSMENT seminar offers opportunities for all employees to be educated on the important topic of workplace harassment, which includes modeling professional behavior and respect in the midst of individual differences. Therefore, diversity plays a key role in the seminar's exercises and discussion.

Event	Sponsor	Budget
8 Campus-Wide Workplace Harassment Sessions # 241	University Training	\$484.00
Honors College #15	University Training	-0-
Math Department Employees #20	University Training	-0-
New Faculty Employees #55	University Training	-0-
Physical Plant Staff #40	University Training	\$80.00
RA/Housing Mentor #150	University Training	-0-
Student Health Services Staff #8	University Training	-0-
Total - #529 On-Site		\$564.00

Since 2009 UCA has collaborated with *Workplace Answers* to offer online education seminars for employees. This year's (2016/2017) **Harassment** online completion for employees is **#1328**.

Workplace Answers Online	Sponsor	Budget
Diversity, Harassment, Title IX, and Child Abuse Seminars	University Training	\$44,500.00 (three year contract ending in 2018)

ADMINISTRATORS/FACULTY/STAFF

Some of the #36 on-site campus-wide **PROFESSIONAL DEVELOPMENT education seminars** offered in 2016/2017 were specific to diverse populations, thus emphasizing the importance of recruitment and retention of these special groups. The following seminars are examples:

Event	Sponsor	Budget
Lunch and Learn: Communication Part I & II #36	University Training	\$688.00
Lunch and Learn: Faculty & Staff Civility Circle #20	Student Services	\$259.00
Lunch and Learn: Understanding the Campus Military Population #8	University Training	\$120.00
Lunch and Learn: Understanding the International Student Population #19	University Training	\$285.00
Understanding the LGBT Population – Highlighting Transgender #1	University Training	\$68.00
Total #84		\$1,420.00

FACULTY SUPPORT

Throughout the academic year, The Office of University Training receives numerous calls from individuals requesting **diversity** training & presentations, especially from **faculty**. The following information includes the presentations delivered in 2016/17:

Event	Sponsor	Budget
College of Education Class Dr. Debbie Barnes #35	University Training	-0-
FACS Class Dr. Nina Roofe #30	University Training	-0-
Health Sciences Gender Identity Considerations Dean Ishee #1	University Training	-0-
Occupational Therapy First Year Student Orientation #40	University Training	-0-

Event	Sponsor	Budget
Occupational Therapy UCA Conference Keynote #300	University Training	
Physical Therapy Class Generational Differences #35	University Training	-0-
Physical Therapy Third Year Students #50	University Training	-0-
Psychology Class Dr. Darshon Anderson #30	University Training	-0-
University College Training sessions for faculty #18, #3	University Training	-0-
Total #539		-0-

STUDENT SUPPORT

Throughout the academic year, The Office of University Training receives numerous calls from individuals requesting **diversity** training & presentations, especially from **students and registered student organizations (RSO)**. The following information includes the presentations delivered in 2016/2017:

Event	Sponsor	Budget
Greek Convocation – Civility #1000	University Training	-0-
Minority Peer Mentor Retreat #75	University Training	-0-
Panhellenic and Rush Counselor Diversity #40	University Training	-0-
President Leadership Fellows Retreat #40	University Training	-0-
Scroll Staff #30	University Training	-0-
Sigma Tau Gamma Fraternity #200	University Training	-0-
SOS Staff Leadership Diversity Training #75	University Training	-0-
Student campus-wide Civility Session #125	University Training	-0-
Student Government Association Diversity for Senators #55	University Training	-0-
Total #1640		-0-

COMMUNITY SUPPORT

Throughout the academic year, The Office of University Training receives numerous calls from individuals requesting **diversity** training & presentations, especially from **local and regional**

community organizations. The following information includes the presentations delivered in 2016/2017:

Event	Sponsor	Budget
Central Baptist College Social Justice #40	University Training	-0-
Clinton School of Government #45	University Training	-0-
Community Development Institute Annual Regional Conference # 58	University Training	-0-
Conway Conversations Civility #50	University Training	-0-
Conway High School Health Classes # 60	University Training	-0-
UCA Police and Minority Employees Panel on Race Relations #40	University Training	-0-
Total #293		-0-

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.

DAC committee members participated in the following subcommittees:

- The Data Assessment Subcommittee administered a new Campus Climate Survey.
- The Diversity and Inclusive Excellence Award Subcommittee selected award recipients.
- The Diversity Strategic Plan Subcommittee executed the pilot implementation year for this initiative.
- The Funding Subcommittee pursued additional support for diversity efforts.
- The Gender Identity Technology and Forms Subcommittee explored opportunities for gender identification in UCA's technology systems and on UCA forms.
- The Institutional Diversity Grant Program Subcommittee selected applications for funding.

DIVERSITY WEBSITE

The University updates the diversity website (www.uca.edu/diversity) as needed as it serves as a clearinghouse for diversity and inclusion initiatives and opportunities. The primary links on the website are as follows:

- Institutional Diversity
- Office of Diversity and Community
- Diversity/University Training
- Diversity Initiatives and Support
- Diversity Ledgers and
- Other Diversity Related Information

AWARD

- 2016: Minority Access, Inc. awarded UCA with a Commitment to Diversity Award.
- 2016: The League of United Latin American Citizens (LULAC), Council 750 Little Rock, Arkansas, awarded UCA the Distinguished Diversity Outreach Award.

Arkansas Northeastern College
Minority Recruitment and Retention Annual Report
2016-2017

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

Asian	6
Black or African American	347
Hispanic or Latino	44
American Indian	3
White	942
Two or more races	16
Total Enrollment for Spring 2016	1358

2. Number and position title of minority faculty and staff who currently work for the institution: There are 35 minority faculty and staff at ANC. They represent 20.59% of the total employees. 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 in Fall 2016 were minority: 2 African American and 1 Hispanic/Latino.
4. Number of minority adjunct faculty who currently work for the institution: Three current adjunct faculty are minority: 2 African American and 1 Hispanic/Latino.
5. Number and position title of minority faculty and staff who began working at the institution in the past year: Four classified staff were employed (fulltime) during the past year: 3 African American and 1 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.



2016-2017 Minority Report

FULL NAME	E	OFFICIAL TITLE
Alvoid, Lonzetta	2	Administrative Specialist I/Adult Ed
Anderson, Takindra	2	Administrative Specialist I/Faculty
Anderson, Trina	2	Academic Services Coordinator, SSS
Blankenship, Candice M.	2	Higher Education Institution Program Coordinator
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
Dyson, Gwen	2	Administrative Specialist I, Nursing
Echols, Douglas	2	Arkansas Works Career Coach
Echols, Jeff	2	Career Coach
Faulkenberry Pamela	2	Educational Advisor, ETS
Freeman, Marie	2	Administrative Specialist I/Adult Ed
Gaston, Mary	2	Pathways Counselor
Jones, KeTierra	2	Financial Aid Advisor
Hammett, Desmond	2	Success Navigator
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, LaTanya	2	Administrative Specialist I, Faculty
Winford, Regina	3	Administrative Specialist I, TRiO

Part-Time

Ballard, Sharon	2	Lab Assistant
Chambers, Devin	2	Supplemental Instructor
Delaney, James	2	Lab Assistant
Crockett, Milton	2	Student Ambassador
Darkins, Alexis	2	Supplemental Instructor
Delaney, James	2	Computer Lab Assistant
Diamond, Bobbie	2	Instructor, Adult Education
Dyson, Darren	2	Adjunct Instructor
Edwards, Bruce	2	HVAC Assistant
Fowler, Daydreanna	2	Food Services
Henry, Jerry	2	Public Safety Officer
Hudson, Koreasha	2	Kitchen
Jones, Myrical	2	Student Voice
Junearick, Renea	2	Clerical
Leonard, Derrick	2	Food Services
Mabry, Ana	2	Library
Pugh, Sandra	2	Library Assistant
Richardson, Tionna	2	Student Voice
Robinson, Crystal	2	Custodial
Shannon, Mary	2	Student Ambassador
Smith, Carolyn	2	Study Leader
Thomas, Aleshia	2	Food Services
Underwood, Sara	3	Clinical Instructor
Vega, Geronima	3	Institutional Services Assistant
Washington, Ambyr	2	Wellness Center Assistant

Arkansas Northeastern College

Minority Recruitment and Retention Report for Faculty, Staff and Students

2016-2017

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

For Faculty and Staff				
Objective	Strategy	Indicators of success	Time Frame	Budget
1. The College will provide opportunities for enhancement of knowledge and skills.	Development of a professional plan approved by supervisor and VP of Instruction	Completion of courses or degrees. Twelve employees applied for and were awarded professional development funds in 2016-2017. Two minority employees applied and received funding which was 17% of the total faculty who applied.	On-going	Budgeted:\$20,000 Expended: \$14,711.45 \$1,539.04 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 (36%).	The college will give first consideration to qualified minority candidates.	ANC had 35 minority employees reflected on the Fall 2016 IPEDS Report. This represented 20.59% of the total faculty, staff, and administration. This is a .79% increase from 2015-2016 in which minorities accounted for 19.8%.	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	31% of incoming first-time freshmen students in Fall 2016 were minority. This is a decrease of 5% from Fall 2015 in which minorities accounted for 36% of the incoming first time Freshmen. ANC awarded \$536,363 in scholarships in 2016-2017. \$110,564 was awarded to minorities. This amount represents a decrease of \$23,128 from 2015-2016. Minority representation was 21% of all	On-going On-going	NA More scholarships are available. Any student who applies for financial aid will receive some assistance. This

	<p>students of Mississippi County</p> <p>A strategy will be implemented to assist students in short programs which do not qualify for federal financial aid.</p> <p>A new scholarship, the Career Jump Start Scholarship has been created to aid students who do not have a high school diploma or GED.</p> <p>Minority students may receive the Nucor Diploma Squared Scholarship.</p>	<p>those who received some type of scholarship.</p> <p>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.</p> <p>Approximately 303 students participated in the Early College Program in 2016-2017, 20% were minority, a decrease of 2% from the previous year. Minority students received 20% of the total scholarships awarded, a decrease of 5%.</p> <p>The Career Jump Start Scholarship will provide tuition, fee and book assistance to students who cannot receive Federal financial aid due to HS completion.</p> <p>Students may enter into an agreement with Nucor-Yamato Steel (a local Blytheville company) to receive tuition, fee, and book assistance for Concurrent credit courses.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>maybe in the form of federal financial aid, institutional scholarships or ANC Foundation Scholarships.</p> <p>Travel Vouchers were awarded to 53 students in 16-17 with 57% (decrease of 4%) of those students being minority.</p> <p>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.</p> <p>The Career Jump Start Scholarship will begin Fall 2017.</p> <p>The Nucor Diploma Squared Scholarship will begin Fall 2017.</p>
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<p>2. The College will place students in the appropriate college level course(s) to ensure success.</p>	<p>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.</p>	<p>ANC has totally redesigned its developmental Math and English program. The goal of the redesign is to reduce time to achieve a degree and to provide individual instruction to many of the at risk students. ANC's statistics show that the success rates in the College Prep courses for minority and non-minority students is 58.37%. The Caucasian success rate is higher than the rate for minority students. These courses are under continuing review, with a focus on minority success rates.</p>	<p>On-going</p>	<p>The College continues to provide two emporium math labs. Students have the opportunity to progress at their own pace through developmental course work.</p>
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<p>3. The College will provide tutoring, mentoring, and intrusive advising to increase the retention of the minority students. The College focuses on the first year experience of all students. Minority students benefit from this design.</p>	<p>Tutoring and supplemental instruction will be provided to students.</p> <p>Mentoring programs have been established for both men and women. These programs will facilitate the academic, professional, and personal growth of students.</p>	<p>An Academic Tutoring Coordinator directs group and individual tutoring. This individual is also responsible for the AccuPlacer/MyFoundations Lab Program, which began in July 2016.</p> <p>On average, 75% of students who completed AccuPlacer/MyFoundations Lab in full, achieved higher scores and were able to be accepted in to the program of study he/she desired. During the fall of 2016, 70% those who attended at least one Study Leader session earned an A, B, or C. In the spring of 2016, 74% students who attended at least one Study Leader session earned an A, B, or C in the course studies.</p> <p>In 2016-2017, the previous program Men Achieving Leadership and Education Success (MALES) mentoring program, and the Females Enhancing Mentoring Achieving Leadership Education and Success (FEMALES), both merged with a sister group to become the "Success Coaches Program." This program is now led by the Peer Mentor for Community Relations.</p> <p>Seven persons participated in the Mentoring program during the 2016-2017 year. Six of those were minority, 4 of the 6 were issued an early alert for attendance and 1 lack of participation.</p> <p>The program will continue to be monitored to assess their impact on student success and retention.</p>	<p>Salary for one position: \$36, 619</p> <p>Tutors and Supplemental Instruction: \$24,000</p> <p>\$10,000 was allocated in 2016-2017 for mentoring/community activities.</p>
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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 for 2016-2017.	Develop and implement activities, events and programs to targeted individuals to meet the institutional goals outlined in the OCR Comprehensive Community Relations Plan. A Success Navigator, African American male, was hired in July 1, 2016 to recruit minority students in "nontraditional settings" such as beauty and barber shops, churches, festivals, and community centers. The Success Navigator reports to the Associate Vice President for Community Relations and is responsible for assisting prospective students from underserved student populations in all areas of student services as needed including, but not limited to, recruitment, admissions, student records, campus engagement, disability services, career services, advising, and helping students to connect with campus and community resources. The Success Navigator spends the majority of his/her time actively working outside an office environment in local neighborhoods and community meeting places frequented by underserved populations. He is responsible for assisting persons from time of recruit/interest until beyond graduation and/or program completion. Recruitment is an interactive process between the Navigator and the prospective student. The goal is to promote each student's academic, career, and personal development.	On-going	Salary for one position \$45,000
	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 underserved		\$10,000

		communities and their students. The STAND Foundation Leadership program has partnered with ANC Community Relations office/ staff, to recruit and develop leaders from underserved communities, service providers, community and faith-based organizations to equip them to understand the plight of the poor or underserved citizens in the College's service district. Then the selected leaders complete an intensive four week leadership program. Afterwards, the graduates will develop service projects to recruit and mentor ANC students from underserved communities.		
	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. A web-based mentoring component was added in 2016.	On-going	\$75 monthly software mentoring fee Each mentor will be provided an intensive 4 hour mentor training for which they will be paid \$100 stipend to become a trained volunteer mentor.
	3. Create a Campus/ Community Peer Mentoring Program	In 2015 the Planning Committee met to discuss the creation of a Peer Mentoring Program that will be implemented in 2016. Beginning in August of 2016, the Mentoring Program was focused more on taking an active role of selective mentors who were recruited in to	On-going	Stipend provided for Coordinator position \$6,000 and part-time position for \$8.00 per hour at 19 hours per week

		<p>the Community Mentoring Program. The focus was on recruiting individuals that were in the prime of their careers to be able to give recent examples of pushing through obstacles and staying with goals that were set. Twelve mentors were trained this past year, bringing the total to 112 trained mentors, 107 are African American and 5 are Caucasian.</p> <p>The Alliance for Success, another mentoring program, was developed in a partnership with the Blytheville Middle School and the Community Relations Department. This program focused on mentoring individuals that have the potential to do great things, but could possibly fall by the wayside due to lack of support. The focus is to inspire students with positive behavior alternatives. This program used 6 Community Mentors (included in the 112 trained mentors), for the 2016-2017 year.</p>	On-going	
	<p>4. Create annual Black History Programs to reflect on the past in order to project positive educational outcomes within the African American Community.</p>	<p>On February 23 and 24, 2017, 75 children from Blytheville Elementary School attended the two-day Black History Program: "Celebrating Black History through Art and Music." Four staff from the Elementary School chaperoned the students and 30 students performed and displayed art in the ANC Gallery. Parents of the students and ANC staff and students attended the event which was open to the public.</p>	On-going	<p>\$2,000 (Black History Program Committee)</p>

	<p>5. Develop the fifth annual Women's Conference to inspire young girls and women from under-resourced communities to strive for educational and career success.</p> <p>6. Develop a career closet to assist under-resourced students to dress appropriately for job interviews.</p>	<p>The Arkansas Northeastern College fifth annual Women's conference was held Friday, March 31, 2017, in the Governors Ballroom. The theme was "She Inspires Her: Women's History Month 2017." Sixteen speakers from traditional and non-traditional careers facilitated inspirational career-talk sessions. The keynote speaker was Mrs. Melissa Logan, an African American. Mrs. Logan is a dynamic speaker and a wounded soldier. She 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 250 women attended the conference, with 20% minority attendance. Several attendees were young ladies from 6 public schools. The rest of the participants were women from area churches, 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.</p> <p>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 was established in 2016.</p>		<p>\$3,500</p>
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	7. First Steps to College	In 2016 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 2016 Black History Program. Over 75 children from Blytheville Elementary School attended the two-day Black History Program.	On-going	\$1,000
	8. 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 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. In 2016-17, The President's Council has grown to 20 members, 18 African American, 2 Caucasian. The members are presently assisting ANC with developing SNAP E & T Opportunity Bus initiative, a 25 mile bus route, using churches as pick up and drop off points, providing transportation to underserved	On-going	\$58,000

		students in Miss. County.		
	9. Health Education Expo	<p>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, 2017, 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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	On-going	N/A
	10. 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	On-going	\$3000

		to enroll in ANC programs. This program and prospective students/families will be guided by a Success Navigator, beginning in 2017.		
	11. 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 17 th 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.	On-going	\$500

Minority Recruitment
and
Retention
Annual Report



**ARKANSAS STATE
UNIVERSITY
BEEBE**

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For the Academic Year
July 1, 2016-June 30, 2017

Submitted to
The Arkansas State University Board of Trustees
The Arkansas Department of Higher Education
The House and Senate Committees on Education
In Compliance with Act 1091 of 1999

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Chancellor's Statement

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, 2016, through June 30, 2017. 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.)

2016-2017 Total Student Count by Race

Race	Number	Percentage
Caucasian	4597	81.8%
African American	376	6.7%
Hispanic American	286	5.1%
Asian American	46	0.8%
Native American	28	0.5%
Hawaiian	7	0.1%
Nonresident Alien	37	0.7%
Two or More Races	228	4.1%
Unknown	14	0.2%

Total **5619**

Source: Office of Institutional Research, ASU-Beebe, June 2017

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.)

2016-2017 Total Faculty & Staff Count by Race

Race	Number	Percentage
Caucasian	641	88.8%
African American	49	6.8%
Hispanic American	12	1.6%
Asian American	7	1.0%
Native American	5	0.7%
Hawaiian	3	0.4%
Nonresident Alien	0	0.0%
Two or More Races	5	0.7%
Unknown	0	0.0%

Total **722**

Source: Payroll Office, ASU-Beebe, June 2017

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2016-2017 academic year.

2016-2017 Minority Faculty & Staff by Position

Position	Race	Status
Administrative Specialist II	African American	Full-Time
Administrative Specialist II	Two or More Races	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
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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
Federal Work-Study	Hispanic American	Part-Time
Financial Aid Analyst	African American	Full-Time
Instructor History/Comp. Religion	Asian American	Full-Time
Instructor of Art	Hispanic American	Full-Time

Instructor Physical Education	African American	Full-Time
Maintenance Assistant	African American	Full-Time
Maintenance Coordinator	Native American	Full-Time
Maintenance Supervisor	African American	Full-Time
Public Safety Officer	African American	Full-Time
Public Safety Officer	Two or More Races	Full-Time
PT/Extra Help	Asian 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	Hispanic American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Hawaiian	Part-Time
PT/Extra Help	Native American	Part-Time
PT/Extra Help	Two or More Races	Part-Time
PT/Extra Help	Two or More Races	Part-Time
PT Faculty	African American	Part-Time
PT Faculty	Native American	Part-Time
Residence Hall Director	Hispanic American	Full-Time
SDS-Academic Coach	Hawaiian	Full-Time
Skilled Tradesman	Native American	Full-Time
Student Accounts Specialist	African American	Full-Time
Student Development Specialist	Two or More Races	Full-Time
Student Union Night Manager	African American	Full-Time
Student Worker	Asian American	Part-Time
Student Worker	Asian American	Part-Time
Student Worker	Asian American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
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	Hispanic American	Part-Time

Source: Payroll Office, ASU-Beebe, June 2017

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.)

2016-2017 Full-Time Faculty Count by Race

Race	Number	Percentage
Caucasian	107	93.8%
African American	4	3.5%
Hispanic American	1	0.9%
Asian American	2	1.8%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	114	

Source: Payroll Office, ASU-Beebe, June 2017

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.)

2016-2017 Adjunct Faculty Count by Race

Race	Number	Percentage
Caucasian	149	98.8%
African American	1	0.6%
Hispanic American	0	0.0%
Asian American	0	0.0%
Native American	1	0.6%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	151	

Source: Payroll Office, ASU-Beebe, June 2017

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.)

2016-2017 New Hires by Race

Race	Number	Percentage
Caucasian	170	84.6%
African American	22	10.9%
Hispanic American	5	2.5%
Asian American	3	1.5%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	1	0.5%
Unknown	0	0.0%
Total	201	

Source: Payroll Office, ASU-Beebe, June 2017

The following individuals were hired from July 1, 2016 to date:

2016-2017 New Minority Hires

Position	Race	Status
Administrative Specialist II	Two or More Races	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
PT Faculty	African American	Part-Time
PT/Extra Help	Asian American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Hispanic American	Part-Time

Public Safety Officer	African American	Full-Time
Student Union Night Manager	African American	Full-Time
Student Worker	Asian American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	Hispanic American	Part-Time

Source: Payroll Office, ASU-Beebe, June 2017

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 2016-2017 season. The University plans to continue the concert/lecture season's multicultural palette for 2017-2018.
- 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 2016-2017, 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.
 - During 2016-2016, 9 students from 5 foreign countries attended ASU-Beebe as their primary institution.
 - 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.
 - 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.
 - There have been zero reported racial or ethnically based crimes.
 - Through regular and continuous interaction with students, the University Police Department fosters an environment of understanding and cultural awareness/sensitivity.
- We provide for the physical safety and comfort of all students, free from harassment and hate.
 - The University Police Department on the Beebe, Heber Springs, and Searcy campuses receive annual training on biased-based policing to ensure racial profiling does not occur.
 - Residence 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

2016-2017



Annual Minority Recruitment and Retention Report

2016-2017

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

Declared Ethnicity	Number
American Indian/Alaskan Native	73
Asian	19
Black/African American	16
Hispanic of ANY Race	7
Native Hawaiian/Pacific Island	58
Non-Resident Alien	7
Race/Ethnicity Unknown	2
Two or More Non-Hispanic Races	1
Total	183

- **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%.

In 2016-2017, the minority student population increased to 183 students. This is a 4% increase in the minority student population at ASUMH from the previous fiscal year.

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.





ARKANSAS STATE UNIVERSITY
MID-SOUTH

MINORITY RECRUITMENT and RETENTION REPORT
for the
2016-2017 Academic Year

JUNE 2017

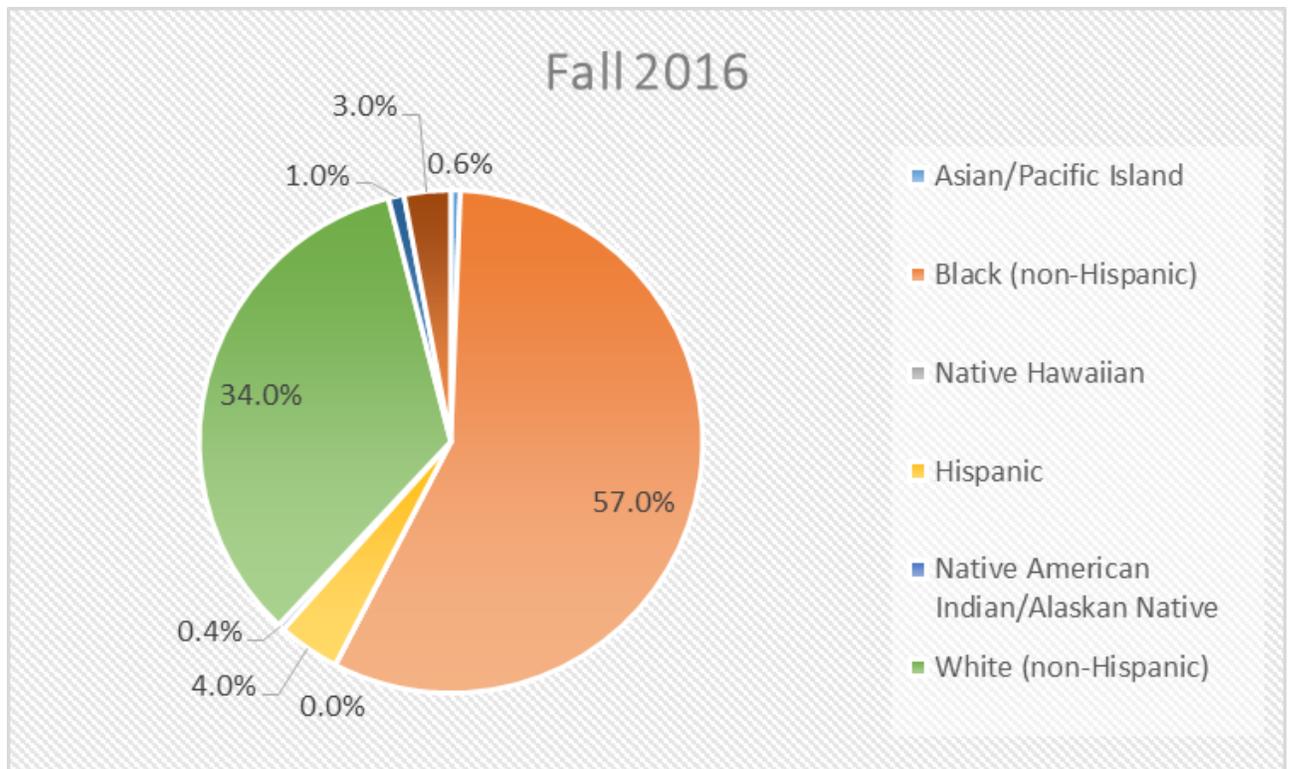
Contact: Michelle McMillen
Associate Vice Chancellor for Institutional Research & Effectiveness
Arkansas State University Mid-South
2000 West Broadway
West Memphis, AR 72301
(870)733-6870
mlmcmillen@asumidsouth.edu

Student Statistics

Arkansas State University Mid-South has a diverse student population with the majority of students identifying as Black (non-Hispanic). For Fall 2017, the total number of students based on the official enrollment day was 1836, which was comprised of 1213 minority students (66%). This is an increase from 64% in Fall 2015.

Fall 2016

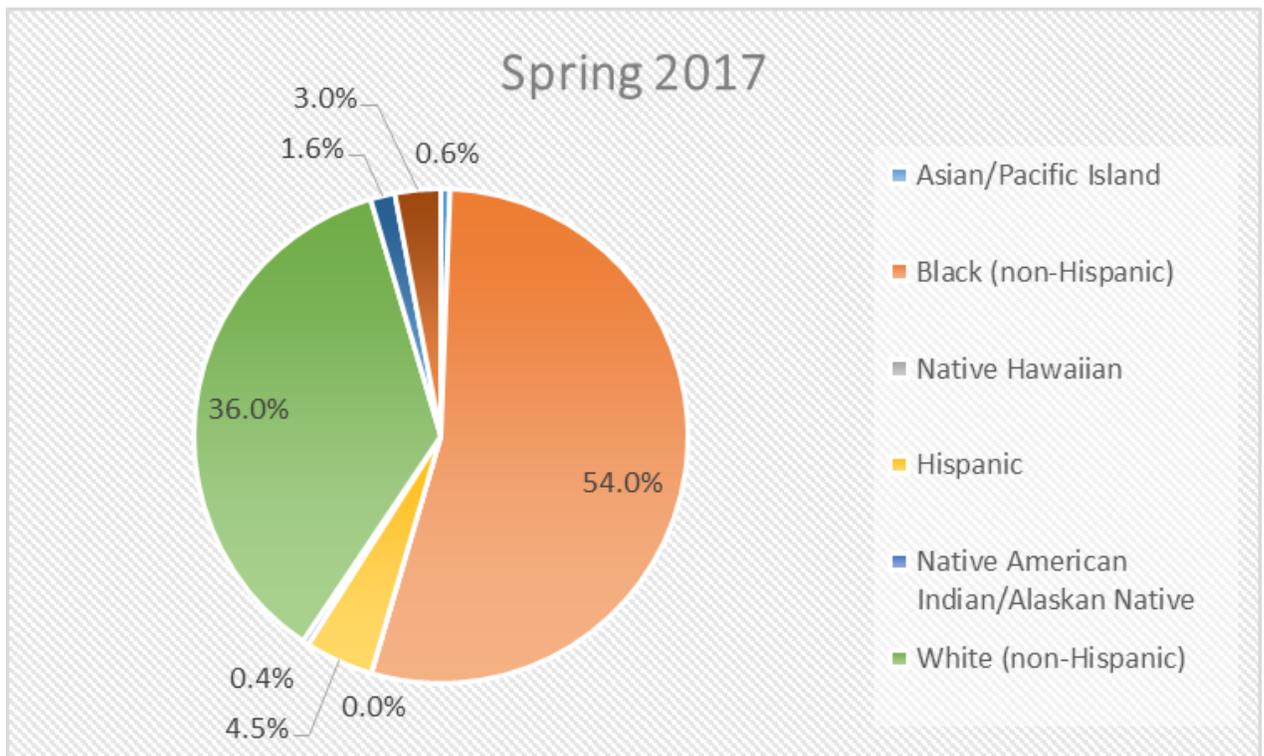
<u>Ethnicity</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Percentages</u>
Asian/Pacific Island	4	8	12	.6%
Black (non-Hispanic)	366	674	1040	57%
Native Hawaiian	0	0	0	0
Hispanic	40	34	74	4%
Native American Indian/Alaskan Native	3	4	7	.4%
White (non-Hispanic)	309	314	623	34%
Non-resident Alien	12	10	22	1%
More than one ethnicity	29	29	58	3%



In Spring 2017, while enrollment was down from Fall as is a usual occurrence, the percentage of minority enrollment remained mostly static, with a small decline in Black (non-Hispanic) students from 57% to 54%. There was slightly increased percentages of Hispanic and Non-resident alien students.

Spring 2017

<u>Ethnicity</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Percentages</u>
Asian/Pacific Island	4	5	9	.6%
Black (non-Hispanic)	294	565	859	54%
Native Hawaiian	0	0	0	0
Hispanic	37	35	72	4.5%
Native American Indian/Alaskan Native	3	3	6	.4%
White (non-Hispanic)	294	274	568	36%
Non-resident Alien	13	12	22	1.6%
More than one ethnicity	26	24	50	3%



Employee Statistics

The number of minority faculty and staff as of June 20, 2017 is 106 out of 224 employees (47%) based on self-reporting of ethnicity. (New minority employees for 2016-2017 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 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-All were returning faculty from the previous year.

13 Classified Staff members:

- Accountant
- Administrative Specialist for Adult Education
- Administrative Specialist for Adult Education
- Administrative Specialist for Administration
- Administrative Specialist for TRiO SSS*
- Computer Support Technician
- CTE Coordinator
- Financial Aid Analyst
- Food Preparation Coordinator
- GED Database Specialist
- Human Resources Analyst*
- Human Resources Specialist*
- Registrar's Assistant

29 Non-classified staff/Administration employees:

- Academic Coach, Trio SSS
- Associate Vice Chancellor for Information Technology*
- Associate Vice Chancellor for Learning and Instruction
- Associate Vice Chancellor for Student Success
- Career Coach, LSC
- Career Coach, Student Success*
- Career Navigator for GMACW

Career Navigator for GMACW
 Case Manager for TAACCCT Grant
 Computer Operator for Information Technology
 Counselor for Career Pathways
 Counselor for TRiO EOC Grant
 Counselor for TRiO EOC Grant
 Counselor for Title III PBI Grant
 Counselor for Title III PBI Grant
 Director of Adult Education
 Director of Career Services
 Director of Recruiting
 Director of Title III PBI Grant
 Director of TRiO EOC Grant
 Director of TRiO SSS Grant
 Manager of Accountability and Administration for GMACW
 PAT Home Visitor*
 PAT Home Visitor*
 PAT Home Visitor*
 Success Coach for Title III PBI Grant*
 Success Coach for Title III PBI Grant
 TRiO SSS Coach
 TRiO SSS Coach

Overall, the number of minority employees remained mostly unchanged for since last year. Full-time and part-time faculty remained the same, as did classified employees. Non-classified positions saw an increase of one position held by a minority employee.

ASU Mid-South Minority Employees by Employment Categories

Title	Asian	Black	Hispanic	Native Hawaiian	American Indian/Alaskan Native
Administrative/Non-classified staff	0	28	1	0	0
Classified staff	2	11	0	0	0
Full-time Faculty	1	12	0	0	0
Adjunct faculty	5	45	1	0	0
Totals	8	96	2	0	0

Strategic Initiatives for Retention of Students

ASU Mid-South recruitment and retention successes include initiatives from different departments on campus.

In the Athletics department, recruitment and retention is a priority to foster team building, success in athletics, and most of all, successful completion of a degree to ultimately transfer to a four year institution on a basketball scholarship. The Lady Greyhounds' five freshman players all plan to return in the fall and eight new students have been recruited for Fall 2017. For the men's team, the Greyhounds, of the nine freshman on the team, eight plan on returning. So far this year, five new players have been recruited. The men's team retained 100% of its players from Fall 2016 to Spring 2017. Currently both teams consist of all African American students.

Increasing student activities, both in the number of events and amount of student participation is and will continue to be an objective for ASU Mid-South's operational plan. One way in which this goal was fulfilled was increasing the number of clubs and intermural sports on campus. Since spring 2016, student clubs and orgs have grown from 8 to 14 (75% increase), while student activities have increased to a minimum of 2 per month.

For the 2016-2017 year, new clubs evolved from various educational programs. The Cast and Crew Club was formed through a collaboration between the Lead Faculty from the Digital Media program and the Intro the Theater instructor, and is open to anyone interested in film, acting, and media. The Welding Club and the Hospitality and Tourism Management Club are also new additions, as is the Student Arkansas Education Association (SAEA). Other newly formed clubs include the Chess and Tennis Clubs. Intermurals and recreational activities have been expanded to include softball, volleyball, basketball, bowling, flag football, disc golf, tennis, kickball, soccer, and ping pong. ASU Mid-South also offers competition in checkers, chess, dominoes, spades, Connect Four, Scrabble, Taboo, and video games.

Student activities and events that reflect the diverse culture of the institution included the Annual Black History Month program. This year Galen Abdur-Razzaq, flutist and jazz historian, performed and also informed the audience in his lecture, "Jazz and the Civil Rights Movement."

Another recurring event is the "Balancing or Weighing Truth and Tolerance" discussion panel cosponsored by the Sigma Kappa Delta English Honor Society (SKD) and TRiO Student support Services. In these panels, faculty, staff and students discuss topics centered on diversity. Additional events sponsored by SKD last year included an impromptu speech competition and poetry slam.

ASU Mid-South is a recipient of the Predominantly Black Institutions (PBI) Programs grant, whose purpose is:

to strengthen eligible institutions to plan, develop, undertake and implement programs to enhance the institutions capacity to serve more low- and middle-income Black American students; to expand higher education opportunities for eligible students by encouraging college preparation and student persistence in secondary school and postsecondary education; and to strengthen the financial ability of the institution to serve the academic needs of these students.

The PBI department developed and implemented several initiatives to recruit and retain minority students. One of the goals for the Brother-2-Brother (B2B) club, which is sponsored by PBI, is to recruit and maintain membership of 35 African American males who actively participate in the club. The goal was reached and exceeded by five for a total of 40 members for 2016-2017.

Activities supported through the PBI grant for Brother2Brother include:

Major Activities (October):

- One B2B participant volunteered for the ASU Mid-South 5K for a community service opportunity.
- On October 12th 2016, 9 B2B participants were present as invited guest Master Brewer of the West Memphis Martial Arts Academy lectured on the need for one to take care of themselves nutritionally and physically. With his students from the academy, Master Brewer demonstrated ways in which one could defend and protect themselves in certain situations. The topics presented and learned from participants fall under the grant focus of understanding “Health & Wellness” which will enable one to live longer through exercise and nutrition.
- On October 14th 2016, 15 African American male students attended a Brother-2-Brother meeting in the UC Lounge. The focus of the meeting was the discussion of the common reader, “The Outcast United” by Warren St. John. The discussion centered on how past experiences whether negative or positive can play a role in how one presently moves forward in life. The discussion also encouraged participants to embrace what is unique and different about them as well as taking advantage of second chance opportunities.
- On October 18th 2016, 4 B2B participants took part in a trip to Bridges of Memphis which allowed for the completion of teambuilding and leadership activities. The activities included rock climbing and propelling from high altitudes. Each task was facilitated by a Bridge leader who would consistently ask what was learned and how they can apply their learning as they continue to participate in Brother-2-Brother while representing themselves socially, academically, and professionally. The evaluation from the participants revealed that they chose to participate in the event for the opportunity to network. What was most interesting about the even were the activities. The time, day, and location of the even was convenient. All agreed that the event was useful to their academic and personal journey. One participant in particular stated, because it showed them how to take new challenges. All stated that they would like more of these kinds of activities and events and one simply stated that it was fun.

- On October 25th 2016, 4 B2B participants spoke to an assembly of West Memphis School District 6th Graders at West Memphis High School during “Red Ribbon” week on the topic of “Bullying.” This activity allowed for community service and outreach for those that participated.
- Also on October 25th 2016, 5 B2B participants attended a session that was done in collaboration with the Health & Wellness coordinator Coach Weaver with the focus of learning how to prepare healthy foods. Again the information about preparing and eating healthy foods is a focus of the current grant.
- On October 28th 2016, 16 Mentees and 9 Mentors attended the Fall 2016 Meet and Greet in the UC Lounge. A power point presentation was shared detailing the guidelines and expectations for each participant. Also given to each mentor was a welcome packet that gives more suggestions and activities on what mentors and mentees can do with their time together.

Major Activities (November):

- On November 9th, a B2B meeting was held. Non B2B participants were invited. The Guest Speaker was Law Enforcement Officer and Mentor Marlin Brown who had a Q&A session with everyone in attendance. The Q&A touched on topics that included everything from carrying concealed weapons, how best to handle yourself when you are pulled over, and what officers do from day to day. 18 students were in attendance. 8 of those students were B2B participants. In relation to the grant, Mr. Brown being an active mentor remind all students including B2B participants of his availability for more questions and answers to anything that can inspire and helped them to achieve personal, academic, and social goals.

Major Activities (December):

- During the month of December participants from B2B participated in a Quiz Bowl competition on the 9th. The purpose was to help them relax, review, and prepare for their final examinations. The activity also allowed other Staff/Faculty to observe and interact while providing necessary support and encouragement if needed to pull through and return for the following semester.

Major Activities (January):

- The first B2B meeting was held on January 25th at 12:30pm in the UC Lounge. 9 participants were in attendance. The Guest Speaker was B2B Faculty Mentor Nashawn Branch who talked about opportunities in Entrepreneurship.

Major Activities (February):

- A B2B Meeting was held on February 8th. All mentors were invited as the theme for the meeting was, “The Healthy Fit Challenge.” All participants listened to information presented by health and wellness coordinator Elbert Weaver on “The Benefits of Being Healthy.” Then they were challenged to a “Healthy Fit” contest. The goal of this contest is to see who can lose the most weight. There were 17 people in attendance. 13 were B2B students. 1 was a B2B Mentor. 16 participants checked out Fitbit wrist watches to monitor their activities. (objective 15)

- On February 22nd through 25th, 6 B2B participants along with 3 Faculty Staff persons attended the Black Brown College Bound Summit in Tampa, Florida. The conference allowed attendees to learn and share best practices and with each other for the purpose of success among Black and Latino male students of color. (objective 17)

Major Activities (March):

- On March 15, the PBI department hosted an event titled, “Sip & See” for allowing students to see what opportunities are available within PBI. Out of the 42 Students that visited the information table, approximately 16 or more were African American males. Those who were not a part of B2B got a chance to converse with PBI Staff and explore PBI literature including B2B. Follow up has and will continue with those who may be interested in PBI activities including B2B by contacting individuals who signed in at the informational table. (15)

Major Activities (April):

- ASU Mid-South hosted the Inaugural Men of Color Conference on April 7, 2017. There were 53 attendees from represented higher education institutions across Georgia, Tennessee, & Arkansas. There were at least 15 Brother-2-Brother participants who attended and volunteered to help in various tasks during the conference. The conference allowed for the collaboration strategies among stakeholders that would lead to the personal and academic success of Men of Color, which is a goal of the PBI Grant. (Objective 16).
- Community Service @ Wonders Boys & Girls Club took place on April 12, 2017. At least 15 students signed in to provide assistance with the afterschool program. Eight of those that signed in represented B2B. This event served as an activity that allowed participants to continue to be active in Brother-2-Brother (Objective 15)
- A Recognition Ceremony on April 19 took place in the University Center Lounge to recognize and honor student participants of Brother-2-Brother and Sister-2-Sister. 15 of the 24 students that signed in were B2B participants. This end of the year activity recognizes all that participated in PBI activities particularly B2B. (Objective 15).

Major Activities (May):

- Graduation took place on May 11. At least six B2B participants were recognized for completion. These participants were students advised by Success Coaches as outlined by the grant so that greater academic success and higher completion can take place among targeted students.

New Strategies and Objectives for 2017-2019

In January of 2017, the Diversity Recruitment and Retention Committee was formed, tasked with making recommendations to the Chancellor on ways to increase diversity on campus.

The initial charge to the committee consists of three main objectives:

- 1). Review the trend data on the ethnic, gender, and racial diversity and retention of faculty, staff, and students at ASU Mid-South.
- 2). Review and consider faculty, staff, and student recruitment and retention policies, procedures, and processes. What is being done, and what should be done, to effectively attract an appropriately diverse and qualified talent pool?
- 3). Use this review of data and information to develop recommendations to the Chancellor on steps needed to enhance the recruitment and retention of qualified faculty, staff, and students who contribute to the diversity of the College, especially in areas of underrepresentation.

The recommendations from the Diversity Recruitment and Retention Committee were:

- Make the Diversity Committee a standing committee that includes members of the ASU Mid-South faculty, staff, student body, alumni and members of the local education and business community.
- Broaden existing campus efforts to improve awareness about the value of diversity in the workplace and classroom through increased support of new and existing campus activities such as the Men of Color Conference, Brother to Brother Mentoring, Ladies Let's Chat Events and the annual Black History Program.
- Host "Meet the Chancellor" events for small groups of employees to discuss issues of importance to the college environment.
- Demonstrate a commitment to diversity by communicating with diverse groups regarding job openings, job fairs and opportunities for professional development. Communicating with local, state and regional organizations such as fraternities, sororities and HBCUs would open the door to a more diverse pool of applicants.
- Revise search and interview committees to be more reflective of the demographics of the student body.
- Create a calendar of events to celebrate and embrace the many subpopulations prevalent on our campus.
- Expand and enhance mandatory leadership training for supervisors in the areas of diversity, equity and inclusion.

- Become a more visible community partner by actively participating in local area events and welcoming community groups to host events on our campus when feasible.
- Create a “Grow Your Own Leaders Program” as a mechanism to equip our employees for advancement opportunities with a targeted goal of increasing leadership opportunities for women and minorities on campus.
- Institute a mentoring program where trained mentors are paired with new faculty and staff to get new employees acclimated to ASU Mid-South and immersed in the culture.
- Secure funding to erect billboards on I-55 and I-40 to advertise ASU Mid-South that reflect the diversity of our campus.
- Launch a campus wide Common Reader of a book that deals with diversity and inclusion. Currently, Outcasts United is being used with the First Year Experience courses and could be used to frame our exploration into diversity.
- Closely review and examine salaries to determine if they are equitable and consistent across demographic groups when considering experience, education and commitment to the goals of equity and inclusion at ASU-Mid South.

These suggestions will be evaluated and incorporated into the new strategic plan and operational plan that is currently in development. Budgets for these initiatives are divided among various departments. Budgets that contribute to completing strategic and operational objective related to recruitment and retention of minority faculty, staff, and students are:

Student Marketing:	\$28,000
Recruiting:	\$20,402
Student Activities:	\$18,500
Recreation:	\$ 5,234

Arkansas State University-Newport

Minority Recruitment and Retention Annual Report

Submitted by Dr. Holly Ayers, Vice-Chancellor for Academic Affairs
 May 2017

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 2016-2017

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

	Fall 2016 Total Enrollment: 2735		Spring 2017 Total Enrollment: 2509	
	#	% total enrollment	#	% total enrollment
White	1970	72%	1860	74.13%
Non-resident Alien	2	0%	5	0.2%
Native American/Alaska Native	0	0%	1	0.04%
Asian or Pacific Islander	28	1%	4	0.16%
Black/African American	411	15%	372	14.83%
Hispanic /Latino	137	5%	113	4.5%
Two or More Races	137	5%	42	1.67%
Unknown	50	2%	110	4.38%

- 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 2016-2017 Academic Year	12	18

**Minority Faculty and Staff Hired in the
2016-2017 Academic Year**

1

8

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

RECRUITMENT AND RETENTION OF FACULTY AND STAFF

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 2016 IPEDS Fall Enrollment Survey, minorities accounted for 26% of the enrollment base. African Americans were the largest ethnic minority with 15.00% 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.

Arkansas State University-Newport
2016-17 Minority Recruitment and Retention Report

- 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 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 2016-2017 academic year. The NSO process was revised and will be launched as ENGAGE sessions in Fall 2017. Advising will no longer be part of the process, but rather is contained within scheduled Advising Days at each campus throughout the open registration periods.

Arkansas State University-Newport
2016-17 Minority Recruitment and Retention Report

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 2016-230 Early Alerts
 - Spring 2017-150 Early 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 is included in the academic advising plan. The new academic advising plan was launched during summer 1 term, 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 2016-112 students on Financial Aid Warning or Probation
 - Spring 2017- 144 students on Financial Aid Warning or Probation
8. Implement mandatory attendance policies for academic courses.
 - Completed and implemented in 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 implementation began in summer 1 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 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 agreed to spend the appropriate amounts of the advertising and marketing budgets are necessary to achieve the goals stated in this plan. Following the

Arkansas State University-Newport
2016-17 Minority Recruitment and Retention Report

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 20, 2017

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:

Goal 1: Manage enrollment responsibility and ensure student success.

Goal 2: Clarify the identity of the college through heightened brand awareness, focused educational programs, and effective communication.

Goal 3: Exercise regional leadership through strategic partnerships and educational opportunities.

Goal 4: Create a culture of evidence to facilitate continuous improvement.

Goal 3 emphasizes to “exercise regional leadership through strategic partnerships and educational opportunities. BRTC has a great relationship with the Eddie Mae Herron Center, and strives for continuous community relationships, as stated as one of our institutional values. BRTC believes the strengths and challenges of our community help shape us as an institution.

The College has continued making key investments in increasing the number of distance education offerings. In addition; BRTC provides 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 this goal include:

* Black History Month- BRTC in collaboration with the EMHC continued their Speaker Series. Celia Anderson, published author and a former Lady Razorback basketball player was the featured speaker for the BRTC/Eddie Mae Herron Center Black History Month Speaker Series.

* Respiratory Care students held their annual Cultural Dinner to explore the health of other cultures. They cooked traditional dishes, decorated a table, and gave a presentation. Cultures explored were Amish, Mexican, Chinese, and African.

* Serendipity— Theme for the year is, “The Light We Cannot See”. The book selection consists primarily of novels, with occasional historical non-fiction. They are designed to allow readers to encounter diverse people, places and cultures. A few of the novels read this year are: “*Kind of Kin*” by Rilla Askew, “*The Nightingale*” by Kristin Hannah, “*Under the Banner of Heaven*” by

Jon Krakauer, *“Me Before You”* by Louisa Clark, and *“All the Light We Cannot See”* by Anthony Doerr. Serendipity also enjoyed dinner with Holocaust Survivor Peter Gorog.

* Holocaust Survivor visit— BRTC sponsored its continuing Holocaust Survivor Series with three presentations. Mr. Peter Gorog was the guest speaker this year. According to the USHMM website, Peter Gorog was born on March 10, 1941 in Budapest, Hungary. Peter’s father, Árpád Grünwald, worked as an office manager at a publishing house and his mother, Olga Schönfeld, was a hat-maker. In 1962, Peter changed his name from Grunwald to Gorog for fear of discrimination. Peter described his life in communist Hungary and how, though he wanted to be a lawyer, he chose computer engineering. Ultimately, this career choice is what made him successful when he defected to the U.S. in 1980 and later allowed him to write software for NASA’s Hubble telescope.

* 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.

Approximately 130 Pocahontas 5th graders, their teachers, and guests visited the REACH sites, the Rice-Upshaw House and Looney Tavern for an educational tour. Descendants of Reuben Rice assisted as tour guides.

Project REACH was also featured on PBS in April when Chuck Dovish with PBS’s Exploring Arkansas visited Rice-Upshaw to tour the facility and interview its staff.

*InSTEAD Scholarship and Eddie Mae Herron Scholarship awarded to minority student in keeping with established guidelines.

Recruitment and Retention strategies:

The BRTC recruiter has an \$8,800.00 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 2016-2017, 4.17% of the total student body was members of minority groups. The numbers below show the ethnic breakdown:

Asian	2
Hawaiian	2
African American	34
Hispanic	42
American Indian/Alaskan Native	5
Unknown	0

Currently, at BRTC there are 0 adjunct faculty who are minorities.

0 African American adjunct faculty members (spring)

0 NEW African American adjunct faculty member (summer I)

0 Asian adjunct faculty member (full time temporary spring)

We currently have one full-time employee that are considered minority.

Minority Recruitment and Retention Annual Report

(Due by June 30th each year)

COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

SUBMITTED BY: ASHLEY AYLETT (JUNE 14, 2017)

The Minority Recruitment and Retention annual report should include the following:

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

- 17 Asian
- 256 Black
- 539 Hispanic
- 89 American Indian/Alaskan Native
- 8 Hawaiian/Pacific Islander

TOTAL 885

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

17 – Full-time Staff and Faculty Minorities

2 – American Indian Director of Nursing
 Director of Human Services

9 – Hispanic History Instructor
 (2) AR Works Career Coaches
 Financial Aid Specialist
 Institutional Officer Supervisor
 Administrative Specialist I
 Academic Advisor
 Administrative Specialist III
 Institutional Services Assistant

1 – Asian Life Sciences Instructor

5– Black Institutional Services Assistant
 Financial Aid Analyst
 Director of Career Pathways
 Administrative Specialist III
 Truck Driving Instructor

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

3 – Full-time Faculty
 1 – Hispanic
 1 – Asian
 1- Black

- **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.**

3– hired within last year
 2-Hispanic Full-Time Institutional Services Assistant
 Full-Time Administrative Specialist III
 1-Black Full-Time Faculty Truck Driving Instructor

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

Students:

Hispanic: Our target was to have 25% Hispanic enrollment, and we attained by reaching 26.30% between the time frame.

Black: Our target was to have 12% African American enrollment, which we failed to attain by only reaching 10.55%.

Native American: Our target was to have 4% Native American enrollment, which we failed to attain by only reaching 3.67%

Staff:

While we added 3 minority positions in, two Hispanic and one Black, we did not reach the goal attainment we strive for.

- 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. This coming year, we are still directing much of our recruiting towards the Latino population but strongly targeting our largest non-white group of students – African-American. New initiatives will hopefully increase our number of African American students. 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. We are also attending a Center for Student Success, which will focus on recruitment of minority populations and their success during enrollment. Serving Hispanic, African American, and Native American populations will be a core focus of this new center.

FACULTY STAFF:

UA Cossatot gained in the number of full-time minorities this year. We will continue to target these groups when advertising 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, 2016 through June 30, 2017.

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. The institution will also set new targets for next year.

Upload the annual report electronically as a PDF or Word document by **June 30, 2017, to the following secure FTP server:**

<https://ft.adhe.edu>.

Note: The annual report may be uploaded to the *Minority Recruitment and Retention Report* folder on the Academic Affairs server or to the Research and Planning (RP) server.

Minority Recruitment and Retention Annual Report
College of the Ouachitas
June 30, 2017

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. Qualified minority applicants for college positions will be interviewed, or, if not interviewed, a justification will be provided
 - b. All position advertisements will include the designation "AA/EOE" to help indicate our commitment to diversity
 - c. Minority high school students will be identified and brought to campus familiarize them with the campus and to provide them with a better understanding of college life
 - d. Minority middle school students will be reached through campus outreach programs.
 - e. Partnerships with local Minority churches will provide opportunity to meet with minority nontraditional aged people (where they are) to prepare them, 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 (third 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's President's Martin Luther King scholarship.
 - h. Developed a partnership with the Malvern Committee of Concerned Citizens and the Wilson High School Class of '66.
 - i. Developed a partnership with the Coventry Re-entry Program
 - j. Make presentations at community Black History events.

4. Scholarship awards
 - a. Incentive scholarships will be used to help attract qualified minority students
 - b. TRiO Student Support Services provides minority scholarship information to all TRiO students

- c. The President awards one Martin Luther King Jr. Scholarship award each academic year. (Third year this scholarship has been in place.)
 - d. Implemented a Margo Lesure Transfer Scholarship in honor of an African American TRiO student who passed away this year.
5. Campus sensitivity
- a. Observance of Martin Luther King Jr. holiday – classes are not held
 - b. Increased awareness through campus organizations
 - c. Black History month is observed each year
 - d. Embracing Diversity exhibit is on display during Black History month every other year
 - e. Presented the AA diploma to the family of the late Margo Lesure at the May, 2017 Graduation.
 - f. Presented the First Annual Margo Lesure Scholarship at the Annual TRiO Awards Luncheon.
 - g. Hosted a program to celebrate Juneteenth by showing the documentary of Malvern African American History: Embracing our History. Approximately 30 minority community members attended the viewing on our campus.
 - h. The College President and VPSA attended the MLK banquet (The College hosted a table for the third year.); the parade, church service and gospel festival. The president also spoke at the annual MLK service at the oldest African American Church in Malvern.
 - i. The College President and VPSA attended the annual Black History Month celebration.
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 of minority students currently attending the institution

<p align="center">College of the Ouachitas 2016-2017 Enrollment by Race/Ethnicity</p>						
Enrollment Headcount	Summer III 2016	Fall 2016	Spring 2017	Summer I & II 2017	2016-17 Unduplicated	Change from 2015-16
African American	2	180	151	88	313	89
Hispanic	2	57	47	12	77	-2
2 or >	3	57	53	2	71	6
Other Minorities	1	14	12	7	17	1
Minority Total	8	308	263	109	478	94
Caucasian	22	1020	963	292	1532	159
Total Enrollment	30	1328	1226	401	2010	253
Change from 2015-16	-10	-20	9	6	253	
Enrollment Percent	Summer III 2016	Fall 2016	Spring 2017	Summer I & II 2017	2016-17 Unduplicated	Change from 2015-16
African American	6.7%	13.6%	12.3%	21.9%	15.6%	2.8%
Hispanic	6.7%	4.3%	3.8%	3.0%	3.8%	-0.7%
2 or >	10.0%	4.3%	4.3%	0.5%	3.5%	-0.2%
Other Minorities	3.3%	1.1%	1.0%	1.7%	0.8%	-0.1%
Minority Total	26.7%	23.2%	21.5%	27.2%	23.8%	1.9%
Caucasian	73.3%	76.8%	78.5%	72.8%	76.2%	-1.9%
Total Enrollment	100.0%	100.0%	100.0%	100.0%	100.0%	1.9%
Change from 2015-16	-25.0%	-1.5%	0.7%	1.5%	14.4%	14.4%

**Summer I & II 2017 unofficial count*

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

College of the Ouachitas employs twenty (20) minority employees (three part-time and twenty full-time minority employees). The positions are as follows:

Faculty

- Cosmetology Instructor
- Nursing Instructor
- Adjunct Psychology Instructor

Staff

- Vice President of Student Affairs
- TRiO Grant Administrator
- TRiO Education Counselor
- Career Pathways Grant Administrator
- Administrative Specialist II for Cosmetology and Student Affairs
- Director for Student Success
- Working Student Success Network Grant Manager
- Working Student Success Network Success Coach
- Registrar Assistant
- Nursing Instructor
- Nursing Administrative Assistant
- Fiscal Support Specialist
- Adult Education Administrative Specialist II (Clark County)
- Institutional Services staff
- Maintenance Assistant
- IT Director
- Director of Adult Education

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 members.

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

College of the Ouachitas hired seven minority positions in the past year:

- Registrar's Assistant (hired as full time position in FY17)
- Institutional Services staff
- Maintenance Assistant
- Administrative Assistant
- Fiscal Support Specialist
- IT Director
- Director of Adult Education

EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN



ANNUAL PROGRESS REPORT

**Academic Year
July 1, 2016 through June 30, 2017**

*This report includes progress that has been made
toward the goals in our five-year plan.*

*EACC remains committed to providing appropriate resources to minorities on an
individual and as-needed basis enabling them to be successful.*

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ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan

Name of Institution: East Arkansas Community College

Name of Contact Person: Catherine Coleman, Vice President for Student Affairs

Please attach to this form a copy of the annual report which includes the following information:

1. Report the progress that has been made towards meeting the goals included in your five-year plan. Address each goal relative to students, faculty members, and staff.
2. If there are any revisions or updates to the current five-year plan, please include those in this report. Be sure to clearly indicate what part of the plan has been revised.
3. Act 1091 requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable. Please submit two copies of the report. ADHE will forward a copy to the Interim House and Senate Committees.



2017 Annual Progress Report

***FOR FIVE-YEAR MINORITY RETENTION PLAN
JULY 2016-JUNE 2021***

East Arkansas Community College is committed to the retention of an ethnically/racially diversified faculty and student populace. Retention remains a primary focus for the higher education arena and is a priority for all at the college to increase this factor.

Faculty are actively recruited through various methods of advertising including, but not limited to, announcements to minority colleges and/or publications. Retention of these employees is an important goal that the college consistently aspires to achieve.

We realize that improving student retention is not a passing fad. Retention was important in the past, has become important today, and will be a sought after goal for years to come. We are working with students to get them involved in their course work, as well as extracurricular activities such as:

**Clubs and Organizations
Campus Activities
Motivational Workshops
Orientation
EACC Ambassadors
Career Pathways**

**Certificates of Appreciation
Honors Program
Who's Who Recognition
Field Trips
Work-Study Job Placement
Minority Male Assistance Program (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.

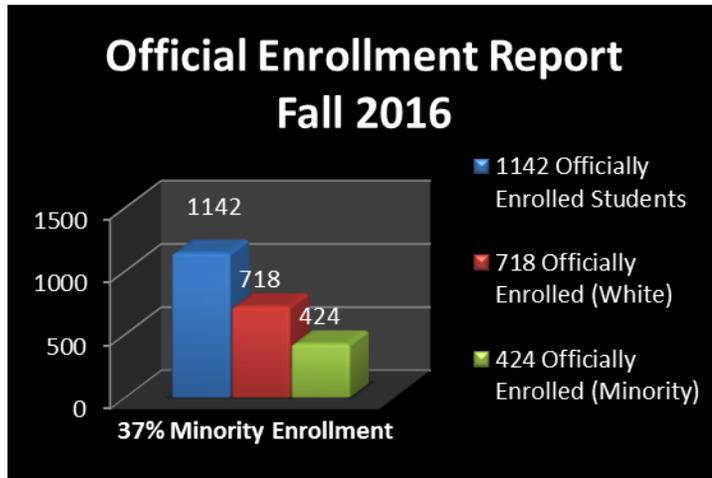
Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.

**EAST ARKANSAS COMMUNITY COLLEGE
MINORITY RETENTION PLAN PROGRESS REPORT
JULY 2016-JUNE 2017**

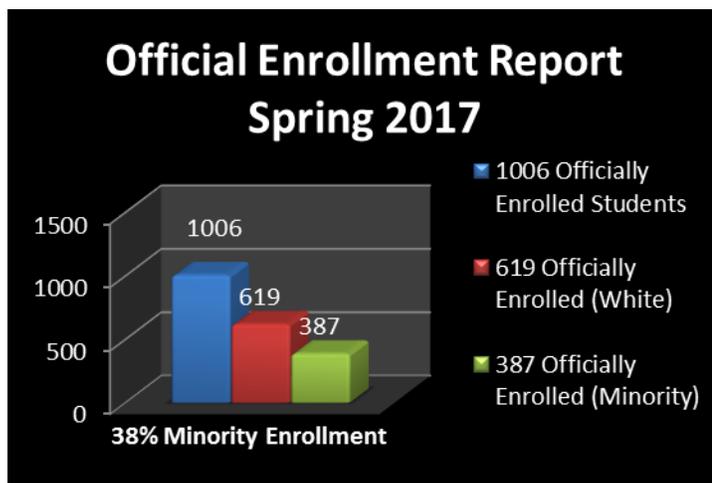
ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN

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 2016 semester was one thousand one hundred forty-two students. The total number of minority students was four hundred twenty-four, or thirty-seven percent of our enrollment.



The official enrollment for the Spring 2017 semester was one thousand six students. The total number of minority students was three hundred eighty-seven, or thirty-eight percent of our enrollment.



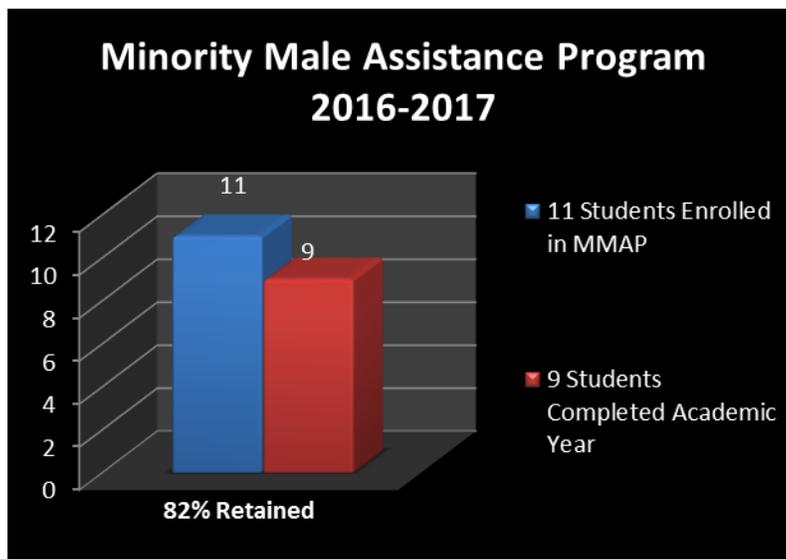
Source: EACC Registrar's Office

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

A. TO RETAIN PROGRAM PARTICIPANTS.

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

Status: During the 2016-2017 academic school year, eleven minority male students were enrolled in the Minority Male Assistance Program. Nine students completed the academic year for a retention rate of 82%.



B. TO PROVIDE CO-CURRICULAR ACTIVITIES.

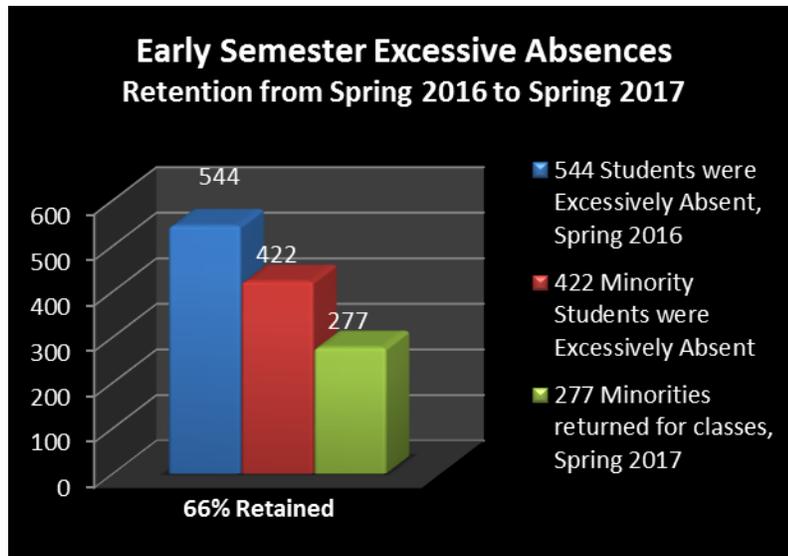
Success Indicator: Attendance and participation in academic, cultural, and service activities.

Status: The program began in August of 2016 and continued throughout the academic year. Impromptu meetings were held with members in both an individual and group setting. Seven members traveled to Fort Worth, Texas to participate in the Alley Scholars Summit. Nine members toured the BB King Museum in Memphis, Tennessee. One member assisted with the 2016 New Student Orientation and eight 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.

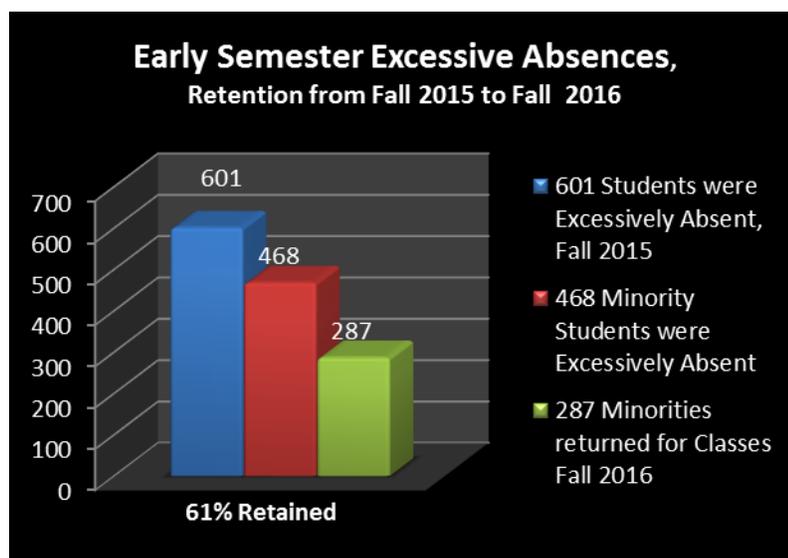
Objective II: To assist minority students who might have excessive absences early in the semester.

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 2016, there were 544 excessively absent students. Four hundred twenty-two of those students were minorities. Of those 422 minority students, 277 returned for classes in the spring semester of 2017.



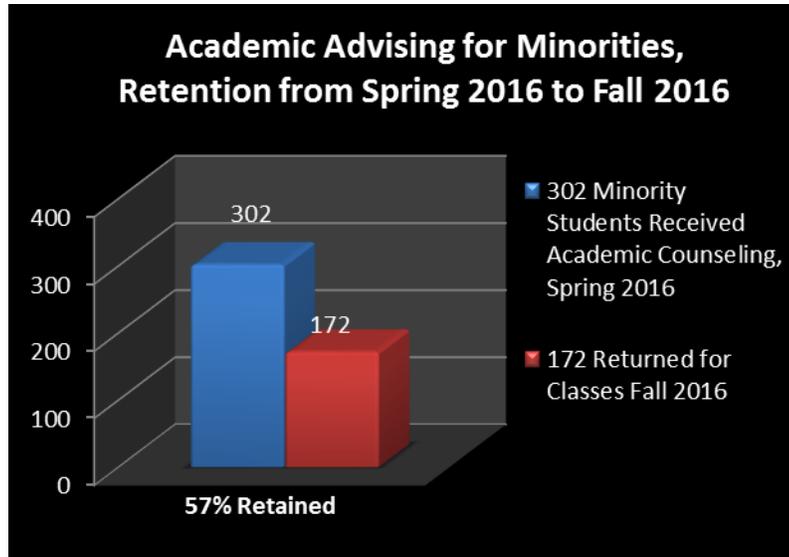
In the fall semester of 2015, there were 601 excessively absent students. Four hundred sixty-eight of those students were minorities, 287 students (61%) returned for classes in the fall semester of 2016.



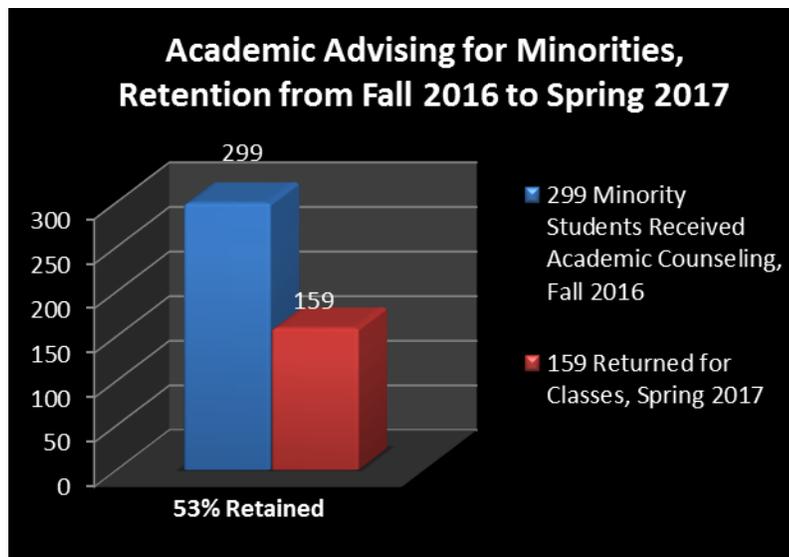
Objective III: To strengthen academic advising for minorities.

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

Status: In the spring semester of 2016, three hundred two minority students received academic counseling. Of those 302 students, 172 minority students returned for classes in the fall semester of 2016 (57%).



In the fall semester of 2016, two hundred ninety-nine minority students received academic counseling. Of those 299 minority students, 159 returned in the spring semester of 2017 (53%).

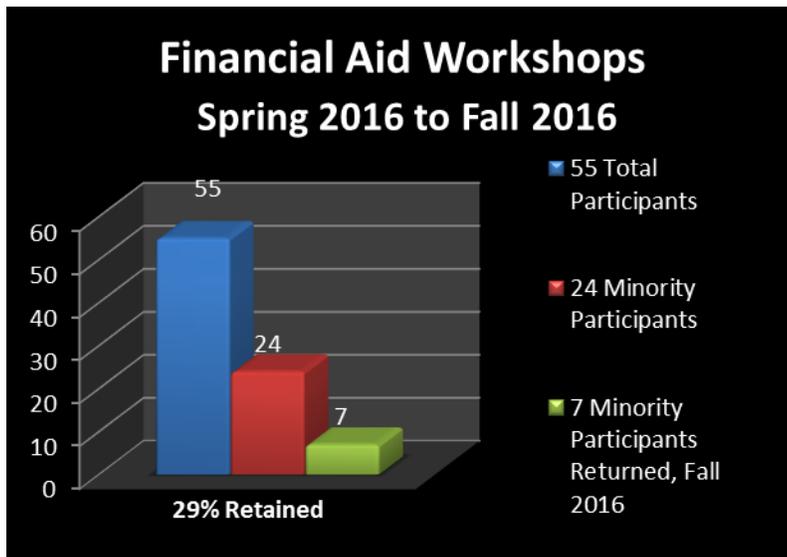


Objective IV: To remove financial barriers for minority students by providing assistance through federal, state, and institutional programs.

A. FINANCIAL AID WORKSHOPS

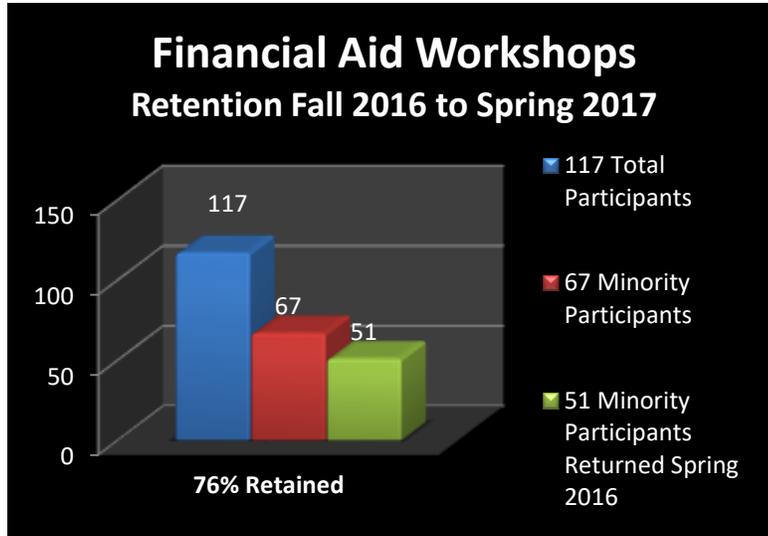
Success Indicator: At least 70% of minority students will be retained from semester to semester.

Status: During the spring 2016 semester, EACC provided four (4) financial aid workshops. Fifty-five (55) students attended and twenty-four (24) of those in attendance were minorities. Seven (7) minority students who attended financial aid workshops returned for classes in the fall 2016 semester for a retention rate of twenty-nine percent (29%*).



*Note: Retention rate does not include those who have graduated or successfully transferred to a four-year institution.

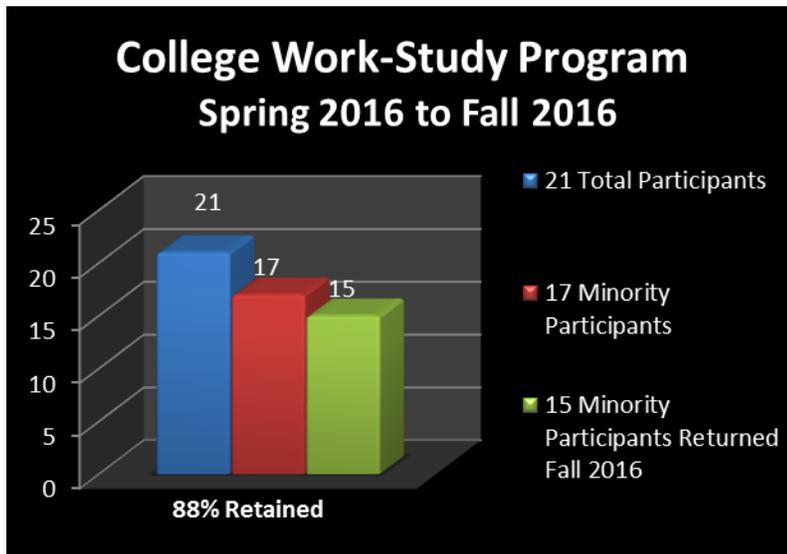
During the fall 2016 semester, EACC provided seven (7) financial aid workshops. One hundred and seventeen (117) students attended and sixty-seven (67) of those in attendance were minorities. Fifty-one (51) of the minority students who attended financial aid workshops returned for classes in the spring 2017 semester for a retention rate of seventy-six percent (76%).



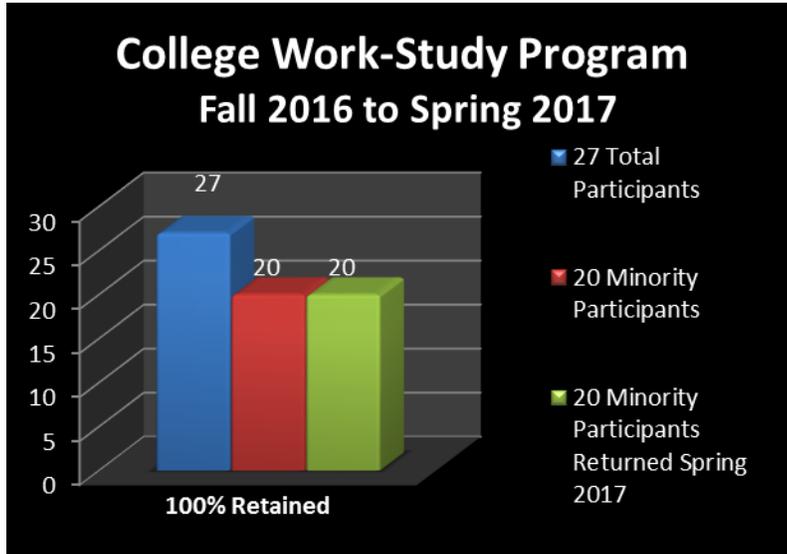
B. COLLEGE WORK-STUDY PROGRAM

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

Status: During the spring 2016 semester, twenty-one (21) students participated in the Work-Study program and seventeen (17) of these students were minorities. Of those seventeen (17) minority students, fifteen (15) returned for classes in the fall 2016 semester for a total retention rate of eighty-eight percent (88%).



During the fall 2016 semester, twenty-seven (27) students participated in the Work-Study program and were minorities. Of those twenty (20) minority students, twenty (20) returned for classes in the spring 2017 semester for a total retention rate of eighty percent (100%).

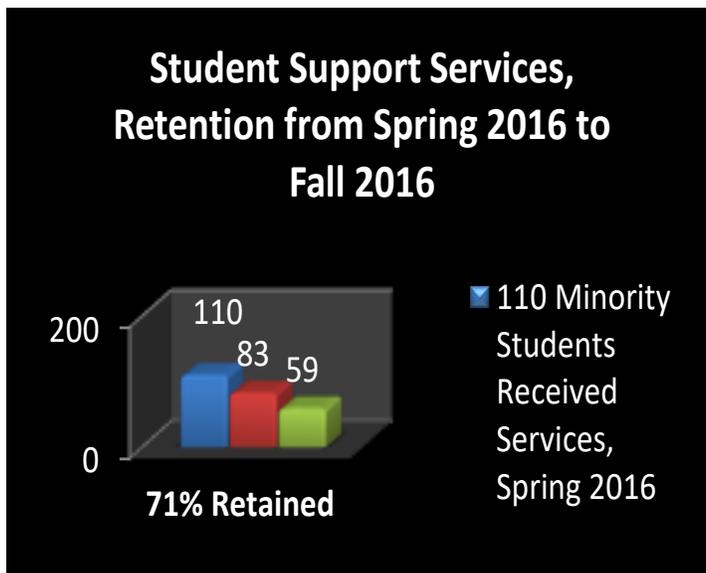


Objective V: To retain minority participants in the Student Support Services Program.

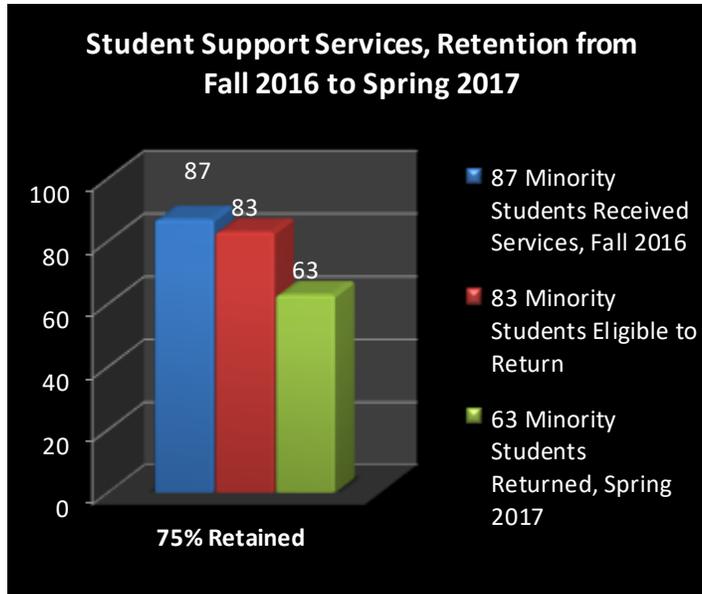
A. TO PROVIDE SUPPORTIVE SERVICES

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

Status: One hundred and ten minority students received Student Support Services during the 2016 spring semester. Twenty-seven of these students graduated in May 2016, leaving 83 eligible to return to EACC. In the fall of 2016, fifty-nine of the eighty-three re-enrolled for a retention rate of seventy-one percent.



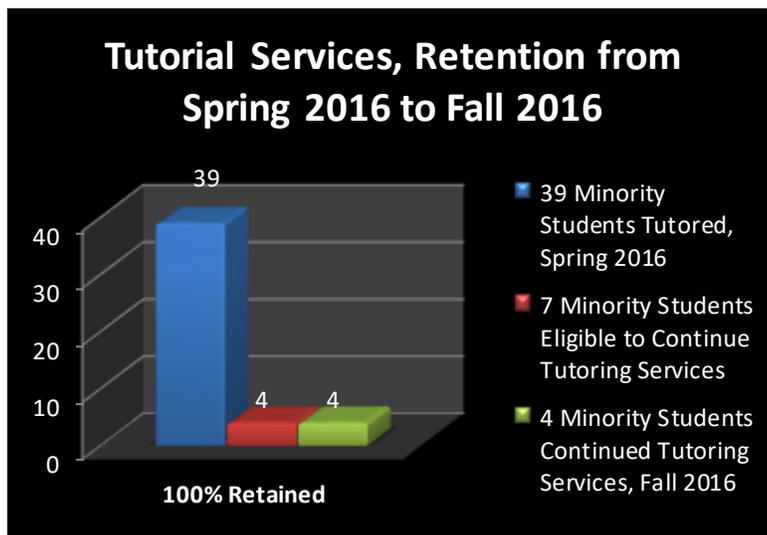
Eighty-seven minority students received services through Student Support Services during the 2016 fall semester. Four of these students graduated in December 2016, leaving eighty-three eligible to return. In spring 2017, sixty-three of those eighty-three eligible to return re-enrolled for a retention rate of seventy-five percent.



B. TO PROVIDE TUTORIAL SERVICES

Success Indicator: At least 70% of minority students in the Student Support Services Program will be retained from Spring to Fall semesters and 60% will be retained from Fall to Spring semesters.

Status: Thirty minority students were tutored during the spring 2016 semester. Twenty-three of these students received a passing grade in the subject area in which they received tutoring. Nineteen of these students graduated or did not re-enroll leaving four students eligible to receive tutoring services. In the fall of 2016, all four continued to receive tutoring services. One hundred percent were retained in the tutoring program



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

Status: For the fiscal year 2016-2017, one (1) minority employee was hired. They are still employed.

One minority was hired during the 16-17 fiscal year. She was hired into a faculty position. Eleven (11) employees terminated employment during the 2016-2017 fiscal year; 18% were minorities.

A. TO ADVERTISE JOB OPENINGS

Success Indicator: Graduating students will/may be interested in an entry level position by placing advertisements to reach prospective employees who do not subscribe to local newspapers.

Status: EACC tries to target minorities by sending job announcements to Historical Black Colleges and Universities (HBCU). We also advertise in newspapers that are delivered free to residents of St. Francis County and surrounding counties. The Employment Security Division receives copies of position announcements. All EACC job openings are listed on our website. At least seventy-five percent (75%) of the applicants viewed our website or listed an employee as their source for learning about job openings at EACC.

B. TO OFFER INCENTIVES

Success Indicator: EACC is working toward competitive salaries with area school districts; comprehensive benefits, and offers a cash award for Outstanding Staff and Outstanding Faculty Award.

Status: 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 2016-2017 academic year.

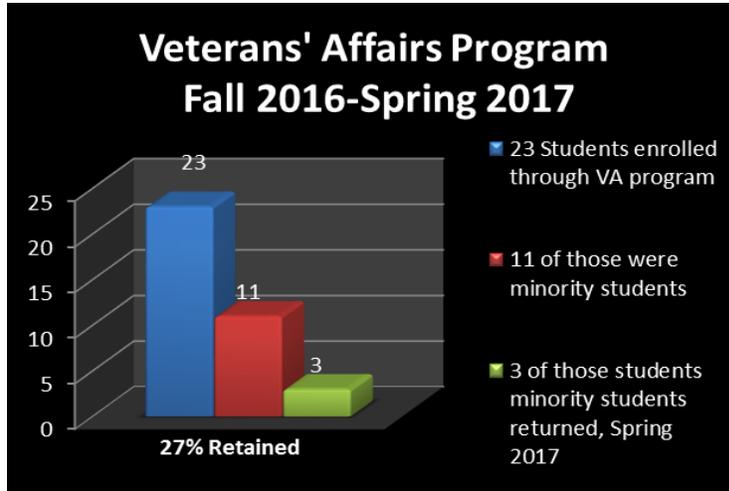
Number	Position Title
5	Administrative Specialist I
1	Administrative Specialist II
1	Director of Enrollment Management
2	Career Coaches
1	Coordinator of Student Support Services
2	Career Pathways Counselor
2	Counselors
1	Financial Aid Officer
1	Director of Physical Plant
3	Faculty
5	Institutional Services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

Positions held by minorities decreased 2.7% at East Arkansas Community College from the previous 2015-2016 academic year.

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

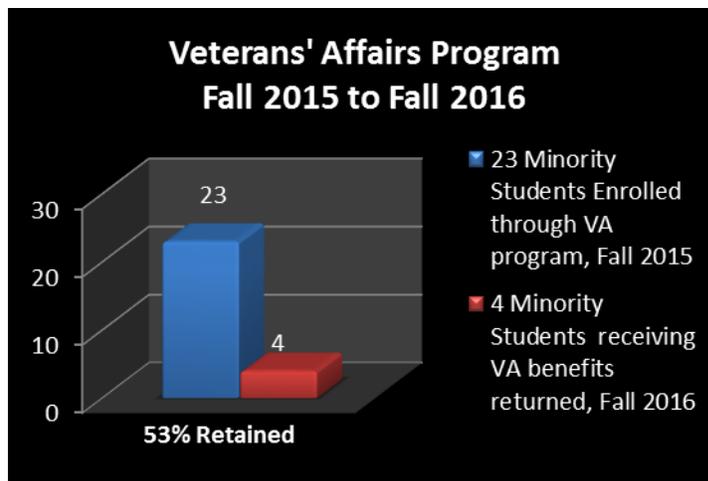
Success Indicator: To retain at least 65% of the minority students in the Veterans’ Affairs Program from the Fall to Spring semester.

Status: Fall 2016, there were twenty-three students enrolled receiving Veterans’ benefits. Of those, eleven individuals were minority students (47%). Of the eleven students enrolled Fall 2016, three minority students were retained to Spring 2017 for a retention rate of 27%.



Success Indicator: To retain at least 58% of the minority students in the Veterans’ Affairs Program from Fall to Fall.

Status: During the Fall 2015 semester, there were twenty-three students enrolled receiving Veterans’ benefits. Of those, twelve were minority students (52%). Of the twelve minority students enrolled in Fall 2015, four returned for the Spring 2016 term. Thus, 53% (4 of 12) of minority students receiving Veterans benefits were retained.

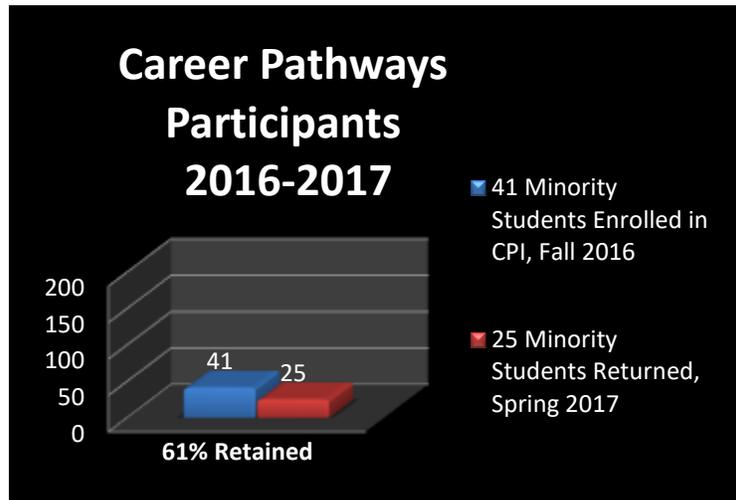


Objective VIII. To retain minority participants in the Career Pathways Initiative.

- A. To provide supportive services in the following areas: Academic Advising; Career Planning; and Mentoring Sessions.

Success Indicator: To retain 75% of Career Pathways minority students from fall to spring semesters.

Status: During Fall 2016, forty-one degree-seeking minority students were enrolled in the Career Pathways Initiative. Of those 25 (61%) were retained from Fall 2016 to Spring 2017. It should be noted that non-degree seeking students, including TEA clients, and graduates were removed from the cohort. 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 a career 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 2015 semester, seventy-four 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. After removing non-degree seeking, TEA, and graduated students, thirty-two minority students remained in the target cohort. Thus, 38% (12 of 32) of CPI minority participants were retained from Fall 2015 to Fall 2016.

**Minority Recruitment and Retention Report
North Arkansas College
2016-17**

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

2016-2017 Academic Year - Unduplicated Students

Race/Ethnicity	Count	Percentage
Minority	286	11.9%
Hispanic or Latino	154	6.4%
American Indian or Alaska Native	10	0.4%
Asian	13	0.5%
Black or African American	14	0.6%
Native Hawaiian or Other Pacific Islander	3	0.1%
Two or more	92	3.8%
White	2095	87.3%
Unknown / Refused to report	18	0.8%
Grand Total	2399	100.0%

**Number and position title of minority faculty and staff 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.**

	Employees during FY 2016- 2017	Current Employees - June 2017	New Employees for FY 2016-2017
Administrative Specialist II	2	2	1
Administrative Specialist III	1	1	
Chief Academic Officer	1	1	1
Division Chairperson	1	1	1
Faculty	5	4	1
Project Program Specialist	1	1	
Prov Social Svcs Worker	1	1	
Statistician	1	1	

Full-time Total	13	12	4
Extract Help	5	4	3
Adjunct Faculty	2	2	
Part-time Total	7	6	3

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

Full-time Faculty	Employees during FY 2016-2017	Current Employees - June 2017	New Employees for FY 2016-2017
Hispanic or Latino	1	1	
Black or African American	1		
Two or more races	3	3	1

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

Northark's current Strategic Plan, entitled "Northark's Vision 2020", Strategic Objective 2.3 states "Enhance Diverse experiences / Enhance experience with diversity." Some action steps are included below that address this objective.

Northark's student minority population has increased from 8.7% in 2014 to 11.9% in 2016.

- Bilingual recruiter
- Bilingual advisor
- Bilingual tutor
- Increased course offerings in Carroll County Center
- FAFSA assistance provided in Carroll County; Financial Aid Nights at Carroll County High Schools
- Hosted FAFSA/Application assistance in Carroll County
- Partner with Tysons to provide recruiting event
- Partner with Adult Education – ESL program
- Schedule one-on-one visits with parents and families
- Registration at Carroll County Center each semester

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

Northark uses intentional action to improve diversity in faculty and staff; 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. Northark believes that advertising in national publications and websites helps Northark reach a larger and more diverse pool of applicants.

Northark offers diversity training during formalized Search Committee training as well as informal training for members of Search Committees during actual searches for new employees. All employees must attend Search Committee training before they are eligible to serve on a search committee. 100% of full-time employees were initially trained in 2012 and a training session is scheduled at least once each year for newly hired employees. Diversity and the importance of intentionally searching for diverse employees is covered in the training sessions.

Initial Search Committee meetings held in preparation for hiring a new employee during FY'16-'17 start the session discussing the importance of recruiting diverse faculty and staff to: 1) enhance student experience with diversity while at Northark, 2) culturally improve our work environment to foster diverse ideas and improve innovation.

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. In an effort to improve 'appreciation for diversity' as this is one of the General Learning Outcomes for students at Northark, a guest speaker presented on the "Value of a diverse employee population" to the workforce during Convocation in August, 2015.

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.

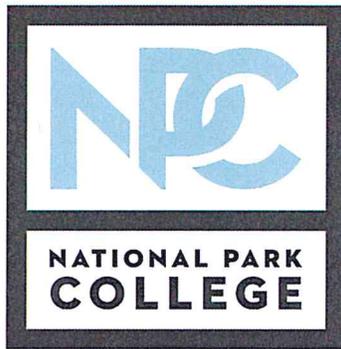
Northark's current Strategic Plan, entitled "Northark's Vision 2020", Strategic Objective 2.3 states "Enhance Diverse experiences / Enhance experience with diversity." Northark uses Personal Assessment of the College Environment (PACE) to survey and measure faculty and staff attitude and progress toward improvement. PACE uses a Likert scale of 1 (lowest) to 5 (highest). The strategic goal for "Northark's Vision 2020" is a PACE score for question #5 of at least 3.90. PACE Question #5 addresses diversity with the question "The extent to which the institution effectively promotes diversity in the workplace." Survey results over the last 3 years indicates gradual improvement, and shows attainment of the strategic objective in fall 2016. The score for PACE question #5 in 2014 - 3.62, in 2015 - 3.79, and in 2016 - 3.994.

In addition, the College uses:

- Skype/Technology access to advising and other student services from Carroll County Center – track the number of Skype sessions
- Increase Carroll County employer participation at annual job fair – track the number of employers in attendance

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

- Provide Skype training to advisors and Carroll County Center staff (Fall/Spring); use current technology and hardware; track the number of Skype sessions/survey participants for satisfaction
- Spring 2018 – invite more Carroll County employers to the annual job fair



Annual Minority Recruitment and Retention Report

2016-2017

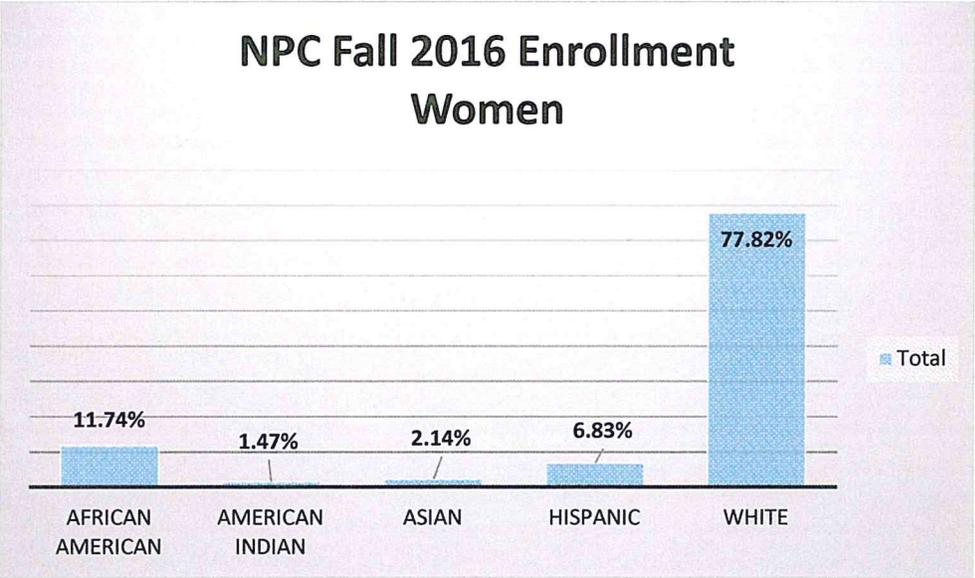
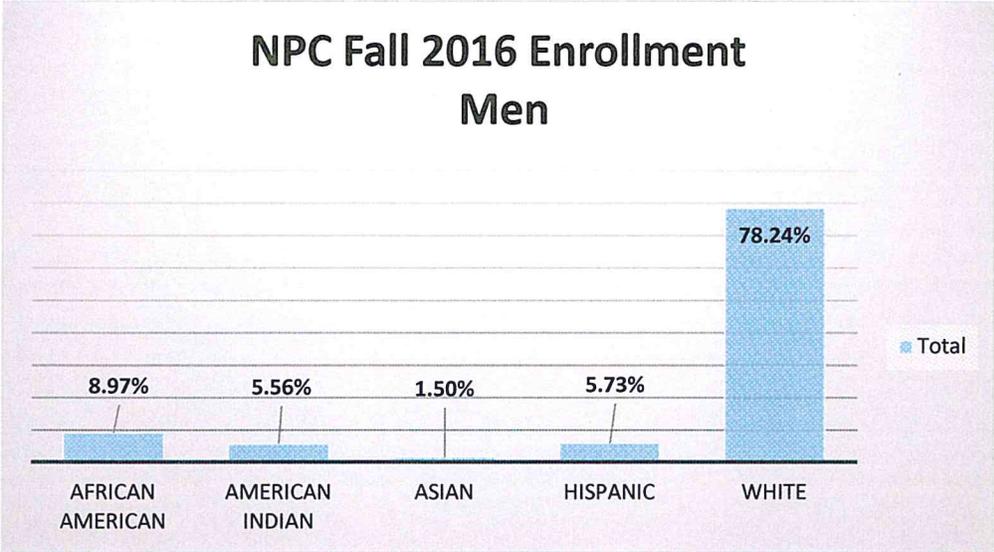
Student Measures

National Park College provides educational opportunities to its four-county service area, which 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 the fall of 2016, the college developed a cohort of students to track for the minority percentage. Now the college tracks underserved students who are minority, enrolled in at least one developmental education course, and receive Title IV funds. This is to help increase persistence and completion rates.

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 25% of the graduates for the 2016-2017 school year were minority students.

National Park College Enrollment Breakdown Fall 2016



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.

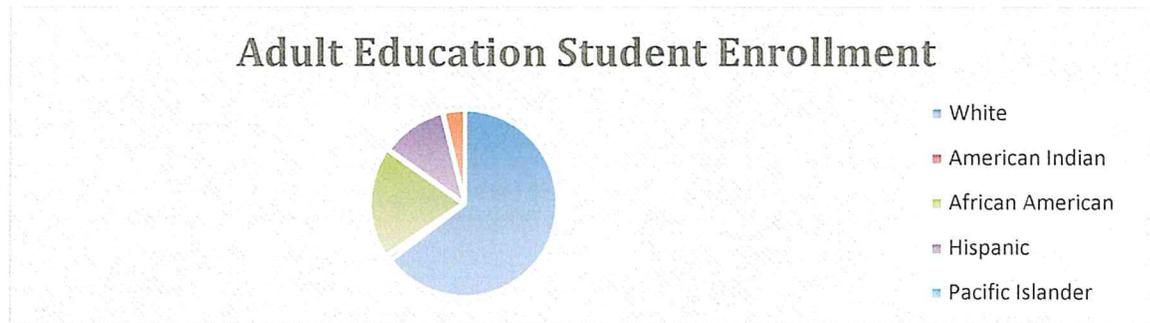
Career Pathways, is a grant program that provides participants with academic advising, mentoring, financial assistance (gas cards, lap top computers, books, and child care vouchers), and career advising. The goals of this program include student success, but also career and workforce placement.

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.



Financial Assistance for Minority Students

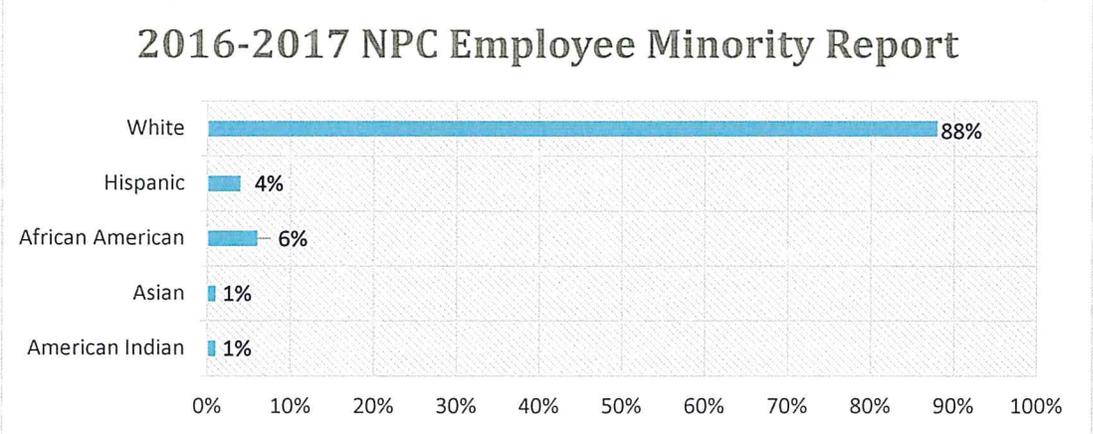
The majority of the scholarships awarded by National Park College are open for all students to apply. However, there are scholarships that specifically focus on diversity. The scholarships that are available to minority students are the Hovey Henderson Institutional Scholarship, AAUW Scholarship, and 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 participate in various campus and community organizations. Minority staff and faculty members are involved in and provide leadership on various campus committees such as hiring committees, faculty senate, and staff senate. Faculty and staff also serve as advisors for student groups. Specifically, faculty and staff can now join the Cultural Diversity Awareness Club (CDAC) as part of its membership. The CDAC added a third advisor and held a membership drive during the spring 2017 semester. Thirteen employees joined, along with 17 students.

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.



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

National Park College continues work to achieve the goals of its 2015-2020 Strategic Plan, which includes the initiatives of celebrating diversity on campus and eliminating barriers to student and employee success.



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

Academic Year 2016-2017

**Prepared in compliance with
Act 1091 of 1999**

Introduction

Northwest Arkansas Community College prepares all learners for success in a welcoming, supportive and open environment. We respect our differences and view them as strengths, which inspires us to develop our cultural dexterity and recognize the dignity inherent in every human being.

Diversity and Inclusion Vision Statement

NorthWest Arkansas Community College (NWACC) is committed to providing an environment in which every resident of our service area feels welcomed and supported, regardless of race or ethnicity or other factors that reflect the diversity of our community. The college strives to recruit and retain minority faculty and staff whose backgrounds and life experiences help them relate to our students. Our intention is to provide our students with opportunities to learn from and interact with faculty and staff who reflect the diversity of our region, thereby preparing our students for success, no matter where in the world their work takes them. When we have a diverse campus, we better equip our students to make valuable contributions in the workplace and in the community, whether they work in Northwest Arkansas or in other parts of the world.

To put this commitment to diversity and inclusion into action, NWACC 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 2016-2017 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 2017 semester was 2,180 individuals, a very slight drop when compared with the 2,185 minority students enrolled in the spring of 2016. Hispanic students, our largest minority population, comprised 16.2% of our total student population in the spring of 2017, with a total minority student population of 30.5%.

Table 1

Spring Headcount Comparison						
		Spring 2016		Spring 2017		
		Number	Percent	Number	Percent	Percent Change
Total Headcount		7,027		7,156		1.8%
SSCH		58,749		59,895		2.0%
FTE		3,917		3,993		2.0%
	Full-Time	2,146	30.5%	2,198	30.7%	2.4%
	Part-Time	4,881	69.5%	4,958	69.3%	1.6%
Gender	Male	2,982	42.4%	3,135	43.8%	5.1%
	Female	4,045	57.6%	4,021	56.2%	-0.6%
Residence	Benton County	3,852	54.8%	3,864	54.0%	0.3%
	Washington County	2,613	37.2%	2,631	36.8%	0.7%
	Other In-State	373	5.3%	438	6.1%	17.4%
	Out-of-State	189	2.7%	223	3.1%	18.0%
Tuition Status	In-District	2,975	42.3%	3,141	43.9%	5.6%
	Out-of-District	3,410	48.5%	3,342	46.7%	-2.0%
	Out-of-State	450	6.4%	445	6.2%	-1.1%
	Contiguous County	67	1.0%	59	0.8%	-11.9%
	International	125	1.8%	169	2.4%	35.2%
Ethnic Category	Hispanic or Latino	1,202	17.1%	1,156	16.2%	-3.8%
	Non-Hispanic Race:					
	Am Indian/Alaskan Native	137	1.9%	149	2.1%	8.8%
	Asian	210	3.0%	243	3.4%	15.7%
	Black or African American	170	2.4%	178	2.5%	4.7%
	Native Hawaiian/Pacific Islander	32	0.5%	18	0.3%	-43.8%
	2 or more races	175	2.5%	215	3.0%	22.9%
	Unknown	259	3.7%	221	3.1%	-14.7%
	Total Minority	2,185	31.1%	2,180	30.5%	

*does not include high school students

In examining data in Table 2, from Fall 2016 to Spring 2017, 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 illustrates that for the academic year just ended, the College retained Asian students at a higher rate (75%) than it retained students of any other race or ethnicity. Although the number of students from that category are low, the gains in retention are steady. During the past academic year, the overall retention rate from fall to spring was 69%, which is up 2% from last year.

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 2016 to Spring 2017																				
Returned	764	71%	87	71%	154	75%	96	61%	13	50%	2,712	69%	132	68%	177	80%	109	73%	4,244	69%
Did Not Return	317	29%	36	29%	51	25%	62	39%	13	50%	1,247	31%	62	32%	44	20%	41	27%	1,873	31%
Total / Percent of Total	1,081	18%	123	2%	205	3%	158	3%	26	0%	3,959	65%	194	3%	221	4%	150	2%	6,117	
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	

*Headcount without high school students

Source: Office of Institutional Research 6-7-17

Compiled from reports submitted to ADHE

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), now in its sixth year, is an educational empowerment program for area high school students. Eight currently-enrolled NWACC students apply and are selected to serve as mentors to students from area high schools. Although LIFE is not exclusive to only students of color, all of the current program mentors and the majority of the students identify as Hispanic. In the 2016-2017 academic year, LIFE mentors worked with high school students from thirteen area schools whose exposure to college may be limited to help them understand possibilities for postsecondary study. Most of these students will be first-generation college students if they choose to attend. The volunteer mentors spend between ten and twelve hours each in schools during the spring semester to present information about college, to recruit students to NWACC and the LIFE summer program, and to mentor them.

In addition to their time visiting high schools, 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 2017 program had 185 participants.

Sixty-one percent of the seniors who attended the summer 2016 program enrolled at NWACC for the fall 2016 semester, and 92% of them returned for the spring 2017 semester.

Eight-two percent of the seniors that attended the summer 2017 program enrolled at NWACC for the fall 2017 semester.

2017 Summer Program

Ethnicity	Applied	Attended
Native Hawaiian or Other Pacific Islander	18	2
Asian	5	2
Hispanic	269	176
African American	1	1
White	12	4
Total	305	185

Adult Education Program

The Adult Education Program at NorthWest Arkansas Community College, which is funded with \$949,999 in state fund and \$378,966 in federal funds, serves a diverse clientele in a variety of academic pursuits ranging from English language acquisition to GED preparation. The Adult Education Program has just completed its second year at the main campus. Graduating students receive a scholarship for a three hour course at the main campus upon completion of their program.

Minority Group	2016-17		
American Indian/Alaskan Native	18	Pacific Islander	20
Asian	113	Two or more races	48
African American	25	Minority Total	1117
Hispanic	961	White	515
		Grand Total	1632

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 (May 2014) 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-four new hires for faculty and staff in 2016-17. Of those, one HE Instructor Program Coordinator is Hispanic/Latino/Chicano and one part-time faculty member is Asian or Pacific Islander. Fourteen new employees declined to identify their race or ethnicity. The remaining twenty-eight employees are White, Non-Hispanic.

The data below reflects the racial and/or ethnic identities of the 70 minority employees among a total of 707 employees as of May 2017. Please note that eighteen employees declined to identify their race or ethnicity.

Minority Employees

American Indian/Alaskan Native (7)		Hispanic/Latino/Chicano (29)	
	Number		Number
Assistant Registrar	1	Academic Advisor	2
Faculty Part-Time	2	Administrative Analyst	1
Projects/Programs Admin	1	Assistant Registrar	1
Special Instructor	3	Director of Academic Advising	1
		Faculty Full-Time	2
		Faculty Part-Time	6
Asian or Pacific Islander (14)			
	Number		
Academic Advisor	1	HE Inst Prog Coord	1
Assistant Librarian	1	Human Resources Specialist	1
Faculty Full-Time	1	Maintenance Assistant	4
Faculty Part-Time	9	Projects/Programs Admin	2
Systems Coord Analyst	2	Prov Academic Advisor	1
		Prov Admin Spec III	2
		Prov Administrative Spec I	1
		Prov Project/Prog Admins	1
		Registrar	1
		Skilled Tradesman	1
		Special Instructor	1
Black/African Amer, Non-Hispanic (20)			
	Number		
Academic Advisor	1		
Assistant Librarian	1		
Chief Student Affairs Officer	1		
Faculty Full-Time	3		
Faculty Part-Time	11		
Legal Support Specialist	1		
Projects/Programs Admin	1		
Prov Administrative Spec I	1		

Full-Time Faculty by Minority Group

Minority Group	Number
Asian or pacific Islander	1
Black/African Amer, Non-Hisopanic	3
Hispanic/Latino/Chicano	2
Grand Total	6

Adjunct Faculty by Minority Group

Minority Group	Number
American Indian/Alaskan Native	2
Asian or pacific Islander	9
Black/African Amer, Non-Hisopanic	11
Hispanic/Latino/Chicano	6
Grand Total	28

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

Minority Group	Number
Asian or pacific Islander	1
Hispanic/Latino/Chicano	1
Grand Total	2

The total number of minority employees at NWACC increased from 2016 to 2017, although the number of full-time faculty decreased, the adjunct faculty who identify as racial or ethnic minorities more than doubled. Full-time faculty went from ten in 2016 to six in 2017, and adjunct faculty increased from twelve in 2016 to twenty-eight in 2017.

Minority Recruitment & Retention Report
and
Ozarka College Five Year Plan
(2012-2017)



Minority Recruitment and Retention Annual Report
 Ozarka College
 June 2017

Minority demographics for Ozarka College for 2016-2017 include the following:

Student Population

American Indian/Alaskan Native	12	0.76%
Asian	6	0.38%
Black/African American	27	1.70%
Hispanic/Latino	28	1.76%
Pacific Islander/Hawaiian Native	4	0.25%
Total Minority	77	4.85%

Full-Time Faculty

American Indian/Alaskan Native	1	2.56%
Total Minority	1	2.56%

Adjunct Faculty

Minority	0	0.00%
Total Minority	0	0.00%

Full-Time Faculty and Staff

American Indian/Alaskan Native	2	1.71%
Total Minority	2	1.71%

The Ozarka College minority demographics show an increase of 150 percent for its student indicator from the previous reporting year. Asian, Black and Hispanic student population increases drove the overall increase in minority student numbers. The data also indicate a decrease in the number of minority adjunct and full-time instructors used by the College. During this reporting period the College had several full-time faculty members leave or retire who were not replaced due to budget constraints. The College was able to hire an additional full-time minority staff member during the reporting period which resulted in a slight decrease of 0.01 percent in total minority staffing compared to the previous year.

The student service area percentage goal of 3.5 percent was exceeded with a 4.85 percent student minority for 2016-2017. This percentage is a significant increase compared to 3.24 percent in 2015-2016 and to the 3.0 percent listed in the 2014-2015 report. This increase was driven by the rising Black/African American and Hispanic/Latino student populations that are attending Ozarka College campuses in increasing numbers.

Minority Recruitment and Retention Annual Report Ozarka College June 2017

The 1.71 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 full-time faculty percentage of 2.56 is above the College benchmark of greater than one percent but below the service area minority percentage of 3.5. The College may desire to expand use of minority employment advertisements beyond what was done during this reporting period to seek qualified minority applicants. The 3.5 percent service area minority population data used at the beginning of this five year report cycle has not changed substantially from the data obtained in 2012. Data downloaded from <https://suburbanstats.org> for this report reveal that for 2016-2017 the minority population in the Ozarka College service area of Fulton, Izard, Sharp and Stone counties in Northcentral Arkansas was 3.57 percent or 0.07 percent greater than the data that were used in 2012.

Not reported in these data but whom are significant minority resources are two part-time employees who are Hispanic (1) and American Indian (1). The part-time Hispanic employee is a career coach at a high school in our service area. The other minority part-time employee is a tutor in our student success center.

Based on current developments, Ozarka College will continue with its present endeavors. The College increased efforts to systematically reach out to students in a wider variety of formats to help increase student enrollment. The increase in minority student enrollment is attributed to this more aggressive student contact effort and will be continued. The College also advertised open positions in more widely read sites than had been done in the past. Faculty positions were advertised in the Chronicle of Higher Education, Indeed, Climbt350, HigherEdJobs, Dice, Jsfirm, University Aviation Association, the American Culinary Association and other specialty venues to gain greater national exposure. As a result of this endeavor, a Chef from Maryland was hired, a flight director from Arkansas and a flight instructor from Kansas were hired. This effort enabled the College to meet or exceed all College established benchmarks in student and faculty/staff diversity. However, the College will continue efforts to increase student diversity and will also seek to increase greater diversity among the full-time staff by continuing broader position advertisements.

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. In the 2016-2017 academic year, the Ozarka College Culinary Arts program incorporated different cultural/ethnic foods as menu items available in the Culinary Café on the Melbourne

campus as a component of the International Day events. In addition, efforts were made to incorporate some of these food offerings (non-perishables) during International Day hosted on the different campuses of Ozarka College. This strategy will continue to play a role in making Ozarka College more culturally and ethnically diverse.

Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College minority student enrollment showed a significant increase of 1.61 percentage points (3.24 percent to 4.85 percent) for its student indicator from the AY 2015-2016 report. This increase, we believe, is partially the result of a much more aggressive student outreach effort by student services personnel, academic personnel and faculty advisors. Also greater emphasis has been placed on more intrusive advising to get and keep students enrolled in the College.

Minority representation among full-time faculty and staff decreased slightly from 1.72 percent during the 2015-2016 academic year to 1.71 percent during the 2016-2017 academic year. We feel that this is largely due to the College decision not to fill a variety of vacant positions in the faculty and staff that came up during the last two academic years. However, this level of minority representation at the College remains above the established benchmark goal.

All advertisements for positions actively encourage minority application. Minority read publications are selected when appropriate for broadening the selection pool. More regional and national publications have been used for advertising of positions with the intent of attracting qualified minorities to apply for the positions.

Five-Year Minority Recruitment and Retention Plan

2012 -2017

(Revised: June 2017)

Introduction/Background

Ozarka College has a service area that is largely rural and Caucasian. The minority population of the four county service area averages approximately 3.5 percent. Student minority enrollment was 4.85 percent for the 2016-17 academic year an increase of 1.61 percent over the previous year. 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. This also poses a problem in recruiting qualified faculty and staff to the region. 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 only one full-time faculty member who has minority status as an Alaskan Native. There is one staff member currently holding minority status as a Native American. Though these percentages are low compared to the state and nation, these percentages are representative of the Ozarka College 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 2017)

Strategy 1: Recruiting utilizing program events

Action: Continue to utilize competitive events in Culinary, Nursing, Automotive and other appropriate programs to increase Ozarka's visibility to potential minority students and to open communications for potential applications.

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 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.

Five-Year Minority Recruitment and Retention Plan

2012 -2017

(Revised: June 2017)

2. A full-time 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 read 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 one percent below the target goals, the 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 Vice President of Student Services 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 percentages have been stable, so any fluctuation should be monitored. Hispanic, Black and Asian percentages have increased during the past year. These will continue to be monitored to ensure that the increases in enrollment within these minority groups are not lost.



PHILLIPS COMMUNITY COLLEGE OF THE
UNIVERSITY OF ARKANSAS

MINORITY RECRUITMENT AND RETENTION
ANNUAL REPORT
06/30/2017

Deborah King, Ed.D.

Minority Recruitment and Retention Annual Report
PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

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

Using multiple characteristics for disaggregating and analyzing data has been very important to the PCCUA Data Team. Concerns related to race, gender, and socio-economic level and identifying strategies which seem to facilitate learning have been important to the student success efforts of the College. Data serves as a primary source for informing decision making. Performance outcomes are critical to self-assessment of student success progress. In addition, the College also has numerous initiatives which require the reporting of specific outcomes using disaggregated data such as Career Pathways, Working Family Success Network CC, and Academy of College Excellence (ACE). All College initiatives are aligned and address goals within the Strategic Plan. All of these initiatives are tied to removing obstacles to student success. These goals include the following:

1. Support for Student Learning,
2. Development for Faculty and Staff,
3. Implementation of Processes and Practices for Budgeting and Planning,
4. Development of Distance Learning Opportunities,
5. Development and Support of Emerging Technologies (responding to ever Changing technology),
6. Confirmation and Expansion of Industry, Business, and Community Partnerships.

The Phillips students often face multiple obstacles to success such as poverty, under-preparedness, under-representation. In an effort to remove the obstacles, the College has multiple student support initiatives. The high risk factors previously mentioned are reflected in the student population the College serves. PCCUA is composed of 49.5 percent white, 45 percent African-American, and 2.8 percent Hispanic, 1% other populations, and 1.5% unknown. Females comprise 61.7 percent of the student population and males comprise 38.9 percent of the student population. (See Table 1: PCCUA Student Demographics).

Table 1: PCCUA Student Demographics

Student Ethnicity	Fall 2016			Spring 2017			Undup. Fall and Spring Total
	Male	Female	Total	Male	Female	Total	
Race/Ethnicity							
Asian	1	6	7	1	5	6	7
Black	278	494	772	204	386	590	889
Hawaiian/Pacific Islander	0	0	0	0	0	0	0
Hispanic	21	33	54	13	23	36	57

Am Indian	4	3	7	3	2	5	7
White	371	527	898	298	395	693	978
Two or more races	2	4	6	1	3	4	6
UK	2	1	3	12	18	30	31
Total	679	1068	1747	532	832	1364	1975

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

PCCUA’s student population is bi-racial not really multicultural. This student demographic makes it very important to recruit and retain good African American role models in administrative, faculty, and staff positions. However, recruiting African-American applicants for jobs in the communities PCCUA serves is sometimes challenging. The student population is high needs and high risk reflecting underprepared for college, first generation college, low incomes, and other characteristics which are most common with the under-resourced student. The student population mirrors the communities’ social demographics. That along with other issues such as lower salaries, PCCUA faculty and staff salaries tend to be low, make seeking employment at PCCUA less attractive than colleges located in urban areas. One strength PCCUA has is its ability to retain those we do hire. In spite of challenges PCCUA does face, the College makes every effort to advertise positions in newspapers, magazines, and on-line. In addition, we advertise in newspapers and magazines designed for African-American audiences. Perhaps our best infrastructure development has been to recruit employees who demonstrate advancement performances. The College has embraced professional development and on-going college education opportunities and most who are hired here know our advancement opportunities are excellent.

This year PCCUA conducted a Faculty Equity study which resulted in numerous faculty salary adjustment across all divisions. This effort, in addition to a 2% across the board raise for faculty and professional staff has resulted in a more positive attitude about the salary issues.

Some faculty positions are designated as “hard to hire” positions and have an additional \$8,000 added to the base. These include all Allied Health faculty and math faculty with a masters in mathematics degree. Pay differentials are very important in the effort to recruit new faculty in hard to hire disciplines such as math and nursing. It is extremely difficult to find minority faculty in nursing, math, and science and minority faculty comprise only 13.2% of the instructors employed. (See Table 2: Minority Faculty and Staff).

Table 2: Minority Faculty and Staff

Year	Minority Faculty	Minority Staff
2014-15	10	58
2015-16	8	55
2016-17	9	68

Note: all faculty are instructors, there are no position titles for faculty. Staff are classified as professional staff (administrators), and classified staff.

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

All but one minority faculty are African-American. The one non-African-American minority faculty member is a Hispanic male. There are no faculty rankings and all faculty are categorized as instructors. (See Table 3: Faculty and Staff).

Table 3: 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
2016-2017	9	59	68	140	199

IV. Number of minority adjunct faculty who currently work at the institution.

PCCUA has forty-one (41) adjunct faculty who teach at least one course throughout the course of four academic terms (fall, spring, summer 1, and summer 2). This year PCCUA had only white and African-American adjunct instructors. That demographic does change occasionally but the College is largely bi-racial in its adjunct instructor composition. (See Table 4: Adjunct Faculty).

Table 4: Adjunct Faculty

Adjunct	Male	Female
African-American	4	6
White	8	23

Note: one African American male instructor was advanced to a 60% fully benefitted teaching position during the course of the year and will be full time next year.

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

PCCUA hired ten new employees this year. Of that group, three staff members are African-American and one is white, one is male and two are female. The College hired four new professional staff. Of that group, two new program directors were African American and two were white, one was a male and the other three were female. PCCUA hired two new

instructors, both were male and one was African-American and one was white. The College also hired one clinical instructor who is an African-American female. (See Table 5: Minority Faculty and Staff Hired this Year).

Table 5: Minority Faculty and Staff Hired This Year

Position	Ethnicity		Gender	
	African-American	White	Male	Female
Faculty-instructor	1	1	2	0
Clinical Instructor	1	0	0	1
Professional Staff	2	2	1	3
Classified Staff	2	1	1	2
Total	6	4	4	6

Note: There are no other ethnic groups represented for the new hire population of ten new employees.

Professional Staff Position Titles:

- 1 African-American Female-Gear Up Program Director
- 1 White Male-Director of Workforce Training
- 1 African-American Female-Career Coach
- 1 White Female-Gear Up Program Director
- 1 African-American Clinical Instructor

Instructors

- One White Male
- One African-American Male

Classified Staff

- Custodial Worker (One White Female)
- Administrative Specialist (One African-American Female)
- Equipment Operator (One African-American Male)

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

Recruitment and retention are the highest priorities at the College. Fall of 2016 reflected an increase in enrollment number.

Table 6: Enrollment by Headcount and FTE

Year	Headcount (unduplicated)	FTE
2014-15	2281	986
2015-16	2126	942
Term		
Fall 2015	1661	
Fall 2016	1747	

The College’s retention is at 65% and this may be the highest rate we have ever had. Our completion rate is 29% at 150% time. This is very good for PCCUA. Typically, few students complete on time because of the high remediation rates at the College so 150% time is typical. Connected to the retention efforts, the College’s data reflects success for students completing math gateway courses which the institution has identified as College Algebra or Tech Math. Student data showed a significant overall success rate for completion of math gateway courses. The College data also showed improvement for gender and ethnic groups. However, there is still a large gap for math gateway completion between students who are white and those who are African-American. This will be a goal for next year’s student success work. (See Table 6: Gateway Performance in Math and English)

The College data reflects success with completion of English gateway classes. There is overall improvement with all groups in English gateway completion. There is a gap between white students and African-American students but it is not as great a gap as seen with the completion of math gateway courses. (See Table 6: Gateway Performance in Math and English).

Pell recipients have shown a remarkable improvement in completion of both math and English gateway courses. The Goal Team, a group which reviews and analyses data before it is shared with others at the College, believe this data reflects the Working Student Success Network (WSSN).

PCCUA has increased retention rates. The Fall-to-Spring retention rates showed improvement in males and females and in between whites, African-American students, and the very small number of students from other ethnic groups. The gap between African-American and white students has been greatly reduced. Additionally, retention among students receiving Pell also showed much improvement. The annual retention for Fall-to-Fall, showed improvement by all groups based on gender, race, and Pell participation. (See Table 7: Fall-to-Spring and Fall-to-Fall Persistence).

Table 7: Gateway Performance in Math and English

Math Gateway Courses	Cohort											
	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	in Cohort	Successful	Successful									
Overall	170	33	19%	144	37	26%	132	52	39%	139	56	40%
Gender												
Female	117	23	20%	95	27	28%	97	37	38%	78	31	40%
Male	53	10	19%	49	10	20%	35	15	43%	61	25	41%
Race/Ethnicity												
White	71	21	30%	60	20	33%	64	29	45%	60	38	63%
Black	97	11	11%	76	15	20%	65	21	32%	73	17	23%
Hispanic			-	5	2	40%	3	2	67%	3	1	33%
Pell Recipients	142	23	16%	121	27	22%	104	38	37%	109	36	33%

English Gateway Courses	Cohort											
	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	in Cohort	Successful	Successful									
Overall	155	82	53%	128	75	59%	130	77	59%	124	76	61%
Gender												
Female	103	56	54%	88	55	63%	93	57	61%	73	44	60%
Male	52	26	50%	40	20	50%	37	20	54%	51	32	63%
Race/Ethnicity												
White	74	46	62%	59	34	58%	63	49	78%	54	44	81%
Black	79	35	44%	64	39	61%	64	25	39%	64	29	45%
Hispanic			-	4	2	50%	3	3	100%	3	2	67%
Pell Recipients	130	66	51%	108	60	56%	105	55	52%	97	52	54%

Table 8: Fall-to-Spring and Fall-to-Fall Persistence

Fall-to-Spring Persistence	Cohort											
	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	in Cohort	Still Enro	Still Enro	in Cohort	Still Enro	Still Enro	in Cohort	Still Enro	Still Enro	in Cohort	Still Enro	Still Enro
Overall	226	156	69%	178	142	80%	162	130	80%	157	128	82%
Gender												
Female	148	103	70%	115	92	80%	118	100	85%	90	73	81%
Male	78	53	68%	63	50	79%	44	30	68%	67	55	82%
Race/Ethnicity												
White	124	87	70%	97	71	73%	100	81	81%	84	74	88%
Black	142	93	65%	118	95	81%	97	74	76%	97	71	73%
Hispanic	0		-	7	5	71%	3	2	67%	4	3	75%
Pell Recipients	183	129	70%	144	115	80%	127	99	78%	121	97	80%

Fall-to-Fall Persistence	Cohort											
	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	in Cohort	Still Enro	Still Enro	in Cohort	Still Enro	Still Enro	in Cohort	Still Enro	Still Enro	in Cohort	Still Enro	Still Enro
Overall	226	108	48%	178	97	54%	162	96	59%	157	99	63%
Gender												
Female	148	74	50%	115	63	55%	118	69	58%	90	59	66%
Male	78	34	44%	63	34	54%	44	27	61%	67	40	60%
Race/Ethnicity												
White	124	60	48%	97	46	47%	100	60	60%	84	57	68%
Black	142	63	44%	118	67	57%	97	50	52%	97	51	53%
Hispanic	0		-	7	3	43%	3	1	33%	4	3	75%
Pell Recipients	183	86	47%	144	78	54%	127	76	60%	121	73	60%

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.

PCCUA is a Working Student Success Network College. Strategies used for this and the Guided Pathway initiatives have had a tremendous impact on the College’s focus on providing quality support to the students it serves.

Financial and Career Coaching Using the Coaching Model

PCCUA provide on-going training for financial and career coaches. Many of our students are under-resourced so coaching has been helpful in encouraging students with staying in school and making sure financial stresses are reduced. PCCUA has developed and implemented tracking for the student experiences related to financial and career coaching.

Technology Support

The College has organized a systematic plan for tracking and analysis of all data. This has increased the number of people engaged in data discussions, allowed the College to train more faculty, advisers, and coaches about entering and retrieving student information, and helped the College develop a schedule for data sharing and discussions. We are able to use data to inform decisions more effectively than ever before.

Development and use of the Individual Career Plan with Focused Advising

Students entering PCCUA complete an Individual Career Plan (ICP). This is a guided pathway which helps students identify a major, enter a degree plan, and stay on track to completion. This has been implemented across the entire college. In addition, we have focused on organizing, training, and using advisors for intentional and purposeful advising.

Career and Academic Mapping

PCCUA has developed and implemented the use of clear and student friendly academic maps/pathways. These incorporate the map into the Individual Career Plan (ICP). This has been extremely helpful to students.

Clothes Closets and Food Pantry

a clothes closets and food pantry has been established on each of the three PCCUA campuses.

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

Timeline

Student Activity 2017-18 Academic Year No specific Dates (work will continue throughout the year)	Date	Designated Area
Individual Career Plan (ICP) and Academic Mapping All students entering PCCUA will complete an Individual Career Plan (ICP) which will provide a clear and	Fully Implemented Data reflects	Academic Advising, College CORE Team

understandable map for advancing through the student selected certificate or degree program.	Improvement in retention	
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.	Fully Implemented Student Success/Core Team	Student Success Coaches
Virtual Career Center This virtual center includes much career information, an informal career interest assessment developed by the Director of IR, and a career cluster information wheel. http://www.pccua.edu/academics/career_cluster/	Fully Implemented	Director of IR Deans/Chairs
Intentional Advising The Student Success Coach will assist advisors with early intervention efforts. The advisor, coach, and instructor will make every effort to ensure that a student (s) seeks and receives academic assistance in courses where the student is not experiencing success.	Fully Implemented Advisors Continue Training	Advisors/ Student Success Coaches
Tutoring-Learning Labs New multi-purpose lab designed for student tutoring, career exploration, wiring, and academic support	Fully Implemented Continuous Adaptation	Tutoring Services
Orientation PCCUA provides mandatory face to face and on-line orientation	Implemented	Orientation Committee and Student Success Team
Increase Technology and 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. DIR
Faculty and Staff Recruitment and Retention	Date	Designated Area
The College will recruit qualified applicants for minority positions.	Ongoing	HR
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	Ongoing	All Departments and Divisions

advancement and are willing to do the work necessary to advance.		
An effort will be made to fill positions of minority employees leaving with minority new hires.	Ongoing	All Departments and Divisions

Budget

Activity	Implementation	General Estimated Costs
Career Placement and Mapping (ICP)	Ongoing	\$ 6,000
Career and Financial Coaching	Fall and Spring Semesters	\$ 18,000 (\$750 per coach per semester x 12 coaches each semester)
Virtual Career Center	Continuous	\$ 3,000
Intentional Advising	Ongoing	\$45,000 (\$1,500 x 2 semesters x 15 non-professional advisors)
Learning Lab-Tutoring	August-July, 2018	\$ 52,000
Technology and Research	Ongoing	\$ 15,000
Faculty Staff recruitment	Ongoing throughout the Year	\$ 20,000
Orientation-mandatory for all students	August 16-172017	\$20,000 (budgeted)
On-line Orientation	August 21 & 22, 2017 January TBA	\$3,000
Estimated Total		\$182,000.

UA-Pulaski Technical College
Minority Recruitment and Retention
Annual Report on Implementation for 2016-2017

Introduction and Background

UA-Pulaski Technical College (UA-PTC) is committed to enhancing the recruitment and retention of minority students, faculty, and staff. In compliance with Arkansas Act 1091 of 1999, the purpose of this document is to devise strategies, measures of effectiveness, and budgets for minority recruitment and retention. This plan represents an update to the ongoing process of minority recruitment and retention planning that began in 2000 after the passage of Act 1091 of 1999.

Definitions

For purposes of this plan, the term “minority” refers to African Americans, Hispanic Americans, Asian Americans, Hawaiian/Pacific Islanders, and Native Americans. Throughout the plan, the names of racial groups have been truncated to black, Hispanic, Asian, Pacific Islanders, and Native American, and it is assumed that all members of these groups are Americans. Non-American students are referenced as “Non-Resident Aliens” and are not coded by racial category or included in the racial analysis discussed herein.

UA-Pulaski Technical College continues to implement the collection of new racial and ethnic codes based upon federal and state requirements for its student population on the application for admission of new and transfer students.

Responsibility for Implementation and Reporting

Responsibility for plan implementation has been assigned to the Vice Chancellor for Student Services (for student recruitment and retention), the Provost (for faculty retention), the Associate Vice Chancellor for Human Resources (for staff retention and recruitment), and the Associate Vice Chancellor for Public Relations and Marketing (for all UA-PTC marketing and publications). The Office of Human Resources will prepare plan updates and annual reports on the plan’s progress.

Student Data Analysis

Recruitment and Enrollment

UA-Pulaski Technical College experiences high volume in minority admission applications and subsequent enrollment. Exhibits A-1 and A-2 in the Statistical Appendix display numbers related to UA-Pulaski Technical College enrollment. African American students continue to comprise the largest racial/ethnic demographic among applications for admission and enrollment.

Goals and Objectives for Minority Student Recruitment and Retention

Goal 1 for Student Recruitment and Retention: UA-Pulaski Technical College will continue marketing the College to various audiences via diverse media and methods in order to recruit new students.

Strategies: UA-Pulaski Technical College will continue our diverse marketing strategy. UA-PTC markets the College through a variety of methods, including television advertising, radio advertising, print media advertising, the internet and social marketing, and mass mailings. In addition to running ads in major media outlets, the College also advertises in broadcast and print media that are geared toward African-American and Hispanic clientele such as Hola! Arkansas and Power 92 Jam.

Indicators of Effectiveness: UA-Pulaski Technical College will continue to monitor demographic statistics pertinent to our enrollment and service area population in order to select the best avenues for advertising. The College will work with media outlets to select proper times and formats for such advertising. Where applicable, surveys may be done to research how new enrollees at UA-PTC first heard about the College.

Timeline: Ongoing.

Status Report: The College continues to market itself in many minority venues, including media markets with high African-American demographics. See the budget section of this report for actual expenditures.

Goal 2 for Student Recruitment and Retention: UA-Pulaski Technical College will provide effective and efficient admissions and enrollment services.

Strategies: UA-Pulaski Technical College will provide adequate professional support at all locations for the admissions and enrollment process. Admissions and enrollment staff will collaborate with other college staff and programs to enhance student recruitment and retention. As a comprehensive strategy, such professional support benefits the entire campus community as well as the growing minority student population.

Indicators of Effectiveness: The College will continue to monitor demographic data of applicants, students who follow through with enrollment and the general service area populations. Again, UA-PTC expects to maintain or increase minority application and enrollment at rates higher than the general population. When applicable, the College will survey to evaluate the effectiveness of such services

Timeline: Ongoing.

Status Report: African American continues to be the largest racial/ethnic group among applications for admissions and enrollment at PTC. See Exhibit A in the Statistical Appendix.

Goal 3 for Student Recruitment and Retention: UA-Pulaski Technical College will maintain and revise as needed student orientation services.

Important factors in minority student retention are ensuring that students are knowledgeable about the support services available to them and that they have good study habits. Solid orientation information at the beginning of a new student's experience theoretically would give him or her initial information about his or her college career, and a first-year experience course would reinforce such information and fill in any gaps that need addressing. Toward that end, UA-PTC will continue to take the following actions:

(a) *New Student Orientation:* New student information is commonly utilized by colleges and universities in order to familiarize new students with the following information: introduction to college life, campus policies and procedures, academic curriculum, financial aid, introduction to college staff, and a campus tour. UA-PTC now requires all first-time entering and transfer, degree seeking students to attend an advising appointment prior to enrollment. At this appointment, students are given the UA-PTC New Student Guide.

(b) *College Seminar Courses:* In previous years, College Seminar has been required of all degree-seeking students whose test scores require them to take two or more developmental (remedial) courses at UA-PTC. College Seminar is now required of all first-time entering, degree-seeking students regardless of developmental needs. Students may take the course of their choice based on their degree plan.

College Seminar - provides students with the following information: time management skills, discovering learning style, diversity, stress management, career planning, note-taking and study strategies, test-taking skills, computer skills, listening skills, and decision making skills (especially in reference to future educational planning).

Strategies: UA-Pulaski Technical College will continue to expand and market services that support new student success. The College will also place degree-seeking students into College Seminar. As a comprehensive strategy, such student services benefit the entire campus community as well as the growing minority student population.

Indicators of Effectiveness: Statistics regarding completion of all new student requirements and subsequent retention and College Seminar and enrollment, grades, and assessment of student learning outcomes will be continuously monitored.

Timeline: The new student programs currently tracks demographics and student evaluations to monitor program effectiveness. Additional assessment methods are being developed to track all orientation participants through College Seminar and beyond.

Assessment of student learning in College Seminar is expected to be conducted in fall and spring semesters, and course learning objectives are updated annually based upon the assessment results.

Status Report: New student advisement is now required for all first time entering freshman and transfer students that are degree-seeking. As a part of the new student process, students are required to schedule an appointment with the advising department.

Goal 4 for Student Recruitment and Retention: UA-Pulaski Technical College will maintain student counseling and academic advising services to aid in the retention of students.

Another important factor in minority student retention is student selection of the appropriate courses and programs in relation to their interests and educational preparation. Toward that end, UA-PTC has taken or will take the following actions:

(a) *Placement Testing:* UA-PTC has a comprehensive placement testing program that enables the College to place students in the appropriate level of courses based upon their educational preparation. In accordance with Arkansas law, all students enrolling in college-level mathematics or English will be tested for placement purposes. Students failing to achieve designated scores on the various components of the ACT or ACCUPLACER tests will be required to complete developmental education courses with a passing grade. Placement testing is offered at both main campus and the Little Rock-South site.

(b) *Developmental Education:* UA-PTC has a comprehensive developmental (remedial) education program in reading, math, and writing that is designed to assist students in preparing for success in college-level courses.

(c) *Career Services:* UA-PTC continues to offer career exploration to students through the Academic Advising Center. Academic advisors are able to assist students in selecting an educational program that is suited to their interests. Employment assistance is also provided through annual job fair, daily job postings, on campus recruiting, and information sessions. Employment readiness workshops are periodically offered to assist students with résumé writing, interview skills, and other aspects of the job search. Students needing assistance with job placement may also visit the Goodwill Industries Office located on the NLR Campus.

(d) *Academic Advising*: UA-PTC currently provides academic advising to assist all new enrollees with degree planning and course selection. Advising is also available to continuing students on an as-needed basis.

(e) *Single Parent Program*: UA-PTC has established a Single Parent Mentoring Program that benefits many minority students. The program provides UA-PTC staff and faculty members (on a volunteer basis) to serve as mentors for single parents who are enrolled at UA-PTC.

(f) *TRIO Student Support Services*: The UA-Pulaski Technical College TRIO Support Services program is a Student Support Services (TRIO) program funded by the United States Department of Education. The goals of TRIO are to help participants have a successful college experience and achieve their academic and personal goals. The program serves 180 UA-PTC students who qualify for services; students must be first-generation college students (neither parent has a baccalaureate degree), meet income requirements based on family size, and/or have a documented disability. Services provided by the program include the following: instruction in basic study skills; tutorial services; academic, financial, or personal counseling; assistance in securing admission and financial aid for enrollment in four-year institutions; assistance in securing admission and financial aid for enrollment in graduate and professional programs; information about career options; mentoring; special services for students with limited English proficiency; and direct financial assistance (grant aid) to current participants who are receiving Federal Pell Grants.

(g) *Career Pathways*: The Career Pathways Initiative at UA-Pulaski Technical College is designed to provide support services and direct financial assistance to low-income families who want to increase their education, earnings and employability. The program is supported by the Arkansas Association of Two-Year Colleges, Arkansas Department of Workforce Services, Arkansas Department of Workforce Education, and Arkansas Department of Higher Education. Career Pathways participants will have access to the following: advising to assist with career and educational decisions; assistance finding jobs while in school and careers upon graduation; extra instruction for building successful academic and employment skills; tutoring; and a computer lab for doing homework and improving computer skills. In addition, some families may qualify for financial aid to assist with childcare, transportation, tuition, books, and other direct educational expenses.

(h) *TRIO Veterans Upward Bound*: The program is designed to help eligible U.S. military veterans refresh their academic skills so that they may successfully complete the postsecondary school of their choice. TRIO VUB staff work one-on-one with enrolled participants to assist them in reaching their academic goals by administering pre-and-post assessments to determine areas of strengths and weaknesses and helping participants plan by using tools such as refresher classes, academic advising, career advising, financial aid advising, and field trips. The TRIO VUB program serves up to 130 students annually.

(i) *STEM Success*: UA-Pulaski Technical College received a Title III grant from the United States Department of Education that launched in fall 2015. It targets African-American males and females using a coaching model to increase student success in the areas of math, science, technology, and engineering. STEM Success is in place to increase African American male and female students' enrollment, retention, and completion of STEM courses and programs and transfer for bachelor's degrees.

The objectives of the program are as follows: (1) Increase Black STEM major at least 20% per year over 2014 baseline (46 students) for 5 years; (2) Over five years, increase Black STEM course students success (grades of C/+) at least 2 percentage points for per year for 5 years over 2014 baseline (40%); (3) Over 5 years, increase fall-fall Black STEM course student retention to equal all students' retention (baselines in 2014 for Black students = 34.2%, all other students, 50.8%) (4) Over 5 years, increase Black STEM majors' retention to 80% (2014 baseline = 34.2%) (5) Over 5 years, increase Black STEM majors' completion in 150% of program time at least 13 percentage points (2014 baseline = 7%) (6) Over 5 years, increase Black STEM AS enrollees' transfer in 150% of program time at least 13 percentage points (2014 Baseline = 6.8%).

Strategies: As funding becomes available, UA-Pulaski Technical College will continue to expand academic and advising programs, especially related to students majoring in STEM and revise placement scores in accordance with state law for developmental and college gatekeeper courses. Furthermore, the College will continue to recruit African-American students for the STEM Success program.

Indicators of Effectiveness: Education courses are annually evaluated regarding student learning outcomes, and changes are implemented based upon findings. Other support services for academic and advising maintain tracking and survey evaluations to assess effectiveness.

Timeline: Ongoing.

Status Report: With partnerships with four the local public school districts, efforts regarding increasing STEM awareness at the middle and high school level will continue. Additionally, staff and faculty trainings will be conducted to increase STEM awareness and support for students of color on campus.

Goal 5 for Student Recruitment and Retention: UA-Pulaski Technical College will support the development of student life programs.

Even though UA-PTC is a commuter college with many part-time students, it is important for the College to promote student life activities in order for students to interact positively with other students, faculty, and staff in venues outside of the classroom and for students to develop leadership abilities. The Dean of Students coordinates College-sponsored student life events, oversees the approval process for College-recognized student organizations, and coordinates the Student Government Association (SGA).

Strategies: UA-PTC will continue to offer college-sponsored events and involve the student community in planning, leadership, and implementation.

Indicators of Effectiveness: While it is difficult to get exact headcounts at open campus events, participation appears to be on target with college goals. Among student organizations, including SGA, participation statistics and committee minutes are easier to assess for access and effectiveness. The College will continue to monitor such efforts and assist where applicable according to College policies.

Timeline: Ongoing.

Status Report: During 2016-2017, Student Government Association (SGA) racial demographics were as follows: 2 black officers and 1 white officer, 1 asian officer, 5 black senators, 3 white senators, 1 asian senator.

The Dean of Students and Counseling Office coordinated student involvement in 42 events in academic year 2016-2017. Many of these events were co-sponsored with other departments on campus or with the Cultural Diversity Committee. Events were held at both the Main and Little Rock South campuses.

The Dean of Students Office currently lists 16 approved student organizations including the following:

Amicus Curiae Paralegal Club – Paralegal Club introduces students to the field of legal studies and related subjects at UA-Pulaski Technical College. Members are offered an opportunity to expand their legal knowledge and develop a greater understanding of the legal field. The club regularly holds meetings and events in which Paralegal Club members may network with members of the legal field and other UA-PTC students, faculty, and staff. Any student who is enrolled at UA-PTC as a student and has at least a 2.5 grade point average is eligible for membership.

Anthropology Club – Anthropology Club introduces students to the study of man and prehistoric man. This includes all aspects of human life such as culture, lifestyle, and history. Club members have opportunities to participate in activities and field trips that enhance ones understanding of the field. Activities may include touring archaeological dig sites; as well as being exposed to professionals in the field.

Collegiate Entrepreneur’s Organization – CEO Club brings together a diverse group of students with a common interest in owning a business. CEO unites students on campus, assists students with academics, and provides a social atmosphere to get to know other students with similar goals. The club regularly holds events in which CEO Club members may network with business owners from the community, UA-PTC Alumni, and UA-PTC faculty and staff members. Any student in good standing at UA-PTC is eligible for regular membership in the CEO Club.

Film Society – Students who are interested in film and film production are encouraged to participate in the UA-Pulaski Tech Film Society. Members gather together to discuss, view, and make digital media films and programs.

Fine Arts Association - Fine Arts Association aims to promote, educate, and appreciate all avenues of the Fine Arts including, but not limited to: Visual Arts, Performing Arts, and Creative Writing.

History Club – The purpose of History Club is to promote and educate the campus community about history and how it influences everyday life. Club activities include visits to local historical sites and museums.

Metro Student Ministries – UA-PTC is a state-supported institution and therefore non-denominational. The purposes of Metro Student Ministries are to encourage student fellowship, to develop student leadership skills, to provide opportunities for the study of Bible and to practice its teachings, to organize students for service and ministry projects, to assist students in communicating the meaning of their faith in significant ways, and to offer guidance as students face crises and critical choices in life. Membership is open.

Phi Beta Lambda - Phi Beta Lambda is the college business professional organization and is the college component of Future Business Leaders of America. While the organization primarily emphasizes business and business-related topics, students of various programs of study may join the organization. Community activities may include various fundraisers and community service projects. Professional activities may include guest speakers, networking opportunities, and state and national competitive events.

Phi Theta Kappa - Phi Theta Kappa is an international honor society that promotes academic excellence. Phi Theta Kappa strives to create an intellectual climate that fosters academic excellence, protects academic integrity, and develops leadership. Each fall and spring semester invitation to membership is extended by the chapter to students who have completed a minimum of 18 credit hours at UA-PTC that are clearly applicable to an associate degree with an minimum 3.50 cumulative grade-point average. The minimum 18 credit hours must include at least three credit hours of general education courses applicable to the associate degree being pursued.

Philosophy Club – Membership in the Philosophy Club encourages students to think critically about the world in which they live. Students in Philosophy Club will learn how to appreciate the perspective of others and be able to develop ideas and clearly communicate those ideas with others.

Psychology Society – The purpose of the Psychological Society is to educate the UA- Pulaski Tech Community about the field of psychology and its uses in everyday life. Any students enrolled at UA-PTC is eligible for membership.

Sigma Kappa Delta - The Society is a chapter of Sigma Kappa Delta, the National English Honors Society for Two-Year Colleges. Sigma Kappa Delta strives to create cultural stimulation, promote interest in literature and the English language, and exhibit high standards of academic excellence among its members. Each fall semester invitation to membership is extended by the chapter to students who have completed a minimum of one college course in English language or literature and who have also completed a minimum of 12 credit hours at UA-PTC. The candidate shall have no grade lower than a B in English and must have a 3.30 cumulative grade point average.

Student Ambassadors – The Office of Public Relations and Marketing coordinates the Student Ambassadors program. The Communication/Special Events Manager serves as the Student Ambassador Coordinator and assigns Ambassadors to activities designed to promote the college and recruit students. Activities include both on-campus and off-campus activities, such as community festivals and fairs, business expos and community special events within the college’s service area. Student Ambassadors also assist other campus offices with special events, many of which are geared toward minority students. For example, Ambassadors provided several volunteer hours for events sponsored by the Cultural Diversity Committee, including the Martin Luther King Day celebration and Black History banquet.

Membership in the UA-Pulaski Technical College Student Ambassadors organization is based on academic achievement, involvement in extracurricular activities, leadership abilities and recommendation of faculty and professional staff. Student Ambassadors represent UA-Pulaski Technical College at various functions such as orientations, campus tours, school visits, speaking engagements and other special events. Ambassadors participate in college activities and represent UA-Pulaski Tech both on and off campus.

Student Government Association - The membership of the Student Government Association (SGA) consists of elected positions and Recognized Student Organization representatives. Elections are held each fall for SGA At-Large Representatives. The Student Government Association’s main objectives are: to serve as student representatives and act as a liaison between administration/faculty/staff and students, campus activities, community service, fundraising, and advocacy. An advisor is appointed by college administration.

Skills USA - Membership in Skills USA is open to students and other persons interested in the various career fields represented. The purpose of Skills USA is to help the student develop social and leadership skills. The clubs’ members and advisors will conduct activities that enhance the development of these skills. The activities may include events between vocational technical institutions and between students, such as parliamentary procedure contests, troubleshooting contests for mechanics, nail tech and many more contests.

Young Democrats – UA-PTC Young Democrats aim is to represent the values and uphold the integrity of the Democratic Party. Club activities promote and support social welfare and educates the student body about political processes and governmental affairs. Membership is open to any currently enrolled student who has similar interest and values of the Democratic Party of Arkansas.

Goal 6 for Student Recruitment and Retention: UA-Pulaski Technical College will support cultural awareness activities among the student body.

The Cultural Diversity Committee was created in Fall 2002. The committee’s written goal is to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. Under the College’s new committee structure, cultural diversity activities will be planned by the Valuing People committee for faculty and staff, and by the Community and Cultural Involvement Committee for students and community stakeholders.

The Foreign Languages department organizes several events as part of its curriculum and invites campus-wide and community participation in its events. Annual events include a fall exhibition of student projects and a

spring fiesta. During the past academic year, the department also organized events in conjunction with the Cultural Diversity Committee where presentations were made about history, art, poetry, literature, music, and movies.

The Office of Public Relations and Marketing participates in or sponsors many multicultural events throughout the year in the local community. The office also maintains a group of 10 Student Ambassadors to represent the College at such events.

Strategies: The Cultural Diversity Committee hosts several events per year, including the Black History Month Banquet in February. The committee also coordinates participation in several other events with student organizations, the faculty, and the Office of Public Relations and Marketing.

The Foreign Languages department will continue to offer co-curricular events that will be open for public participation.

The Office of Public Relations and Marketing will continue its sponsorship and participation in community events and will involve Student Ambassadors in such activities.

Indicators of Effectiveness: Participation statistics and committee meeting minutes are kept.

Timeline: Ongoing.

Status Report: The Cultural Diversity Committee had 10 faculty and staff members in academic year 2016-2017. Event descriptions and statistics are listed below:

- Preview screening of “Hamilton’s America” a documentary about the revolutionary Broadway musical. The screening occurred on October 2, 2016. Following the screening a panel discussion with the Rodney Block Collective and Epiphany was held. The event was free and open to the public.
- Dr. Martin Luther King, Jr. Observance, January 23 to 27, 2017 – The program included a memorial table, the famous “I Have a Dream” speech by Cecil Gibson, and viewing of the video- The Witness from the Balcony of Room 306. Approximately 75 individuals attended.
- The Black History Celebration was held on February 24, 2017 at UA-Pulaski Technical College, North Little Rock, AR. Approximately 200 faculty, staff, administrators, students, and community members attended the event. Diversity Awards were presented to individuals who excelled in promoting diversity on the campus and in the community. Student support programs were recognized for their support of campus programming. Outstanding students were recognized for scholastic and service achievement.
- National Women’s History Month March was held on March 17, 2017.
- Genocide Awareness Month was held in April. Educational materials were distributed along with ribbons representing groups who have been victims of genocide.
- UA-PTC and AETN’s screening of “American Masters-Maya Angelou: And Still I Rise” documentary on April 20, 2017- The documentary covered Dr. Angelou’s prolific life as a singer, dancer, activist, poet, and writer.
- Amicus Curiae Paralegal Club hosted a Law Day celebration on Monday, May 2, 2017 at the North Little Rock Campus – The program focused on Miranda rights and what you should know as a citizen regarding your rights. The program was presented by John Wesley Hall, Jr. a former deputy prosecuting attorney in Little Rock.

Faculty and Staff Data Analysis

PTC has experienced a decline in minority employment moving to 26 % overall since last reported. During this same time period, overall non-minority employment has increased to 74 % from 71 %

In accordance with the ADHE request for data, the following is a listing of the full-time position titles held by minority PTC faculty and staff during academic year 2015-2016:

Working Titles

Academic Advisor/Student Services (4 positions)	Instructor Academic Success (4 positions)
Accounting Coordinator	Instructor of Behavioral Sciences
Admin of Grants & Contracts	Instructor of Business (3 positions)
Administrative Specialist II (4 positions)	Instructor of Cosmetology
Administrative Specialist III (4 positions)	Instructor of Computer Information Systems (2 positions)
Assistant Registrar	Instructor of English (2 positions)
Annual Giving & Alumni Relations Mgr.	Instructor of Natural Sciences (2 positions)
Associate Librarian	Instructor Nursing/Resp. Therapy (2 positions)
Benefits Analyst	Instructor of Physical Science
Career Coach (5 positions)	Instructor of Spanish (2 positions)
Chief Manager/Risk Management	Institutional Services Assistant (3 positions)
Chief Fiscal Officer	Inventory Control Specialist
Computer Programmer/Analyst (2 positions)	Landscape Supervisor
Coordinator of Housekeeping	Library Technician (3 positions)
Coordinator of Student Recruitment	Little Learners Assistant Director
Coord./Learning Assistance Center	Mail and Shipping Coordinator
Counselor	Part-Time Faculty (37 positions)
Director of Admissions	Project Manager (9 positions)
Director of Purchasing and Inventory	Provisional Staff (14 positions)
Director of Respiratory Therapy Program	Public Safety Officer (2 positions)
Director of Stem	Success Coach (7 positions)
Director of Student Accounts	Tutor
Director of Student Success	Veterans Upward Bound Director
Division Dean	VP for Finance (2 positions)
Food Prep Manager/ Sous Chef	

In accordance with the ADHE request for data, the following is a listing of the position titles assumed by minority faculty and staff during this academic year.

Working Title	Number of Positions
Associate Librarian	
Benefits Analyst	
Full-time Faculty	2 Positions
Mail and Shipping Coordinator	
Institutional Services Assistant	
Part-time Faculty	3 Positions
Program Manager	3 Positions
Provisional Staff	2 Positions
Student Services Representative	

Goals and Objectives for Minority Faculty Recruitment and Retention

Goal 1 for Faculty Recruitment and Retention: UA-Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.

The Office of Human Resources at UA-Pulaski Technical College actively recruits full-time and part-time faculty positions in conjunction with the academic divisions of the College. The office accepts applications for employment without regard to race, color, creed, religion, sex, age, national origin, or disability of qualified handicapped individuals. The Office of Human Resources also makes arrangements to seat interview committees whose membership is made up of a diverse and neutral cross-section of the campus community.

Strategies: UA-PTC will continue to support a fair and professional human resources process for recruiting and hiring full-time and adjunct faculty members.

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

Timeline: Ongoing.

Status Report: UA-PTC had a decline in African American tenure this year due to the completion of two federal grants. Our Hispanic employment rates increased to 5.83% from the 3.7% reported last year.

Goal 2 for Faculty Recruitment and Retention: UA-Pulaski Technical College will provide opportunities for professional development of its faculty.

Each academic year, faculty members are provided with numerous on campus professional development opportunities that begin with convocation in August and with other off-campus opportunities throughout the year. Faculty members work with their deans each November to plan their professional development activities

for the upcoming year. Information about professional development is provided in the employee handbook, and a calendar of on campus events is maintained by the Center for Teaching Excellence.

Strategies: Deans will work with their faculty in determining appropriate professional development activities for attendance. A full-time staff member in the Center for Teaching Excellence has the responsibility for coordinating and improving on campus professional development for full-time and adjunct faculty and staff.

Indicators of Effectiveness: The College maintains demographic data on employees of UA-PTC and monitors trends in professional development.

Timeline: Ongoing.

Status Report: Of full-time faculty, 187 attended professional development activities funded by PTC's Center for Teaching Excellence in academic year 2015-2016.

Faculty	Full-time	Part-time	Total
Certificate	91	127	218
Conference	76	7	83
Demo	0	0	0
Meeting	221	150	421
Speaker	0	0	0
Instructor	897	353	1250
Online	289	426	715
Webinar	44	6	50
Total	1668	1069	2737

Conferences Include:

ACWHE Annual Conference	3
Administrative Professionals Conference	1
Arkansas Student Success Symposium	6
Making Academic Change Happen	3
Teaching with Technology Symposium	6
WAGE Luncheon	6

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

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

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

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

Timeline: Ongoing.

Status Report: Seventeen minorities were hired to a full-time professional positions this reporting period.

Goal 4 for Faculty Recruitment and Retention: UA-Pulaski Technical College will support cultural awareness activities on campus and in the community.

A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. In order to increase cultural awareness, UA-PTC makes use of following:

(a) *Community and Cultural Involvement Committee:* the Community and Cultural Involvement Committee for students and community stakeholders will plan and promote diversity programs for students and community stakeholders.

(b) *Community Activities:* The Office of Public Relations and Marketing invites faculty and staff to participate in events that it cosponsors throughout the community with different government and community agencies.

Strategies: The College will continue to promote cultural awareness in the campus and greater community. Efforts will be made in each of the three areas listed above.

Indicators of Effectiveness: Attendance at Committee events, Office of Public Relations and Marketing events, and professional development will be encouraged and tracked for participation.

Timeline: Ongoing.

Status Report: Information pertaining to the Cultural Diversity Committee and Office of Public Relations and Marketing is listed under the status report for Goal 6 of the Minority Student Recruitment and Retention section.

Goals and Objectives for Minority Staff Recruitment and Retention

The goals for minority staff recruitment and retention are similar to the faculty goals listed above.

Goal 1 for Staff Recruitment and Retention: UA-Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.

Again, UA-PTC will continue fair hiring and labor practices with regard to our staff, including the seating of interview committees by the Human Resources Office.

Strategies: UA-PTC will continue to support a fair and professional human resources process for recruiting and hiring staff.

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

Timeline: Ongoing.

Status Report: The Faculty and Staff Data Analysis above details trends for staff employment in academic year 2016-2017. The staff at UA-Pulaski Technical College remains the most diverse employment category on campus.

Goal 2 for Staff Recruitment and Retention: UA-Pulaski Technical College will provide opportunities for professional development of its staff.

Professional development opportunities include College support for attendance at professional conferences and workshops, tuition waivers for PTC courses, program development grants, information technology training, in-service training, and the State Inter-Agency Training Program.

Strategies: Faculty and staff participation in professional development activities will be reviewed at the end of each fiscal year and information will be included in the annual report on the implementation of this plan.

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

Timeline: Ongoing.

Status Report: During academic year 2016-2017, staff members participated in a variety of professional development offerings by our UA-PTC Professional Development Institute.

Goal 3 for Staff Recruitment and Retention: UA-Pulaski Technical College will foster opportunities for advancement among its staff.

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

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

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

Timeline: Ongoing.

Status Report: Due to budget constraints the College allowed many positions to leave due to attrition, but of those positions that did become available seventeen were filled by minority candidates.

Budget for Minority Recruitment and Retention

Comprehensive services that benefit all students, faculty, and staff regardless of race are funded as regular items in the UA-Pulaski Technical College budget. In fiscal year 2016-2017, PTC budgeted over \$3 million in comprehensive student services such as admissions, counseling, advising, financial aid advising, student

records, and testing services. With regard to comprehensive services in human resources for faculty and staff, UA-PTC budgeted over \$390,000.

With regard to money spent on direct recruitment and retention of minorities, the Office of Public Relations and Marketing continues to spend considerable dollars advertising in minority market venues and in participating in cultural and minority community events.

Student and Employee Recruitment Strategies

Strategies: UA-Pulaski Technical College has begun a community based outreach program which is developing partnerships with state and private organizations which are designed to move unemployed or underemployed individuals into employment opportunities at UA-PTC or educational and technical programs.

Indicators of Effectiveness: The College maintains demographic data on employees and students of UA-PTC and monitors trends.

Timeline: Ongoing.

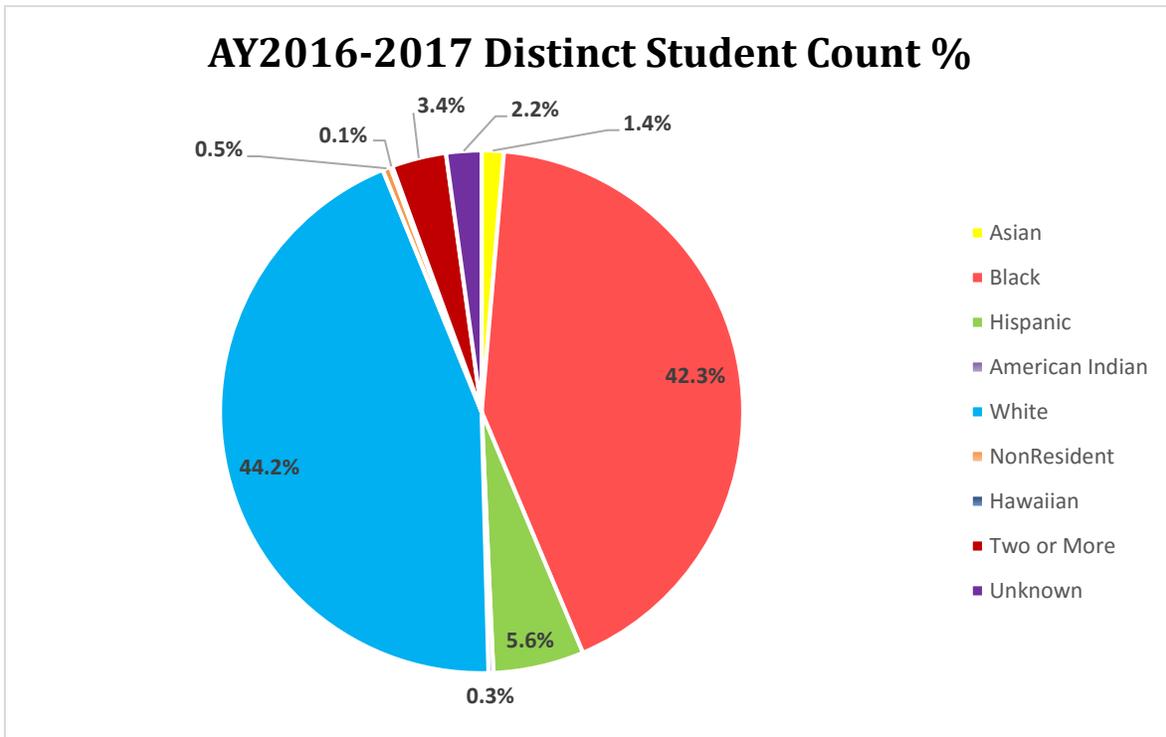
Status Report: The College has entered into a partnership with Goodwill Industries of Arkansas. We have provided them office space in the Campus Center to assist our current and future students with obtaining needed social services. We are also working with them on their project to open a Charter School in Little Rock, and their job placement initiatives.

The College has also formed partnerships with the Workforce Alliance for Growth in the Economy, The Church at Rock Creek, multiple Adult Education Programs and several school districts in the surrounding counties to provide educational and employment opportunities.

APPENDIX A:

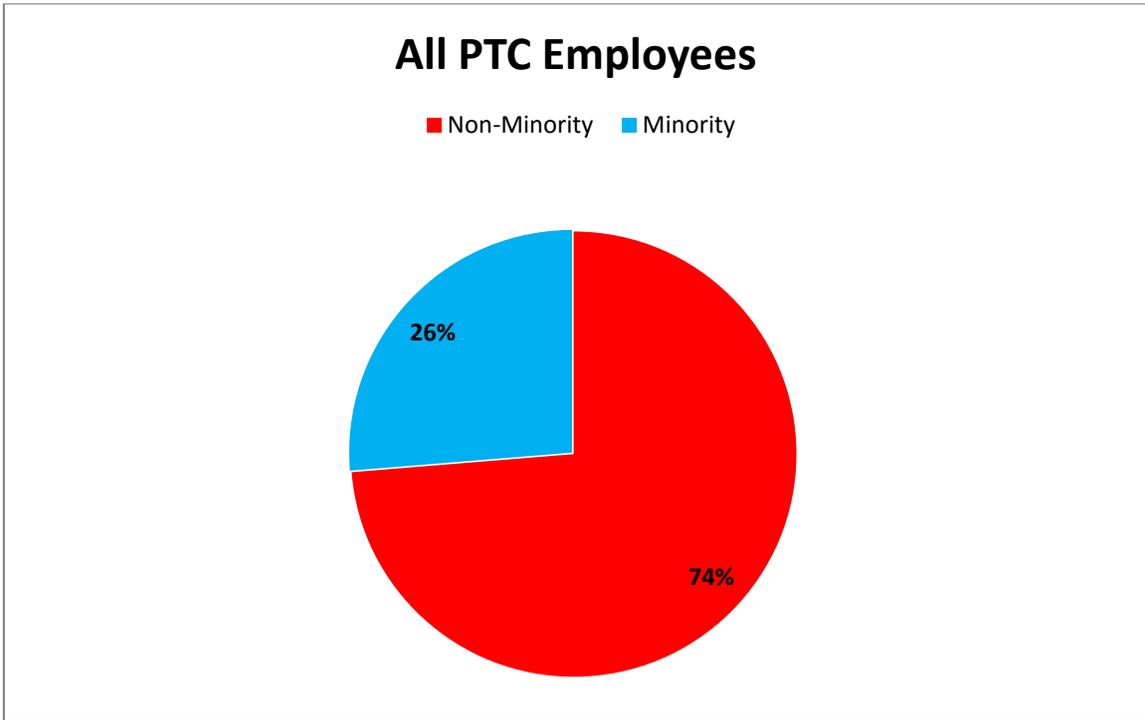
Distinct Enrollment by Race & Ethnicity AY16-17		
Race/Ethnicity	Total	%
Black	3838	42%
White	4014	44%
Hispanic or Latino	509	6%
Other	711	8%
Total	9072	100%

Appendix A-1

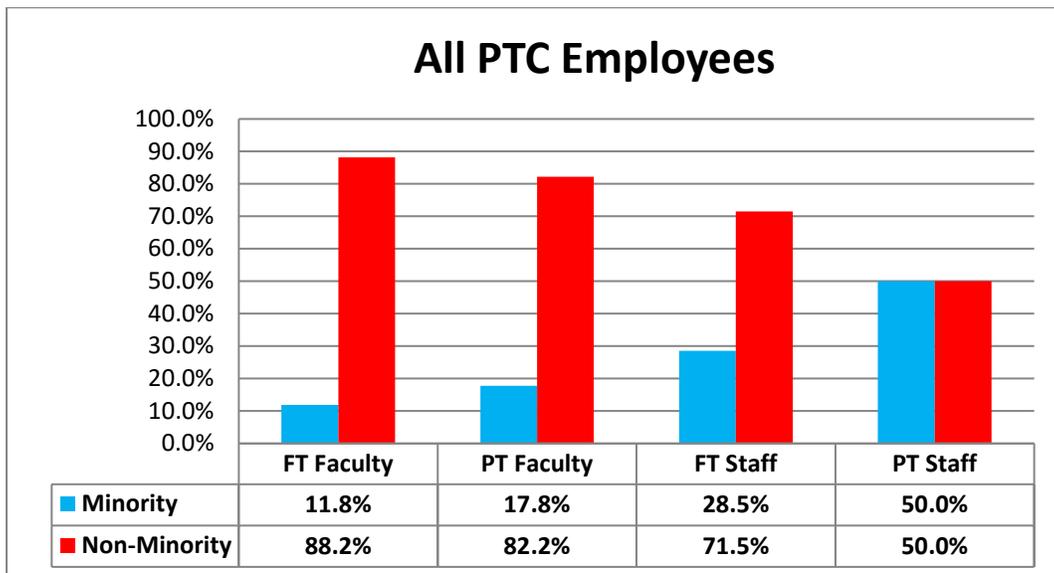


Appendix A-2

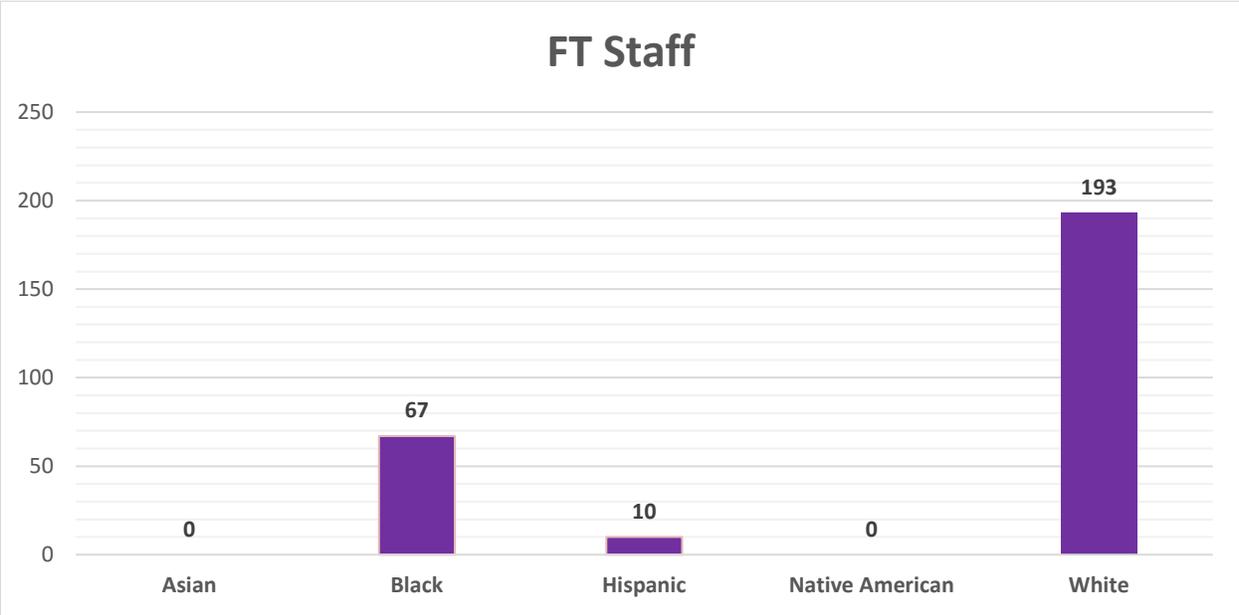
APPENDIX B: STATISTICAL SUPPLEMENT



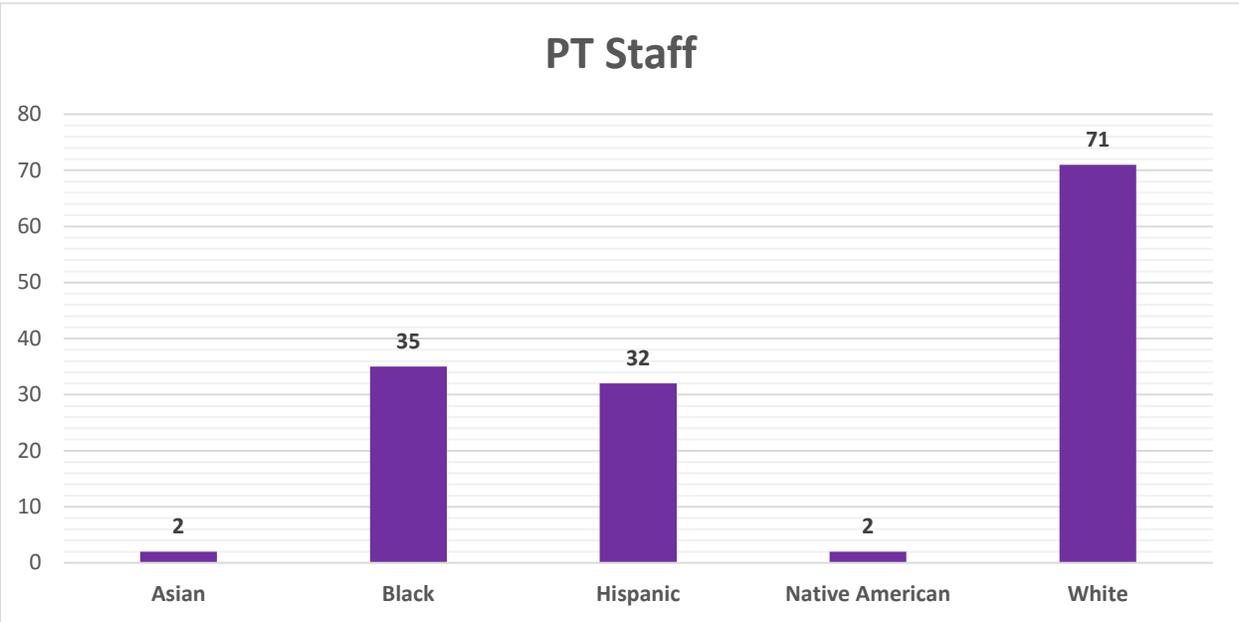
Appendix B-1



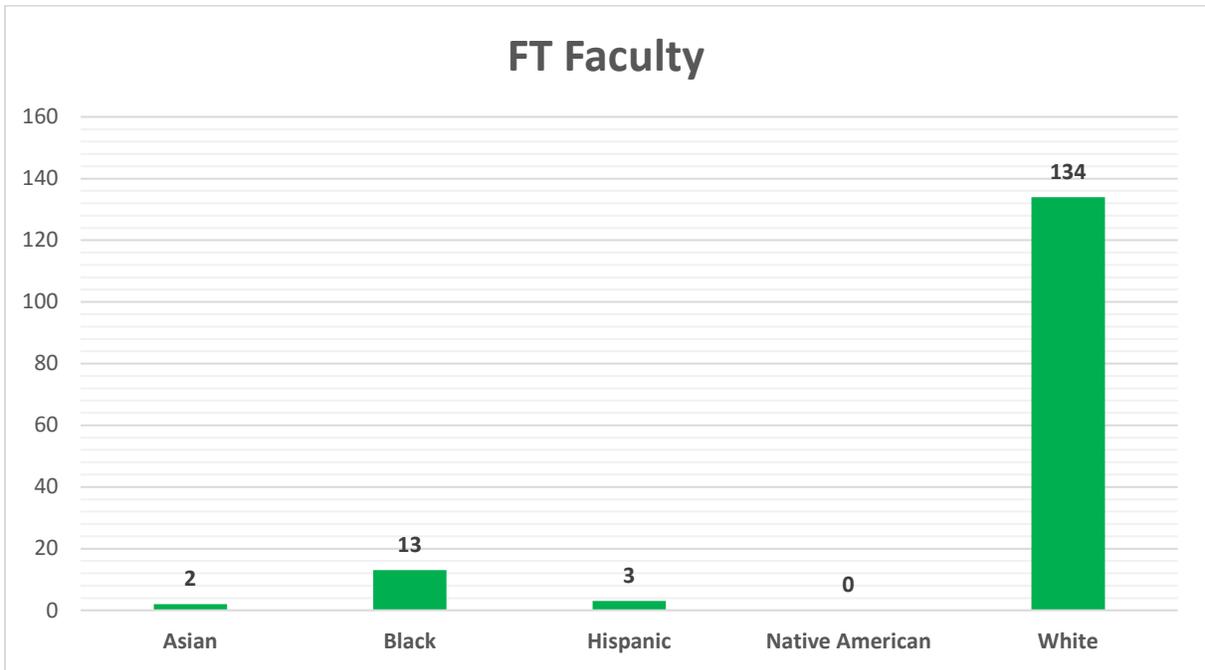
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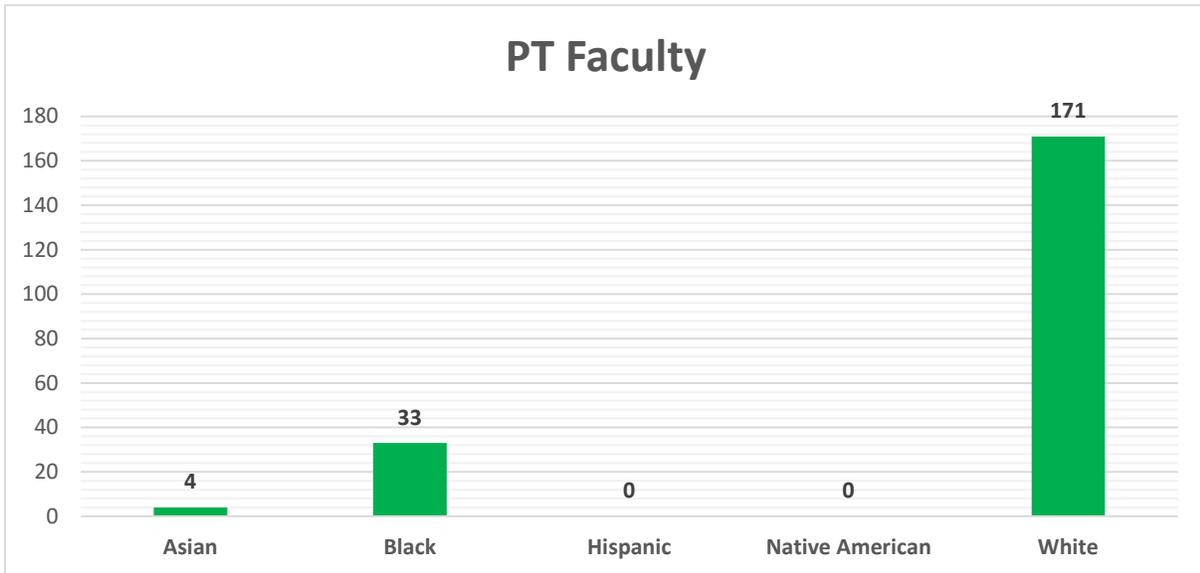
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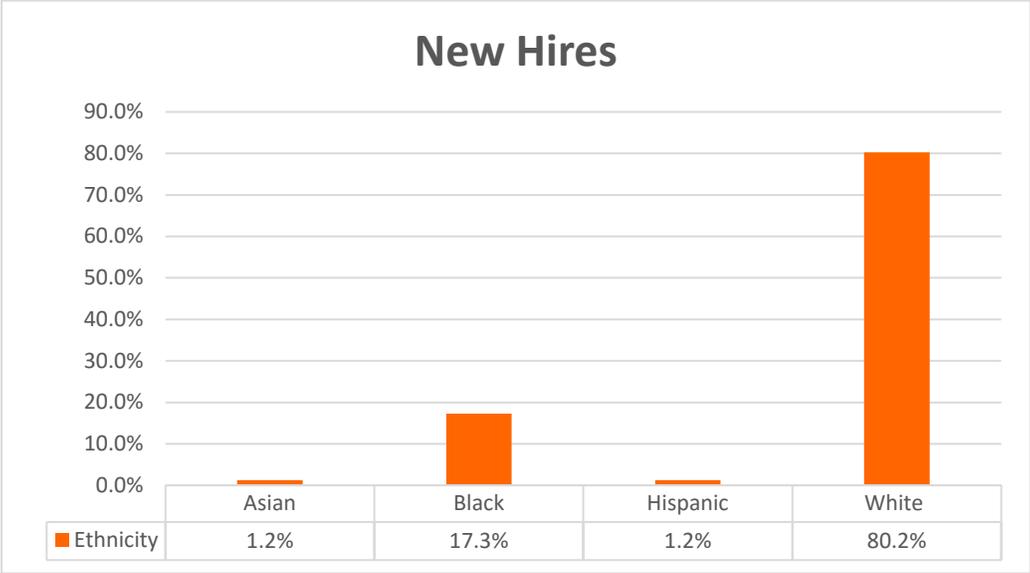
Appendix B-4



Appendix B-5



Appendix B-6



Appendix B-7

South Arkansas Community College

Annual Report Minority Recruitment and Retention 2016-2017

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).

I. Fall 2016 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	3	0.2%	8	0.5%	11	0.7%
Hispanic	34	2.2%	51	3.3%	85	5.5%
American Indian	2	0.1%	6	0.4%	8	0.5%
African-American	126	8.2%	365	23.8%	491	32.0%
Caucasian	306	20.0%	599	39.0%	905	59.0%
Unknown	3	0.2%	9	0.6%	12	0.8%
Nonresident Alien	2	0.1%	3	0.2%	5	0.3%
Total	482		1053		1535	

Ethnic Makeup	Fall '12	Fall '13	Fall '14	Fall '15	Fall '16	1-year change	5-year change
African American Females	31.0%	33.5%	29.3%	27.8%	23.8%	-4.0%	-7.2%
African American Males	7.8%	7.3%	8.3%	7.8%	8.2%	0.4%	0.4%
Caucasian Females	37.0%	36.6%	40.1%	38.2%	39.0%	0.8%	2.0%
Caucasian Males	18.0%	18.2%	17.6%	19.1%	20.0%	0.9%	2.0%
Hispanic Females	2.0%	2.3%	2.5%	4.0%	3.3%	-0.7%	1.3%
Hispanic Males	0.9%	0.8%	1.1%	1.6%	2.2%	0.6%	1.3%
Other Females	1.4%	0.8%	0.6%	0.3%	0.8%	0.5%	-0.6%
Other Males	0.5%	0.5%	0.5%	0.1%	0.3%	0.2%	-0.2%
	1757	1632	1695	1560	1535		

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

Minority Faculty & Staff as of November 1, 2016 – Table 4

Position and Classification	Total Employees	Minority Female	Minority Male	Minority Percentage
Professional Staff	55	8	2	18%
Faculty full-time	56	5	1	11%
Faculty part-time	42	4	2	14%
Classified full-time	48	8	5	27%

III. 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	1	0
Faculty full-time	0	1
Faculty part-time	-	-
Classified Staff full-time	3	1

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

A. 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 higherjobs.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.

B. 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.

1. 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 (PDSO) 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.

2. Scholarships and Financial Aid

The Career Coach in Bradley County has worked closely with the ESL coordinator of Warren High School planning and executing events. Also provided for students, is the Admission & Registration: 7 Easy Steps handout from SouthArk translated into Spanish, with one of the seven bullet points concerning Financial Aid steps necessary for college.

3. Special Student Populations

a. The Carl Perkins Program

This 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. 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
Health & Natural Sciences	91	683	13.3%
Male	70	95	
Female	21	588	
Liberal Arts	84	174	48.3%
Male	2	56	
Female	82	118	
Career Technical	10	80	12.5%
Male	0	62	

Female	10	18	
Grand Total	185	937	19.7%

b. Disability Support Services

This department is dedicated to working with the student population who have documented disabilities. In Spring 2017, the number of students receiving accommodations was 17.

c. First-Generation College Students

(1) Upward Bound (TRiO) Project

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 63 program participants for the Upward Bound project.

Upward Bound Participants March 2017

Male	Female	African American	Asian	Caucasian	Hispanic
13 8.19%	50 79.4.%	60 97.8%	1 0.63	2 1.26%	0

(2) 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.

d. 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, 122 students are enrolled. The average age is 29, and the student age range is 19-54. Seven of the 122 students are males. The ethnicity of the students is as follows: 66 (54.1%) African American, 48 (39.3%) Caucasian, 6 (4.9%) Hispanic, 1 (0.8%) Asian/Pacific Islander and 1 (0.8%) Native American.

e. 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 show 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.

f. Black History Month Activities

The 7th Annual African-American Family and Friends Day was held February **18, 2017**, on SouthArk's campus. This event attracted about 100 people from the local community. This year's event was highlighted by a **youth summit with various breakout sessions for all ages**. SouthArk hosted the Annual African American Read-In on February **13, 2017**.

4. 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:

- 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
- Lifelong learning opportunities through standard programming

V. 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

- A. The Carl Perkins program, which targets students from "special populations," has established its 2016-17 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.
- B. The African-American outreach efforts noted above will be repeated for the upcoming workers academic year, with a goal of increasing the number of minority students who pursue postsecondary education.
- C. A new National Emergency Grant/Arkansas Sector Partnership will give special attention to career counseling services to special populations who are displaced, including 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.
- D. SouthArk received funding from the Arkansas Department of Higher Education for the academic year 2016-17 to begin the first year of 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.

VI. 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.

VII. 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).

VIII. 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.

IX. 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 a 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	11/12	12/13	13/14	14/15	15/16	16/17
Male	496 (28.0%)	488 (28.0%)	437 (26.8%)	464 (27.4%)	454 (29.1%)	482 (31.3%)
Female	1,277 (72.0%)	1,269 (72.0%)	1,269 (72.0%)	1,229 (72.6%)	1,106 (70.9%)	1,053 (68.6%)

Fall Enrollment by Ethnicity

Year	11/12	12/13	13/14	14/15	15/16	16/17
African-American	690 (38.9%)	688 (39.2%)	665 (40.8%)	635 (37.5%)	557 (35.7%)	491 (32.0%)
Caucasian	1,007 (56.8%)	986 (56.1%)	895 (54.8%)	977 (57.7%)	893 (57.2%)	905 (59.0%)
Other	76 (4.3%)	83 (4.7%)	83 (4.7%)	81 (4.8%)	110 (7.1%)	139 (9.0%)

Southern Arkansas University Tech

Minority Recruitment and Retention Annual Report

June 30, 2017

Southern Arkansas University Tech Minority Recruitment and Retention Annual Report -- 2017

Number of minority students who currently attend the institution.

In the fall 2016 semester there were **306 (39.23%)** minority students attending SAU Tech. The total fall 2016 headcount was 780. The table details the fall 2016 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*)

Headcount Enrollment										
	Fall 2016		Fall 2015		Fall 2014		Fall 2013		Fall 2012	
American Indian/Alaska Native	5	0.64%	6	0.36%	8	0.51%	6	0.35%	4	0.22%
Asian/Pacific Islander	3	0.38%	10	0.61%	7	0.45%	4	0.23%	8	0.44%
Black (Non-Hispanic)	258	33.08%	599	36.30%	532	34.12%	579	33.47%	653	35.94%
Hispanic	22	2.82%	56	3.40%	36	2.31%	37	2.14%	29	1.60%
Native Hawaiian/Other Pacific Islander	1	0.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown & Non-Resident Alien	11	1.41%	4	0.24%	8	0.51%	42	2.43%	16	0.88%
White	463	59.36%	930	56.36%	933	59.85%	1028	59.41%	1081	59.49%
Two or More Races	17	2.18%	45	2.73%	35	2.25%	34	1.97%	26	1.43%
Total	780	100.00%	1650	100.00%	1559	100.00%	1730	100.00%	1817	100.00%

Source: ADHE SIS File Submission/ IPEDS Fall Enrollment Survey Component

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 2016 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2016									
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	29	0	29
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	2	0	0	0	0	9	0	11
Management	0	7	0	0	0	0	10	0	17
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	1	0	0	0	0	2	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	28	0	0	1	0	80	0	109

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 2015 semester.

Southern Arkansas University Tech Faculty/Staff Fall 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	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.

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

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

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

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

In the fall 2016 semester, there were **zero (0)** full-time minority faculty. The fall 2016 total full-time faculty was 29. 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 2016		Fall 2015		Fall 2014		Fall 2013		Fall 2012	
Non-Resident Alien	0	0%	0	0%	0	0%	0	0%	0	0%
Black Non-Hispanic	0	0%	0	0%	1	3%	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	29	100%	28	100%	32	97%	33	94%	33	94%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Total	29	100%	28	100%	33	100%	35	100%	35	100%

Source: IPEDS Human Resources Survey Component

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

In the fall 2016 semester, there were **one (1)** minority adjuncts or part-time minority faculty. The fall 2016 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 2016		Fall 2015		Fall 2014		Fall 2013		Fall 2012	
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0%
Black Non-Hispanic	0	0.0%	1	5.6%	1	4.2%	4	12.5%	2	6.7%
American Indian/Alaskan Native	0	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	0%
Hispanic	1	5.6%	1	5.6%	0	0.0%	0	0.0%	0	0%
White, Non-Hispanic	17	94.4%	16	88.8%	23	95.8%	28	87.5%	28	93.3%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0%
Total	18	100.0%	18	100.0%	24	100.0%	32	100.0%	30	100.0%

Source: IPEDS Human Resources Survey Component

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

In the fall 2016 semester, there were **29** minority staff employed at SAU Tech. The fall 2016 staff employment for SAU Tech was **80**. 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 2016									
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	2	0	0	0	0	9	0	11
Management	0	7	0	0	0	0	10	0	17
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	1	0	0	0	0	2	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	28	0	0	1	0	51	0	80

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 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.)*

Southern Arkansas University Tech Staff Fall 2015									
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

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 Service	0	5	0	0	0	0	9	0	14
	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

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2015 and October 31, 2016 there were **zero (0)** minority faculty and staff who began working at the institution, which represents **0.0%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2015-October 31, 2016									
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	3	0	3
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	0	0	0	0	0	0	0	0
Office & Administrative Support	0	0	0	0	0	0	0	0	0
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	1	0	1
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0	4	0	4

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, 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 Service	0	0	0	0	0	0	0	0	0
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

Number and position title of minority faculty and staff who began working at the institution in the past year. Between July 1, 2016 and June 30, 2017 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, 2016

Ten positions were advertised and six employees were hired to fill the positions for the first quarter of the 2016-17 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	Total Talent Reach and Diversity Boost
Fordyce Advocate	

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

Fifty-eight (58) applications were submitted for review. Fourteen (14) candidates were interviewed for the positions.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	2	5	2	9
Black	5	0	0	5
Male	3	5	2	10
Female	4	0	0	4

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	2	1	5
Black	1	0	0	1
Male	2	2	1	5
Female	1	0	0	1

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

Olivia Clack
HR Director

Affirmative Action Report

October 1 – December 31, 2016

Thirteen positions were advertised and three employees were hired to fill the positions for the second quarter of the 2016-17 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	Fordyce Advocate
Arkansasjobs.net	

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

Sixty (60) applications were submitted for review. Sixteen (16) candidates were interviewed for the positions.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	4	3	2	9
Black	4	0	3	7
Male	3	1	1	5
Female	5	2	4	11

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	1	1	3
Black	0	0	0	0
Male	0	1	0	1
Female	1	0	1	2

*NOTE: Four administrative positions and six classified positions had not been filled at the end of the second quarter.

Olivia Clack
HR Director

Affirmative Action Report

January 1 – March 31, 2017

Eighteen (18) positions were advertised and ten (10) employees were hired to fill the positions for the third quarter of the 2016-17 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	Total Talent Research and Diversity Boost
Fordyce Advocate	

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

One hundred fifty-two (152) applications were submitted for review. Twenty-six (26) candidates were interviewed for the positions.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	3	0	11	14
Black	7	0	4	11
American Indian	0	0	1	1
Male	4	0	8	12
Female	6	0	8	14

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

	Administrator	Faculty	Classified	Total
White	1	0	6	7
Black	1	0	2	3
Male	1	0	6	7
Female	1	0	2	3

*NOTE: Six(6) classified positions and four(4) faculty positions had not been filled at the end of the third quarter.

Olivia Clack
HR Director

Affirmative Action Report

April 1 – June 30, 2017

Twelve positions were advertised and ten employees were hired to fill the positions for the fourth quarter of the 2016-17 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
 Fordyce Advocate arkansasjobs.net

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

Ninety-three (93) applications were submitted for review and twenty-nine candidates were interviewed for the positions.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	9	9	18
Black	0	1	10	11
American Indian	0	0	0	0
Male	0	3	9	12
Female	0	7	10	17

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	3	3	6
Black	0	0	4	4
Male	0	2	5	7
Female	0	1	2	3

*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 **28.73%** for the total completions for 2016-2017. This is a larger percentage of minority completions than last year. The total number of completions is larger. Also, minorities represent 39.23% total headcount enrollment for 2016-2017. This is a slightly smaller percentage of minority headcount but the total headcount is significantly less than last year.

In the fall semester 2016, 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	2016-2017		2015-2016		2014-2015		2013-2014		2012-2013	
American Indian/Alaska Native	9	1.25%	9	1.73%	10	1.03%	16	1.52%	11	1.38%
Asian/Pacific Islander	2	0.28%	5	0.96%	4	0.41%	12	1.14%	4	0.50%
Black (Non-Hispanic)	153	21.34%	116	22.26%	306	31.39%	306	29.03%	232	29.04%
Hispanic	18	2.51%	9	1.73%	17	1.74%	21	1.99%	16	2.00%
Native Hawaiian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	24	3.35%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Non-resident Alien	2	0.28%	0	0.00%	4	0.41%	4	0.38%	14	1.75%
Unknown	3	0.42%	2	0.38%	5	0.51%	7	0.66%	3	0.38%
White	506	70.57%	380	72.94%	629	64.51%	688	65.28%	519	64.95%
Total Graduates	717	100.00%	521	100.00%	975	100.00%	1054	100.00%	799	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. A retention specialist has been hired during the 2016-17 Academic year to assist with the retention of students.

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 Satisfaction Survey.

Student Satisfaction Survey Data Fall 2016/Fall 2015/Fall 2014/Fall 2013/Fall 2012										
Item	Fall 2016		Fall 2015		Fall 2014		Fall 2013		Fall 2012	
Size of Classes	N/A	N/A	4.33	86.60%	4.32	86.40%	4.23	84.60%	4.23	84.60%
Racial Harmony	N/A	N/A	4.43	88.60%	4.35	87.00%	4.25	85.00%	4.20	84.00%
Overall Impression	4.26	85.22%	4.41	88.20%	4.32	86.40%	4.23	84.60%	4.19	83.80%
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.										

		40.00% minority respondents in Fall 2016; 34.59% minority respondents in fall 2015; 34.59% minority respondents in fall 2014; 37.17% minority respondents in fall 2013; 42.20% minority respondents in fall 2012;
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**MINORITY
RECRUITMENT AND RETENTION REPORT
2017**

**Submitted by
Dr. Kaleybra Morehead
Vice President of Academic Affairs**

June 2017

1. **Number of minority students, by minority group, who currently attend the institution.** There were 784 minority students out of 1,240 enrolled in Southeast Arkansas College during the 2016 spring semester.

ETHNICITY	# Enrolled
American Indian Or Alaskan Native	2
Asian Or Pacific Islander	15
Black (non-Hispanic Origin)	750
Hispanic	17
TOTAL	784

Term	Enrollment (Unduplicated)
2017SP	1,240
Credit Headcount	
FT Enrollment	45%
PT Enrollment	55%
Occupational/Technical Education	43%
General Education	55%
Male	29%
Female	71%
Average Age:	27 yrs
White	37.1%
African-American	60.24%
Hispanic/Latino	1.5%
Other	1.6%

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- 21

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	Career Coach
M	02	Business/Community Coordinator
F	02	Early Childhood Development Coordinator
M	02	Assistant, Financial Aid Director
F	02	Counselor, Student Affairs
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-15

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
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-26

Gender	Ethnic	Position Type
F	02	Accountant Payroll
F	02	Accountant Business Office
F	02	Administrative Specialist III
F	02	Administrative Specialist II
F	02	Administrative Specialist II-Ad Ed
M	02	Network Support Analyst
F	02	ABE-Administrative Specialist II
F	02	Administrative Specialist I
F	02	Administrative Specialist I
F	02	Fiscal Support Analyst
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
F	02	Financial Aid Specialist
F	02	Financial Aid Specialist
M	02	Financial Aid Specialist
F	02	Financial Aid Assistant Director
M	02	Library Support Assistant
F	02	Library Technician

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

ADJUNCT INSTRUCTORS- 35

GENDER	Black	Am. Indian	Asian	Hispanic
Male	8	0	0	0
Female	26	0	1	0

Full-Time Employees

TOTAL NUMBER OF EMPLOYEES IN FISCAL YEAR 2016-2017:									
(July 1, 2016 - June 30, 2017)									
Nonclassified Administrative Employees:									
White Male:	7	Black Male:	4	Other Male:	0	Total Male:	11		
White Female:	15	Black Female:	14	Other Female:	2	Total Female:	31		
Nonclassified Health Care Employees:									
White Male:	0	Black Male:	0	Other Male:	0	Total Male:	0		
White Female:	0	Black Female:	0	Other Female:	0	Total Female:	0		
Classified Employees:									
White Male:	12	Black Male:	13	Other Male:	1	Total Male:	26		
White Female:	17	Black Female:	23	Other Female:	0	Total Female:	40		
Faculty:									
White Male:	27	Black Male:	13	Other Male:	1	Total Male:	41		
White Female:	31	Black Female:	46	Other Female:	2	Total Female:	79		
Total White Male:	46	Total Black Male:	30	Total Other Male:	2	Total Male:	78		
Total White Female:	63	Total Black Female:	83	Total Other Female:	4	Total Female:	150		
Total White:	109	Total Black:	113	Total Other:	6	Total Employees:	228		
				Total Minority:	119				

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

There were twelve (12) full-time minority faculty and staff members employed by Southeast Arkansas College between July 1, 2016, and June 30, 2017.

POSITITON/TITLE

M	02	Career Coach
F	02	Cashier
F	02	Cashier
M	02	Coordinator- Student Recruitment
M	02	Institutional Services Assistant
M	02	Institutional Services Assistant

F	02	Faculty- Online RN
F	02	Human Resource Specialist
F	02	Faculty- Biology Instructor
F	02	Faculty- Generic RN
F	02	Faculty- Practical Nursing
F	02	Financial Aid Specialist

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the upcoming year and the indicators/beach marks that will be used to determine success in meeting any new objectives. Include your timeline, budget, and methods used to assess and monitor progress.

It is the policy of Southeast Arkansas College to not discriminate against any individual on the basis of race, color, sex, religion, national origin, age or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College is in compliance with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA). This document is Southeast Arkansas College's Affirmative Action Plan.

Southeast Arkansas College has made significant progress in recruiting minority students and faculty. As indicated in this report, our student body is made up of an ever-increasing minority population. Through efforts to emphasize and celebrate various cultures through art exhibits, book reviews, lectures, and other presentations, we have experienced excellent results in our goal to make students of various races and ethnic groups feel comfortable and welcome on our campus.

As a result, the percentage of minority students has increased significantly since 1997. The statistics show that the minority population at SEARK College is greater than the percentage of minority populations in our six-county service area. The campus is located in Jefferson County.

As we look to the future, we will continue to assess the impact of our progress, and stress the recognition of the contributions of all races on the formation of our great democracy. We believe that as we continue to respect all people, regardless of their race, gender, and age, we will continue to be affirmed by the many communities that we currently serve.

As with students, we have made great strides in hiring and advancing minorities in faculty positions, especially in leadership areas. This year's numbers reflect an increase in the number of new hires who are minorities.

The President's Cabinet, which represents the administrative leadership of the College, consists of 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. There was an increase from 18 to 22 African-American males employed by the College this past fiscal year.

**University of Arkansas Community College at Batesville
Minority Recruitment and Retention 2016-2017 Annual Report**

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

Fall Semester Comparisons	# and % of Students Enrolled					
Minority Group	2014		2015		2016	
American Indian/Alaskan Native	12	0.91%	4	0.29%	3	0.22%
Black	41	3.11%	40	2.88%	34	2.53%
Hispanic	65	4.94%	65	4.69%	62	4.61%
Asian	13	0.99%	6	0.43%	3	0.22%
Hawaiian	3	0.28%	1	0.07%	0	0.00%
Multiple Races	58	4.40%	72	5.19%	81	6.02%
Total Minority Students	192	14.58%	196	14.13%	183	13.61%

Spring Semester Comparisons	# and % of Students Enrolled					
Minority Group	2015		2016		2017	
American Indian/Alaskan Native	10	0.82%	6	0.49%	2	0.18%
Black	31	2.56%	38	3.10%	32	2.88%
Hispanic	58	4.78%	58	4.74%	62	5.58%
Asian	11	0.91%	6	0.49%	3	0.27%
Hawaiian	2	0.16%	0	0.00%	0	0.00%
Multiple Races	48	3.56%	48	3.92%	61	5.49%
Total Minority Students	160	13.19%	156	12.76%	160	14.40%

During the Fall 2016 semester, 183 minority students were enrolled at UACCB. This is down slightly from the total of 196 minority students enrolled in the Fall 2015 semester. Minority students comprised 13.61% of the total number of students enrolled in the Fall 2016, a 0.52% decline from Fall 2015.

During the Spring 2017 semester, 160 minority students were enrolled at UACCB. This is up slightly from the total of 156 minority students enrolled in the Spring 2016 semester. Minority students comprised 14.40% of the total number of students enrolled in the Spring 2017, a 1.64% increase from Spring 2016.

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 2016 student body was 9.15% more diverse than the UACCB service area and the Spring 2017 student body was 8.3% 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 107 full-time employees, 52 adjunct instructors, and 19 part-time staff. Of that population, fifteen employees are minorities. The percentage of minority employees is 8.43% 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	Nursing Instructor	American Indian
Faculty	Mathematics Instructor	Asian
Staff	Academic Advisor/Transfer Coordinator	Black
Staff	Director of Special Programs	Asian
Staff	Payroll Technician	American Indian
Staff	Institutional Services Assistant	Hispanic
Faculty (part-time)	Adjunct Faculty – NAH	Black
Faculty (part-time)	Adjunct Faculty – BTPS	Asian
Faculty (part-time)	Adjunct Faculty – Industrial Tech	Black
Staff (part-time)	Staff- Maintenance	Asian
Staff (part-time)	Tutor – TRIO	American Indian
Staff (part-time)	Tutor – TRIO	Hispanic
Staff (part-time)	Staff - LRC	Black
Staff (part-time)	Staff – IH Receptionist	Hispanic
Staff (part-time)	Staff - Maintenance	Black

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

Minority Group	# of Full-Time Faculty		
	2014-2015	2015-2016	2016-2017
American Indian/Alaskan Native	1	2	1
Black	0	0	0
Hispanic	1	1	0
Asian	1	1	1
Multiple Races	0	0	0
Total Minority Full-time Faculty	3	4	2

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

Minority Group	# of Adjunct Faculty		
	2014-2015	2015-2016	2016-2017
American Indian/Alaskan Native	1	0	0
Black	3	3	2
Hispanic	0	0	0
Asian	0	1	1
Multiple Races	0	0	0
Total Minority Adjunct Faculty	4	4	3

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

Six minority faculty and staff were hired during the 2016-2017 academic year.

Employee Status	Position Title	Race/Ethnicity
Faculty (part-time)	Nursing and Allied Health Faculty	Black
Staff (part-time)	Staff – LRC	Black
Staff (part-time)	Tutor – TRIO	Hispanic
Staff (part-time)	Receptionist – IH	Hispanic
Staff (part-time)	Maintenance	Black
Staff (part-time)	Maintenance	Asian

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 2013-2018**

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 13.61% minority students in the Fall 2016 semester and 14.40% minority students in the Spring 2017 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 8.43%. 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 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 2016-2017 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) participated in a Black History Month Celebration at the Melba Theatre on Main Street in Batesville for the showing of "Selma" and several choir performances and guest speakers. Seven students and several UACCB staff members attended this event, including Chancellor Frazier, as she was one of the guest speakers. 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.

UACCB's Assistant to the Chancellor and guest writer for the *Batesville Guard*, Hannah Keller Flanery, submitted four articles during Black History month, with each depicting the successes of a current or former minority student.

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. With the service area expanding to Sharp County, our GED and ESL programs will have more opportunity to serve the minority population.

The benchmark for success will be growth in minority enrollment. Enrollment will be evaluated after census data for the Fall 2017 and Spring 2018 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 \$207,933
- 2.) Retention Related Budgets Total \$849,892
 - a. Tutoring Budget = \$87,173
 - b. Counseling & Career Services = \$61,947
 - c. Student Development = \$94,718
 - d. Scholarships = \$381,000
 - e. Academic Advising = \$225,054

**Minority Recruitment and Retention
Progress Report
2017**

**The University of Arkansas
Hope-Texarkana**

**Prepared for the Arkansas Higher Education Department
June 2017**

Minority Recruitment and Retention Progress Report

Introduction and Data Report

As we move further into the 21st century, the University of Arkansas Hope-Texarkana (UAHT) recognizes the interconnectedness required to prepare students to live and work in a globally integrated world. As an institution of higher learning we appreciate that the first step in effecting those interconnections is holding ourselves accountable within that same global environment. We are a college that builds bridges (it's our tag line). That means we establish relationships, individually, collectively, communally, even universally. Embracing the concept of inclusion is necessary in reflecting a vibrant, all-encompassing environment that reveals the world beyond southwest Arkansas. Our challenge is to inspire broad perspectives, perceptions, and worldviews that foster students toward making valuable contributions in whatever endeavors or vocations they choose to pursue.

The University of Arkansas Hope-Texarkana developed and adopted its original Five-Year Minority Recruitment and Retention Action Plan in 2007. That plan consisted of four goals and three primary areas of focus. The next phase of planning was the 2012-2017 Action Plan, designed to demonstrate a continued commitment to multiculturalism of the College's faculty and student body and to systematically implement and assess an institutionalized campus environment of inclusion. Between fall 2012 and fall 2016 the College increased its minority headcount by 16.7% (from 616 students to 719 students). During that same time frame it increased its credential awards to minority students 89.3% (from 149 credentials to 282 credentials).

The College is in its final year of the 2012-2017 Minority Recruitment and Retention Action Plan. The Action Plan was designed to create processes over programs. It was devised to integrate multicultural initiatives into the core structures of the College, and at its most comprehensive, not only reflect diversity within the faculty and student body, but also institutionalize campus environments of inclusion.

There were four primary goals of the 2012-2017 Action Plan. The first two goals addressed the degree to which plans, strategies, events, personnel, messages, and curricular and co-curricular activities made the College inclusive and welcoming to all students, personnel, and members of the communities we serve. The second two goals focused on ethnic demographics and the degree to which the campus attracted and retained students, faculty, and staff equal to or greater than the College's service area.

The UAHT service area, designated by the State Board of Higher Education, includes the counties of Hempstead, Miller, Nevada, Lafayette, and southern Howard and Pike in southwest Arkansas. According to the latest data of the U.S. Census Bureau, the College's 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	72.4%
Black	24.6%
Hispanic	6.5%
American Indian/Alaskan Native	0.7%
Asian	0.6%
Native Hawaiian/Pacific Islander	0.1%
More than One Race	1.6%

As more specifically detailed below, when likened to the service area ethnic demographic breakdowns, UAHT consistently attracts and services minority populations. During the past five years our overall campus fall enrollment averaged 1450 students. Enrollment averages for African Americans were 34.6% (10% above the service area population). Enrollment averages for Hispanic students were 5.8% (.07% below the service area population). Other ethnic demographic populations have either remained consistent or increased during the past five years.

UAHT Headcount Enrollment by Race

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	531 (35.49%)	480 (32.88%)	437 (32.13%)	508 (36.13%)	555 (36.25%)
Asian/Pacific Islander	12 (0.80%)	6 (0.41%)	6 (0.44%)	9 (0.64%)	59 (3.85%)
Hispanic	73 (4.88%)	86 (5.89%)	89 (6.54%)	83 (5.90%)	89 (5.81%)
Native American	18 (1.20%)	11 (0.75%)	11 (0.81%)	8 (0.57%)	11 (0.72%)

White	848 (56.69%)	842 (57.67%)	808 (59.41%)	785 (55.83%)	794 (51.86%)
Unknown/Other*	14 (0.94%)	34 (2.33%)	9 (0.66%)	13 (0.92%)	21 (1.37%)
Total Headcount	1496	1460	1360	1406	1531

**Unknown/Other indicates more than one ethnicity.*

During the 2012-2013 academic year the College started an instructional site in Miller County, Arkansas (Texarkana). A second instructional building opened in spring 2016. Minority enrollments on the Texarkana campus during the fall 2016 term were over 45% of the total enrollments. African Americans enrollments increased 9.15% between fall 2012 and fall 2016. Hispanic enrollments increased 3.06% between fall 2012 and fall 2016. The enrollment numbers charted below are included in the total enrollment numbers charted above, but broken out to include only the Texarkana instructional site.

Texarkana breakdown for enrollment – charted like above but just for Texarkana

Race	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	46 (29.30%)	78 (36.79%)	91 (36.69%)	122 (43.73%)	160 (38.46%)
Asian/Pacific Islander	1 (0.64%)	2 (0.94%)	2 (0.81%)	2 (0.72%)	7 (1.68%)
Hispanic	2 (1.27%)	8 (3.78%)	10 (4.03%)	14 (5.02%)	18 (4.33%)
Native American	6 (3.82%)	6 (2.83%)	3 (1.21%)	1 (0.36%)	3 (0.072)%
White	99 (63.06%)	116 (54.72%)	141 (56.85%)	138 (49.46%)	225 (54.09%)
Unknown/Other*	3 (1.91%)	2 (0.94%)	1 (0.40%)	2 (0.72%)	2 (0.048%)
Total Headcount	157	212	248	279	416

**Unknown/Other indicates more than one ethnicity.*

Likewise, UAHT is graduating minority populations at rates higher than, or consistent with, the percent of ethnic demographics within the general service area population. The graduated students documented below include students who completed degrees or certificates by May, 2017, but do not include any students who will complete their degree or certificate upon the completion of the first summer session.

Graduated Student File by Ethnicity

Race	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
African American	98 (30.34%)	89 (30.90%)	102 (28.13%)	126 (32.81%)	153 (33.0%)
Asian/Pacific Islander	4 (1.23%)	4 (1.34%)	2 (0.55%)	5 (1.30%)	6 (1.3%)
Hispanic	23 (7.12%)	17 (5.90%)	25 (6.9%)	23 (5.99%)	28 (6.1%)
Native American	2 (.62%)	2 (0.69%)	4 (1.1%)	3 (0.78%)	5 (1.1%)
White	195 (60.37%)	176 (61.11%)	228 (62.98%)	227 (59.11%)	265 (57.6%)
Other/Unknown*	1 (.31%)	1 (0.34%)	1 (0.28%)	0 (0%)	4 (0.9%)
Total Graduates	471	288	362	384	460

During the past five years our graduate numbers averaged 393 students. Graduation averages for African Americans were 31% (7% above the service area population). Graduation averages for Hispanic students were 6.4% (.01% below the service area population). Other ethnic demographic populations have either remained consistent or increased during the past five years.

Enrollment rates and graduation rates when viewed by ethnicity show that the College's philosophy and underlying strategies reflect the diversity of the communities it serves.

Progress Report

Goal 1

The first goal of the 2012-2017 Action Plan was designed to align and link institutional diversity priorities with other components of both internal and external institutional objectives. Strategies included 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 1 was to coordinate campus commitments to diversity beyond numbers and statistics.

The first step was to align strategic priorities. UAHT's most current strategic plan became operational in fall 2013. 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. Central to the campus-wide strategic planning was creating a breadth of responsibility for diversity that spanned all levels of the institution.

One feature of the 2012-2017 Action Plan that did not reach its full realization was the work of a diversity task force. Though initially implemented with a directive to explore the possibility of creating a campus-wide diversity statement, no consensus as to what the diversity statement should be was ever reached. There are several possible explanations. One is that the College focused on overall student persistence and completion. That initiative took priority over other initiatives and was designed to affect all of the student body with no emphasis on any one demographic. Added to that are enrollment and completion numbers for the campus are above the service area population of like ethnic demographics. The College acknowledges that accountability is an important aspect of achieving campus diversity. Even without a designated task force concentrating on diversity efforts, the College has documented progress in reaching minority populations.

The campus continued coordinating diversity initiatives between different areas of the institution and enlisted the participation of people from different departments and various levels of responsibility. Central to the campus-wide strategic planning was creating a breadth of responsibility for diversity that spanned all levels of the institution. Campus personnel reviewed policies, practices, and procedures to determine the impact they had on various populations served. Personnel reviewed both the human and financial resources utilized in reaching diversity goals and analyzed ways to systematically and effectively collect, analyze, disseminate, and use data in decision making processes.

The College utilized the Multicultural Club as a way to recognize the components of diversity that enrich lives. In February 2017, UAHT hosted a program on the Underground Railroad through the Pleasant Hill Quilters. The quilters demonstrated how secret codes and signals guided African Americans through the hazardous routes to the railroads. Bed quilts were hung out for cleaning (presumably) but each patch on the quilt represented a signal guide to the Underground Railroad. The program was open to the public and admission was free. The Multicultural Club also presented its annual Black History Program, featuring performances by the Beryl Henry Drum Ballet and a "step" performance by Alpha Phi Alpha fraternity. Keynote speaker was author Willy Jones, Jr.

The College participated in two Martin Luther King, Jr. celebrations, one on-campus and the other off-campus. The UAHT Multicultural Club and the West District Christian Board of

Education cosponsored an MLK event at the College's Rapert Auditorium in the UAHT Library Complex. A second event was held at Garret Chapel Missionary Baptist Church. Both events were free and open to the public.

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. Personnel campus wide make every attempt to show an appreciation to all students in an effort to assure that the campus is culturally inclusive.

Goal 2

The second goal of the 2012-2017 Action Plan focused on scholarship and curriculum. Emphasis was placed on achieving a cohesive network that prepared students for the world at large through multiculturalism. The philosophy behind the second goals is that a campus that values inclusion provides a climate that encourages retention and graduation of all students.

As reported in the previous year's report, the College had success in this area. The College participates in the Community College Survey of Student Engagement (CCSSEE) during the spring semester of even numbered years. Spring 2016 is the most recent CCSSEE results. We compared the spring 2016 results with those from spring 2014, and spring 2012, looking for consistencies and progresses. 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.

Consistently through the last three surveys 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."

The English faculty continue to include a diversity assignment as part of the core structure of the Composition I courses. All faculty require students to complete four major papers toward course completion, one of which must include a diversity topic.

The UAHT 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 engaged students in diversity awareness scavenger hunts, requiring students to answer questions about countries, cultures, and cultural celebrations utilizing the library databases. Winners of the diversity awareness activities received prizes, while participants learned more about the library, research, and the multiplicity of cultures. The library staff developed diversity awareness initiatives to reinforce what students learned through their course work and to showcase the

similarities and differences of cultures. The Library Awareness project received good feedback from students and faculty.

The Health Professions division continued its “Transcultural Day” as part of student assessments in the course on adult health. Groups were assigned cultures and regions to research and present. Participants were 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 prepared food from their culture or region to share with the class. Students were graded on peer evaluation forms.

In 2012 the College began operating a conference and performing arts center named Hempstead Hall. Hempstead Hall is a first-of-a-kind facility in southwest Arkansas, designed for cultural and artistic programming, educational and workforce training, and public school use. The College worked diligently to make members of diverse communities a part of the featured programs and activities. Some of the performances featured at Hempstead Hall, offered through a partnership with the Southwest Arkansas Arts Council, included The Temptations, The Spinners, Cirque de Zuma Zuma, and The Three Pianists, each of which featured performing artists from ethnically diverse backgrounds.

Goal 3

The third goal of the 2012-2017 Action Plan addressed the degree to which the campus attracts, recruits, enrolls, and retains students. Campus diversity, like student success, is considered a campus-wide responsibility. The College realized much success with helping students’ achieve their goals, as is evident by the enrollment, retention and graduation numbers reported in the data analysis reported above.

As of fall 2016, 48.14% of UAHT’s total enrollment consisted of minority populations. Data analysis indicates areas in which we are succeeding and points out areas that need increased focus and attention. Even with enrollment fluxes over the last five years the College has maintained minority enrollments greater than or equivalent to the service area. Data analysis requires us to gather, calculate, and analyze relevant statistics. What we have made every effort to achieve is an environment where students feel included, engaged, and at home. We want students to have a personal stake in their education and a feeling of loyalty to the campus. We want an environment where students feel that everyone with whom they come in contact is working together for the common good.

As noted earlier, the College embarked upon 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 showed that the College was representative of our service area. Over the last year graduation rates have decreased by 1%. For ethnic student populations graduation rates increased an average of 5.6%. 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 41.05% of the 2016-2017 graduates, which is 9% higher than the percent of minorities in the general population of the service area.

UAHT has a five-year, fall-to-fall, average student retention rate of 49.5% (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 2015 to fall 2106 by 0.8%.

Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Three Year Average	Five Year Average
39.4%	45.1%	42.3%	52.7%	53.5%	49.5%	46.6%

Enrollment, retention, and graduation rates demonstrate that the College’s planning processes parallel our capabilities. By aligning an institutional climate of cooperation with all of the coordinating components of the institutional mission, Goal Three of the 2012-2017 Action Plan related back to the first two goals.

Statistically we met students’ needs. We want to emphasize, however, that we never consider our students as numbers. We want students to leave our campus ready to face challenges and seize opportunities. While the numbers backed us up, what we strove for was access, attention, retention, and success that was encompassing, personalized, inclusive, and complete.

GOAL 4

The fourth goal of the 2012-2017 Action Plan was for personnel to model diversity in proportion to the service area. We have continuously acknowledged that on average the total number of minority faculty and staff is lower than representative of the service area. The service area is approximately 24% African American, whereas African Americans represent 19% of College employees. During the 2016-2017 academic year, the College employed 118 full-time faculty and staff, of whom 94 (79.6%) were white, 23 (19.4%) were African American, and 1 (0.8%) was Hispanic. The position, hire date, and ethnicity are detailed below:

Position/Title	Hire Date	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	9/14/2012	African American

and Outreach		
Career Coach	5/14/2012	African American
Instructor	1/2/2014	African American
Education Specialist	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
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

The College maintained its efforts to recruit minority faculty and staff and widely publicized vacancies through professional publications and local and state news media. The College continued its committee-style hiring process. Hiring committee chairs were 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.

During the 2016-2017 academic year there were 44 full-time faculty members, of whom four (0.9%) were African American. There were 44 adjunct faculty members, of whom three were African American and one was Asian.

Overall Results

The 2012-2017 Action Plan contained 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 goals. The goals and objectives were grounded in an assessment of the 2007-2012 plan. The Action Plan's progress indicators were designed to recognize institutional commitments and provided the College with feedback. Progresses achieved toward the fulfillment of the Action Plan were systematic and institutionalized.

Evaluation is an integral and necessary part of any assessment process. The College participated in internal and external programs where national standards identifying learning outcomes were 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.

The College has documented progress in reaching minority populations. UAHT students are diverse in race, age, ethnic origins, and nationalities. But structural diversity does not address 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 any diversity initiatives. The aim of our campus is to be a multicultural educational system that is responsive to the needs of all students and meets the demands of educational empowerment.

The University of Arkansas Hope-Texarkana acknowledges that its efforts in minority recruitment, retention, and graduation are important components of its overall mission. Those efforts provide energy, leadership, vision, and direction to other community stakeholders. But 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. Data indicates that we provide access, are responsive to students of different cultures and backgrounds, and prepare them to live productively, all evidenced by enrollment, retention, and graduation rates.

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 Completed
		1.1.1.5 Adopt planning approaches that integrate all planning documents with	General strategic planning materials	Dean of Institutional Effectiveness; Chancellor's Cabinet	2011-2017 Completed

		projected outcomes and accountability measures			
	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 Not complete
		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 Continuing
		1.1.2.3 Include diversity in the agendas, orientations, and reports of all operational areas			Continuing
		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 Not complete
	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 Completed
		1.1.3.2 Include assessment of Five-Year Action	General meeting materials	Vice Chancellors; Dean of	2012-2017, annual

		Plan in the campus “Data Day” discussions		Institutional Effectiveness	Continuing
		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 Completed
		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 Continuing
		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 Continuing
	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 Completed
		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 Continuing
		1.1.4.3 Create student surveys on the UAHT website to assess diversity efforts with quantitative	General surveying materials	Dean of Institutional Effectiveness, Academic Leadership, Assistant	2012-2017 Not complete

		data		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 Completed
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 Completed
		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 Continuing
		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 Completed
		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 Continuing
	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 Completed
		2.1.2.2 Increase library resources as a way of having personnel acquire, discover, and	General budgetary considerations	Librarian	2012-2017 Completed

		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 Completed
		2.2.1.2 Explore the possibility of a nationally normed student survey to gauge students' perspective on multiculturalism	Budget considerations	Vice Chancellor for Student Services	2012-2013 Not complete
		2.2.1.3 Utilize CCSSE data to quantify students' diversity experiences	CCSSE budget	Vice Chancellor for Student Services	2012-2017 Completed
	2.2.2 Utilize Hempstead Hall as a forum to feature components of different cultures	2.2.2.1 Involve members of diverse communities in planning programs and activities featured	Undetermined at this time	Hempstead Hall Committee	2012-2017 Continuing
		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 Continuing

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 Completed	
		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 Completed	
		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 Completed	
	3.1.2 Strengthen retention efforts	3.1.2.1 Continue "Intrusive Advising" as institutional attention to academic	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 Continuing
			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 nationally normed student survey to gage students' perspective on multiculturalism	Survey expenses	Vice Chancellor for Student Services	2012-2013 Not complete

		success			
		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 Completed
		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 Continuing

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 Continuing
		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 Continuing
		4.1.2.4 Explore ways to enhance salaries	General meeting materials; budgetary considerations	Chancellor's Cabinet	2012-2013 Continuing
		4.1.2.5 Examine policies for workload and release time	General meeting materials	Chancellor's Cabinet; Academic Leadership	Continuing

**Minority Recruitment and Retention Plan
2017 - 2022**

**The University of Arkansas
Hope-Texarkana**

**Prepared for the Arkansas Higher Education Department
June 2017**

Introduction

During the 2015-2016 academic year The University of Arkansas Hope-Texarkana (UAHT) celebrated our 50th year as an important contributor to educational opportunity in southwest Arkansas. Over those years the College has attracted students and employees from multiple cultures, ethnic backgrounds, and socio-economic upbringings that generally reflect its approximately six county service area. Likewise over those years the local communities served by the College have become increasingly multicultural. As an open admission, open access institution of higher education UAHT has always integrated diversity as a part of its identity. In that tradition the College continues to explore and improve the best ways to serve the needs of our current generation of students. We ascertain and implement effective practices of inclusion in an ongoing campus environment that values and respects human differences and dignity. UAHT strives to be inclusive, accepting, and appreciative of all points of view, lifestyles, and personal choices that make the populations we serve unique and distinctive and provides those individuals the opportunity to discover and explore their potential toward life-long intellectual and personal development.

Building upon the accomplishments and success of previous plans, the 2017-2022 Five-Year Minority Recruitment and Retention Action Plan (Action Plan) consists of three goals. The first goal addresses the degree to which the College infuses principles through curricular and co-curricular activities that prepare students for the future by reflecting the values of diversity, equality, and global awareness. The second goal addresses the need for comprehensive program and retention strategies toward individual self-actualizations and multicultural competencies. The third goal focuses on the degree to which the campus attracts and retains students, faculty, and staff commensurate with the service area region.

The UAHT service area, designated by the State Board of Higher Education, includes the counties of Hempstead, Miller, Nevada, Lafayette, and southern Howard and Pike in southwest Arkansas.

GOAL 1: *The University of Arkansas 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.*

As a community college and an important contributor to southwest Arkansas for over 50 years, UAHT provides access and promotes success for its service area by providing learning opportunities for everyone. The College is committed to a culture of equality and inclusion. We strive to be understanding and accepting and recognize those attributes are indispensable toward the success of our students, our employees, our community, our state, and the country. Our mission is to support excellence in teaching and learning, value in training and workforce development, and advancement in life-long learning toward elevation in civic and cultural enrichment. Our vision of being a 21st century model community college is achieved by attracting, hiring, and retaining the best people possible all-the-while reflecting the constituents we serve.

Goal 1 of the 2017-2022 Action Plan (Action Plan) visualizes a two-pronged approach toward principles of diversity, equality, and global awareness. The first is through curriculum as a component of students' overall educational experience. Course-level assessments are central toward measuring student learning. Equally fundamental is assessment of institutional-level outcomes.

During this academic year the College has transitioned from a home-grown assessment tools to out-sourced assessment implementations, namely Blackboard. The changeover elicited campus-wide conversations that led to revised assessment cycles of institutional general education learning outcomes. The new methodology of assessing general education prompted the development of institutional rubrics as a student retention and completion strategy. Curriculum and general education assessment concentrates on increasing the rate of completion for all students in an effort to close any gaps in the completion rates of students from any group when compared with the average campus completion rates. Utilizing enrollment and completion data will help us focus on student support efforts, prioritize the elimination of achievement gaps, and identify underserved populations.

In the past academic year Hempstead County has invested in a college and career readiness academy for students in the fourth through eighth grades. The purpose is to guide students with a record of academic success toward college readiness. A major component of the Hope Academy of Public Service (HAPS) experience is projects-based learning and community service. HAPS will expand to include the ninth grade in the upcoming academic year. Another curriculum component of the first goal of the Action Plan, therefore, is to incorporate a projects-based learning component as an option for students. Service-learning incorporated into the curriculum will allow us to research and develop active learning and learner-centered strategies for more personalized learning. Likewise, it will allow us to be more responsive to local employment markets as students integrate community service into their learning experience. Incorporating service learning components throughout the general education curriculum will also allow the College to infuse principles of multiculturalism in both curriculum and co-curriculum activities, projects, and outcomes.

As reported in the 2012-2017 Progress Report, the College is encouraged by the data collected through the Community College Survey of Student Engagement (CCSSEE). We plan on continuing to participate in the CCSSEE program as a measure to quantify students' diversity experiences. The next round of CCSSEE data will be spring 2018, where we will be able to compare prior years' results regarding the interaction between ethnicities, religious beliefs, political opinions, personal values, and social and economic status.

Continuing the work from the 2012-2017 Action Plan, the College will continue to encourage faculty to broaden course perspectives to address global awareness. Faculty members are encouraged to use texts, instructional materials, and learning activities that reflect the values of diversity.

Likewise, UAHT plans on continuing the types of cultural, artistic, and educational programming utilized through the on-campus conference and performing arts center, Hempstead Hall. Involving members of diverse communities in program planning and the activities featured at Hempstead Hall allows us to utilize it as a forum to feature varying components of different cultures.

Goal 2: *The University of Arkansas Hope-Texarkana will address students' needs for academic and career success through comprehensive programs and retention strategies that address multicultural competencies and individual self-actualizations.*

The University of Arkansas Hope-Texarkana has demonstrated institutional strengths, including a dedicated and experienced faculty and staff, focused programs for disadvantaged students, strong partnerships and business alliances, growing enrollment over the last few years, and strong fiscal stability. Despite those strengths, the College still struggles with a challenge common to most community colleges: low retention and graduation rates. Attrition rates are an academic problem. UAHT's average retention rate of approximately 36% runs about 20% below national benchmarks. Retention and persistence problems impact graduation.

The College has identified one of the underlying attrition problems as ineffective advising. Currently full-time faculty members take on this job in addition to heavy teaching loads. Teaching schedules make faculty unavailable when students need to see them and few have received formal training in quality advising. Goal 2 of the Action Plan addresses helping student progress from developmental classes on to college-level general education classes and more specialized courses required in technical and health-care programs.

Central to Goal 2 of the Action Plan is the development of a Student Engagement Center for placement testing, advising, and supplemental instruction. The idea is to create an intrusive/appreciative advising model for one-stop holistic advising through professionally trained advisors and coaches. This involves developing data-driven analytics and dashboards for advisors. Included in the dashboard analytics will be diversity definitions and how campus populations are represented.

As addressed under Goal 1, the campus has transitioned to technology support through Blackboard. The campus will engage in assessing and improving its technology capabilities. Both Goal 1 and Goal 2 of the Action Plan focus on increasing completion rates for all students in an effort to close any gaps between student groups. Included in improving technology capabilities will be surveying current classroom technologies, identifying where technologies need enhancements, and increasing the use of Blackboard as both an instructional and assessment tool.

Another component of increasing completion rates includes training Supplemental Instruction Peer Leaders and identifying "high risk" courses that may affect students' success. "High risk" is identified as any course where overall success rates are less than 75%.

The campus will continue to explore methods of gaining external supports for campus diversity goals by identifying and developing approaches to foster support of campus diversity initiatives. External supports will include diversity initiatives for capital campaigns, fundraising, and needs-based scholarships. Goal 2 of the Action Plan recognizes that in seeking to decrease attrition and to close any gaps in the completion rates of students from any group when compared with the average campus completion rates, the College must address students' academic and career advising needs. A holistic approach will assist students in making social and intellectual growth as well as address geographic transitions into, as well as, out of college.

Goal 3: *The University of Arkansas Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area and will model diversity and equality through hiring practices.*

Much of the strategies and activities of Goal 3 of the Action Plan are a continuation of prior efforts. The College will continue to review and update recruiting and enrollment management plans and materials to attract and serve a diverse student body. Provide scholarships and other financial aid opportunities and utilize press releases and social media to promote multiculturalism, including disseminating recruitment, retention, and graduation responsibilities across all levels of the institution.

We acknowledge now, as we have in the past 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 19% of College employees. The College maintains steadfast in its efforts to recruit minority faculty and staff and widely publicize vacancies through professional publications and local and state news media. We will continue to include personnel from various departments in our search-committee style hiring processes so that members of diverse ethnic, age, and gender groups are included. We will continue to utilize academic division reports to assess positions available and future needs, including best practices at peer institutions on recruitment.

Conclusion

Decisions for the 2017-2022 Five-Year Action Plan were grounded in the assessment of the 2012-2017 Plan. As we gathered information, evaluated, and assessed it, we chose to continue some aspects of the prior plan, expand other parts, and acknowledged completion of a few. The 2017-2022 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 and is consistent with the College's documented progress in reaching minority populations.

The aim of our Action Plan is be a multicultural educational system that is responsive to the needs of students and the demands of educational reform. UAHT students are already diverse in race, ethnic origins, and nationalities. Much of the College's success with recruitment, retention, and graduation comes from its focus on learning environments. We respect the dignity and value the worth of all students and personnel, treat them fairly, and recognize individual acts of sensitivity and respect.

Each of the Action Plan's progress indicators provided the College with feedback. The indicators are designed to recognize that any successful retention policy must reflect an institutional commitment and must be comprehensive in nature. Assessment is an essential element and data must be collected and analyzed on a regular basis.

The University of Arkansas Hope-Texarkana is committed to cultivating a campus environment that is conducive to the well-being of its learners and workforce. Diversity coupled with inclusion brings about a nurturing educational environment ideal for learners at all levels, the

faculty who teach, and the staff who support. Diversity and inclusion describe an organizational philosophy that seeks, appreciates, and respects individual differences, and where individuals of varying backgrounds and interests grow alongside one another in a secure, nurturing, professional atmosphere.

Our goals, at their broadest perspective, seek to meet the psychological, self-esteem, and self-actualization needs of all students and the professionals they encounter on campus or in the workplace. We seek to decrease attrition and implement comprehensive initiatives that address students' needs for academic and career counseling and assist them in making the social, intellectual, and global transitions required from college to career.

Appendix

UAHT Minority Recruitment and Retention Five-Year Action Plan (2017 - 2022)

GOAL 1:

The University of Arkansas 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
1.1 Verify that principles of multiculturalism are incorporated throughout the curriculum as a component of students' overall educational experience	1.1.1 Develop a General Education assessment cycle for Institutional Learning Outcomes	1.1.1.1 Review campus General Education Statement to assure that the statements are assessable at course-level learning	General meeting materials	Faculty Senate; Chancellor's Cabinet	2017- 2018
		1.1.1.2 Develop Value Rubrics as a method of assessing Institutional Learning Outcomes	General meeting materials	Institutional Outcomes Committee; Chancellor's Cabinet	2017-2018
	1.1.2 Encourage faculty to broaden course perspectives to address global awareness	1.1.2.1 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	2017-2022
		1.1.2.2 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	2018-2022
		1.1.2.3 Research educational programs that are responsive to local	Research materials	Chancellor's Cabinet; Vice Chancellor for	2018-2022

		employment markets		Academics	
		1.1.2.4 Research and develop active learning and learner-centered strategies for more personalized learning	Research materials, operational budgets, scholarship funds	Faculty	2017-2022
	1.1.3 Evaluate the quantity and quality of diversity related materials in the library	1.1.3.1 Where feasible compile resources for diversity related materials posted on the library website	General research materials	Librarian	2017-2022
		1.1.3.2 Increase library resources as a way of having personnel acquire, discover, and apply knowledge	General budgetary considerations	Librarian	2017-2022
		1.1.3.3 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;	2017-2022
		1.1.3.4 Include diversity in the agendas, orientations, and reports of all operational areas	General meeting materials	Campus personnel	2017-2022
1.2 Incorporate principles of multiculturalism throughout co-curricular activities	1.2.1 Develop methods to encourage broader perspectives of global awareness as a part of the campus culture	1.2.1.1 Research a service learning component linked to general education courses	General meeting materials	Deans of Arts, Humanities & Social Sciences and Math and Science; Vice Chancellor for Academics	2017-2022
		1.2.1.2 Utilize CCSSE data to quantify students' diversity experiences	CCSSE budget	Vice Chancellor for Student Services	2018-2022
	1.2.2 Utilize Hempstead Hall as a forum to	1.2.2.1 Involve members of diverse	General budgetary considerations	Hempstead Hall Personnel;	2017-2022

	feature components of different cultures	communities in planning programs and activities featured		Community partners; Campus Co-curricular groups	
		1.2.2.2 Encourage the use of the facility for professional retreats and meetings as a method of making more active campus connections	General budgetary considerations	Hempstead Hall Personnel	2017-2022
	1.2.3 Develop and implement programs that recognize the complexity of campus diversity from the students' perspective	1.2.3.1 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	2017-2022
		1.2.3.2 Utilize student clubs as a method of recognizing the components of diversity that enrich the campus	Student club budgets	Vice Chancellor for Student Services	2017-2022
	1.2.4 Build Community Partnerships	1.2.4.1 Engage community leaders in advancing multicultural strategies	General budgetary considerations	Chancellor's Cabinet	2017-2022

GOAL 2:

The University of Arkansas Hope-Texarkana will address students’ needs for academic and career success through comprehensive programs and retention strategies that address multicultural competencies and individual self-actualizations.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
2.1 Build and enhance support systems that allow for success of diverse groups within the institution	2.1.1 Research and develop a Student Engagement Center for placement testing, advising, and supplemental instruction	2.1.1.1 Research and develop a professionally staffed advising office			
		2.1.1.2 Develop an intrusive/ appreciative advising model for one-stop holistic advising	General budgetary considerations for minor construction adjustments	Chancellor’s Cabinet; Vice Chancellor for Student Services	2017-2018
		2.1.1.3 Professional Development training for advisors trained in non-cognitive factors	General budgetary considerations	Vice Chancellor for Student Services	2017-2018 Hope 2018-2019 Texarkana
		2.1.1.4 Develop data driven analytics and dashboards for advisors mindful of diversity definitions and how populations are represented	General budgetary considerations	Vice Chancellor for Student Services	2017-2018 Hope 2018-2019 Texarkana
	2.1.2 Develop and pilot Supplemental Instruction Programs	2.1.2.1 Identify and train Supplemental Instruction Peer Leaders	General budgetary considerations	Vice Chancellors for Academics and Student Services	2018-2022
		2.1.2.2 Identify “high risk” courses (success rates of less than 75%) as candidates for Supplemental Instruction	General budgetary considerations	Institutional Research Officer; Vice Chancellor for Academics; faculty	2018-2022

2.2 Supplement classroom technology to support Blackboard as a teaching, learning, and assessment tool	2.2.1 Investigate current classroom technology capabilities in Hope and Texarkana	2.2.1.1 Identify classrooms where current technology allows class participation through Blackboard	General budgetary considerations	Faculty, Vice Chancellor for Academics, Institutional Technology Personnel	2017-2018
		2.2.1.2 Identify classrooms requiring enhanced technologies to advance participation through Blackboard	General budgetary considerations	Faculty, Vice Chancellor for Academics, Institutional Technology Personnel	2017-2018
	2.2.2 Identify courses where Blackboard technologies and access supplements instruction	2.2.2.1 Survey current classroom deliveries to identify courses using Blackboard technologies in the classroom	General budgetary considerations	Faculty	2017-2018
		2.2.2.2 Identify classes where using Blackboard technologies can be added to classroom instruction	General budgetary considerations	Faculty	2017-2018
		2.2.2.3 Increase the use of Blackboard for classroom instruction as an assessment tool	General budgetary considerations	Faculty, Vice Chancellor for Academics; Institutional Technology Personnel	2018-2022
		2.2.2.4 Research and develop active learning and learner-centered strategies for more personalized learning	Research materials, operational budgets, scholarship funds	Faculty	2018-2022
2.3 Explore methods of gaining external support for campus diversity.	2.3.1 Develop methods and approaches to create allies in fostering support of campus diversity initiatives	2.3.1.1 Include diversity initiatives in capital campaigns and fundraising efforts.	General fundraising materials	Office of Institutional Advancement; Chancellor's Cabinet	2018-2022

		2.3.1.2 Establish additional needs-based scholarships	General fundraising materials	Office of Institutional Advancement	2017-2022
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GOAL 3

The University of Arkansas Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area and will model diversity and equality through hiring practices.

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	2017-2022
		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	2017-2022
		3.1.1.3 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	2017-2022
		3.1.1.4 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	2017-2022
		3.1.1.5 Increase communication about services available to students, i.e. disability services, tutoring, student organizations	Communication tools	Vice Chancellors; Academic Deans and Divisions; College Personnel	2017-2022
		3.1.1.6 Include meaningful recruitment and retention data in the campus "Data Day" discussions	General meeting materials	Vice Chancellors for Academics and Student Services	2017-2022
3.2 Strengthen efforts to attract a diverse faculty for	3.2.1 Continue search-committee style	3.2.1.1 Include personnel from various departments	General meeting materials	Human Resources Officer	2017-2022

all new positions	hiring process	to include members of diverse ethnic, gender, and age groups			
		3.2.1.2 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	2017-2022
	3.2.2 Develop methods for attracting and retaining minority faculty	3.2.2.1 Academic divisions report annually on faculty positions available and assess faculty needs for the future	General reporting materials	Academic Deans; Vice Chancellor for Academics	2017-2022
		3.2.2.2 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	2017-2022
		3.2.2.3 Include specific reference to experience with underrepresented minorities and multicultural populations in job descriptions	General research materials	Human Resources Officer	2017-2022

**UA COMMUNITY COLLEGE AT MORRILTON
MINORITY RECRUITMENT AND RETENTION PLAN
JUNE 2017**

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 2016 semester was 24.6%. African-American students comprised 8.9% of the enrollment; Hispanics comprised 7.7% other minority groups comprised 8.3% of the student enrollment. The ethnic student population during fall 2015 was above the average rate (24.6%) 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 7.32% (6 of 82) of the total full-time staff. Minorities comprise 0.00% (0 of 51) of UACCM's full-time faculty members. A review of the demographic data for the 2016-17 academic year revealed that 10.00% (2 of 20) of the part-time staff were members of a minority group. Minorities comprise 0.00% (0 of 14) of UACCM's adjunct faculty members. Only two true adjuncts. Part-time hourly nursing and adult education instructors are added to adjunct faculty count for summer, June 2017.

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. Established 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.

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.	9	7	20	17	53
Asian	3	3	3	5	14
Hispanic	15	18	19	14	66
Black	3	3	1	1	8
Other	4	5	4	7	20
Two or more	7	4	9	3	23
Total	41	40	56	47	184

- Number and position title of minority faculty and staff who currently work for the institution.
1 Full time Physical Science Instructor
1 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
- 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.

University of Arkansas Rich Mountain worked closely with the county Single Parent Scholarship committee to help recruit and assist minority students.

- Minority data was evaluated during the 2016-2017 academic year. Results indicate no significant changes as the area minority population has remained stable.
- 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.
 - During the 2017-2018 academic year a comprehensive minority recruitment plan will be developed through the Office of Student Affairs.
- Include your timeline, budget, and methods used to assess and monitor progress.
 - The plan should be completed by December 2017 and implemented beginning in January 2018. In the interim, all students are evaluated at mid-semester to determine issues or barriers to success.
 - UA Rich Mountain continues to advertise positions on a national basis to encourage a diverse applicant pool for employees. While there is no way to know when a position will be available, the college considers all applicants and encourages 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.