

# Arkansas Public Higher Education Minority Recruitment and Retention Report

Academic Year 2008-09



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Arkansas Department of Higher Education  
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## **Minority Recruitment and Retention Report 2009**

### Four-Year Institutions

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

### Two-Year Institutions

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



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

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

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

**<http://www.astate.edu>**

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## ***ASU MISSION & GOALS***

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

### **MISSION:**

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

### **CORE VALUES:**

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

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

### **VISION:**

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

## ***SUMMARY***

### **ACT 1091**

Act 1091 of 1999 requires all state-supported colleges and universities to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Under the Act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

*The requirements of the Act are:*

- Each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution. (Refer to Appendix A)

### **ARKANSAS STATE UNIVERSITY**

The 2008/2009 Progress Report continues the pursuit of enhancing structural diversity as a means of retaining minority students, faculty, and staff. Thus, information regarding recruitment is included in the report. The student section of the report continues to update efforts and progress in four key areas: (1) Student Recruitment; (2) Programs and Initiatives; (3) Leadership Development and Campus Involvement; and (4) Cultural Awareness and Growth Opportunities. The goals in the student section have been re-worded to more clearly communicate the purpose of the initial Minority Retention Plan: To develop programs and initiatives to retain more minority students.

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

- The Diversity Strategic Plan, which details the university's plan for pursuing and maintaining campus diversity, was implemented Fall 2005. The Minority Retention Plan focuses exclusively on the progress of the plan and its five strategic goals: (1) The faculty and staff composition at Arkansas State University shall reflect the demographics of the student body; (2) Create and maintain an environment on the ASU campus that makes it a desirable place for minorities to work and develop professionally; (3) Introduce initiatives to the campus that will encourage understanding of diversity, build support for an inclusive environment and create opportunities for diversity dialogue; (4) Recruit, retain, and graduate larger numbers of minority students; and (5) Effectively incorporate diversity into the curriculum.
- The Office of Diversity, working in conjunction with campus partners, has implemented the Strategic Hiring Fund, the Quality Teaching Circle, Diversity Lecture Series, *Reaching Across Difference*, Freshman Mixer, Brother-2-Brother and Circle of Trust, mentoring programs; and the administration of the Intercultural Development Inventory. The Office of Diversity has also added a Faculty Fellow to assist in meeting the needs of diversity faculty members throughout the campus.
- The proportion of full-time ASU employees who are minorities increased from 12.8% to 14.2%, while the actual number of full-time minority employees has increased by 21 to 204. This places the university back into its original trajectory after the 1.16% decline from 2006/2007. Two female minority faculty members earned tenure while a third was promoted to full professor.
- Fall 2007 full-time, first-time minority students who returned to enroll during Fall 2008 was 64%, an increase of 1.3% over the Fall 2007 rate. The most recent six-year graduation rate for minority students decreased by 5.3% over the prior year's percentage. The decrease is 10% of the rate just two years earlier. It is important to note that the rate for all students increased by 1.2% during this timeframe. The university will conduct an in-depth analysis of minority student achievement over the summer and develop strategies to address this negative trend.



## ***STUDENTS***

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

Arkansas State University's open-access policy continues to be the primary means of providing opportunities for all students to access knowledge and information. Beginning Fall 2009, a student must possess a composite ACT score of 18 or a 2.35 High School GPA to be admissible with Arkansas State University. The standardized ACT exam and high school grade point average are used as tools of assignment rather than tools of exclusion. Therefore, any student who meets the minimum entrance requirements will be admitted into Arkansas State University. Thirteen hundred thirty-nine (1339) first-time minority freshmen and transfer students applied for admission, an increase of over .5% from the prior year's total. Nine hundred sixty-eight (968) were admitted, 593 enrolled in Fall 2008. Minority students comprised approximately 24% of the Fall 2008 Freshman.

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

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

A new initiative began Fall 2002 to increase the number of minority faculty and staff members on the campus of Arkansas State University. Research has shown that minority students benefit from the increased presence of minority faculty and staff members on campus, especially when this is coupled with a clear commitment to diversity (Smith, 1997). The likelihood for mentoring and modeling opportunities are significantly enhanced. The university's efforts in addressing this initiative are outlined in the sections pertaining to faculty and staff. Since Fall 2002, the number of minority faculty members on campus has increased by 76% (38 individuals in Fall 2002 to 67 individuals in Fall 2008). Similarly, the number of minority staff members has increased by 48% (92 individuals in Fall 2002 to 137 individuals in Fall 2008). In Fall 2008, minority employees accounted for 14.2% of the university's employ base.

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

*Making Connections* is a semester-long elective course designed to assist students transitioning from high school to college by providing students with the knowledge and skills to be successful at Arkansas State University. Academic performance skills, understanding the

university's culture, policies and expectations, self-management skills, and other relevant issues are covered. Since its inception, students in the First-Year Experience (FYE) seminars generally outperform (retention rate and GPA) students who do not enroll in the course. Two hundred seventy-one (271) of the 1,290 (21%) students enrolled in FYE seminars during 2008-2009 were minority students.

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

C. Right Start Program:

The Right Start Program is designed to assist students whose ACT or other scores require that they complete developmental courses when they enter college. Students in the program take required developmental courses and UC 1023 – Strategies for College Success. Strategies instructors provide individual academic advising to students in their classes and the course focuses on study skills and learning strategies to help students be successful in their courses. In addition, instructors in reading and language development provide individual instruction to students who request the additional help. During the 2008-09 academic year, 206 (46.6%) of the Fall 2008 program participants were minority students while 64 (26.3%) of the Spring 2009 program participants were minority students.

D. Early Alert Program:

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

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

E. The Next Steps Mentor Program:

The Next Steps Mentor Program is an extension of The Early Alert Program. This program does not rely on referral by faculty but mandates that all first-year students check-in with the Advising Center within the first few weeks of the fall semester. ASU staff, faculty, and key administrators volunteer one day of service to meet with first-year students. Appropriate

steps are in place to ensure that necessary follow up will be utilized based on the feedback of mentors. The Advising Center provides limited tutorial/study skills assistance to referred first-year students.

F. Restart@state Program:

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

The Fall 2008 semester saw 44.3% (39) minority students participate in the program while another 34.5% (29) participated in the program during the Spring 2009 semester. Historically, these students would not have been allowed to complete the semester and limited assistance would have been provided to assist them in addressing their academic deficiencies.

G. College Choices:

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

I. Student Support Services:

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

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

The program served the needs of 69 minority students during the 2008-2009 academic year. Approximately 39.8% of the students were considered low-income, first-generation college students. Over 89% of the students were retained from Fall 2008 to Spring 2009.

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

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

The program has served over 10 students, 7 of whom were minority, during the 2008-2009 academic year. Every student who completed their bachelor's has continued their education in graduate programs. Three of the students are enrolled in graduate programs at ASU. Additionally, several minority high school students (all African American) have participated in the RISE program through supplemental funding with each of these students entering ASU as freshmen after completion of the RISE program. Finally, a minority high school teacher will participate in RISE this summer through supplemental funding.

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

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

## *Goal 2: Enhance Structural Diversity Within the Student Body*

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

### A. Community Leaders Luncheon:

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

### B. The Thompson Minority Scholarship Program:

The Thompson Minority Scholarship Program awards scholarships to incoming African American freshmen and currently enrolled African American students. It also provides funding to help support the efforts of the Strong-Turner Alumni Association. Five (5) incoming freshmen received \$1,000 in the fall and spring semesters of their first academic year for 2008-2009, and five (5) returning students received the scholarships as well.

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

### C. Delta Promise Scholarship Day:

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

### D. Minority Teacher Scholarship Program

Historically, Arkansas State University has enrolled a significant number of scholars in this program over the past nine years. Twenty-eight (28) students participated in the program during the 2008-2009 academic year. The program is coordinated by faculty members in the Department of Teacher Education.

These programs benefit students in several ways including:

- Providing an academic scholarship

- Paying registration fees for professional conferences
- Financial support for membership in professional organizations and attendance at state, regional, or national professional meetings, such as the Arkansas Reading Association Conference and the Arkansas Education Association's annual meetings
- Study and test-taking skills sessions for Praxis I and Praxis II conducted by College of Education faculty
- Materials such as books and software are provided to assist students in preparing for licensing exams, the *Praxis I* and *II*
- Other books and materials are purchased to assist students while they are in the program and in their professional careers
- Informal peer and faculty mentoring are core components of our program in response to the need to retain the cadre of qualified minority teachers in the teacher education program

E. Recruitment Brochure:

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

F. 3.0 Club Induction Ceremony:

This event traditionally recognizes African American students who have maintained at least a 3.0 cumulative grade point average. This is the second year the program recognized the academic accomplishments of students from the freshman class who performed well during their first semester on campus. The purpose of this initiative is to: (1) encourage students to continue to perform well academically; (2) recognize and appreciate the honorees for their hard work; (3) inform students about the Strong-Turner Alumni Association; (4) enhance the visibility of minority student accomplishments during Convocation of Scholars week. One hundred sixty students attended the event in Spring 2009 while two hundred fifty-six were eligible to be recognized and invited to attend.

G. "Back to School" Day:

The university has partnered with the Delta Sigma Theta sorority to provide an educational venue for African American high school students and their parents in preparation for the start of a new school year. During the academic year 2008-2009, this event served over 90 high school minority students and 15 parents. The program provides educational and motivational sessions for students and parents to prepare them for the upcoming school year. Topics include self-esteem, importance of the ACT test, reasons to avoid the legal system and answers parent questions. The goal is to reduce the number of incidents in the schools and improve the students' motivation to succeed.

H. College Goal Sunday:

This event provides information to students planning on attending a college or university in Arkansas for the 2009-10 school year. College Goal Sunday provides information about financial aid processes at ASUJ and encourages students to apply early each year in order to receive maximum funds available. Students also complete an application for the Arkansas Academic Challenge Program. Over 20 minority students are served during this event.

*Goal 3. Creating a Welcoming Environment for Minority Students*

A. Fall Explosion:

The annual Fall Explosion has been an ASU tradition for 16 years. The Fall 2008 event involved over 500 students, faculty, and staff. The purpose of this event is to serve as a kick-off of multicultural programming and to set a positive, welcoming tone for academic engagement and social involvement. The event gives minority students a chance to meet and visit with non-minority campus administrators and minority faculty and staff members. The goal of this event is to formally welcome minority students to the campus and to make them aware of the resources available to help serve their needs.

B. Freshman Mixer:

This event is sponsored by the 1) Dean of Humanities and Social Sciences, 2) the Office of Diversity, and 3) the Office of Multicultural Affairs. It is designed to target African American first-time freshman by equipping them with the essential tools for success at Arkansas State University. This event introduces first year students to student leaders, faculty and staff of color, and other key university officials. Approximately 200 students participated during the Fall 2008 semester. This initiative serves as a mechanism to share critical information to retain students and provide tips for success early in the students' academic careers.

C. Residence Assistant Training:

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

#### *Goal 4: Provide Leadership Development and Campus Involvement Activities*

A. NAACP Student Chapter:

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

B. Southwestern Black Student Leadership Conference:

In the Spring of 2008, ASU sent 17 delegates to the Southwestern Black Student Leadership Conference in College Station, Texas. This program is designed to provide current ASU students the opportunity to gain exposure, experience, and knowledge by attending a conference with students of color from similar campuses. The students are exposed to a variety of workshops and leadership training experiences that are valuable to their personal lives and the various roles that they play on the ASU campus.

C. Student Government Association:

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

D. Leadership Center:

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

E. Student Activities Board

The Student Activities Board (SAB) works closely with the International Student Association and the Office of Multicultural Affairs to provide a diverse series of programming for all students. Events include Multicultural Thanksgiving Dinner, Martin Luther King, Jr. Remembrance Week, and Multicultural Week. The object of this board is to educate the student body through diverse programming. This board has served over 2,000 minority faculty, staff and students.

F. Action Fund

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



and educational programming for student on campus.

#### G. Student Union

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

#### H. Speaker Series

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

Cornel West: Dr. West earned two bachelor's degrees (*magna cum laude*) from Harvard in three years, is known nationwide for his pragmatic and philosophical views. He is currently the Class of 1943 professor at Princeton University, where he also earned his PhD. He was a professor of religion and director of the Afro-American Studies program at Princeton. West has also taught at the Union Theological Seminary, Harvard, Yale, and the University of Paris. In 2000, he served as the senior advisor to presidential candidate Bill Bradley, and then in 2004, West was an advisor for presidential candidate Al Sharpton's campaign. He is also very well-known for his advocacy for People for the Ethical Treatment of Animals (PETA).

Jeff Johnson: Mr. Johnson is a social activist, international journalist, and executive producer for BET. Johnson is one of today's most gifted leaders in both the political and entertainment arenas.

Dr. Henry Louis Gates: Dr. Gates is a literary critic, educator, scholar, writer, editor, and public intellectual. Dr. Gates, who is currently serving as Alphonse Fletcher University professor at Harvard, is director of the W. E. B. DuBois Institute for African and African American research. He will present a lecture, *Bridging the Digital Divide: W. E. B. DuBois and the Encarta Americana*,

Joe Black: Mr. Black currently serves as President of Southern Bancorp Capital Partners (SBCP), a non-profit CDFI affiliate of Southern Bancorp, a CDFI bank holding company serving rural markets in Arkansas and Mississippi. Southern Bancorp is a \$1 Billion dollar institution and is the largest private sector rural development agency in the nation. Prior to joining Southern, Joe served as Economic Liaison to the First Congressional Office and Program

Coordinator at the Center for Economic Development. Joe has a BS from Arkansas State University and a MBA from the University of Arkansas at Little Rock. Affiliations include appointment as a Commissioner by the Governor of Arkansas to the Arkansas Economic Development Commission. Board memberships with the Coalition of Community Development Financial Institutions, CHRISTUS Health Community Direct Investment Fund, Arkansans for Charity Excellence, Crossroads Coalition, as well as a host of other local and regional affiliations with community based development groups working toward economic self-sufficiency in less developed markets.

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

#### A. Black History Month:

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

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

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

#### B. Rev. Martin Luther King, Jr. Week 2009:

In Spring 2009, the university continued hosting the annual community-wide celebration of Martin Luther King Day. The event had over 1,000 participants and serves as an opportunity to encourage everyone to play their part in supporting Dr. King's legacy. Martin Luther King, Jr. Week activities served to commemorate the life and the legacy of Martin Luther King, Jr. Student organizations and campus departments united as one for Martin Luther King, Jr. Week. Student groups and offices included the Student Activities Board-Multicultural Committee.

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

C. Hispanic Heritage Week:

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

D. Multicultural Week:

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

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

E. Delta Blues Symposium:

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

F. Soul Food Dinner:

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

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

G. International Student Mixer/Reception:

The International Mixer was a collaborative effort between International Programs, Academic Affairs, and Student Affairs. The International Student Mixer/Reception assists International Students with making the transition to Arkansas State University in a relaxing and student friendly environment. The event was the kick-off of Multicultural Week. The attendees were provided with games, food, and door prizes. There were roughly 125 participants that attended this event.

H. World AIDS Day Conference

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

## ***FACULTY***

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

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

Strategies & Current Activities:

- 1.1.1 Educate individual search committees and departments on the process of identifying and recruiting minority applicants.
- The Executive Assistant to the Chancellor for Diversity Initiatives works with all non-classified position search committees to identify and recruit minority applicants.
- 1.1.2 Extend and document good-faith efforts to identify minority candidates and invite them into faculty applicant pools.

- As positions become available, every college, department, and administrative unit works to identify and extend personal contacts to qualified minority candidates to assure them of Arkansas State University's commitment to diversity.
- In 2007, the university transitioned to a web-based employment process which made it easier for individuals to apply for positions and to track applicant data.

1.1.3 Extend competitive offers to qualified minority candidates.

- The following is a sample of positions accepted:
  - Instructor for Physical Education
  - Assistant Professor of Nursing
  - Director of Jazz Studies
  - Chair of Social Work
  - Assistant Professor of Political Science
  - Assistant Professor of Political Science
  - Assistant Professor of Teacher Education
  - Computer Support Specialist II
  - Assistant Professor of Education (2)
- The following offer was extended to, and rejected by, a prospective minority faculty member during the 2008-2009 academic year:
  - Chair – Criminology, Sociology, and Geography

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

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

Strategies & Current Activities:

- 2.1.1 Provide minority faculty opportunities to pursue advanced degrees and other professional development goals.
- Paid sabbaticals and unpaid leave requests are available for faculty members who meet the stated qualifications.
  - One minority person was granted release time to pursue a

doctoral degree during the Fall 2008 semester and will continue their doctoral pursuit throughout the 2009-2010 academic year.

- The university will continue to recruit prospective minority doctoral candidates from within the current faculty. Specifically, the university will focus on persons who are instructors or who hold temporary appointments.

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

Strategies & Current Activities:

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

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

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

- The Office of Diversity sponsored four sessions of the Quality Teaching Circle and Learning Initiative in the Fall 2008 semester. The purpose of this initiative is to promote excellence in teaching, research, and service among minority faculty members by creating positive and safe environments for faculty members to exchange ideas, receive enriching criticism, express concerns, and access a university-wide support system. Approximately 12 faculty members participated in the process.

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

Strategies & Current Activities:

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

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

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

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

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

Strategies & Current Activities:

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

- The second Pre-doctoral Teaching Fellowship was awarded during the Spring 2008 semester and the individual will begin teaching. The sole purpose of this initiative is to provide a mechanism for increasing faculty diversity in strategic areas throughout the campus.
- The Office of University Advancement and the African American alumni chapter will work collaboratively to identify potential sources of funding, in addition to creating a strategic fund-raising plan.

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

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

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

Strategies & Current Activities:

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

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

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

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

Strategies & Current Activities:

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

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

Strategies & Current Activities:

- 3.2.1 Provide diversity workshops and other opportunities for diversity training to all employees at ASU.
- 3.2.2 Identify and train minorities for senior roles.
- 3.2.3 Identify potential minority faculty from among our graduate students and temporary faculty.

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

Strategies & Current Activities:

- 3.3.1 Establish a formal minority faculty mentorship program.
- An informal minority faculty mentor program has been initiated. Once structural diversity has increased, then a more formal initiative will be implemented.
  - More opportunities will be provided for minority faculty members



to network and fellowship.

- Affinity groups will be created to provide minority groups with a collective campus voice.

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

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

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

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

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

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

## *Staff*

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

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

Strategies & Current Activities:

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

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

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

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

1.1.3 Extend competitive offers to qualified minority candidates.

- Eighteen (18) staff positions were filled by minority candidates during the 2008-2009 academic year.

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

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

Strategies & Current Activities:

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

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

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

Strategies & Current Activities:

**2.2.1** Promote various forums for minority staff to express concerns about diversity issues as they arise on campus.

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

**2.2.2** Seek out minority staff to represent minority issues and to enhance

diversity on university wide committees.

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

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

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

Strategies & Current Activities:

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

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

3.1.2 Review practices concerning the retention of minority staff.

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

3.1.3 Orient new minority administrative staff members.

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

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

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

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

Strategies & Current Activities:

- 3.2.1 The Senior Associate Vice Chancellor of Academic Affairs and Research will continue to work with each department to establish goals for minority staff recruitment and retention.
- 3.2.2 Identify and train minorities for senior roles.
  - The university will continue to seek qualified minorities with the qualifications to serve in senior administrative roles as they become available.
  - Close supervision and mentoring will be provided to junior administrators to prepare them to become competitive for future senior administrative roles.
- 3.2.3 Promote professional development opportunities to develop skills of minority employees at the non-professional levels.
  - Employees are encouraged to pursue attaining a college degree at the significantly reduced tuition rates.
- 3.2.4 As positions become available, every college, department, and administrative unit will extend personal contacts to qualified minority candidates to assure them of Arkansas State University's commitment to diversity.
  - The university's search process document continues to emphasize the importance of person-to-person contact in the recruitment of prospective employees. Additionally, the document adds more accountability to the process of identifying, recruiting, and extending offers to minority faculty members.
- 3.2.5 To identify potential minority staff from among our graduate students and temporary employees.

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

Strategies & Current Activities:

- 3.3.1 Establish a minority staff mentorship program.

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

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

- Members of the campus community sponsored, supported or organized the following: (1) The 2008 Hispanic May Celebration; (2) Multicultural Week; (3) Black History Month and (4) MLK Day. Each event feature noted local, regional, and national speakers.
- Diversity seminars and workshops have been developed to address issues such as diversity in the curriculum, teaching minority students, recruiting minority faculty members, and retaining minority faculty and staff members by building inclusive work environments.

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

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

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

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

### 3.3.5 Support minority networks by providing resources and recognition.

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

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

### Strategies & Current Activities:

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

## *APPENDIX A – ACT 1901 of 1999*

**Act Entitled: “An Act to Require State Supported Colleges and Universities to Establish Programs to Enhance the Retention of Minority Students, Faculty, and Staff, and for Other Purposes.”**

### **SECTION 1.**

For purposes of this act, the term “minority” refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

### **SECTION 2.**

- a) All state-supported colleges and universities shall establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans shall be prepared on a continuing basis for future five-year periods.
- b) Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution.
- c) Copies of each institution’s five-year plan and annual reports shall be filed by June 30 with the Department of Higher Education, the Board of Trustees of the Institution, the House and Senate Interim Committees on Education, and the Board of Visitors of the institution, if applicable.
- d) The Department of Higher Education shall develop appropriate forms for reporting and shall monitor the retention plans and annual reports.
- e) In carrying out the retention action plans, each institution shall provide for a part-time or full-time employee by reassignment, appointment, or employment to assist the institution in the retention of blacks and members of other minority groups for faculty and staff positions.

### **SECTION 3.**

All provisions of this act of a general and permanent nature are amendatory to the Arkansas code of 1987 annotated and the Arkansas Code Revision Commission shall incorporate the same in the Code.

### **SECTION 4.**

If any provision of the act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are declared to be severable.

### **SECTION 5.**

All laws and parts of laws in conflict with this act are hereby repealed.

### **Supplemental Information:**

Act 1091 of 1999 was enacted by The State of Arkansas 82<sup>nd</sup> General Assembly during its regular session of 1999. The bill was sponsored by Representatives Johnson, Green, Steele, White, Wilkins, Willis, and Smith. The Act is very similar to Act 99 of 1989, codified as A C A 6-63-103, which applies to minority recruitment (rather than retention) Act 1091 of 1999 differs from Act 99 in that Act 1091 requires ADHE to develop appropriate forms for reporting and to monitor the retention plans and annual reports. It also defines “minority,” which was not done in the 1989 Act.

## *APPENDIX B – ASU AFFIRMATIVE ACTION POLICY & GOALS*

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

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

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

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

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

**2. Strategies for Accomplishing Employment Goals:**

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

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

**4. Affirmative Action Student Recruitment Strategies:**

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

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



**6. Affirmative Action Graduate Student Recruitment Strategies:**

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

# MINORITY PROGRESS REPORT \*

Arkansas State University

2008/2009

Jonesboro

## Students, Faculty, & Staff Information



### Minority Employee Headcount (Fall)

Based on Fall 2008 information, **14.2%** of Fall 2008 full-time employees classified themselves as minority. Since Fall 1999, the percentage of minority employees has averaged **11.6%**.

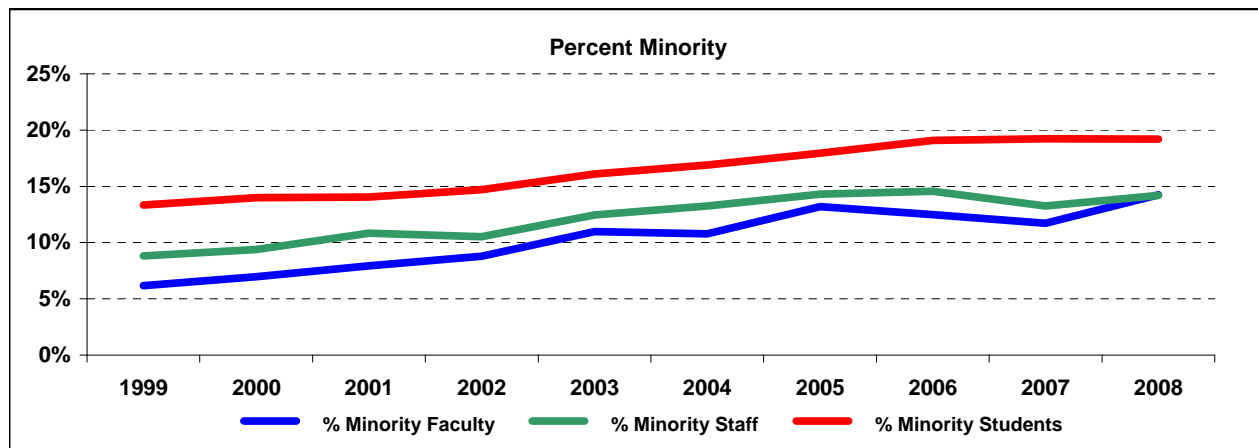
Full-Time Employees	Fall									
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>9- &amp; 12- Month Faculty</b>	422	431	429	432	446	454	447	456	469	470
Minority Faculty	26	30	34	38	49	49	59	57	55	67
% Minority Faculty	6.2%	7.0%	7.9%	8.8%	11.0%	10.8%	13.2%	12.5%	11.7%	14.3%
<b>All Full-Time Staff</b>	851	842	848	875	884	875	895	914	965	965
Minority Staff	75	79	92	92	110	116	128	133	128	137
% Minority Staff	8.8%	9.4%	10.8%	10.5%	12.4%	13.3%	14.3%	14.6%	13.3%	14.2%
<b>All Full-Time Employees</b>	1,273	1,273	1,277	1,307	1,330	1,329	1,342	1,370	1,434	1,435
Minority Employees	101	109	126	130	159	165	187	190	183	204
% Minority Employees	7.9%	8.6%	9.9%	9.9%	12.0%	12.4%	13.9%	13.9%	12.8%	14.2%



### Minority Student Headcount (Fall)

According to Fall 2008 enrollment figures, **19.2%** of Fall 2008 students classified themselves as minority. Since Fall 1999, ASUJ fall minority enrollment has averaged **16.5%**.

Student Headcount	Fall									
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Undergraduate Students</b>	9,398	9,289	9,426	9,275	9,413	9,262	9,138	9,340	9,385	9,764
Minority Undergraduates	1,268	1,323	1,346	1,392	1,534	1,595	1,681	1,834	1,847	1,943
% Minority Students	13.5%	14.2%	14.3%	15.0%	16.3%	17.2%	18.4%	19.6%	19.7%	19.9%
<b>Graduate Students</b>	1,063	1,140	1,142	1,160	1,160	1,246	1,276	1,387	1,484	1,726
Minority Graduates	126	136	138	141	167	181	188	212	242	263
% Minority Students	11.9%	11.9%	12.1%	12.2%	14.4%	14.5%	14.7%	15.3%	16.3%	15.2%
<b>All Students</b>	10,461	10,429	10,568	10,435	10,573	10,508	10,414	10,727	10,869	11,490
Minority Students	1,394	1,459	1,484	1,533	1,701	1,776	1,869	2,046	2,089	2,206
% Minority Students	13.3%	14.0%	14.0%	14.7%	16.1%	16.9%	17.9%	19.1%	19.2%	19.2%



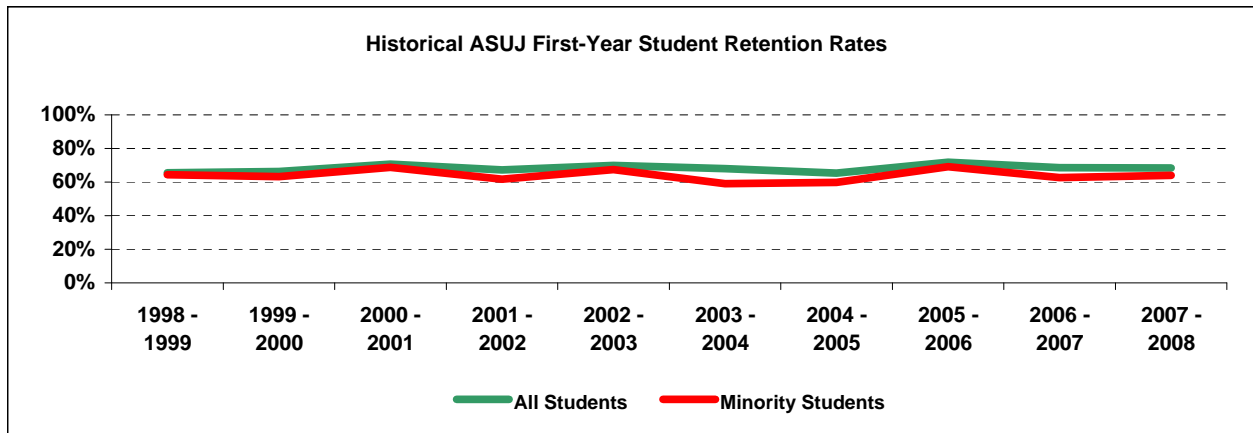
\*For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, Asian Americans, Hispanic Americans, and Native Americans only. Analysis Prepared by The Office of Institutional Research, Planning, & Assessment; web address: [astate.edu/irp](http://astate.edu/irp); email address: [asuipr@astate.edu](mailto:asuipr@astate.edu)



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

Based on the 2008 Consortium for Student Retention (CSRDE) Survey, **68.3%** of Fall 2007 full-time, first-time freshmen returned in Fall 2008. In contrast, the one-year retention rate for Fall 2007 minority students was **64.0%**. Since 1998, one-year retention rates for all full-time, first-time freshmen have averaged **68.2%**; whereas, rates for minorities have averaged **64.0%**.

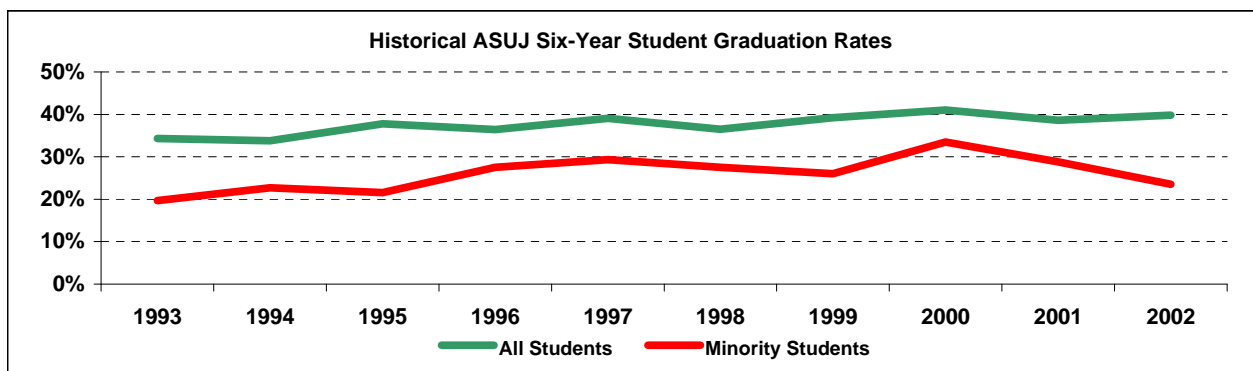
First-Year Retention Rates	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	Fall to Fall 2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
All Students	65.5%	66.2%	70.6%	67.3%	69.9%	68.0%	65.4%	71.9%	68.6%	68.3%
Minority Students	64.3%	63.2%	68.7%	61.7%	67.4%	59.1%	59.8%	69.1%	62.7%	64.0%



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

Based on the 2008 Consortium for Student Retention (CSRDE) Survey, **39.8%** of Fall 2002 full-time, first-time freshmen graduated within six years. In contrast, the six-year graduation rate for Fall 2002 minority students was **23.5%**. Since 1993, six-year graduation rates for all full-time, first-time freshmen have averaged **37.7%**; whereas, rates for minorities have averaged **26.4%**.

Six-Year Graduation Rates	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
All Students	34.3%	33.8%	37.8%	36.4%	39.1%	36.5%	39.2%	41.0%	38.6%	39.8%
Minority Students	19.7%	22.7%	21.6%	27.5%	29.3%	27.5%	26.0%	33.5%	28.8%	23.5%



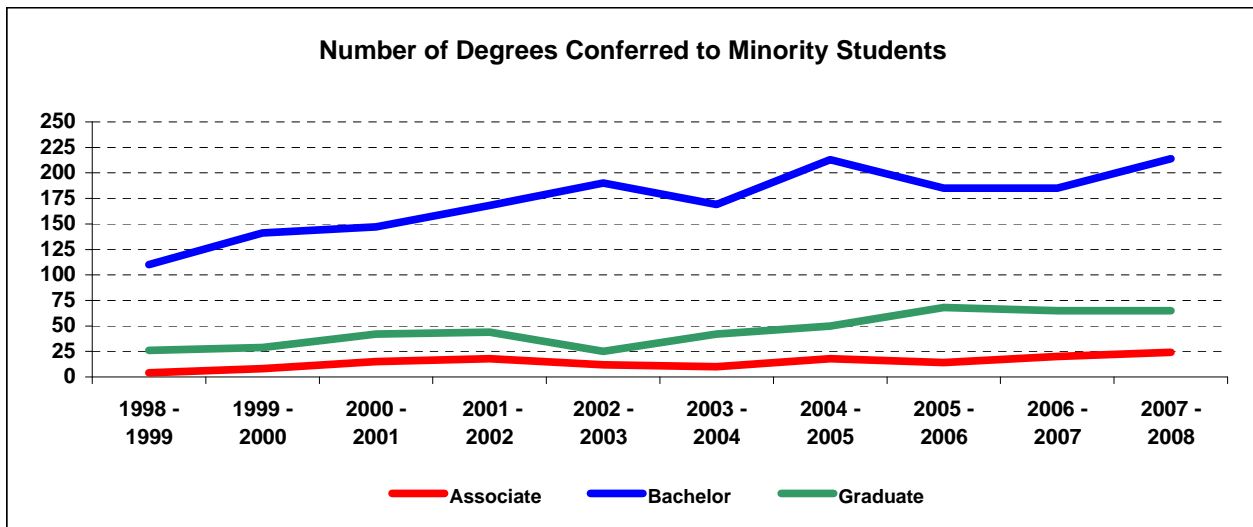
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Analysis Prepared by The Office of Institutional Research, Planning, & Assessment; web address: [astate.edu/irp](http://astate.edu/irp); email address: [asuipr@astate.edu](mailto:asuipr@astate.edu)



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

Based on 2007/2008 degrees conferred information, **15.0%** of the 2007/2008 degrees conferred were awarded to students who classified themselves as minority. Since 1998/1999, the proportion of the number of degrees conferred to minority students has averaged **11.6%**.

Number of Degrees Conferred	Fiscal Year									
	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
<b>All Students</b>	1,801	1,880	1,910	2,051	2,055	1,999	2,147	2,123	2,047	2,026
Minority Students	140	178	204	230	227	221	281	267	270	303
Associate Degrees	4	8	15	18	12	10	18	14	20	24
Bachelor Degrees	110	141	147	168	190	169	213	185	185	214
Graduate Degrees	26	29	42	44	25	42	50	68	65	65
% Minority Students	7.8%	9.5%	10.7%	11.2%	11.0%	11.1%	13.1%	12.6%	13.2%	15.0%



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

Based on Fall 2008 applications, **54.2%** of Fall 2008 first-time freshmen applicants that were admitted enrolled in the fall. Fall 2008, the rate of admitted to enrolled for minorities was **61.2%**. Since 1999, the average admitted to enrolled rate has been **71.3%** for all first-time freshmen; whereas, rates for minorities have averaged **71.2%**.

First-Time Freshmen Applications	Fall									
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>All Students</b>										
Applied	2,713	2,641	2,757	2,823	3,088	3,171	3,488	4,388	3,298	4,288
Admitted	2,056	1,728	2,255	2,051	2,039	2,029	2,259	2,657	2,634	3,511
Enrolled	1,714	1,663	1,704	1,632	1,525	1,378	1,584	1,727	1,733	1,902
% Admitted-Enrolled	83.4%	96.2%	75.6%	79.6%	74.8%	67.9%	70.1%	65.0%	65.8%	54.2%
<b>Minority Students</b>										
Applied	595	534	538	605	672	835	994	977	917	1,046
Admitted	381	289	383	369	399	499	565	634	639	762
Enrolled	307	282	271	285	290	363	388	414	436	466
% Admitted-Enrolled	80.6%	97.6%	70.8%	77.2%	72.7%	72.7%	68.7%	65.3%	68.2%	61.2%

\*For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, Asian Americans, Hispanic Americans, and Native Americans only.  
Analysis Prepared by The Office of Institutional Research, Planning, & Assessment; web address: [astate.edu/irp](http://astate.edu/irp); email address: [asuipr@astate.edu](mailto:asuipr@astate.edu)



## Applications for Undergraduate Transfer Minority Students (Fall)

Based on Fall 2008 applications, **68.5%** of Fall 2008 undergraduate transfer applicants that were admitted enrolled in the fall. Fall 2008, the rate of admitted to enrolled for minorities was **61.7%**. Since 1999, the average admitted to enrolled rate has been **78.9%** for all undergraduate transfers; whereas, rates for minorities have averaged **73.1%**.

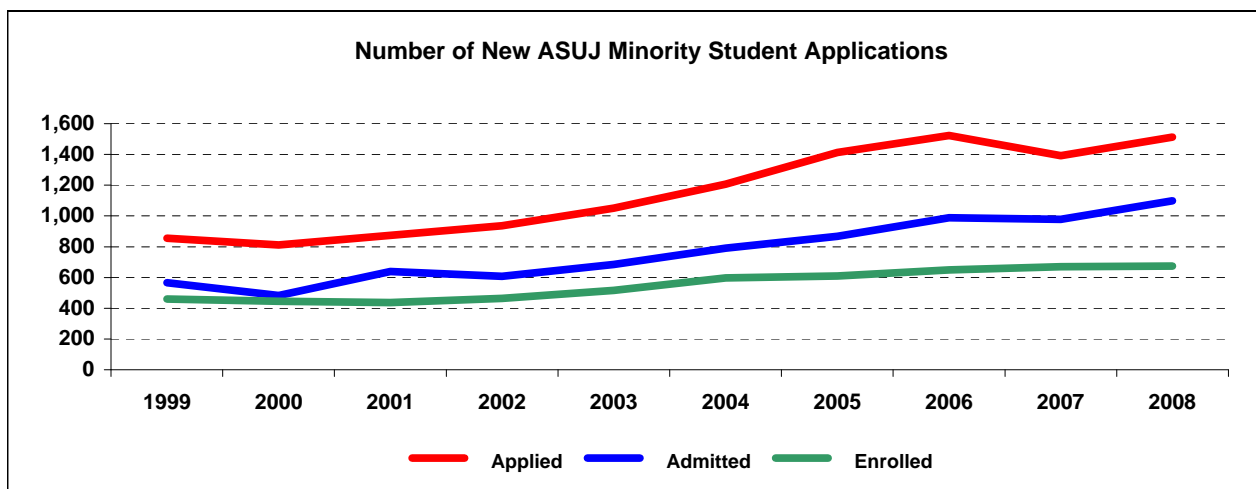
Undergraduate Transfer	Fall									
Applications	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>All Students</b>										
Applied	1,270	1,166	1,382	1,284	1,377	1,372	1,446	1,493	1,389	1,564
Admitted	1,033	845	1,163	992	1,083	1,091	1,110	1,120	1,115	1,227
Enrolled	926	803	881	827	898	886	842	772	826	840
% Admitted-Enrolled	89.6%	95.0%	75.8%	83.4%	82.9%	81.2%	75.9%	68.9%	74.1%	68.5%
<b>Minority Students</b>										
Applied	189	206	217	245	281	303	334	359	350	293
Admitted	135	128	164	161	202	223	220	254	249	206
Enrolled	114	120	109	124	163	178	157	162	165	127
% Admitted-Enrolled	84.4%	93.8%	66.5%	77.0%	80.7%	79.8%	71.4%	63.8%	66.3%	61.7%



## Applications for New Graduate Minority Students (Fall)

Based on Fall 2008 applications, **51.6%** of Fall 2008 new graduate student applicants that were admitted enrolled in the fall. Fall 2008, the rate of admitted to enrolled for minorities was **62.6%**. Since 1999, the average admitted to enrolled rate has been **69.7%** for all new graduates students; whereas, rates for minorities have averaged **71.7%**.

New Graduate	Fall									
Applications	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>All Students</b>										
Applied	495	676	763	576	508	538	534	974	676	1,365
Admitted	375	556	612	485	452	535	526	658	530	1,123
Enrolled	314	339	399	376	356	448	424	450	390	580
% Admitted-Enrolled	83.7%	61.0%	65.2%	77.5%	78.8%	83.7%	80.6%	68.4%	73.6%	51.6%
<b>Minority Students</b>										
Applied	71	72	119	86	98	68	85	187	124	174
Admitted	49	66	91	77	84	68	82	100	90	131
Enrolled	38	43	57	55	63	57	64	74	68	82
% Admitted-Enrolled	77.6%	65.2%	62.6%	71.4%	75.0%	83.8%	78.0%	74.0%	75.6%	62.6%



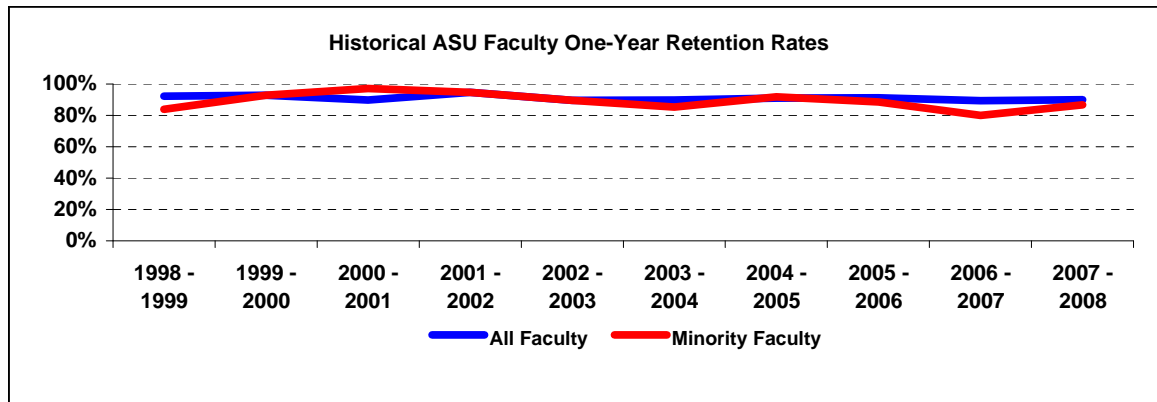
\*For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, Asian Americans, Hispanic Americans, and Native Americans only.  
Analysis Prepared by The Office of Institutional Research, Planning, & Assessment; web address: [astate.edu/irp](http://astate.edu/irp); email address: [asuirp@astate.edu](mailto:asuirp@astate.edu)



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

Based on 2008/2009 faculty information, **89.9%** of the 2007/2008 full-time faculty returned in 2008/2009. In contrast, the one-year retention rate for 2007/2008 minority faculty was **86.8%**. Since 1998/1999, one-year retention rates for all full-time faculty have averaged **91.0%**; whereas, rates for minorities have averaged **89.1%**.

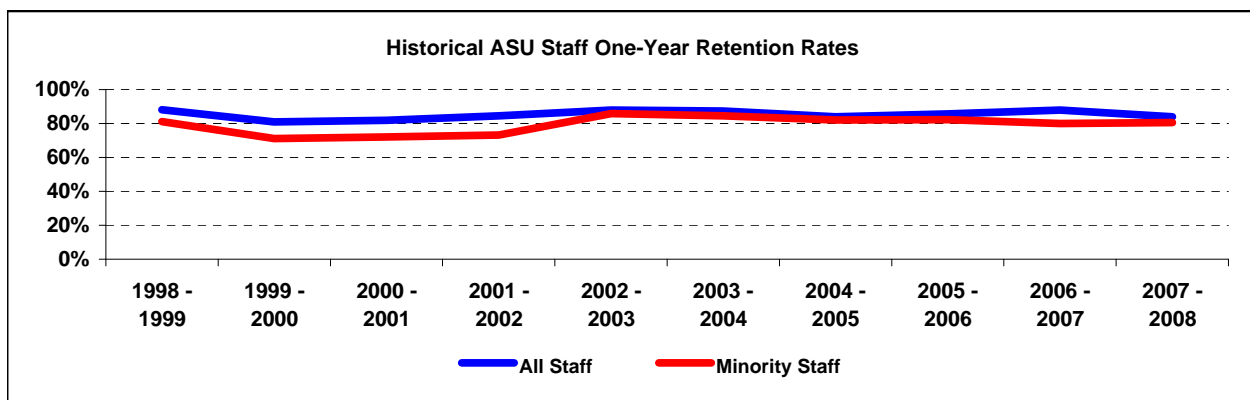
One-Year Retention Rates	Fiscal Year									
	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
<b>All Faculty</b>	92.3%	92.8%	89.7%	94.7%	89.6%	89.7%	91.0%	91.3%	89.3%	89.9%
<b>Minority Faculty</b>	83.9%	92.9%	97.1%	94.7%	89.5%	85.4%	91.8%	88.5%	80.0%	86.8%



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

Based on 2008/2009 staff information, **84.0%** of the 2007/2008 full-time staff returned in 2008/2009. In contrast, the one-year retention rate for 2007/2008 minority staff was **80.6%**. Since 1998/1999, one-year retention rates for all full-time staff have averaged **85.2%**; whereas, rates for minorities have averaged **79.3%**.

One-Year Retention Rates	Fiscal Year									
	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
<b>All Staff</b>	88.2%	80.9%	81.8%	84.6%	88.0%	87.4%	83.9%	85.6%	88.0%	84.0%
<b>Minority Staff</b>	81.1%	71.1%	72.1%	73.3%	85.9%	84.6%	82.1%	82.3%	80.0%	80.6%



\*For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, Asian Americans, Hispanic Americans, and Native Americans only.  
Analysis Prepared by The Office of Institutional Research, Planning, & Assessment; web address: [astate.edu/irp](http://astate.edu/irp); email address: [asuipr@astate.edu](mailto:asuipr@astate.edu)

ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan  
June 2008

Name of Institution: Arkansas Tech University  
Name of Contact Person: Dr. John Watson, Vice President for Academic Affairs

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

	Fall 08
Black	378
Hispanic	229
American Indian/Alaska Native	117
Asian/Pacific Islander	127
<b>Total</b>	<b>851</b>

2. Number and position title of minority faculty and staff who currently work for the institution. The number in parenthesis is the number holding that rank in each ethnic category. If there is no number in parenthesis, it is considered to be 1.

Faculty:

Professor (1)	Asian/Pacific Islander
Professor (1)	Hispanic
Associate Professor (5)	Asian/Pacific Islander
Assistant Professor (5)	Asian/Pacific Islander
Assistant Professor (1)	Hispanic
Assistant Professor (1)	American Indian/Alaskan Native
Assistant Professor (2)	Black
Instructor (1)	Black
Instructor (1)	Asian/Pacific Islander
No Rank (1)	Asian/Pacific Islander
No Rank (1)	Black
<b>Total Minority Faculty</b>	<b>20</b>

Staff:

Academic Advisor (1)	Asian/Pacific Islander
Accounting Technician II (1)	Black
Administrative Assistant I (1)	Hispanic
Administrative Secretary (1)	Asian/Pacific Islander
Assistant Football Coach (1)	Black
Custodial Worker I (1)	Asian/Pacific Islander
Custodial Worker I (4)	Black
Custodial Worker I (1)	Hispanic

Custodial Worker I (1)	Native American/Alaska Native
Director of Student Development (1)	Black
Library Academic Tech II (1)	Asian/Pacific Islander
Library Academic Tech III (1)	Black
NCAA Compliance Officer (1)	Black
Public Safety Officer II (1)	Hispanic
Secretary I (1)	Black
Secretary II (1)	Black
Student Development Specialist (1)	Black
Systems Analyst II (1)	Native American/Alaska Native
<b>Total Minority Staff</b>	<b>21</b>

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

Custodial Worker I	3
Maintenance Worker I	1
Secretary I	1
Professor	2
Associate Professor	1
<b>Total in Past Year</b>	<b>8</b>

4. Progress continues in the recruitment and retention of minority students. Statistics compiled by the Director of Enrollment Management, the Affirmative Action Officer, and the Director of Institutional Research indicate that the number of minority students increased by 3 last year a very small increase over the previous year. The University is continuing to place emphasis on the retention of all students, not just minorities.

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

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

In terms of faculty and staff, the University continues to use a minority friendly procedure for recruitment. All faculty and administrative vacancies are filled according to guidelines and procedures administered by the Affirmative Action Office. The guidelines are disseminated to all departments and forms are included which provide a



consistent and equitable approach to filling vacancies as they occur. The guidelines cover all aspects of the hiring process and include procedures relating to the following categories: Announcement and Advertising the Position, Responsibilities of the Search Committee, Required Documentation Maintained by the Affirmative Action Office, and Minority Recruitment Contacts. The job description to be advertised must be approved by the Affirmative Action Officer to ensure that the appropriate EOE information is included. After the position closes, the chair of the search committee requests information from the Affirmative Action Office regarding the ethnicity of the candidates. The ethnicity information is used to prepare an Interim Report which must be approved prior to any candidate being interviewed. The Interim Report is used to determine the breadth of ethnic and gender representation. The search committee is also required to submit a justification regarding the rejection of any African-American candidate.

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

4.a. There are currently no revisions or updates to the current five-year plan.

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

### **Timeline**

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

### **Budget**

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

### **Methods of Assessment**

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

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Henderson State University  
2008 -2009  
Minority Recruitment and Retention  
Annual Report

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Dr. Duane A. Jackson  
Interim Assistant to the President for Diversity  
HENDERSON STATE UNIVERSITY  
July 2009

## **Introduction**

In 2000, people of color (African Americans or people of African descent, Asian Americans, and Asian American descent, Hispanic Americans, Native Americans) comprise approximately 30% of the United States (U.S.) population. By 2010, 32.4 % will be people of color. By 2050, it is projected that the people of color will represent 50% of the total U.S. population. Given these demographic changes, more and more students, especially those from underrepresented backgrounds, will need to be college educated if we are to maintain and advance our labor force. This places Henderson State University in a unique position to respond to the diverse needs of our underrepresented populations. Therefore, one of the primary missions of the University is to create an environment that reflects diversity in the administration, faculty, staff and students, multiculturalism, equity, and inclusive academic excellence for all students.

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

## **Multicultural Students**

The number of culturally diverse students enrolled during the 2008-2009 academic year at Henderson State University was 1,058. This number represents approximately 26.3% of the HSU student body. The following tables provide a numerical listing of the current employment status of multicultural faculty and staff at HSU.

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## Minority Staff and Faculty

During the 2008 -2009 academic year, Henderson State University employed 135 minority faculty and staff. The following list provides the number and position titles of individuals currently employed.

Accountant-Student Accounts	1
Accounting Technician I	2
Accounting Technician II	1
Adjunct Faculty	4
Administrative Assistant I	1
Administrative Secretary	3
Admissions Counselor	1
Assistant Director	2
Assistant Professor	6
Assistant Sr. Women Administrator	1
Associate Librarian	1
Associate Professor	5
Associate Professor/Associate Dean	1
Boiler Operator	2
Campus Postmaster	1
Computer Technician II	1
Counselor	2
Custodial Supervisor	2
Custodial Supervisor I	2
Custodial Worker I	24
Custodial Worker II	6
Database Manager	1
Dawkins Professor of Accounting	1
Director	2
Director of Bands	1
Director of Intramurals	1
Director of Testing Center	1
Document Examiner II	1
Education Specialist	1
Graduate Assistant	10
Innkeeper's Assistant I	1
Instructor	2
Instructor/Assistant Athletic Trainer	1
Instructor/Assistant Coach	3
Instructor/Coordinator 8 Semester Program	1
Instructor/Head Coach	2
Interim Assistant to the President for Diversity	1
Library Academic Technician II	2
Library Academic Technician III	1
Mail Officer	1
Maintenance Worker I	1
Maintenance Worker II	1
Network Technician Supervisor	1
Professor	8
Professor/Chair	2
Professor/Director Bachelor of General Studies	1

Public Safety Officer II	1
Purchasing Agent II	1
Resident Program Coordinator	2
Scholar Coordinator	1
Secretary I	4
Secretary II	3
Shift Supervisor	2
Shipping and Receiving Clerk	1
Switchboard Operator	1
Training Coordinator	1
<b>Total</b>	<b>135</b>

### **Recently Employed Minority Faculty and Staff**

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

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Adjunct Faculty	3
Admissions Counselor	1
Airport Worker	2
Assistant Professor	1
Counselor	1
Custodial Worker I	7
Director of Intramurals	1
Extra Part-Time Help	16
Graduate Assistant	11
Instructor/Assistant Coach	1
Mail Officer	1
Peer Advisor	2
Shift Supervisor	2
<b>Total</b>	<b>50</b>

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## **Institutional Goals and Objectives**

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

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

## **Assessment**

As a measure of progress we will:

1. Create diversity action plans that are made by all academic and non-academic units by the Spring 2010 semester. These plans will be reviewed by the units annually during the Fall term.
2. Create an annual campus diversity report card that addresses diversity initiatives on the campus.
3. Create a campus –wide mentoring program that improves campus climate and retention.
4. Monitor retention and graduation rates of underrepresented students and women.
5. Monitor retention of underrepresented faculty and staff.
6. Conduct on-going research that helps us measure campus climate and diversity – related issues in collaboration with the Office of Institutional Research.
7. Provide diversity –related training opportunities for administrators, faculty, staff and students.

## Budget

The Office of Diversity operates within the following budget:

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

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





Southern Arkansas University  
Minority Recruitment and Retention Annual Report  
2008-2009

Southern Arkansas University  
100 E. University  
Magnolia, Arkansas 71754

## **MINORITY RETENTION PLAN 2008-2009**

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**  
**2008-2009 Report**

1. Minority representation is required on committees that have a significant impact on the University.
2. The policy of minority representation on all search committees continues.
3. Beginning in 2003, all classes were cancelled for the observance of Martin Luther King, Jr. Day in February. Students and faculty were dismissed for the day's observations and programs.
4. A vote of the SAU staff (100% participation) showed clearly that the staff was overwhelmingly in favor of not either taking a mandatory day of leave or losing one day of Christmas leave time to observe Martin Luther King, Jr. Day. The staff wished for the University offices to remain open and that any staff employees wanting to observe Martin Luther King, Jr. Day be welcomed and encouraged to do so by taking a personal vacation day.
5. Southern Arkansas University gained eight (8) minority staff/faculty members this fiscal year.

### **Office of Multicultural Affairs Goals relating to Minorities**

- 1.** To provide a nurturing environment for minority students.
- 2.** To enhance retention and graduation rates among minority students.
- 3.** To provide opportunities for multicultural growth.
- 4.** To reach out to African-American alumni in order to establish a network of support for current African-American students.
- 5.** To assist minority students in locating financial assistance.
- 6.** To keep minority students abreast of University trends that affect graduation via 60+ meetings, written communications, etc.
- 7.** To meet with freshmen students in Residence Halls weekly to discuss issues they may experience and assist with resolutions.
- 8.** To act as a liaison for minority students and the University administration.
- 9.** To communicate campus culture (i.e., student handbook) to entering freshmen as a proactive measure in preventing disciplinary suspensions.

**Minority Faculty/Staff**

2005/2006   2006/2007   2007/2008   2008/2009

**Asian/Unknown**

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

**African American**

Accountant	2	2	2	2
Accounting Tech	1	1	2	2
Adjunct	2	2	1	2
Administrative Secretary	1		1	1
Applications Programmer	1	1	1	1
Apprentice Tradesman	1	1	1	1
Associate Professor	1	1	1	2
Assistant Coach			1	1
Assistant Dean	1			
Assistant Director	1	1	2	2
Assistant Professor	4	5	6	8
Chair	1	1	1	1
Coordinator	1	2	1	3
Counselor – Talent Search		2	2	2
FA Counselor I	1	1	1	1
Custodian II	2	2	2	2
Custodian I	1	1	1	
Dean	1	1	1	
Development Coordinator	1	1	1	1
Director	4	4	4	4
EMAS Supervisor	1	1	0	
Equipment Operator		1	1	1
Field Instructor IV-E		1	1	1
Field Supervisor	1			
Financial Analyst			1	1
Head Coach	2	3	2	2

Housing Coordinator	1	1	1	1
Instructor	3	4	4	4
Maintenance Worker II	1	1	2	2
Manager University Vill		1	1	
P/T Secretary		1	0	
Professor	1			
PS Supervisor II	1	1	1	
Purchasing Agent	1	1	1	1
Secretary I	2	3	5	5
Secretary II	2	2	1	1
Skill Supervisor	1	1	1	1
Skill Tradework	1	1	2	1
Student Relations Specialist			1	1
Student Retention Specialist	1	1	0	
Student Activities Admin		1	0	
Training Coordinator	1	1	1	1
Tutor Coordinator	1	1	1	
<b>Total</b>	<b>48</b>	<b>56</b>	<b>59</b>	<b>59</b>

#### **Hispanic Americans**

Assistant Director				1
Assistant Professor	1	1	1	2
Professor	1	1	1	1
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>

#### **Native Americans**

Assistant Professor	1	0	0	0
Secretary II			1	0
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>

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

### **2008-2009**

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

### **2007-2008**

Assistant Professor	7
Coordinator	1
Counselor	1
Custodian	1
Financial Analyst	1
Secretary I	2
Secretary II	1
<b>Total</b>	<b>14</b>

### **2006-2007**

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

### **2005-2006**

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

### Student Retention

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

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

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

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

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



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

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

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

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

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

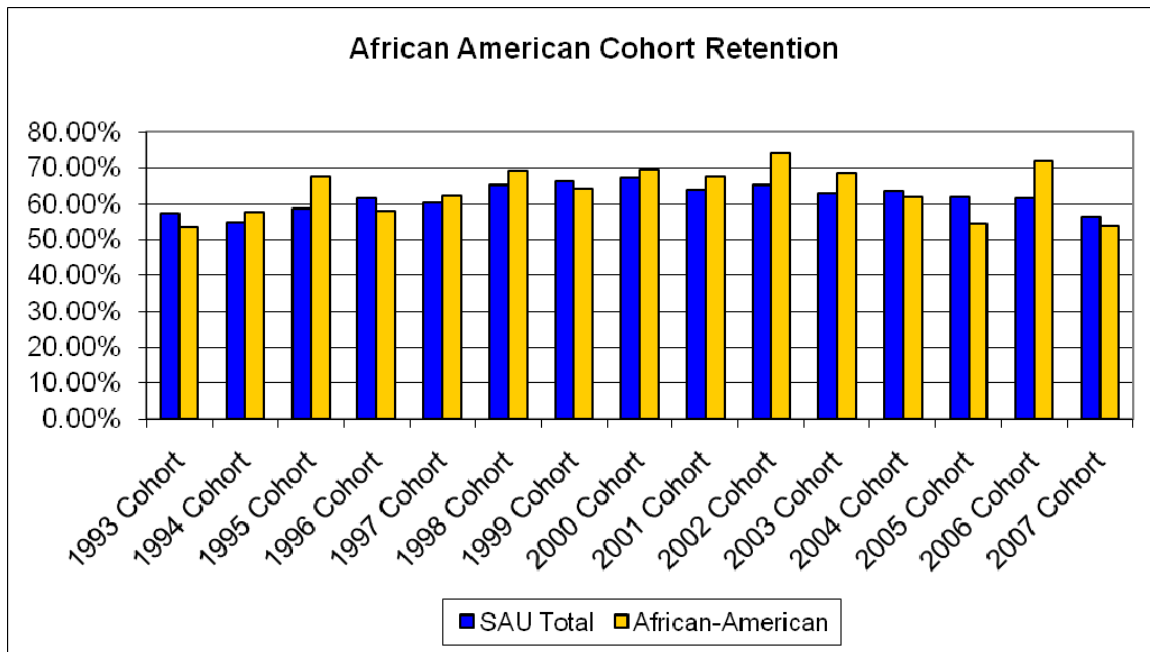
<b>Fall 2006 Cohort Group</b>	<b>Number in Cohort</b>	<b>First Year Retained Fall 2007</b>
African-American	156	71.79%
Native American	5	80%
Hispanic	12	66.67%
Asian	6	50%
White	345	64.05%

<b>Fall 2007 Cohort Group</b>	<b>Number in Cohort</b>	<b>First Year Retained Fall 2007</b>
African-American	169	53.85%
Native American	1	100%
Hispanic	10	40%
Asian	6	66.67%
White	295	62.37%

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

**African-American First-Year Retention rates have exceeded University rates 9 of the last 15 years since 1993 as shown in the chart below.**

Cohort	SAU Total	African-American
1993 Cohort	57.32%	53.57%
1994 Cohort	54.62%	57.80%
1995 Cohort	58.63%	67.54%
1996 Cohort	61.54%	57.89%
1997 Cohort	60.23%	62.40%
1998 Cohort	65.20%	69.37%
1999 Cohort	66.13%	64.39%
2000 Cohort	67.42%	69.57%
2001 Cohort	63.92%	67.59%
2002 Cohort	65.19%	74.32%
2003 Cohort	62.87%	68.42%
2004 Cohort	63.68%	61.88%
2005 Cohort	62.08%	54.55%
2006 Cohort	61.62%	71.79%
2007 Cohort	56.36%	53.85%



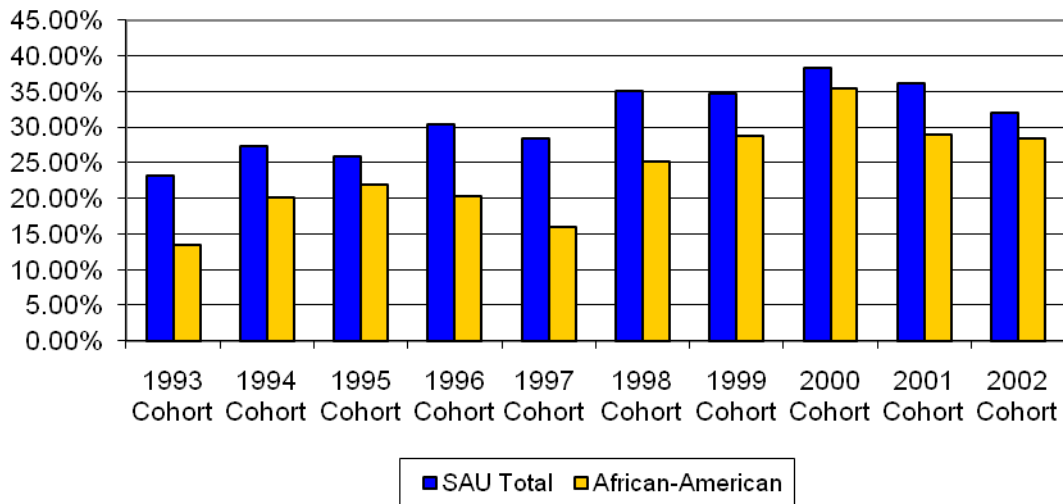
### African-American Beginning Freshmen Graduation Rates

The cohorts shown below reflect full six-year graduation rate data, showing the number of students originally enrolled in 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000 and 2001 that had graduated six years later. These figures include only those students that enrolled at SAU as freshmen and graduated from SAU (native completers.) These figures do indicate an increasing trend in the graduation rates for all SAU students and for African-American students.

**Though the African-American students still graduate at a lower rate than the entire population, the gap between the overall SAU graduation rate and the African-American graduation rate is narrowing dramatically.**

Cohort	SAU Total	African-American
1993 Cohort	23.17%	13.50%
1994 Cohort	27.31%	20.18%
1995 Cohort	25.78%	21.93%
1996 Cohort	30.38%	20.30%
1997 Cohort	28.30%	16.00%
1998 Cohort	34.99%	25.23%
1999 Cohort	34.77%	28.79%
2000 Cohort	38.36%	35.40%
2001 Cohort	36.07%	28.96%
2002 Cohort		

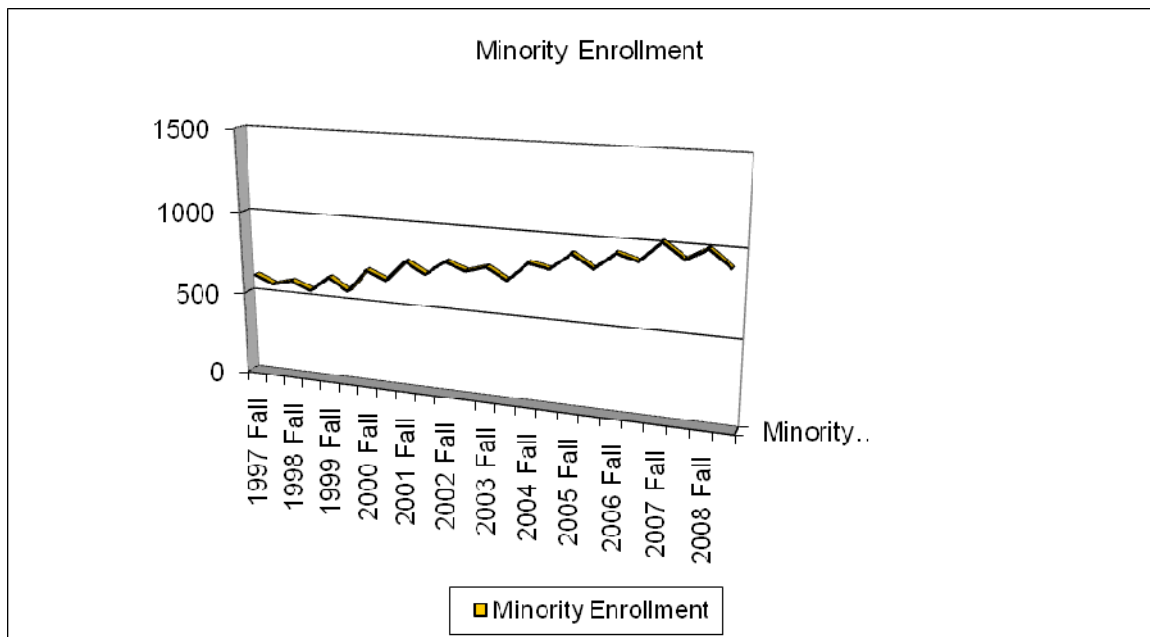
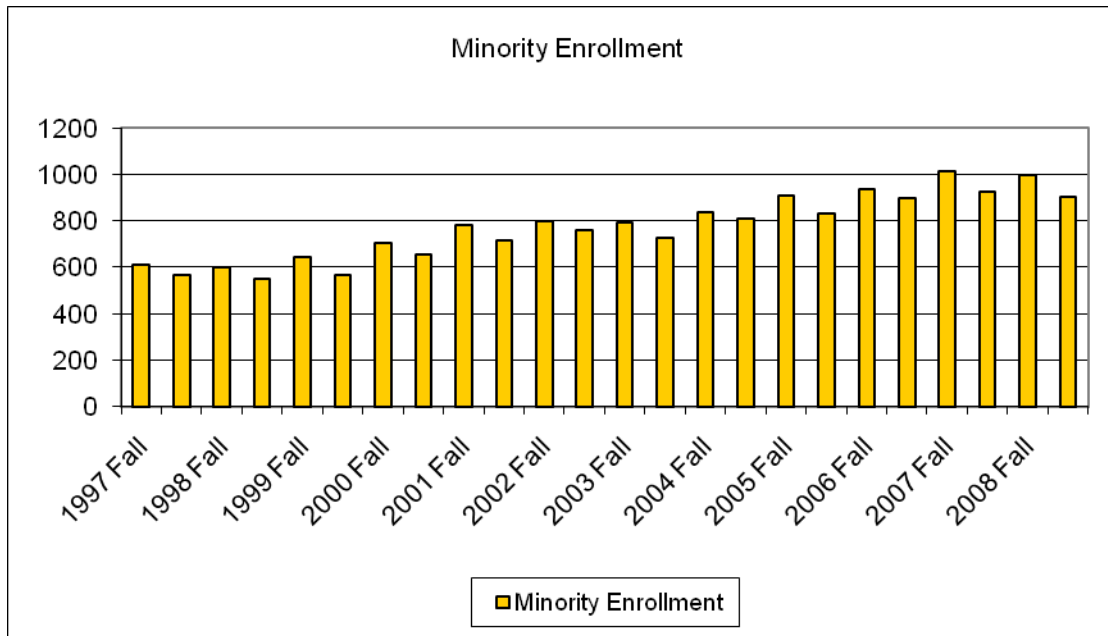
### African American Cohort Graduation



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

2008 Fall  
2009 Spring

998  
901



**OFFICE of MULTICULTURAL SERVICES**  
**07/08 ACTIVITIES and EVENTS**

**AUGUST 07**

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

**SEPTEMBER 07**

- Black Students Association meeting
- “The First Semester” – a play featuring African American students attending a majority university
- Sexual Assault Awareness Week activities
- NPHC meeting
- Black Students Association meeting
- NPHC meeting
- Black Students Association
- Began bi-weekly meetings with Hispanic students

**OCTOBER 07**

- NPHC meeting
- BSA meeting
- Black Alumni Homecoming Reception – Featuring Nicky Parrish and Chemistry
- NPHC Annual Homecoming Greekshow
- Black Students Association Panel Discussion “Let’s Talk About Sex”
- NPHC meeting
- Hispanic student meeting
- BSA meeting
- Hispanic student meeting

**NOVEMBER 07**

- NPHC meeting
- The Cuban Guy – motivational speaker, author
- BSA meeting
- NPHC meeting
- Hispanic student meeting
- BSA meeting
- NPHC meeting

**DECEMBER 07**

- BSA meeting
- Hispanic student meeting

**JANUARY 08**

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

**FEBRUARY 08**

- Brother - to – Brother Retention meeting
- NPHC meeting
- BSA meeting
- BSA Panel Discussion –Hustle and Grow, proper preparation for the future
- Black Film Festival – “Talk To Me”
- Black Film Festival – “American Gangster”
- NPHC meeting
- BSA meeting
- A Night of the Arts – featuring the talents of SAU students of color
- Hispanic student meeting

**March 08**

- NPHC meeting
- BSA meeting
- Hispanic student meeting
- NPHC meeting
- BSA meeting
- Greek Student Leadership Institute
- Established new Hispanic student organization – Latinos Unidos

**April 08**

- Greek Student Leadership Institute
- NPHC Annual Spring Greekshow & After Party
- NPHC meeting
- Latinos Unidos
- BSA Scholarship Extravaganza
- Reflections on the NFL: An Evening with Jordan Babineaux
- NPHC meeting
- Latinos Unidos
- BSA meeting

**May 08**

- Cinco de Mayo –campus celebration with Latinos Unidos
- NPHC meeting
- BSA meeting
- 11<sup>th</sup> Annual NPHC Awards Banquet

## **Multicultural Services Mission Statement**

**T**he Office of Multicultural Services is dedicated to providing and promoting cultural and educational enrichment opportunities that foster an environment conducive to multicultural growth. **I**t recognizes that internal and external partnerships must be established to stimulate and institutionalize an awareness of, acknowledgement of, and appreciation for diversity within students, faculty, and staff. **F**urther, the Office supports the student's of color pursuit of educational and career goals by providing opportunities for intellectual, social, and moral development.

## **New Strategies to Promote the Mission**

While a valiant effort to enhance the graduation and retention rates of African American students has proven to be successful, a new focus on graduate school attendance will be an additional component of the current strategy to promote the success rate of students of color. Starting in the fall of 2008, students will become exposed to the Southern Arkansas University School of Graduate Studies, while also learning how to properly prepare to be an attractive graduate school candidate.

Such activities as a graduate school application workshop, a graduate school orientation day (SAU School of Graduate Studies), and an entrance exam success strategies workshop will be held. To ensure the success of these programs, a partnership with the School of Graduate Studies will be initiated.

Additionally, opportunities to co-sponsor culturally enriching programs through the Office of Multicultural Services will be made available to the School of Graduate Studies, thus allowing more exposure to academically capable students who would not ordinarily consider graduate school as an option. Graduating African-American seniors with proper credentials will be informed during advising sessions of the opportunities to take advantage of graduate courses during their last undergraduate semester.

### **Assessment**

Quality service surveys/questionnaires will be disseminated at each event to assess individual needs and satisfaction. Current enrollment numbers of African American students in graduate studies will be considered as application and enrollment goals are set and pursued. The target goal of an annual 5% increase for the next three years of African American students to enroll in graduate studies will be set.

### **Timeline/Budget**

Initial funding for this program will be provided by the Office of Multicultural Services. A short term goal (three years) is to better position the University as a prime candidate to receive federal grant funds to finance grander efforts in this endeavor.



**Minority Recruitment and Retention**  
**Annual Report, 2008-2009**  
**University of Arkansas, Fayetteville**  
**June 30, 2009**

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

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

Besides the data portrayed in the tables below, the University has made progress pursuing the goals and objectives elaborated in its *Minority Recruitment and Retention Plan, 2006-2011*, which was filed with the Arkansas Department of Higher Education (ADHE) on June 29, 2006.

**Progress in Meeting Minority Recruitment and Retention Goals During 2008-2009**

The UAF has made considerable progress in meeting its minority recruitment and retention goals during 2008-2009. Following are more specific indicators of progress:

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

**Office of Institutional Diversity and Education.** The Associate Vice Chancellor for Institutional Diversity and Education (AVCIDE) has been leading an all-campus diversity effort that involves faculty, staff, and student leadership. During 2008-2009, the AVCIDE has worked with leaders in Academic Affairs and Student Affairs to help advance the University's diversity goals. (See **Academic Affairs** and **Student Affairs** below.) Additionally, the AVCIDE has supported interdisciplinary curricular projects and continues to develop a new program for faculty (*Faculty Scholars for Inclusive Excellence*) that will help the University institutionalize diversity in the UAF academic culture through commitments to teaching/learning efforts. The AVCIDE also serves as the Provost's representative to the Faculty Senate General Education Core Curriculum Committee and has supported the Core Curriculum Committee's deliberations on incorporating diversity into the UAF general education curriculum. The AVCIDE represented the University of Arkansas as a member of the newly formed SECAC Chief Diversity Officers group, which is charged to develop a collective strategy for recruiting and retaining a diverse faculty based on national best practices. The Office of Institutional Diversity and Education coordinated and hosted a visit by a diversity evaluation team composed of three national diversity experts to review campus diversity initiatives and to recommend future strategies and direction for advancing the University of Arkansas' diversity agenda.

**Academic Affairs.** The Division of Academic Affairs—including the Office of the Provost, the University's thirteen colleges and schools, and the Offices of Admissions—have continued coordinated efforts relative to diversity planning and implementation. For example, the colleges and schools have worked—under the direction of their deans—on specific unit-level diversity strategic plans that dovetail with the University of Arkansas Diversity Plan and the University of Arkansas' *Minority Recruitment and Retention Plan, 2006-2011* submitted last year to ADHE. Coordination of these latter efforts has been effected through the Office of Institutional Diversity and Education and diversity team she has organized since 2005.

Unit-level efforts to enhance diversity of the faculty and non-classified staff, consistent with unit- and campus-wide diversity plans, have been support by the Provost's office through the Strategic Investment Fund, as noted on p. 33 of this report.

The **Office of Undergraduate Admissions** has enhanced underrepresented student recruitment efforts, leading to the following new freshmen enrollment increases between Fall 2007 and Fall 2008: African-Americans, 20%; American Indian or Alaska Native, 17.4%; and Asian or Pacific Islander, 5.81%. Unfortunately, for this same period, Hispanic enrollment for degree-seeking new freshmen has declined 7.14%, in large part because of the cost of tuition. The Assistant Director for Hispanic Outreach/Northwest Arkansas spearheaded 18 different events and marketing efforts directed at prospective Hispanic college students, including representing the University at the National Hispanic College Fairs in Texas.

Events that have led to the increased African-American enrollment have included participation in the Silas Hunt Community Development Program, various partnership presentations with the Black Alumni Association and Walton College, and visits to church groups. Two recruiters who are themselves native Americans have established the Native American Student Association and are working with the Native American Symposium Committee to stage a Fall 2009 symposium. The showpiece event for increasing diversity among the student body is the semi-annual Diversity Impact. This year's two DI events brought 140 prospective college students to campus from underrepresented groups. Undergraduate Admissions staff members, themselves diverse in ethnicity and backgrounds, continue to attend diversity workshops offered through Human Resources as professional development.

**The Graduate School** has continued the following initiatives:

- Building relationships with Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges to serve as pipelines for underrepresented students;
- Offering an eight week internship program for underrepresented students in the summer between their junior and senior years to work on research projects with faculty mentors at the UAF;
- Providing travel money for prospective students to visit the UAF; partnering with academic departments to attend recruitment events at professional conferences;

- Working with other units at the UAF, such as the Black Alumni Society and the Black Graduate Student Association, to sponsor recruitment events;
- Offering fellowships that assist minority students.

The Graduate School has added the following initiatives:

- Implementing the Graduate Research Opportunities Forum. Faculty and administrators from Historically Black Colleges and Universities and Hispanic Serving Institutions are invited to campus in the spring to learn of student and faculty research opportunities and to network with UA faculty, administrators, and students.
- Hiring of two additional minority recruiters.

While Fall 2008 enrollments of African American and Native American graduate students were down almost 5% and 13%, respectively from Fall 2007, Hispanic American students increased by 1.4% and Asian or Pacific Islander students increased by more than 26% over the same time period.

**Advancement.** The Division of Advancement continues to integrate minority recruitment and retention goals in all relevant proposals developed by faculty and staff throughout the University. In addition, the Division in cooperation with the Vice Provost for Diversity is in the planning stage for implementing a new undergraduate diversity internship program for the 2009-2010 academic year. The focus of the program is to provide students from underrepresented groups with professional opportunities in various disciplines of Advancement. Interns will work eight hours per week in approved and supervised projects. The students will also devote one hour per week (average) on education assignments in advancement.

The Division of Advancement has also continued to engage the services of a predominately African American communications firm, Advantage Communications Inc. (ACI), to update and place recruitment ads in media outlets across Arkansas.

The African American Studies Program, based in the history department of the J. William Fulbright College of Arts and Sciences, has nearly tripled its student enrollment since 2004. University Advancement is working with Fulbright College to raise \$1 million for an African American Studies endowment and recently promoted this program to the University's most generous benefactors at the Towers of Old Main gala.

The Arkansas Alumni Association through the Black Alumni Society (BAS) hosted the 8<sup>th</sup> Black Alumni Reunion in April. The four day event attracted approximately 900 alumni and former students to campus. Among the activities were a dinner honoring African-American faculty and staff, an awards banquet which spotlighted eight alumni and friends for achievement, a scholarship fund-raising golf tournament and a career fair. Highlighting the weekend was the naming of former basketball coach Nolan Richardson an honorary alumnus.

During the year, the BAS initiated a mentorship program with alumni adopting a school, making visits to encourage students to take ACT tests and make applications to the University.

BAS continues to support eight scholarships annually and added another named scholarship through the donations of Reggie and Willie Mae Murdock

University Development is pursuing an initiative to improve funding for scholarships for students with financial need. The program, entitled Access Arkansas, is of particular importance for students from the Delta.

**Finance and Administration.** The Division of Finance and Administration, which includes UAF Human Resources, has continued its major diversity training effort with an initial four-hour inclusiveness workshop (titled *Promoting Diversity and Inclusion at the University of Arkansas*) which has been revised to make it more University-specific and is now conducted by in-house staff. Eight sessions, with 181 attendees, were conducted during the past year and two more are scheduled before July 1. To date approximately 49% percent of all current faculty and staff have participated. Follow-up workshops on specific dimensions of diversity are offered regularly; approximately forty were presented in the past year. In addition, ninety-two staff members have completed a twenty-hour diversity certification program that includes community service, developing a portfolio and personal action plan to increase campus inclusiveness. Diversity team awards and individual awards are given annually.

Human Resources staff members recruited regularly at job and career fairs that attract minority applicants. Staff have also presented workshops on practical ways to increase diversity to supervisors and others responsible for recruiting and hiring and have

worked with the Recruitment and Retention Council to make processes more efficient and effective. A diversity resources section is part of the UAF Human Resources website.

In addition to Human Resources' efforts, the department heads under Finance and Administration have emphasized and communicated to their respective supervisors the importance of the mission of increasing UAF diversity by monitoring new hires and tracking minority applicants.

**Student Affairs.** Advancing the Principles of the University of Arkansas and the institution's emphasis on campus diversity, the Division of Student Affairs articulates a commitment to an inclusive campus climate through language and deed found within the Division's 2007-2010 Strategic Plan, Values Statement, and all planning models. This commitment builds an inclusive community in which all individuals and groups treat one another with mutual respect.

- The Division of Student Affairs Diversity Committee initiated an annual grant competition in Fall 2008. Departments within Student Affairs may compete for small grants to support new initiatives related to inclusion of diversity. The Committee may award up to \$2000 per proposal. Here are this year's recipients:
  - The Arkansas Union organized a Diversity Artwork Contest wherein students could submit artwork depicting what diversity means to them here at UA. Contestants and winners were honored at a banquet in Spring 2009.
  - The Multicultural Center collaborated with Fayetteville High School, Owl Creek Elementary, and Ramey Junior High to improve cultural competencies and increase awareness of Black History Month in the local community.
- The Division of Student Affairs supports undergraduate students participating in the NASPA Undergraduate Fellows Program (NUFP) to increase the number of professionals in student affairs and higher education who are racial or ethnic minority, disabled, lesbian, gay, bisexual, or transgender.

Participants must apply to become a NUFP Fellow and meet regularly with a full-time professional staff member who serves as her or his mentor in a Student Affairs profession. Fellows have opportunities to attend regional and national conferences to increase their knowledge of student affairs as well as a Summer Leadership Institute and campus internships to provide a broad spectrum of experiences in higher education.

- The Division and some of its member departments sponsor tables at awards events such as banquets organized for Martin Luther King Jr. Day and Black Alumni Society Reunion. To promote cultural inclusiveness and leadership development, sponsoring units invite student leaders, student workers, and NUFP Fellows to join Division and/or departmental staff to fill some or most of the purchased seats.

In order to enhance the recruitment and retention of minority students, the Departments within Student Affairs continue to provide and develop programs and initiatives which enhance campus climate and culture. Highlights of these efforts include:

- The Center for Educational Access facilitates accommodations and services for students with documented disabilities. In Fall 2008 alone, CEA served 884 students, which exceeded by 66 the number of students served during the entire previous academic year (2007-2008). Spring 2009 figures were forthcoming at the time of this submission.
- During 2008-2009, the Center for Leadership and Community Engagement offered a variety of leadership development programs for students of UA. Approximately 45% of student participants were from under-represented populations.
- The Center for Leadership & Community Engagement also organizes a variety of volunteer and community service opportunities. During Spring Break 2009, CLCE collaborated with University Housing to lead three Alternative Spring Break trips. One trip toured southern cities prominent in the Civil Rights struggle: Little Rock, Memphis, Birmingham, and Atlanta. Twelve students participated, visited with civil rights leaders, and toured historic sites in each city. A second trip provided Hurricane relief in

Galveston, TX. A third trip traced the life of Silas Hunt while engaging students in community service in southwest Arkansas—including some historic sites.

- First Year Experience Programs and University Housing collaborate to produce the annual Diversity Leadership Institute (DLI). Student workers in each department participate in DLI. Learning outcomes focus on areas of diversity and social justice in order to help student workers to gain a better appreciation of the differences in the students whom they serve. More than 250 student leaders participated in DLI's educational sessions and roundtable discussions, a Tunnel of Oppression and Keynote Sessions. Educational Sessions represented the following areas of diversity (number of sessions on topic noted in parenthesis):
  - General Diversity (6),
  - Stereotypes (5),
  - Culture Competency (4),
  - Prejudice, Tolerance & Privilege (3),
  - Religion (3),
  - Gender Issues (2),
  - Leadership (2),
  - Ability (1),
  - Discrimination & Oppression (1),
  - GLBT Issues (1),
  - International Student Issues (1), and
  - Socio-Economic Class (1).
- For the Office of Greek Life and the fraternities and sororities on campus, one of the core goals is to advocate and actively promote a diverse and inclusive community. This year marked the first Greek Diversity Week between September 22 and 26, 2008. A steering committee comprised of Greek council and chapter officers from all three governing councils (National Pan-Hellenic Council, Panhellenic Council, and Interfraternity Council) initiated the planning of events last spring which resulted in the success of the week's



activities. Events included Nickelodeon's nationally recognized after-school program, "World Wide Day of Play," held at the Fayetteville Boys' and Girls' Club. Dr. Walter Kimbrough, President of Philander Smith College and author of *Black Greek 101*, spoke to the entire Greek community about diversity and hazing prevention. More than 2100 Greek students participated during the week.

- International Students & Scholars, in collaboration with University Housing, supported the Holcombe International Living Learning Community to complete its third year on campus. This community creates an environment which fosters cultural awareness, broader world outlook, and strong lasting bonds among citizens of the world. Residents included approximately 60% domestic students and 40% international students. Educational events for the residents included language tables, culture nights, social gatherings, cooking demonstrations, and lectures about global issues.
- The Multicultural Center continues to offer the Connections Mentoring Program, designed to support first-year minority students as they transition into the University and to support their academic success. Further, the Multicultural Center serves as a collaborative partner with the Office of Admissions and University Housing to host Diversity Impact, a two-day, campus visit for minority students.
- The Multicultural Center also continues to support the Silas Hunt Scholars. Scholars participate in a formal mentoring program focusing on leadership, student involvement, career development, study-abroad, and student success. Retention rates for scholars, who have participated in two or more components of the program, continue to be above 80%.
- Student Media oversees the student-run newspaper, yearbook, television station, and radio station. UATV continued to air its live half-hour Spanish language news broadcast on Thursdays at 7:00 p.m.
- UATV also continues to broadcast diversity-related documentaries produced by students and faculty. This year, these documentaries included:

- Crossing of Lines: An Indian American woman's struggle to stay connected to her heritage.
- A New Island: A depiction of life in Springdale for thousands of Marshallese immigrants.
- Deeper Still: One UA student's journey to discover her roots.
- No Safe Place: A powerful look behind the headlines and statistics to explore the origins of violence against women.
- Passports to the Future: A look into the lives of five foreign students studying at Arkansas.
- Growing Delta Dreams: How the Heifer Project has helped families in the Arkansas River delta region.
- Keetoowah Come Home: A Native American tribe returns to Arkansas.
- Sequovah's House: The story of one special eastern Oklahoma high school and its women's basketball team.
- Student Support Services is a federally funded TRIO grant program designed to enhance the academic progress and success of students from disadvantaged backgrounds. This year to date, SSS has served 325 students. Approximately 56% of them were from under-represented student populations. Demographic composition to date is: 36% African American, 9% Latino/Latina, 9% Asian/Pacific Islander, and 2% Native American.
- The University created the University Ombuds Office (UOO) pursuant to the report of the Diversity Task Force which Chancellor John White commissioned. UOO provides students a confidential setting for mediation and resolution of conflicts with faculty, staff, or other students. Noticing that many conflicts arise from miscommunications rooted in cultural differences, the Ombuds instigated "The Living Library." Students, faculty, staff, and community members may volunteer to be a "book" for participants to "read" during scheduled dialogues, which enables participants to learn from and about someone different from themselves. UOO schedules dialogues to occur during two weeks each year. The program continues to gain in popularity and receives consistently favorable ratings from volunteers and participants.

### Arkansas Union

- Artwork Plan – The Arkansas Union marketing office in collaboration with the Union Director and the Arkansas Union Advisory Committee have compiled a full artwork plan for the Union. This plan designates themed artwork in meeting rooms as well as public and lounge areas. Themed artwork will be displayed throughout the complex as a means to provide a friendlier, more inclusive atmosphere for all visitors. Specific projects for FY09 included: Hanging handprint murals in stairwells, International Scholars World Map in room 515, Union Theatre display cases “Décor for the Arts,” and Diversity Art Contest winning artwork displayed in 4th Floor Lounge.
- Diversity Banquet – In Fall 2008 the Arkansas Union received grant funding through the Diversity Initiative Grant. With the funding the Union held a Diversity Artwork Contest whereby students could submit pieces of artwork depicting what diversity means to them here at the University of Arkansas. In Spring 2009 the Union held its inaugural Diversity Banquet to culminate the contest, honor its winners, and celebrate diversity by engaging students, staff and faculty in more inclusive thinking.
- Professional Development Trainings - To implement the Professional Development Plan, the Union’s Departmental Trainer has offered trainings throughout the year to all staff members. These trainings will be offered by a variety of sources, including Human Resources, the Campus Life Professional Development Committee, and Union Professional Staff. Staff members, including student staff, are encouraged to attend as many trainings as they can to further their individual and work-related development. They focus mostly on customer service and improving communication within the team. We are also encouraging staff members to complete the University Diversity Certificate through these trainings as well.
- Ethical Practice Statements & Mission Statement Display Frames - In 2007, the Arkansas Union revised our mission statement and created an ethical practice statement. These documents were presented to all staff members through our Staff Retreat, but have also been posted in the Union Administration Office and at the

Information Center in display frames to advertise our commitment to excellence at the workplace. During Spring 2009, the Union extended its display of these frames to other areas in the Union to reinforce its message specifically to staff members. These areas included two break rooms, supervisors' offices, and our caged maintenance area.

#### Campus Card Office

- Developed staff recruitment strategies which resulted in hiring three individuals from under-represented groups to fill three vacancies on staff.
- Half of the staff are members of underrepresented populations.

#### Career Development Center

- The Director and Associate Director presented to the Silas Hunt Scholars during Fall 2008 and Spring 2009 on topics of Career Planning and Job Search. Staffs of the Career Development Center and the Multicultural Center strongly invite scholars to participate in and complete the Professional Development Institute.
- The UA Career Development Center hosted Mrs. Shirley Peterson for three presentations to Silas Hunt Scholars in Fall 2008. Ms. Peterson spoke with first and second year students and was the key note speaker at the end of semester banquet. Her presentations focused on Student Success and Decision-Making.
- The UA Career Development Center co-hosted the Nola Holt Royster Career Fair spring 2009 in collaboration with the Black Alumni Society Reunion.
- The UA Career Development Center co-hosted a table at the Dr. Martin Luther King, Jr. Recommitment Banquet spring 2009.
- The UA Career Development Center hosted a table at Diversity Impact (sponsored by UA Admissions Dept.) spring 2009.
- The UA Career Development Center Co-hosted a Resume Review event with the NPHC Greek letter organizations.

#### Center for Educational Access

- During Fall Semester, 2008, the CEA facilitated accommodations and services to 884 students with disabilities at the University of Arkansas, exceeding the number of students served in 2007-08 academic year by 66 students (8%). Note: Spring Semester, 2009 figures were not available at the time of submission.

- During 2008-09 academic year, 199 books and printed materials were converted to alternative formats (electronic text and Braille) for 47 students with visual and print-based disabilities, representing a 88% increase in production from 2007-08.
- The CEA experienced two fulltime appointed staff vacancies during the 2008-09 academic year. Both positions were filled by persons from underrepresented (protected) classes.

#### Center for Leadership & Community Engagement

- CLCE manifests a strong and consistent commitment to diversity. As a department we are really proud of the diversity of students that attend our programs. During this last year, approximately 45% of the students in programs in CLCE are from under-represented student populations. This was especially true for Emerging Leaders and LeaderShape.
- CLCE also has a strong commitment to diversity in recruiting and selecting staff. As a department, we have African American staff, several International Student Staff and Caucasian staff. We have 8 women and 2 men, and one disabled staff member. These categories involve the more visible elements of diversity, but we don't want to limit ourselves to these. As a staff, we have also engaged in ongoing conversations about diversity issues, and try to incorporate diversity conversations into our student programs.
- CLCE helped facilitate the development of a Caribbean students scholarship fund and assisted in developing a proposal and a foundation account for this initiative
- CLCE wrote a Safe Ride Grant proposal which received \$21,000 from the Women's Giving Circle for a bus with paratransit equipment to provide service to students with disabilities. The bus will have a wheelchair lift and two wheel chair seating capacity.
- CLCE programming continues to show a strong commitment to diversity; 58% of Emerging Leaders participants and 55% of LeaderShape participants were from underrepresented or international populations.
- CLCE conducted an Alternative Spring Break Civil rights Trip of the South, meeting with civil rights leaders in Little Rock, Birmingham, Memphis, and

Atlanta. 12 students attended that trip. This trip generated some interest from Wal-Mart, and they may partner with us on future trips.

- CLCE partnered with the Multicultural Center to develop a service component to The Martin Luther King Jr. Holiday next year; CLCE also participated in programming during the Martin Luther King Jr. Holiday this year.

#### Chartwell's Campus Dining

- Dining Services employs associates from 12 foreign countries including Mexico, Thailand, Kenya, Indonesia, Columbia, Marshall Islands, Morocco, Haiti, Albania, Kosovo, Bolivia, Japan, China, Pakistan, Denmark, Burma, and Syria. The influence of all of these employees' cultures adds to the influence of geographic diversity of employees from 14 states. The combination expands Chartwell's ability to provide a dining experience that many of our students, faculty, staff, visitors, and other guests would not have otherwise. This diverse environment also broadens the expertise and inspires creativity among our associates.
- The culinary range of our unit stretches across the globe. We found Mexican and South American foods rich with chili, chicken, plantains, squash, corn and tortillas. There were Asian influences with tofu, fish, chicken, rice, peppers and bean sauces. In the Micronesia regions there is an abundance of fish and seafood usually served with rice and bread fruit, plantains and potatoes. From India Pakistan and Morocco there is curry in every color for chicken, beef, lamb, potatoes, couscous and noodles. The American foods are as colorful as the melting pot that is the country. Many associates from the mid-west and south bring traditional "country-style" dishes like roasted meats, potatoes, cornbread, vegetables cooked with smoked meat and rich gravies. From the states that border Mexico there are dishes influenced by that neighboring country re-interpreted in southwestern style chili, fish, chicken, salsas and mole dishes. From the Gulf Coast regions there are spicy fish, rice, pork and sausage dishes prepared in blended French, Spanish, and African styles.
- This year, Chartwell's associates gathered in roundtable discussions to explore their backgrounds and cultures. Discussions focused on influences of

place/region, food, work experience, home life, culture, and what one learned during these focused discussions.

#### Community Standards and Student Ethics

- During Fall 2008 and Spring 2009, staff of the Community Standards and Student Ethics presented to incoming International students on University behavioral and academic policies in order to assist in their successful transition to the University of Arkansas.
- During Spring 2009, staff of Community Standards and Student Ethics actively recruited All-University Conduct Board members by working with the Multicultural Center to ensure the candidate pool was fully representative of the University of Arkansas campus.

#### Enhanced Learning Center

- Using Fall 2008 University overall enrollment for comparison, the percentage of ethnic students served by the E. L. C. exceeded the percentage of African American, Asian or Pacific Islander, Non-Resident Alien, and Hispanic students enrolled at the University.
- E. L. C. tutoring was provided to all undergraduate class levels: Freshmen (36.64%), Sophomores (25.67%), Juniors (17.93%), and Seniors (18.35%). The remaining students served (1.4%) were graduate students or their class level was unknown.
- Students participating in Supplemental Instruction were in the following class levels: Freshmen (44.69%), Sophomores (30.08%), Juniors (13.78%), and Seniors (10.90%). The class status of the remaining students served (0.55%) was unknown.

#### First Year Experience

- FYE Staff - First Year Experience through their recruitment and retention efforts have one of the most diverse staffs to date. For the full-time staff (5) only, 60% identify as ethnic minority and one also identifies as international. Thirty-eight percent (38%) of the total FYE staff—full-time, graduate and paraprofessional--identify as ethnic minority, four staff members identify as international and several identify as LBGT.

○	African American	21	(27%)
○	Asian/Pacific Islander	1	(1%)
○	Caucasian/White	48	(63%)
○	International	6	(8%)
○	Native American	1	(1%)
○	Total	77	(100%)

- 2008 ROCK (Razorback Outreach for Community Knowledge) Camp Demographics - ROCK Camp continues to be one of the most diverse optional programs offered by First Year Experience Programs. Of the 477 participants from whom we collected data in the 2008, 23.06% identified as non-white or International (110 students).
- 2009 Diversity Leadership Institute - The Diversity Leadership Institute, a joint effort between First Year Experience Programs and University Housing was designed to educate paraprofessionals in the areas of diversity and social justice as well as to gain a better understanding about the differences in the students whom they will serve. The Institute gave over 250 student leaders the opportunity to participate in educational sessions and roundtable discussions, a Tunnel of Oppression and Keynote Sessions. Educational Sessions represented the following areas of diversity (number of sessions on topic noted in parenthesis):
  - General Diversity (6),
  - Stereotypes (5),
  - Culture Competency (4),
  - Prejudice, Tolerance & Privilege (3),
  - Religion (3),
  - Gender Issues (2),
  - Leadership (2),
  - Ability (1),
  - Discrimination & Oppression (1),
  - GLBT Issues (1),
  - International Student Issues (1), and
  - Socio-Economic Class (1).



- StrengthsQuest by Gallup - A number of student populations involved with First Year Experience Programs, including both current student leaders and entering new students, participated in the StrengthsQuest initiative in the Spring and Summer of 2008. Students took an online talent assessment that allowed them to discover their top five themes of talent and learn to develop their strengths while also learning to understand and embrace the diverse strengths of their peers. 70 First Year Experience Programs Paraprofessional Staff Members, 477 R.O.C.K. Camp Participants (entering new students), and the entire FYE Professional and Graduate Staff participated in this initiative. The StrengthsQuest initiative demonstrates a commitment to diversity by offering students a better sense of self while simultaneously informing students about how others think and act in naturally different ways. By promoting this understanding of others within their community, students are better equipped to find commonalities with one another in new ways, respect another individual's point of view, and appreciate the uniqueness of the individual.

#### Greek Life

- Greek Diversity Week: One of the core goals of the University of Arkansas' Greek community is to advocate and actively promote a diverse and inclusive community. Greek Life held its first Greek Diversity Week on September 22-September 26, 2008. The steering committee initiated the planning of events last spring, resulting in the success of the week's activities. Events included a banner contest, a flag football game, and "World Wide Day of Play" held at the Fayetteville Boy's and Girl's Club (Nickelodeon's nationally recognized after-school program). Dr. Walter Kimbrough, President of Philander Smith College and author of Black Greek 101, spoke to the entire Greek community about diversity and hazing prevention. To promote diversity Greek Life distributed over 2000 red, black, and white ribbons to students to wear during the week. More than 2100 Greek students participated during the week of events.
  - Diversity Week steering committee included Greek council and chapter officers from all three governing councils.

- Collaborators included: International Students and Scholars, Associated Student Government, and the Multicultural Center, Ombuds, Boy's and Girl's Club.
- Global Greeks: This new initiative demonstrates a commitment to diversity and creating an inclusive environment by forming collaborative relationships with various student affairs departments as a way to connect international students to campus life programming organized by the University of Arkansas Greek community. Global Greeks is geared to promote unity and friendship which is the fabric of Greek lettered organizations including introducing international students to programming efforts through fraternal principles in the areas of service, social, and leadership, involvement endeavors. Global Greeks empowers UA students to learn about life experiences different than their own as a way to strengthen a more inclusive university community through engagement and mutual respect.
  - This collaborative effort provides the opportunity for two unique student populations, which appear to have limited interaction, the ability to interact in a constructive, meaningful way. International students' impressions of Greek life are gleaned from popular American movies and other pop culture references. Likewise, Americans' impressions of internationals are often formed from US media and other popular media. Global Greeks allows international students the chance to understand the deeper motivation and goals behind Greek life in American higher education. Through group interaction and one on one exchanges, international and Greek students alike, share their experiences to foster appreciation of diversity and the building of friendships with the end result of enhanced personal learning and development.
  - Collaborators included: International Students and Scholars, Associated Student Government, and the Multicultural Center.
  - Global Greeks received the division's Diversity New Initiative Award in December.
- Greek Getaway 2008: This event was held at Camp Heart O' Hills in Tahlequah, Oklahoma on November 14th-16th, 2008. Sixty- two (62) new members attended

the event along with 16 Greek Life Facilitators and GL staff. Members of every council (IFC, NPC, NPHC) were in attendance. The weekend consisted of team building activities such as a low ropes course, leadership workshops, and sessions designed to build unity between various councils. Based on survey's, all participates indicated the weekend was successful and would recommend attendance to future new members.

- Greek Summit 2009: On January 24, Greek Summit was held at the Reynolds Center on the University of Arkansas Campus from 9am to 3pm. More than 230 Greek leaders participated in this event. Our theme was "Lift as We Climb." Dave Westol, lawyer and renowned national speaker, facilitated a graphic presentation, "Hazing on Trial". This presentation focused on various hazing forms including criminal charges brought against chapter officers and members. Professor Lynn Mead from the communications department shared public speaking and communication techniques for new officers. Taj Cobbs, Student Support Services Interim Director, also presented a session focusing on fraternal values including academics, community service, cultural appreciation, and building upon sisterhood/brotherhood. A catered lunch was provided and in the afternoon there were breakout sessions on various topics from scholastic achievement to offering tips for national consultant visits. The event concluded with a motivational leadership presentation by Dave Westol.
- Greek Sing 2009: The theme for Greek Sing this year was "Disney". All 28 Greek chapters participated in Greek Sing 2009 held at the Fayetteville Town Center on February 27, 2009. More than 359 Greeks performed "Disney" musical selections to a standing room only crowd of 950 people including alumni and parents. Chapters collected over 19,000 can goods and donated to Life Source International including making a \$1000 financial contribution.
- Greek Tri Council: Greek Life has hosted nine Tri Council meetings this year. Topics included departmental goals and priorities for 2008-09, Greek recruitment, budgeting issues and concerns, crisis management, laundry services from an outside agency, and an interactive "Street Law" program presented by UA law

school students to name a few. All Greek governing councils were represented including chapter presidents.

#### International Students and Scholars

- Caribbean Immersion – The immersion program continues to expose students, staff, and faculty at the University of Arkansas to a more in-depth view of cultures represented at the University of Arkansas. Students representing the islands of the Caribbean chose to take participants on a cruise of the Caribbean. To open the evening, participants were introduced to an overview of the many countries that make up the islands of the Caribbean. Two students played the United States national anthem on the steel drums. Tour guides then led cruises through the halls of the 5th floor of the union into meeting rooms that were representing the countries of the Caribbean. Countries included Jamaica, the Bahamas, Dominica, St Vincent and the Grenadines, Trinidad and Tobago, and Saint Lucia. To close the cruise, participants enjoyed a taste of Caribbean cuisine. The event was organized in collaboration with the Multicultural Center, Human Resources, and Caribbean Student Association.
- In Their Shoes workshop – The “In Their Shoes” workshop continues to help educate University of Arkansas students, faculty, and staff about the application of Homeland Security regulations in the lives of the international students and scholars on our campus. The interactive workshop takes real life situations such as a death of a family member, arrest in a shopping mall, feelings of being overwhelmed with responsibilities, and employment issues, and asks the workshop participants to act as the confidant of the student. The workshop highlights the complexity of immigration regulations when applied to specific life situations. The workshops were organized in collaboration with Human Resources, Diversity Leadership Institute, and Center for Leadership and Community Engagement.
- Holcombe International Living Learning Community – The Holcombe International Living Learning Community completed its third year of positively impacting the campus. The mission of the community is to create an environment that fosters cultural awareness, develops a broader world outlook, and builds

strong, lasting bonds among citizens of the world. The residents included approximately 60 percent domestic students and 40 percent international students. Of the international students, 25 percent were enrolled at Spring International Language Center, 25 percent were visiting non-degree students, and the rest were full-time degree seeking students. An intern from the School of International Training organized programs for the residents of the hall including language tables, culture nights, social gatherings, cooking demonstrations, and lectures about global issues. International Students and Scholars assisted with the training of the Resident Assistants regarding cross-cultural conflict. During the year, the HILLC steering community also worked in collaboration with the Fulbright College to implement the first year of the Fulbright Perspectives program entitled “Global Perspectives at Holcombe”. HILLC is in collaboration with University Housing.

- To introduce the cultures of Arkansas, International Students and Scholars sponsored four field trips to various locations: Little Rock for African American Civil Rights struggles, Mountain Home for Ozark Mountain culture, Tahlequah for the Cherokee Nation and Trail of Tears, and San Antonio for Hispanic and Texan cultures. Approximately 50 students went on each of the day trips and 12 students went on the overnight trip to San Antonio.

#### Multicultural Center

- The Multicultural Center develops and offers programs designed to support the recruitment and retention of minority students and to impact all students’ educational experience. These programs include mentoring, cultural celebrations, and programmatic support of minority students, i.e., the Real World. The Multicultural Center also collaborates with academic units as well as other units on campus to strengthen the curricular and co-curricular experience of minority students, while promoting diversity awareness and encouraging inclusion among student organizations.
- The Multicultural Center continues to support the Silas Hunt Scholarship recipients. The Silas Hunt Mentoring Program focuses on leadership, student involvement, and student success. Additionally, the mentoring program

provides Silas Hunt Scholars the opportunity to explore career development, internship, and study-abroad options. Retention rates for scholars, who have participated in two or more components of the program, continue to be above 80%.

- The Multicultural Center continues to offer the Connections Mentoring Program, which is specifically designed to support first-year minority students as they transition into the University and to support their academic success. Further, the Multicultural Center serves as a collaborative partner with the Office of Admissions and University Housing to host Diversity Impact, a two-day, campus visit for minority students.
- The Multicultural Center was awarded a Diversity Initiative Grant from the Division of Student Affairs Diversity Committee. The grant funded a collaborative effort with Fayetteville High School, Owl Creek Elementary, and Ramey Junior High to improve cultural competencies and increase awareness of Black History Month in our local community.

#### Off Campus Connections

- Director and Associate Director presented at NASPA Regional Conference, Tulsa OK: *Models to Promote Heritage on Campus to Ensure Diversity and Inclusion*
- Director and Associate Director as well as Student Affairs Director of Communications presented at ACPA National Conference: *Diverse Faces: Inclusive and Reciprocal Learning on College Campuses*
- Of OCC employees, 30% are from racial or ethnic minority groups.
- OCC utilizes a Student Advisory Board, which includes 9 students, and 6 (67%) are racial or ethnic minorities or international students:
  - One (1) African-American undergraduate
  - One (1) Hispanic undergraduate
  - One (1) Native American undergraduate
  - One (1) Asian-American undergraduate
  - Two (2) International undergraduates
- Review of the utilization of the OCC Commuter Lounge shows that Hispanic students frequent the space and are the most common visitors to the space.

- Associate Director is progressing toward completion of the UA Diversity Certificate awarded by UA Human Resources.
- All staff of OCC have completed *Promoting Diversity and Inclusion at the University of Arkansas* (or the former *Our Campus* seminar), organized by UA Human Resources.
- OCC participated in the International Students Information Fair.

#### Pat Walker Health Center

- A task force on veterans needs on campus was convened and produced nineteen recommendations to impact recruitment, retention, and graduation of student veterans.
- Students working at Pat Walker Health Center included eight peer educators which included 4 African Americans, 1 Native American and 3 Asian students. In addition, five males were part of the same sexual assault prevention peer education program, a program which has a tradition of majority female participants. A doctoral student in health promotion was African American, and two other student employees were African American.
- With a goal to produce a more congenial campus for Latino and African American students, Counseling and Psychological Services employs two mental health clinicians whose outreach responsibilities are focused on these underrepresented communities.
- The NAACP registered student organization collaborated with the Women's Clinic physician, nurse practitioner, and nurses to educate students on contraception, safer sex, and sexually transmitted diseases.
- Assistant Vice Chancellor for Student Affairs/Director of Pat Walker Health Center serves as Regional Coordinator for the NASPA Undergraduate Fellows Program (NUFP) which serves students from underrepresented groups interested in the profession of Student Affairs. As regional coordinator, this staff member also serves on regional and national boards.
- Assistant Vice Chancellor for Student Affairs/Director of Pat Walker Health Center and Assistant Director of University Housing for Community Engagement provided a hands-on learning opportunity for two NUFP interns in June 2008 to

expose them to student affairs structure and function at five institutions of higher education in Central Arkansas, including UALR, Pulaski Tech, University of Arkansas Pine Bluff, Philander Smith and Arkansas Tech. The experience provided student reflection on the purpose, breadth, and scope of student affairs programs on a diverse group of campuses.

#### Pre-College Programs

- As a unit, Pre-College Programs provides a spectrum of outreach and residential services to students in grades 6-12 to prepare them for academic and college success.
- Pre-College Programs successfully recruited and served a diverse student population. The federally funded Talent Search and Upward Bound programs served a total of 2999 participants with 1142 (38%) being minority. With the inclusion of GTScholars, the department served a total of 6804 students with 1784 (26.2%) being minority.
- As a unit, Pre-College Programs employs a total of 28 full-time staff and 6 hourly student workers. Of those, 7 (25%) of the full-time staff, and 3 (50%) of the hourly student workers are minority.
- Of the 27 full-time staff, 26 successfully completed the “Our Campus Diversity” training. The remaining staff member is registered to attend.
- In December 2008, the Division of Student Affairs selected Pre-College Programs as recipients of the departmental award for commitment to diversity.

#### Student Activities

- Anne Kittrell Art Gallery brought a national exhibition about Darfur. It was a great and meaningful exhibit which showed first-hand the brutality of those living in Darfur. This program also included a showing of the documentary Darfur Now. The exhibit was part of this years’ Diversity Leadership Institute.
- Headliner Concerts Committee brought two very diverse acts this year in the fall OAR and in the spring TI.
- Friday Night Live continued the following diverse events throughout the year - Latin Soul (collaboration with Hispanic Heritage month), Soul Night



(collaboration with Black History Month) and HOGs United (collaboration with International Students and Scholars).

- University Programs also co-sponsored the Tibetan sand mandala construction, where many students learned about a different culture and religion.

#### Student Media

- Continued our on-going collaboration with the Lemke Journalism Project to publish the Multi-Cultural News by allowing students and mentors to use Student Media facilities to conduct workshops and publish the newspaper.
- Encouraged Traveler editors to focus on diversity issues, especially noting the life and accomplishments of Martin Luther King.
- UATV continued to air its live Spanish language news programming on Thursdays from 7 PM to 7:30 PM
- UATV continued its tradition of broadcasting student and faculty produced documentaries focusing on diversity. These include:
  - Crossing of Lines: An Indian American woman's struggle to stay connected to her heritage.
  - A New Island: A depiction of life in Springdale for thousands of Marshallese immigrants.
  - Deeper Still: One UA student's journey to discover her roots.
  - No Safe Place: A powerful look behind the headlines and statistics to explore the origins of violence against women.
  - Passports to the Future: A look into the lives of five foreign students studying at Arkansas.
  - Growing Delta Dreams: How the Heifer Project has helped families in the Arkansas River delta region.
  - Keetoowah Come Home: A Native American tribe returns to Arkansas.
  - Sequovah's House: The story of one special eastern Oklahoma high school and its girl's basketball team.
- KXUA aired a number of on-going programs encompassing diverse cultures and musical traditions, including

- THE AFROSONIC TAXI with DJK, Doc DJ and Lady Pharanda: (African/World) DJK and Doc DJ move you with popular dance music from Africa and the Diaspora. From soukous to salsa, mbaqanga to mbalax, forro to fuji, highlife to hip hop- ya' gotta shake!
- Reggae Roadblock with Brotha Moshe and DJ Hod-I (Reggae / Dancehall) Reggae from around the globe, and occasionally will feature conscious dancehall when guest DJ Hod-I comes up to the studio.
- The Roadhouse with Jim Kelton (Roots, blues, country and rock 'n' roll)

### Student Support Services

- SSS conducts a needs assessment of every TRIO eligible student-participant as well as provides ongoing personal/academic/financial counseling, academic support plan, financial assistance (for those eligible), career/graduate school planning, and mentorship in efforts to assist students in persisting in the SSS program and at the University of Arkansas.
- SSS provides its participating TRIO eligible students with a variety of academic and cultural enrichment activities designed to help promote a positive campus climate as well as assist them with getting acclimated to campus environment. Collaborations with various departments such as Career Development Center, Dept. Athletics, ELC, Pat Walker Health Center, Human Environmental Sciences, etc. allow SSS to provide its participants with very diverse programmatic experiences.
- SSS served approximately 325 students during 2008-2009. Approximately 56% of these students were from under-represented populations. The demographic composition is as follows: 36% African American, 9% Latino/Latina, 9% Asian/Pacific Islander, and 2% Native American.

### University Housing

- Staff Development
  - Nine additional staff members were recipients of the University Individual Diversity Certificate Program Award.
  - A third REACH Team (REACH III) was formed, consisting of the above nine. The total number of staff to the present who have received their

University Individual Diversity Certificate Award is 26. Currently, a fourth REACH Team consisting of 8 staff is working towards their Individual Diversity Certification and Team Award.

- Currently the department is at 100% for attendance by full-time appointed and graduate staff for “Our Campus: Building an Inclusive University of Arkansas”.
- University Housing has representation on the Student Affairs Diversity Committee, University Retention and Recruitment Committee, Student Affairs NASPA NUFP Committee, Diversity Impact Planning Committee, Black History Month Committee, Women’s History Month Committee, Hispanic Heritage Month Committee, the International Education Week Committee, and the Student Affairs Professional Development Committee.
- University Housing full time staff hired during Fiscal Year 09 include five African Americans, two American Indians, and one Hispanic.
- Staff Educational Outreach and Service
  - The keynote speaker for Diversity Leadership Institute, T.J. Leyden, did a training session with the full time and graduate staff of University Housing and the First Year Experience Office. This will continue to be a part of our full time graduate staff development at future Diversity Leadership Institutes.
  - University Housing maintains strong support for the NASPA NUFP Program by : mentoring 3 Fellows this past year; providing professional development experiences for Fellows; recruiting of potential Fellows through on-campus student leaders; teaching the Student Affairs Course to Fellows; serving on the Division NUFP Committee (including summer intern selection); and support of the 2008 Summer Leadership Institute hosted on the UAF campus.
  - The National Association of Student Personnel Administrators (NASPA) has named Tim Burkhalter, Director of Residence Education, to the Board of Directors for its Undergraduate Fellows Program (NUFP).

- University Housing again partnered with the Center for Leadership and Community Engagement in coordinating three Alternative Spring Break Trips this year: the a Hurricane Ike relief trip to Galveston Texas, the Silas Hunt/Southwest Arkansas trip to the Texarkana/Hope area and a Civil Rights Tour that had stops in Little Rock, Memphis, Birmingham and Atlanta. A total of 60 students and staff members participated in these trips. The Silas Hunt/Southwest Arkansas trip had 23 students and staff attending, the Galveston trip had 22 students and staff attending and the Civil Rights Tour had 15 students and staff attending. The Silas Hunt/Southwest Arkansas trip was featured in an article in the Texarkana Gazette. In addition, focusing on the various Alternative Spring Break groups that provided Hurricane Ike assistance, The Galveston County Daily News interviewed and quoted two of the ASB Galveston students.
  - The costs for the two Alternative Spring Break trips paid with Housing funds as well as some costs for the central administration of the Alternative Spring Break program were approximately \$11,221. Students paid a fee to attend the trips and Chartwells also allowed us to do the Miss-A-Meal fundraiser again this year. The money raised helped to offset the overall cost.
  - The funds for the Civil Rights Tour trip came from the budget of the Center for Leadership and Community Engagement. They also contributed a portion of the money raised from the Miss-A-Meal fundraiser that helped to offset the trip's costs also. Their students also paid a fee to attend this trip.
- Partnering with the Multicultural Center and Admissions Office, a combined 162 (Fall=98/Spring=64) under-represented high school juniors and seniors participated in a campus recruitment effort during FY09. Participants took the ACT, toured campus, spoke with faculty/staff, and stayed with upper-class student leaders on their respective two and a half day visits.

- A University Housing Residence Education Associate Director just recently attended, as well as presented, at the Conference on College Men in Philadelphia on “White Male Identity Development.”
- One Residence Education Coordinator attended National Conference on Race & Ethnicity in American Higher Education (NCORE) in San Diego in May 2009. NCORE calls itself the “Leading and Most Comprehensive National Forum on Issues of Race and Ethnicity in Higher Education” assisting higher education institutions to create inclusive higher education environments, programs, and curriculum; improving campus racial and ethnic relations; and expanding opportunities for educational access and success by culturally diverse, traditionally underrepresented populations; by providing policy, planning, programmatic, curricular/pedagogic, research/assessment, training, and theoretical perspectives from around the country, highlighting exemplary working models and approaches capable of being adapted in other institutional settings.
- Diversity Leadership Institute was held in April to provide intensive multicultural training for approximately 225 Residence Education and First Year Experience Staff members. In addition to a keynote speaker (T.J. Leyden) who talked about personal experiences with a white supremacist group and how he learned to hate-- then later combat hate groups-- participants were engaged in a tunnel of oppression, educational breakout sessions, and cultural entertainment.
- The Residence Education portion of the costs for Diversity Leadership Institute 2009 was \$8696.
- Student Learning
  - Diversity Impact had two programs this year (one in fall and one in spring) as we were transitioning the program from a high school senior focus to a high school junior focus. Admissions and the Multicultural Center are Housing’s partners with this program. A combined 162 (Fall=98/Spring=64) underrepresented high school juniors and seniors participated in this campus recruitment effort during FY09. Participants

took the ACT, toured campus, spoke with faculty/staff, and stayed with upper-class student leaders on their respective two and one half day visit.

- The estimated costs incurred by Residence Education for the two Diversity Impact programs this year was \$8110.
- An Election Night Watch Party attended by 150 – 200 student participants engaged in sharing political and social ideology with faculty, staff, and peers, while watching election results in the Union. In addition to University Housing-Residence Education, sponsors included Residents' Interhall Congress (RIC), NAACP, Black Law Students Association, and Alpha Phi Alpha Fraternity, Incorporated. This would occur on the heels of a campus-wide voter election drive.
- For the fourth year, Holcombe International Living-Learning Community provided Domestic and International students the opportunity to increase their intellectual awareness through shared experiences in their living community. This past academic year, the program involved 55 students.
- Miscellaneous Programming Efforts included the following:
  - Sweet Chariot – an exploration of life on the Underground Railroad at Gibson Residence Hall. This on-going program has won past national program recognition from NACURH.
  - Attendance at various events at the Walton Arts Center
  - Some of our Faculty Associate residence hall programming had themes related to diversity.
  - University Housing won the 2009 SWACUHO Institutional Diversity Award, the award bid focus being on shared information related to our programmatic and outreach efforts with our students, as well as our staff development and commitment to diversity.

#### University Ombuds Office

- The Safe Zone Allies program has increased its number of allies to over 240 this year, providing students and employees with safe places to share their concerns without judgment, regardless of sexual orientation.

- Understanding intercultural communication's effect on conflict is incorporated into all training workshops, class guest lectures, and the 8-week life skills course provided by the UOO office, in relation to conflict resolution.
- The Living Library is held twice per year, offering all members of the UA community the opportunity to have a discussion with a living "book", enabling participants to learn from and about someone different than themselves through one-on-one dialogue.

The UOO Director is certified to administer the Intercultural Development Inventory (IDI), a survey instrument to assess intercultural sensitivity and provide feedback for development. The director has given group and individual feedback to those staff piloting its use within Student Affairs. Her recommendations to expand use of the tool continue to be explored.

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**Budget for Minority Recruitment and Retention Activities**

Following are budget commitments to minority recruitment and retention for 2008-2009:

Office of Affirmative Action.....\$340,000

*Academic Affairs*

Strategic Investment Fund (plus college and school matches for minority faculty recruitment and retention efforts).....\$220,000

Office of Institutional Diversity and Education (joint with Student Affairs and including the Multicultural Center)..... \$220,000

College and School Undergraduate Minority Recruitment and Retention Units (including area studies such as the African-American Studies Program, est.)..... \$850,000

Graduate School (including minority recruitment efforts and George Washington Carver and Benjamin Franklin Lever Fellowships).....\$727,000

Office of Admissions.....\$145,000

Office of Financial Aid (including Wal-Mart need-based scholarships est.).....\$289,000

Scholarship Office (principally Silas Hunt Scholarships est.).....\$1,400,000

*Finance and Administration*

Human Resource Development and *Our Campus*

Diversity Education Programs.....\$50,000

*Student Affairs*

Diversity efforts across more than a dozen programs (est.).....\$2,140,000

Total Yearly Expenditures = \$6,381,000



### Minority Student Enrollments, Fall 2008

Ethnicity	Number
American Indian or Alaskan Native	376
Black, non-Hispanic	1,024
Asian or Pacific Islander	506
Hispanic	583
<b>Total UA Minority Students</b>	<b>2,489</b>
International Students	1037
Ethnicity Not Available	287

Source: Institutional Research web site, Quick Facts – Students

University of Arkansas  
Minority Faculty and Staff  
2008-2009

<b>Occupation Title</b>	<b># of Employees</b>
Academic Counselor	14
Accountant	4
Accountant II	1
Accounting Tech II	4
Administrative Assistant I	8
Administrative Assistant II	4
Administrative Secretary	3
Admissions Analyst II	1
Agriculture Farm Technician	2
Agriculture Lab Technician	5
Assistant Coach	5
Assistant Professor	32
Assistant Professor - WCOB	5
Assistant Vice Chancellor	1
Assoc For Administration	1
Assoc General Counsel	2
Assoc Librarian	1
Assoc Professor	28
Asst Basketball Coach	2
Asst Dean	1
Asst Dir Of Athletics	1
Asst Dir of Affirmative Action	1
Asst Football Coach	2
Asst Librarian	1
Asst Track Coach	1
Asst Trainer	1
Boiler Operator	1
Cashier II	3
Certified Nursing Assistant II	1
Collector	1
Computer Lab Tech I - Inst	1
Computer Sup Spec II - Inst	4
Computer Support Spec I - Inst	3
Computer Technician II - Inst	1
Coord Of Academic Space	1
Coord Of Sports Information	1
Coordinator of Housekeeping	1
Custodial Supervisor I	2
Custodial Worker II	40

DP Network Tech II - INST	1
Data Entry Operator Supervisor	1
Data Entry Specialist	1
Dean	2
Dean Of Engineering	1
Dean Of Law	1
Departmental Chairperson	2
Development/Advancement Mgr.	1
Development/Advancement Spec	2
Dir Of Athletics	1
Dir Of Credit Studies	1
Dir of Affirmative Action	1
Director of Outreach	1
Director of University Police	1
Distinguished Professor	3
Farm Foreman-Institutional	1
Farm Mtnc Mechanic	2
Financial Aid Officer II	1
HE Public Safety Commander II	1
HE Public Safety Officer II	4
Head Cashier	1
Head Volleyball Coach	1
Institutional Assistant	3
Institutional Bus Driver	1
Instructor	12
Inventory Control Manager	1
Laboratory Assistant III	3
Landscape Supervisor I	1
Lecturer	2
Librarian	2
Library Academic Tech I	2
Major Gift Development Officer	2
Management Project Analyst I	1
Master Scientific Res Tech	1
Mental Health Clinician	1
Mtnc Worker II	3
Occupation Safety Coordinator	1
Parking Control Officer	2
Personnel Assistant II	2
Post Doctoral Associate	8
Professor	21
Professor - WCOB	3
Professor Law	3
Program Associate	7
Program Coordinator	4

Program Technician	6
Project/Program Director	6
Project/Program Manager	13
<b>Occupation Title</b>	<b># of Employees</b>
Project/Program Specialist	36
Research Assistant	7
Research Associate	10
Scientific Research Tech	2
Secretary I	1
Secretary II	9
Shipping & Receiving Clerk	1
Skilled Trades Foreman	1
Skilled Trades Worker	3
Special Events Worker	1
Sr. Project/Program Director	1
Student Development Specialist	7
Survey Research Assist	1
Systems Analyst II - Inst	5
Systems Analyst III - Inst	1
Systems Programmer III - Inst.	1
University Professor	2
<b>Total Minority Faculty and Staff</b>	<b>422</b>

Academic Counselor	2
Accountant	1
Accounting Tech II	3
Administrative Assistant I	1
Administrative Assistant II	1
Admissions Analyst II	1
Assistant Professor	10
Asst Trainer	1
Cashier II	1
Computer Lab Tech I - Inst	1
Computer Sup Spec II - Inst	1
Computer Support Spec I - Inst	1
Custodial Worker II	4
Data Entry Specialist	1
Financial Aid Officer II	1
Head Volleyball Coach	1
Instructor	1
Landscape Supervisor I	1
Lecturer	1
Parking Control Officer	2
Post Doctoral Associate	3
Professor	2

of Minority Staff 2008-	Program Coordinator	1	University Arkansas Faculty and New Hires 2009
	Project/Program Director	1	
	Project/Program Manager	1	
	Project/Program Specialist	12	
	Research Assistant	1	
	Research Associate	5	
	Secretary I	1	
	Secretary II	2	
	Student Development Specialist	4	
	Systems Analyst II - Inst	1	
	<b>Total Minority Faculty and Staff</b>	<b>70</b>	

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Minority Retention Report 2008-09  
University of Arkansas – Fort Smith

June 30, 2009



# Report on Minority Retention

## University of Arkansas – Fort Smith

### Overview

The mission of the University of Arkansas - Fort Smith (UA Fort Smith) is to raise the higher education achievement level of the residents of the western Arkansas service area to meet or exceed the national averages, at a cost that is affordable. Our students come primarily from a six-county area in western Arkansas (Crawford, Franklin, Johnson, Logan, Scott, and Sebastian) and a two-county area in eastern Oklahoma (LeFlore and Sequoyia).

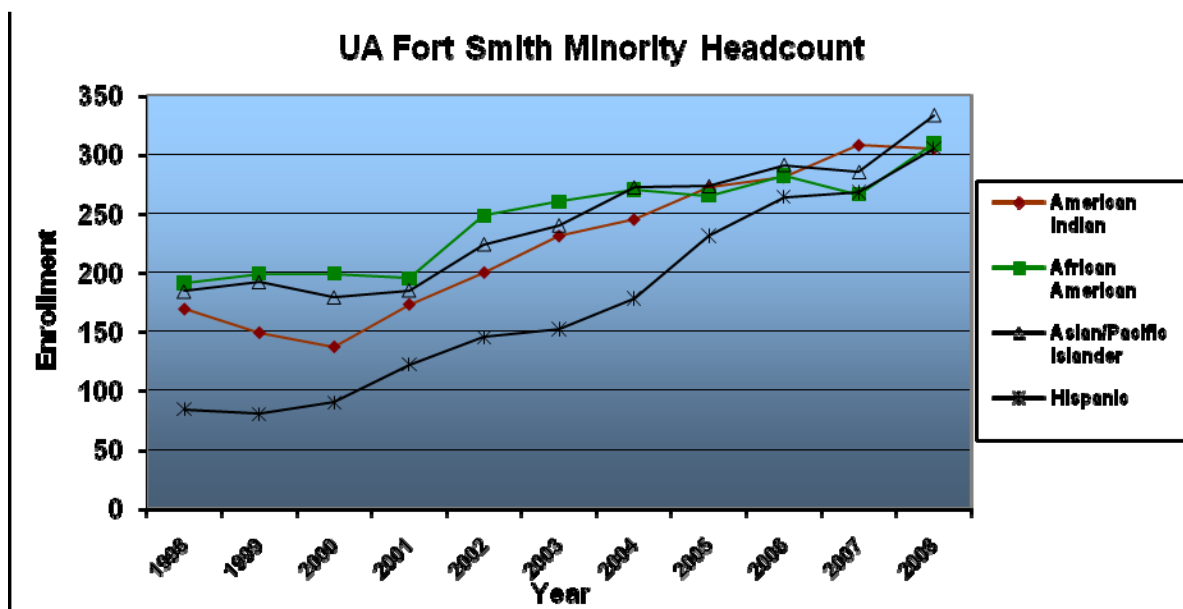
Total credit enrollment for fall 2008 was 6,772. This represents a 2.4 percent increase over fall 2007. Minority student enrollment increased at a rate of 11.1 percent in the past year (n=125). In fall 2008, minority students made up nearly 18.5 percent of the student body, up slightly from 17 percent in 2007.

### Minority Student Enrollment

The largest overall racial minority growth for fall 2008 was the Asian or Pacific Islander population, which increased 16.8 percent (n=48). Between fall 2007 and fall 2008, the African American enrollment increased 16.1 percent (n=43), the American Indian or Alaskan Native population decreased by just under 1 percent (n=-3); while the Hispanic population grew 13.8 percent (n=37).

Of the total ADHE count for fall 2008, American Indian population makes up 4.5 percent (n=305); the Asian population comprises 4.9 percent (n=333); the Hispanic population comprises 4.5 percent (n=305); and the African American population comprises 4.5 percent (n=309, see Figure 1).

Figure 1

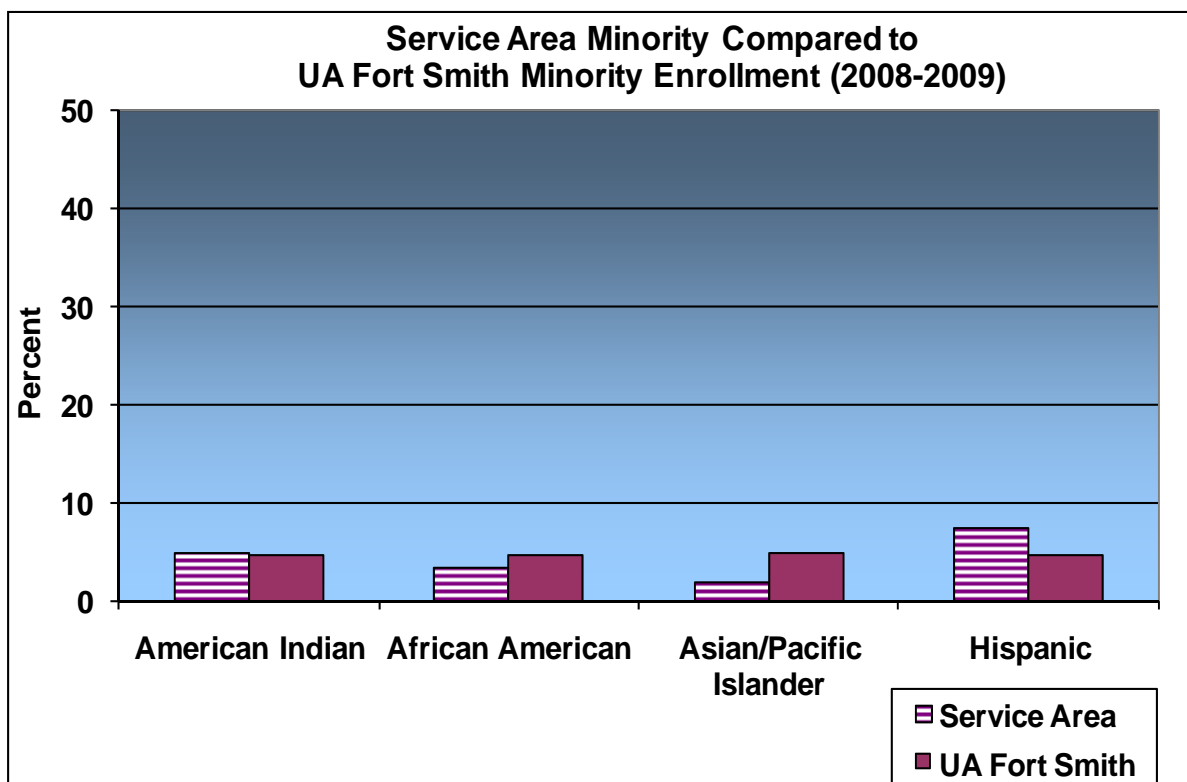


Source: Office of Institutional Effectiveness; *Trend Book, 1995-1999*; *Trend Book, 2000-2004*; *Trend Book, 2004-2008*

Since 1998, minority enrollment has increased 98.1 percent (n=620). In the past ten years, the largest percentage increase has been in the Hispanic population, which increased almost 263 percent (n =221). The American Indian population increased by 77.3 percent (n=133), the Asian population increased by 80 percent (n=148), and the African American population increased by 61.8 percent (n=118) over this same period. These numbers indicate that the strategies underway at UA Fort Smith to attract and retain minority students are successful.

An overreaching goal of the 2006-2011 Minority Plan (and past plans) is to obtain a minority enrollment percentage that reflects the growing minority population of our region. In fall 2004, UA Fort Smith reached this goal; however, UA Fort Smith's current Native American and Hispanic populations are down, as compared to the University's service region's population (see Figure 2). According to the 2008 U.S. Census Population Estimates data, the University's primary service area has a 17.5 percent racial minority population. Fall 2008 enrollment data showed an 18.5 percent racial minority population at UA Fort Smith (see Figure 2).

**Figure 2**



Source: Office of Institutional Effectiveness; 2000 U.S. Census; *Trend Book, 2004-2008*

### Minority Recruitment Efforts 2008-2009

UA Fort Smith carried out several recruitment initiatives during the 2008-2009 academic year. Both traditional and nontraditional minority students were sought through multiple channels.

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



All recruitment publications include student photographs that are representative of the diversity of our student population. Billboards featuring minority students are placed in Fort Smith, the city with the highest minority population in our region. High school recruitment areas include other high-minority areas including high schools in Tulsa, Oklahoma, and Little Rock, Arkansas.

We place newspaper advertisements that focus on scholarship deadlines, campus tours, and other access-related issues in the *Lincoln Echo*, a Fort Smith regional newspaper targeting the African American population.

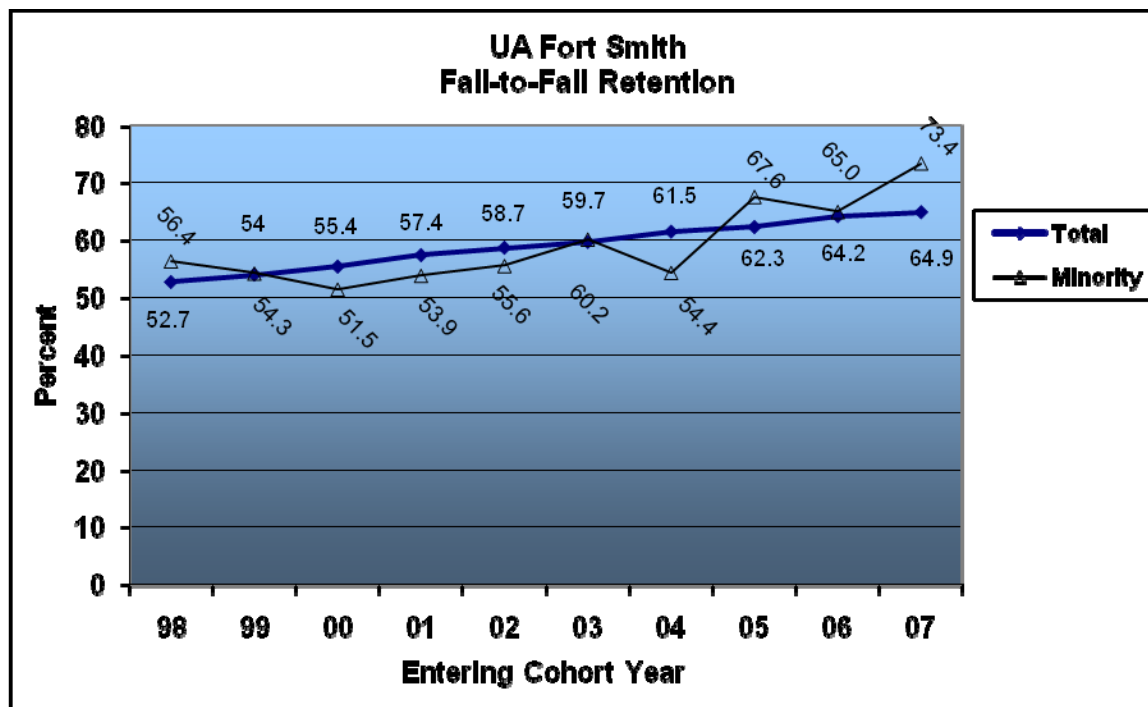
## Minority Retention

UA Fort Smith is committed to retaining minority students at a rate equal to or greater than the retention rate of the total student population. We met this goal in fall 2003 when the retention rate of the fall 2003 cohort of minority students outpaced the total student retention rate by 0.5 percent. The minority retention rates for fall 2006 (65 percent) and fall 2007 (73.4 percent) have been higher than the total student population retention rates (64.2 and 64.9 percent respectively, see Figure 3).

Further analysis revealed that, during the 2007-2008 academic year, nearly half of the African American cohort from the previous year did not return.

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

**Figure 3**



Source: Office of Institutional Effectiveness

## Retention Services

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

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

**Foundations of Learning** First-time students are strongly encouraged to take the course, Foundations of Learning. This course provides students with college survival skills such as note taking, test taking, learning styles, computer competencies, research skills, and career exploration. The courses are taught by faculty with extensive experience with the at-risk population.

**Learning Assistance Center** The mission of the Gordon Kelley Learning Assistance Center (LAC) 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 LAC is to provide all students an equal opportunity to succeed in college by maintaining a program of support services to address their educational needs. The LAC staff considers not only the student's academic background, preparation, and study habits, but also the specific challenges of the course content and the student's overall college experience.

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

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

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

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

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

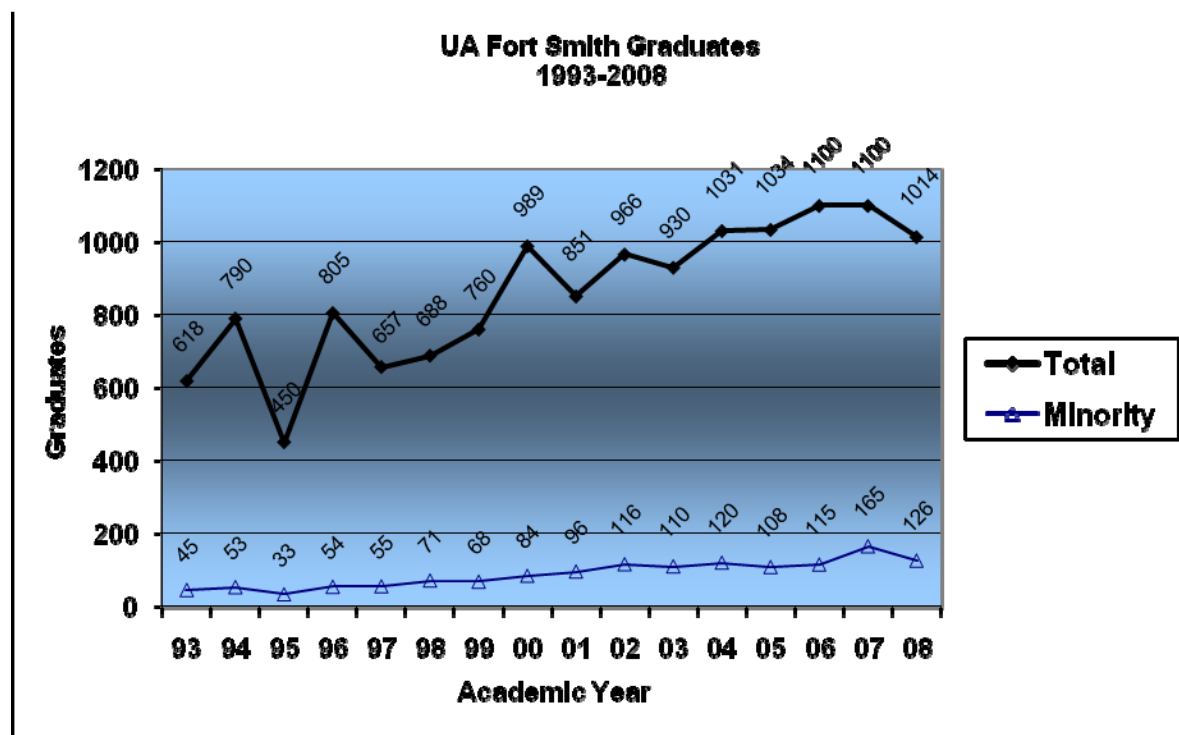
**Students Together Effectively Progressing (STEP)** The **Students Together Effectively Progressing (STEP)** student organization is a forum for the dissemination and collaboration of information pertinent to minority students of UA Fort Smith. STEP is an organization for African American students.

**Vietnamese Student Association** Introduces the Vietnamese culture and language to UA Fort Smith by hosting activities where students can learn about the Vietnamese culture.

## Minority Graduation

One hundred twenty-six racial minority students were granted awards during this period. Over the last decade, minority graduates have increased over 77 percent at UA Fort Smith. These numbers are strong indicators of the success of the minority retention plan and the institution's commitment to the success of the minority student (see Figure 4).

**Figure 4**



Source: Office of Institutional Effectiveness

## Summary

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

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# Employee Recruitment and Retention

## University of Arkansas - Fort Smith

### **OVERVIEW**

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

According to current census data, the percentage of nonwhite residents in our service area is 17.5% percent. When you compare this number to our FY 2008-2009 workforce, which includes 15.7% percent nonwhite employees, it is clear that we still have work to do to close that gap. However, we continue to strive to accomplish our goal of recruiting and retaining the best employees, while taking advantage of the benefits that a diverse workforce can bring to an employer.

### **EMPLOYMENT PHILOSOPHY**

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

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

### **RECRUITMENT**

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

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

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

## **RETENTION**

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

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

During the past year, the University began offering free English as a Second Language (ESL) classes to Spanish-speaking employees as a way to enhance communication skills and boost retention. We had 12 employees take advantage of this program, which was offered during their workday.

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

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

Beginning in January 2008, UA Fort Smith offered "free" individual health coverage to every employee who enrolled in the employee wellness program, thereby accomplishing the Chancellor's goal of making affordable health insurance available to all eligible employees and further promoting employee wellness. In July 2008, benefits were expanded to include access to a local employers' primary care clinic at no out-of-pocket cost to health plan participants.

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

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

During orientation, employees are introduced to the mission and vision of the institution. They receive training in the institution's policies and procedures, sexual harassment prevention, safety issues, FERPA and FLSA compliance, and other important issues. Since July, 103 new faculty and staff have participated in orientation, along with 126 new or returning adjunct faculty members.

All new faculty members, both full- and part-time, are assigned a mentor. We also have a mentoring program for clerical and support staff. This program (the Buddy System) is in its ninth year and continues to be a success in providing staff with the information needed to be successful in their jobs. The program goals

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

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

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

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

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

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

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

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

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

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

**Exit Interviews** - The University maintains an exit interview process that gives employees an opportunity to share reasons for leaving their job and to share ideas for improvement. When appropriate, information obtained through this process is used to address areas of concern and in an effort to pinpoint areas that need improvement to strengthen future retention in that position. A portion of the interview specifically

focuses on the area of discrimination. This is the final effort on the part of the institution to attempt to uncover the reason for turnover and work to prevent such instances from occurring in the future.

### **DATA SUMMARY**

**Current Employment Statistics** – UA Fort Smith's current Ethnic Summary Report shows that of the 1318 individuals employed during FY 2008-2009, 207 or 15.7 percent were minorities. It is important to note that while our employee count increased by 7% over the previous year, our minority count rose by nearly 15% over the previous year.

**Ten-year Employment Trend** – To provide a more historical perspective, it is helpful to compare the current year's numbers to where we were 10 years ago. The Ethnic Summary Report from FY 99 shows 1039 employees with only 89 minorities, or 8.6 percent. Based on these figures, it is easy to see that progress is occurring.

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

Another statistic that speaks to our diversity is the number of foreign nationals employed during FY 09 in comparison to 10 years ago. We employed 13 full-time faculty and staff members during FY09 who were foreign nationals, as compared to 2 during FY99 (a 650% increase).

The following chart details the number of minority faculty and staff that were newly hired (or rehired) during FY 2008-2009 and their position categories. This includes full-time and part-time employees.

<b>POSITION CATEGORY</b>	<b>NUMBER OF STAFF</b>
<b>Faculty</b>	<b>14</b>
<b>Other Professionals</b>	<b>17</b>
<b>Clerical and Secretarial</b>	<b>1</b>
<b>Skilled Crafts</b>	<b>1</b>
<b>Service/Maintenance</b>	<b>14</b>
<b>Other (includes tutors, student help, etc.)</b>	<b><u>37</u></b>
<b>TOTAL</b>	<b>84</b>

### **CONCLUSION**

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

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# Meeting Institutional Goals

## University of Arkansas at Fort Smith

### OVERVIEW

The population in western Arkansas continues to see rapid increases in minority populations, especially the Hispanic population. UA Fort Smith provides access to all populations throughout our region as we work to fill our mission of raising the education levels in western Arkansas.

#### Indicators

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

#### Timeline

Student: All strategies listed in this report are ongoing.

Employee: All employee strategies are ongoing as well.

#### Budget

The Offices of Admissions, Human Resources, and Marketing provide funding for the many recruitment and retention strategies. Specific budget funds dedicated toward minority student recruitment are as follows:

ACT/NRCCIA/PSAT test-taker purchase	\$5,000
Movie-styled posters	\$1,000
Targeted mailings	\$1,000

Other funding may be dedicated as activities are assessed and successful strategies are identified. None of the above funds have been utilized during the past year.

#### Assessment Methods

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



University of Arkansas at Little Rock

Minority Recruitment and Retention  
Annual Report  
June 2009

Submitted to:  
Arkansas Department of Higher Education

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It's estimated that 26 percent of African Americans, 18 percent of Latino and Hispanic Americans and 24 percent of Native Americans and Pacific Islanders have at least an Associate degree. Additionally, the National Center for Higher Education Management Systems estimates that eliminating the degree gap between underrepresented minorities and White Americans would produce more than half of the Associate degrees needed to meet the 55 percent goal. Moreover, while it is a well known fact that the State of Arkansas is at the bottom as it relates to the degree gap (bachelors), the University of Arkansas has its work cut out for us.

Current research indicates significant variations nationally in both the regional and state levels as it relates to high school graduates. However, between now and the year 2014, the South will produce a 9 percent increase in high school graduates. More specifically, if existing patterns of high school completion and migration continue, high school graduation in Arkansas will continue to increase through 2009-10. With this in mind, the university's commitment to serve a majority-minority will be tested both internally and externally. Will current hiring practices keep pace with what is currently projected for the very near future?

\*\*Please note that the aforementioned projections are based on current assessments conducted by the Western Interstate Commission for Higher Education.

This report will attempt to identify the following:

- Number of minority students who currently attend the institution
- Number and position title of minority faculty and staff who currently work for the institution
- 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
- 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
- Include in your timeline, budget, and methods used to assess and monitor progress

### Minority Student Enrollment

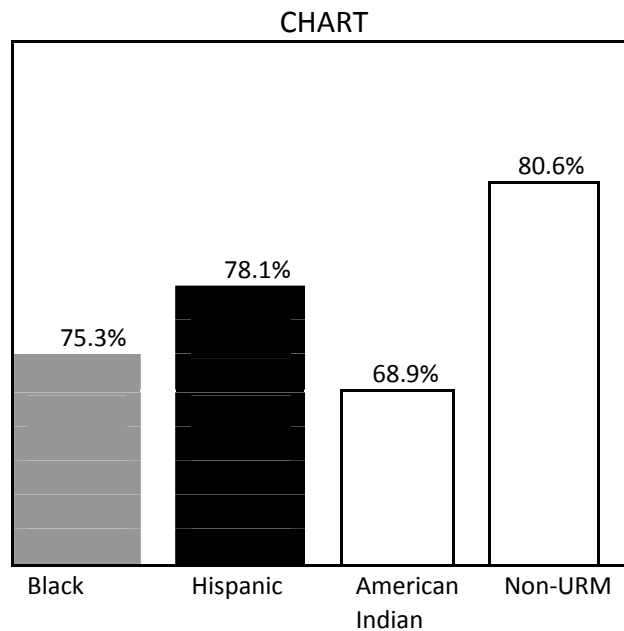
The institutional goals for minority student enrollment are based on the concept that UALR's student population should match the diversity of the region that it serves rather than the increasing number of high school graduates. Theoretically, benchmarking should be based on eligible Arkansas high school graduates. Currently, African Americans still continue to outnumber all other minority populations. It is certainly known that the fastest growing high school graduating minority population is Hispanic/Latino and Asian Pacific Islanders. However, one glaring challenge currently exists when attracting Hispanic/Latinos. Currently the State of Arkansas prohibits any Hispanic student from applying for admission at a public institution without a valid social security number.

### Retention

Minority student retention continues to lag behind the minority population at UALR. Current research conducted by the Consortium for Student Retention Data Exchange in which UALR is a member, indicates that underrepresented minority students (URM) have a lower retention rate than their non-URM peers (See first year retention rates chart, Fall 2000-2007). However, there are signs of improvement. Additionally, it is important to note that newly implemented admissions standards, along with targeting recruitment of minority students should help to enhance the retention of first year entering minority freshmen.

## First Year Retention Rates

Fall 2000 - 2007



\*Source – Consortium for student retention data exchange; Center for Institutional Data Exchange and Analysis

Currently the following six minority student retention initiatives are being implemented:

1. **Mandatory new student orientation** – starting this summer, all students admitted to UALR for the fall will be required to participate either in a one-day on-campus orientation program or an online orientation program where they will learn about the resources they will need to be a successful student. UALR has always had an orientation program, but participation was not required for enrollment. We believe this is an important first step in giving students the tools they will need to be successful in college.

Implementation Timeline: Began summer 2008; will phase in additional Elements such as registration within first two years.

2. **Required First-Year Colloquium** – UALR has offered a first-year experience course for a number of years in various formats. Until now, this course was not required except for those receiving the Chancellor's Leadership Scholarship. (For a history of this course at UALR, see <http://ualr.edu/advising/index.php/home/first-year-students/peaw-courses/about/history>) The one-year retention rate for those taking this course in its current form is very strong and consistent at between sixty

and eighty percent. During the coming year, this program is being redesigned to accommodate all entering first year students. We believe this is an important second step in giving students the tools they will need to be successful.

Implementation Timeline: All students participating in the Academic Success Center (see below) were required to take the First Year Colloquium beginning fall 2009. Full implementation including first-time freshmen, continuing and transfer students will be phased in over the first two years.

3. **New developmental courses policy** – Developmental courses are required for any student who has sub-scores below a 19 on the ACT or 460 on the SAT in one or more of three areas: reading, composition, math. Until now, students were required to take these courses in their first 42 hours of course work. In practice, many students did not complete their developmental course work within this time frame. Beginning fall 2009, students who need to take developmental courses will be advised through the newly reorganized Academic Success Center and will participate in the collegiate Success Program that includes the following requirements:
  - Must start developmental courses in the first semester at UALR
  - Must participate in the Gateway Learning Communities program
  - Must take the First Year Colloquium course

In addition to academic counseling, students assigned to the Academic Success Center may also participate in personal counseling, academic and study skills workshops and supplemental instruction. In receiving these services, students will be more likely to get the remediation they need before tackling regular course work. Our data show that minority students place into these courses disproportionately to the general student body and so the new policy should benefit minority student retention directly.

Implementation Timeline: Begins fall 2008; will phase in full implementation over first two years.

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

Implementation Timeline: Began fall 2008 with full implementation

5. **Early declaration of major** – UALR will strongly encourage declaration of a major by a certain number of hours (probably 30 hours – still under discussion). Research indicates that students who move into the majors early are more likely to be retained than

students who have not declared a major because they are connected to faculty advisors/mentors in their field of interest who can provide specific academic and career guidance.

Implementation Timeline: Committee will work out policy details summer and fall 2008; submitted to Faculty Senate for approval in spring 2009; policy will be in effect by fall 2009.

6. **Revision of student advising process** – this will encompass a variety of changes including specialized advising staff for transfer students and simplified advising procedures.

Implementation Timeline: Committee will work out policy details summer and fall 2008; Faculty Senate review in spring 2009; policies will be in effect by fall 2009 pending budgetary considerations.

Currently, data does not exist to assess the effectiveness of the aforementioned initiatives.



UALR is in the process of revamping its employee tracking procedure so that it may develop a more comprehensive Affirmative Action Plan for the institution.

Step 1: The Office of Human Resources will devise a standardized employee data reporting protocol that will provide the Office of Human Relations (EEO) with the means to generate its annual workforce analysis.

Step 2: The Office of Human Relations will standardize and improve its workforce analysis so that it will support both federal and state reporting requirements.

Step 3: The Office of Human Relations will calculate availability statistics for staff by position category and for faculty by discipline so that data-supported goals may be set for each hiring unit within the university.

Step 4: Each hiring unit will be given a workforce analysis along with an availability analysis annually and asked to identify initiatives for the recruitment and retention of minority faculty and staff.

Step 5: These analyses and initiatives will be incorporated into the institution's *Minority Recruitment and Retention Five-Year Plan* and into its strategic planning documents.

Step 6: The Office of Human Relations will be responsible for monitoring the success of the university's Affirmative Action Plan as required by federal statute.

\*For supporting statistical information please see index Initiatives for Minority Faculty/Staff Recruitment and Retention

### Answers to Questions Lists Below

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

Total number of minority students for fall 2008 including undergraduate and graduate were 3,877.

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

(See Index Page 9)

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

(See Index Page 6 and 11)

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

- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
- Include your timeline, budget, and methods used to assess and monitor progress.

## **Index**

- 1 -- Fall 2007 and Fall 2008 Undergraduate enrollment by Race and Gender
- 2 -- Fall 2007 and Fall 2008 Graduate and Law enrollment by Race and Gender
- 3 -- Fall 2006, Fall 2007 and Fall 2008 All UALR enrollment by Race and Student Level
- 4 -- 1<sup>st</sup> Year Retention of 1<sup>st</sup> Time Entering Freshmen (F2007 to F2008) by Race
- 5 -- Graduate and Law Degrees Awarded by Race, 2007-08 academic year
- 6 -- Full time and Part time faculty, Fall 2007 and Fall 2008 by Race and Academic Rank
- 7 -- 1<sup>st</sup> time, Full-time Entering Freshmen, Fall 2006, 2007 and 2008 by Race
- 8 -- Entering UG Transfer Students, Fall 2006, 2007 and 2008 by Race
- 9 -- All other UG students, Fall 2006, 2007 and 2008 by Race
- 10 -- Graduate and Law Students, Fall 2006, Fall 2007, and Fall 2008 by Race
- 11 -- UALR Full time employees

## New strategies that will be implemented Fall 2009

### New \$40.00 application fee assessment for all new first-time applicants

Goal: Attract more serious applicants and reduce the number of incomplete applicants

Timeline: Starting for Fall entering class of 2010

### Compass Testing

Goal: Develop and implement a high school outreach program

1. Early intervention
  - a. Career exploration and advising
  - b. Basic skills assessment and diagnostics
  - c. Assess developmental coursework

Timeline: 2009-10 academic year

### Primary Market Presentation Assessment Tool

Goal: Identify and target students who meet UALR admissions requirements

Tool: EIS (Enrollment Information System), American College Testing Product

Timeline: The start of the 2009-10 academic school year

**UALR  
Full Time Employees**

**Fall 2007**

	White	Black	Hispanic	Amer Indian / Alaska Native	Asian/ Pacific Islander	Non Resident Alien	Unknown	Total
Executive/administrative and managerial	81.7	15.9	0.0	0.0	1.2	0.0	1.2	100
Faculty (instruction/ research/public service)	82.1	6.1	2.1	1.1	8.4	0.0	0.2	100
Other Professionals	72.7	21.0	1.2	0.4	4.3	0.0	0.4	100
Service/maintenance	30.2	66.7	2.1	0.0	0.0	0.0	1.0	100
Skilled crafts	75.0	18.8	0.0	6.3	0.0	0.0	0.0	100
Technical and paraprofessionals	49.4	48.2	1.2	0.0	1.2	0.0	0.0	100
Clerical and secretarial	53.7	40.7	0.0	3.7	1.9	0.0	0.0	100
Total								700

**Fall 2008**

	White	Black	Hispanic	Amer Indian / Alaska Native	Asian/ Pacific Islander	Non Resident Alien	Unknown	Total
Executive/administrative and managerial	81.1	16.7	1.1	0.0	1.1	0.0	0.0	100
Faculty (instruction/ research/public service)	80.9	7.2	1.8	1.2	8.2	0.0	0.8	100
Other Professionals	71.8	23.2	1.1	0.4	3.2	0.0	0.4	100
Service/maintenance	30.0	65.0	2.0	1.0	1.0	0.0	1.0	100
Skilled crafts	75.8	18.2	0.0	6.1	0.0	0.0	0.0	100
Technical and paraprofessionals	46.3	50.0	1.9	1.9	0.0	0.0	0.0	100
Clerical and secretarial	56.1	39.0	2.4	1.2	1.2	0.0	0.0	100
Total								700

Source: UALR Institutional Research

**University of Arkansas at Monticello**  
**Annual Report**  
**Fiscal Year Ended June 30, 2009**

The University of Arkansas at Monticello's Minority Recruitment and Retention Annual Report is presented herein. The University updated its Affirmative Action Plan on May 20, 2009. The Affirmative Action Plan reaffirms the University's commitment to providing educational and employment opportunities to all individuals.

**STUDENTS**

**I. ACADEMIC AFFAIRS**

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

The Asian and Native American minority student populations, showed the largest increase in minority student enrollment, each increased 31% from Fall 2007 to Fall 2008. There was a slight increase in minority enrollment of Hispanics (4%). Other minority student populations showed decreases in enrollment: African Americans (-3%); and Non-resident alien (-38%). This was the first year from Fall 2006 that the African-American student enrollment decreased.

Using Fall 2007 and Fall 2008 data provided by the Registrar's Office, the following table indicates changes in ethnic minority enrollment.

<u>Fall 2007 Headcount</u>		<u>Fall 2008 Headcount</u>	
African American	958	African American	928
Hispanic	42	Hispanic	44
Native American	16	Native American	21
Asian	13	Asian	17
Non Resident Alien	16	Non-resident Alien	11

A review of University baccalaureate major fields of study by ethnicity indicated the largest minority enrollment in the following areas: Early Childhood P-4; Health and Physical Education, General Studies, Social Work, and Computer Information Systems.

Comparing Fall 2007 and Fall 2008, the following majors indicated significant increases in minority enrollment: Health and Physical Education Non-licensure (500%); Applied Science (400%); Associate of Applied Science in Nursing (250%); Agriculture (200%); and Mathematics (200%).

There were also declines in enrollments by majors when comparing Fall 2007 and Fall 2008 data: Crossett Hospitality (-400%); and Crossett Administrative Information Processing (-240%). There were also decreases in Heavy Equipment (-88%) and McGehee Child Care (-24%). Computer information Systems, while having one of the largest minority enrollments, lost minority students (-47%). It should be noted, however, that enrollment in Computer Information Systems has declined for all student ethnic groups over the past three years.

## ***II. STUDENT AFFAIRS***

### **Vice Chancellor Report**

#### **1. Activities of special interest to minority students**

##### **A. African-American Step Shows**

1. Seven various African-American Step Shows were sponsored throughout the year. Two of the step shows were centered around our largest campus-wide and public events (Parents Day and Homecoming). The other shows were stand-alone events. Four of the shows were performed on the UAM campus, while three shows were held at an adjacent site to campus due to a room scheduling conflict. Over 300 people attended each of the four step shows.

##### **B. Martin Luther King, Jr. Celebration**

1. On Tuesday, January 20, 2009, the Office of Student Activities sponsored a celebration of Martin Luther King, Jr. to honor his life and contributions to social justice and equality. The event was held the day following the official MLK, Jr. Holiday as the University was closed on the official holiday. This celebration was held in conjunction with the inauguration of President Obama as a campus wide celebration. The celebration was an all-day event in which students came and watched a rolling video about Martin Luther King, Jr. and viewed the day-long inauguration events as well. Over 400 students participated in the activities.

##### **C. Black History Month**

1. On February 18, 2009, the Office of Student Activities sponsored a guest speaker: Dr. Joycelyn Elders, former U.S. Surgeon General, who spoke on the history of the black movement and its continued importance.
2. During the month of February, the Office of Student Affairs constructed and sponsored its annual Black History display in the University Center House Room.

The display consisted of professionally made, high gloss posters outlining the chronology of the slave movement through emancipation. In addition, portraits of black Americans who had served as change-agents throughout the US were featured on tripods around the room. Some of the featured individuals included:

George Washington Carver  
Frederick Douglas  
Thurgood Marshall  
Louis Armstrong  
Harriett Tubman  
Booker T. Washington  
Ralph Bunche  
Langston Hughes  
Maya Angelo  
Jackie Robinson  
Jesse Owens  
Shirley Chisolm  
W.E.B. Du Bois  
Benjamin Banneker

3. On February 24, 2009, the Office of Student Affairs sponsored a dinner and slide show of influential black Arkansans through the years. More than 200 black and caucasian students attended.

## 2. Recognized Student Organizations

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

### 1. NPHC – National PanHellenic Council.

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

#### a. Fraternities:

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

#### b. Sororities:

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



B. Newly organized organization:

1). Alpha Kappa Alpha

- a). During the 2008-2009 academic year, the national NPHC sorority of Alpha Kappa Alpha was re-chartered on the University of Arkansas at Monticello Campus. The organization had existed years ago, but had become defunct. The Office of Student Activities successfully assisted a new set of college women re-establish themselves, gain national approval, and campus recognition.

2). International Student Association

- a). In the spring of 2009, the Office of Admissions, in conjunction with the Division of Student Affairs, sponsored an International/Cultural Bazaar of the nations that are represented among the UAM student population. Students from the following nations participated in the event.

Argentina  
Australia  
Azerbaijan  
Brazil  
Canada  
Gambia  
India  
Nepal  
Mexico  
Philippines  
South Korea  
St. Vincent  
Germany  
France  
Columbia  
Japan  
Nigeria  
Trinidad

- b). Purchase of Flags: The Office of Student Affairs has recently purchased a 3' x 5' flag of each of these countries to show our support to these non-resident students.

### 3. Individual Group Activities

#### A. Celebration Weeks

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

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

#### **Office of Admissions**

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2008-2009 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall and spring.
- The International Club expanded in 2008-2009, to include students and faculty/staff. International week was conducted, featuring international cuisine, and an international display open to the campus and community. Community assistance was sought from this office to provide international students with welcoming opportunities in the community. Four events resulted from this, at Pauline Baptist, St. Mark's Catholic Church, ESL at First Methodist Church, and the Warren Methodist Church. International students were also invited to provide a program for the Warren Rotary Club.
- International brochures were updated to provide insurance opportunities and community information.
- Special Student Services information was provided to all units for any student.
- Five minority recruitment fairs were attended in Arkansas.
- Recruitment/campus representation was available at the Pink Tomato Festival, Juneteenth, and the Drew County Fair.
- Presentations were offered to all high school seniors in the ten-county area, sharing college possibilities on the three campuses.
- Recruitment opportunities were available at dislocated worker events in Southeast Arkansas.

- Information and representation was offered to the Single Parent Scholarship Committee in Monticello. The same was offered to other southeast AR county chapters.
- Netlist scholarship opportunities were offered to all students, faculty, and staff. These included opportunities outside the campuses.
- Recruitment meetings were held with Upward Bound students.
- Conducted follow-up meetings with identified, interested students from the Upward Bound program.
- The Office of Admissions attended all Articulation Workshops in Arkansas, where counselors were given information regarding UAM. Regional Articulation workshops were also attended in Mississippi and Louisiana. Information was sent to Texas Articulation workshops.
- The Office of Admissions attended all College Planning Programs. This allowed high school students and parents the opportunity to visit with an admissions officer. Likewise, these were attended in identified regions of Louisiana, Mississippi, and Texas.
- Two Weevil Welcome Days were held for high school seniors and parents. This allowed them to learn about admission, scholarship, academic interests, programs, activities, residence life, financial aid, and athletics on the UAM campuses.
- An admissions representative provided materials to work force sites.
- Regional libraries, provided with UAM information, included contact cards for interested visitors.
- Website information has been made available regarding UAM for interested visitors.
- A total of twelve online “Chat Live” events were held in the Office of Admissions, allowing visitors to chat live with a campus representative.
- The Ambassadors provided 32 phone nights, where prospective students were contacted. The Ambassadors also provided follow-up emails to these students. An email contact was posted on the web for personal contact with all Ambassadors.
- The Office of Admissions attended high school awards programs in the spring to present UAM students with awarded scholarships. This also allowed those interested in the campuses to visit with an admissions officer.
- High schools in Arkansas and some surrounding states were offered follow-up visits....after college planning programs...for prospective students.
- Admissions asked all academic areas and athletics to provide their prospective contact information for follow-up.
- Scholarship opportunities were offered to pageants across the state, when requested.

- Science fair and art fair scholarship opportunities were offered for any students who participated and met the criteria.
- All Arkansas two-year school transfer fairs were attended. Some out-of-state transfer fairs were also attended.
- EAST scholarship opportunities were made available to interested eligible students.
- Institutional/private scholarship information was made available throughout Arkansas and neighboring states.

### ***III. FINANCIAL ASSISTANCE***

The University provides strong financial assistance to minority students as indicated by the following awards of aid from the latest OCR B3-Financial Assistance to Students in Institutions of Higher Education dated November 2008. These amounts represent the percent of awards to minority students of the total awards for Fall 2007 through Summer II of 2008.

#### **GRANTS**

Pell Grants	50.1%
SEOG Awards	41.0%
Vocational Rehab	35.6%
State and Local	45.9%
Tuition Waivers-	
Remission	47.6%
All Other Grants	44.2%
Unduplicated	
Students	46.1%

#### **LOANS**

NDSL	60.5%
Federally Insured	43.5%
Unduplicated	
Students	43.6%

#### **SCHOLARSHIPS**

Scholarships	22.0%
Unduplicated	
Students	28.6%

#### **STUDENT EMPLOYMENT**

Federal College	
Work/Study Awards	38.4%
Institutional	
Employment	29.9%
Unduplicated	

Students 33.9%

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

### **FACULTY AND STAFF**

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

During the first eleven and one-half months of the 2008-09 fiscal year, the University hired minorities in both staff and faculty positions.

On June 15, 2009, the percentage of minorities were employed in the following categories:

Non-Classified	15.56%
Classified	24.03%
Faculty	11.11%

As of June 15, 2009, the University hired the following percentage of minorities during the 2008-2009 fiscal year:

Non-Classified	12.50%
Classified	11.76%
Faculty	14.29%

### **UAM COLLEGE OF TECHNOLOGY-CROSSETT**

The UAM CTC 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 CTC. The following report includes data and activities that extends beyond the university's report and is specific to UAM CTC.

### Plan Communication

The University's Affirmative Action Plan has been promoted on the UAM CTC campus in many ways which includes:

- Distributing a copy of the UAM Affirmative Action Plan to each employee
- Including the Affirmative Action Statement on printed materials
- Informing new hires of the University's Affirmative Action Plan

### Physical Facilities and Activities

The UAM CTC campus facilities are fully accessible for disabled individuals and are inspected annually for continued compliance. All campus activities are open to all students and student services are available for all students without discrimination.

### Employment of Personnel

All employment of personnel for the UAM CTC campus is in accordance with the UAM Operating Procedures Manual and the UAM Affirmative Action Plan. The campus' efforts to recruit minority personnel include the following:

- Job advertisements were extended beyond the local media to an out-of-state city (Bastrop) which has a higher minority population than cities within the campus' immediate area.
- The number of minority students employed at UAM CTC on institutional work study was 38% (six students of sixteen).

### Recruitment and Retention of Students

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

- The development of campus advertisements, promotions, flyers, and a video that have multi-racial representation were utilized.
- The development of tutoring services to assist students academically to aid in student retention (targeting first generation college students who are low income and/or who are disabled).
- The utilization of DVDs on civil rights in the Adult Education Program for student instruction and class discussion in order to promote better understanding of all perspectives on racial injustices.
- The Adult Education Program is non-credit instruction. The enrollment (those students completing 12 or more hours of instruction) in the Adult Education Program, was 46% minority (139 students of a total 303 students). The number of

- The utilization of the Career Pathways Initiative, a program that provides tutoring and financial aid resources, contributes to the recruitment and retention of students. The percentage of minority students served through this program is approximately 39% (72 students out of a total 184 students).
- The recruitment of Hispanic students for ESL (English as a Second Language) classes is a continual effort. Flyers promoting ESL classes were distributed throughout the community. Instructors worked with the local Catholic churches within the program's service area to seek out individuals needing ESL classes.
- Adult Education students have been reading a series of books that depict contemporary themes relating to race, substance abuse, violence, and mental health. The initial allotment of 20 sets of books was acquired through a grant sponsored by "Embracing the Child Foundation." Reading and discussing the series created opportunities for encouragement and problem solving related to diverse populations and cultures.
- During Black History Month, adult education incorporated lessons across the curriculum that highlighted Black American leaders. The lessons covered reading, social studies, and science.

### **UAM COLLEGE OF TECHNOLOGY-MCGEHEE**

The McGehee campus, during the past academic year, had a minority student body of approximately fifty percent (50%). Using data provided by the Registrar Office, the following table indicates all ethnic minority enrollment for July 1, 2008 through June 30, 2009.

African American	325
Hispanic	1
American Indian or Alaska	1
Asian or Pacific Islander	4
Non-Resident Alien	2
White (Non-Hispanic)	334

The campus seeks special interest in recruiting minority students, faculty, and staff; however, the campus also wants the most qualified employees. The campus continuously seeks to recruit minorities for its faculty and staff positions. The Vice Chancellor for the campus is minority (African American). The minority representation of the faculty and staff is 26.6%. We have minority representation within our faculty as follows: Welding Technology – African American, Emergency Medical Technology – Asian or Pacific Islander. We also have other staff members that are minority, all are African American: School Counselor, Maintenance Supervisor, Director of Career Pathways, Human Resource Specialist, an Administrative Specialist II, Maintenance employee, Director of the UAMCTM Daycare, and three daycare workers.

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

**Appendixes**

UAM Student Major/Ethnicity Report  
Employee Report



	UNIVERSITY OF ARKANSAS AT MONTICELLO Fall Enrollment by Major/Ethnicity 2003 - 2007																													
	W=White; B=Black; H=Hispanic; I=Native American; A=Asian; N=Non-Resident Alien																													
Fall	2004						2005						2006						2007						2008					
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N
McG-Agri Technology							4		1																					
Agri	61	4	2				62	6	1	1			64	4	1	1			75	2		1			85	6	1	1		
AAS Agri Prod Mgmt	4												1		1															
Cro-Pulp/Paper Science	3	3					1																							
Forestry	58		1				44	3		1			43	2		1			32	1					37					1
Grad- Forestry	22			1			17		1			2	18		1			2	13		1			4	14		1		4	2
Paper/Pulp Technology	2						1						1						1						1					
Wildlife Management	36	1					30	1					40	1					37	1					39	1				
Journalism	6	2					12	1						14	2				11	1					7	1				
Grad. - ED Leadership	8	2					10	3					6	4				1	12	6					11	6				
GC Educ Leadership	1	1																												
TCH Licensure																									6	2				
GC Special ED	1			1																										
Mid Lev	17	12					15	10					18	8				1	16	4					19	4		1		
Early Childhood P-4	113	78	2	1			117	74					121	63	1				122	56					111	51				
Early Child/Spec Ed (BS)	87	61	2	1																										
Early Child/Spec Ed (1204)	25	17																												
Grad. Ed. Secondary	2	1					1	1					1																	
GC Middle School		1																												
MAT Edu								1	3					7											37	4				

Fall	2004						2005						2006						2007						2008					
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N
Music Educ								1	3						2	1	1								20	4	1	2		
Bus Educ	1						1																							
Health & PE	60	46	2			1	53	32	2		1	2	48	35	1	1			46	34	3				55	39				1
H & PE Exercise Sci. Opt.													14	7					11	10		1			17	12		1		
GC Physical Ed		1																												
Grad Ed - Elementar																														
Cro - Electro Tech Ind	10	4					11	3											1						20	2				
Cro. - Ind. Processes							1												1											
McG - Computer Maint/N		1																												
Cro-Electromech/Main.													14						14						10	2				
Cro - Computer Maint/N	9	2					15	5	1				8	4	1				18	6					9	4	2			
Cro - Electro Mech Tec	17	2					16	3					15	1					13	2										
SIS	36						36	1					30	3					32	2					31	2				
Land Surveying Technology	13						8						4		1				5						4	1				
McG-Early Childhood		8					5	23					16	44					12	56					12	44	1			
McG-Child Care, Mgmt		1																												
Cro-Child Care Orient.													1						1											
English	39	6	3				32	9	2	1			40	7	2	1			42	12		1			46	14	1	1		
Speech	24	5	1			1	16	9	1				14	7	1				14	9					12	9	1	1		
Gen Studies	273	122	9	5	4	4	377	151	7	4	2	4	532	124	18	5		3	414	121	11	6	3	1	502	124	13	4	5	2
Associate of Arts													13	4					11	10					17	9				
Pre-Eng.													8	7					9	4				1	6	3	1			
Pre Law	8	4	1				5	9		1			5	8	1	1			4	3		1			7	6		1		

Fall	2004						2005						2006						2007						2008					
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N
Pre Med	33	10	1		1		25	11					44	15			1		36	12			1		39	9			1	
Pre Phar	19	3			2		25	3					31	5			3		21	6	1	1			33	6			2	
Pre Vet	4			1			3	2					6	3					2	3					11	1				
Ald Hlth	20	14					21	11					23	8		1		1	32	14	2				29	10	2			
Certification/Licensure	7	3					2	2					7	7																
Biology	32	11		1			25	10	1		2		28	8	1		2		35	9			2	1	29	8			1	1
Math	21	5	1				19	3	1				16	6					19	4					16	1	1			
Nat Sci	10						10			1			5	4		1			8	2			1		7					
Applied Sciences (B.A.S.)																			1	1					6	4				
HPE - Non Licensure	2	1						1					1	2					2	1					5	4	1		1	
HPE/BA/N	8	6	2				9	5		1		1	7	11				2	17	17				3	22	17	1			1
HPE/BS/N	4	3					2	2					7	4					7	9					6	8	1			
Health & PE Wellness													3	2																
Education (M.Ed)													42	6	1				43	5		1		1	29	4				
Physical Science								1																						
Chemistry	6	3					7	7					13	4			1	1	7	5			1	1	8	3			1	
Psycholo	46	27	3				53	21	2				54	25	1				46	32	1				47	31	1			
Law Enforce. Adm.													1	1												1				
Crim Just	63	38		1			57	40	2				37	38	1				37	46					31	38	1			
Crime Scene Investigation													3						4	3					3	6				
Soc Work	29	48		1			31	54		2			26	47	1				25	50		1			35	46				
History & Social Studies													13	1					9						6	1				

Fall	2004						2005						2006						2007						2008					
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N
History	10	3					15	5					14	6					20	6					27	4				
Poli Sci	15	3					14	1					11	4		1			9	7		1			7	5		1		
Ind Tech	2						2						2						5	1					1					
Cro-Industrial Equip	6	2					3		1					2					8	2		1			1	1				
McG-Automotive Servi	7	4					5	5					5	3					3	1										
McG-Welding Technolo	7	5					2						6	4					8	11	2				19	19				
Cro-Welding													1						15	4					15	2				
Heavy Equipment							3	2					11	8					18	15	1	1			14	9				
Art	12	3					16	6	2				20	5	2				24	6	1		1		18	1				
Music	37	6	1			1	27	9					27	5					22	7		1			32	6				
McG-EMT Paramedic	4						4						16						24	5	1				13	12				
Cro-EMT Paramedic																			1							1				
McG-Basic EMT	1																													
Nurs BSN	197	109	5	2	4		214	88	7	2	4	1	187	100	7	2	1	1	189	81	5				223	90	3	3	1	
Nurs AAS (LPN to RN)	19	15	1				24	10	2	1			15	7	1				9	2					24	7	1			
McG-Practical Nursin	36	37					32	36	1				35	22	1				41	32	1		1		37	43		1		
Cro-Nursing Assistant																				1							1			
Cro-Practical Nursin	20	2					18	1					32	6	1				30	11	2	1			36	11	1			
Bus Admn	156	67	4	1		4	147	61	4	1		4	147	68	7	1		3	145	72	5	4	2	2	127	62	5	2		3
Acctng	41	17	2		1	2	53	13	1		1	2	60	17	3		1	2	72	14	2	1		2	59	14	3			
Cro-Hospitality																			2	3	1				2	1				

Fall	2004						2005						2006						2007						2008					
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N
McG-Hospitality																			1						2	5				
McG-Business Technol	15	21					19	17					19	20					13	17					15	14				
Cro-Administrative I	9	6					13	9					9	7					12	17					13	5				
Computer Information Sys.	84	70	1		2		72	48	4		1		53	50		1	2		52	51		1	1		62	35		1		
AAS Gen. Tech.							3	2					13	19					13	21	1	1			33	31		1	1	
Adv Cert In CIS													1																	
Cro-TC Health Inform.																									4	2				
Totals	2010	934	44	16	14	13	1902	836	47	16	11	16	2168	904	60	18	12	17	2120	958	42	26	13	16	2281	928	44	21	17	11
																									3302					

EMPLOYEE REPORT  
(Act 426 of 1993)  
For Period Ending 06/30/09 \*

University of Arkansas at Monticello

Payroll Number (UAM Agency code): 155

CATEGORY	NUMBER	PERCENTAGE
Total Female Employees	223	57
Total Male Employees	165	43
<b>TOTAL EMPLOYEES</b>	388	100
Total Asian Employees	6	1
Total African American Employees	59	15
Total Caucasian Employees	321	83
Total Hispanic Employees	2	1
<b>TOTAL EMPLOYEES</b>	388	100

CATEGORY	NUMBER	PERCENTAGE
Total Female Employees	67	47
Total Male Employees	77	53
<b>TOTAL FACULTY</b>	144	100
Total Asian Employees	5	4
Total African American Employees	9	6
Total Caucasian Employees	128	89
Total Hispanic Employees	2	1
<b>TOTAL FACULTY</b>	144	100

\* As a result of the June 30 due date, data is as of June 15, 2009 and includes only benefit-eligible employees.

***University of Arkansas at Monticello***  
***Minority Recruitment and Retention Five-Year Plan***  
***July 1, 2009 – June 30, 2014***

**I INTRODUCTION**

The University of Arkansas at Monticello's Minority Retention Plan as mandated by Act 1091 of 1999 (ACA 6-61-122) is prepared on a continuing basis for future five-year periods. The institution shall annually prepare a progress report.

The University of Arkansas at Monticello (UAM) has an Affirmative Action Plan that addresses the University's commitment to the recruitment of minority students, faculty, and staff. The plan, in addition to recruitment, also forms the initial foundation for retention. The University updated its Affirmative Action Plan during the 2008-09 fiscal year.

**II COMMITMENT AND OBJECTIVES**

The University administration provides vision, energy, and leadership in which minority students, faculty, and staff are supported, welcomed, and assimilated with the University's academic and social life. The University is committed to the provision of an environment that meets the needs of minority students, faculty, and staff and promotes success and fosters initiatives for a harmonious and hospitable climate which facilitates learning and work. The University welcomes the exchange of differing opinions and ideas through a positive and supportive atmosphere that allows people to express and evaluate different points of view and form separate opinions. The University is supportive of initiatives and strategies that prepare students to live and work in a multicultural and global society.

Act 1091 of 1999 indicates that ethnic minority refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans. To that end, the University and its schools, divisions, and other units are committed to achieving diversity among its students, faculty, and staff through various recruitment and retention activities. Furthermore, it is the belief of the University that diversity and diversity initiatives enhance and benefit all students, faculty, and staff. The University is fully committed to constructing policies, practices, curricula, and campus climates to capitalize on the synergism that emerges from diverse faculty, staff, and students.

**III STRATEGIES AND INITIATIVES**

**A. Students**

**1. Identify and increase the undergraduate applicant pool:**

- ❖ On-campus visits of prospective minority students.
- ❖ Activities to increase enrollment of minority students and support for African-American alumni.

- ❖ Provide a welcoming social environment for minority students.
  - ❖ Develop a network of minority alumni as a recruiting resource.
  - ❖ Develop a network of contacts of current students and alumni to identify potential applicants and serve as a local resource.
2. Provide academic, programmatic, and faculty support for admitted students:
- ❖ Academic units and departments will implement the UAM Affirmative Action Plan in the recruitment and retention of students.
  - ❖ UAM is an equal opportunity employer. All applicants for admission will be considered on the basis of individual qualifications. All available student scholarships, grants, loans, and job opportunities will be distributed without regard to an applicant's race, color, religion, creed, gender, ethnic or national origin, disability, age, or veteran status.
  - ❖ The academic unit heads will ensure that all students receive academic advising and mentoring from faculty in their schools/divisions. Where appropriate, faculty advisors will refer students to the Office of Student Affairs for other support services, e.g., counseling, testing, tutoring, etc. The schools and divisions will continue to provide quality developmental (remedial) and college-level courses to meet the needs of a diverse student population.
  - ❖ The Office of Academic Affairs will continue to partner with the Office of Student Affairs to promote an educational and social atmosphere on campus conducive to the educational, social, and psychological well-being of all students. This objective will also ensure that minority students are encouraged to be equal partners in all institutional activities and programs.
  - ❖ Enhance campus-wide efforts to retain minority students.
  - ❖ Offer time management, study and test taking skills, and stress management workshops for minority students.
  - ❖ Provide support through the Career Services that includes information for students regarding career goals and job opportunities.
  - ❖ Foster departmental/faculty efforts to recruit minority students.
  - ❖ Encourage coordination between the Office of Student Affairs and minority students.
  - ❖ Coordinate and evaluate tutorial programs.



- ❖ Support faculty in preparation of a NSF (National Science Foundation) grant for minority student research.
3. Develop and implement social and cultural recruitment, orientation, and welcoming activities:
- ❖ Conduct orientation for new students regarding financial aid, student organizations, student life, and diversity resources.
  - ❖ Assign admitted students peer advisors if needed.
  - ❖ Strengthen the use of current UAM students to promote and attract prospective minority students.
  - ❖ Use student organizations and University resources to host minority students and to visit high schools.
  - ❖ Provide parents of prospective minority students with information about UAM.
  - ❖ Educate minority students and parents about the University's wide course offerings, degree and certificate programs, including options and opportunities for careers.
  - ❖ Utilize alumni and parents of UAM graduates to assist in recruiting efforts through special programs, letters, and events.
4. Financial aid and funding issues
- ❖ Ensure and promote efforts to provide financial assistance to minority students.
  - ❖ Provide financial support on a non-discriminatory basis.
  - ❖ Provide a list of potential scholarships to minority students.
5. Coordinate and enhance the use of existing academic and cultural resources to promote University-wide diversity programs.
- ❖ Coordinate and evaluate special education programs.
  - ❖ Coordinate and encourage academic departments to participate in events designed to help minority students adjust to college life at UAM.
  - ❖ Encourage departments to establish and promote recruitment goals.
6. Outreach
- ❖ Continue to develop linkages between the University and area public school systems.

- ❖ Conduct minority student outreach visits.
- ❖ Continue to develop outreach materials and web sites on programs, funding opportunities, and University and community resources.

**B. Faculty and Staff**

Increase minority faculty/staff outreach and recruiting

- ❖ Units and departments at UAM will implement UAM's Affirmative Action Plan, including advertising for diverse minority candidates and ultimately pursuing efforts to hire more minority faculty and staff.
- ❖ After minority faculty are hired, each dean, chair, and unit head will be responsible for implementing efforts to enhance the success of each minority faculty or staff member. These efforts will include a professional development program which revolves around UAM's published and practiced annual evaluation program. The Provost will ensure that the formative professional development process is completed in a professional and timely manner.
- ❖ Continue to enhance efforts to recruit minority faculty.
- ❖ Implement recruiting strategies to attract minority faculty and use existing minority faculty in recruiting, mentoring, and outreach strategies.
- ❖ Academic units will be encouraged to develop guidelines for the recruitment and retention of ethnic minority faculty.
- ❖ Encourage faculty to make recruitment efforts.

**C. Minority Programs and Procedures**

- ❖ Support incorporation of a minority perspective in public presentations.
- ❖ Evaluate publications to ensure equal representation of minority students.
- ❖ Organize and coordinate diversity and cultural events.
- ❖ The deans, chairs, and other unit heads will work with the Office of Admissions to ensure the implementation of UAM's equal recruitment and retention activities. Unit heads will work with the Department of Media Services to ensure that all recruitment literature reflects a diverse population.
- ❖ Ensure UAM has participation with minority communities, libraries, community centers, and athletic programs.

- ❖ Present University resources through visits to area public schools, and continue to host events that encourage minority students and potential faculty and staff.
- ❖ The University shall partner and/or further develop ties with community organizations to enhance minority relationships and referral sources.
- ❖ The University shall work to develop a perception among minorities that UAM welcomes diversity and make these individuals aware that UAM offers many opportunities.
- ❖ Support programs designed to increase University awareness and the important roles the institution can play in improving the standard of living for students, faculty, and staff.

#### **IV. INDICATORS OF SUCCESS**

##### **A. Students**

##### **1. Identify and increase the undergraduate applicant pool:**

Indicator - Compare number of applicants to the applicants enrolled.  
Report - Provided by the Director of Admissions.

##### **2. Provide academic, programmatic, and faculty support for admitted students:**

Indicator - Analysis of total credit hours and GPA's.  
Report - Provided by Registrar/Director of Institutional Research.

##### **3. Develop and implement social and cultural recruitment, orientation, and welcoming activities:**

Indicator - Maintain a log of events.  
Report - Provided by Vice Chancellor for Student Affairs.

##### **4. Financial aid and funding issues:**

Indicator – Annual OCR-Financial Assistance to Students Report.  
Report - Provided by Director of Financial Aid.

##### **5. Coordinate and enhance the use of existing academic and cultural resources to promote University-wide diversity programs:**

Indicator – Maintain log of special education and/or cultural programs or events and the degree of involvement by academic departments.  
Report - Provided by Provost.

6. Outreach

Indicator - Monitor the number of school visits in the coop area (13 schools).

Report - Provided by Director of Admissions.

***B. Faculty and Staff***

Increase minority faculty/staff outreach and recruiting

Indicator - Review minority head count.

Report - Provided by Business Manager.

***C. Minority Programs and Procedures***

Review listing of programs and events. Report provided by Special Events Coordinator, Vice Chancellor for Student Affairs, Vice Chancellor UAM College of Technology McGehee, and Vice Chancellor UAM College of Technology Crossett.

**V. TIMELINE FOR IMPLEMENTING STRATEGIES**

The Minority Recruitment and Retention Plan is implemented on a continuous basis throughout the year.

Specifically, Student Affairs shall provide activities near the beginning of each fall semester to enhance retention of minority students. Various courses will be offered each semester to meet the needs of a diverse student body. Academic units will assist students with advising and mentoring throughout each semester. At the time each position is filled, the Human Relations Office will provide fair and equal opportunity for the recruitment of minority candidates.

All campus departments are required to fully comply and support the strategies and initiatives continuously during the year.

**VI. BUDGET**

The University's Minority Recruitment and Retention Plan is interfaced throughout the campus. The budget is not specifically designated within the units and departments to this plan. However, departments are expected to use maintenance and operational funds in support of Minority Recruitment and Retention Plan. The University's Human Relations and the Office of Admissions have budgets of \$63,764 and \$341,864, respectively, for the 2009-2010 fiscal year. A portion of these funds are used in support of minority student and faculty recruitment.

## **VII. ASSESSMENT AND MODIFICATION**

The UAM Administration will review the results of the strategies and make necessary plan revisions and adjustments. Additionally, the Human Relations Committee is to periodically review the plan and make needed recommendations to the University's Executive Council.

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES  
DESEGREGATION AND THE RECRUITMENT OF AFRICAN AMERICANS,  
OTHER MINORITIES, AND FEMALES

PROGRESS REPORT

2008 - 2009

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**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES  
DESEGREGATION/RECRUITMENT OF AFRICAN AMERICANS, OTHER  
MINORITIES, AND FEMALES**

2008 — 2009

**I. Policy, Goal and Assurance**

The primary goal of UAMS is to maintain a status or level of administering all of our policies, practices, and activities without regard to race, color, sex, age, disability, religion, or national origin. UAMS has recruited, employed, and retained minorities and females in numbers that reflect their availability in the geographical area from which we recruit and will continue to do so.

The general labor market for Non-Academic personnel is the State of Arkansas with the majority coming from Pulaski and Saline counties. Some Executive/Administrative Managerial personnel are recruited on a state level. Faculty and some administrative staff are recruited on a national level. Some Professional Staff are recruited on an international level. This progress report for academic year 2008-2009 emphasizes the progress made over the 2007-2008 academic year.

**II. Non-Academic Personnel**

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

See following pages.



Utilization of Minority Non-Academic Full-Time Personnel

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES  
NON-ACADEMIC FULL-TIME WORKFORCE BY RACE AND SEX AS OF 1-9-2009  
2008-2009

JOB CATEGORIES	TOTAL #	NATIVE AMERICAN # %	ASIAN AMERICAN # %	AFRICAN AMERICAN # %	HISPANIC AMERICAN # %	WHITE AMERICAN # %	FEMALE # %	MALE # %
Executive/ Administrative	1704 +96	8 0.5 +4	30 1.8 +2	261 15.3 +24	18 1.1 -3	1387 81.4 +69	1199 70.4 +51	505 29.6 +45
Professional Non-Faculty	3841 +352	20 0.5 -1	131 3.4 +3	1082 28.2 +102	73 1.9 +16	2535 66.0 +232	3195 83.2 +312	646 16.8 +40
Secretarial/ Clerical	429 +12	4 1.0 -1	4 1.0 +1	162 37.8 -1	9 2.1 +1	250 58.3 +12	397 92.5 +6	32 7.5 +6
Technical/ Para- Professional	760 +45	7 1.0 +3	6 0.8 (6)	312 41.1 +14	7 1.0 +2	428 56.3 +26	671 88.3 +41	89 11.7 +4
Skilled/Craft	120 -1	0 0.0 (0)	0 0.0 (0)	23 19.2 -1	2 1.7 (2)	95 79.2 (95)	5 4.2 (5)	115 95.8 -1
Service/ Maintenance	214 -2	0 0.0 (0)	2 1.0 (2)	149 69.6 -8	4 1.8 +1	59 27.6 +5	89 41.6 -2	125 58.4 (125)
Grand Total	7068 +502	39 1.0 +5	173 2.5 +6	1989 28.1 +130	113 1.6 +17	4754 67.3 +344	5556 78.6 +408	1512 21.4 +94

+plus indicates increase over 2007-2008  
-minus indicates decrease over 2007-2008  
%percent indicates percentage of total workforce 2008-2009  
() indicates same number as 2007-2008

## Utilization of Minority Non-Academic Part-Time Personnel

## UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

## NON-ACADEMIC PART-TIME WORKFORCE BY RACE AND SEX AS OF 1-9-09

2008-2009

JOB CATEGORIES	TOTAL			NATIVE AMERICAN			ASIAN AMERICAN			AFRICAN AMERICAN			HISPANIC AMERICAN			WHITE AMERICAN			FEMALE			MALE		
	#	+	-	#	%	+ -	#	%	+ -	#	%	+ -	#	%	+ -	#	%	+ -	#	%	+ -	#	%	+ -
Executive/ Administrative	60		+1	0	0.0	(0)	1	1.7	(1)	5	8.3	(5)	1	1.7	(1)	53	88.3	+1	48	80.0	-4	12	20.0	+5
Professional Non-Faculty	170		+9	1	0.6	-1	6	3.5	(6)	19	11.2	+3	6	3.5	+3	138	81.2	+4	154	90.6	+8	16	9.4	+1
Secretarial/ Clerical	21		-5	0	0.0	(0)	0	0.0	(0)	6	28.6	+1	0	0.0	-1	15	71.4	-5	19	90.5	-4	2	9.5	-1
Technical/ Para- Professional	31		-1	0	0.0	(0)	2	6.5	-2	1	3.2	+1	0	0.0	(0)	28	90.3	(28)	27	87.1	-2	4	12.9	+1
Skilled/Craft	1		+1	0	0.0	(0)	0	0.0	(0)	0	0.0	(0)	0	0.0	(0)	1	100.0	+1	0	0.0	(0)	1	100.0	+1
Service/ Maintenance	49		+13	1	2.0	+1	0	0.0	(0)	45	91.8	+13	0	0.0	(0)	3	6.1	-1	29	59.2	+15	20	40.8	-2
Grand Total	332		+18	2	0.6	(2)	9	2.7	-2	76	22.9	+18	7	2.1	+2	238	71.7	(238)	277	83.4	+13	55	16.6	+5

+plus indicates increase over 2007-2008

-minus indicates decrease over 2007-2008

%percent indicates percentage of total workforce 2008-2009

() indicates same number as 2007-2008

### C. Explanation and Some Examples of Each Job Category

1. Executive/Managerial: Job duties require primary and/or major responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operation of the institution, department, or subdivision. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Examples:

Chancellor  
Vice Chancellor  
Director  
Associate Director  
Assistant Director  
Manager  
Department Chairperson

2. Professional Non-Faculty: Included in this category are persons employed for the primary purpose of performing specialized skills and duties that require either a college graduation or experience of such kind and amount as to provide a comparable background. Examples:

Registered Nurse  
Pharmacist  
Nurse Anesthetist  
Social Worker  
Accountant  
Audiologist  
Medical Technician

3. Secretarial/Clerical: Included in this category are persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. This includes personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmer), and/or information and other paper work required in an office. Some examples:

Secretary  
Administrative Secretary  
Clerk  
Cashier  
Medical Records Tech  
Claims Examine

4. Technical Para-Professional: Included in this category are persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as offered in many 2-year technical institutions, junior colleges, or through equivalent on-the-job training. Some examples:

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

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

Carpenter  
Electrician  
Painter  
Stationary Engineer  
Heating and Air Conditioning Mechanic

6. Service/Maintenance: Included in this category are persons whose assignments require limited degrees of previously acquired skills and knowledge, and in which workers perform duties which result in or contribute to the comfort, convenience, and hygiene of personnel, or which contribute to the upkeep and care of buildings, facilities, or grounds of the institutional property. Some examples:

Custodial Personnel  
Food Service Worker  
Groundskeeper  
Nursing Assistant  
Laboratory Assistant  
General Maintenance Repair Person

## D. Salary Analyses

### 1. Non-Academic Workforce

The number of full-time non-academic employees with an annual salary below \$16,000.\*

	<u>2008-2009</u>		<u>2007-2008</u>	
African American	18	0.9	45	
Asian American	0	0.0	0	
Hispanic American	0	0.0	0	
Native American	0	0.0	0	
White American	16	0.3	32	
<b>Total</b>	<b>34</b>	<b>0.5</b>	<b>77</b>	
Female	28	0.5	49	
Male	6	0.4	28	
<b>Total</b>	<b>34</b>	<b>0.5</b>	<b>77</b>	

'Percentages are based on the number of employees in each racial and gender category, not on the total workforce.

### 2. The number of full-time non-academic employees with an annual salary of \$75,000 and above."

	<u>2008-2009</u>		<u>2007-2008</u>	
African American	14	0.7	10	
Asian American	15	8.7	11	
Hispanic American	1	0.9	0	
Native American	2	5.1	1	
White American	478	10.1	412	
<b>Total</b>	<b>510</b>	<b>7.2</b>	<b>434</b>	
Female	318	5.7	258	
Male	192	12.7	176	
<b>Total</b>	<b>510</b>	<b>7.2</b>	<b>434</b>	

\*Percentages are based on the number of employees in each racial and gender category, not on the total workforce.

## E. Summary

"JAMS has a total of 7,068 full-time non-academic employees of which 1,989 (28.1%) are African American, one hundred thirty (130) more than last year. Thirty-nine (1.0%) are Native American, four more than last year. One hundred seventy-three (2.5%) are Asian American, six more than last year. One hundred thirteen (1.6%) are Hispanic American, seventeen more than last year. Four thousand seven hundred and fifty-four (67.3%) are White American, three hundred forty-four more than last year. UAMS' total full-time non-academic minority workforce is 2,314 (32.7%), one hundred fifty-eight more than last year. There are five thousand five hundred fifty six (78.6%) full-time non-academic female employees, four hundred and eight more than last year. There are 1,512 (21.4%) full-time non-academic male employees, ninety-four more than last year.

UAMS has a total of 332 part-time non-academic employees, eighteen more than last year. There are 94 (25.3%) part-time non-academic minority employees, twenty-three more than last year. There are 277 (83.4%) part-time non-academic female employees, thirteen more than last year. There are fifty-five (16.6%) part-time non-academic male employees, five more than last year.

There was an overall increase of 502 non-academic full-time employees. The total minority non-academic full-time employees increased by one hundred fifty-eight. African Americans increased by one hundred thirty; Hispanic Americans increased by seventeen; Asian Americans increased by six; Native Americans increased by five. White American non-academic full-time employees increased by three hundred forty-four. Female non-academic full-time employees increased by four hundred and eight. Male non-academic full-time employees increased by ninety-four.

The executive/administrative job category of full-time non-academic employees increased by ninety-six. African American full-time non-academic executive/administrative employees increased by twenty-four. Asian American full-time non-academic executive/administrative employees increased by two. Hispanic American full-time non-academic executive/administrative employees decreased by three. Native American full-time non-academic executive/administrative employees increased by four. White American full-time non-academic executive/administrative employees increased by sixty-nine. Female executive/administrative full time non-academic employees increased by fifty-one. Male executive/administrative full-time non-academic employees increased by forty-five.

The professional non-faculty job category of full-time non-academic employees increased by three hundred fifty-two. African American professional non-faculty, full-time non-academic employees increased by one hundred and two. Asian American professional non-faculty full-time non-academic employees increased by three. Hispanic American professional non-faculty full-time non-academic employees increased by sixteen. Native American professional non-faculty full-time non-academic employee

decreased by one. White American professional non-faculty full-time non-academic employees increased by two hundred thirty-two. Female professional non-faculty, full-time, non-academic employee increased by three hundred and twelve. Male professional non-faculty, full-time employees increased by forty

The Secretarial/Clerical job category of full-time non-academic employees increased by twelve. African American Secretarial/Clerical job full-time non-academic employees decreased by one. Asian American Secretarial/Clerical full-time non-academic employee increased by one. Hispanic American Secretarial/Clerical full-time non-academic employees increased by one. Native American secretarial/clerical full-time non-academic employees decreased by one. White American Secretarial/Clerical full-time non-academic increased by twelve. Female Secretarial/Clerical full-time non-academic employees increased by six. Male Secretarial/Clerical full-time non-academic employees increased by six.

The Technical/Para-Professional job category of full-time non-academic employees increased by forty-five. African American technical/para-professional full-time non-academic employees increased by fourteen. Asian American technical/para-professional full-time non-academic employees remained the same (6). Hispanic American technical/para-professional full-time non-academic employees increased by two. Native American technical/para-professional full-time non-academic employees increased by three. White American technical/para-professional full-time non-academic employees increased by twenty-six. Female technical/para-professional full-time non-academic employees increased by forty. Male technical/para-professional full-time non-academic employees increased by four.

The Skilled/Craft job category full-time non-academic employees decreased by one. African American skilled/craft full-time non-academic employees decreased by one. Asian American skilled/craft full-time non-academic employees remained the same - zero. Hispanic American skilled/craft full-time non-academic employees remained the same - two. Native American skilled/craft full-time non-academic employees remained the same - zero. White American skilled/craft full-time non-academic employees remained the same -ninety-five. Female skilled/craft full-time non-academic employees remained the same (5). Male skilled/craft full-time non-academic employees decreased by one.

The Service/Maintenance job category full-time non-academic employees decreased by two. African American service/maintenance full-time non-academic employees<sup>1</sup> decreased by eight. Asian American set-vice/maintenance full-time non-academic employees remained the same - two. Hispanic American set-vice/maintenance full-time non-academic employees increased by one. Native American service/maintenance full-time non-academic *employees* remained the same -zero. White American service/maintenance full-time non-academic employees increased by five. Female service/maintenance full-time non-academic employees decreased by two. Male service/maintenance full-time non-academic employees remained the same (125).

In five of the six full-time non-academic job categories –professional non-faculty (28.2%); secretarial/clerical (37.8%); technical/para-professional (41.1%); skilled/craft (19.7%); service/maintenance (69.6%) –UAMS' African American full-time non-academic workforce is above the state of Arkansas African American population, which is approximately 15.7%. In the executive/administrative full-time non-academic job category, the African American workforce is 15.3%. UAMS' total full-time non-academic minority workforce is 2,314 (32.7%)- African American 1,989 (28.1%); Asian American 173 (2.5%); Native American 39 (1.0%); Hispanic American 113 (1.6%). UAMS has 332 part-time non-academic employees of which 94 (28.3%) are minority.

Eighteen (0.9%) of UAMS' minority full-time non-academic employees receive an annual salary of less than \$16,000. Sixteen (0.3%) White American full-time non-academic employees receive an annual salary of less than \$16,000. Twenty-eight (0.5) female full-time non-academic employees *receive* an annual salary of less than \$16,000. Six (0.4%) male full-time non-academic employees receive an annual salary of less than \$16,000. Thirty-two (1.4%) of UAMS' minority full-time non-academic workforce receive an annual salary of \$75,000 and above. Four hundred seventy-eight (10.1%) White American full-time non-academic employees receive an annual salary of \$75,000 and above. Three hundred and eighteen (5.7%) female full-time non-academic employees receive an annual salary of \$75,000 and above. One hundred ninety-two (12.7%) male full-time non-academic employees receive an annual salary of \$75,000 and above

Each employee is made aware of continuing education classes and/or seminars and given time to enroll in and attend classes and/or seminars. UAMS provides limited financial assistance to employees who wish to enroll in and attend college within the University System. The Human Resources Department makes available to the employees who do not have a high school diploma the chance to obtain a General Education Diploma. Employees are informed of these programs and/or services and encouraged to participate. These activities are geared toward enhancing the upward mobility of minorities and females, and all employees, thereby increasing the number of minorities and females in higher paid positions.

UAMS' full-time non-academic workforce reveals that UAMS has recruited, promoted, and retained minorities and females in numbers that reflect their availability in the geographic area from which we recruit. UAMS is committed to making our community free of intolerance, bigotry, and racism.

1

The University of Arkansas for Medical Sciences is committed to the principle and practice of non-discrimination and equal treatment in all areas of employment and service that affect the employees. The activities of the Chancellor's Committee on Employee Diversity and interaction are geared toward the above commitment.



## F. **Managing Diversity at UAMS: An Inclusive Process**

The Chancellor's Diversity Committee is currently comprised of twenty-seven employees from various campus departments and Colleges. The Committee is committed to implementing its revised vision, mission, charter, short and long term goals and to being recognized as a strategic partner in the successful execution of the University's strategic plan.

### **Diversity Training**

Educational opportunities relative to diversity training continue to be offered. With approximately 10,400 employees, many of whom come from as many as 70 different countries, learning how to effectively manage and communicate in a cross cultural working environment is crucial. In the eight-hour Managing Diversity Workshop for Supervisors, *"Diversity at UAMS: Managing Our Most Valuable Resource,"* supervisors practice management, communication and conflict resolution skills as well as skills to develop and maintain professional interpersonal relationships. Our current objective is to train the many supervisors, managers, deans, directors, department heads and faculty who have not completed Managing Diversity training. The Diversity Committee has unanimously recommended that this training be mandatory.

The Diversity Committee also offers, *"Valuing Workplace Differences,"* a three-hour workshop for non-supervisory employees which provides them with diversity awareness, communication and conflict resolution skills. The development of this companion course to *"Diversity at UAMS: Managing Our Most Valuable Resource"* was requested by supervisors.

During New Employee Orientation, *"The Diversity Process at UAMS: A Journey not a Destination,"* new hires are introduced to the concept of a "diversity process" being implemented as a business decision and their role in maintaining effective interpersonal relationships and a positive, productive, respectful work environment. During the year, approximately 2,029 new employees have participated in 48 sessions and been welcomed via video by the Chancellor who highlights the importance of diversity and excellence in job performance at UAMS. They are also informed that diversity means that our campus is one *"which respects and values individual differences and similarities; recruits and hires the best and the brightest, empowering them to develop to their fullest potential while consistently utilizing their knowledge, skills, talents, and abilities for the competitive advantaze of UAMS in health care, education, research and service."*

1

*"Valuing Diversity"* and *"Managing Diversity"* training are still being requested by departments. To date, 685 CHRP students have participated in 46 workshops. One of the CHRP classes utilizes videotaped *"Valuing Diversity"* and *"Managing Diversity"* training sessions, facilitated by the Diversity Manager, in its on-going distance learning classes. In other distance learning classes, the Diversity Manager is a guest lecturer.

In addition, approximately 60 students over a three year period have participated in a *"Managing Diversity"* seminar at the request of the LEND project, a program of Partners for Inclusive Communities.

*"The Art of Managing 4 Generations in the Workplace"* is available and can be customized for the Cabinet, UAMS departments and outside agencies upon request.

The Diversity Committee is in the process of developing on-line introductory diversity training for easier accessibility by more employees and students and an instructor-led course, "Cultural Competency in Healthcare: The Key to Hope and Healing."

#### **August-"Diversity at UAMS"**

A Diversity and Cultural Competency presentation was conducted for 125 students during the College of Pharmacy's Orientation for New Students.

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

#### **September-Diversity Week**

The 12<sup>th</sup> Annual UAMS Diversity Week was held September 22-26, 2008. The theme was: *"Diversity in the 21<sup>st</sup> Century; Implications for Politics, Education and Healthcare."*

A **record** number attended the week's activities designed to increase employees' awareness and appreciation of other cultures. The week's events included the following:

Monday, September 22, 2008

Voter Registration Drive

Tuesday, September 23, 2008

Andres Chao

Consul General of Mexico in  
Arkansas

"The Immigration Phenomenon and the Contributions of the Mexican  
Community to the United States of America"

Wednesday September 24, 2008

The Honorable Wendell Griffen

Judge, Arkansas Court of Appeals

"The Implications of Diversity as it Relates to Politics, Education and Healthcare"

Thursday, September 25, 2008

David E. Smith

Cardiologist  
Heart Clinic of Arkansas

"Medical Missions: Cultural Issues in Meeting Medical Needs of  
Those in Foreign Countries"

Friday, September 26, 2008 Voter Registration Drive

***International Fest:*** Employees share their cultures  
Exhibits, Artifacts, Food, Ethnic Attire, Music, Dance

**Nutrition Services supported Diversity Week by having dishes from  
several different countries on its menu offerings the entire week.**

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

Because of the move to the new hospital, the Chancellor's Diversity Committee did not sponsor a program to honor Dr. King but decided to ask the Chancellor to send an e-mail highlighting the importance of observing the holiday and encouraging employees to volunteer and make it a true day of service in their communities.

### **February-Black History Month**

The Committee decided to have a joint Dr. Martin Luther King, Jr. Birthday Commemoration and Black History Month program. Ms Sherece West, president of the Winthrop Rockefeller Foundation, spoke for this special occasion. The theme was: *"Remembering the Past as a Prelude to the Future."*

### **March-Chancellor's Diversity Committee Retreat**

Revisiting and revising, where necessary, the vision, mission, charter and "We Wills" with specific strategies for implementation of training, publicity and strategic goals for 2009-2010.

### **UAMS Diversity Brochure**

The third printed, full color brochure, *Diversity at UAMS*, summarized and highlighted various Committee diversity initiatives designed to support the campus strategic plan. The brochure is historical in that it includes all successful initiatives since the Committee's inception as well as the revised vision, mission, charter and "We Wills" of the current Committee.

### **Conversational English Classes**

In response to a long recognized need of some international students, Residents, Post Docs and other foreign employees on our campus, an informal class of 10 participants continues to address their need to become

proficient in oral English. **In addition**, they experience various American holidays and customs and visit places of interest around the State. They are exposed to more than just the language. They are made aware of how Arkansans live and what life is like in the United States. The Diversity Committee sponsors the much-needed classes that were conducted once weekly by a volunteer, non-UAMS employee for over two years. The Diversity Manager now facilitates two classes one of which currently includes two foreign doctors who are studying to pass the simulated patient role-play section of the national medical examination. Foreign doctors seemingly have a difficult time passing this part of the examination which cost in excess of a thousand dollars each time they have to re-take it.

## **Collaboration**

The UAMS Diversity Manager continues to consult, network and collaborate with other groups regarding various diversity issues: Little Rock Racial and Cultural Diversity Commission, Office of Faculty Affairs, Office of Diversity Affairs, UAMS Immigration Office, CHRP Diagnostic Medical Sonography Advisory Committee, Heifer International Training and Organizational Development Department and Arkansas Children's Hospital Staff Development Department and serves as a consultant in diversity, management, and organizational development when requested by the CHRP Diversity Council, UAMS departments, community organizations and businesses.

Diversity and Cultural Competency presentations have been requested again for the College of Medicine USSEP summer program for college students.

The Committee is also looking forward to implementing in 2009 two "*Excellence in Diversity*" recognition awards: one for a student and another for an employee. Details are pending.

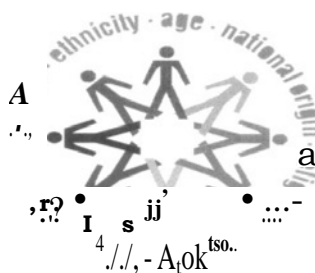
With culturally competent healthcare providers being a major goal of "*Healthy People 2010*," and the national initiative to eliminate health care disparities in indigent communities and among minorities a priority, the UAMS Diversity Process is in sync with this goal, reaching out and embracing another sector of our employee base: gays, lesbians, transgender and bisexuals. Healthcare disparities exist among this minority group and need to be addressed as a part of a comprehensive healthcare plan for our state.

If we are to train culturally competent healthcare providers, the most significant place to start is with the education and training of our future doctors, nurses, pharmacists, public health and allied health professionals. How diversity can positively impact the curriculum of each of our five colleges, the Graduate School and their faculties, staffs and students is a

challenge that still lies before all of us. This goal, however, is in keeping with the Committee's original vision and the conclusion of the campus-wide, follow-up Diversity Survey:

*To incorporate diversity into the daily, on going decision making process "giving strong attention to how diversity impacts getting things done at UAMS."*

In *liana in the Mosaic: Addressin • Workforce Diversity and Mana,ing Institutional Change in Health Care*, Trisha A. Svehla and Glen C. Crosier state that "to achieve and maintain organizational success..., health care organizations must implement effective management of workforce diversity, using a diversity change plan, throughout the entire organization." This is the Chancellor's Diversity Committee's ultimate challenge: the identification of Diversity goals, objectives, strategies and the resultant implementation of accountability for a Diversity Change Process throughout UAMS, recognizing that diversity, in its true sense, is "an organizational change effort intended to alter norms, policies and procedures based on the extent to which they are harriers to creativity, productivity and advancement of all employees, however different they may be." **Diversity IS a business decision.**



# TWELFTH ANNUAL DIVERSITY WEEK

## September 22 — 26, 2008

### Monday, September 22

#### **VOTER REGISTRATION DRIVE**

8 — 9 a.m. and 11 a.m. — 1 p.m.

ED II concourse, cafeteria & CoPH lobby

### Tuesday, September 23

#### **ANDRES CHAO—CONSUL GENERAL OF MEXICO IN ARKANSAS**

"The Immigration Phenomenon and the  
Contributions of the Mexican Community  
to the United State of America"

12 p.m. — CoPH Building room 8240

Light refreshments at 11:30 a.m.

### Wednesday, September 24

#### **THE HONORABLE WENDELL GRIFFEN JUDGE, ARKANSAS COURT OF APPEALS**

"The Implications of Diversity as it Relates  
to Politics, Education and Healthcare"

12 p.m. CoPH Building —room G219

Reception to be held at 11:30 a.m.

CoPH Building Foyer 14219

### Thursday, September 25

#### **DAVID E. SMITH**

**CARDIOLOGIST, HEART CLINIC OF ARKANSAS**

"Medical Missions: Cultural Issues in Meeting  
Medical Needs of Those in Foreign Countries

12 p.m. CoPH Building room 8240

11:30 a.m. Light refreshments

### Friday, September 26

#### **VOTER REGISTRATION DRIVE**

8 — 9 a.m. and 11 a.m. — 1 p.m.

ED II concourse, cafeteria, and CoPH lobby

#### **INTERNATIONAL FEST**

11 A.M. — 1 P.M.

**ED II CONCOURSE**

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## ***UAMS Hosts Diversity Week Sept. 22-26***

UAMS will celebrate its diversity with a slate of speakers and events Sept. 22-26.

A trio of speakers, including the Mexican consul to Arkansas, is scheduled through the week. The week will be capped off by the annual International Fest with UAMS employees sharing entertainment, food and information from their native countries.

The schedule:

- Tuesday, Sept. 23 – Andres Chao, the Mexican consul to Arkansas, will speak on "The Role of the Mexican Consulate in Arkansas" at noon in Room 8240 of the College of Public Health building
- Wednesday, Sept. 24 – The Honorable Judge Wendell Griffen, Arkansas Court of Appeals, will discuss "The Implication of Diversity as it Relates to Politics, Education and Healthcare" at noon in Room G219 of the CPH building, following an 11:30 a.m. reception
- Thursday, Sept. 25 – David Smith, M.D., of Heart Clinic Arkansas will speak on "The Rewards of Medical Missions" at noon in Room 8240 of the CPH building
- Friday, Sept. 26 – International Fest, featuring activities, food and entertainment by UAMS employees from 11 a.m. to 1 p.m., in the concourse of the Education II building

All events are free and open to UAMS employees and the public.

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## ***UAMS Celebrates Diversity with Week of Events***

Oct. 13, 2008 | A slate of speakers including the Mexican consul to the region, an appeals court judge and a Little Rock cardiologist highlighted the 12<sup>th</sup> Annual Diversity Week, Sept. 22-26, at the University of Arkansas for Medical Sciences (UAMS).

The annual celebration of diversity, which UAMS Chancellor I. Dodd Wilson, M.D., emphasized means more than race, includes gender, age, nationality and other factors. Wilson welcomed the audience to the week's events by pointing out that in 1948, the first African-American student, Edith Irby Jones was admitted to the College of Medicine.

Today, he noted, UAMS recently had an African-American dean in the College of Medicine and has three women now serving as deans (Debra Fiser, M.D., in the College of Medicine; Stephanie Gardner, Pharm.D., in the College of Pharmacy; and Claudia Barone, Ed.D., R.N., in the College of Nursing).

In his Sept. 23 speech, Andres Chao, consul general of Mexico, discussed issues of immigration between the United States and its neighbor to the south. Fences and walls between the countries are not the answer to the problem of illegal immigration, said Chao, who protects and defends Mexican nationals in his jurisdiction of Arkansas, eastern Oklahoma and western Tennessee. "Mexico is in favor of immigration that is lawful, orderly and beneficial to all parties involved," said Chao, adding that migrant workers are not a threat to the security of the U.S.

Mexican workers come to the United States to support their families, he said. They pay state and local taxes and contribute to the country's economic output. Some even pay into a Social Security system that they will never use, he said.

Comprehensive immigration reform in the United States starts in Mexico, Chao said. "We need to generate good jobs in my country so that people want to stay," he said.

Cultural diversity is critical to the future of health care in America, said Judge Wendell Griffen of the Arkansas Court of Appeals, speaking on Sept. 24.

He used a reference to the Starship Enterprise from



Andres Chao, consul general of Mexico in Arkansas, (center) prepares to speak during UAMS Diversity Week. Click [here](#) for a larger image.



Judge Wendell Griffen (center) visits with UAMS' Carmelita Smith and Hosea Long. Click [here](#) for a larger image.



UAMS student samples Indian food at International Fest. Click [here](#) for a larger image.



science fiction's *Star Trek* in emphasizing the need to address health care disparities across racial, ethnic and socio-economic divides

"The mission of the Enterprise was not to talk about going places or even to hold meetings on going, but ...to go where no one had gone before," he said, adding these health disparities issues must be addressed with "warp speed" because of looming demographic changes in the country.

Griffen pointed to a recent article in the journal *Pediatrics* that stated all patients have cultural-based concepts of health, disease and illness that may vary from those of the doctor's. Those differences may impact treatment and become barriers to care, he said.

Addressing cultural differences includes changes in medical residency programs, continuing medical education, medical school curriculums and research, Griffen said. With the growing minority populations, health care professionals must be more culturally aware.

Part of the answer is funding, he said. "If you know there will be more Spanish-speaking patients and you know most health care providers are not, then are you going to fund more language training?" Griffen asked.

David Smith, M.D., a cardiologist with the Heart Clinic of Arkansas, spoke Sept. 25 on his experiences in medical missions to foreign countries. He focused on his experience in Haiti as an example of how long it can take to establish trust relationships with local leaders and people so that they will buy in to and make the proposed projects their own. This is important because they must sustain the projects after the medical missionaries leave.

"It is devastating to get a call 2 in the morning informing you that all you have worked for over 25 years is gone – washed away by the hurricanes of 2008." Haiti has been hit by four this year.

The week culminated Sept. 26 with International Fest, featuring informational displays by UAMS employees about their native countries. UAMS faculty and staff on work visas or permanent residents represent 70 foreign countries.

The concourse in the Education II building was filled with colorful dress, examples of art work and samples of food for countries ranging from China to Ghana to Israel to India to Hungary.

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w/Sauerkraut

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Mediterranean Chicken  
w/Olive Tapenade

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Fried Catfish

\$4.09

Extra Piece

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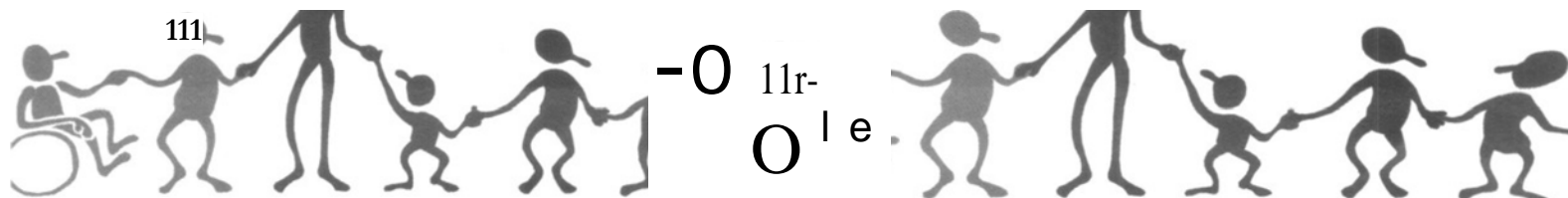
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**From:** Chancellor I. Dodd Wilson, M.D.  
**Sent:** Thursday, January 15, 2009 11:36 AM  
**To:** Everyone Mail2; Everyone Mail3; Everyone Mail4; Everyone Mail5; Everyone MailPed  
**Subject:** Martin Luther King Day Monday

TO: UAMS Employees and Students  
FROM: Chancellor I. Dodd Wilson  
SUBJECT: Martin Luther King Day Monday

January 15, 2009

Monday marks the observance of the federal and state holiday celebrating the life of Dr Martin Luther King, Jr. Dr. King's legacy as a human rights activist, faith leader, Nobel Peace Prize recipient and philosopher continues to have an indelible impact on people and nations around the world. This year the Dr. Martin Luther King, Jr holiday is especially notable as our nation will inaugurate its first African-American president the next day.

The philosophies of non-violence, compassion and service that Dr King advanced reflect the mission of service and values of integrity and respect that UAMS promotes every day.

The *UAMS Chancellor's Diversity Committee* has asked me to encourage all UAMS employees to observe Martin Luther King day by renewing our commitment to serve through volunteering. There are many, many organizations and causes that need our time and talent, and there are also many opportunities here at UAMS to volunteer. I believe wholeheartedly that we can all make a difference. I hope that you will consider volunteering with one of these causes on Monday and throughout the year.

As we remember Dr. King, our UAMS Core Values of *Integrity, Respect, Teamwork, Creativity* and *Excellence* echo his teachings and continue to remind us to strive for the best for one and all.

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## UAMS Hosts Black History Month Speaker Feb. 5

Sherece West, Ph.D., president of the Winthrop Rockefeller Foundation, will be the speaker for a Feb. 5 event at UAMS to commemorate Black History Month.

The event, themed "Remembering the Past as a Prelude to the Future," will be held at 11:30 a.m. on Thursday, Feb. 5, in the Pauly Auditorium (G219) of the College of Public Health Building.

West was named president of the Winthrop Rockefeller Foundation in 2007. Prior to that, she worked as chief executive officer for the Louisiana Disaster Recovery Foundation.

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**Dr. Martin Luther King, Jr. Commemoration  
Black History Month Celebration**

Thursday, February 05, 2009

12:00 p.m. - 12:50 p.m.

Pauly Auditorim, COPH, G219

Ms Sherece Yvonne West, PhD

Executive Director

Winthrop Rockefeller Foundation

Theme: "Remembering the Past as a Prelude to the Future"



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## UAMS Offers Conversational English Class

Conversational English classes: designed for foreign employees who would like individualized tutoring which addresses their specific English language challenges, are being held each Wednesday from 5:15-7:15pm in COPH, G #232.

Class size is limited to 10 on a first come, first serve basis. To enroll, call Carmelita Smith, UAMS Campus Diversity Manager, at 501-563-4004. Please leave your name and a callback number.

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### III. Academic Personnel Faculty and Students

#### A. College of Health Related Professions -- Rollup Report 2008-09

##### Composition of College of Health Related Professions Core Faculty by Race and Gender

	Number	Percent
American Indian	0	0.0%
Asian	2	2.7%
Black	2	2.7%
Hispanic	0	0.0%
White	70	94.6%
<b>Total:</b>	<b>74</b>	<b>100.0%</b>
Female	43	58.1%
Male	31	41.9%
<b>Total:</b>	<b>74</b>	<b>100.0%</b>

##### Composition of College of Health Related Professions Students by Semester, Race and Gender

	Fall Semester 2008		Spring Semester 2009	
	Number	Percent	Number	Percent
American Indian	3	0.5%	3	0.5%
Asian	15	2.6%	12	2.2%
Black	76	13.0%	77	13.8%
Hispanic	14	2.4%	12	2.2%
White	476	81.5%	452	81.3%
<b>Total:</b>	<b>584</b>	<b>100.0%</b>	<b>556</b>	<b>100.0%</b>
Female	436	74.7%	432	77.7%
Male	148	25.3%	124	22.3%
<b>Total:</b>	<b>584</b>	<b>100.0%</b>	<b>556</b>	<b>100.0%</b>

**Department: Audiology and Speech Pathology**

**Composition of College of Health Related Professions Core Faculty by Race and Gender**

	Number	Percent
American Indian	0	0.0%
Asian	0	0.0%
Black	1	7.7%
Hispanic	0	0.0%
White	12	92.3%
<b>Total:</b>	<b>13</b>	<b>100.0%</b>
Female	9	69.2%
Male	4	30.8%
<b>Total:</b>	<b>13</b>	<b>100.0%</b>

**Composition of College of Health Related Professions Students  
by Semester, Race and Gender**

	Fall Semester 2008		Spring Semester 2009	
	Number	Percent	Number	Percent
American Indian	0	0.0%	0	0.0%
Asian	2	5.9%	2	6.1%
Black	3	8.8%	3	9.1%
Hispanic	0	0.0%	0	0.0%
White	29	85.3%	28	84.8%
<b>Total:</b>	<b>34</b>	<b>100.0%</b>	<b>33</b>	<b>100.0%</b>
Female	27	79.4%	26	78.8%
Male	7	20.6%	7	21.2%
<b>Total:</b>	<b>34</b>	<b>100.0%</b>	<b>33</b>	<b>100.0%</b>



Department: Dental Hygiene

Composition of College of Health Related Professions Core Faculty by Race and Gender

	Number	Percent
American Indian	0	0.0%
Asian	0	0.0%
Black	0	0.0%
Hispanic	0	0.0%
White	7	100.0%
<b>Total:</b>	<b>7</b>	<b>100.0%</b>
Female	5	71.4%
Male	2	28.6%
<b>Total:</b>	<b>7</b>	<b>100.0%</b>

Composition of College of Health Related Professions Students  
by Semester, Race and Gender

	Fall Semester 2008		Spring Semester 2009	
	Number	Percent	Number	Percent
American Indian	2	3.0%	2	3.0%
Asian	0	0.0%	0	0.0%
Black	1	1.5%		1.5%
Hispanic	0	0.0%	0	0.0%
White	64	95.5%	64	95.5%
<b>Total:</b>	<b>67</b>	<b>100.0%</b>	<b>67</b>	<b>100.0%</b>
Female	66	98.5%	66	98.5%
Male		1.5%	1	1.5%
<b>Total:</b>	<b>67</b>	<b>100.0%</b>	<b>67</b>	<b>100.0%</b>

**Department: Dietetics and Nutrition**

**Composition of College of Health Related Professions Core Faculty by Race and Gender**

	Number	Percent
American Indian		0.0%
Asian	0	0.0%
Black	0	0.0%
Hispanic	0	0.0%
White	3	100.0%
<b>Total:</b>	<b>3</b>	<b>100.0%</b>
Female	<b>2</b>	66.7%
Male	1	33.3%
<b>Total:</b>	<b>3</b>	<b>100.0%</b>

**Composition of College of Health Related Professions Students  
by Semester, Race and Gender**

	Fall Semester 2008		Spring Semester 2009	
	Number	Percent	Number	Percent
American Indian	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%
Black	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%
White	13	100.0%	13	100.0%
<b>Total:</b>	<b>13</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>
Female	13	100.0%	13	100.0%
Male	0	0.0%	0	0.0%
<b>Total:</b>	<b>13</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>

Department: Emergency Medical Sciences

Composition of College of Health Related Professions Core Faculty by Race and Gender

	Number	Percent
American Indian	0	0.0%
Asian	0	0.0%
Black	0	0.0%
Hispanic	0	0.0%
White	4	100.0%
<b>Total:</b>	<b>4</b>	<b>100.0%</b>
Female	0	0.0%
Male	4	100.0%
<b>Total:</b>	<b>4</b>	<b>100.0%</b>

Composition of College of Health Related Professions Students  
by Semester, Race and Gender

	Fall Semester 2008		Spring Semester 2009	
	Number	Percent	Number	Percent
American Indian	0	0.0%	1	2.4%
Asian	0	0.0%	1	2.4%
Black	2	3.4%	2	4.8%
Hispanic	1	1.7%	0	0.0%
White	55	94.8%	38	90.5%
<b>Total:</b>	<b>58</b>	<b>100.0%</b>	<b>42</b>	<b>100.0%</b>
Female	18	31.0%	20	47.6%
Male	40	69.0%	22	52.4%
<b>Total:</b>	<b>58</b>	<b>100.0%</b>	<b>42</b>	<b>100.0%</b>

**Department: Health Information Management**

**Composition of College of Health Related Professions Core Faculty by Race and Gender**

	Number	Percent
American Indian	0	0.0%
Asian	0	0.0%
Black	0	0.0%
Hispanic	0	0.0%
White	2	100.0%
<b>Total:</b>	<b>2</b>	<b>100.0%</b>
Female	2	100.0%
Male	0	0.0%
<b>Total:</b>	<b>2</b>	<b>100.0%</b>

**Composition of College of Health Related Professions Students  
by Semester, Race and Gender**

	Fall Semester 2008		Spring Semester 2009	
	Number	Percent	Number	Percent
American Indian	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%
Black	16	34.0%	17	34.0%
Hispanic	0	0.0%	0	0.0%
White	31	66.0%	33	66.0%
<b>Total:</b>	<b>47</b>	<b>100.0%</b>	<b>50</b>	<b>100.0%</b>
Female	41	87.2%	45	90.0%
Male	6	12.8%	5	10.0%
<b>Total:</b>	<b>47</b>	<b>100.0%</b>	<b>50</b>	<b>100.0%</b>

**Department: Imaging and Radiation Sciences**

**Composition of College of Health Related Professions Core Faculty by Race and Gender**

	Number	Percent
American Indian	0	<b>0.0%</b>
Asian	2	7.4%
Black	0	<b>0.0%</b>
Hispanic	<b>0</b>	<b>0.0%</b>
White	25	92.6%
<b>Total:</b>	<b>27</b>	<b>100.0%</b>
Female	10	37.0%
Male	17	63.0%
<b>Total:</b>	<b>27</b>	<b>100.0%</b>

**Composition of College of Health Related Professions Students  
by Semester, Race and Gender**

	Fall Semester 2008		Spring Semester 2009	
	Number	Percent	Number	Percent
American Indian	0	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
Asian	4	2.0%		0.5%
Black	22	11.1%	17	9.1%
Hispanic	6	3.0%	5	2.7%
White	167	83.9%	163	87.6%
<b>Total:</b>	<b>199</b>	<b>100.0%</b>	<b>186</b>	<b>100.0%</b>
Female	151	75.9%	144	77.4%
Male	48	24.1%	42	22.6%
<b>Total:</b>	<b>199</b>	<b>100.0%</b>	<b>186</b>	<b>100.0%</b>

**Department: Laboratory Sciences**

**Composition of College of Health Related Professions Core Faculty by Race and Gender**

	Number	Percent
American Indian	0	0.0%
Asian	0	0.0%
Black	0	0.0%
Hispanic	0	0.0%
White	7	100.0%
<b>Total:</b>	<b>7</b>	<b>100.0%</b>
Female	6	85.7%
Male		14.3%
<b>Total:</b>	<b>7</b>	<b>100.0%</b>

**Composition of College of Health Related Professions Students  
by Semester, Race and Gender**

	Fall Semester 2008		Spring Semester 2009	
	Number	Percent	Number	Percent
American Indian	1	1.6%	0	0.0%
Asian	8	12.9%	8	13.6%
Black	8	12.9%	8	13.6%
Hispanic	1	1.6%	1	1.7%
White	44	71.0%	42	71.2%
<b>Total:</b>	<b>62</b>	<b>100.0%</b>	<b>59</b>	<b>100.0%</b>
Female	43	69.4%	39	66.1%
Male	19	30.6%	20	33.9%
<b>Total:</b>	<b>62</b>	<b>100.0%</b>	<b>59</b>	<b>100.0%</b>

**Department: Ophthalmic Medical Technologies**

**Composition of College of Health Related Professions Core Faculty by Race and Gender**

	Number	Percent
American Indian	0	0.0%
Asian	0	0.0%
Black	0	0.0%
Hispanic	0	0.0%
White	1	100.0%
<b>Total:</b>	<b>1</b>	<b>100.0%</b>
Female	1	100.0%
Male	0	0.0%
<b>Total:</b>	<b>1</b>	<b>100.0%</b>

**Composition of College of Health Related Professions Students  
by Semester, Race and Gender**

	Fall Semester 2008		Spring Semester 2009	
	Number	Percent	Number	Percent
American Indian	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%
Black	2	25.0%	2	25.0%
Hispanic	0	0.0%	0	0.0%
White	6	75.0%	6	75.0%
<b>Total:</b>	<b>8</b>	<b>100.0%</b>	<b>8</b>	<b>100.0%</b>
Female		75.0%	6	75.0%
Male	2	25.0%	2	25.0%
<b>Total:</b>	<b>8</b>	<b>100.0%</b>	<b>8</b>	<b>100.0%</b>

**Department: Respirator<sup>y</sup> and Surgical Technologies**

**Composition of College of Health Related Professions Core Faculty by Race and Gender**

	Number	Percent
American Indian	0	0.0%
Asian	0	0.0%
Black	1	10.0%
Hispanic	0	0.0%
White	9	90.0%
<b>Total:</b>	<b>10</b>	<b>100.0%</b>
Female	8	80.0%
Male	2	20.0%
<b>Total:</b>	<b>10</b>	<b>100.0%</b>

**Composition of College of Health Related Professions Students  
by Semester, Race and Gender**

	Fall Semester 2008		Spring Semester 2009	
	Number	Percent	Number	Percent
American Indian	0	0.0%	0	0.0%
Asian	1	1.0%	0	0.0%
Black	22	22.9%	27	27.6%
Hispanic	6	6.3%	6	6.1%
White	67	69.8%	65	66.3%
<b>Total:</b>	<b>96</b>	<b>100.0%</b>	<b>98</b>	<b>100.0%</b>
Female	71	74.0%	73	74.5%
Male	25	26.0%	25	25.5%
<b>Total:</b>	<b>96</b>	<b>100.0%</b>	<b>98</b>	<b>100.0%</b>



### **Minority Recruitment and Retention for FY 2009**

The College of Health Related Professions (CHRP) employs a student recruiter who works approximately four days a week from August through May or the equivalent of .5 FTE. During the current fiscal year, the recruiter has supported all the programs in the College, which represent seventeen (17) different allied health professions. These efforts are wide ranging and include creation of a database of e-mail addresses of science students from Arkansas colleges. This database is used to produce mailing lists to promote the College's programs, including inviting perspective students to open houses and other information sessions. Many of the colleges providing student e-mail addresses have highly diverse student enrollments. They include: UALR, University of Arkansas at Pine Bluff, Pulaski Technical College, Texarkana Community College, Southern Arkansas University, Henderson University, University of Central Arkansas, and the Ouachita Technical College. While Philander Smith will not release their students' e-mail addresses as a matter of policy, they do distribute e-mail recruiting information that we send them to forward to their students.

### **Minority Scholarships for FY 2009**

During fiscal year 2009 the Dean's Office distributed \$15,500 in scholarships, of which \$6,000 (38.7%) was awarded to minority students. The College awarded twenty-four (24) need-based scholarships and three (3) merit scholarships of \$500 each. Minority students received eight (8-29.6%) of these scholarships. In addition a minority student received a merit scholarship of \$2000.

The Medical Technology program received a federal grant of \$ 4,083 to fund scholarships for disadvantaged students. Three of the seven scholarships funded were awarded to minority students.

### **Recruiting Activities and Events for FY 2009**

The student recruiter and/or program faculty attend numerous career or transfer fairs and also give invited presentations. Below are lists of these events held so far during FY 09 at institutions or organizations with a diverse student body or membership.

#### **Invited Presentations on CHRP or Participation in UAMS Day**

- Pulaski Technical College (Presentations on Two Different Occasions)
- Arkansas Association of Two Year Colleges Annual Meeting
- UAMS Day at Ouachita Baptist University
- UAMS Day at Texarkana Community College

UAMS Day at University of Arkansas at Pine Bluff  
UAMS Day at UALR  
Henderson University  
AS U Beebe

### **Career or Transfer Fairs**

University of Arkansas Community College at Morrilton  
Philander Smith College  
University of Central Arkansas  
University of Arkansas at Pine Bluff  
Mid-South Community College  
Southeast Arkansas Community College  
Pulaski Technical College  
Southern Arkansas University  
University of Arkansas Community College at Hope

The student recruiter also participated in the annual convention of the Health Occupation Student Association (HOSA) and helped coordinate the visit to CHRP of several academic advisors from Central Baptist College and a discussion about admission requirements with the Associate Dean for Academic and Student Affairs. The Chairman of the Department of Emergency Medical Sciences, the Associate Dean for Academic and Student Affairs, and Ms. Vivian Flowers met during fall semester with a representative of Arkansas Baptist College to discuss cooperative ventures related to emergency medical sciences programs.

Retention of minority students in CHRP remains a high priority. Because of the small student-to-faculty ratio, the faculty has the opportunity to interact directly with students. The faculty can rapidly identify students who are experiencing academic difficulties. In most cases, personal and tutorial assistance by the faculty is successful in the early stages of the student's academic difficulty. In some programs, when the occasional need arises, students may reduce their course load by changing their status from full-time to part-time. The Respiratory Care program has recently hired a minority faculty member, a recent graduate of the CHRP program, to teach and assist students facing significant academic challenges. The Medical Technology program is in the process of identifying a funding source for its project, "Building Health Care Careers for Minority and Economically Depressed Teenagers through Community Participation and Partnership."

If faculty are unsuccessful in resolving students' academic difficulties, they can refer them to the UAMS Office of Educational Development. The Office of Educational Development may then provide a peer tutor or assistance with study skills, time management, and test-taking skills.

## College of Medicine: Desegregation Report 2008-2009

### CENTER FOR DIVERSITY AFFAIRS STAFF

The Center for Diversity Affairs staff as follows:

- Dr. Billy Thomas, Associate Dean, Center for Diversity Affairs.
- Mr. Bill Bauknight, Director, Center for Diversity Student Affairs
- Ms. Fatima McKindra, Director, Outreach Programs
- Mrs. Patricia Johnson, Program Manager
- Mrs. Helen Haynes, Administrative Assistant
- Mrs. Kim Blann-Anderson, Coordinator, Summer Science Discovery Program (SSDP)
- Ms. Vivian Laveda Flowers, Director of Recruitment for Diversity
- Mr. Michael Preston, Director, Faculty Diversity and Community Outreach

### II CURRENT STATUS OF AFRICAN AMERICAN STUDENTS IN THE COLLEGE OF MEDICINE

Twenty-nine African Americans were enrolled in medical school at UAMS during the 2008-2009 academic year. Information on gender and classification of these students is provided in the following table.

Status	Female	Male	Total
<b>Freshman (M-1)</b>	12	3	<b>15</b>
<b>Sophomore (M-2)</b>	3	1	4
<b>Junior (M-3)</b>	3	1	4
<b>Senior (M-4)</b>	1	5	6
<b>TOTALS</b>	<b>19</b>	<b>10</b>	<b>29</b>

III Each of the freshmen has been paired with a sophomore. Utilizing the buddy system, the freshmen have a great source for advisement from their mentors, the sophomores, as well as some juniors. Each freshman has also been paired with a professional advisor from the medical community in Little Rock. Freshmen rely on these individuals for advice, resource materials, information, and books. We are very pleased with the professional advisory component as well as the results from the students mentoring one another. At this time, all freshmen are making normal progress.

Sophomores are doing well. They completed the sophomore year in April. They will begin preparing for the United States Medical Licensure Exam Part I (USMLE Part I). Dr. James Pasley coordinates the USMLE Review courses Part I and Part II here on our campus. Several of our students will prepare for the exam here while others will study individually. Some always choose to attend preparatory programs in other states.

The juniors are rotating through the clinics and all are experiencing normal progress. Their clinic evaluations will be completed in *June*.

All seniors have completed **their requirements** for their MD degrees. Graduation is scheduled for May 16, 2009

**College of Medicine**

**Student Data**

**1999-2009**

## Freshman Classes

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Overall Total
American Indian	2		1	2	3	2	1	1			12
Asian	2	1	3	2	2	1	3	1		1	16
Black	6	9	10	11	5	11	7	5	5	15	84
Chinese	3	2	3	3	2	3	4	6	9	1	36
Filipino	1		1		1			2		1	6
Hawaiian				2							2
Hispanic	2	1	2		2			1	1	2	11
Indian or Pakistani	7	6	8	8	1	1	5	7	7	8	58
Japanese		1	2						1		4
Korean						1	3	1	2		7
Mexican American	1	1	1		1			1	1	2	8
Other Pacific Islander			1	1					1	1	4
Puerto Rican (Mainland)										1	1
Vietnamese	4	1	1	2	1	1		3	3	2	18
White	122	128	118	119	132	130	128	134	130	118	1,259
Total	150	150	151	150	150	150	151	162	160	152	1,526

## Graduating Classes

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Anticipated	Overall Total
American Indian	2		1	2		1	2	3	1	2	14
Asian	1	1	1	2	1	1	1	2		4	14
Black	9	7	7	3	8	6	10	4	10	4	68
Chinese	3	4	2	3	2	2	2	2	3	3	26
Filipino			1	1		1		1			4
Hawaiian							1	1			2
Hispanic	1	2		1	1	1		1			7
Indian or Pakistani		1	5	6	5	7	7	3	1	5	40
Japanese					1	2					3
Korean	2	1	3							4	10
Mexican American				1	1						2
Other Pacific Islander		1									1
Vietnamese	2	1		3	1		2	1	1		11
White	114	118	120	108	115	104	107	116	124	118	1,144
Total	134	136	140	130	135	125	132	134	140	140	1,346

## 2008-2009 College of Medicine Student Breakdowns

Freshmen	Male	Female
Asian		1
Black	3	12
Chinese		
Indian or Pakistani	3	5
Filipino	1	
Hispanic	2	
American Indian		
Japanese		
Korean		
Mexican American	2	
Hawaiian		
Other Pacific Islander		1
Puerto Rican (Mainland)		1
Vietnamese	1	<b>1</b>
White	79	39
Total	92	60
Overall Total	<b>152</b>	

Sophomores	Male	Female
Asian		
Black	1	3
Chinese	5	4
Indian or Pakistani	7	1
Other Pacific Islander	1	
Filipino		
Hispanic	1	
American Indian		
Japanese	1	
Korean	1	<b>1</b>
Mexican American	1	
Hawaiian		
Vietnamese	3	
White	81	40
Total	102	49
Overall Total	<b>151</b>	

<b>Juniors</b>	<b>Male</b>	<b>Female</b>
Asian		2
Black	1	3
Chinese	5	2
Indian or Pakistani	3	3
Filipino	2	
Hispanic		1
American Indian	1	
Japanese		
Korean		
Mexican American		1
Hawaiian		
Vietnamese	1	2
White	75	52
Total	88	66
<b>Overall Total</b>	<b>154</b>	

<b>Seniors</b>	<b>Male</b>	<b>Female</b>
Asian	3	1
Black	5	1
Chinese		3
Indian or Pakistani	4	1
Filipino		
Hispanic		
American Indian		2
Japanese		
Korean	3	1
Mexican American		
Hawaiian		
Vietnamese		
White	65	53
Total	80	62
<b>Overall Total</b>	<b>142</b>	

## 2008-2009 College of Medicine Student Breakdowns

Total Medical Students	Male	Female
Asian	3	4
Black	10	19
Chinese	11	9
Indian or Pakistani	17	10
Filipino	3	
Hispanic	3	1
American Indian	1	2
Japanese	1	
Korean	4	2
Mexican American	3	1
Hawaiian		
Other Pacific Islander	1	1
Puerto Rican (Mainland)		1
Vietnamese	5	3
White	300	184
Total	362	237
Overall Total		<b>599</b>



## Freshman Classes

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Overall Total
American Indian	2		1	2	3	2	1	1			12
Asian	2	1	3	2	2	1	3	1		1	16
Black	6	9	10	11	5	11	7	5	5	15	84
Chinese	3	2	3	3	2	3	4	6	9	1	36
Filipino	1		1		1			2		1	6
Hawaiian				2							2
Hispanic	2	1	2		2			1	1	2	11
Indian or Pakistani	7	6	8	8	1	1	5	7	7	8	58
Japanese		1	2						1		4
Korean						1	3	1	2		7
Mexican American	1	1	1		1			1	1	2	8
Other Pacific Islander			1	1					1	1	4
Puerto Rican (Mainland)										1	1
Vietnamese	4	1	1	2	1	1		3	3	2	18
White	122	128	118	119	132	130	128	134	130	118	1,259
Total	150	150	151	150	150	150	151	162	160	152	1,526

## Graduating Classes

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Anticipated	Overall Total
American Indian	2		1	2		1	2	3	1	2	14
Asian	1	1	1	2	1	1	1	2		4	14
Black	9	7	7	3	8	6	10	4	10	4	68
Chinese	3	4	2	3	2	2	2	2	3	3	26
Filipino			1	1		1		1			4
Hawaiian							1	1			2
Hispanic	1	2		1	1	1		1			7
Indian or Pakistani		1	5	6	5	7	7	3	1	5	40
Japanese					1	2					3
Korean	2	1	3							4	10
Mexican American				1	1						2
Other Pacific Islander		1									1
Vietnamese	2	1		3	1		2	1	1		11
White	114	118	120	108	115	104	107	116	124	118	1,144
Total	134	136	140	130	135	125	132	134	140	140	1,346

## Attrition

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Overall Total
American Indian											
Asian											
Black	5		3	1	1	1	2	1	1		15
Chinese							1			1	2
Filipino											
Hawaiian											
Hispanic					1						1
Indian or Pakistani								1			1
Japanese											
Korean											
Mexican American	1					1					2
Other Pacific Islander						1					1
Vietnamese			1			1					2
White	6	6	6	8	11	6	8	8	3	7	69
Total	12	6	10	9	13	10	11	10	4	8	93

# MCAT Review Prep Program 2008

January 12 —April 5, 2008

- 25 Students completed the program.
- The class included 12 African American students, 1 Latino, 1 Asian, and 1 International student.
- Total accepted to UAMS or on alternate list, 11 students.
- Seven African American students did not apply.
- One African American student scored a 34 on the MCAT but declined the offer of acceptance to UAMS and is attending medical school in Ohio.
- Our one Latino student did not apply.
- The Asian and International Student were both accepted.

# Summer Science Discovery Program (SSDP)

It has been well documented that retention problems begin as early as kindergarten and extend throughout the educational pipeline.

- At all levels of the educational system, the graduation rates for non-Hispanic white students is 3-4 times that of all minorities.
- In Arkansas, non-Hispanic white students receive bachelor's degrees 6.5 times more frequently than minorities.
- White students receive a bachelor's degree in the biological sciences 2.6 times more often than all minorities.
- Non-Hispanic whites receive doctoral degrees in physical and life sciences 5.3 and 4.5 times more often than all minorities, respectively.

The result is an extremely low number of minorities that manage to navigate the academic pipeline and move into professional science oriented careers like medicine. Academically and economically disadvantaged students (mostly underrepresented minorities) often come from medically underserved or rural areas with poor academic environments that fail to nurture and promote high academic achievement. Many of these households contained one or both unemployed parents, many of whom did not graduate high school.

Identification and support of students with an interest and aptitude in the sciences must be encouraged at entry level so that they may reach full potential and strive toward professional careers. It is the ultimate goal to improve the delivery of health care through diversification of the health care work force. The Summer Science Discovery Program was developed with this goal in mind. Kimberly Blann-Anderson serves as Project Director and Billy Thomas, MD serves as Principle Investigator.

## **Summer Science Discovery Program (SSDP) Goals and Objectives**

The purpose and long-term goal of SSPD is to increase the number of health care professionals in the state by targeting elementary school students. The immediate objectives are to

- Familiarize disadvantaged students with health care opportunities.
- Establish a pool of academically competent and career focused students who will pursue a health care profession.
- Provide disadvantaged students with meaningful exposure to health care professions.

In 2008, the SSDP consisted of two one-week sessions. Each session involved a different group of students from central Arkansas. Curriculum and instruction for the program was provided by the Arkansas Museum of Discovery. The museum presented interactive science presentations and led a variety of science related activities. In addition, motivational speakers were provided each day. The speakers talked about their professions, educational background, and the importance of their education to achieve career goals. Oral Health was introduced a new component to the program. Dr. Michael Zwiefeler of Downtown Dental Care, educated participants on laser therapies and a new program called Accupal, which is palatal anesthesia.

Dr. Zwiefler plans to incorporate his program as part of the Museum of Science curriculum in 2009. Most activities and presentations were the same for both sessions. A total of 147 students participated in the program. Seventy-three the first week, seventy- four the second week. The table below depicts a yearly comparison of participants.

**SSDP Participants by year**

<b>YEAR</b>	<b>TARGET</b>	<b># PARTICIPANTS</b>	<b>% OF TARGET</b>
2008	200	147	74
2007	140	200	142
2006	200	230	115
2005	200	<b>198</b>	99

## COLLEGE OF MEDICINE SENIORS MATCH

By  
Richard P. Wheeler, M.D.  
Executive Associate Dean for Academic Affairs  
March 19, 2009

The general release of the results of the National Resident Matching Program (NRMP) occurred at 11 a.m. Central time on March 19, 2009. 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, 140 UAMS College of Medicine seniors participated in the NRMP match. Twenty failed to match initially. From a national perspective, there were 22,427 PGYI positions to be filled through the NRMP match. There were 29,890 total active applicants for these positions (15,638 U.S. seniors). 21,340 matched (14,566 U.S. seniors) and 8,550 failed to match (1,072 U.S. seniors).

In addition to the UAMS seniors who utilized the NRMP, four received residencies in early matches (military match, Ophthalmology, etc.). (The numbers add up to greater than our total number of seniors as some students matched through one of the early matches to get a Post-Graduate Year 2 (PGY-2) position, and then matched through the NRMP to get their PGY-1 position.)

As of this date, sixty-nine seniors were appointed to Arkansas residency positions. Sixty-six received out-of-state residencies in 30 different states.

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

# University of Arkansas College of Medicine

## 2009 Resident Match Results by Specialty and State

<u>SPECIALTY</u>	<u>NUMBER MATCHED</u>	<u>STATE</u>	<u>NUMBER MATCHED</u>
Anesthesiology	7	Alabama	2
Dermatology	0	Arkansas	69
Emergency Medicine	9	Arizona	3
Family Medicine	19	California	5
Internal Medicine	13	Colorado	1
Medicine-Pediatrics	5	Connecticut	1
Neurological Surgery	4	Florida	2
Neurology	1	Illinois	1
Obstetrics-Gynecology	6	Indiana	2
Ophthalmology	4	Kansas	3
Orthopaedic Surgery	6	Kentucky	2
Otolaryngology	2	Louisiana	2
Pathology	5	Massachusetts	2
Pediatrics	14	Maryland	2
Physical Medicine/Rehab	2	Minnesota	3
Plastic Surgery	2	Mississippi	2
Psychiatry	13	Missouri	3
Radiology-Diagnostic	8	North Carolina	1
Surgery - General	7	New York	1
Surgery - Preliminary	7	Ohio	4
Transitional	1	Oklahoma	6
		Pennsylvania	1
		Rhode Island	1
		South Carolina	2
		South Dakota	1
		Tennessee	4
		Texas	4
		Utah	3
		Virginia	1
		West Virginia	1

1+41111 R1.1)11 S v 1314rin11neiNFIMP + Fnrkd 141s/chr.pl													
	1995	1990	1998	2040	2021	2062	2003	2004	2005	2006	2007	2008	2009
Anesthesiology	3	3	0	3	4	7	13	11	5	13	a	9	7
Dermatology		3		2	2	a	2	3	1	1	3	2	3
Emergency Medicine	9		7	4	4	a	3		3	a	8	11	9
ENT		1	1	4	1	1	1	2		5	1	2	2
Ferny kierkine	42	41	46	40	24	34	31	23	27	24	16	22	19
Internal Medicine	22	24	26	14	16	25	20		15	15	17	18	20
Med dnelP4dlalria	2	7	7	3	a	5	5	7	a	5	7	7	5
Medd ash9rearn.		0	2	0	2	a		1	0		0		a
MedlctheRsyCh				0	0	0	0		a	a		0	
Neurology		1	2	0	3		1		3	1	0	2	
Neurosurgery		a	2		1				1		1	0	4
O1816y	7	3	4	16	6	7	a	7	12	10	10	7	
ph tholmolOgy	1	4	2		4	2	3	2		3	2	4	3
Orthopaedics	2	1	4		2	5		a	5		3	4	a
Pathology	6	2	1		2	4	6	5	7	7	3	3	1
Pechirlas	16	10	11	10	19	13	10	13	7	11	10	17	17
Physical Medd Rehab	a		a	0	a		3		1		1	2	2
Psychiatry	6	3	9	6	5	9	7	13	a	13	10	9	12
Sedation Oraiology	1			13			a	0				0	0
Radiology	7	7	7	15	13	4	a	5	6		7	6	11
Research	a		0	a			0	a	0			0	
Surgery	3	3	a		4	4	a	3	12		3	7	6
Surgery. Prelim.	3	2	2		2		2	0	3	5		3	
Transhlen al	4	a	3		2	1	2	2	1		0	0	1
Urology		1	0	1	1	1	3		0	0	2	3	0
76 Primacy Care	6478	40%	69%	59%	57%	64%	53%	53%	47%	55%	47%	55%	51%



NRMP Results continued														
Choice	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
1st	97	73	91	93	89	91	NA	NA	NA	NA	NA	NA	NA	NA
2nd	9	21	17	11	14	15								
3rd	9	6	3	11	9	4								
4th	1	3	3	6	3	1								
5th	3	1	1	4	1	0								
6th	0	0	0	1	1	0								
7th	0	2	0	1	0	0								
8th	0	0	0	0	0	0								
9th	0	0	0	0	0	1								
10th	0	0	0	0	0	1								
>10th	1	0	0	0	1	2								
(NRMP stopped making the above information available in 2002)														
Failed to match (NRMP only)														
PGY-1	16	9	6	9	7	17	10	14	14	9	6	8	13	20
PGY-2	1	1	0	0	0	1	2	0	1	1	0	0	1	0
Total	17	10	6	9	7	18	12	14	15	10	6	8	14	20
% Failing to Match	14%	9%	5%	7%	6%	16%	9%	11%	12%	8%	5%	6%	10%	14%
Match Results by State Summary (Includes NRMP + Early Matches)														
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Matched In Arkansas	75	72	73	72	64	74	71	68	73	72	73	71	77	69
Matched Out-of State	64	48	60	65	70	61	67	60	60	53	56	61	61	66
% In Arkansas	54%	60%	55%	53%	48%	55%	51%	53%	55%	58%	57%	54%	56%	51%
# States	25	22	27	25	24	26	31	24	23	22	26	26	24	30

Last Name	First Name	Program	Hospital	City	State
Ahmad	Fawaz	Transitional	Maryland General Hospital	BALTIMORE	MD
Albers	Melissa	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Almefty	Kaith	Neurological Surgery	St Josephs Hospital-AZ	PHOENIX	AZ
Amrattal	Pintu	Emergency Medicine	U Texas SW Med Sch-Dallas	DALLAS	TX
Baker	William	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Baltz	Brian	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Barnes	Lindsey	Internal Medicine	Virglnia Commonwealth U Hlth Sys	RICHMOND	VA
Beck	Billy	Psychiatry	Medical University of SC	CHARLESTON	SC
Beck	Samantha	General Surgery	U Kansas SOM-Wichita	WICHITA	KS
Bell	Christopher	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Bell	Lindsey	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR
Benbrook	Kelsey	Pediatrics	St Louis Childrens-MO	ST LOUIS	MO
Bennett	Claire	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR
Bhakta	Vishal	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Blagg	Ross	Plastic Surgery	U Utah Affil Hospitals	SALT LAKE CITY	UT
Blankenship	Ashley	Pediatrics	University Hosps-Jackson-MS	JACKSON	MS
Bodemann	Julia	Obstetrics-Gynecology	St Louis Univ SOM-MO	ST LOUIS	MO
Bowman	Blythe	Pathology	U South Alabama Hospitals	MOBILE	AL
Bradley	Shayna	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Brown	Christopher	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Brown	Marcus	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR
Brown	Patrick	Radiology-Diagnostic	Brigham & Womens Hosp-MA	BOSTON	MA
Bryan	Andrew	Emergency Medicine	Earl K Long Med Ctr-LA	BATON ROUGE	LA
Butenschoen	Amy	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR
Cash	Jonathan	General Surgery	U Southern California	LOS ANGELES	CA
Choate	Andrea	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Chung	Junmo	Psychiatry	Univ of MO-KC/Western MO	KANSAS CITY	MO
Clark	Lindsey	Pathology	U Arkansas-Little Rock	LITTLE ROCK	AR
Coker	Dana	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR
Conley	Laura	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Copeland	William	Neurological Surgery	Mayo School of Grad Med Educ-MN	ROCHESTER	MN
Coulter	Katrina	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Daily	Joshua	Pediatrics	Cincinnati Childrens Hosp MC-OH	CINCINNATI	OH
Deacon	Brita	Ophthalmology	U Arkansas-Little Rock	LITTLE ROCK	AR
Delmel	George	Phys Medicine & Rehab	Mayo School of Grad Med Educ-MN	ROCHESTER	MN
Dille	Joshua	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Dishongh	Kristin	Pathology	U Arkansas-Little Rock	LITTLE ROCK	AR
Dossey	Amy	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Foster	Thomas	Psychiatry	U Maryland Med Ctr/Sheppard Pratt	BALTIMORE	MD
Freeland	Kristofer	General Surgery	LSUHSC-Shreveport-LA	SHREVEPORT	LA
Gandhi	Cindy	General Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Gandhi	Gautam	Neurological Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Garrison	Amy	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR
Gregory	Evan	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Gregory	James	Orthopaedic Surgery	U Oklahoma COM-OK City	OKLAHOMA CITY	OK
Hall	Jeffrey	General Surgery-Prelim	U Arkansas-Little Rock	LITTLE ROCK	AR
Harper	Richard	Family Medicine	Great Plains Med Fdn-OK	OKLAHOMA CITY	OK
Harris	Dennis	Medicine-Pediatrics	Medical University of SC	CHARLESTON	SC
Hartman	Eric	Family Medicine	St Francis Hosp Ctr-IN	BEECH GROVE	IN
Hayes	David	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Helm	Eric	Orthopaedic Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Hibbs	Laurel	Obstetrics-Gynecology	U Oklahoma COM-Tulsa	TULSA	OK
Hoang	Bryan	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Howard	Mary	General Surgery-Prelim	U Arkansas-Little Rock	LITTLE ROCK	AR
Hudson	Robin	Pediatrics	U Louisville SOM-KY	LOUISVILLE	KY
Hudson	Scott	Otolaryngology	U Utah Affil Hospitals	SALT LAKE CITY	UT
Jennings	Natalie	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Jensen	Kimberly	Internal Medicine	U Utah Affil Hospitals	SALT LAKE CITY	UT
Johnson	Janelle	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Jorgensen	Mark	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Kaley	Sean	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Kellum	Rachel	General Surgery	U Texas SW Med Sch-Dallas	DALLAS	TX

Last Name	First Name	Program	Hospital	City	State
Killingsworth	Chris	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Kindrick	Kristl	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Kindrick	William	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Kinkel-Schuster	Ellnor	Family Medicine	Sioux Falls Family Med-SD	SIOUX FALLS	SD
Kligman	Milana	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Le	Hien	General Surgery	U Tenn Grad SOM-Knoxville	KNOXVILLE	TN
Lindley	Peter	Radiology-Diagnostic	U Oklahoma COM-OK City	OKLAHOMA CITY	OK
Linz	Amanda	Pediatrics	U Oklahoma COM-OK City	OKLAHOMA CITY	OK
Lisko	Michelle	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Long	Bryan	Neurology	SUNY HSC Brooklyn-NY	BROOKLYN	NY
Macechko	Michael	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR
Mahadevan	Ragavan	Psychiatry	U Arizona Affil Hosps	TUCSON	AZ
Mason	Ashley	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR
Maison	Benjamin	General Surgery-Prelim	Maricopa County Memorial Hospital	PHOENIX	AZ
McLeod	Nathanael	Medicine-Family Med	St Vincent Hosp Ctr-IN	INDIANAPOLIS	IN
Mehdizadegan	Iden	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Metraller	Aaron	Otolaryngology	U Arkansas-Little Rock	LITTLE ROCK	AR
Miedema	Mark	Family Medicine	Halifax Med Ctr-FL	DAYTONA BEACH	FL
Miller	Jessica	Ophthalmology	U Arkansas-Little Rock	LITTLE ROCK	AR
Mitchell	Carl	Emergency Medicine	Kern Medical Center-CA	BAKERSFIELD	CA
Moore	John	General Surgery-Prelim	U Arkansas-Little Rock	LITTLE ROCK	AR
Moore	Laura	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Morrison	Joshua	Internal Medicine	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL
Munkberg	Josie	Pathology	U Arkansas-Little Rock	LITTLE ROCK	AR
Nalley	Charles	Orthopaedic Surgery	U South Florida COM-Tampa	TAMPA	FL
Nelson	Richard	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Newbolt	Evan	Ophthalmology	West Virginia University SOM	MORGANTOWN	WV
Nicholson	Julia	Family Medicine	UAMS-AHEC-Ft Smith-AR	FORT SMITH	AR
Nutt	Kristen	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Oguinn	Justin	Orthopaedic Surgery	U Kansas SOM-Wichita	WICHITA	KS
Owings	Richard	Pathology	U Arkansas-Little Rock	LITTLE ROCK	AR
Palm-Cruz	Katherine	Psychiatry	UC Irvine Med Ctr-CA	ORANGE	CA
Park	Hannah	Internal Medicine	University Hosp-Cincinnati-OH	CINCINNATI	OH
Paulus	Stephen	Phys Medicine & Rehab	U Kansas SOM-Kansas City	KANSAS CITY	KS
Pece	Kristin	Emergency Medicine	University Hosps-Jackson-MS	JACKSON	MS
Pemmaraju	Naresh	Internal Medicine	U Texas Med Sch-Houston	HOUSTON	TX
Perry	Terra	Psychiatry	U Louisville SOM-KY	LOUISVILLE	KY
Phillips	Ashley	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Price	Thea	General Surgery-Prelim	U Colorado	DENVER	CO
Reding	Jonathan	Neurological Surgery	U Tennessee COM-Memphis	MEMPHIS	TN
Reed	Elizabeth	Obstetrics-Gynecology	Pennsylvania Hospital	PHILADELPHIA	PA
Repp	Meghan	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Roberson	Sara	Family Medicine	UAMS-AHEC-Ft Smith-AR	FORT SMITH	AR
Roberts	Chris	Family Medicine	UAMS-AHEC-Ft Smith-AR	FORT SMITH	AR
Roe	Zachary	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Roller	Jennifer	General Surgery-Prelim	Brown Medical School	PROVIDENCE	RI
Schulz	Bradley	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Shotts	Ezekiel	Radiology-Diagnostic	Mayo School of Grad Med Educ-MN	ROCHESTER	MN
Smith	Clark	Family Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Steelman	Lydia	Family Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Sterrenberg	Danielle	Internal Medicine	Northwestern McGaw/NMH/VA-IL	CHICAGO	IL
Sull	Alan	Orthopaedic Surgery	Loma Linda University-CA	LOMA LINDA	CA
Swift	Shannon	Medicine-Pediatrics	U Tennessee COM-Memphis	MEMPHIS	TN
Taylor	Amy	Internal Medicine	Yale-New Haven Hosp-CT	NEW HAVEN	CT
Thrower	Daniel	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Thuro	Bradley	Ophthalmology	U Arkansas-Little Rock	LITTLE ROCK	AR
Thurrow	Brandon	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Tirman	Phillippe	Radiology-Diagnostic	Wake Forest Baptist Med Ctr-NC	WINSTON-SALEM	NC
Tisdale	John	Medicine-Pediatrics	University Hosp-Cincinnati-OH	CINCINNATI	OH
Tracy	Neil	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Vadala	Cathryn	Orthopaedic Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Vaden	Olivia	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR

Last Name	First Name	Program	Hospital	City	State
Verma	Cheryl	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Walker	James	General Surgery-Prelim	U Arkansas-Little Rock	LITTLE ROCK	AR
Walser	Brandon	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
West	Andrew	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR
West	Margaret	Pediatrics	U Tennessee COM-Memphis	MEMPHIS	TN
Wilkins	Kerry	Psychiatry/Child Psych	U Massachusetts Med School	WORCESTER	MA
Wright	Eric	Plastic Surgery	Stanford Univ Progs-CA	STANFORD	CA
Wurfel	Brent	Psychiatry	U Oklahoma COM-Tulsa	TULSA	OK
Yang	Sung	General Surgery	University Hosp-Cincinnati-OH	CINCINNATI	OH
Zehm	Charles	Anesthesiology	U Texas Med Branch-Galveston	GALVESTON	TX



IRS', JONES CHAPTERi  
**Student National Medical Association**  
University of Arkansas for Medical Sciences  
College of Medicine  
4301 West Markham, Ma,LSIol 625  
Little Rock Arkansas 72205

**UAMS**  
UNIVERSITY OF ARKANSAS  
FOR MEDICAL SCIENCES

SNMA is the nation's oldest, independent, and student-run organization, which is focused on the needs and concerns of medical students of color. Established in 1964 by medical students from Howard University School of Medicine and Meharry Medical College, the membership includes over 5000 medical students, pre-medical students, residents and physicians.

The UAMS Student National Medical Association (SNMA) held the **2009 MAPS (Minority and Pre-Medical/Pre-Pharmacy Student) Conference** from 8:30 am to Noon on April 4<sup>th</sup>, 2009 at the UAMS College of Public Health / Pauly Auditorium. We had the largest number of students throughout the state of Arkansas that registered and attended the conference (56 students) in the history of SNMA sponsoring this program. **Attached are the following: MAPS Letter, Conference Agenda, Flyer, Registration Form, and Student Information Excel File, and Student Comments.**

During the 2009 MAPS Conference, we discussed the following:

- Medical School Admissions Process
- Pharmacy School Admissions Process
- MCAT/PCAT Preparation
- AMCAS Application Tips
- What To Expect On Your Medical/Pharmacy School Interview Day
- Mock Interviews

After the Mock Interviews, we held a panel luncheon at the end of the conference in which local physicians discussed the challenges that they experienced as an undergraduate student, medical student, and practicing physician. This conference was truly a success and the students were very receptive to all of the information that was presented.

LaShundra N. Watson, MS  
President-Elect, Student National Medical Association



EDIR-1 IRBY JONES CHA TE11  
**Student National Medical Association**  
**University of Arkansas for Medical Sciences**  
College of Medicine  
4301 West Markham Mall Srol 625  
Lptne Rock Arkansas 72205

**UAMS**

UNIVERSITY OF ARKANSAS  
FOR MEDICAL SCIENCES

*"The future belongs to those who prepare for it today." Malcolm X*

Dear future colleague,

- Medical and Pharmacy School Admissions Process
- MCAT/PLAT Preparation
- AMCAS Application Tips
- What To Expect On Your Medical/Pharmacy School Interview Day
- Mock Interviews

Best regards,

LaShundra N. Watson, MS  
President, Student National Medical Association

*Health Care is a Right, Not a Privilege*

# LAMS Student National Medical Association

Edith Irby Jones Chapter  
UNIVERSITY OF ARKANSAS  
FOR MEDICAL SCIENCES

## *2009 UAMS Minority Association of Pre-Medical Students (MAPS) Conference!!!*

### ITINERARY



- 8:30 – 9:00 Continental Breakfast
- 9:00 9:10 **Welcome I Student Introductions**  
*LaShundra Watson and Kimberly Lockhart*
- 9:10 – 9:20 *Billy Thomas, MD.; Associate Dean - Center for Diversity Affairs*  
*Mr. Bill Bauknight: Director, Diversity Student Affairs*
- 9:20 – 9:50 **UAMS College of Medicine Admissions Process**  
*Ms. Vivian Flowers, MPS*  
Director of Recruitment for Diversity
- 9:50 – 10:00 **Medical Student Comments**
- 10:00 10:20 **UAMS College of Pharmacy Admissions Process**  
*Mr. Otis Tyler, MS, Assistant Dean, UAMS College of Pharmacy*  
*Kendrea Muldrew, Pharm.D, Asst. Prof, UAMS College of Pharmacy*
- 10:20 – 10:25 **Pharmacy Student Comments**
- 10:25 – 10:30 BREAK
- 10:30 – 10:45 **UAMS College of Medicine MCAT Prep Program**
- 10:45 – 11:00 **AMCAS Application Advice**  
*Kimberly Lockhart and Donnia Rebell°*
- 11:00– 11:15 **Personal Statement Tips**  
*Alisha Cooper and Justin Dillon*
- 11:15 – 11:30 **Medical and Pharmacy Student Comments**  
*LaShundra Watson, Pres. SNMA Sharliese Kendricks, Pres. SNPhA*
- 11:30– 11:45 **Interview Day: How To Insure A Successful Interview**  
*Tasha Starks*
- 11:45 – 12:15 **Mock Interviews**
- 12:15 – 1:00 **Lunch Panel**  
*J.A. Brown, M.D.* *Anika Whitfield, DPM*  
*Corey Montgomery, M.D.* *Creshelle Nash, M.D.*



FOR MEDICAL SCIENCES

# ***WANT TO BECOME A DOCTOR?***

*Attend the 2009 UAMS Minority Association of  
Pre-Medical Students (MAPS) Conference!!!*

## **Where: UAMS**

College of Public Health  
Pauly Auditorium, Room G219

Date: April 04<sup>th</sup>, 2009

Time: 8:30 —12:00 Noon

**REGISTRATION IS FREE!!!**

## ACTIVITIES INCLUDE:

- MCAT Advice
- Medical School Application Information
- Personal Statement Tips
- Mock— Interviews
- Panel Luncheon with UAMS Medical Students and Physicians

***Registration Deadline.\* March 20<sup>th</sup>, 2009***

For more information, contact the following:

- Your campus Minority Affairs office
- UAMS Center for Diversity Affairs website:  
(<http://www.uams.edu/om/cda/snmakommunityservice.asp>)
- Phone: (501) 686-7299
- Email: Kimberly Lockhart or LaShundra Watson  
([klockhart@uams.edu](mailto:klockhart@uams.edu) or [lnwatsonguams.edu](mailto:lnwatsonguams.edu))





# UAMS

Student National Medical Association

Edith Irby Jones Chapter  
UNIVERSITY OF ARKANSAS  
FOR MEDICAL SCIENCES

*UAMS Minority Association of Pre-Medical  
Students (MAPS) Conference  
APRIL 4<sup>th</sup>, 2009*



## MAPS Registration Form

Name	
Undergraduate Institution	
Mailing Address	
Phone Number	
Email Address	
School Classification	
Career Aspiration	

Deadline for Registration is March 20<sup>th</sup>, 2009.

**Completed Registration Forms can be mailed to the address listed below:**

University of Arkansas for Medical Sciences  
Center for Diversity Affairs/ SNMA  
4301 West Markham Street, Slot # 625  
Little Rock, AR 72205-7199

**For more information, please contact the following:**

- UAMS Center for Diversity Affairs Website: ([http://www.uams.edu/comicda/snma/community\\_service.asp](http://www.uams.edu/comicda/snma/community_service.asp))
- Phone: (501) 686-7299 ; Fax: (501) 686-7439
- Email: Kimberly Lockhart or LaShundra Watson ([klockhart@uams.edu](mailto:klockhart@uams.edu); [lnwatson@uams.edu](mailto:lnwatson@uams.edu))

***WE LOOK FORWARD TO SEEING YOU AT THE CONFERENCE!!!***

Student		Institution	Classification	Career Aspiration
Bell	Alaya	Univ of AR	Master's Program	Child/Adolescent Psychiatrist
Seaton	Aleshia N.	Philander	Senior	Physician
Keener	Ashley R.	UCA	Junior	Obstetrician
Hatch	Braziel	UALR	Senior	Physician
James	Brittany	Philander	Senior	Physician
Laster	Brittney Nicole	UCA	Junior	Pediatrician
Lee	Catherine	ASU-Jonesboro	Junior	Medicine
Agugbuem	Cemeka	UALR	Senior	Physician
Blood	Donna	UALR	Sophomore	Pediatrician
Johnson	Donnie R.	UAPB	Junior	Physician
Carrillo	Estavan R.	UALR	Freshman	Physician
Escobar	Fabiola	Univ of AR	Freshman	Dietician
Lahiani	Helmi A.	UALR	Junior	PharmD
Mugambi	Iddy M.	UALR	Junior	Pharmacy
White	Jasmine	UAPB	Junior	
Abram	Jerrica	UAPB	Freshman	Pharmacy
Hardy	Kalvin	Univ of AR	Senior	Primary Care Physician
Holmes	Kelsie	Hendrix College	Junior	Physician
Johnson	Marcus R.	UALR	Senior	Physician
Walker	Randall W.	UAPB	Junior	Physician
Sandidge	ShaRonda	UAF	Freshman	Pediatric Surgery
Jordan	Sonih	UALR	Sophomore	Family Practice Physician
Keener	Tamika L.	UALR	Grad Student	Pharmacy
Clay	Tearra Tiffany		Junior	Pediatrician
Hall	Antionette	UCA	Grad Student	Physician
Edwards	Timesha	Philander	Junior	Oncologist

Richards	Vickie	UALR	Sophomore	Physician
Alobuia	Wilson M.	UCA	Sophomore	Anesthesiology
Carter	Weleetka	Philander	Grad Student	Family Practice Physician
Johnson	Byron	Philander	Sophomore	Cardiology
Leavy	Kelton	Philander	Sophomore	Pediatrician
Lucas	Brittnee	Philander	Junior	Doctor
Grier	Michael	Philander	Sophomore	
Sadler	Kenyetta	Philander	Sophomore	Pediatrician
Burrell-Lovingood	Shakita	Philander	Junior	Anesthesiology
Armstrong	Jazmine A.	Philander	Junior	Geriatrics
Davis	Cornelius	Philander	Junior	General Surgeon
Espinoza	Araceli	Philander	Sophomore	Doctor
Nicholas	Jasmine	UAPB	Freshman	Nursing
Patel	Vitesh D.	UAF	Senior	Emergency Room Doctor
Randle	Sharonda	Philander	Post-Graduate	Physician
Manigaba	Kayihura	Philander	Freshman	Doctor
Mugengana	Alex K.	Philander	Freshman	Physician
Scales	Ja'Qualane	Philander	Freshman	Child Psychiatrist
Ranahan	Mikio	UAF	Sophomore	Physician
Starlard-Davenport	Athena	UAMS-PhD	PhD	MD - General Surgery (Oncology)
Norris	Rachel	UALR		Physician
Baker	Christin	ASU-Jonesboro	Sophomore	Physician
Davis	Lashica	UCA	Post Baccalaureate	Pharmacist
Stamps	Eric	UAF	Sophomore	Physician
Battle	Julien	UAPB	Freshman	Radiologist
Hernandez	Yesenia	ASU-Jonesboro	Sophomore	Pediatrician
Lewis	Heather	UAPB	Post-Baccalaureate	Physician



Student		Institution	Classification	Career Aspiration
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Sandidge	ShaRonda	UAF	Freshman	Pediatric Surgery
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Clay	Tearra Tiffany		Junior	Pediatrician
Hall	Antionette	UCA	Grad Student	Physician
Edwards	Timesha	Philander	Junior	Oncologist
Tellez	Timothy J.	UALR	Post-Baccalaureate	Primary Care Physician
Richards	Vickie	UALR	Sophomore	Physician
Alobuia	Wilson M.	UCA	Sophomore	Anesthesiology
Carter	Weleetka	Philander	Grad Student	Family Practice Physician
Johnson	Byron	Philander	Sophomore	Cardiology
Leavy	Kelton	Philander	Sophomore	Pediatrician
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Stamps	Eric	UAF	Sophomore	Physician
Battle	Julien	UAPB	Freshman	Radiologist
Hernandez	Yesenia	ASU-Jonesboro	Sophomore	Pediatrician
Lewis	Heather	UAPB	Post-Baccalaureate	Physician
Taylor	Jacqueline K.	UALR	Master's Program	Physical Therapy



*2009 UAMS Minority Association of Pre-Medical  
Students (MAPS) Conference!!!*

## STUDENT COMMENTS

- *Thank you for the information at the MAPS Conference. I was able to get some shadowing in place for this summer. You just don't know how much of a blessing this conference was to me!*
- *I attended the MAPS conference this past Saturday. Let me thank you all for this opportunity to come and learn so much about the process of applying to UAMS.*
- *I want to thank you and the other speakers, students, professors, etc. for the wonderful conference this past Saturday. The tone of the day was so positive and encouraging for me and I imagine for the other aspiring doctors and health professionals. I was pleasantly surprised by the overall experience that you and the other medical students crafted for all of us.*

# **Arkansas Cancer Community Network Faculty Diversity and Community Outreach (FDCO) Committee Update**

May 15, 2009

The FDCO committee has been very instrumental and supportive in the retention and promotion of minority faculty and graduate students over the past 7 years. Through the submission of the Arkansas Cancer Community Network grant 2 junior minority faculty members received funds from the National Cancer Institute's Center to Reduce Health Disparities. In addition, 2 minority graduate students and 1 minority fellow received funding through NIH's minority supplemental grants. Two members of FDCO mentoring sub-committee have been promoted to professor since July 2006.

A manuscript by members of FDCO was published in March 2006 in the Academic Medicine Journal "The POD: A model for mentoring underrepresented minority faculty". FDCO is in the process of conducting a 5 year follow-up to the previous manuscript and will be submitted this summer.

The information below details our current progress.

## **2008-2009 Committee Members:**

Billy Thomas, President

Ronda Henry-Tillman, Vice-President

Delbra Caradine, Secretary/Treasurer

Michael Preston, Director FDCO

Bill Bauknight

Glenda Cooper

Gemessia Ford

Beatrice Boateng

Vivian Flowers

Helen Haynes

Identification of new members that would like to contribute to FDCO:

## **POD evaluation:**

The POD: A New Model for Mentoring Underrepresented Minority Faculty

An evaluation of the POD model is ongoing and results will shape the future of how mentoring will continue for FDCO. Data analysis is still on-going.

Report results (publication/presentation)

## **Mentoring to date: 22**

mentees

9 peer mentors

10 onsite mentors

Of the 22 mentees, 11 mentees are still enrolled. Of 11 mentees, 1 has reported successful mentoring (I grant funded, 2 conference presentations, 3 publications). 1 has reported successful career development, numerous presentations, no publications or grants. 1 has reported successful mentoring (I grant funded, numerous presentations, and no information on publications). 2 mentees are no longer employed at UAMS. 6 mentees have reported mentoring was not successful. Data analysis is still on-going.



**Arkansas Cancer Community Network  
Faculty Diversity and Community Outreach (FDCO)  
Committee Update**

**Current State of Minority Faculty:**

24 Black or AA faculty  
    13 Tenure Track  
    6 Tenured (4 Professor Level, 2 Associate Level)  
27 Hispanic faculty  
    20 Tenure Track  
    8 Tenured (6 Professor Level, 2 Associate Level)  
5 American Indian or Alaskan Native  
    3 Tenure Track  
    1 Tenured (Professor Level)

**Current Mentoring Activities:**

5 mentees have been identified for the current year.  
Formal letter of invitation have been sent to invitees.

**Planning topics and focal points for FDCO:**

**\*\*Legislative Briefing**

COM 2007-2008

Significant Occurrences

1. Arkansas Mentoring and Networking Association had students to attend its high school symposium. the event was held at the Embassy Suites with many underrepresented minority professionals present.
2. Four African Americans graduated this year from the College of Medicine.
3. Approximately 7 or 8 African Americans have been offered admissions for the 2009-2010 academic year. Seven or eight of underrepresented students are on the alternate list.
4. The Community Services projects that the Center for Diversity Affairs was involved in 2008-2009. These services most often included the participation and involvement of our medical students.
  - o Participated in health fairs throughout Pulaski and Jefferson County.
  - o Offered free screenin<sup>g</sup> at the DAPB Grambling game in the Fall semester.
5. The Center for Diversity Affairs coordinated the physicals for approximately 90 students for Philander Smith's Upward Bound Program. We had great participation from student and faculty
6. Matriculating 29 African American students, Hispanic students and Native Americans through the 4 years of medical school
7. The Center for Diversity Affairs coordinated internships for several students who were either involved with AMNA or Arkansas Commitment.

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

**Recruitment Activities  
July 1, 2008-April 15, 2009**

**ADMISSIONS**

For baccalaureate and master's students, the admission's process is the direct responsibility of the College of Nursing. The Graduate School admits the doctoral level students to UAMS, and the College of Nursing, in turn, admits qualified students to the Doctor of Philosophy program. The Admissions and Progressions Committee, chaired by a faculty member, reviews and makes decisions about the admission of applicants to the baccalaureate and master's programs. The Director of Admissions, the Registrar, the Assistant Dean for Student Services, and the Associate Deans also serve as members of the Admissions and Progressions Committee.

For the 2008-2009 academic year, 105 Fall 2008 master's applicants were admitted to the graduate program and 39 started classes in nursing in Spring 2009. Master's applications from January-April 2009 totals 138. At this time, we do not know how many of these students will be accepted to enroll for the 2009-10 academic year since admission decisions have not yet been made. Six PhD students have been admitted for Summer 2009.

The College of Nursing has offered admission to 205 incoming juniors for the Bachelor of Science in Nursing (BSN) program for the Little Rock campus and 33 for the off-campus BSN program at Hope. Of those offered admission to the Little Rock campus, 5 (2.44%) are Asian-American and 37 (18.05%) are African-American; on the Hope campus, 3 (9.09%) are African-American. Exact enrollment figures will not be available until after registration in late May 2009.

**BACCALAUREATE PROGRAM ENROLLMENT**

The Fall 2008 enrollment figures were 373, including 42 (11.26%) African-Americans, 12 (3.22%) Asian-Americans, and 7 (1.88%) Hispanics. These figures indicate that the African-American student enrollment in the College of Nursing had a slight drop over the 2007-08 academic year, yet the percentages have been fairly consistent for the past several years.

Of the 373 baccalaureate students who enrolled in the Fall 2008 semester, 319 (85.52%) were female and 54 (14.48%) were male.

**GRADUATE PROGRAM ENROLLMENT**

The Fall 2008 enrollment was 273, with 241 MNSc students and 32 PhD students. This represents 234 (85.71%) Caucasians, 26 (9.52%) African-Americans, 5 (1.83%) Asian-Americans, 5 (1.83%) Hispanics, and 3 (1.10%) American-Indians.

Of the 273 MNSc and PhD students who enrolled in the Fall 2008 semester, 252 (92.3%) were female and 21 (7.7%)

were male.

## **STUDENT RETENTION**

The College of Nursing continues to focus on the retention of students. In Spring 2008, the College of Nursing administered the Elsevier “Evolve” Admission Assessment Exam to the junior students. The test measures verbal, math, and science abilities. Students who score low on this test are referred to the Office of Educational Development (OED) for assistance. These students are provided help by Dr. Judy Garrett in the areas of studying and note-taking skills and test-taking anxiety. Also, all junior and senior students received an orientation that included content on studying and note-taking skills, as well as ways to decrease test-taking anxiety. The students were positive about receiving this information in both the orientation and the special session held by Dr. Garrett. In addition, the College refers students to the UAMS Student Wellness program for further assistance in dealing with test anxiety and stress management.

## **FINANCIAL AID AND MINORITY GRANT-IN-AID PROGRAM**

For the 2008-09 academic year, the College of Nursing was responsible for dispersing the grant-in-aid monies. *Enhancing Nursing Success (ENS)*, a grant funded through the Department of Health and Human Services (HRSA), has provided \$39,480 to minority students in the ENS program in the form of scholarships for tuition and fees. By June 30, 2009, \$67,500 will have been given to minority students in the ENS program for the 2008-09 academic year in the form of \$250 per month stipends. Total distributed: \$106,980.

## **RECRUITMENT AND HIRE OF AFRICAN-AMERICAN FACULTY AND STAFF**

Sixteen (16) faculty have been hired to date for the 2008-2009 academic year: 9 full-time and 7 part-time/contract. Caucasians filled all positions. For all advertised positions, the College had 2 African-American applicants and 1 Native-American applicant. One (1) of the African-American applicants will be joining our faculty for the 2009-10 academic year.

Thirteen (13) staff have been hired to date for the 2008-09 academic year: 4 full-time and 9 part-time. For the full-time positions, 2 are Caucasian and 2 are African-American. For the part-time positions, 8 are Caucasian and 1 is Asian-American.

## **HIGH SCHOOL CONTACTS**

Each summer the College of Nursing is invited to the Arkansas Governor’s School and Arkansas Girls and Boys State to share information with students. At the end of each academic year, Medical Application of Science for Health (M\*A\*S\*H\*) brings students from across the state to the campus of UAMS. In Summer 2008, 12 days of M\*A\*S\*H\* presentations were made to approximately 196 students, representing 16 schools. Students toured the campus, experienced hands-on lab activities, and were presented with information from each UAMS college representative. The College of Nursing accepted a former M\*A\*S\*H\* student to the class of 2007, showing this program to be a productive contact by our AHEC locations and campus recruiters.

September through November is a designated three-month period, scheduled by the Arkansas Association of Collegiate Registrars and Admissions Officers (ArkACRAO), for the sole purpose of educating students regarding their futures in college. This schedule of college planning programs (CPP) offers the opportunity to contact and provide degree information to high schools counselors and 2,100 students in 39 consolidated statewide programs. Area Health Education Center (AHEC) faculty assist the Recruiter in attending the southern region college planning programs.

During the month of February 2009, the University Hospital hosted 9 high school students, shadowing hospital nurses for a day. Students viewed a variety of clinical nursing experiences and received information regarding careers in nursing from the College of Nursing Recruiter. Metropolitan High School students, a partner school that

works with our ENS grant, were among the students in attendance.

The Arkansas Skills USA Competition is held in Hot Springs in mid-April. Certified Nursing Assistants (CNA) assist students in displaying their skills through competing with equally-trained peers. CON faculty member, Patty Dufrene, invited the Recruiter, the Assistant Dean of Student Services, and the ENS Program Assistant to test and interview, giving opportunity to speak with and provide nursing degree information to students.

## **COLLEGE CONTACTS**

During the spring of each year, 2-year college institutions host transfer programs for their students to be recruited by 4-year and various professional institutions. Students are able to have their transcripts evaluated and receive tentative degree plans for future planning toward their careers in nursing.

The College of Nursing Assistant Dean of Student Services, Mary Robertson, has held pre-nursing advising appointments this month with approximately 40 UALR students completing their prerequisite general education courses; of those 7 were minorities. Universities and hospitals offering nursing degrees host annual nursing fairs, providing opportunities for employees and graduates to receive information to further their education.

## **ENS CONTACTS**

This past fall, visits were made to 6 ENS partner high schools to identify and recruit eligible students. CON faculty member, Dr. Carmen Panigua, and ENS Advisory Board member, Cheryl Johnson, accompanied Hope Johnson, ENS Coordinator, on schools visits to meet with students interested in nursing.

Whenever possible, ENS seeks to collaborate with both CON students and faculty to promote the goals of ENS in our partner schools. On one school visit, 2 ENS students accompanied the ENS coordinator to present the ENS program and to inspire and motivate students to choose nursing as a career. Follow-up visits were made to assist in developing a pre-professional health society for students interested in nursing.

Fifty-six (56) students signed up for ENS “Virtual Pen Pals” to receive mentoring and information by email.

## **OTHER RECRUITING OPPORTUNITIES**

The CON Wellness department continues to give opportunities to recruit existing health care employees at the John L. McClellan Memorial VA Medical Center and the Eugene J. Towbin Healthcare Center in North Little Rock, during its screening sessions. While assisting at various activity stations, information and encouragement was given to interested individuals, providing an excellent opportunity for recruiting.

The College of Nursing Recruiter invited our ENS Coordinator and nursing faculty to the annual Graduate Education Day at University Hospital. The Recruiter and faculty provided information to prospective applicants regarding programs the College offers.

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

Individual, as well as group information sessions, are held regularly and students are presented program information along with tentative degree plans when they provide college transcripts. In addition, a plan to visit with and distribute information has evolved using modern technology such as Internet access, e-mail correspondence, and faxed transcripts. Upon the first contact, prospects are given the Web site information for their viewing and are requested to fax their transcripts to the Recruiter to be evaluated. A tentative degree plan is prepared and returned to the prospective student, and an appointment is made if necessary. This has made the process more efficient and convenient for the student and the Recruiter. To date this academic year, upon meeting with prospective applicants, the Recruiter has completed approximately 488 tentative degree plans.

## **D. College of Pharmacy**

The mission of the College of Pharmacy (COP) is supportive of UAMS' mission. The UAMS COP's mission statement is to improve the health of culturally diverse populations by educating pharmacy leaders to address community health needs, advancing scientific discovery to produce innovations in healthcare, and fostering progressive pharmacy practice through service to the profession. The mission statement was revised in 2008, along with addition of a vision statement. The vision statement is "transforming healthcare throughout Arkansas and beyond." At the time the new mission and vision statements were developed the five-year strategic plan was also revised.

### **COP Curriculum**

All applicants must complete a prepharmacy curriculum (a minimum of 69 credit hours) which guides the students through introductory courses in mathematics and the natural sciences. In addition, the prepharmacy curriculum requires courses in the humanities and social sciences. Approximately 50% of recent successful applicants earned a BS or BA degree prior to enrollment in the College of Pharmacy. The professional curriculum that leads to the Doctor of Pharmacy (Pharm.D.) degree requires four years of full-time study at UAMS.

### **COP Student Support Services**

Student services in the COP are provided through the Dean's office and coordinated with centralized service areas such as the Office of Educational Development (OED) and the Student Wellness Program. These centralized programs are critical to the success of our students. During the 2008-2009 the COP has functioned without an Associate Dean for Student Affairs. The responsibilities of this position have been shared between the Assistant Dean of Experiential Education and the Associate Dean of Academic Affairs. Starting in 2009-2010 academic year the new Associate Dean of Administrative Affairs will be responsible for coordination of student services.

### **COP Student Recruitment**

Recruitment efforts are a focus of the Dean's Executive Committee, whose members each have responsibility for recruitment visits at 4-year universities/colleges in Arkansas. The UAMS Director of Diversity coordinates the efforts of the College's Assistant Dean of Diversity. In order to continue to work toward our goal of a significant underrepresented minority presence in our school and the profession, the Assistant Dean for Diversity focuses on minority students in both high school and early college years.

The College has continued to work with Parkview Arts and Science Magnet High School in coordination with other colleges at UAMS. Selected pharmacy students make presentations to these students about the opportunities and realities of life in the COP. The UAMS chapter of the Student National Pharmaceutical Association (SNPhA) now has a high school chapter at North Little Rock High School. The College's SNPhA chapter hosts high schools students on campus to participate in compounding sessions and career discussions. During the Fall a trial of Pharmacy College Admission Test (PCAT) prep course support was undertaken by the COP. The two test experiences produced positive outcomes. Therefore, the COP plans to support 10-20 students in a PCAT prep course during the summer/fall of 2009, to test whether a prep course consistently confers a predictable benefit.

### **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 National Pharmacists Association of Arkansas (NPAA), a predominantly minority membership professional organization. A group of students from the local SNPhA chapter attends the national meeting of this organization.

#### **Scholarships – UAMS COP**

Scholarships serve as a mechanism to decrease the financial burdens of students from disadvantaged communities. The COP's Dean and Development staff has been assisted by Dr. Alvin Simmons, Pharm.D. (UAMS '77 and '95) in the creation of an endowment to provide scholarships for underrepresented minorities. Using unrestricted funds available at her discretion, Dean Gardner funded three initial scholarships that were awarded April 15, 2007. The

use of unrestricted funds allows all the income derived from invested funds to remain invested, thereby more rapidly increasing the capital in the endowment. This has been the Dean's practice with newly endowed scholarships, honoring donors by presenting first scholarship awards in the same academic year that funds are raised, rather than waiting for investment income to become available.

The initial goal was to raise a \$100,000 endowment for these scholarships. Funds raised to endow these scholarships will be administered for the College of Pharmacy by the University of Arkansas Foundation, Inc. According to the gift agreement, signed on February 6, 2006, income from this endowment will be reserved in perpetuity to fund scholarships for pharmacy students representing historically underserved minority groups, or who demonstrate particularly great need.

At this time the endowment has \$64,228 in cash and pledges. The current economic downturn reduced that total from its peak of \$92,617 on July 1, 2008. Growth of the fund through gifts continues, while we await a recovery in market values. We continue focused efforts to secure additional givers, including a proposal sent to the Arkansas Minority Health Commission for support of this scholarship fund in the amount of \$50,000. Our goal is to increase the endowment in this fund to \$200,000 over the next few years. The recipients (below) for 2009 will be awarded at the COP's Award Ceremony on April 26, 2009.

<u>Recipients</u>	<u>Award</u>
Brandon Applewhite*	\$1,000
Sharliese Kendrick*	\$1,000
Jessica Lawson*	\$1,000
*underrepresented minority student	
<b>Total</b>	<b>\$3,000</b>

In addition to the NPAA scholarships the College will award three scholarships with an emphasis on diversity. These three scholarships are the Phillips County Endowment, Robert N. Manley & Robert H. Manley Memorial Scholarship, and the Walgreens Diversity Scholarship.

- The Phillips County Endowed Scholarship will be granted annually, starting in the Spring of 2010. A first year student from Phillips County, Arkansas will be identified in the Fall 2009 semester. Phillips County represents the focus of the Delta region of Arkansas, and has great numbers of students from historically underrepresented minorities. The College is committed to using this scholarship to enhance the diversity of our student body in the future.
- The Robert N. Manley and Robert H. Manley Memorial Scholarship is a scholarship awarded to a first year pharmacy student from Johnson, Pope or Franklin counties with significant diversity of background and interest in community pharmacy practice.
- The Walgreens Diversity Scholarship is a scholarship to recognize a student who has made significant efforts towards raising awareness about cultural competency and diversity related matters impacting the pharmacy profession.

<u>Scholarships &amp; Recipients</u>	<u>Award</u>
Phillips County Endowed Scholarship	
Pending (to be selected in Fall 2009 from the class of 2013)	(\$1,500)
Robert N. Manley & Robert H. Manley Memorial Scholarship	
Amandeep Kaur	\$1,000
Walgreen Diversity Scholarship	
Nicholas Tinsley*	\$2,000
*underrepresented minority student	
<b>Total</b>	<b>\$3,000</b>

In addition, to the above mentioned scholarships minority students will be honored at this years' COP Awards Ceremony for their achievements by receiving the following scholarships/awards.

<u>Scholarships &amp; Recipients</u>	<u>Award</u>
CVS Caremark Scholarship	
Evelyn Abhulimen*	\$1,000
Tony Nguyen	\$1,000
Walgreen Student Scholarship	
Boonthavone Nouanesengsy	\$1,000

Cardinal Health Nuclear Pharmacy Award	
Suchita Desai	\$1,000
USA/Super D Scholarship	
Sidalay Chanthaseny	\$1,000
College of Pharmacy Student Research Fellowship Award	
Cherri Houston*	\$4,000
College of Pharmacy Scholarship	
Clare Arthur*	\$2,000
Sidalay Chanthaseny	\$2,000
Jazmin Hamilton*	\$2,000
Cherri Houston*	\$2,000

<u>Scholarships &amp; Recipients, continued</u>	<u>Award</u>
Teddy Lin	\$2,000
Pilar Murphy*	\$10,000†
Tony Nguyen	\$2,000
Boonthavone Nounasengsy	\$2,000
Nicholas Tinsley*	\$2,000
*underrepresented minority student	
<b>Total</b>	<b>\$35,000</b>
<b>Grand Total</b>	<b>\$41,000</b>

†Ms Murphy was identified as a future faculty candidate and was provided an incentive scholarship with plans to complete a residency year.

The amount of scholarship awards received by underrepresented minority students continues to grow annually (2007 = \$6,000; 2008 = \$13,000; 2009 = \$24,000 in scholarships and \$4,000 in fellowship award this year). The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

### **Scholarships - NPAA**

The NPAA also raises money annually from its membership to support scholarships for students in good academic standing. The NPAA seeks men and women of good character and ability from diverse backgrounds to assist them through education and support for successful and meaningful lives in the profession of pharmacy. These scholarships are not on an endowed basis, but are sponsored annually by members of NPAA.

Scholarship requirements:

- Good academic standing in at least the first professional year at the UAMS COP
- Active member of SNPhA (confirmed by statement from chapter leadership – president and advisor)
- Submit a resume detailing activities within and outside SNPhA
- Submit a faculty statement verifying academic standing.

The Scholarship Committee of the NPAA will make the final decision on awards. The recipients and awards are to be recognized on April 25, 2009. Last year, eight students received awards totaling \$5,500. We expect to report a similar result for 2009 in next year's summary.

### **COP Student Enrollment**

	2007-2008		2008-2009	
	Number	Percent	Number	Percent
American Indian	3	0.71%	6	1.29%
Asian	19	4.50%	20	4.31%
African American	26	6.16%	28	6.03%
White (non-Hispanic)	370	87.68%	408	87.93%
Hispanic/Latino	4	0.95%	2	0.43%
<b>Total</b>	<b>422</b>	<b>100%</b>	<b>464</b>	<b>100%</b>
Female	263	62.32%	294	63.36%
Male	159	37.68%	170	36.64%
<b>Total</b>		<b>100%</b>	<b>464</b>	<b>100%</b>



The 2008-2009 academic year reflects an increase in 42 students. Underrepresented minority students accounted for 7.75% of the student body (2007 = 7.69% & 2008 = 7.82%). This is consistent with the last two years of data. In addition, the ratio of male to female students remained stable between 35-50% male.

### **COP Faculty and Staff**

Voting Faculty	2007-2008		2008-2009	
	Number	Percent	Number	Percent
American Indian	0	NA	0	NA
Asian	5	7.94%	6	9.23%
African American	2	3.17%	1	1.54%
White (non-Hispanic)	54	85.71%	56	86.15%
Hispanic/Latino	2	3.17%	2	3.08%
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>65</b>	<b>100%</b>
Female	27	42.86%	29	44.62%
Male	36	57.14%	36	55.38%
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>65</b>	<b>100%</b>

The minority faculty members comprise 13.9% out of a total of sixty-five (65) faculty members. Dr. Nalin Payakachat (Assistant Professor) joined and Dr. Crystal Henderson (Assistant Professor) left the COP during the 2008-2009 academic year. The underrepresented minority faculty has decreased from last year (6.3% to 4.6%). An early identification and development program for a student annually with skills and talents to be a faculty member was started in 2009. Ms Pilar Murphy was selected to receive a tuition scholarship for her rising P4 year. The percent of minority faculty has been approximately 14% over the past three years.

Staff	2007-2008		2008-2009	
	Number	Percent	Number	Percent
American Indian	0	NA	0	NA
Asian	2	5.88%	5	11.63%
African American	4	11.76%	5	11.63%
White (non-Hispanic)	26	76.47%	32	74.42%
Hispanic/Latino	2	5.88%	1	2.33%
<b>Total</b>	<b>34</b>	<b>100%</b>	<b>43</b>	<b>100%</b>
Female	24	70.59%	32	74.42%
Male	10	29.41%	11	25.58%
<b>Total</b>	<b>34</b>	<b>100%</b>	<b>43</b>	<b>100%</b>

The minority staff members comprise 25.6% out of a total of forty-three (43) staff positions. The percent of underrepresented minority staff has decreased from last year (17.6% to 14.0%).

## E. Fay W. Boozman College of Public Health – 2008 - 2009

### Composition of College of Public Health Faculty by Race and Gender

	<u>Number</u>		<u>Percent</u>	
	<u>FTE</u> <u>Supported</u>	<u>Virtual</u>	<u>FTE</u> <u>Supported</u>	<u>Virtual</u>
American Indian	0	0	0	0 %
Asian	3	7	5 %	3 %
Black	6	18	11 %	9 %
Hispanic/Latino	1	5	2 %	2%
Indian	0	4	0%	2%
White	<u>45</u>	<u>178</u>	<u>82 %</u>	<u>84%</u>
<b>Total</b>	<b>55</b>	<b>212</b>	<b>100 %</b>	<b>100 %</b>
Female	25	87	45 %	40 %
Male	30	125	55 %	60 %
<b>Total</b>	<b>55</b>	<b>212</b>	<b>100 %</b>	<b>100 %</b>

### Composition of College of Public Health Students by Semester, Race, and Gender

	<b>Spring Semester 2008/09</b>		<b>Fall Semester 2008/09</b>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
American Indian	1	1%	1	1 %
Asian	12	5%	14	6 %
Black	60	25%	64	25 %
Hispanic	3	1%	5	2 %
White	162	68%	169	67 %
<b>Total</b>	<b>238</b>	<b>100 %</b>	<b>253</b>	<b>100 %</b>
Female	175	74%	183	72 %
Male	63	26%	70	28 %
<b>Total</b>	<b>238</b>	<b>100 %</b>	<b>253</b>	<b>100 %</b>

## **Student Recruitment**

Workforce diversity in the public health field is necessary to improve the health of all Arkansans. Minority recruitment is an ongoing effort. In fiscal year 2008 - 2009, the Fay W. Boozman College of Public Health (COPH) continued its minority recruitment efforts, using several different methods: participating in job fairs; partnering with predominately African-American colleges and universities; partnering with communities of color as model program sites; disseminating information on the COPH with emphasis on the College's focus on Arkansas health issues, including those related to minority health disparities; and, speaking with college students and others on the benefits of a degree in Public Health. In addition, the COPH formed a college-wide Minority Recruitment and Retention Committee early on to assist in issues related to minority student recruitment and retention.

COPH faculty and staff regularly attend career fairs, trade association meetings and health-related professional meetings when possible. An informational display on the college is typically set up to distribute brochures and other relevant information. COPH faculty and staff participate with minority institutions, organizations, health fairs, programs, and healthcare initiatives on an ongoing basis.

COPH continues to partner and collaborate with predominately African-American colleges and universities around the state. Relationships have been formed with faculty from three historically black colleges and universities in Arkansas – The University of Arkansas at Pine Bluff (UAPB), Philander Smith College in Little Rock, and Arkansas Baptist College in Little Rock. In September 2007, COPH faculty received National Institute of Health (NIH) funding to establish an Exploratory National Center for Minority Health Disparities (NCMHD) Research Center of Excellence in Arkansas. UAPB, Philander Smith, and Arkansas Baptist are collaborative partners in the Educational component of this Research Center of Excellence. At least two eligible students from each of these predominately black colleges/university will participate annually in the “4 + 1” program. The program will basically allow eligible undergraduates at each institution to start taking MPH courses, usually at the end of their sophomore year or during their junior years, with some of the COPH's coursework counting toward their undergraduate degrees and also counting toward their MPH degree. Upon graduating with their BA or BS degree from their institution, students would be expected (not always the case) to complete their MPH in the next year; thus, many schools call these “4+1” programs. Students interested in applying for the program will receive a stipend from the grant in the amount of \$2,500 annually; receive funds to support annual GRE preparation programs; be paired with an “alumni buddy” who is a member of the same racial or ethnic group whenever possible; and, will be matched with a faculty advisor who can support the students in identifying opportunities to engage in public health research and practice in their area of scientific interest. Every fall semester, in collaboration with the UAMS Office of Educational Development and the UAMS Library, workshops specifically for 4 + 1 students will be provided on each of the following topics: (1) Study Skills, (2) Note-taking Skills, (3) Public Health-related Internet and Library Resources, and (4) Graduate-Level Writing Skills. In addition, COPH Office of Student Services will attend at least one career/graduate fair per year at each partner HBCU. This program will definitely increase the number of minority students who choose to obtain a Masters of Public Health (MPH); and, will likely increase the number of minority students who seek to obtain one of the three doctorate degrees offered by the Fay W. Boozman College of Public Health. In addition to our collaboration with Philander on the 4+1 Program, three COPH faculty members presently serve on the Philander Smith College Kendall Centers Advisory Committee. The primary purpose of this committee is to assist Philander in increasing the number of minority students that enroll in health care professions. The Advisory Committee meets quarterly.

In addition to these focused efforts with historically Black colleges and universities, and, in an effort to particularly engage minority students at majority campuses, the COPH continues to engage faculty at many of the colleges and universities in the state by disseminating information about the COPH and public health careers. Information regarding the Colleges focus on Arkansas health issues, which includes those related to minority health disparities, is emphasized in all information provided. Finally, the COPH student services department has developed a recruitment initiative that includes meeting directly with students at Arkansas colleges and universities through “College Fairs”. They have also developed a “Speakers Bureau” consisting of COPH faculty, currently targeting students at public and independent colleges and universities throughout the state.

The CPH has established model public health demonstration site in two rural and two urban communities, all of which are predominately minority. These partnerships are focused on developing a process for statewide health improvement based on the premise that the protection and improvement of the community's health is best achieved through the full participation of the community in health interventions/initiatives. The urban site consists of two distinct partners: We Care, a Black community organization located in southeast Pulaski County, and La Casa, a Hispanic organization located in southwest Pulaski County. The rural site is located in Phillips County and consists of two distinct partners. The Boys, Girls, Adults Community Development Center in Marvell, Arkansas, and Walnut Street Works and its affiliates, the Tri-County Rural Health Network and Habitat for Humanity who serve communities in Phillips, Monroe and Lee Counties. These minority partners provide a mechanism to work together to address health disparities, educate community residents about public health, and recruit minority students for public health training.

Information on the College of Public Health is maintained on the web ([www.uams.edu/coph](http://www.uams.edu/coph)) and is updated as appropriate. During the first three years of operation, the CPH disseminated a report to the people of Arkansas annually. This report provided information on its academic offerings and community philosophy in addition to student demographics and collaborative efforts. The CPH will likely disseminate this annual report again in the very near future. Such information dissemination is a form of student recruitment.

When the CPH was established in 2001, a Minority Recruitment and Retention Committee was formed as a college-wide committee. The members of this Committee serve as a collective body and as individuals in contacting prospective minority students to encourage interest in public health and health-related fields. Once identified, such students are counseled, mentored and assisted in their preparation for health careers. Membership on the committee is extended to interested students.

The CPH recently hired Kristy K. Jones-Williams, an African American MPH graduate of the college as the CPH student recruiter. She takes the lead in contacting possible students, working with the local colleges, participating in recruitment events, and taking a lead in the planning process to ensure that minority recruitment remains a focal point for the CPH. Finally, UAMS has hired a Director of Diversity Recruitment, Ms. Vivian Flowers. The CPH administrative staff and Kristy K. Jones-Williams, Office of Student Services, works closely with Ms. Flowers to ensure recruitment efforts are coordinated and encompassing.

## **Student Retention**

Student retention is a specific charge to the Assistant Dean for Minority Affairs and the College's Minority Recruitment and Retention Committee. However, to date, student retention has not been a problem. In Spring 2008-2009, 32% of the CPH student body are considered minority students; 27% of these are from the under-represented minority group. The CPH's student/faculty/staff interaction and community involvement are likely to help ensure student retention will not become a significant problem.

## **Recruiting and Retaining Minority Faculty and Staff**

The College of Public Health currently has 55 FTE-supported faculty and 212 unpaid "virtual" faculty with secondary and adjunct appointments from academic and public health practice programs statewide. Of the 55 FTE supported faculty, 18% (10) are minority and 47% (25) are female. Seven (13%) of the 10 minorities are from the "underrepresented minority" groups. Of the 212 unpaid "virtual" faculties, 16% (34) are minority and 40% (87) are female. The College of Public Health currently has forty-one (including contracted programs) administrative staff members, twenty of which also have faculty appointments. Of these administrative staff and faculty, 32% (13) are from minority groups. Of the 28 Caucasians, 57% (16) are female.

The College is focused on increasing the number of full-time faculty who are from minority groups. The College has an Assistant Dean for Minority Affairs, Dr. Eddie Ochoa, who has specific responsibilities for assisting in minority recruitment and retention of faculty and staff (and students through his role in serving as Permanent Chair for the College's Minority Recruitment and Retention Committee). Through Dr. Ochoa's efforts and those of other faculty, the College anticipates success in increasing the number of full-time minority faculty. The proportion of minority staff is also anticipated to increase as current minority students graduate and provide a larger pool of public health trained staff able to assume roles in public health research and service programs.

## Graduate School Minority Recruitment and Retention Report

Graduate School Enrollment 2008-09		
	Number	%
Asian	50	20.2
Black	16	6.7
Hispanic	9	0.4
American Indian	1	0.4
White	172	72.3
Total	248	100
Female	173	69.8
Male	75	30.2
Total	248	100

The Graduate School has undertaken a number of initiatives to improve recruitment of underrepresented minority (URM) students. The Assistant Dean in the Office of Graduate Student Recruiting and Retention, Dr. Kristen Sterba, is responsible for initiatives aimed at recruitment and retention of graduate students. To accomplish this, the Graduate School is represented at numerous Career/Graduate Fairs, and the Assistant Dean presents recruiting seminars at undergraduate institutions, including several with a significant URM student enrollment. Some of the schools visited in the 2008-09 academic year included Christian Brothers University, Harding University, Henderson State University, Lyon College, University of Arkansas at Fayetteville, University of Arkansas at Fort Smith, University of the Ozarks and Ouachita Baptist University. Historically Black Colleges and Universities (HBCU's) visited included Philander Smith College and the University of Arkansas at Pine Bluff (UAPB). Undergraduate biology and chemistry students and faculty are contacted when the Assistant Dean visits the institutions to let them know she will be on campus. She also meets with interested faculty to inform them about the biomedical research programs at UAMS. This type of interaction has been beneficial and has led to faculty recommending that students apply to UAMS. The Graduate School is also represented at several minority research conferences, including the Annual Biomedical Research Conference for Minority Students and the Society for Advancement of Chicanos and Native Americans in Science conference. Ronald E. McNair Scholars interested in pursuing a doctoral degree in the biomedical sciences are contacted at various McNair conferences (eg. Southeastern Association of Educational Opportunity Program Personnel/University of Tennessee at Knoxville McNair National Scholars Research Conference) and through the McNair Scholars Directory. Lastly, prospective students are identified using the Graduate Records Exam (GRE) Search Service and the StudentProspector (Educational Directories Unlimited) database. A web form is available on the Graduate School Web site for prospective students to request information. All prospective applicants are contacted via direct mail and e-mail.

The UAMS Graduate School sponsors an annual Career Day for Biomedical Sciences to introduce undergraduate and graduate students to the various science career options. 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 are present to meet with students throughout the day. Students are also informed about the steps for applying to graduate school, with emphasis placed on the UAMS Graduate School, and are offered tours of the UAMS research facilities. URM students are a specific target audience for this program. Students and faculty from the following HBCU's were invited to Career Day 2009: Alcorn State University, Fisk University, Grambling State University, Jackson State University, Lane College, Philander Smith College,

Tougaloo College and UAPB. Since 2004, this program has attracted more than 48 URM undergraduates from the University of Arkansas at Little Rock, University of Arkansas at Pine Bluff, Philander Smith College, and Grambling State University.

In addition to the efforts described above, Dr. Kristen Sterba served as Co-Investigator with Dr. Billy Thomas, Associate Dean of Minority Affairs in the COM, on a National Institutes of Health (NIH) grant aimed at increasing the number of underrepresented minorities in the behavioral and biomedical sciences. This grant, entitled The UAMS Initiative for Maximizing Student Diversity (IMSD) Program, received funding for four years (2/13/2009-1/13/2013). Student participants will be 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 will be provided by the graduate program or faculty mentor. Students selected for the IMSD Program will 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 will 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. To promote the program, Dr. Sterba sent letters to McNair Scholars, Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U-STAR) Directors, Arkansas Idea Network for Biomedical Research Excellence (INBRE) faculty, and additional URM students identified by the GRE Search Service.

# The University of Arkansas at Pine Bluff

## MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

June 2009

### Introduction

As a land-grant institution and the Flagship of the Delta, the University of Arkansas at Pine Bluff (UAPB) serves Arkansas and the nation with particular emphasis on the Arkansas Delta. UAPB has strong undergraduate and graduate programs consisting of in-class and out-of-class learning activities; broad-based educational support services for students (e.g., counseling, advising, mentoring, and residence halls); and specialized research, education and public service. UAPB offers master's degrees, bachelor's programs and associate programs, and prepares a cadre of professionals who contribute to the diversity of the state, regional and national workforces while promoting global understanding. Commitment to diversity in its teaching, research and service is a long established and valued tradition at the University.

In Fall 2008, the University had an enrollment of 3525 students of which 95.23% were Black and 4.7% were non-Black. The faculty of 167 included 36.53% non-Black and 63.47% Black. The staff/administration of 433 was 87.7% Blacks and 10.3% non-Black.

Because the University of Arkansas at Pine Bluff is an HBCU, racial minority is defined as non-Black. The University of Arkansas at Pine Bluff Five Year Minority Recruitment and Retention Plan 2006-2010 was designed to serve as a guide for increasing the number of minority students and staff/administration at the university by 20% (4% per year) over a five year period (2006-2010). This is a report of activities and outcomes for 2008.

Non-Black Student Enrollment Fall Semesters, 2000-2007  
*A Projected 4% Increase per Year and Power Trend line 2008-2010*

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In Fall 2008, Non-Black enrollment was 168, which met the projection as established for 2008-2010.

Responses to each ADHE inquiry area follow.

- Number of minority students who currently attend the institution.  
Fall 2008 minority student count = 168 (4.77%) of total student headcount. While the number of non Black students increased, the percentage shows a slight decline due to the overall increase in enrollment from 3200 Fall 2007 to 3525 (Fall 2008). In Fall 2007 non-Blacks accounted for 4.81% of the student enrollments.
- Number and position title of minority faculty and staff

Position Title	Number
Accountant	1
Administrative Secretary	1
Assistant Professor	21
Assistant Professor (Visiting)	1
Associate Professor	11
Assistant Director of Physical Plant	1
Coach	2
Custodial Worker II	1



DP Network Manager II	1
Dean of Schools	1
Department Chairperson	2
Director of Physical Plant	1
Director of Publications/Sports	
Info Dir	1
DP Network Tech II	1
Extension Associate	4
Extension Specialist I	2
Extension Specialist II	1
Extension Specialist III	3
Extension Specialist IV	1
HE Public Safety Officer I	1
Instructor	13
Instructor/Coordinator	1
Laboratory Assistant	1
Library Academic Tech III	1
Multi-Med Tech Controller II	2
Plant Warehouse Foreman	1
Professor	13
Project Specialist	1
Project/Program Manager	1
Research Associate	11
Research Specialist	2
Secretary II	1
Skilled Trades Worker	2
Special Instructor	1
<b>TOTAL</b>	<b>109</b>
Position Title	Number
Instructor	1

Administrator/Staff positions showed an increase in minority employees (.09%) from Fall 2007 to Fall 2008. For faculty, there was a 2.7% decrease.

<b>Administrator/Staff</b>				<b>Faculty</b>		
	Total	Black	Non-Black	Total	Black	Non-Black
Fall 2007	478	90.5	9.41	164	60.9	39.2
Fall 2008	466	89.7	10.3	167	63.4	36.5

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

Research Associate	4
Skilled Trades Worker	1

**University of Arkansas at Pine Bluff  
Student, Faculty & Staff By Ethnicity  
Fall 2007 through Fall 2008**

		Black	Non-Black	Total
<b>Fall 2007</b>	Students	3,046	154	3,200
	Percent of Total	95.19%	4.81%	100.00%
	Faculty	100	64	164
	Percent of Total	60.98%	39.02%	100.00%
	Administrators & Staff	433	45	478
	Percent of Total	90.59%	9.41%	100.00%
<b>Fall 2008</b>	Students	3,357	168	3,525
	Percent of Total	95.23%	4.77%	100.00%
	Faculty	106	61	167
	Percent of Total	63.47%	36.53%	100.00%
	Administrators & Staff	418	48	466
	Percent of Total	89.70%	10.30%	100.00%

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

ACTIVITIES	TIMELINE	PERFORMANCE
Develop and nurture five new articulation agreements per year with 2-Year Colleges and vocational/technical schools	2006-2010	2006 – 5 agreements 2007 – 5 agreements 2008 – 5 agreements 2009 – 5 agreements 2010 – 5 agreements

**2007-2008 New Articulation Agreements  
ARKLSAMP**

Under the University of Arkansas at Pine Bluff STEM Academy, an 8-member alliance was formed with UAPB as the lead institution, to help increase the number of minorities in Sciences, Technology, Engineering and Mathematics areas. Institutions are:  
Philander Smith College

Pulaski Technical College  
Southeast Arkansas College  
Arkansas State University  
University of Arkansas at Fayetteville  
University of Arkansas at Monticello  
University of Arkansas at Little Rock  
University of Arkansas at Pine Bluff

An articulation agreement was finalized with the University of Arkansas, Fayetteville in the areas of Computer Science; Mathematics and Applied Mathematics.

#### 2008-2009

1. The Honors College Dean at the University of Arkansas at Pine Bluff recruits through the Honors director at Southeast Arkansas College.
2. The University of Arkansas at Pine Bluff STEM Academy provided consultation to Shelby State Community College (Alabama) which was successful in receiving an NSF funded comprehensive HBCU-UP grant.
3. The STEM Academy articulation continues with two 2-year colleges and 5 four year or greater colleges and universities: Pulaski Technical College, Southeast Arkansas College, Philander Smith College, Arkansas State University, University of Arkansas at Fayetteville, University of Arkansas at Monticello, University of Arkansas at Little Rock and University of Arkansas at Pine Bluff.
4. Dr. Jewell Walker, Dean for University College, attended the "Achieving the Dream Conference," at Malvern and made contact with campus representatives.
5. Four two-year college representatives were presenters during the 16<sup>th</sup> Conference on Educational Access: National Park Community College, University of Arkansas Community College at Morrilton, Southeast Arkansas Community College and University of Arkansas Community College at Hope.
6. The School of Education conducted recruitment sessions at Phillips Community College-Dewitt and Phillips Community College – Stuttgart.
7. A major thrust for Summer' 09 is to hire a full professor, Dr. Paul Lorenz, to visit with and develop the articulation agreements with 2-Year Colleges within a 50 miles radius of the University of Arkansas at Pine Bluff (ACT 182 of the 87<sup>th</sup> General Assembly). This will result in detailed program articulation agreements for at least four two-year campuses.

The Advisory Board on Diversity was established in 2008. The board meets twice per semester. **2008-2009** activities for the Board included: a recruitment session for the Hispanic Ministry at Lakeside Methodist Church in Pine Bluff, Arkansas. The Advisory Board met October 16 & November 12, 2008 and February 18 & March 11, 2009.

Activity	Timeline	Performance Measure
B. Establish a diverse community based Advisory Board to assist with planning for diversity	September 1, 2006	Advising Board established with guidelines for operating.

The University continues its marketing campaign using Paskill, Stapleton & Lord as well as university initiated activities. Major activities for **2008-2009** included:

- ✓ Scheduled \$20,070 in airtime
- ✓ Purchased a 12-month advertising contract (valued at \$33,000) with Fox 16 and CW Arkansas, Affiliates of

C. Increase marketing targeted to diverse populations		Marketing strategies will reflect diverse segmentation
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Newport Communications, as part of their Image Plus program.

- ✓ Purchased advertisements on an on-going basis in two Latino Publications: Hola! Arkansas and El Latino.
- ✓ Purchased print advertisement in communities of Camden, Eldorado, Dallas, Nashville, and Malvern. Also purchased ads in Arkansas Democrat Gazette and STAND.
- ✓ Participated in the “Say Go College Day” with Office of Recruitment. “Say Go College Week” is spearheaded by the Arkansas Department of Education.
- ✓ With alumni, university personnel and community support, raised \$250,000 in two weeks to sponsor the University of Arkansas at Pine Bluff Band’s participation in President Obama’s Inaugural Parade.

By the Fall 2009, the Director for Recruitment will employ a part-time white female recruiter and continues to recruit for a Hispanic staff member.

The University of Arkansas at Pine Bluff, especially through the Office of Recruitment, continues to present and interact with diverse audiences/platforms including Business Expo, Hooten Classic (at UAPB), and the University of Arkansas at Pine Bluff Science Fair Expo. Activities need to be expanded to include Hispanic

D. Diversify Recruitment Staff	July 1, 2007	Staff (pd./volunteer) will reflect diversity
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Festivals.

Recruitment through minority media was presented under Activity C above.

## 2008-2009

International enrollment has experienced growth from 22 in Fall 2007 to 46 in Fall 2008. This is a 109% increase. The University continues its emphasis on international enrollment. On April 7, 2009 at a meeting of the International Advisory Council, a task force was formed to explore and make recommendations to increase international student enrollment. The task force members are: Dr. Shadrach Okiror, International Programs

<b>OBJECTIVE II: To strengthen the infrastructure to enroll and retain minority students.</b>		
A. Increase use of services of the International Program	January 1, 2006	International student increase and retention above previous year

Officer; Mr. Lee Hardman, Director for Recruitment; Mrs. Dorothy Holt, International Studies Officers/Principal Designated School Official and Mrs. Philomena Owasoyo, International Admissions Officers. One of their first actions is to arrange for the President of the Student International Organization to serve as panelists for the student update during the National UAPB Alumni Meeting in Las Vegas, Nevada in July 2009.

The Charles Holmes Association for Non-Traditional Students (CHANTS) remains active. In **2008-2009** The organization held monthly meetings and carried out two community service projects, one with the nearby Boys’ and Girls’ Club and one with the Davis Life Care Center(a senior citizen home). CHANTS also sent letters of

invitation to all non-traditional students requesting their presence at a reception to learn about the support

B. Revitalize the organization for commuter and non-traditional students	December 30, 2007	Organization established and registered with Student Involvement and Leadership
<b>OBJECTIVE III: To expand availability of alternative delivery platforms, sites and time.</b>		

services available through CHANTS. Five members graduated in May 2009 and a celebratory dinner was held at Red Lobster. CHANTS is viewed as an organization that helps with non-traditional student recruitment and retention. A major thrust for 2008-2009 as listed in the June 2008 Report was to create a lounge and cyber café for non-traditional students. This was accomplished. Chancellor Davis converted the Student Union Ballroom (a much used banquet hall) to a student lounge. Computers are available in the lounge.

Scholarships awarded to minority student were as follow:

2006  
15

2007  
21

2008  
4

2009  
21

C. Establish and market scholarships for diversity	March 1, 2007	No. of Diverse Student Receiving Scholarships
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### 2007-2008

To date, objectives D-E listed above have not been realized

A proposal for the Hispanic Institute has been developed and presented to the Administration. Funding is

D. Increase the number of teachers of Spanish	July 1, 2007	Number of additional teachers in Spanish
E. Offer English as a Second Language	September 2007	Course offered
F. Establish a Hispanic Institute	July 1, 2008	Implementation of Institute
G. Establish major and minor in Spanish	August 1, 2009	Programs established according to required standards

awaited.

### 2008-2009

The proposal was removed from UAPB's application to Title III to be in compliance with agency guidelines.

ACTIVITIES	TIMELINE	PERFORMANCE
A. Increase number of on-line courses by	2006 - 2010	Records will show 20% above previous

20% per year for next five years		year for five years
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Through training offered by the University of Arkansas at Pine Bluff Teaching and Learning Center, the University offered 25 on-line courses in 2005-2006. For 2006-2007, fifteen additional courses were added, an increase of sixty (60%) percent.

#### **2007-2008**

The Teaching and Learning Center trained sixteen (16) additional faculty for a total of 45 to develop WEBCT on-line courses. Seventy-nine WEBCT courses are now offered.

#### **2008-2009**

The Teaching and Learning Center trained sixteen (16) additional faculty for a total of 61 to develop WEBCT online courses. Ninety-five (95) WEBCT courses are now offered. Online student headcount enrollment for Fall 2008 was 816 and for Spring 2009 was 948.

Through the Division of Continuing Education, the University offered the following number of week-end and evening courses.

<u><b>Name of Site</b></u>	<u><b>Fall 2005</b></u>	<u><b>Fall 2006</b></u>	<u><b>Fall 2007</b></u>	<u><b>Fall 2008</b></u>
UAPB/Campus	33	8	18	15
North Little Rock	12	15	28	21
Marianna Site	1	2	4	02
Lake Village Site	6	11	12	12
Gould Site				05

#### **2006-2007**

The University of Arkansas at Pine Bluff advertises job vacancies on the University of Arkansas at Pine Bluff Web, in the Pine Bluff Commercial, in the Arkansas Democrat Gazette and the Chronicle of Higher Education (both on their web and in their bulletin.)

#### **2007-2008**

The advertising sources continued as for previous years.

B. Advertise vacancies on UAPB Website	On-going	Records will reflect
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#### **2008-2009**

Continued advertisement of vacancies on the University of Arkansas at Pine Bluff Website.

No reported activity for 2006. Discussion with Human Resources revealed that this objective will be considered for implementation in 2007.

#### **2007-2008**

Continuing Education participated in two Displaced Workers Fairs (Little Rock and Marianna).

C. Participate in community and state job fairs	September 2006	Records will reflect
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Employment vacancies continue to be advertised on the University of Arkansas at Pine Bluff Website.

#### **2008-2009**

Dr. Charles Colen, Chair for Mathematics and Technology, attended the Job Fair sponsored by Allied Tube, a

local plant that closed. He made the employees aware of educational and employment opportunities available at the University of Arkansas at Pine Bluff.

The Community Advisory Board on Diversity was established in June 2007. Advice from this board to the new Office for Enrollment Management will be used in the planning process.

#### **2007-2008**

The Community Advisory Board on Diversity met four times. A major recommendation from the Board was that the Board should have more dialogue with the high school counselors. As a follow up to that suggestion the Board invited the Watson Chapel Counselor who attended two meetings and a Pine Bluff High counselor who attended one

D. Utilize advice of Community Advisory Board on Diversity (To be established)	September 1,2006	Use of advice
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meeting.

#### **2008-2009**

The Community Advisory Board on Diversity recommended additional out-reach to the Hispanic Community and helped to facilitate the University of Arkansas at Pine Bluff's presentation to the Hispanic Ministry of Lakeside Methodist Church – Pine Bluff, Arkansas.

#### **2007-2008**

A review of the University of Arkansas at Pine Bluff's standing and ad hoc committees showed continuous evidence of minority involvement. For example, the Vice President for the Faculty/Staff Senate is white, American. The Chair for the Graduate Council is non-Black. Non-Blacks are members of campus-wide school, divisional and departmental committees such as the Fall Faculty/Staff Seminar Committee, and the Student Academic Appeals Committee.

E. Involve minority staff and faculty on university committees, programs and activities	(on-going)	Records will reflect
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The luncheon speaker for the 2006 Fall Faculty/Staff Seminar was Hispanic. The December 2006 Commencement Speaker was the Honorable Governor Mike Beebe.

#### **2007-2008**

Diversity is evidenced on committees, programs and the University of Arkansas at Pine Bluff campus activities. Examples include: Seminar presented by non-Black member of UA Office of the General Counsel; non-black director for LIONS Success, a summer bridge program; an 8-campus university/college alliance for improvement in the number of minorities in science, technology, engineering and mathematics areas have directors for five of the campuses that are non-Black. The campuses are: University of Arkansas at Fayetteville, University of Arkansas at Monticello, The University of Arkansas at Little Rock, Philander Smith, Pulaski Technical College; Southeast Arkansas College, Arkansas State University and University of Arkansas at Pine Bluff (the lead institution).

#### **2008-2009**

The University of Arkansas at Pine Bluff continued to involve minority staff, faculty and administrators on campus program and committees, as well as in campus activities. Some examples:

- ✓ The dean for the School of Business and Management is non-Black;
- ✓ The director for Student Financial Services is non-Black
- ✓ The director for Physical Plant is non-Black
- ✓ A Professor of English serves on the Educational Access Planning Committee. He is non-Black.

2. Employment		4% increase/year
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- ✓ The Soccer coach is non-Black
- ✓ The assistant choral director is non-Black
- ✓ Key staff members of the TV station are non-Black and are intricately involved in University activities;
- ✓ A non-Black Technical Services staff member served on a committee to establish a tracking/monitoring system to I.D. and more accurately advise students who need remedial courses. This staff member presented the new system to the faculty during Faculty Development Day on May 15, 2009.

These examples reflect a summary of the depth and extensiveness of involvement of minority staff, faculty and administrators in the University of Arkansas at Pine Bluff's operation.

### **Recruitment**

Fall

Black

Non-Black

<b>OBJECTIVE IV: To systematically assess outcomes of activities designed to increase diversity of students and staff at the University of Arkansas at Pine Bluff and to evaluate the process outlined in the minority Retention Plan.</b>		
<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>PERFORMANCE</b>
A. Review outcome data on Minority Recruitment and Retention on a semester basis 1. Enrollment	January 30, 2007	Review and Modify strategies as process dictates.  1. 3% increase/year
2005	3,080	151 (4.67%)
2006	2,968	160 (5.12%)
2007	3,046	154 (4.81%)
<b>2008</b>	<b>3357</b>	<b>168 (4.77%)</b>

Though the percentage was less than in 2007, the actual number of non-Black students grew from 154 (2007) to 168 (2008).

The Office of Recruitment plans to increase the number of non-Black students to 200 by the 2010 reporting period.

### **Retention**

Faculty

Black

Non-Black



Fall 2005	109	55 (33.5%)
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5. Retention (Degree Seeking Students)		2% / year
Fall 2006	103	57 (35.6%)
Fall 2007	100	64 (39.0%)
Fall 2008	106	61 (36.5%)
Administrators/Staff		
Fall 2005	434	41 (8.6%)
Fall 2006	419	43 (9.3%)
Fall 2007	433	45 (9.4%)
Fall 2008	418	48 (10.3%)

Through Student Affairs, the University participated in a combined Career Fair with Southeast Arkansas College; and participated in the Business Expo which showcases vendors. University of Arkansas at Pine Bluff participated as a vendor. Through Student Affairs and Athletics, an athletic fundraiser and public awareness campaign was held for baseball. Held at Hestand Stadium in the Spring, the event drew an audience of approximately 150 of which an estimated 60% were non-black.

3 Support Service Activities		3. 3 services/year
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#### 2007-2008

The University sponsored a “Go Green Day”, had representation at the Mayor’s Youth Conference, and sponsored the Clark Terry Jazz Festival.

#### 2008-2009

The Office of Student Involvement and Leadership embraces the entire student body by providing a balance between academic departments and social life. For example the office lends support to the International Student Organization, to the Commuter Club, and extended the hours of operation for the student union.

For the first time, a luncheon was held for high school counselors at the University of Arkansas at Pine Bluff. Six school districts participated including Star City, Cross County, West Memphis, Jacksonville, West Helena and Pine Bluff High.

Boys State and Girls State were two new recruitment venues.

4. Recruitment Activities		4. 2 new venues/year
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#### 2007-2008

The University of Arkansas at Pine Bluff Office of Recruitment added Bryant, Benton and Texarkana to its priority list.

#### 2008-2009

The Office of Recruitment intensified its efforts in Bryant, White Hall and Benton. Through participation in a College Fair in Houston, Texas, the office has recruited a set of triplets plus their sister (non-Black).

#### 2007-2008

	Black	Non-Black
2004	71.8%	72.6%

2005	69.4%	74.5%
2006	71.4%	72.1%
2007	72.2%	73.4%
2008	(Will be reported in 2010 report)	

Overall retention for non-Black students has exceeded that for Black students since 2004. See data above.

## **2008-2009**

### **New Strategies:**

With the completion of the Retention Plan by the Office of Enrollment Management, attention will now be focused on developing a campus-wide Recruitment Plan. Evaluative data are being analyzed on the LION Program, a bridge program designed for students with 16-18 ACT scores. Their performance (persistence) during academic year 2008-2009 will be carefully analyzed and used in planning additional retention strategies.

A second new strategy is to present the 2008-2009 Minority Recruitment and Retention Report as an agenda item during the Fall 2009 Chancellor's Management Workshop.

### **Revision of Objectives**

The objectives remain the same as listed in the University of Arkansas at Pine Bluff Five-Year Plan for Recruitment and Retention.

### **Conclusion:**

This review of the goals and outcomes for Minority Recruitment and Retention during 2008-2009 showed that the University of Arkansas at Pine Bluff has made notable progress in meeting the stated objectives; thereby, helping to operationalize its historic and present commitment to ensure an educational environment that supports diversity, quality education, and continuous out-reach to the people of the Arkansas Delta and beyond.

**UNIVERSITY OF  
CENTRAL ARKANSAS**

**AFFIRMATIVE ACTION  
PLAN REPORT**

**2008-2009**

**University of Central Arkansas**  
**Report on Progress toward 5-Year Affirmative Action Plan**  
**Submitted September 2009**

The following goals were established by the university in its Minority Retention Plan. The goals are broken down by categories, students, faculty and staff.

**Students**

- GOAL 1:** Continue to recruit and retain the number (and corresponding percentage) of minority entering freshmen UCA students each year so that the proportion of UCA's minority-to-white entering freshmen will be consistent with the minority-to-white proportion of high school graduates entering four-year public institutions, with the exception of UAPB.
- GOAL 2:** To increase the number (and corresponding percentage) of minority undergraduate UCA students each year, so that the proportion of minority-to-white UCA undergraduate students will be consistent with the minority-to-white proportion of students in four year public institutions, with the exception of UAPB.
- GOAL 3:** To increase the retention and graduation rates for minority undergraduate UCA students each year so that the minority retention and graduation rates for minority undergraduate students will be approximately equal to the retention and graduation rates for white undergraduate UCA students.
- GOAL 4:** To maintain the number (and corresponding percentage) of minority UCA graduate students each year so that the proportion of UCA's minority-to-white graduate students will be approximately equal to the minority-to-white proportion of graduate students attending four-year public institutions.

The data establishes that from 2004 to 2008, the overall minority enrollment at the university decreased slightly from 19.3 % to 18.2 % (-1.1%). Enrollment of black students also decreased from 15.8 % to 14.0 % (-1.8%) for the same time period. *See Appendix A.* The minority-to-white proportion of high school graduates entering four-year public institutions, with the exception of UAPB, was 24.2% to 25.2% from the fall 2004 to the fall of 2008 and the black-to-white proportion of high school graduates entering four-year public institutions, with the exception of UAPB, was 15.6% to 13.8%. The minority-to-white proportion of high school graduates entering UCA, with the exception of UAPB, was 25.3% to 30.7% from the fall of 2004 to the fall of 2008 and the black-to-white proportion of high school graduates entering UCA, with the exception of UAPB, was 15.2% to 18.0%. *See AppendixD.* The trends at UCA are significantly ahead of the statewide percentages in both categories.

## Faculty

**GOAL 5:** To maintain the number (and corresponding percentage) of minority full-time faculty members of all ranks at UCA and to increase the numbers to the percentage of each race to approximate the percentage of degrees conferred by race nationally and masters degrees statewide.

In the area of the faculty, UCA's numbers have improved since 2004. At that time, the faculty was 9.6 % minority. In 2008, the number increased to 10.2 % minority, an increase of 0.6 %. While the university needs to continue its efforts recruit and maintain minority faculty members, progress is being made in this area. *See Appendices B & D.*

## Staff

**GOAL 6:** To maintain the number (and corresponding percentage) of minority executive administration and professional non-faculty at UCA so that the proportion of minority professionals will equal the proportion of minority individuals with the credentials required for such positions in the relevant labor market.

In the area of Executive Administration, the university has also shown a decline. In 2004, the Executive Administration was 12.5 % minority. In 2008, that number had shrunk to 8.3 % (-4.2%). In the Professional Non-faculty area there were 18.8 % minorities in 2004 and by 2008 that number declined to 14.9 % (-3.9%). *See Appendix B & D.*

**GOAL 7:** To maintain the number (and corresponding percentage) of minority support staff at UCA to the percentages listed below, so that the proportion of minority support staff will approximate the proportion of minority individuals in each specific job category (as defined in the EEO-6 Report) in the relevant labor market area.

Clerical	10%	Faulkner & Pulaski Cos.
Technical/Para-professionals	7%	Faulkner & Pulaski Cos.
Skilled Crafts	7%	Faulkner & Pulaski Cos.
Service/maintenance	16%	Faulkner & Pulaski Cos.

The data show that in 2004, the clerical staff was 12.2 % minority while in the year 2008 the percent of minorities was 10.4 (-1.8%). The goal of 10% has been maintained. In the other support areas, there are 17.2% minority employees in the

Technical/Paraprofessional area, 5.2 % minority employees in the Skilled Craft area, and 30.9 % minority employees in the Service/Maintenance area. *See Appendix D.*

### **Timeline for Implementing Strategies**

All of the strategies listed above are being used by the university at this time. The plan constitutes a continuation of the university's ongoing effort to recruit and retain minorities at all levels. The university acknowledges that this process is an ongoing one and that it requires constant monitoring and attention. It is hoped that the current plan will serve to reinforce the goals and strategies contained in this plan.

### **Budget**

The total budget for minority recruitment and retention is approximately \$400,000 per fiscal year. This includes salaries for the employees in the Affirmative Action Office, the student recruiters who work in the Office of Admissions and the Minority Services Office. Additional resources are utilized throughout the university to augment the specific budgeted items listed above. The university hopes to increase its budget for minority recruitment and retention during this five-year cycle.

### **Assessment**

Act 1091 requires the university to submit an annual report of its activities and a report of its progress toward the goals set forth in the plan. The university uses this annual report as a measure of its success and to monitor its methods for effectiveness. Modifications are implemented as needed based on the results of this annual report and other factors that come to the attention of the Affirmative Action Office or the senior administration of the university.

## **Arkansas Northeastern College**

### **Report of the Retention of Minority Faculty, Staff and Students 2008-2009 Academic Year**

The purpose of this report is to document the activities of Arkansas Northeastern College that relate to the retention of minority students, faculty and staff. Arkansas Northeastern College is committed to the retention of minorities represented in its faculty, staff, and students. To this end, various programs and activities have been instituted to accomplish this goal. The programs and activities, although important, comprise only a portion of the effort necessary to accomplish this task. The creation of an atmosphere free of prejudice is the catalyst for retaining minorities in all facets of association with ANC. Arkansas Northeastern College will strive to maintain a caring, nurturing environment, where all people can feel free to work and learn without fear of discrimination, based on race or any other distinguishing characteristic. The Foundations of Excellence (FoE) project that ANC has participated in this year has targeted several areas for improvement. The following pages are documentation of our progress for the year.

**Arkansas Northeastern College**  
**Retention Report for Minority Faculty and Staff**  
**2008-2009 Academic Year**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Time Frame</b>	<b>Budget</b>	<b>Results</b>
<b>1. The college will provide opportunities for enhancement of knowledge and skills for the minority employee.</b>	The employee will develop a professional development plan to be approved by the Vice President of Instruction. This plan is voluntary.	Completion of courses (s) or degree Conference travel	Ongoing Retention Committee will oversee.	\$1,200.00 per employee Yearly. Funded by Staff and Program Development Funds	Three minority employees applied for SPD funds. Two are working on Masters. One is working on Doctorate.
<b>2. The college will support and participate in the celebration of Black History month.</b>	Speakers will be asked to give inspirational messages to government, business, and speech classes.	Documentation of number of speakers	February of each year	\$500.00	The Cultural Diversity Club brought a speaker to campus in February. She spoke on the "Hoxie 21 Story." ANC hosted a series of community workshops taught by experts from the Legal Aid of Arkansas.
<b>3. The college will observe and celebrate Martin Luther King Day.</b>	Publish the day that classes will not be held in publications that include the academic calendar.	Catalog, class schedules, and student newspaper	Ongoing, particularly in the spring	Normal operating expenses	Completed for the year; we also used a power point presentation to run continuously that month on all our monitors throughout the college
<b>4. The college will support the Cultural Diversity Association and its effort to offer opportunities for minorities to share ideas and talents.</b>	Appoint an interested advisor to sponsor and mentor the association.	Documentation of the activities and programs of the CDA	Ongoing Club sponsor will monitor & adjust	\$500.00	
<b>5. The college will conduct due diligence in the recruiting of minority employees to reflect the demographics of the student population which is 23%.</b>	The policy of internal review of applicants for vacant positions will be used to allow entry-level employees, especially minorities, an opportunity to rise in pay and position title within the organization.	Copies of advertisements for new positions on file	Ongoing Retention Committee	\$450.00 for advertisement of applicant searches	Sponsor appointed; club collected food for Thanksgiving for the needy. This seems to be an ongoing activity  24 out of 187 employees are minorities, or 12.83%. The goal to increase to 23 % is still an on-going priority at ANC.



**Arkansas Northeastern College  
Retention Report for Minority Students  
2008-2009 Academic Year**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Time Frame</b>	<b>Budget</b>	<b>Results</b>
<b>1. The college will place students in the appropriate college level course to ensure success.</b>	The student is tested by asset or compass on entry and appropriately placed for success.	50% success rate in Developmental courses. This represents a 5% improvement goal.	Ongoing ; institutional research will verify	Normal operating expense for testing	Minority success rate was 49% as compared to 59% for non-minority. We did meet our goal of 5% improvement.
<b>2. The college will provide opportunities to establish a sense of community for minority students by being a member of clubs and organizations that celebrate cultural diversity.</b>	Support the Cultural Diversity Association by marketing and budgeting club funds.	increase in participation of minority students	Ongoing Club sponsor will monitor & adjust.	\$500.00	Sponsor appointed; the group sponsored the speakers for Black History month. In April the CDA sponsored the Disabilities Month with speakers from the faculty and student body.
<b>3. The college will recognize and celebrate Martin Luther King Day and Black History Month.</b>	Publish the day that classes will not be held in publications which include the academic calendar. Bring in representative minority speakers for lectures.	Catalog, class schedules, and student newspaper	Ongoing, particularly in the spring	Stipend for Speakers \$500.00	The Cultural Diversity Club highlighted in February the African-Americans' Struggle for Civil Rights in Arkansas. To support this theme, ANC brought a speaker to campus. Fayth Hill Washington spoke on the "Hoxie 21 Story." A documentary was shown
<b>4. The college will provide tutoring, mentoring, and counseling to increase retention of the minority student.</b>	Instructors in the College prep areas serve as mentors to the students who need extra help. Academic	Minority Students will experience the same rate of success as the non-minority student with the same deficiencies.	Ongoing College Prep Assessment will monitor & adjust.	No cost	<p>"Reconciliation and the Elaine, Arkansas Race Riot of 1919: Forgive or Forget."</p> <p>College Prep mentors began in the Spring 08, so</p>

	instructors will advise and recommend students for tutoring so that early intervention will increase success.				we may see some change next year. The Foundations of Excellence (FOE) project has indicated several areas in which ANC can improve, and through a Perkins grant we will hire a Student success coordinator that will address these issues and others that relate to the success of minority students in the first year. ANC hosted a series of community workshops taught by experts from the Legal Aid of Arkansas.
<b>5. The college in partnership with Head Start will provide daycare on site.</b>	Head start provides day care at Blytheville to the children of students who meet the criteria.	Continue the service	Ongoing	Cost of maintenance	
<b>6. In partnership with the TANF grant, the college will provide services to minorities who are eligible.</b>	Transportation, day care, and food allowances are all available from TANF support.	Documentation of minorities who participated in the TANF program.	These monies will be available as long as funds are available in Arkansas.	Approximately \$205,438	
<b>7. Minority students will graduate at the rate that they started.</b>	Advisement and mentoring from the faculty. Student support services aid in this effort with workshops and providing a retention coordinator.	Documentation of number of minority graduates	Ongoing	Matching funds Trio grants, Carl Perkins funds, college matching funds	Daycare was provided. 12 minority students' children were served at Blytheville. 50% of the total students were minority.  The TANF grant served 172 minority students out of 422 eligible for funds. This percentage of 59.25% is 20% more than the college's minority demographic.  Our college going rate for minority students is 29.9%. Our graduate completion rate for minorities is 22.8 %. This is a

					<p>4.5% increase from 2007-2008 (18.9%). We still have work to do on achieving this objective. Monies from the TANF grant and Carl Perkins have helped to achieve this increase.</p>
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# Minority Recruitment and Retention Annual Report

*For the Academic Year  
July 1, 2008 – June 30, 2009*

## *Arkansas State University – Beebe*



Beebe, Heber Springs, Searcy  
Little Rock Air Force Base



Submitted to  
the Board of Trustees of the Arkansas State University System,  
the Arkansas Department of Higher Education,  
and the House and Senate Interim Committees on Education  
in compliance with ACT 1091 of 1999.

*June 2009*

Arkansas State University - Beebe submits the following  
Minority Recruitment and Retention Annual Report  
for the academic year July 1, 2008 through June 30, 2009  
in compliance with ACT 1091 of 1999.

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

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## ***PRESIDENT'S STATEMENT***

"Arkansas State University has always been an institution of and for its people. Since its early days in 1909 in east Arkansas, the university has been dedicated to the needs for service and education for the people around us. This population includes a rich distribution and diversity of black and white citizens, young and old, male and female, and educated and uneducated. We have felt it has been our continuing obligation and opportunity to serve these individuals without regard to the circumstances in which they may find themselves.

We have placed a special emphasis on an effort to attract, retain, and graduate minority students as part of this effort. Because east Arkansas has many African American students who come from schools within our region, we have developed special programs to address the financial and educational needs of these students as they matriculate to our university. We also have sought to bring adult participants to this process in the form of minority faculty and staff.

We are proud of the richness we have seen developed at the campuses of Arkansas State University, and we look forward to a future in which we may reach out to many participants of all races, colors, and nationalities as part of our education process. This richness of representation will make our university a better place for all who will come after us."

Leslie Wyatt  
President  
Arkansas State University System

## ***CHANCELLOR'S STATEMENT***

ASU-Beebe has a long history as a student-centered university dedicated to meeting the needs of our students with high quality programs in a friendly atmosphere. We are committed to providing equal opportunity for all our students, faculty, and staff. Diversity is an essential element of the educational process, and we strive to foster an environment, both in the classroom and the work environment, where everyone will be an integral part of our university family.

We have placed special emphasis on the recruitment of minority faculty, staff, and students. As an open admission institution, everyone has an opportunity to seek an education. Our learning center, counseling services, small class sizes, and caring faculty are some of the “special touches” students find when they attend our institution.

As an essential part of our mission statement indicates, ASU-Beebe “... recognizes the uniqueness of each student and provides support programs designed to assist students in determining and achieving their educational, personal, and occupational goals.” We are committed to that premise.

Eugene McKay, Chancellor  
Arkansas State University - Beebe



## *Mission*

### *Arkansas State University-Beebe*

Arkansas State University-Beebe is a public, open access, operationally separate institution of the Arkansas State University System. The major purpose of this institution is to provide affordable, comprehensive, and high quality instruction and service programs. University transfer and technical programs are available to students at the associate degree and certificate levels. In addition to the Beebe campus, instruction is also available at education centers at ASU-Searcy, ASU-Heber Springs, Little Rock Air Force Base, and through other off-campus locations. Instructional programs beyond the associate degree are available on the Beebe campus from ASU-Jonesboro.

An open admission policy encourages the enrollment of both traditional and nontraditional students. The institution recognizes the uniqueness of each student and provides support programs designed to assist students in determining and achieving their educational, personal, and occupational goals. By providing comprehensive training and technical support for business and industry, the institution contributes to the economic development of Arkansas. Cultural enrichment activities are provided to enhance the quality of life for the citizens of the local communities.

## *Vision Statement*

It is the vision of Arkansas State University-Beebe to be an educational institution of high distinction, considered among the region's premier state-supported two-year institutions and committed to understanding and filling the needs of our students and community.

### ***Core Values***

Arkansas State University-Beebe is a community of individuals working together to accomplish a common mission and vision. The following core values provide the foundation that guides the way in which our mission is accomplished and our vision will be achieved.

#### ***ASU-Beebe***

- Believes that a well-rounded educational experience leads to an improved quality of life and enriches the lives of people who improve themselves by gaining knowledge through education.
- Is committed to providing quality and affordable educational programs.
- Is committed to providing quality, relevant services to students to enable them to achieve their educational and occupational goals.
- Is committed to helping students prepare for the challenges of living and learning in a knowledge-based, changing society.
- Values the partnership of education, which involves the commitment of students to learning, the commitment of faculty to the highest ideals of teaching and service, and the commitment of staff to the highest standards of education and service.
- Values the talents, welfare, and future of our employees and commits to expanding their professional development.
- Encourages and embraces the principles of diversity, representation, openness, and inclusion of students, alumni, employees, and the community.
- Believes that honesty and integrity in the conduct of its operations involving students, employees, and the community are crucial to accomplishing its mission and achieving its vision.

### ***Summary of ACT 1091***

Act 1091 of 1999 requires all state-supported colleges and universities to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Under the Act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

The requirements of the Act are:

Each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution. (The complete text of ACT 1091 of 1999 is included in Appendix A.)

### ***Annual Minority Recruitment and Retention Report Requirements***

Arkansas State University – Beebe's Minority Recruitment and Retention annual report is submitted to include the information required by the Arkansas Department of Higher Education. These items include:

1. Number of minority students who currently attend the institution.
2. Number and position title of minority faculty and staff who currently work for the institution.
3. Number and position title of minority faculty and staff who began working at the institution in the past year.
4. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
  - a) Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
  - b) Include your timeline, budget, and methods used to assess and monitor progress.

Arkansas State University – Beebe has continued to provide focused actions and activities during this academic year for the recruitment and retention of minorities. The following is a summary of activities relevant to minority recruitment and retention for academic year July 1, 2008 through June 30, 2009. In addition, this report also indicates the 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 the goals of the Minority Retention Plan, we have continually improved our data collection and analysis. We strive to provide learning opportunities for students, challenging and fulfilling employment for employees, and meaningful service to the communities we serve.

## STUDENTS

### *Number of Minority Students Who Currently Attend the Institution.*

- The total number of minority students who attended ASU-Beebe and were taking college credit courses during academic year 2008-2009 was 623, as compared to 688 for 2007-2008.
- The total number of students who attended ASU-Beebe and were taking college credit courses during academic year 2008-2009 was 6,177. The percentage of minorities was 10.0%, as compared to 10.5% for 2006-2007.

## FACULTY AND STAFF

### *Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution. (African Americans, Hispanic Americans, Asian Americans, and Native Americans as defined by Act 1091).*

The following table provides the names, position title, race/gender, and status of faculty and staff who have worked for ASU-Beebe during the 2008-2009 academic year.

EMPLOYEE	POSITION	RACE	GENDER	STATUS
He, Qifang	Associate Professor of Physical Science	Asian	Male	Full-Time
Supratman, Eddie	Adjunct Instructor	Asian	Male	Part-Time
Dollar, Kimi	Extra Help	Asian	Female	Part-Time
Singleton, Jennifer	Extra Help	Asian	Female	Part-Time
Wilson, Benjamin	Student Worker	Asian	Male	Part-Time
Foster, Cameron	Student Worker	Asian	Male	Part-Time
Outar, Neil	Coordinator of Campus Life	Asian	Male	Full-Time
Banks, Addie	Administrative Assistant II	African American	Female	Full-Time
Blackmon, Cammi	Head Cashier	African American	Female	Full-Time
Brown, Nakita	Student Worker	African American	Female	Part-Time
Christian, Brittney	Extra Help	African American	Female	Part-Time
Cowan, Lakita	Financial Aid Officer II	African American	Female	Full-Time
Cunningham, Kimberly	Adjunct Instructor	African American	Female	Part-Time
Dupree, Leslie	Adjunct Instructor	African American	Female	Part-Time
Fleming, Shawna	Student Worker	African American	Female	Part-Time
Franklin, Constance	Student Worker	African American	Female	Part-Time
Green, Bettye	Custodial Worker I	African American	Female	Full-Time
Holiday, Marva	Adjunct Instructor	African American	Female	Part-Time
Hudson, Shlynda	Director of Residence Hall/Student Support Services	African American	Female	Full-Time
Knight, Destiny	Student Worker	African American	Female	Part-Time

Marable, Tamidra	Adjunct Instructor	African American	Female	Part-Time
Mbogola, Kisa	Student Worker	African American	Female	Part-Time
McFadden, Shola	Counselor/Academic Advisor	African American	Female	Full-Time
Morgan, Phyllis	Extra Help	African American	Female	Part-Time
Nelson, Carla	Custodial Worker I	African American	Female	Full-Time
Norris, Alexis	Extra Help	African American	Female	Part-Time
Randolph, Mildred	Adjunct Instructor	African American	Female	Part-Time
Riddle, Frankie	Extra Help	African American	Female	Part-Time
Rogers, Shaqueelah	Student Worker	African American	Female	Part-Time
Russell, Marcia	Custodial Worker I	African American	Female	Full-Time
Smith, Karras	Extra Help	African American	Female	Part-Time
Veasley, Deidra	Student Worker	African American	Female	Part-Time
Yelder, Linda	Director of Financial Aid	African American	Female	Full-Time
Boyd, Jimmy	Director of Medical Laboratory Technology/Asst. Prof.	African American	Male	Full-Time
Brown, Garvase	Plant Maintenance Supervisor	African American	Male	Full-Time
Farmer, Terrance	Extra Help	African American	Male	Part-Time
Gabrahana, Victor	Student Worker	African American	Male	Part-Time
Hudson, Ronald	Coordinator of Student Recruitment	African American	Male	Full-Time
Johnson, Rex	Extra Help	African American	Male	Part-Time
Lowe, Jarvis	Maintenance Helper II	African American	Male	Full-Time
Nelson, Kenneth	Student Worker	African American	Male	Part-Time
Rawlins, Shawn	Extra Help	African American	Male	Part-Time
Robinson, Jamieson	Custodial Worker I	African American	Male	Full-Time
Scales, Wendell	Extra Help	African American	Male	Part-Time
Willis, Leroy	Student Worker	African American	Male	Part-Time
Cruz, Megan	Student Worker	Hispanic	Female	Part-Time
Cunningham, Maria	Adjunct Instructor	Hispanic	Female	Part-Time
Perez, Digna	Extra Help	Hispanic	Female	Part-Time
Reando, Bianca	Student Worker	Hispanic	Female	Part-Time
Steffens, Ricardo	Computer Support Specialist I	Hispanic	Male	Full-Time
Bacus, Malice	Custodial Worker I	American Indian/Alaskan	Female	Full-Time
Bullard, Melissa	Custodial Worker II	American Indian/Alaskan	Female	Full-Time
Spears, Tracy	Student Worker	American Indian/Alaskan	Female	Part-Time
Self, Jason	Asst. Professor of Physical Science	American Indian/Alaskan	Male	Full-Time
Supratman, Michelle	Career Pathways Readiness Instructor	Non-Resident Alien	Female	Full-Time
Mthongana, Bhempilo	Student Worker	Non-Resident Alien	Male	Part-Time

*Source: Office of Human Resources, ASU-Beebe, June 2009*

The following individuals were hired from July 1, 2008 to date:

EMPLOYEE	POSITION	RACE	GENDER	STATUS
Supratman, Eddie	Adjunct Instructor	Asian	Male	Part-Time
Wilson, Benjamin	Student Worker	Asian	Male	Part-Time
Green, Bettye	Custodial Worker I	African American	Female	Full-Time
Mbogola, Kisa	Student Worker	African American	Female	Part-Time
Morgan, Phyllis	Extra Help	African American	Female	Part-Time
Nelson, Carla	Custodial Worker I	African American	Female	Full-Time
Norris, Alexis	Extra Help	African American	Female	Part-Time
Randolph, Mildred	Adjunct Instructor	African American	Female	Part-Time
Veasley, Deidra	Student Worker	African American	Female	Part-Time
Johnson, Rex	Extra Help	African American	Male	Part-Time
Robinson, Jamieson	Custodial Worker I	African American	Male	Full-Time
Scales, Wendell	Extra Help	African American	Male	Part-Time
Willis, Leroy	Student Worker	African American	Male	Part-Time
Reando, Bianca	Student Worker	Hispanic	Female	Part-Time
Bacus, Malice	Custodial Worker I	American Indian/Alaskan	Female	Full-Time
Self, Jason	Asst. Professor of Physical Science	American Indian/Alaskan	Male	Full-Time

*Source: Office of Human Resources, ASU-Beebe, June 2009*

ASU-Beebe increased its percentage of minority employees dramatically from academic year 2007-2008 to academic year 2008-2009. In academic year 2007-2008, we employed 38 minorities. However, in academic year 2008-2009, we employed 56 minorities. This is a 47% increase in our employment of minorities.

## **Annual Progress Summary**

### ***Progress Made In Meeting Institutional Goals and Objectives Related To The Recruitment and Retention of Minority Students, Faculty, and Staff.***

#### **STUDENTS**

***Arkansas State University – Beebe has established the following goals for the recruitment and retention of minority students.***

Student Goal 1: Provide minority students with continuing opportunities to access knowledge.

Student Goal 2: Provide minority students with enduring prospects for an enhanced quality of life.

Student Goal 3: Provide a student-centered environment in which minority students are fully invested.

Student Goal 4: Provide ongoing opportunities for leadership roles.

***Following is a summary of actions taken by ASU – Beebe relating to Student Goal 1.***

***Student Goal 1: Provide minority students with continuing opportunities to access knowledge.***

- To further the goal “Provide minority students with continuing opportunities to access knowledge,” we have strived to support and encourage a learning environment that values diversity. We continue to endeavor to establish and maintain courses that expose all students to the issues of diversity. In addition to the course in “American Minorities”, we have also added courses in “Social Problems” and “Cultural Anthropology.” Global issues are also emphasized across the curriculum. The Global Awareness Committee has formalized the process of cultural and global awareness. A faculty member in the English Department and a faculty member in the Social Sciences department have taken groups of students to Europe, with the objective of expanding their global awareness. A trip is planned for the summer of 2008, and future trips are planned.
- ASU-Beebe continues to offer existing courses and establish new courses that expose all students to the issues of diversity. Specific courses including “American Minorities”, “Cultural Anthropology”, and “Social Problems” address diversity issues, as well as such courses as “Principles of International Relations” and “World Literature I and II”. ASU-Beebe strives to emphasize global and diversity issues across the curriculum.
- We have created academic support measures to encourage minority students to fully participate in their education and, therefore, have a successful academic experience. A key element of this effort is provided by our learning center. The ASU-Beebe Learning Center provides free tutorial services for all students and is equipped with state of the art computers, applications software, and tutorial software relevant to courses in the curriculum.
- The ASU-Beebe Learning Center is recognized as one of the best in the state and continues to provide academic support, extracurricular academic assistance and specialized student services to minority students while providing outreach to all students on campus. The Learning Center was utilized by 3,618 students for 29,092 hours during the 2008-2009 academic year. The Learning Center offers free tutorial assistance in most subjects taught at the University on a schedule designed to accommodate the maximum number of students. Assessment data clearly demonstrates that students who use the Learning Center services on a regular basis perform at a higher academic level than those who do not use the Learning Center.
- Learning Center services are also available at the Searcy and Heber Springs campuses. Students at Little Rock Air Force Base are encouraged to use the services provided on the Beebe campus. Some online services are also available through the Learning Center. Online tutorial services are provided at no cost to students.

- The Guidance Services Center offers counseling and intervention services. Counselors are dedicated to the success of all students and potential students. The counselors, by nature of their training, are particularly sensitive to the possibility of the unique needs of minority students. All of the Counseling Center services, including personal counseling, testing, career counseling, job placement, academic advising, and disability services, are offered to all students and are modified or augmented to address the potential special issues of minority students. These support services are designed to assist minority students in staying in school and being academically successful.
- ASU-Beebe is an active participant in the Arkansas Career Pathways Initiative. The Career Pathways program provides educational assistance for low income parents/caretakers of a child under age 21. This initiative provides tuition assistance for career training and/or college classes to those who meet eligibility requirements.
- The library collection provides works on a variety of cultures. Special attention has been given this year to acquisition of African American and Hispanic materials (including materials printed in Spanish). In addition, videos and DVDs requested by minority students have been ordered and are available for use. Likewise, the library's excellent Interlibrary Loan Service ensures that virtually any requested item can be made available to students free of charge.
- With Internet access readily available to students, information from cultures around the world is instantly available to all students. Students are encouraged to use this tool to expand their knowledge and appreciation of diverse cultures. To accommodate expanded use and requirements of the Internet, the institution has upgraded its data lines to provide increased capability and speed of access. This upgrade will give students access to resources available on ASU-Jonesboro's Local Area Network (LAN). The latest classroom and laboratory technologies available in the new Science Building on the Beebe campus and the new campus at Heber Springs allow faculty to try innovative pedagogies in their courses. In addition, wireless internet access will be installed in ASU-Beebe's residence halls in the summer of 2008.
- 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. (From the ASU-Beebe Faculty Handbook)
- The Student Handbook contains information that outlines grievance procedures and also provides information on sexual harassment or assault. The handbook is included as a part of the Freshman Seminar class and is also available from the Vice Chancellor for Student Services and on the ASU-Beebe website at [www.asub.edu](http://www.asub.edu).



- Student Support Services (SSS) is a comprehensive program designed to promote retention and academic success in college. SSS provides participants with academic and support services in a caring environment that seeks to ensure their successful completion of a degree at Arkansas State University - Beebe and preparation for transfer to a four-year university. These services are free to participants and include tutoring, academic advising, counseling, mentoring, workshops, and cultural enrichment trips.
- To be considered for SSS, a student must meet the following conditions: be a United States citizen, national, or meet the residence requirements for federal student aid and have a need for academic support. A student also must meet at least one of the following criteria: be either a first-generation college student (neither parent has a college degree) and/or meet income guidelines and/or be an individual with a disability.
- The Student Support Services Program served the needs of 21 minority students during the 2008-2009 academic year. Twenty (95%) of the students were considered low-income, first-generation college students, and the other student was a low-income student with disabilities. Thus, 100% of participating students met the low-income, first-generation, or students with disabilities category. One of the 21 minority students was new in the Spring '09 semester. Eighteen of the original 20 students (90%) were retained from Fall '08 to Spring '09, with one of those students graduating to a four-year program. One of the two other original students graduated and transferred to a four-year degree program after the Fall '08 semester, and the other student received an Associate of Applied Science degree after the Fall '08 semester. Consequently, 20 of 20 students (100%) were either successfully retained from Fall 2008 to Spring 2009, transferred to another institution, graduated, or graduated and transferred to a four-year institution.

***Following is a summary of actions taken by ASU – Beebe relating to Student Goal 2.***

***Student Goal 2: Provide minority students with enduring prospects for an enhanced quality of life.***

- We provide minority students with enduring prospects for an enhanced quality of life by providing a safe environment for minority students in which to live, learn, and grow as adults.
- We provide for the physical safety and comfort of all students, free from harassment and hate. Residence hall directors and student resident assistants are trained to be sensitive to issues of diversity.
- We provide a culturally safe environment where minority students can experience and share their own culture as well as the culture of others. Academic units sponsor a number of programs that bring minority speakers to campus to address a variety of topics. Residence hall directors and student resident assistants receive annual training on diversity issues and implement programming sensitive to residents.

- We strive to provide greater opportunity for academic success in an inclusive environment. The Vice Chancellor for Academic Affairs has in the past arranged individual graduation ceremonies for minority students with special needs, illness, or related to religious matters if requested by the student.
- We support the goal of designing student-centered, multi-cultural academic programs while maintaining the high academic and ethical standards of the University. Emphasis on international and diversity issues in coursework has been continued, especially in history, foreign languages, humanities, and oral communications. In Interpersonal Communications, students do a cross-cultural interview. One member of the science department remains affiliated with the Peace Corps and has been published in a periodical related to African studies.
- We examine and introduce new pedagogical methods to the faculty that increase minority student participation in the courses/programs. As a part of its move toward becoming a learning-centered institution, ASU-Beebe faculty engage in a variety of active learning opportunities to involve students of all demographic groups. Some of these strategies may be especially beneficial for some minority students.
- We strive to raise awareness of pedagogical practices as they relate to minority retention. In textbook selection, faculty look for materials reflecting minorities in photos, etc. Increased follow-up on student progress should assist minority students in persevering and therefore create better retention rates for minority students.
- Students can now monitor mid-term grades online and, in some courses, trace their weekly progress online from home or from campus labs.
- We provide academic assistance to minority students. The Learning Center provides extensive tutoring assistance to all students as described above. Some departments also provide tutorial assistance with identified courses. The Math department provides computerized math tutorials to assist students and is in the process of reviewing other technology-based options that have been nationally recognized for their effectiveness in mathematics education, especially with at-risk students. A pilot program has been initiated, using a computer based interactive software program for beginning and intermediate algebra. This approach should benefit some students who learn more readily in this environment as compared to the traditional classroom lecture format. Students have the option of selecting the traditional lecture classroom format or the software based learning environment.
- We promote activities that instill minority students with an appreciation for lifelong learning and encourage minority students to cultivate critical thinking skills. Our freshman seminar program allows for small group interaction between minority students and the instructor. A course in Career/Life Planning is designed to help students consider the factors that will affect the choices they make, to help them start making some of those choices, and to facilitate some of the skills necessary to put their plans into action. As students who are undecided about their career path make their career choice, retention of these students should improve. A course in

American Minorities continues to attract students, and Native American history has been expanded.

- We encourage all university members to focus on issues of quality of life for students.
- We have hired a new Director of Student Success and Retention who is an African American female. She will supervise guidance and counseling services, among other initiatives contributing to student success and retention.

***Following is a summary of actions taken by ASU – Beebe relating to Student Goal 3.***

***Student Goal 3: Provide a student-centered environment in which minority students are fully invested.***

- The renovation of the former cafeteria into a music hall has resulted in a modern facility that has allowed the music program to be expanded, including opportunities to encourage minority students to expand their participation in music. An auditioned Chamber Singers group has been formed, and a state of the art computer-based music lab has been incorporated into the curriculum. These efforts provide students with expanded opportunities to continue their development in the music field. Minority students are some of the strongest contributors to the music programs. The Singers group has been invited to participate and perform at Carnegie Hall, a rare opportunity for most of the members, including minorities.
- The music and drama departments have encouraged and assisted minority students in accepting major roles in music and theatre productions. Several minority and mixed heritage students participated. Content is chosen to appeal to a variety of tastes.
- In theatre programs, Hispanic and Asian heritages are presented. In history courses, the contributions of minority persons are emphasized. In health-related courses, issues of special concern to minorities are covered.
- The Student Activities Program strives to provide opportunities for all students to be exposed to diversity events. The 2008-2009 Student Activities Program offered activities that emphasized diversity issues. It continued to reserve a portion of the activities budget to allow for additional programming for diversity- related topics. It also purchased give-away items to increase awareness of the contributions of African Americans to our society. These items included bookmarks, pencils, buttons, and bracelets with historical information as well as current persons of influence in celebration of Black History Month in February.
- In addition to the offerings of Student Activities, the Concert-Lecture Series began the 2008-2009 season with a performance of the Mystical Arts of Tibet to provide students with a broad range of multicultural programs. This production is a world-touring show produced and performed Tibetan Monks of the Drepung Loseling Monastery that demonstrates the sacred music and dance of the Tibetan people. The Series also hosted Shannon Lee, a young Asian American classical violinist. A

minority staff member chairs the Concert-Lecture Committee that is responsible for programming and conduct of the Concert-Lecture Series. Tentative programming for the 2009-2010 year includes the American Spiritual Ensemble and Taikoza, a Japanese percussion group.

- An area financial institution has committed to provide funding to underwrite a major portion of the cost of the Concert-Lecture Series. This has enabled the University to allow students and staff to attend these high quality programs at no cost and has also allowed prices for community residents to be low in comparison to similar programs at other institutions. For the 2008-2009 season, assessment data shows 100% of respondents attending the events indicated that the programming provided some or a lot of cultural, ethnic, or geographic diversity.
- The 2008-2009 Student Activities Program had many activities in which minority students were involved. Many of our minority students participated in the monthly coffeehouse series and were in attendance at HarvestFest and the Spring Dance. Our HarvestFest event elects a Queen, and of the 10 candidates chosen to represent the student organizations, three were minority students. The Student Center also featured a bulletin board and table tent displays of great moments and leaders in African-American History during Black History Month. Bookmarks, pencils, and bracelets were also provided for the students that included quotes from great African-American leaders. The residence hall staff also became involved in promoting the celebration of Black History Month by hosting programming such as an African-American facts and great moments contest and a guest speaker.
- Student Activities strives to provide programs that are inclusive of all students and make all students feel welcome and comfortable attending regardless of race or ethnicity. All student programs are aggressively marketed to all students. Future plans include continuing recognition and celebration of Black History Month and the Martin Luther King, Jr. Holiday.
- In an effort to provide all students with a safe environment in which to live, learn, and grow, Resident Assistants and Residence Hall Directors attend a workshop on diversity that deals with making students of all races, ethnicities, and sexual orientations feel comfortable and welcome in the residence halls. The workshop also demonstrates how to mediate conflict caused by cultural differences between students. The workshop is a component of the annual training that Hall Directors and Resident Assistants participate in as part of their job requirements.
- In Spring 2009, 14 of the 101 residence hall students were minority students (14%).
- The Residence Life student staff for 2007-2008 consisted of 10 students of which four were minority students (40%). The Resident Life professional staff for 2008-2009 consists of two full-time staff members, one of which identifies as a minority.
- A member of Faculty Senate is drafting a survey that will measure student perceptions on diversity issues at ASU-Beebe.

- The University's Global Awareness Committee works to recruit diverse students.

***Following is a summary of actions taken by ASU – Beebe relating to Student Goal 4.***

***Student Goal 4: Provide ongoing opportunities for leadership roles.***

- We encourage minority students to participate in and seek leadership positions in co-curricular activities by providing opportunities to acquire leadership skills.
- Six of the 20 Leadership Council Representatives were minority students during the 2008-2009 academic year (30%).
- Two of the six Leadership Scholarship recipients were minority students during the 2008-2009 academic year (33%).
- The ASU-Beebe Student Ambassador Program hosts 10 students each year that take leadership roles that apply to recruitment endeavors from the Office of Admissions. This includes campus tours, preview day activities, concert lecture series events, official Chancellor's Office functions, and other campus functions as needed. The Office of Admissions has always strived to recruit students from all groups of ethnicity, age, life experiences, etc. The applications and information about the program are placed in the Student Center and advertised in the Campus Update. Twenty percent of the student ambassadors were students whose ethnicity was other than Caucasian in the 2008-2009 academic year.
- Minority students are encouraged to participate in student leadership activities. During this academic year, minority students have been active in "The Singers", Chamber Singers, Ambassadors, Agriculture Club, and other activities. Three of our student organizations elected minority students into president or vice-president leadership positions for the 2008-2009 academic year.

***Initiatives Undertaken This Year for Recruitment of Minority Students:***

- In the Fall Semester of 2008, the Office of Admissions attended all of the Arkansas Association of Collegiate Registrars and Admissions Officers (ArkACRAO) statewide articulation workshops that are conducted for high school counselors. The articulation workshops were held at Jonesboro, Fayetteville, Hot Springs, and Little Rock.
- Ronald Hudson, Coordinator of Student Recruitment, attended the Association of College Administration Professionals Retention Workshop, March 15 – 17, 2009 in Memphis, Tennessee. During the conference Mr. Hudson attended sessions that focused on diversity and retention.
- Katrina Farris, who was serving as Interim Coordinator of Student Recruitment, attended the National Orientation Director's Association Conference in Boston, MA

on October 31-November 3, 2008. She participated in sessions focused on serving a diverse population of students.

- Katrina Farris gave a presentation on *Valuing Diversity in Student Recruitment and Retention* at the Arkansas Association of Year Colleges, October 13, 2008.
- ASU-Beebe is an active SEVIS (Student Exchange Visitors Information System) member. ASU-Beebe had 11 full-time international students enrolled in 2008-2009.
- ASU-Beebe expanded the purchase of print advertising in an effort to reach more potential minority students. ASU-Beebe continued advertising in *Hooten's Football Magazine* and added advertising on *Hooten's Football Website* this year. ASU-Beebe purchased advertising in these newspapers: The Three-Rivers edition of the *Arkansas Democrat-Gazette*, *Jacksonville Leader*, *North Little Rock Times*, the *North Pulaski Leader*, and on football schedule posters for Jacksonville High School and Sylvan Hills High School.
- ASU-Beebe has targeted several high schools with higher minority enrollment for more recruitment visits and more promotional item distributions. These school districts included Augusta, Brinkley, Carlisle, Newport, Riverview, Stuttgart, Wynne, the Pulaski County Special School District with emphasis at Jacksonville, North Pulaski, and Sylvan Hills (because of their proximity to ASU-Beebe campus locations).
- ASU-Beebe and the Office of Admissions conducted early orientation for Jacksonville High School on May 5, 2009.
- ASU-Beebe participated in the College Goal Sunday program on the Beebe and Heber Springs campuses. The College Goal Sunday publications were available in Spanish, and a Spanish interpreter was available for anyone who needed assistance.

## **FACULTY**

***Arkansas State University – Beebe has established the following goals for the recruitment and retention of minority faculty.***

1. Faculty Goal 1: Create and maintain a campus environment that affords all people, including minority faculty, equitable access to all learning and teaching resources.
2. Faculty Goal 2: Establish and encourage a clear commitment to the value of diversity for all members of the University community.

***The following are examples of initiatives taken to encourage recruitment and retention of minority faculty relative to Faculty Goal 1.***

***Faculty Goal 1: Create and maintain a campus environment that affords all people, including minority faculty, equitable access to all learning and teaching resources.***

- The University hired a new Director of Human Resources in January 2009 who also serves as the Director of Diversity. The vacancy of the Director of Human Resources position from October 2008 through January 2009 has caused a delay in University action plans, but progress is underway.
- During the 2008-2009 academic year, ASU-Beebe developed a Diversity Action Plan to increase diversity within ASU-Beebe faculty.
- Minority faculty are encouraged and supported in the pursuit of additional education. ASU-Beebe provides faculty with opportunities to apply for leave for a summer, a semester, or a year to pursue advanced degrees. ASU-Beebe provides sabbatical leaves for faculty members, which may be used to pursue additional education. Sabbatical leaves may be for either a semester or a year.
- We encourage and support minority faculty professional development within the instructor's discipline and the pursuit of pedagogical methodologies. Funds are available to minority faculty to attend professional conferences that directly address teaching and learning issues.
- Staff development funds and opportunities are available for all faculty and staff. During the Fall 2008 Pre-Session Conference, faculty attended a diversity training session presented by Ruth Shepherd, Executive Director of Just Communities of Central Arkansas.
- We promote the concept of academic freedom in discussions, publications, classes, student affairs forums, and committees. ASU-Beebe is committed to the concept of academic freedom as outlined in the ASU-Beebe Faculty Handbook.
- The senior leadership team of the University makes an effort to include minority faculty on campus-wide committees, task forces, and planning forums.

***The following are examples of initiatives taken to encourage recruitment and retention of minority faculty relative to Faculty Goal 2.***

***Faculty Goal 2: Establish and encourage a clear commitment to the value of diversity for all members of the University community.***

- The University hired a new Director of Human Resources in January 2009 who also serves as the Director of Diversity. Specific development of plans includes the following:
  - A plan is being developed that will require each Search Committee Chairperson to complete a training module designed to improve cultural awareness and encourage hiring of qualified faculty with diverse backgrounds.

- The Director of Human Resources has developed an action plan to place employment announcements in minority publications such as *Hola Arkansas* and/or *Minority Times*. The minority publications will direct readers to the ASU-Beebe Human Resources employment page.
- During the 2008-2009 academic year, ASU-Beebe developed a Diversity Action Plan to increase diversity within ASU-Beebe faculty.
- We establish meaningful programs of awareness and sensitivity to diversity issues. When new faculty members are hired, the appropriate division chair assigns a senior faculty member to mentor the new faculty member during the first year or longer if necessary. Also, if a faculty member is having issues in the instructional area, a faculty member may be assigned to serve as a mentor to help the faculty member.
- We provide seminars, speakers, forums, and festivals on cultural diversity. The guest lecture program provides a variety of cultural diversity opportunities.
- A non-credit class in conversational Spanish has been offered free of charge for faculty and staff on an intermittent basis.
- We encourage a clear commitment to the value of diversity for all members of the University community through minority publications and training for Search Committee members.
- Faculty representatives attend conferences related to issues of diversity and have provided subsequent reports to the entire faculty to provide awareness of diversity issues.
- We support and encourage open and free communication among diverse groups through all activities at the University.
- We seek minority members to represent minority issues on university-wide committees.
- The new Director of Human Resources is currently reviewing and evaluating personnel policies and procedures as related to minority faculty retention.
- Minority faculty members are encouraged to serve on shared governance committees, especially those committees on recruitment and retention of minority faculty. In addition, an effort to develop a policy on minority representation on recruitment committees is being developed.
- The Faculty Senate is sponsoring a “Community Unity” initiative that will provide a venue for faculty to work to promote cultural events on campus. In addition, a Faculty Senate member is currently drafting a survey that will measure faculty perceptions on diversity issues at ASU-Beebe.



- The University's Global Awareness Committee works to recruit diverse faculty.

## **STAFF**

***Arkansas State University – Beebe has established the following goals for the recruitment and retention of minority staff.***

1. Staff Goal 1: Create and maintain a campus environment that affords all people, including minority staff, equitable access to all learning resources.
2. Staff Goal 2: Establish and encourage a clear commitment to the value of diversity for all members of the university community.

Our goal is to create and maintain a campus environment that affords all people, including minority staff, equitable access to all learning resources.

***The following are examples of initiatives taken to encourage recruitment and retention of minority staff relative to Staff Goal 1.***

***Staff Goal 1: Create and maintain a campus environment that affords all people, including minority staff, equitable access to all learning resources.***

- We encourage and support minority staff in the pursuit of additional education. Opportunities for minority staff to pursue additional education are provided. Staff benefits include a tuition discount at a rate of 75% for undergraduate courses and a rate of 50% for graduate courses. Additionally, the Professional Development Award program is designed to encourage staff personnel to earn degrees and or certifications in their specialty above what they currently possess. This program provides monetary bonuses based on the level of degree earned.
- Training opportunities exist within departments.
- Supervisors are encouraged to participate in recruitment and search committee training to enhance awareness of affirmative action and diversity on campus.
- ASU-Beebe has provided an ESL class for adults (18 years and older) via its Adult Education program.
- Minority staff are provided leave for the purpose of pursuing professional studies.
- Travel funds are available to minority staff to attend professional activities and conferences.
- Minority staff are encouraged and supported in pursuing professional development within the employee's area of expertise.
- Professional travel for the purpose of enhancing job skills and enhancing job performance is available to minority staff.

- On-campus formal and informal training opportunities are available for minority staff. The Department of Continuing Education coordinates and provides training courses for employees. Employees attend these courses at no cost to the employee other than books.
- Identified minority staff provide regular training to students on campus procedures and chair University committees at Beebe, Heber Springs, and Searcy campuses.
- A minority staff member chairs the Concert-Lecture Committee that is responsible for programming and conduct of the Concert-Lecture Series.

***The following are examples of initiatives taken to encourage recruitment and retention of minority staff relative to Staff Goal 2.***

***Staff Goal 2: Establish and encourage a clear commitment to the value of diversity for all members of the University community.***

- Open and free communication among diverse groups is supported and encouraged through all activities at the university.
- Opportunities exist for minority staff to express concerns about diversity issues as they arise on campus, via venues such as town hall meetings with the Chancellor's Council.
- Minority employees often serve as a resource for outreach to the community.
- Minority staff are encouraged to present minority issues to University committees. and are also encouraged to serve on University committees.
- Personnel policies and procedures are being evaluated and reviewed by the new Director of Human Resources for minority staff retention impact.
- Minority staff are encouraged to serve on shared governance committees, especially those committees on recruitment and retention of staff.
- The Office of Human Resources monitors the retention of all staff and reasons relating to staff attrition.
- Training for staff is provided to help them become more understanding of the various minority student, faculty, and staff groups and their needs.
- Several minority applicants were interviewed in faculty searches and senior administration searches this year. A new Director of Student Success and Retention who is an African American female has been hired to begin work in July, 2009.

- In July 2007, Ronald Hudson, an African American male, was hired as the ASU-Beebe Coordinator of Recruitment. October 1, 2007 he was placed on active duty with the National Guard and served in Iraq. During the 2008-2009 academic year, he completed his tour of duty and has returned to the Coordinator of Student Recruitment position.

### ***New Strategies and Activities***

#### ***New Strategies or Activities that Have Been Added and the Indicators/Benchmarks that Will Be Used to Determine Success in Meeting any New Objectives.***

- Expand recruiting efforts for minority students.
  - Maximize recruiting efforts in areas that have a higher percentage of minorities.
  - With a full time Coordinator of Recruitment who is a minority, it is the intent of the university to significantly increase the opportunities for additional recruitment activities to attract minority students to the opportunities at ASU-Beebe.
  - Use outreach programs such as the Regional Career Center, TRIO programs, Workforce Training and Development, and others to reach populations with minorities.
  - With the merger of the technical campus at Searcy into ASU-Beebe, some opportunities exist to actively pursue the recruitment of students for the Regional Career Center from schools with high minority populations, such as Augusta, McCrory and surrounding areas. We plan to pursue this opportunity through school visits with counselors and principals, presentations to 10<sup>th</sup> and 11<sup>th</sup> grade students, and the provision of Regional Career Center literature and CDs. We will also use minority staff speakers at school recruitment activities.
  - Opportunities also exist to use the Workforce Training Coordinator to use all opportunities to recruit, assist, and serve minorities in the various continuing education and workforce training programs and to encourage the Career Pathways program to foster positive recruitment of eligible participants in its various programs.
- Expand recruiting methods for faculty to maximize exposure to minorities.
  - Expand advertising in journals and publications that target minority candidates such as *Hola Arkansas*, *Diversity Issues*, or *Minority Times*.
  - Send faculty position announcements to departments in universities with high minority enrollments.

- Make every attempt to interview all qualified minority candidates for a faculty position.
- Expand recruiting methods for staff to maximize exposure to minorities.
  - Advertise vacancies in media with exposure to minorities as budget allows.
  - Expand advertising in journals and publications that target minority candidates, such as *Hola Arkansas*, *Diversity Issues*, or *Minority Times*.
  - Maximize recruiting efforts in areas that have a higher percentage of minorities.
  - With the addition of a full time Coordinator of Recruitment, it is the intent of the university to significantly increase the opportunities for additional recruitment activities to attract minority students to the opportunities at ASU-Beebe.
  - Use outreach programs such as the Regional Career Center, TRIO programs, Workforce Training and Development, and others to reach populations with minorities.
  - With the merger of the technical campus at Searcy into ASU-Beebe, some opportunities exist to actively pursue the recruitment of students for the Regional Career Center from schools with high minority populations, such as Augusta, McCrory and surrounding areas. We plan to pursue this opportunity through school visits with counselors and principals, presentations to 10<sup>th</sup> and 11<sup>th</sup> grade students, and the provision of Regional Career Center literature and CDs. We will also use minority staff speakers at school recruitment activities.
  - Opportunities also exist to use the Workforce Training Coordinator to use all opportunities to recruit, assist, and serve minorities in the various continuing education and workforce training programs and to encourage the Career Pathways program to foster positive recruitment of eligible participants in its various programs.
- Arkansas State University-Beebe's Recruiting Plan contains specific actions and processes used for the recruitment of faculty and staff. This plan is reviewed annually and updated to make sure the information in the plan is current and includes methods to reach potential faculty and staff candidates, including specific efforts to reach minorities. A copy of this plan is included in this report (Appendix B). A new employee hiring process is being developed to include minority representation on University search committees to ensure cultural and diversity awareness.
- In an effort to expand recruitment opportunities to minorities, the University subscribes to an affirmative action e-mail package from HigherEd Jobs.com. This allows the university to target faculty candidates using HigherEd Jobs.com who indicate they are minorities. These individuals are sent an e-mail from HigherEd

Jobs.com regarding the faculty position that is available. This additional recruiting is being done in an effort to recruit minority faculty.

- The 2008-2009 Student Activities Program will once again offer activities that will be used to emphasize diversity issues.
  - The review of topics will indicate a mix of diversity- related topics.
  - An increase to the activities budget will allow for additional programming for diversity- related topics.

### ***Timeline, Budget, and Methods Used to Assess and Monitor Progress***

- The stated goals, objectives, strategies, and measures are ongoing and a part of our normal processes. Most timelines are continuous, with efforts and results reviewed annually as a part of our assessment and evaluative processes. The functional manager areas are assigned to the vice chancellor who has responsibility for that area. Each functional manager has the responsibility to ensure efforts are made to manage those processes.
- Budget requirements are incorporated into the normal budgeting and allocation process by the University Planning Team. If a functional manager has specific budget requirements, those are blended into the normal budget process and available for use by that functional manager. Separate budgets for “Minority Recruitment and Retention” are not a part of the process; however, if a functional manager later identified a need that was not programmed, they could request funds be allocated by the Planning Team from operating reserves to fill that need.
- Assessment is ongoing with the annual assessment cycle that is based on the academic year (July 1 through June 30). After assessment data is available, an annual assessment of the strategic plan is accomplished at the fall planning retreat (usually in November). Based on numerical scores that have been established, action plans are required to be developed by the functional manager for those areas that do not meet the required score. Specific items in the Minority Recruitment and Retention Plan are reviewed annually as a part of preparing the annual report and update to the five year plan. That information is provided by the functional manager and included in the annual report.
- As we continue to refine our process, some of the actions are being embedded into the institutional effectiveness plan. For example, the assessment of the Concert Lecture Series includes a specific item related to cultural diversity. The institution’s Strategic Plan includes a specific goal related to diversity and is measured annually at the annual planning retreat where the entire strategic plan is assessed. Based upon the 2007-2008 assessment, ASU-Beebe developed a Diversity Action Plan to increase diversity within ASU-Beebe faculty, staff, and students. A copy of the Diversity Action Plan is attached as Appendix C.

## **APPENDIX A**

### **ACT 1091 of 1999**

**Act Entitled: *An Act to Require State Supported Colleges and Universities to Establish Programs to Enhance the Retention of Minority Students, Faculty, and Staff; and for Other Purposes.***

#### **SECTION 1.**

For purposes of this act, the term “minority” refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

#### **SECTION 2.**

- a) All state-supported colleges and universities shall establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans shall be prepared on a continuing basis for future five-year periods.
- b) Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution.
- c) Copies of each institution’s five-year plan and annual reports shall be filed by June 30 with the Department of Higher Education, the Board of Trustees of the institution, the House and Senate Interim Committees on Education, and the Board of Visitors of the institution, if applicable.
- d) The Department of Higher Education shall develop appropriate forms for reporting and shall monitor the retention plans and annual reports.
- e) In carrying out the retention action plans, each institution shall provide for a part-time or full-time employee by reassignment, appointment, or employment to assist the institution in the retention of blacks and members of other minority groups for faculty and staff positions.

#### **SECTION 3.**

All provisions of this act of a general and permanent nature are amendatory to the Arkansas code of 1987 annotated and the Arkansas Code Revision Commission shall incorporate the same in the Code.

#### **SECTION 4.**

If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are declared to be severable.

#### **SECTION 5.**

All laws and parts of laws in conflict with this act are hereby repealed.

#### **Supplemental Information:**

Act 1091 of 1999 was enacted by The State of Arkansas 82nd General Assembly during its regular session of 1999. The bill was sponsored by Representatives C. Johnson, Green, T. Steele, White, Wilkins, Willis, and M. Smith. The Act is very similar to Act 99 of 1989, codified as A.C.A. 6-63-103, which applies to minority recruitment (rather than retention.) Act 1091 of 1999 differs from Act 99 in that Act 1091 requires ADHE to develop appropriate forms for reporting and to monitor the retention plans and annual reports. It also defines “minority” which was not done in the 1989 Act.

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

## APPENDIX B

# Arkansas State University-Beebe Recruiting Plan

Arkansas State University-Beebe is an equal opportunity employer. The governor of Arkansas, by proclamation, has indicated that it is his policy "to ensure equal opportunities in the recruitment and selection for all state jobs."

Hiring officials have the option to advertise within a department, university-wide or outside the university. The following recruiting procedures are to be followed at Arkansas State University-Beebe, to include ASU-Heber Springs, *A Center of ASU-Beebe*, ASU-Searcy, *A Technical Campus of ASU-Beebe*, and the ASU-Beebe programs at Little Rock Air Force Base, to ensure that applicants are considered for vacant job openings.

### **Advertise Within a Department**

If a supervisor opts to fill a position from within the department, the position should be posted for a minimum of five working days to allow employees in that department to apply. Employees from other departments cannot apply.

### **Advertise University-Wide**

Positions that are not filled within a single department may be announced to employees of the University by postings and e-mail. A minimum of five (5) working days should be allowed for interested University employees to apply for the job. If the decision is made to post within the University, but no current University employee expresses an interest in the job and/or meets minimum job requirements, the job will be advertised outside the University.

### **Advertise Outside the University**

Hiring officials may opt to advertise the position outside the University. Newspapers, national publications, the Employment Security Department, the ASU-Beebe web page and the Arkansas Government Jobs web site will be used for recruiting applicants outside the University.

Openings for faculty, non-classified, and classified positions with supervisory responsibility will be advertised for a minimum of ten (10) working days; other positions will be advertised five (5) working days.

## **OTHER INFORMATION**

The following is a summary of the actions taken by the University to recruit applicants for all full-time positions. This plan also facilitates the accomplishment of the University's equal employment opportunity hiring program and its diversity initiatives. The Administration of the University is committed to the effort to attract a larger number of minority employees to work at all of our campuses.

All non-classified, classified positions with supervisory responsibility, and academic positions are advertised in the Arkansas Democrat-Gazette. Certain positions, for example, an instructor of a technical program, may be advertised in a national trade publication relevant to that field.

The University also subscribes to HigherEd Jobs.com. All faculty and administrative positions are posted on this web site. This site allows prospective applicants in the United States and foreign countries the ability to view the University's job openings.

The University subscribes to an affirmative action e-mail package from HigherEd Jobs.com. This allows the university to target candidates using HigherEd Jobs.com who indicate they are

minorities. These individuals are sent an e-mail from HigherEd Jobs.com regarding the position that is available. This additional recruiting is being done in an effort to recruit minority faculty and staff. Human Resources as well as Public Information is advertising in Hola! Arkansas in an effort to recruit the Hispanic student and employee.

Support staff positions for Arkansas State University-Beebe are normally advertised in the Beebe News, Cabot Star Herald, The Leader, and The Searcy Daily Citizen. Positions for Arkansas State University-Searcy Campus are usually advertised in The Searcy Daily Citizen. Positions for the Heber Springs Center are normally advertised in the Heber Springs Sun Times. Positions for the Little Rock Air Force Base are advertised in The Leader or The Jacksonville Patriot.

If requested by the hiring official and approved by Human Resources, all staff positions for the University may be advertised in the Arkansas Democrat-Gazette.

The University also posts all positions on the Arkansas State Jobs website where all state jobs and jobs in higher education are posted per the Governor's directive. Position announcements are sent to the Employment Security Department offices in Searcy and Little Rock, as applicable.

The Department of Human Resources has an employment link on Arkansas State University-Beebe's web page. This will allow Internet users access to employment opportunities at Beebe, Heber Springs, LRAFB, and Searcy.

All positions are posted at various locations (bulletin boards, etc.) on campuses at Arkansas State University-Beebe, Arkansas State University-Heber Springs Center, Arkansas State University-Searcy, and the Little Rock Air Force Base. Position announcements are emailed to current employees.

ASU - Beebe is deeply committed to the retention of students and employees.

Source: Office of Human Resources, ASU-Beebe, June 2009.



## Arkansas State University-Beebe



### **Diversity Action Plan** **for improvement of Goal 4.3 of** **ASU-Beebe's Strategic Plan** July 1, 2008 to June 30, 2009

ASU-Beebe

*ASU-Heber Springs, a Center of ASU-Beebe*

*ASU-Searcy, a Technical Campus of ASU-Beebe*

*ASU-Beebe Programs at Little Rock Air Force Base*

Arkansas State University-Beebe (ASU-Beebe) is an institution that seeks to continually improve itself. For this reason, ASU-Beebe conducts an annual assessment of the institution and evaluates its execution of each of its strategic goals and objectives. In the assessment process that took place on January 24, 2008 with respect to the 2006-2007 academic year, the ASU-Beebe Planning Team found that ASU-Beebe was deficient in its attainment of Goal 4.3 of the ASU-Beebe Strategic Plan, which states: "Diversity will increase at all levels of the University." To correct this deficiency, the ASU-Beebe Chancellor's Council established a working committee to develop a Diversity Action Plan to aid attainment of Goal 4.3. The committee was comprised of representatives from all major areas of the University and provided suggestions to improve the status of diversity at all levels. The suggestions from the committee were presented to the Planning Team on July 14, 2008 at the Summer Planning Team Retreat. The Planning Team chose nine items from the suggestions to serve as the strategies for the Diversity Action Plan, which are incorporated herein.

## I. PURPOSE OF THE DIVERSITY ACTION PLAN

ASU-Beebe recognizes that improvement in the area of diversity is critical to our continued success as an institution. ASU-Beebe believes diversity to be "an essential element of the educational process, and we strive to foster an environment, both in the classroom and the work environment, where everyone will be an integral part of our university family." (Excerpt from Chancellor's Statement, Arkansas State University-Beebe Minority Recruitment and Retention Annual Report, June 2008, Dr. Eugene McKay, Chancellor). It is the goal of ASU-Beebe's Planning Team that this Action Plan serve as a catalyst for dramatic improvement in diversity in all areas of the University.

## II. WHAT DIVERSITY IS

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

There are many different types of diversity. Primary diversity characteristics are those that cannot be changed:

- Race
- National Origin
- Age
- Gender
- Physical Abilities or Qualities

There are also secondary diversity characteristics. These are characteristics that can change and are more internal in nature. Examples are:

- Educational Background
- Work Experiences

- Religious Beliefs
- Organizational Affiliations
- Life Experiences
- Family Situation
- Place of Residence
- Skill Sets

ASU-Beebe seeks to increase all types of diversity at the University, recognizing that all types of diversity are beneficial for the University and increase ASU-Beebe's ability to serve the needs of an increasingly global society.

### III. WHY DIVERSITY MATTERS

Viewpoint diversity is the ultimate product of a campus with diversity among its constituents. People with varying backgrounds have different contributions and perspectives to bring to the table, enhancing the dialogue in a university setting and leading to effective problem-solving for society's critical issues. Exposure to such a setting enhances students' critical thinking skills and allows them to become more effective members of our increasingly global society. ASU-Beebe's ultimate goal is to produce graduates who are socially responsible and capable of affecting positive change in the world, and exposure to diversity in the university setting is one very important aspect of reaching this goal.

It is ASU-Beebe's vision to promote an environment in which each individual is respected and valued. This respect will be evidenced by a diverse student body, faculty, and staff. ASU-Beebe's goal is to be recognized as an institution of higher learning where diversity is respected, supported, and encouraged.

### IV. STRATEGIES FOR INCREASING ALL TYPES OF DIVERSITY AT ASU-BEEBE

At the 2008 Summer Planning Retreat, ASU-Beebe's Planning Team selected the following nine strategies for implementation in the 2008-2009 academic year with the goal of producing a higher level of all types of diversity at the institution:

1. **ASU-Beebe will note the proximity to Little Rock for all campuses in national and regional advertisements for positions.**

Noting the proximity to Little Rock in national and regional advertisements for positions will reflect the fact that all of ASU-Beebe's campuses are relatively close to Little Rock, which, as a major metropolitan area, offers diverse cultural opportunities for those in the region. This may make positions at ASU-Beebe's campuses, all of which are in relatively rural areas, more attractive to those who desire to live in an area near diverse people and diverse cultural opportunities.

2. **ASU-Beebe will send institutional representatives to at least three colleges or universities per year in an effort to recruit minority**

**graduates to become ASU-Beebe employees. At least one of these institutions will be a historically black college or university.**

Building relationships with faculty, staff, and administrators at other colleges and universities could serve as an important resource for recruitment of minority graduates of programs of interest to ASU-Beebe. Such resources will be imperative to increasing the employment of minority staff and faculty at ASU-Beebe.

3. **ASU-Beebe will develop a list of minority adjunct faculty and their areas of instruction. As full-time faculty positions become available, qualified ASU-Beebe minority adjunct faculty will be encouraged to apply for such vacant positions via letters and phone calls from the Vice Chancellor for Academic Affairs or the appropriate division chair.**

ASU-Beebe wishes to develop a “grow your own” approach for recruitment of minority faculty in addition to other methods of minority faculty recruitment. ASU-Beebe values its minority adjunct faculty and wishes to give them ample opportunities to advance.

4. **ASU-Beebe will provide training for all employees on diversity issues on at least an annual basis.**

Training on diversity issues will help ASU-Beebe staff and faculty understand what diversity is, the benefits of diversity, and how they can help increase the diversity of ASU-Beebe in all areas.

5. **ASU-Beebe will provide conversational Spanish classes free of charge for employees through continuing education.**

ASU-Beebe wishes to encourage and assist its employees in learning Spanish language skills that will allow ASU-Beebe to be of greater service to the growing Hispanic population in the region.

6. **ASU-Beebe will send at least one faculty/staff member to a conference addressing diversity issues on an annual basis using staff development funds.**

ASU-Beebe will invest in training its employees in diversity issues by providing financial resources to attend conferences discussing diversity issues. The employees who receive training via such conferences will then be expected to share the knowledge gained with other employees and actively utilize it to help implement strategies that will improve diversity at ASU-Beebe.

7. **The ASU-Beebe Admissions Office will visit at least three minority-majority high schools on an annual basis.**

ASU-Beebe will seek to improve diversity among its students by actively

recruiting from racially diverse high schools. It is ASU-Beebe's desire that potential students of all races and ethnic backgrounds feel welcome and valued by ASU-Beebe.

8. **ASU-Beebe will develop a Cultural Studies Program that will offer students the opportunity to gain college credit via a study abroad program.**

The Assistant to the Chancellor is responsible for developing this program. The goal of this program will be to expose students to the differences among various cultures and encourage them to value and appreciate those differences. This perspective will allow ASU-Beebe students to better succeed in our increasingly global society.

9. **ASU-Beebe will host at least one minority performance/guest lecturer per year as part of the Concert Lecture Series.**

ASU-Beebe will host diverse performers on campus so that our students, faculty, staff, and citizens from surrounding communities will gain a greater appreciation of different cultures and the talents of people of varying backgrounds.

## V. CONCLUSION

The Planning Team of ASU-Beebe approved this Diversity Action Plan on November 20, 2008 at the Fall Planning Team Retreat. The Planning Team will continually monitor the progress of this Action Plan during the 2008-2009 academic year to ensure that all strategies are implemented, aiding ASU-Beebe in its goal of increasing diversity at all levels of the University.

**Arkansas State University--Mountain Home  
Minority Recruitment and Retention Report  
June 11, 2009**

- Number of Minority Students who are currently attending the institution:

Asian or Pacific Islander.....	11
African American.....	10
Hispanic.....	28
American Indian or Alaska Native.....	17
Non-Resident Alien.....	0
Unknown.....	14
-----	
Total	80

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

Three:

- 1) Hispanic faculty member for respiratory care
- 2) Pakistani faculty member for anatomy and physiology/microbiology
- 3) Hispanic faculty member for college preparatory courses (CPT)

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

One:

Instructor for College Preparatory courses (CPT)

- 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.

The first goal is to provide continuing education, extracurricular experiences, and representation for minorities. The objectives for this goal have been met through various aspects of the current curriculum such as assigned readings in literature and history classes and participation in International Week, Black History Month, and Women's History Month activities. International Week, Black History Month, and Women's History Month incorporate celebrations of the ideas of diversity. The 2009 Black History Month presentation featured discussions on Maya Angelou, George Washington Carver, Hailie Salassie I, and Evelyn Granville.

Additionally, for the past five years, as a part of the efforts by the International Committee, interested students and faculty have traveled to other countries on two-week excursions. In May of 2009, a group from ASUMH travelled to Rome, Florence, and the

French Riviera. Students who wish to receive academic credit for their travel experiences may do so. Faculty members who travel abroad are often asked to serve as guest lecturers for other instructors. For example, an English instructor who travelled to Viet Nam in May of 2009 has been asked to give a presentation to a history class for the Fall 2009 semester. A recently hired Sociology instructor spent the summer in the Ukraine and will share first-hand insights into the complexities of that country.

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.

The second goal of the plan is to establish and encourage a clear commitment to the value of diversity. The college honors Martin Luther King, Jr. Day by dismissing classes. Further, diversity issues have been brought to the forefront through the selection of various campus speakers. These activities, in addition to other more indirect activities, have brought forth the value of diversity and have promoted thought and encouraged tolerance for minority populations. The faculty and staff handbooks address minority issues.

Arkansas State University--Mountain Home's (ASUMH) administration believes that minority and diversity issues must be addressed in our predominately white area to create a better understanding of the world outside our two-county service area. As we move toward a more mobile and global society, it is the duty of the college 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 our campus community.

# Arkansas State University-Newport

## Minority Recruitment and Retention Annual Report

Submitted by Dr. Larry Davis, Vice-Chancellor for Academic Affairs

June, 2009

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 2008-2009**

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

	Fall, 2008	Spring, 2009
American Indian/Alaskan Native	9 (1.0%)	11 (0.5%)
Asian or Pacific Islander	6 (0.0%)	10 (0.5%)
Black	222 (13%)	257 (13.5%)
Hispanic	32 (2%)	22 (1.1%)

**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:



	# of Minorities	Began Work Past Year
<b><u>Asian/Pacific Islander</u></b>		
<b><u>Professional</u></b>		
Asst Prof of Social Science	1	0
Adjunct Business Ed Instructor	1	1
	<u>2</u>	<u>1</u>
<b><u>African American</u></b>		
<b><u>Professional</u></b>		
Part Time Adult Ed Inst	2	0
Counselor	2	2
Adjunct Business Instructor	2	2
Workforce Ed Faculty	2	0
Adjunct Phlebotomy Instructor	1	1
	<u>9</u>	<u>5</u>
<b><u>Clerical, Administrative Support</u></b>		
Administrative Assistant I	1	0
Library Academic Tech II	2	1
CP Intake/Data Assistant	1	0
Administrative Assistant II	1	0
	<u>5</u>	<u>1</u>
<b><u>Service Maintenance</u></b>		
Custodial Worker II	1	0
	<u>1</u>	<u>0</u>
<b><u>Part-time Help</u></b>		
Hourly/Extra-Help	3	3
	<u>3</u>	<u>3</u>
<b><u>Student Worker</u></b>		
Student Workers	4	3
	<u>4</u>	<u>3</u>
<b><u>Hispanic</u></b>		
<b><u>Professional</u></b>		
Adjunct Intl Program Devel	1	1
	<u>1</u>	<u>1</u>
<b><u>Part-time Help</u></b>		
Hourly - Part-time	2	2
	<u>2</u>	<u>2</u>
<b><u>Native American</u></b>		
<b><u>Executive, Administrative</u></b>		
VC for Academic Affairs	1	0
	<u>1</u>	<u>0</u>
<b><u>Professional</u></b>		
Director of Nursing (part of year)	1	0
	<u>1</u>	<u>0</u>

**Non-Resident Alien****Professional**Asst Prof of English/Foreign  
Language10

1

0

**TOTAL****30****17****2) Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.****a) Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.**

The vice-chancellor for student services actively recruited and hired a new minority counselor (black female) last year to replace the minority counselor who held that position. Part of her job entails developing strategies for recruiting and retaining minority students. She still works at the college. The vice-chancellor for student services also attends conferences and workshops on cultural diversity specifically targeted at minority awareness. This past year she also hired an additional grant-funded recruiter/counselor who is a minority female.

Student services also provided leadership in the formation of the Minority Student group. This group is sponsored by one of the black classified employees. They have met during the fall and spring semesters to increase awareness and discuss minority issues.

The vice-chancellor for academic affairs actively recruited minority applicants for the position of student development specialist last year and is working with potential minority faculty members this year to finish their credentialing to make them eligible as potential hires.

The college hired two minority females as full-time library staff last year and they are currently still employed as well. One of the minority staff members also served as the president of the student Phi Kappa Phi honors organization while completing her associate's degree this year.

The college student body elected a minority student government association president last year, but other responsibilities forced her to resign that position. The college has also partnered with Branch School and The Brotherhood organization in Newport to meet the needs of underprivileged (almost exclusively minority) kids that is targeted for and run by minorities. The college's Career Pathways program supports two employees to assist at the Branch School to

work with adults as others work with students. The adult education program also provided help with that organization in funding a minority staff person to work at the Branch school and in various locations around Jackson County. The college also provided scholarships for minority students this summer for Kids' College.

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

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

Although no specific budget amount is designated for the specific activities, the college is always committed to allocating whatever resources are necessary for the recruitment and retention of minority students and staff. Assessment of student and staff numbers does not always reveal the level of commitment of the college to raising these numbers each year. The college includes, in its recruitment plan, a number of activities aimed specifically at minorities. The limited number of minorities in the immediate area served by the college is a barrier to college's ability to expand on the existing numbers.

One of the monitoring activities to be completed is the survey of existing minority students and staff as to their satisfaction with the college and what they believe would be appropriate efforts that might be successful in recruiting and retaining more minorities, both as students and employees. The results of those surveys will aid the college in its assessment of needed changes for future success with its minority efforts.

## Annual Report of Five-Year Minority Retention Plan

May 27, 2009

Submitted by: Laura Kueter-Woods, Contact Person  
Black River Technical College

1. Report the progress that has been made towards meeting the goals included in your five-year plan. Address each goal relative to students, faculty and staff.

### ACTION PLAN:

- A. **Mission Statement: BRTC will review its mission statement to determine whether the existing statement appropriately reflects the institution's commitment to sustaining participation by all groups.** BRTC has revised its Mission Statement to include both the individual and the global community to achieve their academic, vocational, and personal development goals. The new Mission Statement was included in the August 16, 2001 Annual Update of BRTC's Minority Retention Plan.
- B. **Foundation Coursework: The institution will determine all students who are eligible for developmental coursework are appropriately placed and monitored.** The institution provides ASSET and/or COMPASS testing to all prospective students and based on the test scores, students are placed appropriately in the necessary writing fundamentals, developmental reading and math classes. BRTC offers free tutoring for students that need help in math, English, science and reading.
- C. **Community Initiative:** The community initiative partnership between BRTC and the African-American Community in Randolph County to preserve the Eddie Mae Herron Center (EMHC) continues through various opportunities. Over the past year, BRTC faculty and staff have helped the EMHC by planning and participating in events, as well as providing support materials for Black History Month and observance of Martin Luther King Jr. day. Many members of the BRTC faculty and staff are active members of the EMHC and some serve on the board of directors. BRTC has also provided assistance to EMHC by printing the stationary items for the center.

An EMHC Scholarship is provided through BRTC in which recipient preference is given to an African-American minority.

In February of this year, BRTC along with the EMHC in recognition of Black History Month hosted Tuskegee Airman, Milton Crenshaw. Mr. Crenshaw shared stories of his experiences as one of the two original supervising squadron commanders who instructed student pilot trainees from 1941-1946. Accompanying Mr. Crenshaw on this trip was Mr. Edmond Davis, Instructor at Arkansas Baptist College. Mr. Davis is an author and personal assistant to Mr. Crenshaw and he presented images and description of the Tuskegee Airmen. Mr. Crenshaw and Mr. Davis spoke to a student audience at BRTC as well as made public presentations at BRTC and the Eddie Mae Herron Center. Approximately 500 individuals attended these presentations.

As part of BRTC's Holocaust Survivor Series, Halina Peabody shared her story of survival with BRTC students, faculty and staff along with students from many area schools. Over the three-day event, approximately 1,400 individuals listened as she shared how she, her baby sister and mother managed to survive the horrendous ordeal and remain together. This continued series offers students and the public the opportunity to better understand the importance of cultural and ethnic diversity from a different perspective.

BRTC has also been involved in Project REACH (Research Early Arkansas Cultural Heritages) which focuses on the research of Post-Emancipation Proclamation settlements at Looneyville. BRTC hosted a public meeting to present a pictorial history update and allow guests to view artifacts discovered on the restoration projects of the Rice-Upshaw House and Looney Tavern. Over 100 guests attended this event.

BRTC was recently awarded an Arkansas Natural Cultural Resources Council (ANCRC) grant to provide continued research. One aspect of this continued research will be to better understand the role of enslaved African-Americans in early Arkansas settlements in Randolph County.

The Hispanic scholarship which was awarded for the 1<sup>st</sup> time in 2004 is being renamed a Minority Scholarship beginning in July of this year. Sometimes there is not a qualified Hispanic applicant and by changing the name to Minority Scholarship will all the scholarship to be utilized by a minority student. This scholarship is funded through faculty and staff payroll deductions.

- D. Recruitment and Retention strategies:** The BRTC recruiter has a \$20,000.00 budget set for recruitment of all potential students. Our recruiter promotes the BRTC campus by attending high school career days, financial aid information sessions and provides campus tours to interested juniors and seniors. A full report of the total number of

students that are contacted throughout the year and how many times each student is contacted is presented to the Vice President of Institutional Development every June. The report is analyzed and recruitment goals and strategies for the next school year are set in place. Retention strategies and policies have been developed as part of the institutional retention plan. This plan initially includes a new/transfer student orientation, a student early-alert system, and advisor-student contact strategy. The plan is reviewed and updated annually.

2. Status report: According to data from the Office of Student Services for the academic year 2007-2008, 4.6 percent of the total student body was members of minority groups. The numbers below show the ethnic breakdown:

<b>Asian or Pacific Islander</b>	<b>10</b>
<b>African American</b>	<b>62</b>
<b>Hispanic</b>	<b>42</b>
<b>American Indian/Alaskan Native</b>	<b>14</b>
<b>Unknown</b>	<b>7</b>

**There is currently one African American adjunct faculty member at BRTC.**

Minority Recruitment and Retention Annual Report  
For:

**COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF  
ARKANSAS**

**(Compiled by Steve Cole, Vice Chancellor)**

**(All numbers based on the data gathered before June 30, 2009)**

- Number of minority students who currently attend the institution.

***During the 2008 academic year, 794 minority students were enrolled at CCCUA.***

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

**14**

***Director of Human Resources  
Academic Advisor  
Institutional Services Assistant  
Institutional Services Assistant  
Director of Nursing  
Placement Coordinator  
History Instructor  
Adult Ed Instructor  
Project/Program Director Upward Bound  
Project/Program Manager Upward Bound  
Project/Program Manager Childcare  
Project/Program Director CAMP  
Daycare Teacher  
Childcare Technician***

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

**4**

**CAMP Director**  
**Childcare Coordinator**  
**Custodial Worker**  
**Custodial Worker**

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
  - Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

## **STUDENTS**

*In the area of minority student recruitment, we continue to target the Latino population with very specific advertising geared towards that group. We now have had 794 non-white students enrolled at CCCUA during the past academic year. This coming year, we are still directing much of our recruiting towards the Latino population while still reaching out to our largest non-white group of students – African-American. This will hopefully add to our largest non-white group – African American. In Southeastern Oklahoma, we have increased our marketing efforts to attract the Native American population. Our biggest addition to our non-white recruitment will center on the exponential growth of the area's Latino population. In Fall 2008, CCCUA began the "ACCELERATED ESL" program that sought to attract non-English speaking Latinos and then taught them how to read and write English at a level where they can be successful in sitting for the entrance exams required for enrollment at CCCUA. This program will continue, and it was such a success, we have dedicated a full-time adult education instructor just to assist in this project.*

**Our college goals in 2008 for percentage increases for non-whites:**

**Latino – 10% (15-20 students) (Attained with 10.88%)**  
**African American - 8% (10-15 students) (Attained with 12.68%)**  
**Native American - 5% (5-10 students) (Did not attain with 1.13%)**

- **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, 2008 through June 30, 2009.***

***We feel the overall increases in two of the three categories measured, CCCUA will maintain the same budgeting levels, except for the Native American recruiting. We will dedicate 50% more of the planned budget to recruit these students from McCurtain County Oklahoma.***

#### **FACULTY STAFF**

***CCCUA increased the total number of minorities working full-time from 10 to 14. Last year's report indicated that an overall increase like this would prove difficult, but CCCUA has received very qualified applicants over the past year, and many of them have come from minority groups in Southwest Arkansas.***

***While it will very difficult to match the 40% of total non-white employees hired in the past year, we will always strive to produce a qualified workforce that reflects the ethic makeup of the communities we serve.***

# **EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN**



## **ANNUAL PROGRESS REPORT**

**Academic Year  
July 1, 2008 through June 30, 2009**

*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.

# ***2009 Annual Progress Report***

## ***FIVE-YEAR MINORITY RETENTION PLAN JULY 2006-JUNE 2011***

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

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

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

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

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

Research has shown that these types of activities give the student a sense of belonging. That feeling of belonging reinforces the student's desire to remain with the institution and to continue as a student. The involvement also enhances the student's learning experiences. We work very hard to get students and faculty on our campus, and we desire to do everything within our power to keep them once they are enrolled or hired.

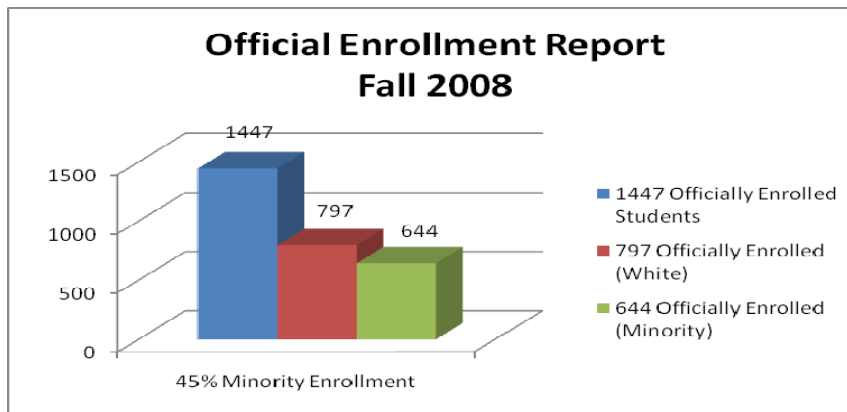
Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind. Therefore, we have revised our Five Year Minority Retention Plan to include Veterans' Affairs (Objective VII) and the Career Pathways Initiative (Objective VIII). Objectives and success indicators have been established in the Five-Year Minority Retention Plan, Revised 2009 and status reporting will be incorporated into our Annual Progress Report for 2010. Veteran's Affairs and the Career Pathways Initiative play vital roles in the retention of students at East Arkansas Community College.

# **EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN PROGRESS REPORT JULY 2008-JUNE 2009**

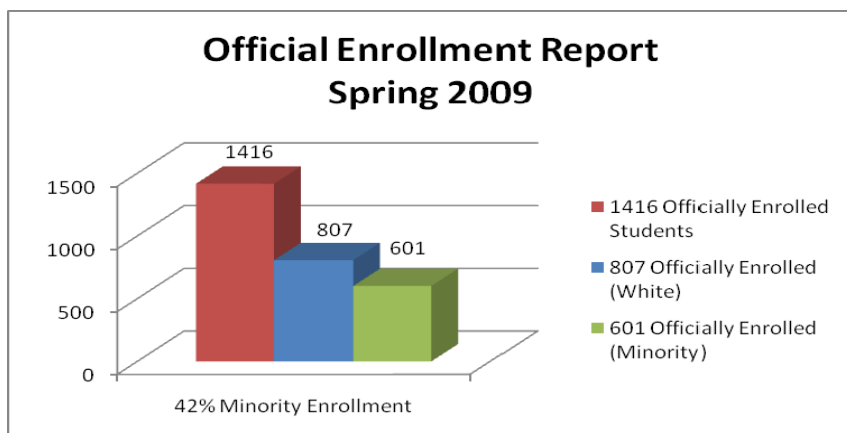
## ***ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN***

Our overall goal is to increase minority retention at East Arkansas Community College as we continue to meet our present institutional goals and objectives toward the recruitment of minority students, faculty and staff.

The official enrollment for the fall, 2008 semester was one thousand four hundred forty-seven students. The total number of minority students was six hundred forty-four, or forty-five percent of our enrollment.



The official enrollment for the spring, 2009 semester was one thousand four hundred sixteen students. The total number of minority students was six hundred and one, or forty-two percent of our enrollment.

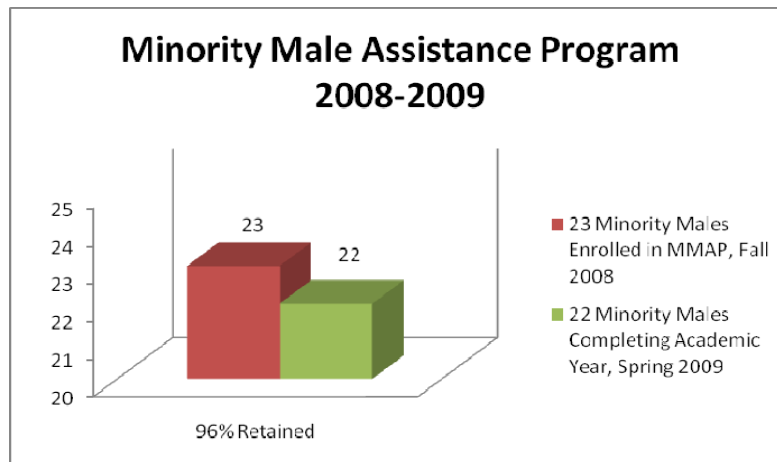


**Objective 1: To maintain the Minority Male Assistance Program (MMAAP) and retain first-time minority male students.**

**A. TO RETAIN PROGRAM PARTICIPANTS.**

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

Status: During the 2008 - 2009 academic year, twenty-three minority male students were enrolled in the Minority Male Assistance Program; however one student withdrew to fulfill military obligations. One participant successfully graduated at the May 2009 graduation ceremony. Throughout the academic year, twenty-two participants remained in the program for a retention rate of ninety-six percent (96%).



**B. TO PROVIDE CO-CURRICULAR ACTIVITIES.**

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

Status: The academic year began with the program orientation that all participants are required to attend. There were twenty-nine students in attendance and twenty-three actually enrolled in the program. Seventy-four percent of participants enrolled in the Minority Male Assistance Program.

Sixteen MMAAP students participated in a community service project, the Annual Walk for the March of Dimes Association. Seventy percent of MMAAP students participated in the community service project.



**C. TO PROVIDE ACADEMIC MONITORING BY IDENTIFYING STRENGTHS AND DEFICIENCIES.**

***Success Indicator:*** *An increase in the number of participants meeting attendance requirements.*

Status: During the fall 2008 semester, seventeen of the twenty-three enrolled MMAP participants met the attendance requirements, for a total of seventy-four percent.

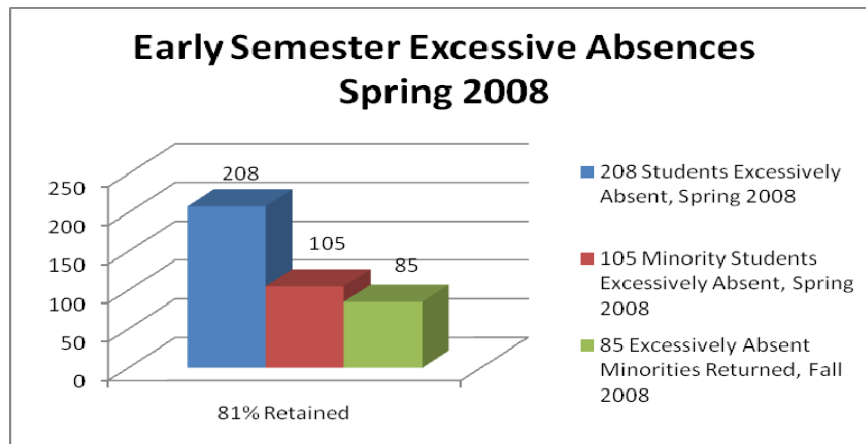
During the spring 2009 semester, thirteen of the twenty-three enrolled MMAP participants met the attendance requirements, for a total of fifty-seven percent.

Each participant was required to meet with their program advisor to discuss their absences, academic progress, and reported faculty concerns.

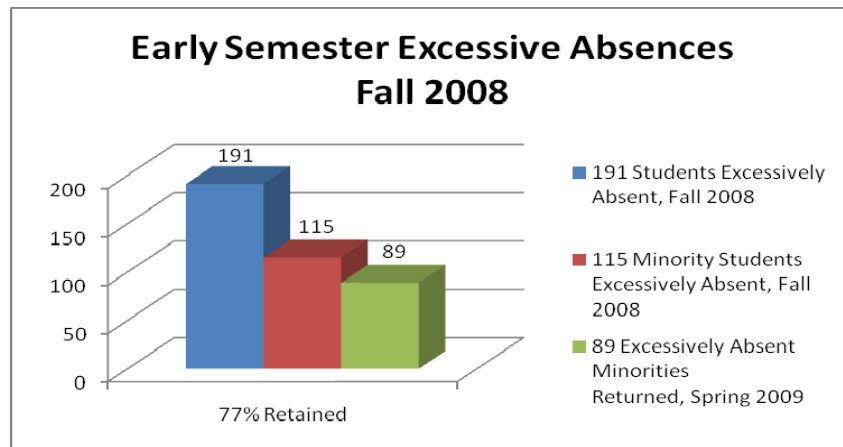
**Objective II: To retain minority students facing academic challenges such as excessive absences and/or course failure.**

***Success Indicator:*** *At least 50% of minority students receiving failing/excessive absence reports will be retained from semester to semester.*

Status: In the spring semester of 2008, there were two hundred eight excessively absent students. One hundred five of those students were minorities. Of those one hundred five minority students, eighty-five returned for classes in the fall of 2008 for a retention rate of eighty-one percent.



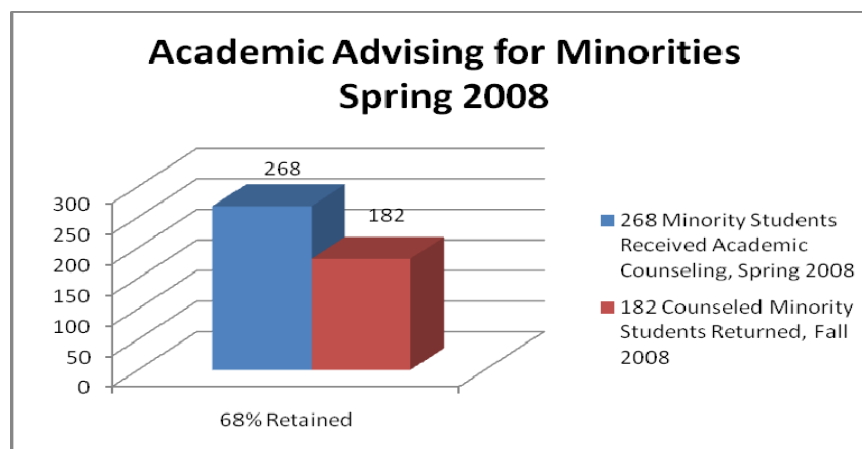
In the fall semester of 2008, there were one hundred ninety-one excessively absent students. One hundred fifteen of those students were minorities. Eighty-nine excessively absent minority students returned for classes in the spring semester of 2009 for a retention rate of seventy-seven percent.



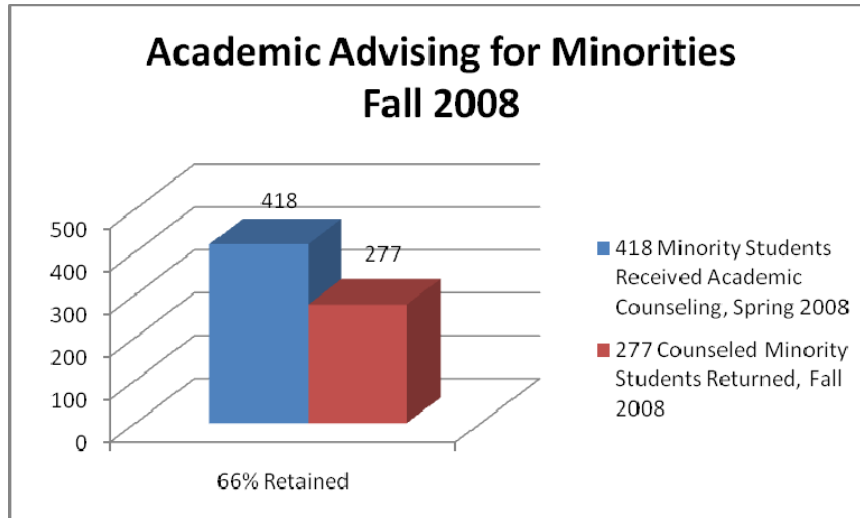
**Objective III: To strengthen academic advising for minorities.**

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

**Status:** In the spring semester of 2008, two hundred sixty-eight minority students received academic counseling. Of those two hundred sixty-eight students, one hundred eighty-two returned for classes in the fall semester of 2008. Sixty-eight percent of minorities receiving academic counseling were retained for the fall 2008 semester.



In the fall semester of 2008, four hundred eighteen minority students received academic counseling. Of those four hundred eighteen minority students, two hundred seventy-seven returned in the spring semester of 2009. Sixty-six percent of minorities receiving academic counseling were retained for the Spring 2009 semester.

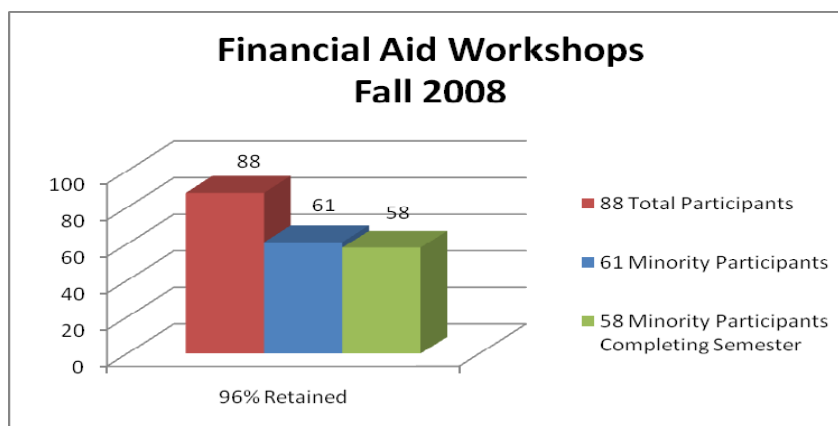


**Objective IV: To remove financial barriers for minority students by providing assistance through federal, state and institutional programs.**

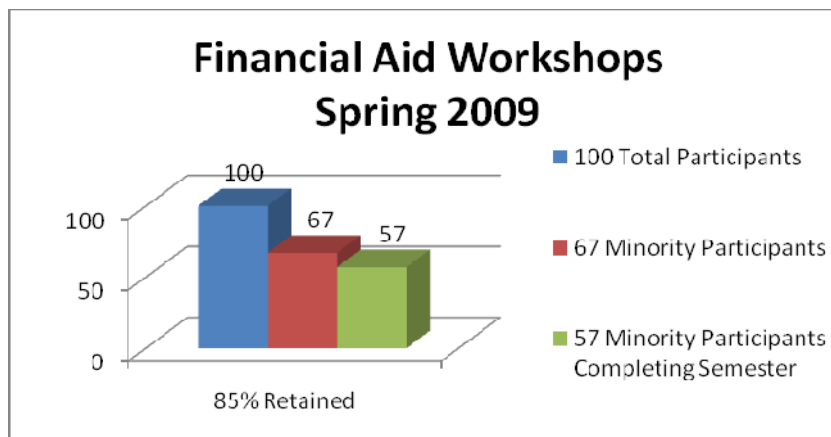
**A. FINANCIAL AID WORKSHOPS**

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

Status: During the fall semester 2008, EACC provided four (4) financial aid workshops. Eighty-eight students attended and sixty-one of those in attendance were minorities. Fifty-eight of the minority students who attended financial aid workshops completed the semester for a retention rate of ninety-six percent.



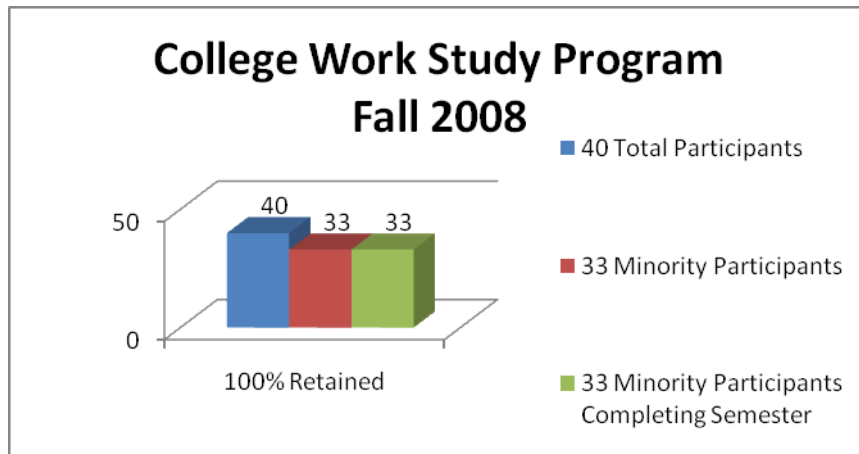
During the spring semester 2009, EACC provided five (5) financial aid workshops. One hundred students attended and sixty-seven of those in attendance were minorities. Fifty-seven of the minority students who attended financial aid workshops completed the semester for a retention rate of eighty-five percent.



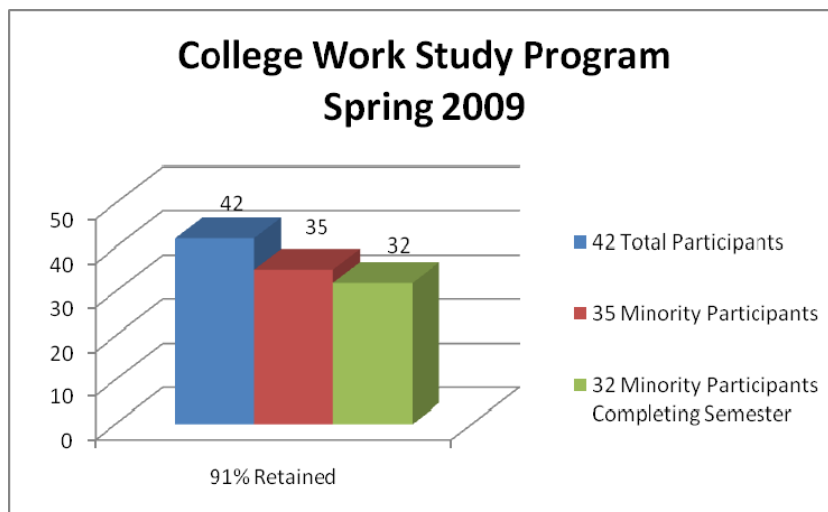
## B. COLLEGE WORK-STUDY PROGRAM

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

Status: During the fall 2008 semester, forty students participated in the Work-Study Program. Thirty-three were minority students and all completed the semester for a total retention rate of one hundred percent.



During the spring 2009 semester, forty-two students participated in the Work-Study Program and thirty-five were minorities. Of those thirty-five minorities, thirty-two completed the semester for a total retention rate of ninety-one percent.



### C. PUBLIC TRANSPORTATION

***Success Indicator: At least 67% of minority students using public transportation will be retained from semester to semester.***

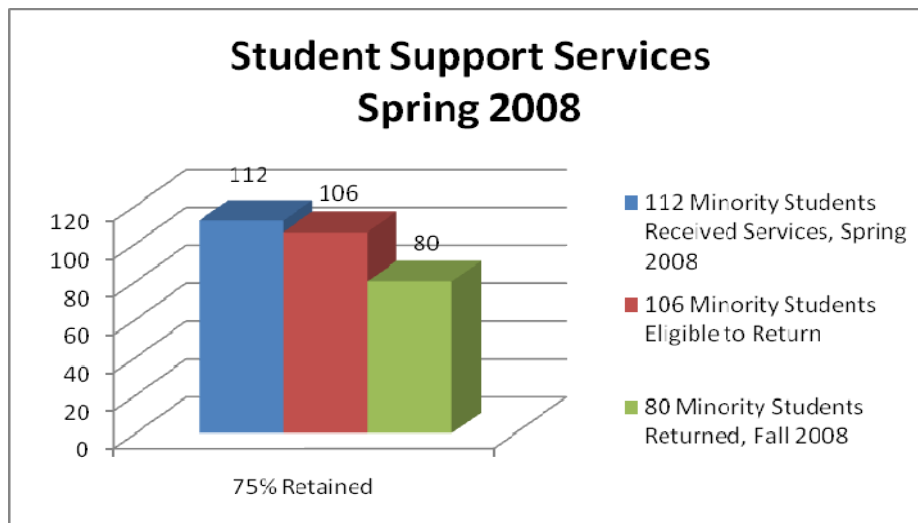
Status: East Arkansas Community College did not have a public transportation provider for the 2008-2009 academic year.

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

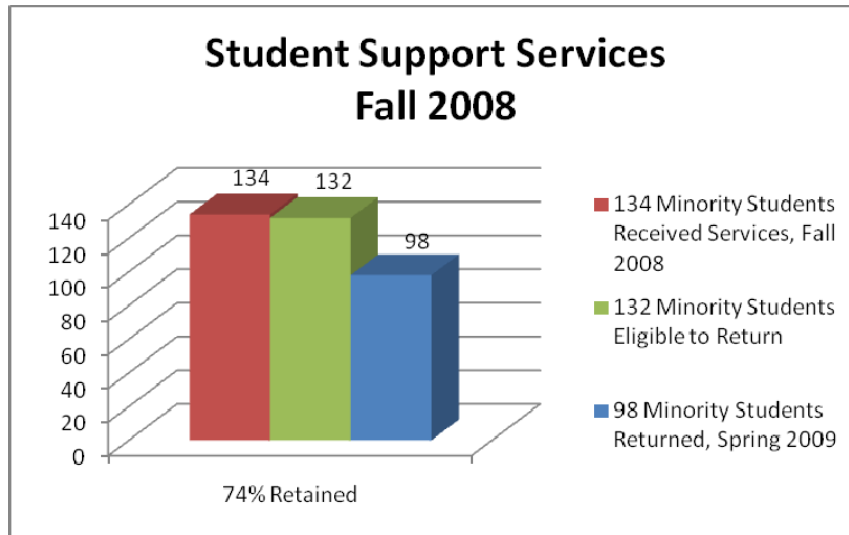
#### A. TO PROVIDE SUPPORTIVE SERVICES

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

Status: One hundred twelve minority students received Student Support Services during the 2008 spring semester. Five of these students graduated in May, 2008, leaving one hundred six eligible to return to EACC. In the fall of 2008, eighty of those one hundred and six students re-enrolled for a retention rate of seventy-five percent.



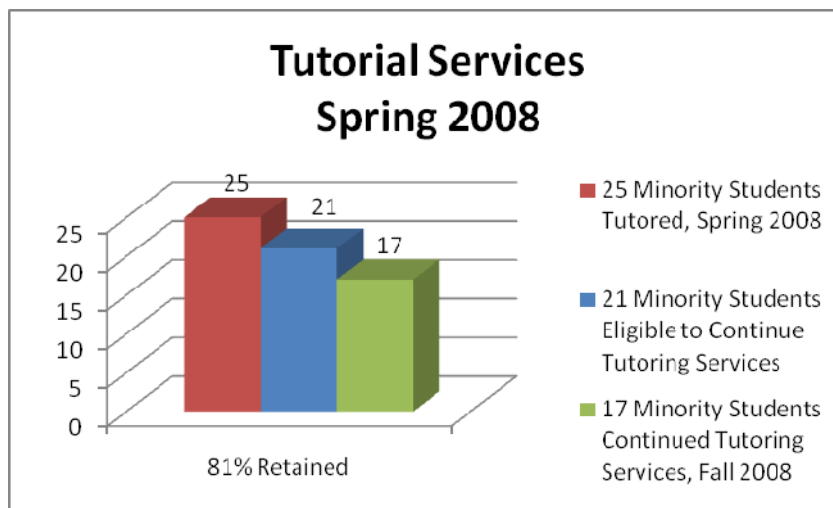
One hundred thirty-four minority students received services through Student Support Services during the 2008 fall semester. Two of these students graduated in December 2008, leaving one hundred thirty-two eligible to return. In spring 2009, ninety-eight of those one hundred and thirty-two re-enrolled for a retention rate of seventy-four percent.



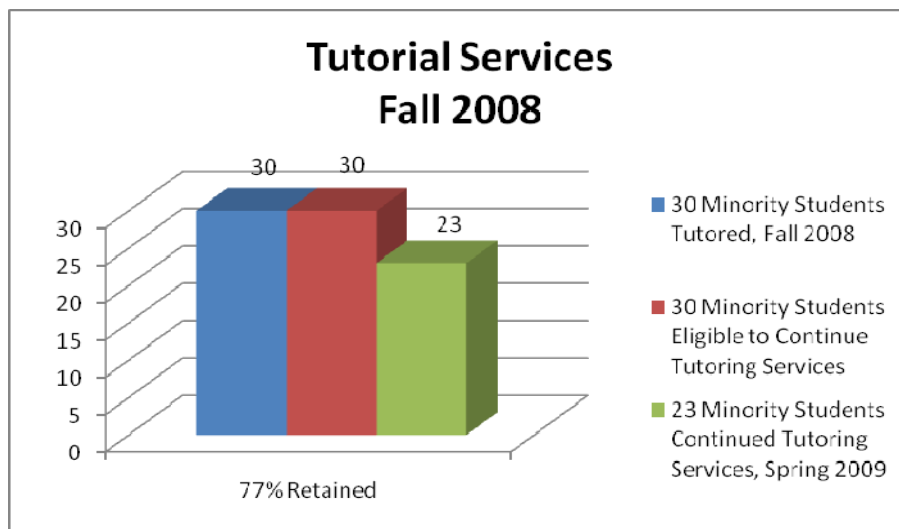
## B. TO PROVIDE TUTORIAL SERVICES

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

**Status:** Twenty-five minority students were tutored during the spring 2008 semester. Four of these students graduated leaving twenty-one students eligible to continue receiving tutoring services. In the fall of 2008, seventeen of the twenty-one continued to receive tutoring services. Eighty-one percent were retained in the tutoring program.



Thirty minority students were tutored during the 2008 fall semester. In the spring of 2009, twenty-three of those thirty students continued to receive tutoring services. Seventy-seven percent were retained in the tutoring program.





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

Status: For the fiscal year 2008-2009, there were two (2) new minority employees hired. One hundred percent (100%) were retained. Thirteen (13) non-minorities were hired, retaining eighty-six percent (86%).

Our two minority new-hires include one (1) professional and one (1) secretary.

### **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. Thirty-nine (39) applicants listed our website 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 is working toward competitive salaries with area school districts. The Board of Trustees approved a three percent (3%) salary increase that will become effective July 1, 2009 for administrative staff. The faculty's overall salary increase was three percent (3%). One position held by a minority received an increase in excess of three percent (3%). The classified staff received increases based on the new uniform Classification and Compensation Act. The increases for minorities range from 2.5% to 35%.

At the February 21, 2008 board meeting, the EACC board approved combining its existing retirement benefits to include compensation for unused sick leave at retirement. This benefit is in addition to the health insurance benefit outlined in Board Policy 3-8.

*Outstanding Faculty Member* and *Outstanding Staff Member* nominations are received from EACC faculty and staff. The recipients are chosen by a committee and receive an award of five hundred dollars (\$500) at the annual award ceremony in April. These awards are presented by the EACC Foundation. This year's recipients were not minorities.

**Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2008-2009 academic year.**

Number	Position Title
1	Accountant
1	Assistant Registrar
1	Career Pathways Counselor
1	Clerk Typist I
1	Coordinator/Instructor
2	Counselors
4	Custodial Workers
1	Data Entry Specialist
1	Director of EastArk Secondary Career Center
1	Director of Educational Guidance
1	Director of Financial Aid
1	Director of Personnel
1	Director of Physical Plant
1	Distance Learning Coordinator
1	Faculty
1	Financial Aid Officer
1	Lab Supervisor
1	Library Academic Tech
2	Maintenance Workers
1	Recruitment Coordinator
1	Recruitment/Placement Coordinator
5	Secretary I
1	Secretary II
1	Transfer Specialist
1	Vice President for Student Affairs
<b>34</b>	<b>TOTAL</b>

*\*This is a decrease of 1 position held by minorities at East Arkansas Community College from the previous 2007-2008 academic year.*

# Additions and Revisions Section

East Arkansas Community College has revised its Five Year Minority Retention Plan to include Veteran's Affairs and the Career Pathways Initiative. Objectives and success indicators have been established in the Five Year Minority Retention Plan (Revised 2009) and status reporting will be incorporated into our Annual Progress Report for 2010. Veteran's Affairs and the Career Pathways Initiative play a vital role in the recruitment and retention of our students.



**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2006-JUNE 2011**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective VII: To retain minority participants in the Veterans' Affairs Program.</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
<b>To retain Veteran Students through appropriate counseling and advising.</b>	<p><b>At least 75% of the minority students in the Veterans' Affairs Program will be retained from Fall to Spring semester.</b></p> <p><b>At least 60% will be retained from Fall to Fall.</b></p>	<p>Coordinator of Veterans' Affairs</p> <p>Director of Educational Guidance</p>	<p><b>End of each Fall and Spring Semester</b></p> <p><b>End of each fall semester.</b></p>	<p><b>Follow-up on the number of Veterans retained from Fall to Spring through transcripts and registration.</b></p> <p><b>Follow-up on the number of Veterans retained from Fall to Fall each year through transcripts and registration.</b></p>	<b>Included in Counseling Services budget.</b>

**\*Added to EACC's 2006-2011 Five Year Minority Retention Plan in 2009**  
**Data for Objective VII will be incorporated in the Annual Progress Report for 2010**

**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2006-JUNE 2011**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective VIII: To retain minority participants in the Career Pathways Initiative.</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
<b>A. To provide supportive services:</b>  <b>1. Academic Advising</b>  <b>2. Career Planning</b>  <b>3. Mentoring Sessions</b>	<b>Retain 75% of Career Pathways minority students from Fall to Spring Semesters.</b>	<b>Employability Coordinator</b>  <b>Counselors</b>  <b>Instructor</b>	<b>End of each semester; Summer II, Fall, Spring, Summer I</b>	<b>a. Orientation session completed</b>  <b>b. Midterm report satisfactory</b>  <b>c. Semester GPA above 2.0</b>	
<b>B. To provide assistance in tuition, fees, textbooks, transportation (gas vouchers) and childcare</b>	<b>Retain 60% of Career Pathways minority students from Fall to Fall semesters.</b>	<b>Director</b>	<b>Beginning of each Fall semester</b>	<b>a. Number of eligible minority students served</b>  <b>b. Number of students receiving assistance with tuition, fees, textbooks, transportation and childcare.</b>	

\*Added to EACC's 2006-2011 Five Year Minority Retention Plan in 2009  
Data for Objective VIII will be incorporated in the Annual Progress Report for 2010.

**MINORITY RECRUITMENT and RETENTION  
REPORT  
for the  
2008-2009 Academic Year**

**JUNE 2009**

Contact: Dr. Barbara Baxter  
Executive Vice President for Institutional Effectiveness  
Mid-South Community College  
2000 West Broadway  
West Memphis, AR 72301  
(870)733-6730  
[bbaxter@midsouthcc.edu](mailto:bbaxter@midsouthcc.edu)

## Preliminary Information

### Minority Enrollment

As of the official enrollment day for fall 2008, minority students comprised 54.8% of credit student enrollment, with Black (non-Hispanic) students accounting for 52.7%.

Ethnicity	Male	Female	Total	Percent
Asian/Pacific Island	2	6	8	0.44%
Black (non-Hispanic)	292	659	951	52.72%
Hispanic	7	9	16	0.89%
American Indian/Alaskan Native	4	3	7	0.39%
White (non-Hispanic)	342	473	815	45.17%
Non-resident, International	4	3	7	0.39%
Total	651	1153	1804	100.00%

Spring 2009 minority enrollment as of the official enrollment day, remained substantially the same (53.5%) as outlined below.

Ethnicity	Male	Female	Total	Percent
Asian/Pacific Island	6	14	20	1.10%
Black (non-Hispanic)	267	649	916	50.58%
Hispanic	7	10	17	0.94%
Indian/Alaskan	3	3	6	0.33%
White (non-Hispanic)	347	496	843	46.55%
Non-resident, Inter	5	2	7	0.39%
Unknown	0	2	2	0.11%
Total	635	1176	1811	

### Minority Faculty and Staff Employed at MSCC during 2008-09

Mid-South Community College employed a total of 56 minority faculty and staff during 2008-2009. Positions are listed below:

#### Staff

VP for Student Affairs

Director of Data Systems Management

Direction of Campus Safety  
Director of TRIO EOC (2)  
Director of TRIO SSS  
Coordinator Career Services  
Coordinator of Employment & Training  
Coordinator of Food Services  
Coordinator Retention Services  
Coordinator of Student Activities  
4 Counselors-Career Pathways  
Counselor Disability Services  
Counselor-TRIO EOC  
Counselor-TRIO SSS  
Counselor-Workplace Readiness

**Classified Staff**

Accounting Tech (3)  
Asst Registrar  
Computer Tech  
Coord Food Services  
Custodians (4)  
Database Tech  
Intake Counselor  
Lab Tech  
Payroll Officer  
Purchasing Agent  
Receptionist  
Secretary/Admin Assts (6)  
Work-Study Coordinator

Full-time Faculty (15)  
Adjunct Faculty (31)

**New**

Director of TRIO EOC

**FT Faculty**

2 Natural Science Instructors  
1 Program Coordinator Allied Health/Life Science  
1 Allied Health Instructor

**19 PT Faculty**



# Progress Made Toward Goals and Objectives for 2006-2010

## Institutional Goals and Objectives for 2006-2010

### 1) To increase fall-to-fall retention of minority cohort students by 7% within five years.

#### Strategies

- a. Improvements to the Academic Advising Program will ensure that first-time entering, award-seeking students have at least 2 quality contacts with advisors during their first semester of enrollment.

**Activities:** Advising training sessions each semester, along with an early-alert system, helped to ensure that advisors would meet with their advisees by to address any academic concerns. As a requirement for the Educational Opportunity Center (EOC) grant, EOC counselors develop Individual Education Plans (IEP's) for all first-time entering grant participants. TRIO Student Support Services (SSS) and Career Pathways personnel were also required to have individualized education plans for an additional 300 students. First-time entering students were identified early in the fall semester as a distinct group for tracking advising effectiveness. Persuading students to attend advising sessions continues to be a challenge with approximately 1/3 of advisors reporting they were unable to document two contacts with all their students during first semester of enrollment.

- b. Use of the Noel-Levitz Retention Management Survey with first-time entering, award-seeking students will help identify at-risk students and enable pro-active intervention measures.

**Activities:** Three hundred and twelve (312) first-time entering, award-seeking students used the Noel-Levitz Retention Management System. Of the 312 students, 188 (61.7%) respondents reported that they were minorities. Four students did not respond to the question. College Survival Skills is recommended for all degree-seeking students during their first semester of enrollment at MSCC. Survey results were shared with students and their instructors. Instructors assigned a self-reflective essay to encourage students to consider their strengths and challenges as they plan their academic programs. Results were also shared with the Coordinator of Retention Services to help improve activities designed to increase retention to goal completion.

- c. Student Services personnel will provide at least one diversity workshop per year for students

**Activities:** Student Services personnel provided the following workshops and/or activities during 2008-2009 in support of diversity and cultural awareness..

Field trip: Civil Rights Museum  
Black History Program  
Town Hall Meeting to discuss diversity issues

Disability Awareness Day  
Field Trip: Bill Clinton Library  
Field Trip: Drama Presentation  
2 Art Exhibits held on campus

- d. Annual analysis of fall-to-fall retention statistics (including verified transfer to another institution) for 1<sup>st</sup>-time entering, award-seeking students.

**Activities:** Enrollment data from the student information systems and from the National Clearinghouse were analyzed to determine retention and transfer statistics.

### **Success Indicator**

Achievement of 7% improvement in fall-to-fall retention of minority students from the 2004-2005 academic year to the 2010-2011 academic year.

**Results:** 37.65% (61/162) of F2007 first-time entering award-seeking (full-time and part-time) minority students reenrolled or transferred as of the Fall 2008 semester compared to the baseline of 36.0% of F2004 first-time entering award-seeking (full-time and part-time) minority students who reenrolled or transferred for the fall semester of 2005. The retention/transfer percentage for full-time cohort students was 46.4% (32/69), which meets the target goal for the current year.

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

### **Strategies**

- a. The use of the Noel-Levitz RMS, the Kuder Career Inventory, and use of the student retention database to track retention to goal achievement.

**Activities:** 142 students completed the Kuder Career Inventory, 311 first-time entering, award-seeking students used the Noel-Levitz Retention Management System, and 366 students completed the Community College Survey of Student Engagement (CCSSE). Surveys are used to assess risk factors, plan proactive measures such as tutoring, counseling, student life activities that promote retention, and assess student satisfaction with and the effectiveness of retention strategies.

- b. Academic planning will help students develop and follow a realistic plan for achieving their academic/career goals.

**Activities:** Advisors set meetings with cohort students to develop academic plans during the fall semester. All students dropping or withdrawing were required to meet with an advisor or with the VP for Learning and Instruction or the VP for Student Affairs to ensure follow-up retention counseling.

- c. A mentoring/coaching program for at-risk students will be instituted

**Activities:** Title III funds have supported the purchase TutorTrac which records coaching contacts with faculty and the purchase of Smarthinking which gives students 24/7 access to tutors on-line in major subject areas. For the 2008-2009 academic year, 816 students, of which 494 were minority, took advantage of tutoring resources. Slightly more than 200 students took advantage of Smarthinking tutoring for mathematics and science.

- d. Increasing the number of students receiving financial assistance to promote full-time enrollment.

**Activities:** Financial Aid personnel held workshops and advertised the availability of funds internally on our plasma screens and through emails to students. Our Career Pathways program, which provides key financial assistance to eligible students also met its enrollment goals. MSCC also hosted College Goal Sunday with an excellent turnout of students, and the MSCC Foundation now offers more than 40 private scholarships. The percentage of students receiving financial aid has increased every year since 2004.

### **Success Indicator**

5% or better increase in award-completion rates of minority cohort students from the 2004-2005 academic year to the 2010-2011 academic year.

**Results:** Minority cohort graduation rates to date are outlined below:

F2002 Associate Degree	3.0%	Certificate	0%
F2003 Associate Degree	2.9	Certificate	9.5%
F2004 Associate Degree	8.2%	Certificate	0%

The baseline graduation rate for F2002 minority cohort (full-time at entry) student graduation within 150% of program length was 2.9% for MSCC compared to a state rate of 2.8% for associate degree students. Four of 123 associate degree students completed within 150% (as of S2004) for a graduation rate of 3.0%. Of fourteen F2002 minority students enrolled in certificates, none completed within two years (S2003) for a 0% completion rate compared to a state rate of 1.4%

Three of 130 F2003 minority cohort associate degree students graduated within 150% for a graduation rate of 2.3%. Two of 21 minority certificate students completed within 2 years for a graduation rate of 9.5%.

Five of 61 F2004 minority cohort associate degree students graduated within 150% of program length (as of S2007) for a graduation rate of 8.2%. Of seven minority students enrolled in technical certificates none completed within 150% of program length.

Three of 60 F2005 FT minority cohort associate degree students graduated within 150% of program length (as of S2008) for a graduation rate of 5%. No certificate students completed within 150% of program length.

**3) To achieve a 10% increase in the number of minority staff within five years.**

**Strategies**

- a. The institution will continue to promote diversity and equal opportunity through local, regional, and national job searches as appropriate
- b. Retention of minority staff will be encouraged through diversity workshops and supervisory training that help build morale, commitment, and comfort in the workforce.

**Success Indicators**

- a. Annual employment statistics

**Results:** The number of minority classified staff employed during 2007-2008 reflects a 69.2% increase (9 positions) over the number employed in the baseline year of 2004-2005. The number of minority professional staff reflects a 35.7% increase (5 positions) over the baseline year of 2004-2005.

- b. Documentation of diversity and supervisory workshops  
Activities:  
Supervisor Workshops, Fall and Spring: Developing Employees and Building Trust  
Diversity Workshop, 12/2009

**4) To achieve a 10% increase in the number of minority faculty within five years.**

**Strategies**

- a. The institution will continue to promote diversity and equal opportunity through local, regional, and national job searches as appropriate
- b. Retention of minority faculty will be encouraged through diversity workshops and supervisory training that help build morale, commitment, and comfort in the workforce.

**Activities:** TA Diversity workshop was held December 2008. Supervisor training was held that focused on developing employees

**Success Indicators**

- a. Annual employment statistics were gathered and analyzed to compare 2008-2009 with 2007-2008

**Results:** The number of minority full-time faculty employed for 2008-

2000 reflects an 87.5% increase over the baseline year of 2004-2005, and an increase of two positions over 2007-2008.. The number of minority adjunct faculty employed for 2008-2009 reflects a 14.8% increase over the baseline (27) and a 24% increase over 2007-2008.

- b. Documentation of diversity and supervisory workshops  
See list above.

## Implementation Timeline

<b>August</b>	<p>Advisor Training</p> <p>Follow-up with spring enrollees who have not registered for fall</p> <p>Administration of the Noel-Levitz Retention Management Survey to first-time entering, award-seeking students before or within first two weeks of fall semester</p> <p>Employee Diversity Workshop</p>
<b>September</b>	<p>Documentation of first advisor meeting and completion of Academic Plans for first-time entering, award-seeking students</p> <p>Mentor Training and assignment to students</p>
<b>October/ November</b>	<p>Supervisory Training to support retention of minority employees</p> <p>Advisor Feedback Reports</p>
<b>December January/</b>	<p>Mid-Year evaluation of mentoring program</p>
<b>February</b>	<p>Diversity workshop for faculty</p> <p>Advisor Feedback Reports</p>
<b>May</b>	<p>Semester evaluation of mentoring program</p>
<b>June</b>	<p>Statistical analysis to determine effectiveness of strategies for annual progress report</p> <p>Evaluation of Minority Recruitment and Retention Program by the Institutional Effectiveness and Planning Committee</p>

## Annual Budget

Estimated annual expenses are listed below:

Employee Workshops	
Supplies/materials	\$500
Mentor Workshops	\$500
Student Retention Database	

Maintenance

\$500

Other costs (employee ads, student surveys, etc.) are covered by other areas.



## **NATIONAL PARK COMMUNITY COLLEGE**

### **ANNUAL MINORITY REPORT TO ADHE** JUNE 2009

#### **AFFIRMATIVE ACTION POLICY STATEMENT**

National Park Community College is committed to affirmative action for minorities including Asian Americans, African Americans, Hispanic Americans, Native Americans, women, and persons of disability. This commitment is expressed through the College's efforts to eliminate barriers to equal employment opportunities and improve employment and educational opportunities encountered by these protected groups.

#### **I. As an equal opportunity employer, National Park Community College will:**

- A.** Recruit, hire, train, and promote persons in all job titles, without regard to race, color, religion, creed, age, national origin, disability, marital status, sexual orientation, or sex except where a bona fide occupational qualification exists.
- B.** Ensure that all personnel actions such as compensation benefits, transfers, terminations, layoffs, return from layoff, reductions in force (RIF), College sponsored training, education, tuition assistance, social, and recreation programs, will be administered without regard to race, color, religion, sex, sexual orientation, age, national origin, creed, marital status, or disability.

#### **II. National Park Community College will provide equal access to all programs for all students on the basis of merit without regard to race, color, religion, sex, age, sexual orientation, national origin, or disability.**

No person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the College including, but not limited to, admissions, academic programs, student employment, counseling and guidance services, financial aid, recreational activities, and intramural athletics.

#### **III. Affirmative Action Grievance Procedures**

- A.** A person who believes he or she has been discriminated against by National Park Community College because of race, color, ethnic background, sexual orientation, religion, national origin, sex, physical, or mental handicap is encouraged to utilize the grievance procedures provided by the College. There are informal and formal means of addressing complaints through the Vice President of Student Services office. These should be used as soon as possible after the alleged act of discrimination. No individual shall be penalized or retaliated against in any way by the College community for his or her participation in this complaint procedure.
- B.** All persons who seek the advice and assistance of the affirmative action office shall have explained to them the informal and the formal grievance procedures available to them through the College as well as the existence of external complaint procedures available through state and federal agencies. They shall also receive a copy of the affirmative action grievance procedure.

Copies of the College's Affirmative Action Policy are available in the Vice President of Student Services office. The office is open during regular business hours and is located in the Fisher Campus Center, 3rd floor, (501) 760-4203.

## **GOALS FOR MINORITY RETENTION AND RECRUITMENT**

- 1) National Park Community College will strive to maintain and exceed the minority enrollment and retention goals at levels that will reflect the number of historically underrepresented students in its recruitment or "service" area.
- 2) Increase the number of graduating minority students to at least reach parity, at a minimum, with the graduation rate of other students.
- 3) Implement collaborative K-12 and higher education partnerships and programs that successfully prepare and recruit minority students for college.
  - a. Establish scholarships and financial aid programs for students to help pay for college expenses
  - b. Recruit minority students from a broad range of areas including predominantly minority communities, churches, and surrounding areas, through cooperative linkage and outreach programs.
  - c. Implement programs that encourage minority college students to reach out to minority students and encourage them to pursue higher education.
  - d. Establish programs to better prepare minority students to pursue higher education goals.
- 4) Implement initiatives designed to increase academic opportunities and retain minority students.
  - a. Encourage universities, community and technical colleges to establish effective articulation agreements and procedures to improve the transfer rate of NPCC's minority students to two-year and four-year institutions.
  - b. Develop and maintain programs, policies and services to help students' progress in a hospitable environment, which acknowledges, encourages and supports diversity by creating a campus climate that is conducive to retaining minority students.
  - c. Identify and support campus and community factors that positively influence the quality of life for minority students.
  - d. Establish or improve programs to encourage minority students to pursue nontraditional and priority disciplines such as teaching, technology, mathematics, science, and engineering.
- 5) Implement programs to enhance the campus and community factors that positively influence the academic and social quality of life for minority faculty.
- 6) Develop job postings and practices that encourage more minority applicants for positions with the College.
- 7) Develop and implement initiatives designed to increase academic and promotional opportunities for minority faculty and staff.



**MEASURES and ASSESSMENT**  
**of**  
**MINORITY RECRUITMENT and RETENTION GOALS**

**I. Student Measures**

- A. Minority Student Enrollment
- B. Minority Students Receiving Financial Aid

**II. Faculty and Staff Measures**

- A. Number and Position Title of New Minority Faculty and Staff
  - B. Number and Position Title of All Minority Faculty and Staff
  - C. Posting of Job Vacancies
  - D. Retention of Minority Faculty and Staff
- =====

**III. BUDGET FOR STUDENT RECRUITMENT**

Travel: \$4,000  
Other Maintenance and Operations: \$5,500  
Advertising: \$ 5,000

**IV. BUDGET FOR EMPLOYEE RECRUITMENT**

Travel: \$3,000  
Advertising: \$3,000

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## I. STUDENT MEASURES

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National Park Community College will strive to maintain and exceed the minority enrollment and retention goals at levels that will reflect the number of historically underrepresented students in its recruitment or "service" area.

The minority student enrollment has exceeded the percentage of minorities residing in the service area population for the College, including Garland, and areas of Saline, Hot Spring, Clark, and Montgomery Counties. The minority student enrollment has steadily increased to the present 18% of total student enrollment.

Minority Student Enrollment Numbers (2000-2008)

STUDENT REGISTRATION COUNT BY RACE										
	ACADEMIC YEAR									
	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
ALIEN	23	14	4	7	16	9	13	5	4	9
AMER INDIAN	42	52	60	65	80	73	70	82	64	64
ASIAN	44	27	82	75	74	72	88	71	92	94
BLACK	353	358	414	388	478	452	508	489	649	788
HISPANIC	57	71	91	86	140	140	193	201	247	276
WHITE	4729	4670	5262	4983	6171	6118	6084	5368	6051	5958
UNKNOWN	43	195	160	1649	619	189	161	670	112	164
TOTAL										
Registrations	5282	5382	6073	7253	7578	7053	7117	6886	7217	7353
MINORITY										
REGISTRATION	510	517	807	878	788	746	872	848	1168	1395
PERCENT										
MINORITY										
REGISTRATION	8.97%	9.66%	9.61%	13.28%	12.11%	11.32%	10.86%	12.25%	12.32%	18.34%

- A. Implement collaborative K-12 and higher education partnerships and programs to successfully prepare and recruit minority students for college.
1. Establish scholarships and financial aid programs for students to help pay for college expenses.
  2. Recruit minority students from a broad range of areas including predominantly minority communities, churches, and surrounding areas, through cooperative linkage and outreach programs.
  3. Implement programs that encourage minority college students to reach out to minority students and encourage them to pursue higher education.
  4. Establish programs to better prepare minority students to pursue higher education goals.
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## B. Financial Aid

Financial Aid available to students, has increased, both in number and in awards. Fifty part-time student scholarships were allocated consisting of a waiver of tuition for three semester hours for students who have not been enrolled in a college within the past 2 years. Twenty half-time scholarships were allocated consisting of a waiver of tuition for six semester hours for full-time students who where not eligible for any other financial aid. The National Park Community College Foundation has created additional minority scholarships and funding for minority students only. The College's concurrent high school enrollment has increased 20%, reflecting an increase in financial aid recipients, including minority students.

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### Students on Financial Aid (2000-2008)

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NUMBER OF UNDUPLICATED STUDENTS ON FINANCIAL AID										
	Financial Aid YEAR									
	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
ALIEN	6	1	0	0	0	2	3	1	0	4
AMER INDIAN	16	24	24	30	34	41	32	38	28	32
ASIAN	12	92	41	39	26	33	23	25	30	44
BLACK	216	185	171	196	231	292	228	253	285	392
HISPANIC	19	30	34	39	59	67	65	80	79	116
WHITE	2001	2047	1991	2341	2531	2821	2369	2193	2286	2764
UNKNOWN	6	4	70	99	136	112	68	111	84	208
=====										
TOTAL										
RECEIPENTS	2276	2424	2281	2744	3017	3368	2788	2701	2792	3588
=====										
MINORITY										
RECEIPENTS	269	332	270	306	350	435	351	397	506	824
=====										
PERCENT MINORITY										
RECEIPENTS	11.82%	13.70%	11.84%	11.15%	11.60%	12.92%	12.59%	14.70%	18.12%	22.94%

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The Student Services for National Park Community College administers federal funded programs and collaborative K - 12 partnerships with school districts in the College's service area, including Arkansas School for Mathematics, Sciences, and the Arts, Hot Springs, Jessieville, Fountain Lake, Lake Hamilton, Mountain Pine, Cutter Morning Star, Center Point, and Lakeside School Districts. These efforts are geared to increasing the educational opportunities for the College's service area citizens. The College organizes financial aid workshops, financial aid nights, high school visits, college tours, high school counselor workshops on campus, concurrent college courses at high schools, and other recruiting and informational meetings with area high school students.

The Educational Talent Search Program, funded at approximately \$257,000 per year, serves 750 7<sup>th</sup> - 12<sup>th</sup> grade students in the College's service area. ETS participants are students who have been identified as having the academic potential and desire for continuing their education at the college level. Participants in the program are provided monthly contacts with program staff through academic, personal, and college preparatory workshops. Tutoring, campus visits, ACT test preparatory workshops, and summer enrichment opportunities provide the participants with the support and encouragement for meeting their goal of continuing their education beyond high school.

C. Implement initiatives designed to increase academic opportunities and retain minority students.

1. Encourage universities, community and technical colleges to establish effective articulation agreements and procedures to improve the transfer rate of minority students from two-year to four-year institutions.
2. Develop and maintain programs, policies and services to help student's progress in a hospitable environment, which acknowledges, encourages and supports diversity by create a campus climate that is conducive to retaining minority students.
3. Identify campus and community factors that positively influence the quality of life for minority students.
4. Establish or improve programs to encourage minority students to pursue nontraditional and priority disciplines such as teaching, technology, mathematics, science, and engineering.

The Student Support Services (SSS), program is a federally sponsored TRiO project funded to provide services to 206 eligible students enrolled at National Park Community College. Students who are first generation college students and/or low income, or have a disability, may qualify for the program.

The NPCC Student Support Services Program is funded 100% by a U.S. Department of Education grant at approximately \$336,000 per year. The program provides individualized academic advising, free tutoring, transfer trips to senior institutions, cultural enrichment activities, workshops, personal counseling, and disability services. In addition, all SSS students have the opportunity to apply for SSS grants.

## II. FACULTY MEASURES

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- A. Implement programs to enhance the campus and community factors that positively influence the academic and social quality of life for minority faculty.

The College has encouraged minority employees to become active in various campus and community organizations. Several minority faculty members are sponsors of campus organizations, including Phi Theta Kappa Honor Society and the Cultural Diversity Club. Invitations are issued to minority faculty and staff to act as representatives of the College at various activities and organizations within the community and campus.

- B. Develop job postings and practices that encourage more minority applicants for positions with the College.

The College advertises faculty vacancies in local area newspapers, statewide newspapers, national publications (Chronicle of Higher Education), and places the advertisement on various web-sites in efforts to attract the maximum number of applicants, including minorities. Also, brochures are mailed out to all colleges and universities detailing faculty and administrative openings with the College and requests nominations/applications from all.

- C. All advertisements contain the statement:

“National Park Community College is an Equal Opportunity/Affirmative Action Institution and is committed to providing equal opportunity through its employment practices”.

Reviews of applicants’ credentials are done without any prior knowledge of the race or sex of the applicants (unless the information is self-reported), to ensure impartiality in the selection process. Consideration is given to ensure that all affirmative action requirements for minority applicants are met. Further, provisions for recording and preserving detailed records of the recruiting and recommending process are in place. Institutional policy requires all full-time positions to be filled through properly constituted search committees, with minorities and women serving on all committees.

- D. Develop and implement initiativeS designed to increase academic and promotion opportunities for minority faculty and staff.

The College has established a non-interest loan program to assist faculty and staff to continue their education at another institution. No interest is charged, payment is 5% of the loan amount, and must only be for tuition-related expenses. The intent of the College is to provide financial assistance to faculty and staff to continue their education and become eligible for salary upgrades and/or promotional opportunities. The College has instituted a professional development area called Technical Program Incentive, designed to provide incentives for technical program instructors to pursue professional development as well as additional technical degrees and certifications.

## NEW MINORITY EMPLOYEES for 2008-2009

E	FULL NAME		FTHireDate	HIRED	TTL	GC_JobTitle
-	-----		-----	-----	---	-----
4	Smith	Sherry	L 00/00/0000	07/23/2008	993	FCWS-M&S Student Tutor-SSS
3	Mejia	Lisa	A 08/16/2008	08/16/2008	993	Custodial Worker II-Days
3	Lopes	Pedro Jorge	C 00/00/0000	08/21/2008	68	PT Faculty - Spanish
2	Jackson	Lloyd	D 00/00/0000	08/21/2008	68	PT Faculty-Pre-Algebra
2	Simpson	Rani	L 00/00/0000	09/15/2008	993	FCWS-C&A-Music
2	Green-Ngassa	Natasha	00/00/0000	09/30/2008	993	FCWS-Comm Services
2	Williams	Brenda Joyce	T 00/00/0000	09/23/2008	993	FCWS-Community Services
2	Lee	Latoya	00/00/0000	09/03/2008	993	FCWS-Financial Aid
9	Freeman	Melanie	A 00/00/0000	09/24/2008	993	FCWS-Community Services
2	Green	La Porchia	D 00/00/0000	09/29/2008	993	FCWS-Comm Services
2	Torrence	Erica	S 00/00/0000	10/08/2008	993	FCWS-Comm Services
2	Perkins	Lakeesha	S 00/00/0000	11/11/2008	993	FCWS-High Schools
2	Wesley	DeMeitta	M 00/00/0000	12/22/2008	999	Extra Help-Disability Aide
0	Farrer	Rachel	K 00/00/0000	01/26/2009	993	FCWS + Extra Help-Bookstore
2	Blackbird	Aryel	S 00/00/0000	01/22/2009	993	Student Art Model
3	Gibbs	Alberta	J 00/00/0000	02/12/2009	68	PT Faculty-Belly Dancing
9	McEarl	Jonathan	J 00/00/0000	05/20/2009	993	FCWS - PE

## CURRENT MINORITY STAFF AND FACULTY

E	FULL NAME		FTHireDate	HIRED	TTL	GC_JobTitle
-	-----		-----	----	---	-----
2	Morton II	Miles	E 08/01/2007	09/09/2005	32	DP Network Tech I-Website
2	Glover	Gloria	H 07/01/2005	07/13/2004	49	Secretary II-FA
2	Witherspoon	Louis	E 08/12/1996	08/12/1996	56	Bldg-Equip Repairman II-Nights
2	Jackson	Gardenia	B 12/29/1997	10/17/1997	58	Custodial Supervisor I
6	Campos	Teresa	D 08/16/2006	07/18/2005	60	Custodial Worker II-Nights
2	Hughes-Sr.	Danny	C 03/01/2003	03/01/2003	60	Custodial Worker II-Nights
6	Rodriguez	Ana	J 06/01/2006	03/01/2005	60	Custodial Worker II-Nights
2	Taylor	Wendell	R 09/01/2005	09/01/2005	60	Custodial Worker II-Nights
3	Esquibel	Amanda	K 05/16/2008	05/16/2008	62	Custodial Worker I--Nights
2	Ross	Exzonda	K 07/16/2007	03/20/2007	62	Custodial Worker I-Nights
2	Blunt	Laryssa	L 02/17/2002	02/17/2002	67	FT Faculty-HS Med Prof--10 Mo
2	Briscoe	Barbara	A 09/20/1973	09/20/1973	67	FT Faculty/Speech
2	Franklin	Linda	G 08/22/1994	08/22/1994	67	FT Fac/LAC
2	Henry	Joan	C 02/05/1974	02/05/1974	67	FT Faculty/C&A-English
3	Espino-Bright	Maria Terry	00/00/0000	01/30/2001	68	StuAffairs Extra Help-Advisor
3	Feighl	Sagrario	L 00/00/0000	08/27/1990	68	PT Faculty/Math
3	Gibbs	Alberta	J 00/00/0000	02/12/2009	68	PT Faculty-Belly Dancing
0	Helms	Pamula	L 00/00/0000	08/22/2006	68	Extra Help-PN Program
2	Jackson	Lloyd	D 00/00/0000	08/21/2008	68	PT Faculty-Pre-Algebra
3	LiMandri	Lorenia	S 00/00/0000	09/18/1997	68	PT Faculty-Beginning Spanish
3	Lopes	Pedro Jorge	C 00/00/0000	08/21/2008	68	PT Faculty - Spanish
2	Frazier	Ulonda	D 09/30/2002	09/30/2002	79	Documents Exam II
1	Sinclair	Sharon	C 11/14/1997	11/14/1997	80	Admin Asst I
3	Flores	Ruben	01/01/2008	07/19/2004	912	Career Pathways Counselor
2	Harris	LaTaschya	R 09/01/2007	04/18/2007	913	Career Path-Outreach Coordin
1	Allen	Nalissala	L 00/00/0000	08/27/2007	993	FCWS + Stu Extra-Wellness
2	Cleveland	Lorenzo	G 00/00/0000	03/11/2008	993	FCWS-PE
0	Farrer	Rachel	K 00/00/0000	01/26/2009	993	FCWS + Extra Help-Bookstore
2	Green-Ngassa	Natasha	00/00/0000	09/30/2008	993	FCWS-Comm Services
2	Perkins	Lakeesha	S 00/00/0000	11/11/2008	993	FCWS-High Schools
3	Ramirez	Josue (Josh)	U 00/00/0000	08/13/2007	993	FCWS+ExtraHelp--Counseling
3	Rodrigues	Nadia	G 00/00/0000	01/08/2008	993	FCWS-FA
2	Bennett	Telesha	M 00/00/0000	08/14/2006	999	Extra Help-AE-GAE-Rehab
2	Erby	Barbara	E 00/00/0000	01/16/2007	999	Extra Help-Nursing
0	Foster	Virginia	J 00/00/0000	09/08/2006	999	Exh Adult Ed Rehab/Job Corp
3	Reymundo	Robert	O 00/00/0000	04/04/2005	999	ExtraHelp/FA
3	Rodriguez	David	O 00/00/0000	06/11/2007	999	Extra Help-Maintenance Nights
3	Rodriguez Moreno	Blanca	E 00/00/0000	07/16/2007	999	Extra Help 2-1-09
2	Wesley	DeMeitta	M 00/00/0000	12/22/2008	999	Extra Help-Disability Aide
6	Zaragoza	Candelaria	N 00/00/0000	05/24/2004	999	ExtraHelp/NightMaint





## **Annual Report on Five-Year Minority Recruitment and Retention Plan 22 June 2009**

### Minority Student Retention

In the fall 2008 semester, North Arkansas College (Northark) registered 103 minority students. This number represents approximately 5% of the total student enrollment. Although the percentage of minority students at Northark remains low, it is proportional to the percentage of members of minority groups in the population of Boone County (see, for example, the Profile of General Demographic Characteristics from the 2000 Census at <http://www.aiea.ualr.edu/census/censusdata/census2000/Counties/05005009.pdf> ). Northark's benchmark for successful minority recruitment is the percentage of members of minority groups in the population of Boone County. 70 of the 103 minority students enrolled in the fall semester 2008 returned for the spring 2009 semester. This is a retention rate of 68% for all minority students (degree-seeking and non-degree seeking). In comparison, the overall spring 2009 retention rate for all non-minority students (degree-seeking and non-degree seeking) was 74 %. Among degree seeking minority students, the retention rate from fall 08 to spring 09 was 71%, compared to 76% for degree-seeking non-minority students. Northark's benchmark for successful minority retention is a rate no lower than the retention rate for non-minority students.

Northark has implemented the strategies proposed in the Minority Retention Plan, which include a comprehensive testing-placement program, a comprehensive developmental education program, a Career and Advising Center, a Learning Assistance Center, linked developmental courses, closer communication between faculty and student services, and sponsorship for different student clubs and organizations. Northark has also implemented several First Year Experience initiatives to improve retention for all students, including a pilot summer orientation program, a summer bridge program, and a mandatory College Seminar for all AA and AS students not already required to take the College Success Skills course required of all students enrolled in two or more developmental courses. In addition, two scholarships sponsored by private donors, the Aunt Vine Scholarship and the Triplett's Scholarship, give preference to minority applicants for scholarships renewable for three semesters for potential awards of \$1500.

Northark does not have a separate budget for recruitment; recruitment expenses are drawn from various budgets, so tracking of actual expenditures is difficult. Northark's Director of Institutional Research provides enrollment tracking data from the Student

Information file reported annually to ADHE and draws comparative data from semester to semester and from year to year.

Minority Faculty and Staff Recruitment and Retention

Northark advertises for faculty and staff internally, locally, statewide, and, for some positions, nationally, emphasizing its commitment to diversity and equal opportunity. An African American adjunct faculty member taught one section each of Psychology 2003 and Sociology 2013 in Fall 08 and Spring 09, and he is scheduled to teach one section each of Psychology 2003 and Sociology 2013 in Fall 09. The college continues its strong support for the professional development of all faculty and staff. Like all Northark employees, minority faculty and staff are encouraged to attend training workshops and/or seminars to enhance educational growth and progress.

Gwen Gresham. Ph.D.  
Vice President of Learning



# **Minority Recruitment and Retention Annual Report**

## **Academic Year 2008 to 2009**

## STUDENT NUMBERS

NorthWest Arkansas Community College seeks to “provide expanded access to high-quality educational opportunities for the population in general, especially for under-served learners in all age groups who are disconnected by choice or circumstance.” (1) Recruitment and retention of minority students is one of the key ways in which we seek to attain this end.

NWACC’s minority student enrollment continues to rise steadily. As indicated in Table 1 below, the total headcount of minority students enrolled in credit course rose 11% from Spring Semester 2008 to Spring Semester 2009, to a total of 1,283 individuals. Minority student enrollment was up in each ethnic category, with Asian/Pacific Islanders enrollment rising 12.3%, African-American enrollment up 8.1%, Native American up 18.3%, and Hispanic up 9.8%. Hispanic students, our largest minority population, comprise almost 10% of our total student population.

NWACC’s total student enrollment has also been rising during this period (+ 9.9% from Spring Semester 2008 to Spring Semester 2009), but Caucasian student enrollment has been growing at a substantially lower rate (8.6%) than minority student enrollment. As a result, the percentage of minority students enrolled in credit classes at NWACC has been growing steadily, rising most recently from 17.5% to 17.7% from Spring Semester 2008 to Spring Semester 2009.

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(1) Board of Trustees, Ends & Strategic Goals 2008-2010.

## Spring Headcount Comparison

		Spring 2008			Spring 2009		
		Number	Percent	Percent Change	Number	Percent	Percent Change
<b>Total Headcount</b>		<b>6,594</b>		14.6%	<b>7,244</b>		9.9%
<b>FTE</b>		<b>3,620</b>		16.7%	<b>4,087</b>		12.9%
	Full-Time	2,091	31.7%	17.7%	2,421	33.4%	15.8%
	Part-Time	4,503	68.3%	13.2%	4,823	66.6%	7.1%
<b>SSCH</b>		<b>54,293</b>		<b>16.7%</b>	<b>61,300</b>		<b>12.9%</b>
<b>Gender</b>	Male	2,637	40.0%	14.1%	2,958	40.8%	12.2%
	Female	3,957	60.0%	14.9%	4,286	59.2%	8.3%
<b>Residence</b>	Benton County	3,554	53.9%	16.7%	3,910	54.0%	10.0%
	Washington County	2,646	40.1%	10.9%	2,857	39.4%	8.0%
	Other In-State	262	4.0%	12.0%	345	4.8%	31.7%
	Out-of-State	132	2.0%	46.7%	132	1.8%	0.0%
<b>Tuition Status</b>	In-District	2,801	42.5%	18.1%	3,211	44.3%	14.6%
	Out-of-District	3,635	55.1%	12.4%	3,698	51.0%	1.7%
	Out-of-State	41	0.6%	36.7%	194	2.7%	373.2%
	Contiguous County	56	0.8%	-1.8%	76	1.0%	35.7%
	International	61	0.9%	-4.7%	65	0.9%	6.6%
<b>Ethnic Category</b>	Asian/Pacific Is'ler	243	3.7%	18.0%	273	3.8%	12.3%
	Black	148	2.2%	27.6%	160	2.2%	8.1%
	Hispanic	650	9.9%	27.5%	714	9.9%	9.8%
	Am Indian / Alaska Native	115	1.7%	29.2%	136	1.9%	18.3%
	White	5,205	78.9%	10.9%	5,655	78.1%	8.6%
	Unknown	233	3.5%	65.2%	306	4.2%	31.3%

# Fall to Fall Retention by Race

Fall 2004 - Fall 2008

Count of Returning Students

	Asian/ Pacific Islander		Black, non- hispanic		Hispanic		American Indian		White, non- hispanic		Declined		Grand Total	
Fall 2004 to Fall 2005														
Returned	55	48%	18	25%	188	51%	30	42%	1,591	43%	35	34%	1,917	43%
Did Not Return	60	52%	53	75%	183	49%	41	58%	2,141	57%	67	66%	2,545	57%
Total / Percent of Total	115	3%	71	2%	371	8%	71	2%	3,732	84%	102	2%	4,462	
Fall 2005 to Fall 2006														
Returned	71	45%	31	41%	199	51%	37	44%	1,600	42%	39	38%	1,977	43%
Did Not Return	87	55%	45	59%	189	49%	47	56%	2,209	58%	63	62%	2,640	57%
Total / Percent of Total	158	3%	76	2%	388	8%	84	2%	3,809	82%	102	2%	4,617	
Fall 2006 to Fall 2007														
Returned	84	48%	33	34%	252	57%	39	42%	1,663	43%	42	47%	2,113	45%
Did Not Return	92	52%	64	66%	189	43%	54	58%	2,185	57%	47	53%	2,631	55%
Total / Percent of Total	176	4%	97	2%	441	9%	93	2%	3,848	81%	89	2%	4,744	
Fall 2007 to Fall 2008														
Returned	108	49%	41	39%	333	55%	32	36%	1,872	44%	79	46%	2,465	46%
Did Not Return	112	51%	64	61%	268	45%	57	64%	2,345	56%	93	54%	2,939	54%
Total / Percent of Total	220	4%	105	2%	601	11%	89	2%	4,217	78%	172	3%	5,404	

Headcount without high school students or those students that graduated in the Academic Year

In recent years, the College's overall retention rate of minority students has consistently surpassed the retention rate for white/non-Hispanic students. As indicated in Table 2, the overall retention rate for minority students from Fall Semester 2007 to Fall Semester 2008 was 51%. During the same period, the retention rate for white/non-Hispanic students was 44%.

From Fall Semester 2007 to Fall Semester 2008, the College retained Hispanic (55%) and Asian/Pacific Islander (49%) students at a higher rate than it retained white/non-Hispanic students (44%). During the same period, the College raised the fall-to-fall retention of Black students from 34% to 39%.

## Goals

Our goal for student recruitment is to continue to increase our minority student population by at least 2% annually, and to increase our minority student retention rate by at least 2% each year. We did not reach our minority retention goal last year: our rate of minority retention rose only .8% over the previous year.

## I. STRATEGIES FOR MINORITY STUDENT SUCCESS

NWACC undertakes numerous initiatives in order to assist in its efforts to recruit and retain minority students. These initiatives include:

### *Step By Step*

Established in 1999, Step by Step is a community outreach program to serve the growing Hispanic and other language minority populations in Northwest Arkansas through tutoring, financial aid seminars and a successful Summer Bridge program. The four goals of the program are:

- To provide support services and other incentives that will enable minority students to successfully complete their educational objectives;
- To offer leadership opportunities to minority students who are enrolled in college and to encourage their involvement in the community;
- To increase parental involvement in their children's education and to facilitate family awareness with respect to college life, students' aspirations, and financial and academic planning;
- To increase progress toward high school graduation, college attendance, degree completion and transfer to four year colleges/universities where applicable.

A main component of Step by Step is the 5 week **Summer Bridge program** in which high school junior and senior English language learners (ELLs) focus on improving English reading, writing and math skills. In addition, participating students develop their soft skills by studying in this college environment and participating in various workshops about career exploration, scholarship opportunities and study and college survival skills. Students are exposed to the COMPASS test and their skills are evaluated at the beginning and at the end of the Program.

Among the 2008 Summer Bridge Program highlights:

- Out of 44 students registered for the summer program, 33 attended and stayed for at least 4 weeks (75%). A total of 30 students successfully completed 5 weeks.
- All 30 students took a COMPASS placement test before the program. 16 took the COMPASS immediately after the program. 20 students in total re-tested.
- The following is a breakdown of the students' improvement in one or more of the areas covered by the COMPASS test, Reading, Writing and Math:

Students' Improvement As evidenced by pre- and post-session COMPASS Tests	
Area(s)	Percentage of Improvement
Students who improved in Reading	88%
Students who improved in Writing (30% of students doubled their scores)	100%
Students who improved in Math (by at least 10% from their previous score)	90%
<b>Students who improved in 1 or more areas</b>	<b>100%</b>

- By dividing the students in groups and making them “compete” against each other, we were able to create a sense of cohesiveness & teamwork between all members. Students were able to share with other cultures and learn from this experience. In order to obtain “points” for each group, students developed “soft skills” necessary for success such as: leadership, responsibility, public speaking and communication skills, interpersonal relations, team building, time management & problem solving.
- **All students who had graduated high school and who attended and completed the Step by Step Summer Program enrolled for classes at NWACC.**
- The Step by Step Summer Bridge program was featured on local newspapers and on TV. The coverage has been always positive, as it highlighted the program’s mission and its importance in the community.

Other highlights for the 2008-2009 Step by Step program include:

- **By directly collaborating with the Hispanic Scholarship Fund (HSF) regional & national offices,** we were able to host the “Steps for Success” Saturday event. Over 300 Hispanic Heritage participants (grades 7<sup>th</sup> to 1<sup>st</sup> year college students) and their parents received information and workshops about attending & staying in college. All the operational costs for this event were paid by HSF (about \$5,000)
- **We have been looking for additional funds.** The AT&T Foundation contacted us after submitting a grant proposal to expand our services to middle school students. A grant for \$11,000 was awarded on December 2008.
- **We proposed and successfully started an “International Education Fund” at NWACC.** A 5-K Race, Silent and Live Auction fundraisers were organized in order to obtain private funds and donations to create scholarships and emergency funds for current and prospective NNS students that are not eligible for federal financial aid.
- **We organized our first Community meeting for ESL teachers and coordinators from our target schools in** order to receive feedback from them about the students needs and start collaborating on projects.

Another key component to our Step-by-Step Program is the **High School Mentor Program**, in which successful college students serve as mentors and are trained to help High School students in the process of exploring college majors and careers, completing and submitting college applications, applying for financial aid and preparing for college life after graduating from high school. This program started targeting Springdale High School students and now has now expanded to serve Har-ber High School as well. During Academic Year 2008-2009, our initial goal of mentoring at least 500 students by the end of the calendar year was surpassed. Both our mentors and our advisor exceeded expectations by interviewing and/or advising a total of 880 students from Springdale schools. Our Marshallese mentor continuously



manages a steady caseload of 116 Marshallese students from grades 10 to 12. He has worked with all of these students at least twice.

### ***College Intensive English Program (CIEP)***

The College Intensive English Program supports non-native speakers of English who are seeking general admission to enroll in NWACC's college credit courses. The program offers a variety of learning approaches, strengthened by the interaction of students from diverse cultures. The program's goal is to assess and provide proper placement and curricula to strengthen students' English language skills critical to college success. During the past academic year, CIEP saw some major changes—both physical and positional. The CIEP classroom/lab was completely renovated in the fall—new walls, floors, tables, and chairs. The lab now accommodates 19 students—with 19" monitors and a variety of software. In addition, CIEP is piloting classes in Springdale for Fall Semester 2009 to reach the large populations of Hispanic and Marshallese students in that location.

In the Spring Semester 2009, a total of 47 students were enrolled in the CIEP program, down from 65 students in the Spring Semester 2008.

### ***AMIGOS of NWACC***

AMIGOS (A Motivated and Inspired Group of Supporters) is a group of primarily Hispanic professionals from the community who meet with students and share their stories, especially their education and careers. During Academic Year 2007-2008, program staff decided to begin an AMIGOS mentoring program, pairing minority students and minority professionals by area of interest. In 2008/2009 academic year 37 pairs were matched at the program's inception and as many as 53 pairs were meeting at the height of the program.

### ***The Cultural Exchange Club***

The Cultural Exchange Club is a student club is designed to support students from diverse backgrounds and to increase understanding and appreciation of those differences. The following activities occurred during the Academic Year 2008/09:

- Fall '08, 26 members participated in meetings and potlucks
- Chinese New Year's celebration (31 participants)
- Valentine's Day celebration (54 participants)
- Black History Month (42 participants). Personal experiences were shared with audience
- Cinco de Mayo Celebration (40 participants). Included salsa making contest.
- Mr. International MSSU (18 participants). Field trip to MSSU campus for special event.

### ***The Multicultural Festival***

The Multicultural Festival in Bentonville was a cooperative effort between NWACC and Downtown Bentonville, Inc. to create a cultural education based event in conjunction with the Bentonville Farmer's Market. This event took place on April 25<sup>th</sup>, 2009 on the square in Bentonville, Arkansas. The Multicultural Festival had 54 booths of which 15 were dedicated to multicultural exhibitors and vendors and the balance was populated by farmer's market participants. The entertainment consisted of international acts representing various countries and continents. An estimated 1,500 visited the square for

the event and vendors reported sales to about half of them. This event was funded by a grant from the Wal-Mart Foundation totaling \$5,000.00. The NWACC Adult Education Center had a booth with ESL and GED program information.

### ***International Festival***

The Rogers-Lowell Chamber of Commerce spearheaded an international festival in Rogers on June 6, 2009. NWACC took responsibility for the 45 minute long international fashion show, with close to 100 models representing a variety of countries.

### ***International Education Week***

NWACC had a week full of events during the internationally recognized week in November. It included a writing contest, country displays, international potluck, global trivia contest, international talent and presentations. An auction and a 5K Race also raised funds for the Intercultural Education Scholarship. There were over 500 participants during the week.

### ***Youth for Understanding***

In the Spring Semester 2008, NWACC entered into a partnership with an international student exchange program, Youth for Understanding, which brought six international students to study full-time on our campus during the academic year 2008-2009. These students were from South Korea, Russia, Sweden, and China. They were housed by host families within our local community. NWACC recruited a part-time campus coordinator for the program, who provided academic advisement and cultural programming for the students and their host families.

### ***Global Communities Center***

The GCC exists to provide support services for all students, with a focus on international and non-native English speaking students. Students display items from their home country in the center. International Student Tea Times were held every two weeks throughout the year. Staff provided cultural information for international students to assist them with culture shock, the U.S. classroom and living in the USA. A specialized orientation for international students was held.

### ***Intercultural Education Scholarship***

This scholarship is offered to students who are unable to receive federal financial aid, but show a financial need. Sponsored by the Intercultural Education Committee and begun in the Fall Semester 2000, this program dispersed a total of \$2,650 among thirteen recipients in the academic year 2008-2009.

### **Program Budgets**

<b><i>Program</i></b>	<b><i>Annual Budget</i></b>
Step by Step	
Operating Costs	\$ 78,471.78
Salaries, Facilities, in-kind	\$127,823.00
Total	\$206,294.78
CIEP	\$1,800.00

Youth for Understanding

\$20,700

### ***Adult Education Program***

The Adult Education Program at NorthWest Arkansas Community College serves a diverse clientele in a variety of academic pursuits ranging from English language acquisition to GEDs. During Academic Year 2008-2009, the Program served a total of 3316 students, 60% of whom come from minority populations. The breakdown of minority students in the Adult Education Program is as follows:

Native American	91
Asian/Pacific Islander	105
African American	42
Hispanic	1765

### ***Upward Bound***

The Upward Bound program assists high school student participants in preparing for college. While not specifically a minority-student program, this year 53% of the Program's students came from minority populations. The program demographics for Academic Year 2008-2009 are as follows::

Hispanic/Latino	19
Native American	1
Asian/Pacific Islander	6
African Americans	1
White	24

## **II. DIVERSITY IN THE NWACC WORKPLACE**

During the academic year 2008-2009, NWACC continued its diversity initiatives by changing the previously part-time position of Diversity Coordinator and into a full-time position in the Office of the President. This position ensured that there will be a designated person on campus to address diversity issues and undertake the efforts toward diversity recruitment and retention. Another key function of this role is to increase the engagement levels of all employees while encouraging in inclusive working environment.

The Diversity Coordinator was responsible for the continuing collaboration with the community to plan and/or sponsor events celebrating diversity. This year the Diversity Coordinator was co-chairman of the Multicultural Festival of Bentonville, Arkansas and NWACC was a sponsor. The Diversity Coordinator also served on a committee for the International Festival of Rogers, Arkansas to which the NWACC Foundations made a contribution.

The Office of Human Resources has been working with the Diversity Coordinator to increase the outreach to minority populations both within and outside of Arkansas. This targeted marketing approach has resulted in increased interest and applications from minorities and the hiring of talent that might have been missed without such efforts.

The Associate vice President for Human Resources and Organizational Development has been working with the Diversity Coordinator to develop a program for building and inclusive campus of NWACC. The

program “Project K.E.Y.S.” (Keeping Engaged for Your Success) is in developmental stages, but is designed to foster diversity in thought, build cross functional partnership, and engage all employees in internal and external cultural experiences. This program addresses inclusivity through four major areas: mentorship, talent management, community involvement, and leadership. Plans are to refine this project, with implementation during the 2009-2010 academic years. Further exploration is being given to the development of a diversity-based competency to be utilized in college-wide performance evaluations. The Marketing Department will be working with the Diversity Coordinator to examine ways to improve the NWACC website accessibility for the disabled. Other initiatives include reviewing all marketing efforts to ensure they are inclusive of minority communities and the underserved.

The Organizational Development Office will be working to acquire and/or develop diversity curriculum to be included in the mandatory training for all employees. Additionally, training for employment search committees will be developed to ensure they understand the diversity issues of the task they are undertaking and so all committees function in a standard method. A supervisory training course series is also being planned to help those who lead others to do so effectively. Diversity awareness will be a key element of this series.

Additional efforts include the development of an electronic Diversity Newsletter for the campus, the formation of “resource groups” for each of the communities that need representation in diversity issues, and the creation of a veteran support team.

Finally, the Diversity Coordinator will head the Diversity Committee in the development of a strategic initiative for diversity that will define methods of implementation and assessment, action items and budgets, plus establish timeline and benchmark efforts. A budget of \$10,000 has been designated for efforts of the Diversity Coordinator’s office.

The following reports/tables take a look at NWACC’s numbers in regards to recruitment and retention.

**Minority Recruitment and Retention FY 09**  
7/1/08 to 6/24/09

**New Hires**

<b>Full-Time Faculty</b>		<b>Total</b>
Black/African American	FT Faculty-Social Science	1
	<b>Total FT Faculty</b>	<b>1</b>
<b>Full-Time Staff</b>		
Black/African American	Director of Admissions	1
	Ex Dir for Instit Effec	1
	ICPS Curriculum Designer	1
Hispanic/Latino/Chicano	Skilled Trades-Electrician	1
	<b>Total FT Staff</b>	<b>4</b>

<b>Part-Time Faculty</b>			
American Indian/Alaskan Native	PT Faculty		2
Asian/Pacific Islander	PT Faculty		2
Black/African American	PT Faculty		9
Decline	PT Faculty		2
Hispanic/Latino/Chicano	PT Faculty		3
American Indian/Alaskan Native	Extra Help		1
Asian/Pacific Islander	Extra Help - Admin/Stu Svs		1
	Extra Help -Paso-a-Paso		
	Mentor		1
	Extra Help-Career Pathways		4
	Extra Help-Life/Phys Science		2
	<b>Total PT Faculty</b>		<b>27</b>
<b>Part-Time Staff</b>			
	Workstudy		1
Black/African American	Extra Help		4
	Workstudy		1
Decline	Extra Help		1
	Workstudy		3
Hispanic/Latino/Chicano	Extra Help -Paso-a-Paso		
	Mentor		4
	Workstudy		3
	<b>Total PT Staff</b>		<b>17</b>

## Terminations

<b>Part-Time Faculty</b>			
American Indian/Alaskan Native	PT Faculty - Upward Bound	2	
Asian/Pacific Islander	PT Faculty - CL-Fayetteville	2	
Black/African American	PT Faculty	9	
Decline	PT Faculty	2	
Hispanic/Latino/Chicano	PT Faculty-Foreign Lang	2	
<b>Total PT Faculty</b>		<b>17</b>	
<b>Part-Time Staff</b>			
American Indian/Alaskan Native	Extra Help-Adult Ed 8220	1	
Decline	Extra Help-IT	1	
Hispanic/Latino/Chicano	Extra Help -Paso-a-Paso Mentor	4	
<b>Total PT Staff</b>		<b>6</b>	

## MINORITY EMPLOYMENT REPORT

	Asian/Pac. Isl.	Black, Non-Hispanic	Hispanic	Am. Indian	NR-A	Total
Faculty 440						37
Full-Time -140	1	2	2	2		7
Part-Time - 300	3	8	15	2		28
Part-Time Provisional			1	1		2
Staff 360						34
Academic Advisor -6		1			1	2
Academic Advisor (Prov)			2			2
Adm. Analyst Supv. (Prov)			1			1
Admin. Assistant II - 4	1					1

	Asian/Pac. Isl.	Black, Non- Hispanic	Hispanic	Am. Indian	NR-A	Total
Admin. Secretary - 7		1	1			2
Chief Academic Officer		1				1
Controller		1				1
Counselor - 11			2			2
Custodial Supervisor II			1			1
Custodial Worker I - 6			2			2
Custodial Worker II - 3			2			2
Director, Adult Education			1			1
Director, Student Activities		1				1
Equipment Officer			1			1
HE Public Safety Officer - 4				1		1
Library Academic Tech II	1					1
Maintenance Worker II - 3			1			1
Project/Prog. Manager - 12			1			1
Project/Prog. Manager (Prov)		1				1
Project/Prog. Specialist - 9	2			1		3
Registrar's Assistant	1					1
Secretary I - 9				1		2
Secretary II - 9			2			2
Secretary II (Prov)			2			2
Staff Part-Time						32
Extra Help	10	3	4	1		18
Work Study	2	3	9			14
MINORITY TOTALS	21	22	50	9	1	103

Ouachita Technical College  
Minority Recruitment and Retention Annual Report  
June 2009

*Number of minority students who currently attend the institution.*

230

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

There are eleven minority employees. The positions are as follows:

- Trio Director
- Vice President of Student Affairs
- Cosmetology Instructor
- Pathways Case Manager
- Pathways Counselor
- Pathways Director
- Adult Education Instructor
- Transfer Counselor
- GED Test Examiner
- Paraprofessional teaching assistant
- Math Tutor

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

Two minority employees began work in the past year.

The position titles are:

- Adult Education Instructor
- Vice President of Student Affairs

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

Ouachita Technical College has implemented a number of strategies designed to improve the recruitment and retention of minority and low achieving students. An African-American Vice President of Student Affairs was hired in August 2008 and this individual has made inroads into recruiting with the service area minority population. Recruitment strategies include increased outreach into service areas with high minority populations and advertising in all of the publications of the historically Black colleges and universities in Arkansas.

Ouachita Technical College was selected to participate in the Achieving the Dream initiative and several of the specific strategies used in this endeavor targets the retention of minority students, including a project to improve the



writing skills of African-American males and a special freshman experience group for African-American students implemented by the Career Pathways Director named Men on a Mission.

Seventy-eight minority students were served in the past academic year through Career Pathways—a program designed to actively recruit, retain, and provide comprehensive assistance to low-income students. The TRIO Student Success Program provided assistance in the way of scholarships, tutoring, special workshops and bridge programs to thirty-seven minority students.

The benchmarks used to determine success of the minority recruitment and retention efforts include the following:

- Student Enrollment and Retention Reports
- Faculty and Staff Demographic Reports
- Results of Student Satisfaction Surveys
- Results of Faculty and Staff Satisfaction Surveys
- Feedback from Student Focus Groups

Data will be analyzed each semester to assess and monitor progress.

Budget items include \$10,000 for advertising and faculty and student development activities.

# Minority Recruitment and Retention Report and Five Year Plan

Ozarka College  
2006-2011  
(Updated – June 2009)

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Ozarka College  
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# Minority Recruitment and Retention Annual Report

June 2009

## Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College student minority enrollment remains at an average of 3.0% for the 2008-09 school year. The minority student population has decreased slightly from the last report due to graduations and/or transferring.

Ozarka College currently has one Hispanic faculty member in the Culinary Arts program who has minority status.

All advertisements for positions actively encourage minority application. Minority publications are selected when appropriate for broadening the selection pool.

## Five-Year Minority Recruitment and Retention

2006 -2011

### Introduction/Background.

Ozarka College has a service area that is largely rural and Caucasian. The minority population of the four county service area averages 3.3%. Student minority enrollment was 3.0% for the 2008-09 school year. The faculty/staff minority representation decreased to 1% due to relocations. Ozarka College currently has one full-time faculty member who has minority status; Hispanic. There is no staff currently holding minority status. Though these percentages seem low compared to the state or nation, within the service area, these percentages are representative.

### Institutional goals and objectives for the recruitment and retention of minority students, faculty, and staff.

Ozarka College actively seeks minority enrollment of students within our service population, and overall service area. Our desire is to have minority enrollment percentages reflective of the overall population, or better. Since our service area's average is 3.3%, our current goal is to reach and retain a student percentage of at least 3.3%.

Ozarka continues to advertise and recruit for positions to promote the greatest diversity possible in the faculty and staff. When salary and position warrants it, advertising is expanded outside of the service area to increase the minority pool. Our goal is reach and exceed the 3.3% representation.

### Strategies for achieving the institution's recruitment and retention goals/objectives for minority students, faculty, and staff.

For students, a broader recruitment area is limited to selective programs. Without student housing, it is difficult to expand minority population much beyond the local representative percentages. Student housing issues aside, Ozarka's strategies for retaining and increasing our percentages within our service area are:

Strategy 1: Recruiting utilizing program events.

Action: Utilize competition events in Culinary, Nursing, Automotive and other appropriate programs to increase Ozarka's visibility to potential minority students and open communications for potential application.

2006 – 2007: On-going

2007 – 2008: On-going. The Culinary, Nursing, and Automotive programs participated in various competitions. Marketing information was distributed.

2008 - 2009: On-going. The Culinary, Nursing, and Automotive programs participated in various competitions. Marketing information was distributed.

Strategy 2: Recruiting utilizing College Fairs.

Action: Ozarka College will attend the various college fairs within our service area and actively market to minority students by communicating the variety of scholarships and grants available to minority populations.

2006 – 2007: On-going

2007 – 2008: On-going. The admissions office participated in numerous college fairs within our service area.

2008 – 2009: On-going. The admissions office participated in numerous college fairs within our service area.

Strategy 3: Ozarka College's Student Services and academic divisions will actively recruit minority students.

Action: Student Services and academic divisions will identify scholarships and grants directed toward minority student populations and assist students in applying for them. Active files will be maintained by the admissions office for specific minority funding sources.

2006 – 2007: On-going

2007 – 2008: On-going. Recruiters, faculty, and staff actively seek minority students for scholarships. Due to our service area demographics, attempts have yielded few results.

2008 – 2009: On-going. Recruiters, faculty, and staff actively seek minority students for scholarships. Due to our service area demographics, attempts continue to yield few results.

Strategy 4: Ozarka College will actively recruit minority faculty and staff.

Action: Ozarka College will announce job positions in more minority publications outside the region.

2006 – 2007: On-going

2007 – 2008: On-going. Ozarka College has had few position openings. Two new faculty and several part-time positions came open during the spring. The faculty positions were advertised nationally in all the appropriate venues, and the part-time locally.  
2008 – 2009: On-going.

Indicators that will be used to determine success in meeting minority recruitment and retention goals/objectives for students, faculty, and staff.

For both students and faculty/staff, the current minority percentages of 3.0% (students) and 1% (faculty and staff) at Ozarka College offer a suitable benchmark indicator for measuring success. Given our service area percentage of 3.3%, achieving a minority percentage above the local population percentages demonstrates active recruitment. In light of this, the indicators of our success are as follows:

Students = at or >3.3% (Decreased from last year)  
Faculty and Staff = at or > 1% (Decreased from last year)

A key indicator of retention is static percentages for minority populations. At Ozarka, the overall Native American and Hispanic population percentages remain relatively stable, while the African American population tends to fluctuate. Two factors affect the retention efforts with these populations. First, the Native American and Hispanic populations take advantage of online education to a much greater degree than the African American students. Efforts will be made to identify classes of interest to Native American and Hispanic students, and offer those online on an increased basis (e.g. Native American Literature).

A second and related variable is that a large percentage of the African American students attending at Ozarka are inmates at the North Central Unit of the Arkansas Department of Corrections. These students are not allowed online access. They are primarily taught through a Department of Justice grant, though some are self-pay, and are not always available for subsequent semesters, making retention issues unpredictable. Ozarka is committed to maintaining the work with the Department of Justice and supporting the grant as long as possible.

For faculty and staff, Ozarka will seek minority publications when employment positions warrant searches beyond the local area. We will also access state resources for minority applicants whenever possible.

2007 – 2008: Indicators are the same as last year. The college will continue to utilize appropriate resources for recruitment whenever possible.

2008 – 2009: Our percentage decreased due to the two Native Americans relocating out of our service area. Ozarka continues to seek minority faculty/staff through all its available resources.

Timeline for implementing minority students, faculty, and staff recruitment and retention strategies.

All strategies for student recruitment and retention activities will begin implementation in the upcoming 06-07 school year. Human resources continue appropriate advertising procedures as opportunities present themselves.

2007 – 2008: On-going

2008 – 2009: On-going

Budget for minority recruitment and retention activities.

Student services can allocate time to look for minority scholarships and grants without redistributing budget resources. TRiO Student Support Services will continue to seek qualified minority students for tutoring and enrichment programs with their current budget. The technical programs will be encouraged to expand activities at competitions and demonstrations to include outreach activities for identifying and enrolling minority students. This will take no budget reallocations.

The budget commitments for advertising and hiring new faculty staff from an extended minority pool will fall to the Human Resources Department. As advertising allocations are made, adjustments will follow to decrease some advertising venue, or the frequency to allow for purchase of ad space in minority targeting publications.

2007 – 2008: Funding continues to be allocated to facilitate extensive searches for students and employees.

2008 – 2009: On-going

Methods to be used for assessing and monitoring the effectiveness of strategies and for modifying the plan.

Student minority percentages will continue to be monitored. If levels fall, the Vice President of Student Services and the Vice President of Academic Affairs will attempt to isolate the cause. Appropriate responses will be assigned. If a declining trend is established, the two Vice Presidents will take the problem to the Administrative Council for more detailed analysis and problem solving. This information will be monitored not only by overall minority population, but by specific race as well. Native American and Hispanic percentages have been stable, so any fluctuation should call attention to the change and causes. Corrections or reinforcement of positive causes will be the responsibility of the Vice President of Academic Affairs and the Vice President of Student Services.

2007 – 2008: The Ozarka College personnel and student information system provides an accessible resource to monitoring this data. The VPAA and VPSS offices continually monitor and communicate findings on a routine basis.

2008 – 2009: On-going

**PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS**

**MINORITY RECRUITMENT AND RETENTION REPORT**

**JUNE 30, 2009**

**DEBBY KING, ED.D.**

**VICE CHANCELLOR FOR INSTRUCTION**

**LYNN BOONE**

**VICE CHANCELLOR FOR STUDENT SERVICES**

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

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

**Table 1: Minority Student Enrollment**

Ethnicity	Fall 2009			Spring 2009			Total
Race/Ethnicity	Male	Female	Total	Male	Female	Total	
Asian	2	2	4	2	3	5	9
Black	309	842	1151	285	705	990	2141
Hispanic	14	23	37	12	16	28	65
Am Ind	4	9	13	3	7	10	23
White	445	735	1180	392	660	1052	2232
UK	8	7	15	5	6	11	26
	782	1618	2400	699	1397	2096	4496

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

**Table 2: Minority Faculty and Staff by Gender**

	Men	Women	
FACULTY	03	10	13
STAFF			
Executive	04	07	11
Support	00	17	17
Technical	01	03	04
Skilled	01	00	01
Service	15	07	22
Total	24	44	68

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

Faculty/Instructor: One GEAR-Up instructor

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

- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives (see Strategies and indicators-pages 5-8).
- Include your timeline, budget, and methods used to assess and monitor progress (see Timeline pages 9-10, Budget page 11, Methods to Assess and Monitor-pages 6).



## **I. BRIEF INTRODUCTION AND INSTITUTIONAL BACKGROUND**

PCCUA is a three campus college with a high minority student population and an enrollment of approximately 2,100 students per semester. Located in rural Eastern Arkansas, it serves some of the poorest communities in the United States (36% of all residents and about 48% of all children live in poverty). Although access to college is possible for almost any student who wants to attend, completion of college is much more difficult for many students. Through Achieving the Dream, Title III, Student Support Services and Career Pathways PCCUA has been able to assist more students in completing their college education.

The data provided in this report will reflect a stronger qualitative and quantitative data base, and a greater use of data for decision making by PCCUA. The College is tracking achievement gaps which suggest a relationship with race, gender, age, enrollment status, program of study, and other factors. Approximately eighty percent of our student population place in at least one remedial course. Benchmarks have been established to determine if efforts to reduce gaps between African-American students placing in remedial courses when compared to white students in those same courses have been successful. The college is also continuing to closely gauge female and male student performance.

PCCUA has implemented the Achieving the Dream Initiative which has a student success focus designed to help more community college students who have traditionally faced significant barriers to success, including students of color and low-income. The goals established in 2007-08 are relevant for the 2008-09.

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

**Goal 2: PCCUA will improve and increase minority recruitment and retention strategies which improve the likelihood of student success.**

**Goal 3: PCCUA will continue to increase the number of minorities among the faculty, staff, and students.**

**Goal 4: PCCUA will continue to review recruitment, admission and retention efforts in order to increase minority student population on all three campuses.**

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

## **II. INSTITUTIONAL GOALS AND OBJECTIVES FOR RECRUITMENT AND RETENTION OF MINORITY STUDENTS, FACULTY AND STAFF, AND BOARD MEMBERS-NUMBER ENROLLED**

PCCUA has implemented specific strategies for recruitment and retention. The 2008-09 used well defined recruitment and retention goals based on data collected from a benchmark cohort of students attending PCCUA during the 2004-2007 academic years.

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

**Goal 2: PCCUA will improve and increase minority recruitment and retention strategies which improve the likelihood of student success.**

**Strategy 1:** PCCUA implemented supplemental learning (SL) labs for DS 103 and DS 123 (developmental reading), EH 1013, EH 1023 (developmental writing), and MS 1013, MS 1023, MS 1123 (developmental math).

**Strategy 2:** PCCUA faculty instructing developmental education courses participated in an Early Alert System (EAS) which provided early feedback to students about their progress in the course. The system encouraged class attendance and early academic assessment so that students could receive help before they are failing.

Actions to Facilitate Strategies

PCCUA provided formal training for all faculty teaching the developmental education courses. Nine developmental education faculty attended special training sessions provided at PCCUA by the University of Missouri Supplemental Instruction Certification program. In addition all nine faculty were provided with numerous opportunities to attend workshops and conferences which would demonstrate models of “best practices” in supplemental learning and Early Alert programs.

**Goal 3: PCCUA will continue to increase the number of minorities among the faculty, staff, and students.**

**Strategy 1:** PCCUA has decreased the number of minority faculty by one instructor. Minority faculty and staff are actively seeking a minority instructor to replace that position. It is difficult to attract qualified instructors and staff to Phillips County, especially qualified minority instructors.

**Table 3: 2007-2008 Full Time Faculty and staff by Minority Status**

		Minority Faculty	Total Faculty	Minority Staff	Total Staff
	<b>2002-2003</b>	<b>14</b>	<b>68</b>	<b>44</b>	<b>126</b>
	<b>2003-2004</b>	<b>14</b>	<b>74</b>	<b>44</b>	<b>125</b>
	<b>2004-2005</b>	<b>10</b>	<b>72</b>	<b>46</b>	<b>130</b>
	<b>2005-2006</b>	<b>9</b>	<b>73</b>	<b>42</b>	<b>136</b>
	<b>2006-2007</b>	<b>10</b>	<b>74</b>	<b>53</b>	<b>140</b>
	<b>2007-2008</b>	<b>14</b>	<b>72</b>	<b>53</b>	<b>146</b>
	<b>2008-09</b>	<b>13</b>	<b>79</b>	<b>55</b>	<b>146</b>

**Goal 4: PCCUA will continue to review recruitment, admission and retention efforts in order to increase minority student population on all three campuses.**

PCCUA has focused on student retention and success. The college has a high minority enrollment and would like to retain the student population and provide the necessary learning environment and support the effort to increase the number of students who complete certificates and degrees.

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

The U of A Board membership and the Board of Visitors has not changed its minority representation. An African-American board member is going to resign because of his health and the Board of Visitors plans to replace him with another African-American males because two of the BOV members are African-American female.

**Table 4: Governing Board Minority Representation**

<b>Governing Boards</b>	<b>Total Board</b>	<b>Minority Representation</b>
U of A Board of Trustees	10	01
PCCUA Board of Visitors	12	03

### **III. STRATEGIES FOR ACHIEIVING MINORITY RECRUITMENT AND RETENTION GOALS**

PCCUA has taken numerous steps to improve the minority recruitment and retention goals. PCCUA's effort to involve all stakeholders has resulted in broad engagement of faculty and staff. The College is fortunate to have committed leadership, and a hard working faculty with a vision of what PCCUA needs to do to assist students with completing their goals. PCCUA does not have a history of using evidence to make decisions. However, the diligence of a core team of faculty and administrators has moved the college toward building a culture of evidence and decision making based on that evidence. It would be misleading to imply that this has been easy, in fact it has been very difficult. The College has made some hard decisions and forced functional areas (registrar, business office, advising, etc.) to move out of silos and address how students feel. In addition surveys such as the CCSSE and the CCSFSE, and the SENSE have helped the college identify a need to provide stronger more focused advising. Faculty have carefully examined "the good, the bad, and the ugly" in terms of student perceptions, especially minority student perceptions about the college, and have placed student success as a top priority for the institution.

Using Carl Perkins funds and PCCUA staff development funds, PCCUA provided all employees with a copy of *Them* by Nathan McCall. Four discussions focused on the book and Nathan McCall led a college-wide workshop on February 27, 2009. In a desire to create a positive learning environment, the common reader was adopted and this year's selection focused on race relations and allowed dialogues that were challenging but ensured that more voices could be heard. The conversations which have challenged the College about values and input by our students attitudes, values, and beliefs has been important work. Finally, the ability to increase

the research capacity of the institution by using faculty and staff who are beginning to understand the importance and value of both quantitative and qualitative data has made a tremendous difference in how the college committees tackle problem solving related to the recruitment but especially the retention of minority students. The on-going data discussions has helped the college identify some data leaders, and these have not necessarily been people with a statistical background but faculty who realize that the data can tell us more about the problems related to African-American males and males in general.

#### IV. STRATEGIES AND ASSESSMENT

Based on data identified by faculty and staff, PCCUA was able to identify high enrollment low success courses. Several of the courses were pre college level. This paired with faculty discussions allowed PCCUA to focus on developmental education and increasing retention and completion of students who have faced barriers to success based on race or gender. In response to the data and discussions by faculty, PCCUA planned and implemented supplemental learning in all developmental courses. Fortunately, PCCUA is a small institution which made broad implementation in reading, math, and writing classes realistic. Mandatory supplemental labs were linked to the pre college classes: two reading, two writing, and three math courses. PCCUA created a second reading level so that the College could more easily address the wide range of reading levels of the entering students needing reading remediation. The one hour credit reading supplemental learning (SL) labs added two hours of class time to reading classes. The writing labs provide one hour of focused writing experience for students. Math labs are provided at no credit but these increased course time by one hour a week. This strategy paired with Early Alert System, a second strategy, is making an impact on learning outcomes. The SL instructor is the same as the instructor teaching the respective course. It is expected that data will reflect an improvement in course completion rates and a higher persistence rate. This is being tracked by using two measures: the number of students earning a “C” in the course, and student success and enrollment of the students in the next course in the sequence the following semester. In addition, it is predicted that the use of supplemental learning will reduce the gap between African-American and white student performance and the gap between female and male student performance.

At first glance the data seems to support the use of the additional labs and the early alert strategy for all students.

**Table 5: Rates for Completion of a Developmental Course/Mandatory Lab with a “C” or Better after Implementation of Labs and Early Alert**

Course	2004-2007 Cohort	2008-2009 Cohort	2009-2010 Cohort
<b>Developmental Reading</b>			
DS-103	(151/292) 52%	(26/41) 63%	
DS-123 (Repeat of DS-103 before Fall 2007)		(37/43) 86%	
<b>Developmental Writing</b>			
EH-1013	(105/166) 63%	(32/43) 74%	

EH-1023	(160/233) 69%	(37/48) 77%	
EH-113	(302/404) 75%	(61/74) 82%	
<b>Developmental Math</b>			
MS-1013	(249/409) 61%	(55/78) 71%	
MS-1023	(215/355) 61%	(32/40) 80%	
MS-1123	(96/199) 51%	(24/30) 80%	
MS-123	123/175) 70%	(20/33) 61%	

**Table 6: Rates for Completion of Course with a “C” or Better after Implementation of Labs and Early Alert for African-American and White Students.**

<b>2004-2007</b>				<b>2008-09</b>				
<b>Course</b>	<b>African American</b>	<b>White</b>	<b>Other</b>	<b>African American</b>	<b>White</b>	<b>Other</b>	<b>% of Difference</b>	<b>P Value</b>
<b>Developmental Reading</b>								
DS-103	(81/195) 45%	(58/89) 65%	(5/8) 63%	(21/33) 64%	(3/4) 75%	(2/4) 50%		
DS-123				(22/26) 85%	(15/17) 88%	0%		
DS-103	(81/195) 45%	(58/89) 65%	(5/8) 63%	(21/33) 64%	(3/4) 75%	(2/4) 50%		
<b>Developmental Writing</b>								
EH-1013	(79/127) 62%	(23/36) 64%	(3/3) 100%	(25/36) 69%	(5/5) 100%	(2/2) 100%		
EH-1023	(89/139) 64%	(66/86) 77%	(5/8) 63%	(24/29) 83%	(13/15) 87%	(0/4) 0%		
EH-113	(117/169) 69%	(177/225) 79%	8/10 80%	(20/27) 74%	(39/45) 87%	(2/2) 100%		
<b>Developmental Math</b>								
MS-1013	(128/257) 50%	(98/142) 69%	(7/10) 70%	(33/49) 67%	(19/24) 79%	(3/5) 60%		
MS-1023	(96/290) 50%	(102/254) 67%	(8/8) 100%	(20/26) 77%	(11/13) 85%	(1/1) 100%		
MS-1123	(43/124) 53%	(57/166) 52%	(4/13) 44%	(8/10) 80%	(13/17) 76%	(3/3) 100%		
MS-123	(35/50) 70%	(91/120) 76%	(2/5) 40%	(08/11) 73%	(12/22) 55%	NA		

**Table 7: Rates for Completion of Course with a “C” or Better After Implementation of Labs and Early Alert for Males and Females.**

Course	Female	Male	Female	Male	Female
<b>Developmental Reading</b>					
DS-103	(115/205) 56%	(36/87) 41%	(21/31) 68%	(5/10) 50%	
DS-123			(25/28) 89%	(9/17) 53%	
<b>Developmental Writing</b>					
EH-1013	(72/112) 64%	(28/54) 52%	(23/26) 88%	(9/17) 53%	
EH-1023	(118/166) 71%	(42/67)63%	(26/34) 76%	(11/14) 79%	
EH-113	(233/286) 80%	(72/119) 61%	(41/51) 80%	(20/23) 87%	
<b>Developmental Math</b>					
MS-1013	(186/285) 65%	(63/124) 51%	(39/53) 74%	(16/25) 64%	
MS-1023	(163/251) 65%	(52/104) 50%	(27/33) 82%	(5/7) 71%	
MS-1123	(73/163) 54%	(23/52) 44%	(18/22) 82%	(6/8) 75%	
MS-123	(91/125) 73%	(32/50)4 64%	(9/16) 58%	(11/17) 65%	

**Strategy One: PCCUA will continue to provide supplemental learning instructional (SL) to all students enrolled in any developmental education course.** The SL labs are mandatory for all students enrolled in reading, math, and writing. It has been designed to supplement class presentations, not replace them. The purpose of the SL Lab is to provide interaction and collaboration among students and the instructor, help students identify what they need to learn, and help them develop skills in understanding how they learn. Nine developmental education instructors (reading, math, and writing) received training and developed the SL curriculum for courses which they teach. It is anticipated that this training will also affect general instructional techniques.

**Strategy Two: PCCUA require all faculty teaching developmental education courses to participate in an Early Alert System (EAS) which provided early feedback to students about their progress in the course.** The system encourages class attendance and early academic assessment so that students can receive help before they are failing. The effectiveness of the Early Alert System is being measured by the following outcomes: comparing the mid-term grades to final grades including the D,F grades and EW/ W grades (withdrawals), separately examining EW and W grades, reporting of Early Alert related absentee referrals, academic referrals, tutor referrals, reported number of students tutored, course completions, and persistence by students.

## V. TIMELINE FOR WORK

Supplemental Instruction Strategy	F/S	LEAD STAFF
<b>Strategy I Supplemental Instruction-mandatory lab.</b>		
Continued training of lead faculty in reading strategies at the Strategic Literary Initiative in Oakland California	Ongoing	Developmental Reading Faculty
All instructors will continue developing Supplemental learning skills and plan to visit a model program at Yakima Community College and Seattle Central College in Washington.	Fall	All Develop. Ed. Instructors (math, reading, writing)
Refine mandatory labs which are closely tied to the course (learning modules-steam line the curriculum)	Ongoing	Vice Chancellor for Instruction, Dean of Dev. Ed., Instructors of Dev. Ed.
Implement supplemental lab curriculum.	Ongoing	Deans, Faculty, VC for Instruction
Create opportunities for student engagement in the learning.	Ongoing	Faculty, advisors, deans
Establish process for instruction and student support.	Sum 2009	Deans, Faculty, Advisors, Early Alert Coordinators
Engage all developmental education faculty in pedagogical discussions and the implementation of SI protocols.	Ongoing	Deans, Faculty, VC for Instruction
Collect, interpret, and share data on the student success of students enrolled in developmental education courses.	Ongoing	IR, Deans, Faculty, VC for Instruction, Assessment
<b>Strategy II Early Alert System</b>		
<b>Absenteeism</b> -reduce absenteeism in the classroom		
Require faculty to document absenteeism using the campus referral system and participate in the Early Alert program	Ongoing	Faculty, Deans, VC for Instruction

Identify the number of students who withdraw or who receive and EW in developmental courses	Ongoing	Faculty, Advisors, Early Alert Coordinator, VC for Student Services
<b>Academic Intervention</b>		
Require early assessment of student learning by faculty (third week).	In Progress	Deans, VC for Instruction
Require faculty to inform students of their academic status by the third week of classes.	In progress	Deans, VC for Instruction
Ensure that faculty refer students for tutoring if the student is not succeeding or assuming the responsibility for student tutoring.	Ongoing	Deans, VC for Instruction, VC for Student Services, Advisors, Early Alert Coordinators
Continue to train faculty for data analysis to increase research capacity.	Ongoing Spr	Deans, VC for Instruction, faculty. DIR
Recruit and train both professional and peer tutors.	2009-2010	Faculty Tutor Trainers
Provide tutoring for students when referred.	Ongoing	Faculty Tutor Trainers
Use Early Alert coordinators to serve as agents between the faculty and the student advisor to ensure that students receiving tutoring do take advantage of the tutoring.	Ongoing	Early Alert Coordinators
Require students in developmental education classes to attend a one session orientation.	Fall 2009	Faculty, Dean of Dev. Ed.
Survey students at the end of each semester to determine satisfaction with services provided (or use a focus group session).	Ongoing	Institutional Research, Data Team
Collect and interpret data for retention rates for students.	Ongoing	Faculty Tutor Trainers



## **VI. BUDGET FOR ACTIVITIES**

### Materials and Supplies

CCSSE, CCSFE, SENSE and survey related work sessions \$12,000

Datatel Early Alert Tracking \$20,000 (Early Alert System costs exceed \$40,000)

### Professional Development and Travel

Professional development for faculty and staff working with students to decrease gaps between performance of African-American and white students and between females and males. \$20,000

### Consultants

\$4,000

### Evaluation of Strategies

\$5,000

Total New Dollars for Minority Recruitment and Retention Plan Activities \$81,000

**Pulaski Technical College  
Minority Recruitment and Retention  
Annual Report on Implementation for 2008-2009**

## **Introduction and Background**

Pulaski Technical College (PTC) is committed to enhancing the recruitment and retention of minority students, faculty, and staff. In compliance with Arkansas Act 1091 of 1999, the purpose of this document is to devise strategies, measures of effectiveness, and budgets for minority recruitment and retention. This plan represents an update to the ongoing process of minority recruitment and retention planning that began in 2000 after the passage of Act 1091 of 1999.

### Definitions

For purposes of this plan, the term “minority” refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans. Throughout the plan, the names of racial groups have been truncated to black, Hispanic, Asian, and Native American, and it is assumed that all members of these groups are Americans. Non-American students are referenced as “Non-Resident Aliens” and are not coded by racial category or included in the racial analysis discussed herein.

During the next reporting year, Pulaski Technical College will implement new racial and ethnic codes based upon federal and state requirements. There are two basic changes to the required racial and ethnic codes. The first involves separating Hispanic ethnicity from the racial codes, and the second allows a person to identify if he or she is affiliated with more than one racial code. Thus, next year’s report will include statistics for multi-racial students, faculty, and staff. The College will still be able to disaggregate multiple racial designations by the individual race codes and will incorporate aggregated and disaggregated findings.

With regard to the logistics of implementing new racial codes, these changes will be included on the application for admission of new and transfer students. Currently enrolled students are being resurveyed on the matter when they access online registration during Summer and Fall 2009. Faculty and staff will be resurveyed in the fall to update their racial and ethnic coding.

### Responsibility for Implementation and Reporting

Responsibility for plan implementation has been assigned to the Vice President for Student Services (for student recruitment and retention), the Vice President for Instruction (for faculty retention), and the Vice President for College Advancement (for staff retention, all human resources recruitment, and all PTC marketing and publications). The Director of Institutional Research, Planning, and Effectiveness will prepare plan updates and annual reports on the plan’s progress.

## **Student Data Analysis**

### Recruitment and Enrollment

Pulaski Technical College experiences high volume in minority admission applications and subsequent enrollment. Exhibits A-F in the Statistical Appendix display numbers related to Pulaski County population and Pulaski Technical College recruitment and enrollment.

African Americans comprise the largest racial/ethnic demographic among applications for admission in all but one semester since Spring 2006. Since PTC is an “open door” college, all applicants are allowed to enroll in classes but are placed in their coursework according to COMPASS or ACT scores. Among applicants who actually follow through and enroll in classes, African American is also the largest racial/ethnic group at PTC during the same timeframe. As PTC continues to grow in overall headcount, individual headcounts among white, black, Asian, and Hispanic students grow as well.

African Americans continue to enroll at PTC at rates that are significant statistically from the population of the largest county in the College’s service area. Exhibits E and F compare county population projections to the first-time entering cohort at PTC for the classes of 2005 and 2006. The first three columns of Exhibits E and F confirm that black students enroll at higher than expected rates than do white students.

### Retention

The Statistical Appendix contains many exhibits in support of the analysis in this report. This section will condense the numerical findings of the exhibits into a brief narrative. Exhibits E and F (discussed in previous section) also contain results related to this section. Exhibits G through N contain numbers used in the statistical tests ran in Exhibits E and F. The primary purpose of Exhibits G through N, however, is to track Pulaski Technical College’s achievement related to student retention for first-time students beginning in Fall 2005 and Fall 2006.

Exhibits G and H analyze the Fall 2005 first-time, full-time cohort at Pulaski Technical College. These exhibits show that over half of the first-time, full-time entering class in Fall 2005 was white and that 47% of that cohort was African American. With regard to retention and graduation, the following trends are evident for the Fall 2005 first-time, full-time cohort: (1) white students graduate at higher percentages of their racial category than do black students in all subsequent years; but (2) black students are retained at higher percentages than whites, though this finding is offset when retention percentages and previous year graduation rates are added together for success rates. Exhibits I and J show similar retention trends for the Fall 2005 first-time, part-time cohort compared to the first-time, full-time cohort. However, graduation rates of white and black part-time students appear to be similar with less than 1% difference across all academic years.

The Fall 2006 cohort is examined in Exhibits K through N. For the first-time in the history of the College, African American is the largest racial/ethnic group among first-time entering students. This finding regarding the first-time entering cohort comes a semester after Spring 2006 when African-American total enrollment exceeded white total enrollment for the first time. While the overall nature of the cohort changed in 2006, graduation rate disparities did not. Full-time white students graduated at higher rates than blacks in all subsequent years, and part-time white students had higher graduation rates in the second year than did black students. With regard to retention, full-time white students were retained at higher levels in the second year than their African-American counterparts, though African Americans were retained at a slightly higher level than whites in the third year. Of the part-time segment of the cohort, second year retention was similar between whites and blacks; however, blacks were retained at higher levels than whites in the third year.

Column four and the following columns of Exhibits E and F examine the statistical significance between white and black first-time students in the Fall 2005 and Fall 2006 cohorts. There are no clear findings concerning black retention over white retention as there were between black initial enrollment over white initial enrollment. The only statistically significant findings are negated by large margins of error.

Pulaski Technical College is committed to building a “culture of evidence” whereby performance data are used to drive policy and practice. Over the past two academic years, the College has participated in the national

Achieving the Dream: Community Colleges Count® effort where the progress of new students is tracked through developmental and gatekeeper course grades and retention and graduation rates. Preliminary findings that were detailed in this minority retention report last year were alarming as statistically significant differences were present in 14 of 17 key courses with Caucasian students earning better grades than students of color in those courses. The College continues to monitor such data and implement interventions to promote better outcomes.

## **Goals and Objectives for Minority Student Recruitment and Retention**

*Goal 1 for Student Recruitment and Retention: Pulaski Technical College will maintain “open door” admissions policy.*

*Strategies:* Pulaski Technical College will continue our open door admissions policy, except in academic fields where more stringent requirements are needed.

*Indicators of Effectiveness:* Pulaski Technical College will monitor demographic and financial statistics relative to enrollment and our service area population in order to gauge our effectiveness at recruiting minority populations. The College expects to maintain minority enrollment rates that are significantly higher than the general population.

*Timeline:* Ongoing.

*Status Report:* As discussed in the section on student data analysis, PTC has experienced growth in enrollment overall and among racial minorities. This growth continues at rates that are significant statistically from the population.

At the same time as student headcounts grow, state budgets funding PTC have not increased at similar levels. Therefore, the College has increased tuition and fees at minimum levels each academic year over the past several years. For the upcoming academic year, tuition has increased by 3.9% or \$3.00 more per credit hour (from \$77.00 to \$80.00). While many required fees have remained the same, the per-term Public Safety fee has increased from \$15.00 to \$20.00, and the per-credit hour equipment/facility usage fee has increased from \$10.00 to \$11.00.

Pulaski Technical College vigilantly tries to keep tuition and fees at a minimum in order to encourage economically disadvantaged enrollment. Tuition at PTC continues to be less than the tuition at surrounding four-year universities.

*Goal 2 for Student Recruitment and Retention: Pulaski Technical College will continue marketing the College to various audiences via diverse media and methods in order to recruit new students.*

*Strategies:* Pulaski Technical College will continue our diverse marketing strategy. PTC markets the College through a variety of methods, including television advertising, radio advertising, print media advertising, the World Wide Web, and mass mailings. In addition to running ads in major media outlets, the College also advertises in broadcast and print media that are geared toward African-American and Hispanic clientele.

*Indicators of Effectiveness:* Pulaski Technical College will continue to monitor demographic statistics pertinent to our enrollment and service area population in order to select the best avenues for advertising. The College will work with media outlets to select proper times and formats for such

advertising. Where applicable, surveys may be done to research how new enrollees at PTC first heard about the College.

*Timeline:* Ongoing.

*Status Report:* The College continues to market itself in many minority venues, including media markets with high African-American demographics. See the budget section of this report for actual expenditures.

*Goal 3 for Student Recruitment and Retention:* Pulaski Technical College will provide effective and efficient admissions and enrollment services.

*Strategies:* Pulaski Technical College will provide adequate professional support for the admissions process. As a comprehensive strategy, such professional support benefits the entire campus community as well as the growing minority student population.

*Indicators of Effectiveness:* The Director of Admissions monitors application and enrollment statistics for the College and sets realistic goals concerning weekly, monthly, and annual recruitment and admissions strategies. As such, the College will continue to monitor demographic data of applicants, students who follow through with enrollment, and the general service area populations. Again, PTC expects to maintain or increase minority application and enrollment at rates higher than the general population. When applicable, the College will survey to evaluate the effectiveness of such services.

*Timeline:* Ongoing.

*Status Report:* African American continues to be the largest racial/ethnic group among applications for admissions at PTC. See Exhibits A and B in the Statistical Appendix.

PTC conducts the Noel-Levitz Student Satisfaction Inventory (SSI) biannually, with the most recent survey in Fall 2008. A unique characteristic of the SSI methodology relates to measuring performance relative to expectations. SSI recognizes that individual elements of the college experience have varying levels of importance to the student. Independent of importance, the service relating to each individual element may vary from well done to poorly done. However, measuring the interaction of importance and actual delivery of service related to an element of the student experience helps identify whether or not the college is doing well at what matters most to students. Thus, SSI items have been rated based upon (1) the level of importance to students and (2) the level of student satisfaction. Item ratings range from a low of one to a best possible answer of seven. From these two ratings, a “gap score” is calculated by subtracting the satisfaction rating from the importance rating for an item. A gap score of zero (or as closely as possible to zero) is highly desirable and indicates that the institution is meeting expectations of students. Gap scores over zero indicate areas where the institution is not meeting student expectations. Gap scores under zero are rare and would indicate that the institution is performing well at something that is undervalued in importance to the student.

Exhibit O in the Statistical Appendix contains information related to Fall 2008 SSI results in admissions and financial aid. Across the board, African-American students at PTC rate items higher in importance and satisfaction than the general population at PTC. Also, gap scores are lower for black students compared to the general PTC population indicating that black student expectations of importance are being met with comparable satisfactory service. Regardless, the College will continue attempting to improve gap scores institution-wide.

*Goal 4 for Student Recruitment and Retention: Pulaski Technical College will maintain and revise as needed student orientation services.*

Important factors in minority student retention are ensuring that students are knowledgeable about the support services available to them and that they have good study habits. A solid orientation session at the beginning of a new student's experience theoretically would give him or her initial information in their college career, and a first-year experience course would reinforce such information and fill in any gaps that need addressing. Toward that end, PTC will continue to take the following actions:

(a) *New Student Orientation:* Pulaski Technical College continues to pilot an on campus orientation. The on campus orientation will become mandatory for first-time entering, degree-seeking students in summer 2009.

(b) *College Seminar:* In previous years, College Seminar has been required of all degree-seeking students whose test scores require them to take two or more developmental (remedial) courses at PTC. Beginning in academic year 2008-2009, College Seminar is now required of all first-time entering, degree-seeking students regardless of developmental needs. The course provides students with the following information: time management skills, discovering learning style, diversity, stress management, career planning, note-taking and study strategies, test-taking skills, computer skills, listening skills, and decision making skills (especially in reference to future educational planning).

(c) *Career Seminar:* Career Seminar is in its second pilot year through the Perkins grant initiative. Career Seminar may be used in lieu of the College Seminar requirement for students seeking an Associate of Applied Science degree or a Technical Certificate. The course is designed to allow students to take a comprehensive approach to career planning. Utilizing career assessments and employment data, students will be able to decide on a major, select a career, and develop a plan for achieving educational, financial, and career goals. The course focuses on refining pre-employment skills, reinforcing work ethics and values, exploring employment trends and issues, and developing writing and public-speaking skills. In addition, students will explore learning styles and construct strategies for success in college and the world of work. They will also learn how to manage time effectively; to utilize effective reading, note taking and test taking strategies; and to maintain personal health as a part of life-long learning. Guest lecturers will address career topics. At the end of the semester, students are able to network with their division deans and administrators at the college-sponsored career reception. Throughout the semester, students work with the instructor to develop a theme and coordinate this culminating event.

*Strategies:* Pulaski Technical College will continue to expand and market orientation services. The College will also place new students into College Seminar or Career Seminar. As a comprehensive strategy, such student orientation services benefit the entire campus community as well as the growing minority student population.

*Indicators of Effectiveness:* Statistics regarding orientation completion and College Seminar and Career Seminar enrollment, grades, and assessment of student learning outcomes will be continuously monitored.

*Timeline:* Mandatory on campus orientation for first-time, degree-seeking students will begin in Summer 2009. The pilot orientation program currently tracks demographics and student evaluations to monitor program effectiveness. Additional assessment methods are being developed to track Summer 2009 orientation participants through College Seminar or Career Seminar and beyond.

Assessment of student learning in College Seminar and Career Seminar is expected to be conducted in fall and spring semesters, and course learning objectives are updated annually based upon the assessment results.

*Status Report:* The Title III program at PTC pilot tested in-person orientation on a cohort of 151 newly entering students in Summer 2008. Six sessions were offered at a variety of times and addressed the following components: (1) student services orientation; (2) academic orientation; (3) online course information; (4) parent/family orientation; and (5) academic advising with registration assistance and a campus tour.

Exhibit P in the Statistical Appendix displays orientation participant demographics and retention statistics for the 2008 cohort. Only 39% of orientation participants were students of color, while 51.7% of participants were white. (These demographics should change dramatically next year when the orientation program is implemented college-wide for all first-time entering, degree-seeking students.) Second term retention of orientation participants is high for all racial categories. White orientation participants were retained at a rate of 82%, and black orientation participants were retained at a rate of 89%.

Participants were asked to complete an evaluation of orientation upon completing their session. The response rate for the evaluation was 83% (126 of 151 completing the survey). Exhibit Q in the Statistical Appendix displays results of the 11 item evaluation, each rated on a scale of one (lowest rating) to five (highest rating). Orientation received mean scores over four in 10 of 11 areas, indicating high overall satisfaction with the program.

Exhibits R and S examine College Seminar grades by race for Fall 2003 through Spring 2009. These exhibits highlight the college withdrawal problem among black students. Black students consistently enroll in College Seminar at a higher percentage of the overall student population than do whites. The exhibits further show that black students consistently withdrawal at higher rates than white students and that white students consistently score a higher percentage of A's than black students.

Exhibits T and U examine Career Seminar grades for Fall 2008 and Spring 2009. The exhibits show that African Americans have enrolled in Career Seminar in higher numbers than whites. While withdrawal rates were not unreasonable for whites or blacks in Fall 2008, the withdrawal rates for Spring 2009 were more than half of the entire class. Furthermore, there is no comparable difference between whites and blacks in the spring as only one white enrolled (and subsequently withdrew) from the class.

*Goal 5 for Student Recruitment and Retention: Pulaski Technical College will maintain student counseling and academic advising services to aid in the retention of students.*

Another important factor in minority student retention is student selection of the appropriate courses and programs in relation to their interests and educational preparation. Toward that end, PTC has taken or will take the following actions:

(a) *Placement Testing:* PTC has a comprehensive placement testing program that enables the College to place students in the appropriate level of courses based upon their educational preparation. In accordance with Arkansas law, all students enrolling in college-level mathematics or English will be tested for placement purposes. Students failing to achieve designated scores on the various components of the ACT or COMPASS tests will be required to complete developmental education courses with a passing grade.

(b) *Developmental Education*: PTC has a comprehensive developmental (remedial) education program in reading, math, and writing that is designed to assist students in preparing for success in college-level courses.

(c) *Career Services*: PTC has a Career Counseling Office that provides students with career orientation and exploration resources in order to assist them in selecting an educational program that is suited to their interests. Employment assistance is also provided through an annual job fair, daily job postings, on campus recruiting, and information sessions. Employment readiness workshops are periodically offered to assist students with résumé writing, interview skills, and other aspects of the job search.

(d) *Academic Advising*: PTC currently provides academic advising to assist all new enrollees with degree planning and course selection. Advising is also available to continuing students on an as-needed basis. Beginning Fall 2009, all first-time, degree-seeking students will be assigned an advisor and will be required to meet with the advisor for academic advice and before enrolling for subsequent semesters as they continue at PTC.

(e) *Single Parent Program*: PTC has established a Single Parent Mentoring Program that benefits many minority students. The program provides PTC staff members (on a volunteer basis) to serve as mentors for single parents who are enrolled at PTC.

(f) *TRIO Scholars*: The Pulaski Technical College TRIO Scholars program is a Student Support Services (TRIO) program funded by the United States Department of Education. The goals of TRIO Scholars are to help participants have a successful college experience and achieve their academic and personal goals. The program serves 180 PTC students who qualify for services; students must be first-generation college students (neither parent has a baccalaureate), meet income requirements based on family size, and/or have a documented disability. Services provided by the program include the following: instruction in basic study skills; tutorial services; academic, financial, or personal counseling; assistance in securing admission and financial aid for enrollment in four-year institutions; assistance in securing admission and financial aid for enrollment in graduate and professional programs; information about career options; mentoring; special services for students with limited English proficiency; and direct financial assistance (grant aid) to current participants who are receiving Federal Pell Grants.

(g) *Career Pathways*: The Career Pathways Initiative at Pulaski Technical College is designed to provide support services and direct financial assistance to parents who want to increase their education and employability. The program is supported by the Southern Good Faith Fund, Arkansas Association of Two-Year Colleges, Arkansas Department of Workforce Services, Arkansas Department of Workforce Education, and Arkansas Department of Higher Education. The Career Pathways program of Pulaski Technical College serves 720 students each year. Career Pathways participants will have access to the following: the Career Readiness Certificate; advising to assist with career and educational decisions; assistance finding jobs while in school and careers upon graduation; extra instruction for building successful academic and employment skills; tutoring; and a computer lab for doing homework and improving computer skills. In addition, some parents may qualify for financial aid to assist with childcare, transportation, tuition, books, and other direct educational expenses.

(h) *Veterans Upward Bound*: In 2007, Pulaski Technical College received a Veterans Upward Bound (VUB) grant from the U.S. Department of Education. The program is designed to help eligible U.S. military veterans refresh their academic skills so that they may successfully complete the postsecondary school of their choice. VUB staff work one-on-one with enrolled participants to assist them in reaching their academic goals by administering pre-and-post assessments to determine areas of strengths and weaknesses and helping participants



plan by using tools such as refresher classes, academic advising, career advising, financial aid advising, and field trips. The VUB program serves up to 120 students annually.

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

The Network for Student Success will serve 300 African-American male students annually. The objectives of the program are as follows: (1) establish and conduct activities that will increase the number of African-American males in the pipeline for successful completion of a higher education degree or certificate at PTC; (2) build relationships with the target audience that will provide the opportunity for staff to encourage, support, and nurture students along the path of personal and academic development; (3) create an academic setting where African-American males may be exposed to engaging and dedicated faculty and staff; (4) identify risk factors, barriers, and challenges that negatively impact black males in higher education; and (5) create interventions that help students adjust and overcome risk factors, barriers, and challenges.

*Strategies*: As funding becomes available, Pulaski Technical College will continue to expand counseling and advising programs, especially to continuing students and revise placement scores in accordance with state law for developmental and college gatekeeper courses. Furthermore, the College will continue to recruit African-American male students for the Network for Student Success program.

*Indicators of Effectiveness*: Testing and developmental education courses are annually evaluated regarding student learning outcomes, and changes are implemented based upon findings. Other support services for counseling and advising maintain tracking and survey evaluations to assess effectiveness.

*Timeline*: Ongoing.

*Status Report*: As a result of Achieving the Dream and other task force activities on campus during the past two academic years, two significant placement score policies were implemented in academic year 2008-2009. Math placement scores have been revised upward for all developmental math courses and for College Algebra, and reading policies and prerequisites have been revised to ensure completion of needed reading requirements before entry into gateway courses.

Exhibit V details unduplicated advising center usage during Fall 2008 and Spring 2009. The center sees the most volume during the fall semester. During both semesters, the largest racial category visiting the advising center is African American.

The Single Parent Program collected demographics on this year's participants and mentors. Of 23 student participants, there were 16 African Americans (one male and 15 female) and seven whites (all female). Of the 22 faculty and staff mentors, there were five African Americans (all female) and 17 whites (four male and 13 female).

During its first federal fiscal year of operation (2007-2008), the Veterans Upward Bound program served 119 participants. The majority of these veterans were African American (76 participants representing 64% of the overall program), while another 41 were white (representing 34% of the program participants). The remaining two participants were Hispanic and Native American.

Career Pathways and TRIO partnered to host four events for their participants. The events were as follows: a fall conference with an attendance of 75 students; a spring conference with 60 students

attending; a graduation celebration with 320 attendees; and a workshop on “Common Sense Self Defense” with 30 participants.

During Spring 2009, the Network for Student Success had 171 African-American male participants. Of this number, 44 were first-time entering or new transfer students, and 127 were continuing PTC students. The overall average GPA of continuing PTC students in the program at the beginning of Spring 2009 was 2.45, and the end of semester overall GPA of the entire program was 2.67. During the next academic year, the Network for Student Success will work towards full enrollment, continued success in bringing up grade point averages, and ultimately higher graduation rates for its participants compared to the general black male population at PTC.

*Goal 6 for Student Recruitment and Retention: Pulaski Technical College will support the development of student life programs.*

Even though PTC is a commuter college with many part-time students, it is important for the College to promote student life activities in order for students to interact positively with other students, faculty, and staff in venues outside of the classroom and for students to develop leadership abilities. The Director of Student Life and Leadership coordinates College-sponsored student life events, oversees the approval process for College-recognized student organizations, and coordinates the Student Government Association (SGA).

*Strategies:* PTC will continue to expand college-sponsored events and involve the student community in planning, leadership, and implementation.

*Indicators of Effectiveness:* While it is difficult to get exact headcounts at open campus events, participation appears to be on the rise. Among student organizations, including SGA, participation statistics and committee minutes are easier to assess for access and effectiveness. The College will continue to monitor such efforts and assist where applicable according to College policies.

*Timeline:* Ongoing.

*Status Report:* During 2008-2009, Student Government Association (SGA) racial demographics were as follows: three black officers (including the president and vice president), three white officers, six white senators, six black senators, and two Hispanic senators. During the Spring 2009 semester, officer elections for three offices for the upcoming academic year took place. African Americans were elected to serve as president and secretary. A white student was elected vice president. Senator elections and an election for the office of treasurer will take place early in the Fall 2009 semester. Two other officer positions (historian and parliamentarian) are appointed by the incoming president.

The Office of Student Life and Leadership coordinated student involvement in 6 events in academic year 2008-2009. Many of these events were cosponsored with other departments on campus or with the Cultural Diversity Committee.

The Office of Student Life and Leadership currently lists eight approved student organizations including the following:

(1) *Student Government Association (SGA)* is a leadership group for those students wishing to be involved with policy-making for the campus, community service and outreach, and involvement with other student organizations. The SGA consists of elected student representatives from each division of the college, as well as an elected executive board.

(2) *Fusion* is an organization promoting equality through a gay-straight alliance. Members are encouraged to educate the campus community about concerns of the gay, lesbian, bisexual, and transgender community.

(3) *Fine Arts Association* promotes the importance of fine arts through student involvement in art events and PTC-TV (local campus channel).

(4) *Phi Beta Lambda* is the college chapter of the Future Business Leaders of America where students participate in statewide competitions and are involved in campus activities.

(5) *Phi Theta Kappa* is an international honor society that promotes academic excellence. Members are eligible to compete for scholarships, to participate in regional, national, and international meetings and institutes, and to attend workshops on leadership and scholarship.

(6) *Metro Student Ministries* encourages student fellowship, develops student leadership skills, provides opportunities for the study of the Bible and to practice its teachings, organizes students for service and ministry projects, and offers guidance as students face crises and critical choices in life.

(7) *Health and Science Club* works to promote awareness of health and science careers.

(8) *SkillsUSA* helps students develop social and leadership skills through activities conducted by the club's members and advisors. Their activities include state, regional, and national contests.

*Goal 7 for Student Recruitment and Retention: Pulaski Technical College will support cultural awareness activities among the student body.*

The Cultural Diversity Committee was created in Fall 2002. The committee's written goal is to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. The committee is composed of 20 members of the PTC faculty and staff, and the group welcomes students who want to serve as members of the committee.

The Foreign Languages department organizes several events as part of its curriculum and invites campus-wide and community participation in its events. Annual events include a fall exhibition of student projects and a spring fiesta. During the past academic year, the department also organized lunchtime limonadas where presentations were made about history, art, poetry, literature, music, and movies.

The Office of Public Relations and Marketing participates in or sponsors many multicultural events throughout the year in the local community. The office also maintains a group of 20 Student Ambassadors to represent the College at such events.

*Strategies:* The Cultural Diversity Committee hosts several events per year, including the Black History Month Banquet in February. The committee also coordinates participation in several other events with student organizations, the faculty, and the Office of Public Relations and Marketing.

The Foreign Languages department will continue to offer co-curricular events that will be open for public participation.

The Office of Public Relations and Marketing will continue its sponsorship and participation in community events and will involve Student Ambassadors in such activities.

*Indicators of Effectiveness:* Participation statistics and committee meeting minutes are kept.

*Timeline:* Ongoing.

*Status Report:* The Cultural Diversity Committee had 20 faculty and staff members in academic year 2007-2008. Membership included six African Americans, one Hispanic, and 13 whites. The committee hosted 11 events in academic year 2007-2008. Event descriptions and statistics are listed below:

(1) *Voter Registration Drive:* The committee sponsored a voter registration drive on September 8, 2008.

(2) *Snowflake Ball:* On December 5, 2008, the Cultural Diversity Committee sponsored this fundraiser for the Arkansas AIDS Foundation, which has provided PTC students with free HIV testing in the past.

(3) *Martin Luther King, Jr. Event:* On January 28, 2009, the committee sponsored an event in observance of the Martin Luther King, Jr. holiday. The event featured a speaker from UALR, a trivia session, and a video. Approximately 75 people were in attendance.

(4) *Lecture on Emancipation and Reconstruction:* On February 11, 2009, History Instructor Jerry Armstrong presented this lecture as a part of the Cultural Diversity Committee's Black History Month Series.

(5) *Poetry Night:* On February 12, 2009, the committee sponsored this annual event as a part of Black History Month. Approximately 50 students, faculty, and staff attended.

(6) *Lecture on Jim Crow South:* On February 18, 2009, History Instructor Johnny Dollar presented this lecture as part of the Cultural Diversity Committee's Black History Month Series.

(7) *Soul Food Cooking Contest:* On February 20, 2009, the committee sponsored this competition in the Private Dining Room of the Campus Center.

(8) *Lecture on the Civil Rights Movement:* On February 25, 2009, Political Science Instructor Andre Robinson presented this lecture as a part of the Cultural Diversity Committee's Black History Month Series.

(9) *Black History Month Banquet:* On February 27, 2009, the committee sponsored this annual event to conclude Black History Month. Former Arkansas Court of Appeals Judge Wendell Griffin spoke to the crowd of 115 faculty, staff, students, and guests.

(10) *Rolling Out the Red Carpet Luncheon:* The Cultural Diversity Committee cosponsored this event with the campus chapter of AAWTYC in recognition of the American Heart Association's Women's Month.

(11) *Holocaust Exhibit:* The committee sponsored this exhibit in the campus's Ottenheimer Library during the month of March.

The Foreign Languages program held five events during academic year 2008-2009. A series of three lunchtime limonadas were held over the course of the academic year with approximately 30 in attendance at each meeting. The fall exhibition displayed student projects for over a week. The spring fiesta had 600 in attendance for arts, crafts, music, and student presentations.

The Office of Public Relations and Marketing participated in or sponsored 17 events in academic year 2008-2009. Student Ambassadors represented the office at all events. Student Ambassador demographics for Fall 2008 were as follows: 11 whites, seven African Americans, and two Hispanics. In Spring 2009, Student Ambassador demographics were as follows: seven African Americans, six whites, and two Hispanics.

## Faculty and Staff Data Analysis

Exhibit W in the Statistical Appendix displays faculty and staff statistics for academic year 2008-2009 based upon the November 2008 OCR report. African-American overall employment is up by 2.4% (18.0% over last year's 15.6%). White overall employment is down from last year's 83.0% to 80.5% this year. Hispanic and Asian overall employment is slightly down from last year; however, few employees report this racial identity in either year. The staff, including administration, is by far the most diverse grouping with 25.7% minorities.

In accordance with the ADHE request for data, the following is a listing of the full-time position titles held by minority PTC faculty and staff during academic year 2008-2009:

Vice President for Finance	Caregiver (3 positions)
Vice President for Instruction	Campus Center Program Coordinator
Executive Director of Human Resources/Employee Relations	Counselor
Dean of Business	Disability Services Coordinator
Dean of Academic Success	Disability Services Counselor
Registrar	Financial Aid Advisor
Director of Student Success	Financial Aid Officer II
Assistant Director of Child Care Center	Perkins Career and Assessment Specialist
Instructor of Business	Laboratory Manager
Instructor of Computer Information Systems (3 positions)	Public Safety Officer (3 positions)
Instructor of Developmental Mathematics (2 positions)	Title III Data Analyst/Assistant
Instructor of English	TRIO Scholars Education Specialist
Instructor of Political Science	Veterans Upward Bound Director
Instructor of Respiratory Therapy	Library Academic Technician
Little Rock Site Coordinator	Administrative Assistant I (3 positions)
Student Success Coach (4 positions)	Administrative Assistant II
Accounting Supervisor II	Administrative Secretary (2 positions)
Assistant Registrar	Secretary I (2 positions)
Access Services and Reference Librarian	Secretary II (6 positions)
Career Pathways Retention Counselor (2 positions)	Student Services Representative
Career Pathways Community Outreach Counselor	Maintenance Worker (2 positions)
Career Pathways Employment Specialist	

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.

Instructor of Developmental Mathematics	Student Success Coach (4 positions)
Registrar	Financial Aid Officer II
Director of Student Success	Student Services Representative
Accounting Supervisor II	Library Academic Technician
Assistant Director of Child Care Center	

## Goals and Objectives for Minority Faculty Recruitment and Retention

*Goal 1 for Faculty Recruitment and Retention: Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.*

The Office of Human Resources at Pulaski Technical College actively recruits full-time and adjunct faculty positions in conjunction with the academic divisions of the College. The office accepts applications for employment without regard to race, color, creed, religion, sex, age, national origin, or disability of qualified handicapped individuals. The Office of Human Resources also makes arrangements to seat interview committees whose membership is made up of a diverse and neutral cross-section of the campus community.

*Strategies:* PTC will continue to support a fair and professional human resources process for recruiting and hiring full-time and adjunct faculty members.

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

*Timeline:* Ongoing.

*Status Report:* The Faculty and Staff Data Analysis above details trends for faculty employment in academic year 2008-2009. One additional African American joined the full-time faculty, bringing the number of full-time minority faculty members up to ten. Adjunct faculty employment among minorities was 21.8%, up from 17.6% last year.

*Goal 2 for Faculty Recruitment and Retention: Pulaski Technical College will provide opportunities for professional development of its faculty.*

Each academic year, faculty members are provided with numerous on campus professional development opportunities that begin with convocation in August and with other off-campus opportunities throughout the year. Faculty members work with their deans each November to plan their professional development activities for the upcoming year. Information about professional development is provided in the employee handbook, and a calendar of on campus events is maintained by the Center for Teaching Excellence.

*Strategies:* Deans will work with their faculty in determining appropriate professional development activities for attendance. A full-time staff member in the Center for Teaching Excellence has the responsibility for coordinating and improving on campus professional development for full-time and adjunct faculty and staff.

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

*Timeline:* Ongoing.

*Status Report:* Seventy-eight full-time faculty attended off-campus professional development in academic year 2008-2009 (54% of all full-time faculty). Six of the ten full-time minority faculty members are included in that number (60% of all full-time minority faculty). Thirty professional development events were held on campus during 2008-2009.

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

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

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

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

*Timeline:* Ongoing.

*Status Report:* One minority adjunct instructor was hired to a full-time instructor position (Developmental Mathematics).

*Goal 4 for Faculty Recruitment and Retention: Pulaski Technical College will support cultural awareness activities on campus and in the community.*

A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. In order to increase cultural awareness, PTC makes use of following:

(a) *Cultural Diversity Committee:* A Cultural Diversity Committee is appointed every academic year. The committee's written goal is to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. The committee is composed of 20 members of the PTC faculty and staff, and the group welcomes students who want to serve as members of the committee.

(b) *Cultural Awareness & Professional Development:* The College's Affirmative Action Officer collaborates with the Cultural Diversity Committee to sponsor at least one activity per year involving faculty and staff that promotes cultural awareness and celebrates cultural diversity.

(c) *Community Activities:* The Office of Public Relations and Marketing invites faculty and staff to participate in events that it cosponsors throughout the community with different government and community agencies.

*Strategies:* The College will continue to promote cultural awareness in the campus and greater community. Efforts will be made in each of the three areas listed above.

*Indicators of Effectiveness:* Attendance at Cultural Diversity Committee events, Office of Public Relations and Marketing events, and professional development will be monitored.

*Timeline:* Ongoing.

*Status Report:* Information pertaining to the Cultural Diversity Committee and its events is listed under the status report for Goal 7 of the Minority Student Recruitment and Retention section.

The Office of Public Relations and Marketing participated in or sponsored 17 multicultural events throughout the year, including the following:

- Hola! Arkansas Career and Business Expo on September 16, 2008,
- City of Faith First Annual Offender Job Fair on September 22, 2008,
- World Fest at the Clinton Presidential Library on September 26-27, 2008,
- South End Civil Rights Summit Community Festival on October 4, 2008,
- Little Rock School District Parent Institute on October 4, 2008,
- Mid-South Black Expo on February 28, 2009,
- Cinco de Mayo at the River Market on May 3, 2009,
- Sixth Annual Minority Health Fair in Little Rock on June 13, 2009, and
- Yes You Can! Career Empowerment Summit sponsored by STAND on June 20, 2009.

### **Goals and Objectives for Minority Staff Recruitment and Retention**

The goals for minority staff recruitment and retention are similar to the faculty goals listed above.

*Goal 1 for Staff Recruitment and Retention: Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.*

Again, PTC will continue fair hiring and labor practices with regard to our staff, including the seating of interview committees by the Human Resources Office.

*Strategies:* PTC will continue to support a fair and professional human resources process for recruiting and hiring staff.

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

*Timeline:* Ongoing.

*Status Report:* The Faculty and Staff Data Analysis above details trends for staff employment in academic year 2008-2009. The staff at Pulaski Technical College remains the most diverse employment category on campus and includes two African-American vice presidents, two black deans, and many minority members of the professional and clerical staff. See Exhibit W in Statistical Appendix.

*Goal 2 for Staff Recruitment and Retention: Pulaski Technical College will provide opportunities for professional development of its staff.*

Professional development opportunities include College support for attendance at professional conferences and workshops, tuition waivers for PTC courses, program development grants, information technology training, in-service training, and the State Inter-Agency Training Program.

*Strategies:* The Vice President for College Advancement will review minority faculty and staff participation in professional development activities and include this information in the annual report on the implementation of this plan.



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

*Timeline:* Ongoing.

*Status Report:* Of the full-time staff, 121 attended off-campus professional development during academic year 2008-2009 (66.1% of all staff), and 33 of 47 minority staffers were included in such off-campus professional development (70.2% of all minority staff members). Staff members were also invited to attend on campus professional development events where applicable.

*Goal 3 for Staff Recruitment and Retention:* Pulaski Technical College will foster opportunities for advancement among its staff.

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

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

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

*Timeline:* Ongoing.

*Status Report:* The following minority staff promotions occurred in academic year 2008-2009: (1) Career Pathways Counselor to Student Success Coach, (2) Disability Services Counselor to Disability Services Coordinator, and (3) Financial Aid Advisor to TRIO Scholars Education Specialist.

*Goal 4 for Staff Recruitment and Retention:* Pulaski Technical College will support cultural awareness activities on campus and in the community.

A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. In order to increase cultural awareness, PTC makes use of following:

(a) *Cultural Diversity Committee:* A Cultural Diversity Committee is appointed every academic year. The committee's written goal is to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. The committee is composed of 20 members of the PTC faculty and staff, and the group welcomes students who want to serve as members of the committee.

(b) *Cultural Awareness & Professional Development:* The College's Affirmative Action Officer and the Cultural Diversity Committee work together to sponsor at least one activity per year involving faculty and staff that promotes cultural awareness and celebrates cultural diversity.

(c) *Community Activities:* The Office of Public Relations and Marketing invites faculty and staff to participate in events that it cosponsors throughout the community with different government and community agencies.

*Strategies:* The College will continue to promote cultural awareness in the campus and greater community. Efforts will be made in each of the three areas listed above.

*Indicators of Effectiveness:* Attendance at Cultural Diversity Committee events, Office of Public Relations and Marketing events, and professional development will be monitored.

*Timeline:* Ongoing.

*Status Report:* Activities of the Cultural Diversity Committee and the Office of Public Relations and Marketing have been reported under the student and faculty sections of this report.

### **Budget for Minority Recruitment and Retention**

Comprehensive services that benefit all students, faculty, and staff regardless of race are funded as regular items in the Pulaski Technical College budget. In fiscal year 2007-2008, PTC budgeted over \$2.5 million in comprehensive student services such as admissions, counseling, advising, financial aid advising, student records, and testing services. With regard to comprehensive services in human resources for faculty and staff, PTC budgeted \$154,356.

With regard to money spent on direct recruitment and retention of minorities, the Office of Public Relations and Marketing spent \$26,711 in advertising in minority market venues and in participating in cultural and minority community events. The PTC Foundation also secured a United States Department of Education's Predominantly Black Institutions grant during Fall 2008 for \$959,412 over a 2 year period. This grant funds the Network for Student Success and its activities.

## **Statistical Appendix**

**EXHIBIT A: APPLICATIONS FOR ADMISSION (RAW NUMBERS)**

RACE	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009
White	1,684	1,131	2,256	1,360	2,081	1,346	2,351	1,422	2,534	1,616	2,522	1,747
Black	1,143	918	1,743	1,295	1,987	1,568	2,478	1,551	2,556	1,884	2,479	2,084
Hispanic	33	34	71	34	61	44	96	59	94	77	90	78
Native American	16	5	18	13	20	11	37	22	24	25	29	27
Asian	35	34	38	41	39	23	56	31	59	38	66	39
Non-Resident Alien	14	5	9	13	7	7	4	0	6	3	10	1
Unknown	52	32	107	59	72	40	24	9	32	10	14	5
<b>TOTAL</b>	<b>2,977</b>	<b>2,159</b>	<b>4,242</b>	<b>2,815</b>	<b>4,267</b>	<b>3,039</b>	<b>5,046</b>	<b>3,094</b>	<b>5,305</b>	<b>3,653</b>	<b>5,210</b>	<b>3,981</b>

**EXHIBIT B: APPLICATIONS FOR ADMISSION (% OF TOTAL TERM APPLICATIONS)**

RACE	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009
White	56.6%	52.4%	53.2%	48.3%	48.8%	44.3%	46.6%	46.0%	47.8%	44.2%	48.4%	43.9%
Black	38.4%	42.5%	41.1%	46.0%	46.6%	51.6%	49.1%	50.1%	48.2%	51.6%	47.6%	52.3%
Hispanic	1.1%	1.6%	1.7%	1.2%	1.4%	1.4%	1.9%	1.9%	1.8%	2.1%	1.7%	2.0%
Native American	0.5%	0.2%	0.4%	0.5%	0.5%	0.4%	0.7%	0.7%	0.5%	0.7%	0.6%	0.7%
Asian	1.2%	1.6%	0.9%	1.5%	0.9%	0.8%	1.1%	1.0%	1.1%	1.0%	1.3%	1.0%
Non-Resident Alien	0.5%	0.2%	0.2%	0.5%	0.2%	0.2%	0.1%	0.0%	0.1%	0.1%	0.2%	0.0%
Unknown	1.7%	1.5%	2.5%	2.1%	1.7%	1.3%	0.5%	0.3%	0.6%	0.3%	0.3%	0.1%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**EXHIBIT C: NEW & CONTINUING STUDENT ENROLLMENT (RAW NUMBERS)**

RACE	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009
White	3,299	3,430	3,727	3,896	3,837	3,848	3,933	4,008	4,118	4,147	4,278	4,466
Black	2,557	3,028	3,143	3,680	3,516	4,081	4,173	4,344	4,296	4,451	4,420	4,912
Hispanic	75	75	84	90	97	110	136	152	152	159	213	246
Native American	26	23	36	39	37	37	50	57	45	47	46	60
Asian	69	84	79	87	95	103	100	110	95	97	103	103
Non-Resident Alien	28	27	23	26	24	23	11	11	14	11	13	13
Unknown	74	87	130	129	79	84	59	53	53	50	35	38
<b>TOTAL</b>	<b>6,128</b>	<b>6,754</b>	<b>7,222</b>	<b>7,947</b>	<b>7,685</b>	<b>8,286</b>	<b>8,462</b>	<b>8,735</b>	<b>8,773</b>	<b>8,962</b>	<b>9,108</b>	<b>9,838</b>

**EXHIBIT D: NEW & CONTINUING STUDENT ENROLLMENT (% OF TOTAL ENROLLED)**

RACE	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009
White	53.8%	50.8%	51.6%	49.0%	49.9%	46.4%	46.5%	45.9%	46.9%	46.3%	47.0%	45.4%
Black	41.7%	44.8%	43.5%	46.3%	45.8%	49.3%	49.3%	49.7%	49.0%	49.7%	48.5%	49.9%
Hispanic	1.2%	1.1%	1.2%	1.1%	1.3%	1.3%	1.6%	1.7%	1.7%	1.8%	2.3%	2.5%
Native American	0.4%	0.3%	0.5%	0.5%	0.5%	0.4%	0.6%	0.7%	0.5%	0.5%	0.5%	0.6%
Asian	1.1%	1.2%	1.1%	1.1%	1.2%	1.2%	1.2%	1.3%	1.1%	1.1%	1.1%	1.0%
Non-Resident Alien	0.5%	0.4%	0.3%	0.3%	0.3%	0.3%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%
Unknown	1.2%	1.3%	1.8%	1.6%	1.0%	1.0%	0.7%	0.6%	0.6%	0.6%	0.4%	0.4%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**EXHIBIT E: COHORT 2005 STATISTICAL SIGNIFICANCE BETWEEN POPULATION NORMS AND ENROLLMENT/RETENTION**

	FALL 2005 ENROLLMENT			FALL 2006 RETENTION			FALL 2007 RETENTION			FALL 2008 RETENTION		
FULL-TIME COHORT	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR
White	p = 0.001	-19.4%	5.0%	no	-1.2%	8.7%	no	-10.5%	11.8%	p=0.001	-23.0%	15.7%
Black	p = 0.001	34.5%	8.8%	no	1.3%	9.3%	no	11.2%	12.5%	p=0.001	24.5%	16.7%
PART-TIME COHORT	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR
White	p = 0.001	-18.7%	8.9%	no	-4.7%	17.3%	no	-15.1%	20.2%	no	-6.9%	23.5%
Black	p = 0.001	33.2%	15.9%	no	5.1%	18.7%	no	16.4%	21.9%	no	7.5%	25.5%
TOTAL COHORT	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR
White	p = 0.001	-19.2%	4.3%	no	-2.0%	7.8%	p =0.025	-11.7%	10.2%	p=0.01	-17.9%	13.1%
Black	p = 0.001	34.2%	7.7%	no	2.1%	8.3%	p =0.025	12.5%	10.9%	p=0.01	19.2%	14.0%
	Based on 2005 Pulaski Co. Census Update			Based upon 2005 Proportions of Ethnic Enrollment (includes graduates)			Based upon 2005 Proportions of Ethnic Enrollment (includes graduates)			Based upon 2005 Proportions of Ethnic Enrollment (includes graduates)		

**EXHIBIT F: COHORT 2006 STATISTICAL SIGNIFICANCE BETWEEN POPULATION NORMS AND ENROLLMENT/RETENTION**

	FALL 2006 ENROLLMENT			FALL 2007 RETENTION			FALL 2008 RETENTION		
FULL-TIME COHORT	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR
White	p=0.001	-23.3%	5.4%	no	5.9%	10.3%	no	-3.8%	13.0%
Black	p=0.001	41.3%	9.7%	no	-5.7%	9.9%	no	37.0%	12.5%
PART-TIME COHORT	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR
White	p=0.001	-39.1%	8.0%	no	-0.1%	20.0%	no	-17.5%	22.2%
Black	p=0.001	69.5%	14.2%	no	>0.01	12.8%	no	11.2%	14.2%
TOTAL COHORT	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR
White	p=0.001	-28.1%	4.5%	no	4.9%	9.3%	no	-8.0%	11.3%
Black	p=0.001	50.0%	8.0%	no	-4.2%	7.9%	no	6.8%	9.6%
	Based on 2005 Pulaski Co. Census Update			Based upon 2006 Proportions of Ethnic Enrollment (includes graduates)			Based upon 2006 Proportions of Ethnic Enrollment (includes graduates)		

### Exhibits G-N Caveats:

- Cohort is defined as first-time, degree-seeking. Unknown race is NOT reported in this analysis.
- AY is an abbreviation for academic year.
- Graduation numbers are cumulative, meaning that preceding graduation columns of data are added to the next year's graduate numbers. Once a student graduates, however, they may not be counted as future retention even if they enroll again.
- The "Fall Total" is a sum of the categories for the initial cohort.

### EXHIBIT G: RAW DATA OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2005 CLASS)--FULL-TIME COHORT

	AY 2005-2006		AY 2006-2007		AY 2007-2008		AY 2008-2009
RACE	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION	GRADUATED	RETENTION
White	490	37	241	82	120	116	56
Black	460	11	232	19	140	31	85
Hispanic	17	0	9	1	10	4	3
Native American	5	1	2	1	2	2	0
Asian	7	0	5	1	3	3	1
Non-Resident Alien	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>979</b>	<b>49</b>	<b>489</b>	<b>104</b>	<b>275</b>	<b>156</b>	<b>145</b>

### EXHIBIT H: PERCENTAGE OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2005 CLASS)--FULL-TIME COHORT

	AY 2005-2006		AY 2006-2007		AY 2007-2008		AY 2008-2009
RACE	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION	GRADUATED	RETENTION
White	50.1%	7.6%	49.2%	16.7%	24.5%	23.7%	11.4%
Black	47.0%	2.4%	50.4%	4.1%	30.4%	6.7%	18.5%
Hispanic	1.7%	0.0%	52.9%	5.9%	58.8%	23.5%	17.6%
Native American	0.5%	20.0%	40.0%	20.0%	40.0%	40.0%	0.0%
Asian	0.7%	0.0%	71.4%	14.3%	42.9%	42.9%	14.3%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>TOTAL</b>	<b>100.0%</b>	<b>5.0%</b>	<b>49.9%</b>	<b>10.6%</b>	<b>28.1%</b>	<b>15.9%</b>	<b>14.8%</b>

**EXHIBIT I: RAW DATA OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2005 CLASS)--PART-TIME COHORT**

	AY 2005-2006		AY 2006-2007		AY 2007-2008		AY 2008-2009
<b>RACE</b>	<b>FALL TOTAL</b>	<b>GRADUATED</b>	<b>RETENTION</b>	<b>GRADUATED</b>	<b>RETENTION</b>	<b>GRADUATED</b>	<b>RETENTION</b>
White	153	0	59	4	38	9	31
Black	141	1	60	3	48	7	33
Hispanic	3	0	1	0	1	0	0
Native American	1	0	0	0	0	0	0
Asian	5	0	3	0	3	0	1
Non-Resident Alien	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>303</b>	<b>1</b>	<b>123</b>	<b>7</b>	<b>90</b>	<b>16</b>	<b>65</b>

**EXHIBIT J: PERCENTAGE OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2005 CLASS)--PART-TIME COHORT**

	AY 2005-2006		AY 2006-2007		AY 2007-2008		AY 2008-2009
<b>RACE</b>	<b>FALL TOTAL</b>	<b>GRADUATED</b>	<b>RETENTION</b>	<b>GRADUATED</b>	<b>RETENTION</b>	<b>GRADUATED</b>	<b>RETENTION</b>
White	50.5%	0.0%	38.6%	2.6%	24.8%	5.9%	20.3%
Black	46.5%	0.7%	42.6%	2.1%	34.0%	5.0%	23.4%
Hispanic	1.0%	0.0%	33.3%	0.0%	33.3%	0.0%	0.0%
Native American	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1.7%	0.0%	60.0%	0.0%	60.0%	0.0%	20.0%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>TOTAL</b>	<b>100.0%</b>	<b>0.3%</b>	<b>40.6%</b>	<b>2.3%</b>	<b>29.7%</b>	<b>5.3%</b>	<b>21.5%</b>



**EXHIBIT K: RAW DATA OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT  
PTC (BASED UPON FALL 2006 CLASS)--FULL-TIME COHORT**

	AY 2006-2007		AY 2007-2008		AY 2008-2009
	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION
<b>RACE</b>					
White	390	26	195	56	111
Black	404	14	180	29	124
Hispanic	16	0	10	0	5
Native American	9	0	3	0	3
Asian	10	0	6	0	4
Non-Resident Alien	1	0	0	0	0
<b>TOTAL</b>	<b>830</b>	<b>40</b>	<b>394</b>	<b>85</b>	<b>247</b>

**EXHIBIT L: PERCENTAGE OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT  
PTC (BASED UPON FALL 2006 CLASS)--FULL-TIME COHORT**

	AY 2006-2007		AY 2007-2008		AY 2008-2009
	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION
<b>RACE</b>					
White	47.0%	6.7%	50.0%	14.4%	28.5%
Black	48.7%	3.5%	44.6%	7.2%	30.7%
Hispanic	1.9%	0.0%	62.5%	0.0%	31.3%
Native American	1.1%	0.0%	33.3%	0.0%	33.3%
Asian	1.2%	0.0%	60.0%	0.0%	40.0%
Non-Resident Alien	0.1%	0.0%	0.0%	0.0%	0.0%
<b>TOTAL</b>	<b>100.0%</b>	<b>4.8%</b>	<b>47.5%</b>	<b>10.2%</b>	<b>29.8%</b>

**EXHIBIT M: RAW DATA OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT  
PTC (BASED UPON FALL 2006 CLASS)--PART-TIME COHORT**

	AY 2006-2007		AY 2007-2008		AY 2008-2009
	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION
<b>RACE</b>					
White	136	1	58	7	36
Black	213	2	91	5	76
Hispanic	15	0	9	0	3
Native American	2	0	2	0	2
Asian	3	0	2	0	1
Non-Resident Alien	0	0	0	0	0
<b>TOTAL</b>	<b>369</b>	<b>3</b>	<b>162</b>	<b>12</b>	<b>118</b>

**EXHIBIT N: PERCENTAGE OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT  
PTC (BASED UPON FALL 2006 CLASS)--PART-TIME COHORT**

	AY 2006-2007		AY 2007-2008		AY 2008-2009
	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION
<b>RACE</b>					
White	36.9%	0.7%	42.6%	5.1%	26.5%
Black	57.7%	0.9%	42.7%	2.3%	35.7%
Hispanic	4.1%	0.0%	60.0%	0.0%	20.0%
Native American	0.5%	0.0%	100.0%	0.0%	100.0%
Asian	0.8%	0.0%	66.7%	0.0%	33.3%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%
<b>TOTAL</b>	<b>100.0%</b>	<b>0.8%</b>	<b>43.9%</b>	<b>3.3%</b>	<b>32.0%</b>

**EXHIBIT O: NOEL-LEVITZ RESULTS FROM FALL 2008**

Scale	PULASKI TECHNICAL COLLEGE				AFRICAN AMERICANS AT PTC				NATIONAL RATING FOR 2-YR COLLEGES			
	Importance	Satisfaction	Gap		Importance	Satisfaction	Gap		Importance	Satisfaction	Gap	
7. Financial aid available for most students.	6.26	5.22	1.04		6.41	5.50	0.91		6.18	5.09	1.09	
13. Financial aid awards announced in time.	6.21	4.89	1.32		6.34	5.14	1.20		6.00	4.87	1.13	
20. Financial aid counselors are helpful.	6.15	4.83	1.32		6.29	5.13	1.16		6.03	5.02	1.01	
33. Admissions counselors accurately portray campus.	5.75	5.07	0.68		5.88	5.21	0.67		5.74	5.10	0.64	
41. Admissions staff are knowledgeable.	6.16	5.22	0.94		6.22	5.34	0.88		6.12	5.35	0.77	
49. Admissions counselors respond to needs/requests.	6.04	5.10	0.94		6.13	5.27	0.86		5.94	5.14	0.80	
<b>Admissions/Financial Aid Overall Average</b>	<b>6.10</b>	<b>5.06</b>	<b>1.04</b>		<b>6.21</b>	<b>5.27</b>	<b>0.94</b>		<b>6.01</b>	<b>5.10</b>	<b>0.91</b>	

**EXHIBIT P: PARTICIPANT DEMOGRAPHICS FROM TITLE III ORIENTATION, SUMMER 2008**

Race	FALL	FALL	SPRING	SPRING RETENTION
	ENROLLMENT	PERCENT	RETENTION	PERCENT
White	78	51.7%	64	82.1%
Black	52	34.4%	46	88.5%
Hispanic	4	2.6%	4	100.0%
Native American	1	0.7%	1	100.0%
Asian	2	1.3%	2	100.0%
Non-Resident Alien	1	0.7%	1	100.0%
Unknown	3	2.0%	2	66.7%
Did Not Enroll/Unknown	10	6.6%	2	20.0%
Total	151	100%	122	80.8%

**EXHIBIT Q: TITLE III ON-CAMPUS ORIENTATION PILOT, SUMMER 2008\***

STATEMENTS**	MEAN SCORE	MEDIAN SCORE
1. The information I received about orientation prior to my arrival on campus was clear and helpful.	4.27	4
2. If I called the college, the members of the staff were friendly, helpful, and knowledgeable.	4.24	4
3. I found the new student orientation session helpful to my college success.	4.39	4
4. I enjoyed working with other new students on a team.	4.29	4
5. I made new friends as a result of my team experience.	3.93	4
6. I enjoyed using the "clickers" in a game show format.	4.15	4
7. The timeframe of new student orientation was adequate.	4.15	4
8. I would recommend this new student orientation to other new students.	4.41	4
9. As a result of new student orientation, I feel informed about academic requirements, policies, and procedures.	4.41	4
10. I feel better about attending Pulaski Technical College because I attended new student orientation.	4.4	4
11. I am satisfied with the attention I received during new student orientation.	4.36	4
<b>OVERALL SCORE</b>	<b>4.27</b>	<b>4</b>

\*Response rate was 83% (126 of 151 participants responding).

\*\*Statements were rated on a scale of 1-5, with 1 indicating strongly disagree and 5 indicating strongly agree.

**EXHIBIT R: COLLEGE SEMINAR ENROLLMENT & GRADE DISTRIBUTION (RAW NUMBERS)**

	WHITE							BLACK						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
<b>RACE</b>														
Fall 2003	168	58	44	21	10	11	24	341	65	79	67	20	57	53
Spring 2004	100	35	22	11	5	9	18	336	79	70	41	11	46	89
Fall 2004	207	88	41	16	13	16	33	419	125	78	64	32	32	88
Spring 2005	122	53	21	14	5	1	28	380	102	81	34	26	30	107
Fall 2005	187	81	25	29	8	15	29	479	153	99	74	21	46	86
Spring 2006	119	49	18	19	3	7	23	424	116	91	43	23	43	108
Fall 2006	195	80	46	21	9	17	22	554	167	110	65	28	54	130
Spring 2007	109	48	15	11	0	5	30	452	129	87	48	14	32	142
Fall 2007	189	68	46	14	7	17	37	580	144	116	80	38	62	140
Spring 2008	137	70	20	9	2	6	30	491	133	76	65	20	28	169
Fall 2008	383	217	60	25	7	17	57	615	194	99	84	24	48	166
Spring 2009	261	132	42	13	3	20	51	632	150	101	73	19	82	207

**EXHIBIT S: COLLEGE SEMINAR ENROLLMENT & GRADE DISTRIBUTION (PERCENTAGES)**

	WHITE							BLACK						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
<b>RACE</b>														
Fall 2003	100%	34.5%	26.2%	12.5%	6.0%	6.5%	14.3%	100%	19.1%	23.2%	19.6%	5.9%	16.7%	15.5%
Spring 2004	100%	35.0%	22.0%	11.0%	5.0%	9.0%	18.0%	100%	23.5%	20.8%	12.2%	3.3%	13.7%	26.5%
Fall 2004	100%	42.5%	19.8%	7.7%	6.3%	7.7%	15.9%	100%	29.8%	18.6%	15.3%	7.6%	7.6%	21.0%
Spring 2005	100%	43.4%	17.2%	11.5%	4.1%	0.8%	23.0%	100%	26.8%	21.3%	8.9%	6.8%	7.9%	28.2%
Fall 2005	100%	43.3%	13.4%	15.5%	4.3%	8.0%	15.5%	100%	31.9%	20.7%	15.4%	4.4%	9.6%	18.0%
Spring 2006	100%	41.2%	15.1%	16.0%	2.5%	5.9%	19.3%	100%	27.4%	21.5%	10.1%	5.4%	10.1%	25.5%
Fall 2006	100%	41.0%	23.6%	10.8%	4.6%	8.7%	11.3%	100%	30.1%	19.9%	11.7%	5.1%	9.7%	23.5%
Spring 2007	100%	44.0%	13.8%	10.1%	0.0%	4.6%	27.5%	100%	28.5%	19.2%	10.6%	3.1%	7.1%	31.4%
Fall 2007	100%	36.0%	24.3%	7.4%	3.7%	9.0%	19.6%	100%	24.8%	20.0%	13.8%	6.6%	10.7%	24.1%
Spring 2008	100%	51.1%	14.6%	6.6%	1.5%	4.4%	21.9%	100%	27.1%	15.5%	13.2%	4.1%	5.7%	34.4%
Fall 2008	100%	56.7%	15.7%	6.5%	1.8%	4.4%	14.9%	100%	31.5%	16.1%	13.7%	3.9%	7.8%	27.0%
Spring 2009	100%	50.6%	16.1%	5.0%	1.1%	7.7%	19.5%	100%	23.7%	16.0%	11.6%	3.0%	13.0%	32.8%

**EXHIBIT T: CAREER SEMINAR ENROLLMENT & GRADE DISTRIBUTION (RAW NUMBERS)**

RACE	WHITE							BLACK						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
Fall 2008	9	4	3	0	0	0	2	9	3	2	1	0	1	2
Spring 2009	1	0	0	0	0	0	1	20	4	3	2	1	0	10

**EXHIBIT U: CAREER SEMINAR ENROLLMENT & GRADE DISTRIBUTION (PERCENTAGES)**

RACE	WHITE							BLACK						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
Fall 2008	100%	44.4%	33.3%	0.0%	0.0%	0.0%	22.2%	100%	33.3%	22.2%	11.1%	0.0%	11.1%	22.2%
Spring 2009	100%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	100%	20.0%	15.0%	10.0%	5.0%	0.0%	50.0%

**EXHIBIT V: ADVISING CENTER PARTICIPANTS**

	FALL 2008	FALL 2008	SPRING 2009	SPRING 2009
	RAW NUMBERS	PERCENT	RAW NUMBERS	PERCENT
White	1,356	44.4%	572	36.7%
Black	1,549	50.7%	892	57.3%
Hispanic	79	2.6%	49	3.1%
Native American	16	0.5%	13	0.8%
Asian	33	1.1%	20	1.3%
Non-Resident Alien	8	0.3%	5	0.3%
Unknown	12	0.4%	7	0.4%
<b>TOTAL</b>	<b>3,053</b>	<b>100%</b>	<b>1,558</b>	<b>100%</b>

**EXHIBIT W: PULASKI TECHNICAL COLLEGE EMPLOYEES IN ACADEMIC YEAR 2008-2009**

	WHITE	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN	TOTAL
<b>EMPLOYEE GROUP</b>						
Adjunct Faculty	241	59	4	0	4	308
<i>% of Adjunct Faculty</i>	78.2%	19.2%	1.3%	0.0%	1.3%	100%
Full-time Faculty	134	10	0	0	0	144
<i>% of Full-time Faculty</i>	93.1%	6.9%	0.0%	0.0%	0.0%	100%
Staff	136	45	2	0	0	183
<i>% of Staff</i>	74.3%	24.6%	1.1%	0.0%	0.0%	100%
<b>Racial Raw Totals</b>	<b>511</b>	<b>114</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>635</b>
<b>% OF GRAND TOTAL</b>	<b>80.5%</b>	<b>18.0%</b>	<b>0.9%</b>	<b>0.0%</b>	<b>0.6%</b>	<b>100%</b>

\*OCR data for Fall 2008.

**ACT 1091 OF 1999  
ANNUAL REPORT ON MINORITY RETENTION PLAN  
2008-2009 UPDATE**

*Name of Institution:* Rich Mountain Community College

*Name of Contact Person:* Phillip Wilson, Vice President for Student Services

**Quick Facts**

- RMCC continues to review its marketing and recruitment strategy, especially as it pertains to minorities. The population of Polk County is 94.7% white. Projections show an increase in the Hispanic population throughout the RMCC service area.
- RMCC Adult Education offered an increased number of English as a Second Language (ESL) courses in all counties in the service area.
- RMCC began year two of implementation of the findings established by the Foundations of Excellence® which included some minority specific plans.
- RMCC is continuing to remodel of a building in southern Polk County, which has a substantial Hispanic population. RMCC expects to provide more GED and ESL classes in this facility in Spring 2010.
- RMCC offers all faculty and staff the opportunity to take conversational Spanish free of charge to better serve Spanish-speaking students.
- RMCC advertised position openings nationally to attract a more diverse candidate pool.
- All other activities and actions outlined in the original plan were implemented and assessed.

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

- Rich Mountain Community College worked closely with the area county Single Parent Scholarship committees to help recruit and assist minority students.
- Statistical breakdowns of minority data occurred throughout the year. Comparative historical data allowed for trend analysis. This analysis helped to validate previous measures implemented toward the minority population.
- An “Early Alert Warning System” which identifies students who may be at risk. The System includes:

Admissions Inquiry: Student responses to the following fifteen items on their admissions and financial aid applications. Afterwards a search is conducted to identify students with three or more items responded to affirmatively. Those students are then deemed as being in the high-risk category. Steps are taken through the Vice President for Student Services and Student Support Services to contact these students and provide them academic and personal assistance as needed.

1. High school or transfer GPA of less than 2.00
2. ACT English score less than 21
3. ACT Mathematics score less than 21
4. ACT Reading score less than 21
5. ACT Composite score less than 21
6. Compass / ASSET Writing Skills score less than 45
7. Compass / ASSET Reading Skills score less than 44
8. Compass / ASSET Intermediate Algebra Math score less than 46
9. Financial aid recipient
10. First generation college student
11. Conditional admission
12. Previous withdrawal
13. Late registration
14. Part-time status
15. Has not decided upon a major



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

- RMCC just passed a \$1.00 increase in the student activity fee with the hope that the increased revenue will allow for a lecture series. Among other things, the lecture series will provide for cultural and diversity enrichment within the student body.

The goal of this activity is to encourage activity within the first year student in such a way as to recognize and raise awareness of ethnic and racial diversity within the student body.

- RMCC plans to implement a student financial laboratory class with the hopes that the minority students will have a better understanding of their financial knowledge and well being.
- Lastly, RMCC provided bilingual and visual impaired documentation for students needing to complete Financial Aid's FASFA.
- Book loan assistance, transfer counseling, and tutoring is available to minority students that qualify.

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

- RMCC plans a budget of approximately \$65,000 for this year. This money will be used on the salary and fringe of the Director of Student Success Initiatives.
- Assessment is made continuously throughout the semester. However, minority students are checked at mid-semester to determine risk. Triggers have been put into place to notify the director of potential issues.
- RMCC continues to advertise positions on a national basis to encourage a diverse applicant pool. While there is no way to know when a potential position will come open, it is foremost in the minds of the college to encourage diversity.
- TriO and Career Pathways students will be monitored and assessed. Minority based students will be statistically compared against the majority student population.

- The Office of Student Services will provide support and monitor needs for assisting and retaining minority students.
- The Office of Student Support Services will provide support programs that will assist applicable minority students with academic and support needs.
- The Office of Business Affairs (personnel) will monitor personnel policies and practices for recommended changes for a work environment conducive to retention of minorities.
- The Office of Instructional and Academic Affairs will work with faculty for instructional concepts that support retention of minority students and faculty.
- The Office of the President will work with all areas to assure a learning and work environment supportive of the retention of minority students, faculty, and staff.

## Demographic Data for Rich Mountain Community College

Eleventh day Fall 08 / Spring 09 headcount (duplicated) by ethnicity or race:

- Number of minority students who currently attend the institution.

Student Race	Males—Fall	Spring	Females—Fall	Spring	Total
Native Amer.	7	10	19	16	52
Asian	4	6	9	12	31
Hispanic	7	8	16	12	43
Black	0	0	1	0	1
					127--Total

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

Employee Race	Males	Females	Total
Hispanic	0	1—Head Librarian	1
		Total	1

- Number and position title of minority faculty and staff who began working at the institution in the past year.
  - Zero new individuals began this year.

# MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

2008-2009

## South Arkansas Community College

### A. Number of minority students who currently attend this institution. (Spring 2009 data)

American Indian or Alaska Native	2	.13%
Asian/Pacific Islander	9	.58%
Black or African American	597	38.62%
Hispanic	21	1.36%
White	900	58.21%
More than one race reported/Unknown	17	1.10%
Total	1546	

### Minority Enrollment

Semester	Enrollment	Minority Enrollment	Percent Minority
Fall 08	1524	602	40%
Spring 09	1546	646	42%

### Minority Graduation Rates

Academic Year	# Graduates	# Minority Graduates	Percent
2007-2008	317	107	34%
2008-2009	353	142	40%

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

Position and Classification	Total Employees	Minority female	Minority male	Minority Percentage
Professional staff	36	4	1	14%
Faculty-full time Benchmark = 12%	58	5	1	10%
Faculty-part time Benchmark = 12%	46	1	0	2%
Classified-full time Benchmark = 18%	45	2	8	22%

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

<b>Position Classification</b>	<b>Minority female</b>	<b>Minority male</b>
<b>Professional staff</b>	<b>0</b>	<b>1</b>
<b>Faculty – full time</b>	<b>1</b>	<b>1</b>
<b>Faculty – part time</b>	<b>0</b>	<b>0</b>
<b>Classified – full time</b>	<b>0</b>	<b>0</b>

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

The following is a listing of accomplishments made by South Arkansas Community College toward the accomplishment of its Minority Recruitment and Retention Plan.

**Goal 1**

The College will continue to improve support for Minority students in an effort to increase student retention. Efforts to increase Minority recruitment include increasing awareness of the College throughout the community. The following strategies have been or will be implemented in order to achieve higher retention rates.

**Accomplishments**

- To improve student success rates and to comply with state law, South Arkansas Community College requires admissions testing, of all degree-seeking students, to identify their basic educational needs. The college offers a number of developmental courses in reading, writing, and mathematics to prepare students for college work. More and more of our students are placed in developmental courses as a result of low test scores, and we are admitting students with grade level scores as low as third grade. Sending those students to Adult Education is one option, but knowing that they will not receive any financial aid discourages them from taking advantage of that program. A three level program was developed to serve these students. By offering a lower level course and giving students 2 semesters to pass to the next level, we are at least providing them with an opportunity to improve.
- In an effort to improve retention we offer an orientation course for all first-time, full-time students.
- We currently require students who place into two or more basic studies courses to take a first year experience course: SouthArk Success. In addition, we will require all other full-time, first-time students to take a 1-hour pass/fail course called Connections. These courses directly address retention.
- Since many of our students do not have good keyboarding skills, a new short-term course was developed to offer keyboarding in 3 5-week sessions. We hope that this course will assist our students who come to SouthArk with extremely limited computer skills. Since a lack of computer skills may lower a student's chances for success here, this course should provide a needed service for many of our students, again focusing on retention.

- The ***I Can Learn*** Math Classroom was established in the Summer II session of 2005 for the college's two basic studies math courses: Elementary Algebra, and Intermediate Algebra. Fundamentals of Arithmetic is still being taught face- to- face since it was determined that the face to face contact was important to have at this level. While the curriculum is offered via computer-based instruction, tutors/instructors help students with assessments and assignments when additional explanation is requested or required. This style of teaching is especially helpful for students with special needs such as auditory or visual impairment and learners who need more time to complete their work. This program allows students to work at their own pace. The college also provides a number of math tutors throughout the day, in the evening, and on weekends.
- ***Career Pathways:*** The Arkansas Career Pathways Initiative (CPI) is a comprehensive project designed to improve the earnings and post-secondary education attainment of Arkansas' low-income Temporary Assistance for Needy Families (TANF)-eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. The Career Pathways Initiative emphasizes such program components as job readiness skills, basic academic skills preparation/remediation, and post-secondary credentials tied to high wage, high demand occupations. Intensive support services are provided for students in the program. Assistance with child care, transportation, tuition, books and fees may be available to those students who qualify. Assistance with child care and transportation expenses is contingent upon the student meeting a minimal work requirement. CPI staff will also assist students in applying for other sources of supportive services as needed. The Career Pathways Initiative is an important component of Arkansas' overall education, workforce development and economic development strategies. By helping to prepare students to enter high demand occupations, everyone wins. The student is better able to support his/her family, local employers have a readily available skilled workforce and the economy grows.
- **Retention and Completion with Perkins IV Funding:** The Carl D. Perkins and Career and Technical Education Improvement Act of 2006 (Perkins IV) provides secondary, postsecondary, and adult technical education programs with federal assistance. The general intent of Congress in authorizing Perkins IV is to make the United States more competitive in the current world economy and to prepare workers to take advantage of emerging opportunities. To that end there are four overarching goals: 1) challenging academic standards; 2) broadening services that integrate academic and technical instruction; 3) increasing linkages between secondary and postsecondary institutions; 4) providing additional resources in the classroom. Under Perkins IV funding, the college employs a retention coordinator, three tutors, and a career counselor.

The Retention Coordinator works with staff and faculty to develop strategies to move currently enrolled students to obtain a degree or certificate, and participate in the day-to-day delivery of counseling, advising, and interfacing with Student Support Services. The tutors provide individual and small group tutoring for students enrolled in Career and Technical Education programs. The tutors assist students in improving achievement by meeting with students on a regular basis to clarify learning problems and improve study skills.

The Career Counselor provides individual assistance and support for career advising of students enrolled in Career and Technical Education programs. The counselor also works

with non-traditional students, displaced homemakers, persons with disabilities and/or single parents as these are defined by Perkins IV.

- **Upward Bound:** The Upward Bound Project at South Arkansas Community College is funded in total by federal grant funding from the U. S. Department of Education, with an annual budget of \$250,000.

Upward Bound is a federally funded program, sponsored by the Department of Education. The UB Program based at SouthArk in El Dorado works with fifty ninth grade students from El Dorado High School in Union County. This is a unique and elite group.

Upward Bound encourages selected participants to complete secondary school, enroll in post-secondary school, and complete a bachelor's degree by providing intense academic, career, personal, and financial advising. It also provides academic instruction in language arts, mathematics, social studies and science.

Additionally Upward Bound helps participants obtain college credit courses after their junior year in high school at SouthArk and provides cultural and recreational activities throughout the year to increase, staff and participant bonding. Upward Bound provides professional development skills for the staff, enabling them to better meet the needs of the participants.

**TRIO: Student Support Services:** The college was funded 2008-2009 by the U.S. Department of Education TRIO Grant for \$285,293.00 for Trio Student Support Services (SSS). The Mission of Student Support Services at SouthArk is to foster an institutional climate supportive of the success of low income and first generation students, and individuals with disabilities. The grant is essential to provide extra services to these at-risk students. The program assists 165 eligible( first generation college students, low income or students with a disability) per year by providing academic assistance the student needs to reach his/her educational goals. The purpose of the SSS program is to facilitate student success through counseling, career/education planning, advising, mentoring, and tutoring services. There is no cost for these services to participants. From the statistics in 2007-2008, 152 of the 165 students were first generation and low income, and 56% of the students were of ethnic minority. In addition, the SSS grant provides resources to expose participants to a variety of cultural and ethnic experiences. The participants have attended plays and art shows at the South Arkansas Arts Center and toured museums in the area. Participants are taken on college transfer trips to provide an awareness of what is available after leaving SouthArk. All these experiences work to promote an awareness of diversity. The grant also provides for a Disability Support Specialist who works with minority and other students with disabilities to provide accommodations according to ADA guidelines.

- We hosted a campus visit from the local NAACP group June 16, 2009 and the same group visited our campus in July, 2008.

## Goal 2

SouthArk recruits Minority populations members locally, regionally, and nationally to serve as faculty and staff. In order to promote the retention of Minority faculty and staff, the college will continue to institute the following strategies.

### **Accomplishments**

- The Vice President of Academic Affairs and Student Services hired was a qualified Hispanic from Texas. Social Learning Theory argues strongly the implications of using role models and the impact that can have on not only additional staff/faculty hires, but also students.
- South Arkansas continues to post positions regionally as well as nationally (Chronicle of Higher Education) in an effort to attract minorities.
- South Arkansas Community College continues to host an African American “read in” that strengthens the college’s position as a leader in minority activities.
- A new African American “retention specialist” was hired to focus strongly on retention issues. Instructors contact the retention specialist to let him know if students are experiencing difficulties. The specialist will contact the student(s) and determine how to re-motivate the student and what can be done to get the student back on track.
- The administration reports (Board Policy 29) to the Board of Trustees the efforts made to promote and hire minority faculty and staff, as well as minority students’ efforts.
- Upward Bound employs African American as well as native African adjunct instructors, counselors, volunteers, and tutors.

### **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.**

An Enrollment Management Plan, developed and implemented in the past year, includes goals and objectives to improve recruitment and retention of minority students.

### **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. We will track activities related to the Enrollment Management Plan designed to further enhance Minority participation. We will continue to actively recruit Minority faculty and staff as openings arise.



# **SOUTHEAST ARKANSAS COLLEGE**



## **MINORITY RECRUITMENT AND RETENTION FIVE-YEAR PLAN GUIDELINES 2006-2011**

**Submitted by  
Dr. Kaleybra Morehead  
Associate Vice President of College Affairs/  
Institutional Advancement**

**June 2009**

1. **Number of minority students who currently attend the institution.**  
There were 1,118 minority students enrolled in Southeast Arkansas College during the 2009 spring semester.

Asian/Pacific Islands Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
9	2,113	0.43

Asian/Pacific Islands Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
4	2,113	0.19

Black/Non-Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
308	2,113	18

Black/Non-Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
758	2,113	36

Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
20	2,113	0.95

Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
15	2,113	0.71

American Indian/Alaska Native Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
3	2,113	0.14

American Indian/Alaska Native Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
1	2,113	0.05

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

**ADMINISTRATION-3**

Last Name	First Name	Gender	Position/Title
Harper	Karla	F	Vice President for Student Affairs/Coordinator, Career Center & Job Placement
Morehead	Kaleybra	F	Associate Vice President for College Affairs
Williams	Diann	F	Vice President for Nursing & Assessment

**FULL TIME FACULTY-15**

Last Name	First Name	Gender	Ethnic	Position/Title
Camp	Katina	F	02	Faculty/Nursing and Allied Health
Davis	Mary	F	02	Faculty/Nursing and Allied Health
Hardin	Sara	F	03	Faculty/General Studies
Hatton	LaShon	F	02	Faculty/Nursing and Allied Health
Lott	Brenda	F	02	Faculty/Nursing and Allied Health
McLarty	Stacye	F	02	Faculty/Nursing and Allied Health
Montgomery	Beverly	F	02	Faculty/General Studies
Murray	Tammara	F	02	Faculty/Nursing and Allied Health
Peters	Marsha	F	02	Faculty/Technical Studies
Ray	Kumar	M	01	Faculty/Technical Studies
Scott	Rachel	F	02	Faculty/General Studies
Shaw	Leslie	F	02	Faculty/Technical Studies
Teel	Gina	F	04	Faculty/General Studies
White	Diana	F	02	Faculty/Nursing and Allied Health
Woods	Magnolia	F	02	Faculty/Nursing and Allied Health

**PROFESSIONAL/FACULTY-1**

Last Name	First Name	Gender	Ethnic	Position /Title
Shannon-Gragg	Tenita	F	02	WDC Computer Training Specialist/ Faculty Technical Studies

**PROFESSIONAL-3**

Last Name	First Name	Gender	Ethnic	Position Class
Demmings	Daytra	F	02	Coordinator, Distance Learning & Carl Perkins
Dunn	Barbara	F	02	Director, Admissions & Enrollment Management
Ross	Carmen	F	02	Instructional Development Specialist/Faculty

**STAFF-15**

<b>Last Name</b>	<b>First Name</b>	<b>Gender</b>	<b>Ethnic</b>	<b>Position Type</b>
Battles	Lashauna	F	02	Cashier
Bradley	Lakecha	F	02	Secretary
Domineck	Deborah	F	02	Secretary
Domineck	Sam	M	02	Financial Aid Officer
Ellis	Rosemary	F	02	Administrative Assistant
Hill	Laqueta	F	02	Secretary
Jeffers	Maeola	F	02	Secretary
Kelley	Shirley	F	02	Secretary
Matthews	Eleanor	F	02	Secretary
Milton	Lozanne	F	02	Financial Aid Officer
Simmons	Consuella	F	02	Secretary
Smith-Brown	Stephanie	F	02	Accounting Technician
Trotter	Wuanita	F	02	Accounting Assistant
Williams	Angelia	F	02	Accountant
Williams	Kimberly	F	02	Library Academic Technician

**BUILDING/GROUNDS-11**

<b>Last Name</b>	<b>First Name</b>	<b>Gender</b>	<b>Ethnic</b>	<b>Position Type</b>
Allen	Douglas	M	02	Buildings & Grounds Custodial
Bacon	Sangria	F	02	Buildings & Grounds Custodial
Holland	Derrick	M	02	Buildings & Grounds Custodial
Hutson	Kelton	M	02	Buildings & Grounds Maintenance
Jiner	Derrick	M	02	Buildings & Grounds Maintenance
Jordan	Betty	F	02	Buildings & Grounds Custodial
Jiner	Sue	F	02	Buildings & Grounds Custodial
McGee	X.L.	M	02	Buildings & Grounds Custodial
Roby	Leavorn	M	02	Buildings & Grounds Maintenance
Spiller	Dontae	M	02	Buildings & Grounds Custodial
Whaley	Sandra	F	02	Buildings & Grounds Custodial

**ADJUNCT INSTRUCTORS-29**

<b>Last Name</b>	<b>First Name</b>	<b>Gender</b>	<b>Ethnic</b>	<b>Position Type</b>
Allen	Floyd	M	02	Adjunct Instructor
Anderson	Anna	F	02	Adjunct Instructor
Branch	Ezell	M	02	Adjunct Instructor
Brown	Waymond	M	02	Adjunct Instructor
Bruce	Varnette	F	02	Adjunct Instructor

Cole	Faye	F	02	Adjunct Instructor
Green	Geneva	F	02	Adjunct Instructor
Harris	Taliaferro	M	02	Adjunct Instructor
Howell	Trammell	F	02	Adjunct Instructor
Hutchins	Roy	M	02	Adjunct Instructor
Johnson	Dennis	M	02	Adjunct Instructor
Johnson	Myrtle	F	02	Adjunct Instructor
Lowery	Verneice	F	02	Adjunct Instructor
McFadden	Dorothy	F	02	Adjunct Instructor
McGhee	Delois	F	02	Adjunct Instructor
McGhee	Harold	M	02	Adjunct Instructor
Miller	Deneen	F	02	Adjunct Instructor
Ober	Alice	F	02	Adjunct Instructor
Parker	Troy	M	02	Adjunct Instructor
Sain	Aron	M	02	Adjunct Instructor
Shaw	Larry	M	02	Adjunct Instructor
Tate	Katrina	F	02	Adjunct Instructor
Thomas	Jestean	F	02	Adjunct Instructor
Threet	Sabrina	F	02	Adjunct Instructor
Wesley	Clemetine	F	02	Adjunct Instructor
White	Kurwin	M	02	Adjunct Instructor
Williams	Booker	M	02	Adjunct Instructor
Williams	Marvette	F	02	Adjunct Instructor
Wynne	Maryland	F	02	Adjunct Instructor

	<b>Black Male</b>	<b>Black Female</b>	<b>Am Indian Male</b>	<b>Am Indian Female</b>	<b>Asian Male</b>	<b>Asian Female</b>	<b>Hispanic Male</b>	<b>Hispanic Female</b>
Executive	0	3	0	0	0	0	0	0
Full Time Faculty	0	13	0	1	1	0	0	1
Professional	0	4	0	0	0	0	0	0
Adjunct	12	17	0	0	0	0	0	0
Staff	8	18	0	0	0	0	0	0

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

There were 15 minority faculty and staff members employed by Southeast Arkansas College between July 1, 2008, and June 30, 2009.

<b>EMPLOYEE</b>		<b>POSITITON/TITLE</b>
Tamekia Allen	F	Coordinator, Surgical Technology
Cynthia Baker-Smith	F	Adjunct Instructor
Lakecha Bradley	F	Secretary, Information Booth
Tonyetta Broom	F	Financial Aid Officer
Pamela Carr	F	Adjunct Faculty
Robert Handley	M	Adjunct Faculty
Katie Holmes	F	Adjunct Faculty
Alice Horton	F	Adjunct Faculty
Beverly Jones	F	Adjunct Faculty
Shirley Kelley	F	Secretary, Information Booth
Birlee Lever	F	Adjunct Faculty
Leslie Shaw	F	Coordinator, ECDD
Consuella Simmons	F	Secretary
Clara Thorns	F	Adjunct Faculty
Sandra Whaley	F	Building & Grounds Custodial

**4. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the upcoming year and the indicators/beachmarks that will be used to determine success in meeting any new objectives. Include your timeline, budget, and methods used to assess and monitor progress.**

It is the policy of Southeast Arkansas College to not discriminate against any individual on the basis of race, color, sex, religion, national origin, age or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College is in compliance with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA). This document is Southeast Arkansas College's Affirmative Action Plan.

Southeast Arkansas College has made significant progress in recruiting minority students and faculty. As indicated in this report, our student body is made up of an ever-increasing minority population. Through efforts to

emphasize and celebrate various cultures through art exhibits, book reviews, lectures, and other presentations, we have experienced excellent results in our goal to make students of various races and ethnic groups feel comfortable and welcome on our campus.

As a result, the percentage of minority students has increased significantly since 1997. We are proud that minority population at SEARK College is greater than the percentage of minority populations in our six-county service area in the county in which our main campus is located: Jefferson County.

As we look to the future, we will continue to assess the impact of our progress, and stress the recognition of the contributions of all races on the formation of our great democracy. We believe that as we continue to respect all people, regardless of their race, gender, and age, we will continue to be affirmed by the many communities that we serve.

As with students, we have made great strides in increasing minority participation in faculty positions, especially in leadership areas. The President's Cabinet, which represents the administrative leadership of the College, is now made up of one-third-minority individuals. The Vice President for Assessment and Allied Health is a female African-American. This Vice President is over all Allied Health faculties, which is the largest program among the technical majors. The newest additions to the Cabinet are two Associate Vice Presidents. The Vice President for Student Affairs is an African American woman. One of the Associate Vice Presidents is a female African American. She directs the marketing, public relations, and advancement programs of the College is also teaches a six-hour load in the social sciences. Only a few years ago there were no minorities among the President's top administrative team. We will continue to look among our minority professionals for faculty and leadership positions.

## MINORITY RECRUITMENT AND RETENTION PLAN

**SUBJECT:** 2006-2011 Minority Recruitment and Retention Plan/  
Affirmative Action Program for Employees and Students

### Introduction

The provisions of the Minority Recruitment and Retention Plan Program are to be considered the existing Affirmative Action Plan and Policies of Southeast Arkansas College, which are designed to address the recruitment, employment and retention of minorities. An Affirmative Action Advisory Committee will be appointed to review and recommend changes, if needed, annually. The Plan and Policies will also be reviewed on an annual basis for any changes needed to comply with new legislation involving minority, sex, handicapped and age discrimination. The time

frame will be for a five-year period and will be subject to continuing updates. The EO/AA Officer of the College will also serve as the Minority Recruiter. The Minority Recruiter will serve on each employee search committee. The strategies recommended in this Program are suggested strategies and are not mandatory. Strategies will continue to be evaluated and refined.

### **Purpose**

To set forth an Affirmative Action Program for the Recruitment and Retention of African Americans and other Members of Minorities for the Faculty and Staff positions and for Enrollment as Students, which complies with state and federal equal employment opportunity and affirmative action guidelines.

### **Vision Statement**

The composition of college employees and the student body is reflective of the total community served and cultural diversity is recognized and appreciated as a strength by faculty, staff and students.

### **Demographics**

Southeast Arkansas College has a primary service area consisting of six counties: Jefferson, Cleveland, Desha, Drew, Grant, and Lincoln. The combined population of the primary service area is approximately 155,000, of which 30% are minorities. The College's secondary service area consists of the entire State of Arkansas, which has a population of approximately 2,350,725, of which 17% are minorities.

### **Minorities Defined**

For the purpose of this Program, the following groups are considered to be minorities:

1. African American
2. Native American (includes American Indian, Eskimo, and Aleut)
3. Asian and Pacific Islander
4. Hispanic

### **Goals**

1. To recruit minority entering freshmen equal to the proportion of the eligible minority population in the College's service area.
2. To maintain and/or increase the retention and graduation rates for minority students to at least equal the retention and graduation rates of white students.
3. To recruit and retain minority full-time and part-time faculty members equal to the proportion of the eligible minority population in the College's service area.



4. To recruit and retain minority full-time and part-time non-faculty employees equal to the proportion of the eligible minority population in the College's service area.
5. To maintain records of employment activities.

### **Overall Strategies**

1. Encourage an atmosphere supportive of multi-cultural diversity at every level of the College through public announcements, speeches, publications, public events, services offered by the College, and student organizations. Continue to publicize the College's commitment to equal employment opportunities and affirmative action.
2. Support the efforts of the Affirmative Action Advisory Committee to review the College's existing Affirmative Action Policy and Plan, to recommend changes, new strategies and goals, to monitor progress toward achieving the goals and to disseminate information pertaining to the plan.
3. Educate appropriate personnel concerning goals and progress.

### **Strategies for Achieving Goals**

#### **Goal 1:**

**To recruit minority entering freshmen equal to the proportion of the eligible minority population in the College's service area.**

#### **Strategies:**

1. Involving currently enrolled minority students in the recruitment process.
2. Capitalize on special minority events within the community to visit with prospective students.
3. Encourage and support the efforts of the admissions office to reach prospective minority students.

#### **Goal 2:**

**To maintain and/or increase the retention and graduation rates for minority students to at least equal the retention and graduation rates for white students.**

#### **Strategies:**

1. Encourage minority alumni to take an interest in current College minority students and serve as role models.
2. Survey students' interest in, and need for, certain student services.

**Goal 3:**

**To recruit and retain minority full-time and part-time faculty members equal to the proportion of the eligible minority population in the College's service area.**

**Strategies:**

1. Establish relationships with graduate schools in hopes of identifying minority graduates for employment.
2. Train search committee and/or others involved in hiring faculty in effective affirmative action techniques.
3. Advertise faculty positions in media, which reach minority audiences.
4. Provide and maintain equal opportunity for promotion and advancement for minority employees.

**Goal 4:**

**To recruit and retain minority full-time and part-time non-faculty employees equal to the proportion of the eligible minority population in the College's service area.**

**Strategies:**

1. Look for opportunities to recruit professional minorities from state government and/or other institutions with which college personnel interact on a regular basis.
2. Request aid of all current faculty and professional staff to network and informally communicate the College's commitment to identifying and recruiting more minority professional staff.
3. Continue to advertise jobs in local and/or regional newspapers.
4. Continue to work through the Arkansas Employment Security Department.
5. Provide and maintain equal opportunity for promotion and advancement for minority employees.

**Goal 5:**

**To maintain records of employment activities.**

**Strategies:**

1. Justify hiring a particular applicant for a particular position.
2. Use search committees in faculty and administrative positions to encourage diverse viewpoints in the hiring process.
3. Maintain a scheduled posting of job openings on the college website. While SEARK College employees have access to the college

website, this notification listing ensures that SEARK College employees, including minorities and women, are made aware of job openings and have an opportunity for advancement.

### **Affirmative Action Advisory Committee**

#### **Charge:**

1. Review the College's Affirmative Action Plan and Policies and recommend any needed changes including strategies and/or goals.
2. Monitor the College's compliance with its Affirmative Action plan, policies, and programs and monitor the College's performance in meeting its goals.
3. Serve as a forum for the concerns of College personnel and students concerning affirmative actions.

#### **Composition:**

1. Two administrative and/or professional staff members.
2. Two faculty members
3. Two support staff members
4. Two students

**Southern Arkansas University Tech**

**Minority Recruitment and Retention Annual Report**

**June 30, 2009**

## Southern Arkansas University Tech Minority Recruitment and Retention Annual Report -- 2009

**Number of minority students who currently attend the institution.** In the Fall 2008 semester there were 652 minority students attending SAU Tech. The total Fall 2008 headcount was 1817. See Indicator to Determine Success #3, which details the Fall 2008 enrollment by race/ethnicity categories.

**Number and position title of minority faculty and staff who currently work for the institution.** In the Fall 2008 semester, there were 31 full-time minority faculty and staff employed at SAU Tech. The total Fall 2008 full-time employment for SAU Tech was 122. See Indicator to Determine Success #5, which details the Fall 2008 employees by race/ethnicity and position categories.

**Number and position title of minority faculty and staff who began working at the institution in the past year.** Between July 1, 2008 and June 1, 2009 there were three minority faculty and staff who began working at the institution, which represents 21.4% of the total new hires. A detail by race/ethnicity and position categories follows.

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2008 – June 1, 2009								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Black, Non-Hispanic American	1	1	0	0	0	0	1	3
White, Non-Hispanic	1	1	0	0	5	0	4	11
Total	2	2	0	0	5	0	5	14

**Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.** The ultimate goal of SAU Tech's Minority Recruitment/Retention Plan is to increase, through recruitment and retention, the student, faculty, and staff minority representation to the respective proportion in the primary service area. Primarily, SAU Tech serves the south central Arkansas counties of Ouachita, Columbia, Dallas, Calhoun, and Union, and according to the U.S. Census Bureau, Census 2000, population diversity in the service area is composed of 63.3% Caucasian, 34.8% African American, and 1.9% other ethnic origins.

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

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

## Indicators to Determine Success

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

### Affirmative Action Report

July 1 – September 30, 2008

Fifteen positions were advertised and seven employees were hired to fill these positions for the first quarter of the 08 - 09 fiscal year. Of the five positions filled, two (2) were Faculty and five (5) were Classified. The positions were advertised through the following:

Camden News	arkansasjobs.net
Magnolia Banner News	SAU Tech website
El Dorado Times	Letters of announcements to predominantly
AR Democrat- Gazette	minority colleges
	Employment Security Division

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

One hundred seventy-five (175) applications were submitted for review. Twenty-five (25) applicants were interviewed for the seven positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	3	17	20
Black	0	2	3	5
Male	0	0	0	0
Female	0	5	20	25

The interview committees made their selections to hire the individuals for the positions based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired are:

	Administrator	Faculty	Classified	Total
White	0	1	3	4
Black	0	1	2	3
Male	0	0	0	0
Female	0	2	5	7

Olivia Clack  
Personnel Assistant II

\*NOTE: Four (4) classified positions, two (2) faculty positions, and two (2) administrative positions had

not been filled at the end of the first quarter.

### **Affirmative Action Report**

October 1 – December 31, 2008

Fourteen positions were advertised and five employees were hired to fill these positions for the second quarter of the 08 - 09 fiscal year. Of the five positions filled, two (2) were Faculty, two (2) were Classified and (1) was Administrative. The positions were advertised through the following:

Camden News	arkansasjobs.net
Magnolia Banner News	SAU Tech website
El Dorado Times	Letters of announcements to predominantly
AR Democrat- Gazette	minority colleges
Fordyce Advocate	Employment Security Division

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

Sixty (60) applications were submitted for review. Twenty-six (26) applicants were interviewed for the five positions.

Applicants who received an interview were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	5	9	6	<b>20</b>
Black	2	0	4	<b>6</b>
Male	2	3	0	<b>5</b>
Female	5	6	10	<b>21</b>

The interview committees made their selections to hire the individuals based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired are:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	0	2	2	<b>4</b>
Black	1	0	0	<b>1</b>
Male	0	1	0	<b>1</b>
Female	1	1	2	<b>4</b>

Olivia Clack  
Personnel Assistant II

\*NOTE: Two (2) classified positions, four (4) faculty positions, and three (3) administrative positions had not been filled at the end of the second quarter.



## Affirmative Action Report

January 1 – March 31, 2009

Nineteen positions were advertised and eleven employees were hired to fill these positions for the third quarter of the 08 - 09 fiscal year. Of the eleven positions filled, three (3) were Faculty, five (5) were Classified and three (3) were Administrative. The positions were advertised through the following:

Camden News  
Magnolia Banner News  
El Dorado Times  
AR Democrat- Gazette  
Fordyce Advocate

arkansasjobs.net  
SAU Tech website  
Employment Security Division

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

One hundred eighty (180) applications were submitted for review. Forty-one (41) applicants were interviewed for the eleven positions.

Applicants who received an interview were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	13	7	9	<b>29</b>
Black	4	0	7	<b>11</b>
American Indian	1	0	0	<b>1</b>
Male	2	6	11	<b>19</b>
Female	16	1	5	<b>22</b>

The interview committees made their selections to hire the individuals based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired are:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	2	3	4	<b>9</b>
Black	1	0	1	<b>2</b>
Male	0	3	4	<b>7</b>
Female	3	0	1	<b>4</b>

Olivia Clack  
Personnel Assistant II

\*NOTE: Three (3) classified positions, four (4) faculty positions, and one (1) administrative position had not been filled at the end of the third quarter.

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

<b>Student Opinion Survey Data Fall 2005/Fall 2006/Fall 2007</b>								
<b>Item</b>	<b>Fall 2005</b>		<b>Fall 2006</b>		<b>Fall 2007</b>		<b>Fall 2008</b>	
Size of Classes	4.03	80.60%	4.38	87.60%	4.44	88.80%	4.23	91.40%
Racial Harmony	3.97	79.40%	4.22	84.40%	4.39	87.80%	4.41	90.30%
Overall Impression	3.96	79.20%	4.43	88.60%	4.57	91.40%	4.34	96.00%
NOTE: Ratings are based on a 5-point scale with 5 being Excellent.								
34.15% minority respondents in Fall 2005; 44.05% minority respondents in Fall 2006; 44.27% minority respondents in Fall 2007; 37.36% minority respondents in Fall 2008.								

*Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*

<b>Headcount Enrollment</b>								
	<b>Fall 2005</b>		<b>Fall 2006</b>		<b>Fall 2007</b>		<b>Fall 2008</b>	
American Indian/Alaska Native	9	0.73%	15	0.63%	15	0.71%	16	0.88%
Asian/Pacific Islander	6	0.48%	10	0.42%	9	0.43%	16	0.88%
Black (Non-Hispanic)	319	25.77%	873	36.43%	785	37.19%	595	32.75%
Hispanic	10	0.81%	36	1.50%	27	1.28%	25	1.38%
Unknown & Non-Resident Alien	21	1.69%	38	1.59%	20	0.94%	16	0.88%
White	873	70.52%	1424	59.43%	1255	59.45%	1149	63.24%
Total	1238	100.0%	2396	100.0%	2111	100.0%	1817	100.0%

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

<b>Graduated Student File by Race/Ethnicity</b>								
<b>Race</b>	<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>		<b>2008-2009</b>	
American Indian/Alaska Native	8	1.39%	6	1.11%	3	0.46%	12	1.77%
Asian/Pacific Islander	1	0.17%	1	0.19%	0	0.00%	5	0.75%
Black (Non-Hispanic)	119	20.70%	104	19.29%	155	23.52%	161	23.75%
Hispanic	11	1.91%	10	1.86%	12	1.82%	18	2.65%
Non-resident alien	20	3.48%	16	2.97%	11	1.67%	8	1.18%
Unknown	10	1.74%	5	0.93%	6	0.91%	2	0.29%
White	406	70.61%	397	73.65%	472	71.62%	472	69.61%
Total Graduates	575	100.0%	539	100.0%	659	100.0%	678	100.0%

*Indicator to Determine Success #5 – Comparison of faculty and staff subpopulations each fall.*

<b>Southern Arkansas University Tech Faculty/Staff Fall 2005</b>								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	3	5		6	6	1	8	29
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic								
White, Non- Hispanic	25	14	3	11	13	7	6	79
Unknown								
Total	28	19	3	17	19	8	14	108

*Source: Integrated Post-Secondary Education Data System (IPEDS) Report*

<b>Southern Arkansas University Tech Faculty/Staff Fall 2006</b>								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	3	6	1	4	4	2	5	25
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic				1				1
White, Non- Hispanic	27	13	5	13	14	7	8	87
Unknown								
Total	30	19	6	18	18	9	13	113

*Source: Integrated Post-Secondary Education Data System (IPEDS) Report*

Southern Arkansas University Tech Faculty/Staff Fall 2007								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	1	5	2	5	9		6	28
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic					1			1
White, Non- Hispanic	29	14	7	9	15	4	11	89
Unknown								
Total	30	19	9	14	25	4	17	118

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

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

Southern Arkansas University Tech Faculty/Staff Fall 2008								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	2	6	2	4	7		5	26
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic					1			1
White, Non- Hispanic	28	14	7	10	16	4	14	93
Unknown								
Total	30	20	9	14	24	4	19	120

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

Southern Arkansas University Tech Faculty/Staff Fall 2008								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	2	6	2	4	7		5	26
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic					1			1
Total	2	6	2	4	8		5	27

*Source: Integrated Post-Secondary Education Data System (IPEDS) Report*

University of Arkansas Community College at Batesville  
Minority Recruitment and Retention 2008-2009 Annual Report

I. Number of minority students who currently attend the institution.

During the Spring 2009 semester, 99 minority students were enrolled at UACCB. This represents a 55% increase over the Spring 2008 semester minority enrollment of 64. Minority students comprised 7% of the total number of students enrolled in the Spring 2009 semester.

During the Fall 2008 semester, 86 minority students were enrolled at UACCB. This represents a 2% decrease over the Fall 2007 semester minority enrollment of 88. Minority students comprised 6% of the total number of students enrolled in the Fall 2008 semester.

According to U.S. Census Bureau data, the minority population of UACCB's service area (Independence, Sharp, Stone, and Cleburne Counties) is 4.1%. UACCB's student body currently has more minority representation than its service area.

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

UACCB currently has 120 full-time employees and 67 adjunct instructors. There are eight employees who are minorities - six full-time employees and two part-time employees. The percentage of full-time employees who are minorities is 5% which is greater than UACCB's service area minority population. The following chart details the positions of current minority employees.

Employee Status	Position Title	Race/Ethnicity
Faculty	Biology Instructor	Hispanic
Faculty	Criminal Justice Instructor	Hispanic
Staff	Maintenance Worker II	Black
Staff	Payroll Officer	American Indian
Staff	Assistant Director of Financial Aid	Black
Staff	Director of Student Development	Asian
Faculty (part-time)	Adjunct Faculty – Arts & Humanities	American Indian
Faculty (part-time)	Adjunct Faculty – Math & Science	Black

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

One new minority employee began work in the 2008-2009 academic year; the assistant director of financial aid.

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

**Institutional Goals from the UACCB Minority Recruitment 5-Year Plan 2006-2010**

- 1.) UACCB will take steps to aggressively recruit and retain Board of Visitors members who represent racial and gender diversity.

*Success Indicator:* The Board of Visitors membership includes individuals who represent diversity, with at least one member of the Board representing a racial minority.

Progress:

The Board of Visitors has minority representation. This goal was met.

- 2.) The College will aggressively pursue the hiring and/or promotion of applicants and employees who represent diversity.

*Success Indicator:* Applicants and subsequent employee body at UACCB reflects at least the level of racial diversity of its service area.

Progress:

The current percentage of full-time employees who are minorities is 5%. Minorities currently comprise 4.1% of the population of UACCB's service area. This goal was met.

- 3.) UACCB will take a proactive stance on hiring racial minorities through the implementation of procedures to ensure that racial minorities are recruited, that qualified racial minorities are hired in faculty, supervisory, and staff positions, and that legal and ethical measures are taken to facilitate retention of those who are hired.

*Success Indicator:* Documentation of adherence to procedures in recruitment and hiring practices that ensures equity and fair treatment.

Progress:

Documentation in the Human Resources office indicates that employee recruitment and hiring processes and procedures were properly followed. UACCB advertises in wide reaching venues including higheredjobs.com for faculty and administrative positions in an effort to attract minority candidates. UACCB has lost only one of its minority employees for the past four fiscal years. UACCB successfully recruited and hired a minority individual for the assistant director of financial aid during the current academic year. This goal was met.

- 4.) The College will assess all advisory committees and ensure that at least one minority representative is a member of each committee, even if no local minority is available in the field of study advised by the committee.

*Success Indicator:* Each advisory committee membership includes at least one minority.

Progress:

Not all advisory committees had minority representation during the 2008-09 academic year. The faculty and staff that coordinate the respective advisory committees are currently actively recruiting new membership to ensure that UACCB has minority representation on all advisory committees next year. This goal was not met.

- 5.) The Chancellor's Advisory Committee in coordination with the Director of Research, Evaluation, and Institutional Effectiveness will develop and implement methods to monitor the recruitment and retention of minorities in our student population.

*Success Indicator:* The number of new minority students and retention of current minority students are reported separately from the general student body so that accurate comparisons can be made between minorities and other student groups.

Progress:

UACCB experienced a small but steady increase in the number of enrolled minority students from 2003 to 2007. UACCB experienced a slight decrease in minority enrollment for the Fall 2008 semester; however, Spring 2009 minority enrollment rose to an all-time high of 99 minority students. An analysis of fall to spring retention rates of first-time entering students for the previous three academic years reveals that Hispanic and Asian students at UACCB persist at levels above those of white students while Black and American Indian students persist at rates slightly below those of white students. Recruitment and retention performance is reviewed after census date data is available each semester. This goal was met.

Total Minority Students Enrolled						
Fall Semester	2003	2004	2005	2006	2007	2008
Minority Students	61	68	79	82	88	86
Total Students	1318	1418	1386	1283	1470	1500

Fall First Time Students retained to Spring Semester (by Race)

Fall to Spring Retention Rates				
Race/Ethnicity	2006-2007	2007-2008	2008-2009	3-year Average
Asian	100.00%	N/A	66.67%	83.34%
Black	78.57%	72.73%	50.00%	67.10%
Hispanic	80.00%	85.71%	80.00%	81.90%
AIAN (American Indian or Alaska Native)	66.67%	100.00%	33.33%	66.67%
White	77.16%	72.01%	72.01%	73.73%
Unknown	N/A	50.00%	100.00%	75.00%

- 6.) The Director of Marketing in coordination with the Marketing Committee will evaluate the effectiveness of marketing strategies and make recommendations for improvement of marketing efforts.



*Success Indicator:* Each year the Marketing Plan includes recommendations and specific strategies for recruiting minorities.

*Progress:*

New marketing and recruitment plans were developed during the 2007-2008 academic year which included specific recommendations for marketing to minority students. The plan was fully implemented in the 2008-09 academic year. This goal was met.

7.) The status of diversity will be assessed and reported annually as prescribed in Act 1091 of 1999.

*Success Indicator:* The Minority Report is submitted to the Arkansas Department of Education each year.

*Progress:*

The 2008-2009 Minority Recruitment and Retention Annual Report has been submitted. This goal was met.

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

UACCB will pursue the development of stronger relationships with service area churches that serve minority populations. We plan to advertise in the church bulletins and are having discussions about providing college and financial aid information sessions at the churches.

UACCB will host the community wide Martin Luther King, Jr. celebration on its campus during the next academic year.

UACCB will form a student organization for African-American students. A staff member has agreed to serve as advisor to the organization.

UACCB has established a relationship with the ESL Director at Batesville public schools to reach prospective Hispanic students. We will offer Spanish language information sessions to Hispanic families in our service area.

A UACCB staff member has been appointed to serve on the Sojourner's Project (Hispanic culture and history project for Independence County).

UACCB is hosting the Moving Up Arkansas migrant high school program that is predominantly Hispanic for a college information workshop.

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 benchmark for success will be growth in minority enrollment. Enrollment will be evaluated after census data for the Fall 2009 and Spring 2010 semesters to assess progress. The number of minority students enrolled and the yield rate of applications to enrolled students will be examined.

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

Minority student recruitment progress will be evaluated after the census date when enrollment data for the Fall 2009 and Spring 2010 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 retention performance.

The 2007-2008 academic year was the first year UACCB has employed a full-time recruitment position along with full-time admissions staff. UACCB expects that the substantial investment in recruiting activities will produce more minority enrollment in future academic years. The budget for recruitment and retention related activities is listed below:

- 1.) Recruitment Budget Total \$198,587
- 2.) Retention Related Budgets Total \$405,914
  - a. Tutoring Budget = \$50,827
  - b. Counseling & Career Services = \$59,763
  - c. Student Development = \$92,420
  - d. Scholarships = \$150,000
  - e. First Year Experience = \$52,904

**Minority Retention Action Plan  
Progress Report 2009**

**The University of Arkansas  
Community College at Hope**

**Prepared for the Arkansas Higher Education Department  
June 2009**

# Minority Retention Action Plan Progress Report

## Introduction and Data Analysis

Educators have a responsibility to prepare students for success in multiple environments of changing ethnic, racial and cultural compositions. It is the free exchange of ideas that leads to insights, lends credibility to processes and fosters decision making. The University of Arkansas Community College at Hope (UACCH) believes that it is in the best interest of students to know how to learn, relate and communicate in multicultural settings. There is little doubt that individuals who intrinsically understand the value of diversity and who appreciate effective communication throughout various environments have a distinct advantage over those who do not.

UACCH developed and adopted its Five-Year Minority Recruitment and Retention Action Plan during the 2006-2007 academic year. The plan consists of four goals and three primary areas of focus: recruitment and retention of students and faculty, upholding a philosophy of diversity and institutionalizing a culture of inclusion.

The UACCH service area, designated by the State Board of Higher Education, includes the counties of Hempstead, Miller, Nevada, Lafayette, and southern Howard and Pike in southwest Arkansas. According to the U.S. Census (2008 estimates), the College's service area demographic breakdown is as follows:

White	73.38%
African American	24.60%
Asian/Pacific Islander	00.33%
Native American	00.60%
Hispanic	05.92%
Other/Unknown	01.25%

The percentages add up to more than 100% because some individuals meet the requirements of more than one category. During the last five years UACCH has consistently maintained a student population relatively reflective of our service area. African American enrollment averaged 32.33% of the student population (33.81% above the service area population). Hispanic enrollment averaged 2.0% of the student population (40.30 below the service area population). During the last five years Hispanic enrollment grew by 123.35% (from 17 students to 38 students). The other populations, including Asian/Pacific Islander, Native American and Other/Unknown are consistent with the service area population. Approximately 38% of the total enrollment at UACCH is made up of minority populations. Minority populations are represented on campus by 29.22% over the norms of our service area.

During the last five years the enrollment of African Americans has averaged an increase of 21,67%, enrollment of Hispanics has averaged an increase of 123.35%. Native American enrollment decreased by 50.0% (from 8 students to 4) and enrollment of

Whites has averaged a decrease of 0.56%. Other/unknown populations increased 58.33% (from 12 students to 19). These numbers are more telling when compared to the overall enrollment growth of the college which averaged 4.45% over the last five years. Analysis of the minority population's enrollment when compared to the college's overall student enrollment demonstrates the ability of UACCH to actively and successfully recruit minority students.

#### **Headcount Enrollment by Race (On-Campus Only)**

	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
African American	360 (29.7%)	365 (31.4%)	349 (31.2%)	456 (34.8%)	438 (34.57%)
Asian/Pacific Islander	8 (1.1%)	6 (0.5%)	4 (0.3%)	5 (0.38%)	5 (0.39%)
Hispanic	17 (1.4%)	24 (2.1%)	23 (2.1%)	31 (2.4%)	38 (3.00%)
Native American	8 (0.07%)	8 (0.07%)	1 (0.09%)	5 (0.38%)	4 (0.32%)
White	808 (66.6%)	747 (64.2%)	731 (65.3%)	795 (60.7%)	763 (60.22%)
Unknown	12 (0.9%)	12 (0.9%)	12 (1.1%)	18 (1.4%)	19 (1.5%)
<b>Total Headcount</b>	<b>1213</b>	<b>1164</b>	<b>1120</b>	<b>1310</b>	<b>1267</b>

While we clearly want to gather, calculate and analyze relevant statistics, what we ultimately strive for is an environment where students feel at home, included and engaged. We want them to have a personal stake in their education and a feeling of loyalty to our campus because everyone with whom they come in contact is working together for the common good. As educators we can facilitate the learning experience by recognizing our students as individuals yet exposing them to groups who are different than they. Southwest Arkansas reflects a range of diversifications that lead students to varying ideas, perspectives and experiences. Today's workplace is increasingly diversified and UACCH reflects such diversity as a critical element of its education.

#### **Graduated Student File by Ethnicity**

<b>Race</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
African American	49 (30.43%)	68 (29.05%)	80 (32.78%)	67 (32.84%)	45 (25.86%)	107 (39.6%)
Asian/Pacific Islander	0 (0.0%)	0 (0.0%)	1 (.409%)	2 (.980%)	0 (0.0%)	0 (0.0%)
Hispanic	4 (2.48%)	2 (.854%)	8 (3.27%)	6 (2.94%)	6 (3.44%)	7 (2.7%)
Native	0	1	0	0	0	0

American	(0.0%)	(.427%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
White	107 (66.46%)	157 (67.09%)	151 (61.89%)	125 (61.27%)	119 (68.39%)	156 (57.7%)
Other/Unknown	0 (0.0%)	0 (0.0%)	4 (1.64%)	1 (.490%)	4 (2.29%)	1 (0.04%)
<b>Total Graduates</b>	<b>161</b>	<b>234</b>	<b>244</b>	<b>204</b>	<b>174</b>	<b>271</b>

The Graduated Student File by Ethnicity is also representative the service area community. Over a six year period graduation rates for ethnic student populations have increased 27%. The minority population graduation rate for 2008-2009 is 42%, (55% greater than the represented populations of our service area). We view this statistic as an encouraging sign of the learning environment indicative of our campus. Data analysis indicates that efforts to retain minority students to completion are positive.

While Graduation rates between 2007 and 2008 showed overall decreases, the total graduation rate for 2009 is markedly increased. This is an especially noteworthy increase considering that the campus-wide enrollment rates for the two academic years prior to 2009 graduation were down. The African American population of graduates increased from 45 to 107 (138%), and the White population increased from 119 to 156 (31%). Total graduation rates for the same period increased from 174 to 271 (56%). The other minority populations showed no statistically significant numbers. Increased graduation rates (indicating increased retention rates as well) for all campus populations is an exciting prospect for the College.

## **Progress Report**

### **GOAL 1**

The first goal of our Five-Year Action Plan is a commitment to systematically attract, recruit, enroll and retain minority students. To sustain a significant and serious exchange of ideas and to foster innovation, membership in the college community can not be limited to any one group. Therefore the Action Plan identifies three student populations and sets forth objectives, strategies and activities to support and include them within the college culture. The three groups identified within the student population are minority students, first-generation college students and Hispanics.

The College utilized multiple media resources to reach these populations. The Public Relations Department at UACCH places ads for registration in nine service area newspapers: the *Hope Star*, *Nashville News*, *Nashville Leader*, *Murfreesboro Diamond*, *Lafayette County Press*, *Lafayette County Democrat*, *Texarkana Gazette*, *Nevada County Picayune* and *Amigo News*. During the 2007-2008 academic year the statewide newspaper, the *Arkansas Democrat*, was added. Area radio stations-KHPA, KXAR , B-99, 101.7 BOB, 95.9 Power and 102.5 KYKR, and television stations- KTSS and KTAL and CableOne broadcasts registration information each semester. Public service

announcements (PSA) are sent to all area radio and television stations and may be broadcasted at the station's discretion. Student surveys are conducted to determine how students receive information about the college and survey results drive budget decisions on where to place emphases to both attract and inform students in the service area.

The UACCH web page is designed be as student friendly as possible. Through the campus web page students can access the online registration system, their online courses, degree plans, a tuition estimator and a virtual tour of the campus. Additionally, registration and financial aid bulletins are also posted on the UACCH MySpace web page.

Although not a part of our original plan, one area of diversity addressed on campus over the last year was through our participation under the Carl D. Perkins Vocational and Technical Education Act. Perkins funds were used to mail over 10,000 nontraditional (defined by gender) booklets and aired non-gender specific commercials through 11 media venues. The commercials ran for up to ten (10) weeks between November 2008 and January 2009.

During the 2008-2009 academic year, the College's Student Recruiter visited thirty-two Arkansas high school campuses, and nine high school campuses in eastern Texas and northern Louisiana. Power point presentations and an orientation video helps prospective students identify life choices they want to make and attempts to portray an environment that will encourage all students to be the best they can be. They also provide information to students concerning various fields of study. This is designed to get potential first-generation college students interested. The College expanded its profile throughout the area high schools and various community events. Minority students and staff assisted the Student Recruiter at local festivals and in the schools. Several Displaced Workers Workshops were held for individuals who have been laid off by their employers, including Champion Parts, Cooper Tire, Co., Potlatch and Dow Chemical.

UACCH does not have financial aid packages that are specifically for minority populations, however, all scholarship information is advertised through the local media sources addressed above and on campus televisions and on the College's webpage and MySpace page. We also provide information to students about scholarships from outside entities that target minorities, such as the Salliemae Fund and ScholarshipsforHispanics.com. Virtually all students are advised of scholarship information and the Financial Aid Office assists them with any application procedures.

1285 students received some form of financial aid for the fall 2008 and spring 2009 semesters (a 25.98% increase over the 2007-2008 year). The financial aid information does not ask for ethnic origin so any numbers compiled are from the ethnic codes from the campus registration system. Financial aid breakdown is as follows:

White	732
African American	487
Hispanic	36

Asian/Pacific Islander	04
American Indian/Alaskan Native	02
Unknown	24

The financial aid breakdown shows an increase in financial aid awards by 27.53% for Whites (from 574 students to 732); by 16.79% for African Americans (from 417 students to 487) and by 63.64% for Hispanics (from 22 students to 36). The other minority populations showed large percentage increases as well but with relatively smaller numbers of students.

UACCH awarded 43.04% of all financial aid assistance to minority populations.

In spring 2007 the College studied and addressed campus-wide scholarship requirements. The result was that changes were made that opened the opportunity for a larger percentage of students to be eligible for scholarships. The new scholarship policy allows recipients to use their scholarships to seek any degree offered at UACCH.

The Chancellor, Valedictorian/Salutatorian, honors and Achievement scholarships are for graduating high school seniors and are good for two consecutive years as long as eligibility criteria are met. The total number awarded reflects new recipients and returning students that maintained eligibility for their second year.

<b>Scholarship</b>	<b>Requirements</b>	<b>Awards</b>	<b>Total Number Awarded</b>	<b>Minorities Awarded</b>
Chancellor's	ACT score of 25 or above	Tuition, fees, books	8	0
Valedictorian/ Salutatorian	Senior graduating first or second in their class	Tuition, fees, \$200 per semester for books	10	2
Honors	ACT composite score of 21 or a 3.00 GPA; must complete 12 credit hours each semester with a GPA of 2.75		105	16
Achievement	ACT composite score of 19 or a		16	1



	2.75 GPA; must complete 12 credit hours each semester with a GPA of 2.50			
Private/Endowed Scholarships	Criteria varies per scholarship	Varies	90	37

UACCH awarded 40.29% of its scholarships to minorities during the 2008-2009 academic year, representing an 80.28% increase over 2008. The financial aid transmitted from all federal, state, institutional and other resources as of May 14, 2009 totaled \$3,568,193.26, an increase of 13.39% over 2007-2008.

For the 2009-2010 academic year the college has awarded 53 scholarships, 38 have been accepted, 10.53% of which are for minority student populations.

Various forms of testing remain available on the UACCH campus to help ensure student success. The College utilizes the Computerized Adaptive Placement Assessment and Support System (COMPASS) Test, the Assessment of Skills for Successful Entry and Transfer (ASSET) test, the General Educational Development (G.E.D.) Test, the Collegiate Assessment of Academic Proficiency (CAAP) Test, the National Occupational Competency Testing Institute (NOCTI), a Walk-In Testing System (WITS), and the National Examination for Funeral Service. For career and interest assessments the College implemented the KUDER and Career Navigator assessment tools. Also utilized are the Advanced Composition Exemption Exam and the ESCO Master certification exam.

Developing a “first-generation experience” remains stalled. The college applied for two grants to fund the development of a first-generation program but neither was awarded. We applied to the RGK Foundation in July 2007 and the Staples Foundation in November 2007. We plan to reapply and seek other funding alternatives to get the first-generation program underway.

We again invited Dr. Joe Martin, nationally recognized as “America’s #1 Educator Motivator,” to our campus on February 23, 2009. This was Dr. Martin’s fifth visit to the UACCH campus. Through his visit we reached five service area schools and approximately 375 students. The schools included were Hope High School, Genoa, Emmet, Blevins, and Springhill. Dr. Martin shared his story of overcoming many life obstacles through education and perseverance. He delivered a very clear message about the choices students make and how those choices effect there entire lives. Dr. Martin takes as his personal mission to make sure good teachers don’t quit and talented students

don't drop out. Our aim is to communicate and expose youth to the value of higher education and to share career resources with the public schools.

We hosted a College Day at Pleasant Hill Church in Chidester, Arkansas on February 19, 2009. Fifteen teenagers along with their parents attended and both registration and career information was available. An information booth was set up at the Munn's Chapel Church in Prescott, Arkansas for their annual Health and Information Fair in April. Over 250 people attended.

The Garland Learning Center visited UACCH on February 11, 2009. The Vice Chancellor for Students Service, the Student Recruiter, the Director of Financial Aid and one of the EDGE (College Life Skills) instructors provided information sessions. Participants toured campus and visited both Student Support Services and Career Pathways.

On March 19, 2009 the Alternative School from Hope Public Schools visited the campus. Information sessions, a campus tour and visits with Student Support Services and Career Pathways were included.

The College Life Skills (EDGE 1003) classes at UACCH address diversity in the college setting. The two-pronged approach utilizes both textbook resources and cooperative learning exercises. One textbook chapter entitled "Becoming a Master Student," discusses politically correct terms for different genders, races, handicaps and lifestyles. Individual classes determine where, if any, discomforts originate. It is commonly determined that discomfort comes from fear and the classes work out methods of expanding their comfort zones to cooperate and work with a variety of people. Cooperative learning begins virtually on day one of the class and continues throughout the semester. Students are paired and grouped with fellow classmates. Instructors initiate the groups to ensure that they are heterogeneous and so students will work together to finish projects or assignments. Pairings and groupings not only get students talking to one another and getting to know one another in a non-threatening environment, but also allows them to discover how valuable the ideas and experiences are of numerous people from varied backgrounds.

The College continues its learning community for students enrolled in developmental math paired with our college life skills class. This is the third year for that learning community. Data indicate that retention rates were significantly higher even if the student success rates do not vary considerably. The data does support UACCH's decision to expand learning community options with lower level math courses. In fall 2008 an additional learning community was added pairing a developmental math course (MATH 0013 Introduction to College Math) with an electricity course (ELEC 1104 Basic Electricity). In spring 2009 a learning community was introduced pairing a developmental math course (MATH 0013 Introduction to College Math) with a diesel class (DIES 2105 Clutches and Power Trains).

While nurturing a relationship with the growing Hispanic population is a key component of our Action Plan, implementing the changes we envisioned is proving more difficult. We are still in the process of developing a contact and working relationship with the local Migrant Education Center Cooperative and Adult Education Center after the retirement of an adjunct instructor from the Center. The specific strategies and activities targeting Hispanic audiences are not feasible at this time because of limited financial and human resources. The upcoming budget will not allow us to hire a Spanish speaking employee to assist with information to non English speaking families and without a readily available Spanish speaking employee there is not much viability in having college related information in Spanish.

The College continues to utilize a federally funded TRIO program, Student Support Services, designed to meet the needs of low-income, first generation students and disabled students. The basic purpose of the project is to provide support services to students to enhance their academic skills, increase their retention and graduation rates and facilitate their entrance into upper-level and professional programs. Services include academic advisement and support, instructional programs in reading, mathematics, writing, study skills, foreign language, academic tutoring, personal counseling, admissions, financial assistance for transfer to four-year institutions or professional schools and cultural enrichment. Student Support Services serves a maximum of two hundred students per year.

During 2008, UACCH continued its Career Pathways Initiative. Funding comes from the U.S. Department of Health and Human Services through to the Arkansas Department of Higher Education. The purpose of the initiative is to improve economic development through education. The specific goals of the 2008-2009 year were to serve 418 students, have at least 55% of the students who leave the program employed and have at least 80% of those students still working after six months. The program has far exceeded its stated goals. No official employment data is available until April 2010, however, initial numbers indicate almost all student participants who received credentials are either working or attending post-secondary education. Some are doing both. 2008 employment goals were surpassed.

Since July 2008, Career Pathways Initiative served 483 students (16% over the goal). Of those 483 students served, 136 (28%) are current or former Transitional Employment Assistance (TEA) participants. These students received 35 associate's degrees, 62 technical certificates, 61 certificates of proficiency, 58 Career Readiness Certificates, and 34 employability certificates, for a total of 250 awards. This surpassed the goal of 209 by 20%.

Because of the numbers served, Career Pathways Initiative funding for UACCH was \$285,000. Funding for 2010 has not yet been determined. Career Pathways Initiative is a wonderful asset to the College and its existence on our campus and profile in our community is consistent with and contributing toward the overall Action Plan we have in place.

## GOAL 1

### 2008-2009 Progress

1. Continued to utilize all forms of media to attract minority students
2. Expanded the College's profile on service area high school campuses
3. Continued expansion of participation in high school college day/night fairs and utilized minority representations at those events
4. Continued utilization of minority student from the student body to assist with recruiting activities
5. Provided interest and aptitude assessments
6. Informed minority applicants of the availability of various scholarships
7. Continued learning communities and made plans for additional ones

### 2009-2010 Focus

1. Further develop relationship with the Migrant Education Cooperative Adult Education Center
2. Continued communication of the availability of workshops through mail outs and media advertising
3. Continue efforts toward a UACCH scholarship designated for minority participation
4. Continue efforts toward a "first generation experience" program
5. Continue efforts toward a community mentoring program for first generation students

## **GOAL 2**

Our second goal in the Action Plan is a commitment to systematically recruit and retain minority faculty. The College is firmly committed to hiring the very best candidates for faculty positions from a broad-based pool of candidates and fully recognizes the importance of hiring processes and decisions. The quality and commitment of all college personnel influences student learning and success and therefore impacts our mission.

### **Faculty and Staff Breakdown**

<b>Race</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
White	89 (84.7%)	77 (78.6%)	87 (83%)	82 (82%)	89 (85%)	91 (82%)
African American	15 (15.3%)	21 (21.4%)	18 (17%)	18 (18%)	18 (17%)	19 (17%)
Asian/Pacific	0	0	0	0	0	0

Islander						
Hispanic	0	0	0	0	0	1 (1%)
Native American	0	0	0	0	0	0
Other/Unknown	0	0	0	0	0	0
<b>Total</b>	<b>104</b>	<b>105</b>	<b>98</b>	<b>100</b>	<b>107</b>	<b>111</b>

Position Title	Date of Hire	Ethnicity
Dean	7/1/1975	African American
Instructor	9/14/1980	African American
Custodial Worker	10/29/2007	African American
Custodial Worker	8/19/2003	African American
SSS Cultural & Disability Counselor	3/31/2008	African American
Career Service Coordinator	10/29/2000	African American
Custodial Worker Supervisor	8/16/2000	African American
Library Technical Assistant	1/3/2005	African American
Program Coordinator	6/14/1999	African American
SSS Tutor Clerical Assistant	1/2/2007	African American
Secretary I	9/22/1997	African American
Director of Student Support Services	9/2/1997	African American
Career Pathways Counselor	5/28/2007	African American
Counselor	1/6/1997	African American
Custodial Worker	2/27/1994	African American
Custodial Worker	11/18/2002	African American
Financial Aid Officer	3/22/1993	African American
SSS Counselor	8/11/2008	Hispanic
Instructor	8/13/2008	African American
Secretary	1/05/2009	African American

*Source: Integrated Post-Secondary Education Data System (IPEDS) Report*

The total number of minority faculty and staff is 44% lower than representative of the service area. The College continues to recruit minority faculty and staff and widely publicize anticipated vacancies through professional publications and local and state news media. However, not that many vacancy or hiring opportunities present themselves. While we seek applicants from predominantly African-American institutions within the state it is unlikely that the percentages will change drastically in the next few years.

The College continues to use a search-committee style hiring process that allows personnel from different areas and divergent backgrounds to have a say in potential employees. Interview committees include personnel from various departments within the college and include members of diverse ethnic groups. We have yet to begin the process of conducting anonymous employee satisfaction surveys. Each division does assess its

employment needs annually and reports such needs through the annual Planning and Assessment Report.

On September 26, 2008 the college sponsored an all day, campus-wide professional development program required for all faculty, staff and administration. The event was held off campus and utilized the expertise of The Company of Experts out of Palm Springs, California. The program was facilitated by Charles Miller utilized the techniques of Appreciative Inquiry to identify key stories of what works within the organization and how to do more of what works. The end result was a new vision statement and core values for the college.

The UACCH Vision Statement is:

*The University of Arkansas Community College at Hope envisions itself as a twenty-first century model community college. To make our vision a reality UACCH will reach beyond traditional boundaries so that students can overcome obstacles, achieve dreams and reach their full potential. We will empower a network of diverse and committed individuals to work creatively and collaboratively toward shared principles and the common goal of student success. Our learning environments will be nurturing, accepting, personalized and student-focused. We will vow to the community that we serve to always be attentive to our mission, cohesive in our approach and responsive to changing needs.*

In an effort to pursue the vision, core values were identified. The five core values that serve our vision are: student-focused, diversity, versatility, quality and community. The core value statement regarding diversity states:

*The University of Arkansas community College at Hope values diversity. We are a dynamic community of unique and diverse individuals with shared principles and common goals. The college is a cohesive network that works to create a nurturing, accepting and personalized campus that meets the needs of individual students as they strive to overcome obstacles and make their dreams come true.*

## GOAL 2

### 2008-2009 Progress

1. *Continued use of the search-committee style hiring process that involves diverse employee representation*
2. *Faculty and staff professional development*
3. *Annual divisional assessments of faculty recruitment*

### 2008-2010 Focus

1. *Increase efforts to conduct anonymous employee satisfaction surveys*

### **GOAL 3**

Our third goal relates to upholding a philosophy of diversity that reflects multiple perspectives and is responsive to learning styles and cultural values. UACCH, like all community colleges, provides access to a broad spectrum of educational opportunities and life experiences. We strive to foster both innovated and courageous inquiries in order to sustain a significant and serious exchange of ideas while encouraging students to grow as individuals. UACCH wants to maintain standards of excellence in all its endeavors and attain the highest levels of academic achievement. Modeling diversity promotes an environment of academic excellence and it is incumbent upon us to exemplify, practice and teach skills that allow students to effectively participate in both a diverse and democratic society.

Teaching academic skills by uniquely qualified instructors is one of the strategies identified in our Action Plan and our campus Strategic Plan. Clearly we are challenged to meet students where they are academically and then move them to the next level. The College Life Skills class addressed above is one way to engage students in their educational goals. As noted earlier, diversity is an on-going component of that class. The other academic skills courses at UACCH are designed to raise students' reading, writing and mathematical skills to a success level in college courses. This year the college continued to utilize computerized programs in the reading, writing and mathematical courses to accommodate students at varying academic levels. This method of instruction also allows constant evaluation of students' performance and progress.

For the 2008-2009 academic year UACCH had in place two uniquely qualified instructors in the areas of basic skills English and mathematics. The instructors hired for those positions are skilled in adult learning techniques and will utilize the best practices for meeting the academic needs of students. Data regarding improved learning by students in classes with these instructors is under analysis.

UACCH continues to engage in a systematic and thorough evaluation and assessment of course syllabi. Our primary focus is to institutionalize formats, verify the existence of key pieces of information and substantiate learning objectives and their measures. We are only beginning the process of specifically reviewing course syllabi for diversity and multi-cultural components of course content, however, we remain confident that we will find that our courses fully contain all the necessary elements to ensure both diversity and multiculturalism. A review of student learning objectives by course also reveals a range of ideas and perspectives that show support related to issues of diversity.

The learning community established for developmental math and the College Life Skills class showed retention rates of students in the learning community classes increased when compared to students taking the same classes but not engaged in a learning community. While the success rate of students was virtually the same, retention rates were significantly higher. Future learning communities are underway and an additional one will be implemented in the fall 2009 semester combining three instructional areas.

Research continues on a summer bridge program. Although a summer bridge project was implemented in summer 2007 through Student Support Services, the hope is to build upon student's engagement so as to provide the best support services available to ensure students' success.

#### *Goal 3*

#### *2008-2009 Progress*

- 1. Continuation of the diversity component of College Life Skills classes*
- 2. Continued monitoring of retention rates of students in the learning community*
- 3. Faculty professional development for under-prepared learners*
- 4. Hiring uniquely qualified instructors for basic skills classes focusing on the needs of adult learners*
- 5. Faculty training and technology based supplemental course materials*

#### *2009-2010 Focus*

- 1. Increased efforts to review course syllabi for diversity and multi-cultural components of course content*
- 2. Continued research on the summer bridge program*

### **GOAL 4**

Our fourth goal of the Action Plan is institutionalizing a campus environment that supports a culture of inclusion. We view this goal as fulfillment of our college tag-line "a bridge to the future." The college remains committed to its symbol of a bridge to remind students we strive always act as a passage and never as a barrier.

The Public Relations Department increased the campus newsletter mailings to over 1500 former students. Also included in program profiles in the campus newsletter were student testimonials.

Throughout the year we have increased our efforts to reiterate the message that everyone across the entire UACCH campus plays a role in the recruitment, retention and success of students. This is a message that we intensified during the 2008-2009 academic year through our campus-wide development of our vision and values statements. It is our intention to shape and strengthen a culture of inclusion that is directed toward the larger mission of the college. We continue to cultivate an environment that truly reflects UACCH's core mission and values and focuses on all students and addresses whatever actions are necessary to support their success.

#### *Goal 4*

#### *2008-2009 Progress*

- 1. Intensify efforts toward staff development programs on diversity issues*
- 2. Continued diversity component of College Life Skills classes*



3. *Continued student testimonials in campus publications*

*2009-2010 Focus*

1. *Utilize the African American Club to sponsor an annual program*
2. *Train campus counselors to address particular challenges of overcoming academic probation*
3. *Profile former student success stories in media*
4. *Host events targeted at former students*

## **Results**

The University of Arkansas Community College at Hope is an equal opportunity and open-access institution committed to serving individual students and reflecting the community that surrounds it. We demonstrate such a commitment through policies on harassment and discrimination, equal employment and affirmative action. We embrace our role as a leader in southwest Arkansas who aims to enrich the diverse population of our community. We demonstrate and document the ability to recruit, support, retain and graduate minority students. Financial aid and scholarship awards directed to minority populations exceed our service demographic. Our dedication is evidenced through a combination of institutional strengths, policies and programs that target and reach minority audiences. Our commitment to quality curriculum and services not only enhances our reputation, but also allows us to uphold an overall philosophy of diversity.

Our philosophy and underling strategy reflects the diversity of the communities we serve and honors cultural identities. The progresses achieved toward the fulfillment of our Five-Year Action Plan are both systematic and institutionalized. We have utilized multi-leveled strategies and activities geared toward students, faculty and staff that embody a campus culture of inclusion. We used specific indicators of progress to measure progress not only to the Action Plan but also to the College's broader Strategic Plan. We strive for inclusion and diversity as a core value of our educational programs, critical to our mission, and central to our success as an institution of higher learning.

The College values each of its employees. We want good people committed to doing a good job and serving students daily. While we are not fully reflective of either the service area minority population or the student minority population, our faculty and staff exemplify every aspect that our culture of inclusion envisions.

## Appendix

### UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT HOPE

#### Five-Year Action Plan

#### GOAL 1:

The University of Arkansas Community College at Hope will continue its commitment to systematically attract, recruit, enroll and retain minority students.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
1. Develop and implement programs and services geared specifically to minority college students	1.1 Develop division plans for recruitment and retention of underrepresented minorities	1.1.1 Utilize all forms of media to attract minority students	General media	Recruiter Marketing Director	2006 - 2010	<a href="#">On schedule</a>
		1.1.2 Target area high schools with minority student populations and expand the College's profile on their campuses	General marketing materials	Recruiter	2006 - 2010	<a href="#">On schedule</a>
		1.1.3 Expand participation on high school campuses including college day/night fairs and utilize minority representation at those events	General marketing materials Cross campus participation	Recruiter Campus minority representatives	2006 - 2010	<a href="#">On schedule</a>
	1.2 Develop a student-lead recruitment team or an individual student to assist	1.2.1 Utilize a minority student selected from the current student body to	Scholarship funds	Vice Chancellor for Student Services	2008	<a href="#">On schedule</a>

	with recruitment	assist with recruiting activities				
	1.3 Sponsor admission and financial aid workshops at local schools and community service centers	1.3.1 Communicate the availability of the workshops through mail outs and media advertising	General marketing materials	Vice Chancellor for Student Services	2007	On schedule
		1.3.2 Provide KUDER, Sage and other interest/aptitude assessments	None	Student Services	2006 – 2010	On schedule
	1.4 Utilize scholarships to recruit minority students	1.4.1 Develop a UACCH scholarship designated for minority participation	Scholarship funds	Financial Aid Office	2007	Not yet begun
		1.4.2 Inform minority applicants of the availability of various scholarships	General marketing materials	Financial Aid Office	2006-2010	On schedule

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
2. Develop and implement programs and services geared specifically to first generation college students	2.1 Provide a unique intense college orientation program	2.1.1 Develop a “first generation experience” program that follows students through their entire UACCH academic career	General marketing materials Campus participation	Vice Chancellors for Academics and Student Services	2008	In progress
		2.1.2 Communicate and expose youth to the value of higher education and share career resources with public school students	General marketing materials	Vice Chancellor for Student Services	2008	On schedule
		2.1.3 Create	Faculty	Vice	2007	On

		learning communities	training	Chancellor for Academics		<a href="#">schedule</a>
	2.2 Provide counseling services that address the unique challenges faced by first generation college students	2.2.1 Develop a community mentoring program for first generation minority students	General marketing materials	Chancellor and Vice Chancellors	2008	Not yet begun
		2.2.2 Develop a second year mentoring program where second year minority students are paired with first year minority students	None	Vice Chancellor for Academics	2008	Not yet begun

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
3. Develop courses and programs that address the growth of the Hispanic population	3.1 Reinstate English as a Second Language course to enable non English-speaking students to develop skills in the English language	3.1.1 Further develop the relationship with the Migrant Education Center Cooperative and Adult Education Center	None	Vice Chancellor for Academics	2007	<a href="#">On schedule</a>
		3.1.2 Use data to evaluate the viability of on-campus English as a Second Language courses	General research materials	Vice Chancellor for Academics	2007	<a href="#">On schedule</a>
	3.2 Provide uniquely qualified counseling services to assist Hispanic students in the acculturation and educational	3.2.1 Host community meetings to include parents of Hispanic students to inform them of the requirements of college	General marketing materials	Vice Chancellor for Student Services	2008	Not yet begun

	process	preparedness				
		3.2.2 Hire a Spanish speaking employee to assist with information to non English-speaking families	Budget for additional staff	Chancellor and Vice Chancellors for Finance and Academics	2008	Not yet begun
		3.2.3 Evaluate the viability of having college related information in Spanish	General marketing materials	Chancellor and Vice Chancellors for Finance and Academics	2009	Not scheduled to begin yet

INDICATORS for Goal 1:

1. Chancellor will annually report to the faculty and staff to ensure that the goals and objectives of the Minority Action Plan are met.
2. Vice chancellors will develop division specific minority plans with division chairs which will be addressed in the annual reports on academics.
3. Diversity goals are a part of the overall marketing plan for the campus.
4. Increased graduation rates commensurate with Goal 1, Objective 1 of the College's strategic plan.
5. Increased graduation rates commensurate with Goal 3, Objective 1 of the College's strategic plan.
6. Increased graduation rates commensurate with Goal 4, Objective 1 of the College's strategic plan.
7. Increased enrollment rates commensurate with Goal 1, Objective 2 of the College's strategic plan.
8. Increased enrollment rates commensurate with Goal 1, Objective 3 of the College's strategic plan.
9. Increased enrollment rates commensurate with Goal 4, Objective 2 of the College's strategic plan.
10. Meeting the needs of students and other college constituents commensurate with Goal 5 of the College's strategic plan.

## GOAL 2:

The University of Arkansas Community College at Hope will continue its commitment to systematically recruit and retain minority faculty.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
1. Recruit potential minority employees through the advertisement of position openings in local, state, regional, and when necessary national publications in order to attract a highly qualified and ethnically diverse applicant pool.	1.1 When available hire minority employees who are uniquely-qualified and credentialed in their respective area	1.1.1 Continue a search-committee style hiring process that involves diverse employee representation	General employment advertisement tools	Human Resources	2006 - 2010	<a href="#">On schedule</a>
	1.2 Reinforce the message that diversity among employees contributes to the overall success of the college	1.2.1 Conduct anonymous employee satisfaction surveys	None	Human Resources	2006 - 2010	<a href="#">On schedule</a>
		1.2.2 Provide training and professional development for employees to improve knowledge and attitude toward diversity to promote quality in all areas	None	Human Resources Staff development	2007	<a href="#">On schedule</a>

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
2. Develop and implement a tracking system for minority applicants which allows the College to better evaluate and improve its efforts to employ qualified minorities.	2.1 Develop division plans for faculty needs and for recruitment and retention of underrepresented minorities.	2.1.1 Each division will include in the Vice Chancellor's Report on Academics an assessment of program and division employment needs.	None	Academic Leadership	2006 - 2010	<a href="#">On schedule</a>

**INDICATORS for Goal 2:**

1. Chancellor will annually report to the faculty and staff to ensure that the goals and objectives of the Minority Action Plan are met.
2. Vice chancellors will document through search committees the process used to ensure diversity in the final pool of applicants.
3. Employment statistics commensurate with Goal 6, Objective 3 of the College's strategic plan.

### GOAL 3

The University of Arkansas Community College at Hope will continue to uphold its philosophy regarding educational diversity by offering courses that reflect multiple perspectives and by being responsive to the diversity of learning styles and cultural values.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
1. Implement programs and services that provide instructional and support services that meet the needs of minority students.	1.1 Implement academic skills courses that are taught by uniquely qualified instructors that meet students where they are academically and move them to the next level of their education.	1.1.1 Continue the diversity component of the College Life Skills (EDGE) class	None	Vice Chancellor for Academics	2006 - 2010	<a href="#">On schedule</a>
		1.1.2 Review course syllabi for diversity and multi-cultural components of course contents	None	Academic Leadership	2007 - 2008	<a href="#">In progress</a>
		1.1.3 Monitor retention rates of students in learning communities to develop benchmark data	General data collection	Vice Chancellor for Academics	2008	<a href="#">In progress</a>
	1.2 Provide support services that assist students to be successful	1.2.1 Research the possibility of a summer bridge program	General research materials	Vice Chancellor for Academics	2007	<a href="#">In progress</a>
		1.2.2 Provide annual professional development to better prepare faculty to teach under prepared learners	None	Vice Chancellor for Student Services	2006	<a href="#">On schedule</a>
	1.3 Fine-tune existing courses dealing	1.3.1 Increase faculty training and technology	General training materials	Vice Chancellor for	2007	<a href="#">On schedule</a>



	with course skills requisite for college success	based supplemental materials across the curriculum		Academics		
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INDICATORS for Goal 3:

1. Department course reviews
2. Benchmark data regarding retention rates and learning communities
3. Evidences of staff development programs
4. Program development commensurate with Goal 2, Objective 1 of the College's Strategic Plan.
5. Increased student graduates commensurate with Goal 3, Objective 1 of the College's Strategic Plan.

## GOAL 4

The University of Arkansas Community College at Hope will continue to uphold its philosophy regarding educational diversity through the institutionalization of a campus environment that supports a culture of inclusion.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
1. Implement programs and services that provide a supportive sense of belonging, are fair and equitable and allow opportunities for interaction across groups and programs.	1.1 Develop and implement programs for faculty and staff that educate all employees on the importance of student retention and ways to go about improving it.	1.1.1 Utilize the African American Club to sponsor an annual program that communicates its message of better relationships across campus and throughout the community.	General marketing materials	African American Club sponsor	2007	In progress
		1.1.2 Devote one staff development program annually to diversity issues.	None	Vice Chancellor for Student Services	2006 - 2010	On schedule
		1.1.3 Continue the diversity component of the College Life Skills (EDGE) class.	None	Vice Chancellor for Academics	2006 - 2010	On schedule
	1.2 Develop and implement a program of counseling services for students that are placed on academic probation.	1.2.1 Train campus counselors to address particular challenges of overcoming academic probation	General training materials	Vice Chancellor for Student Services	2007	On schedule
		1.3.1 Profile former student success stories in advertisements, website and publications	General data gathering materials	Public Relations	2006 - 2010	On schedule
	1.3 Utilize minority alumni.	1.3.2 Host two events annually targeted at former students	General marketing materials	Chancellor Vice Chancellors Public	2008	Not yet begun

				Relations		
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INDICATORS for Goal 4:

1. Evidence of annual staff development program devoted to diversity
2. Evidence of annual African American Club program
3. Community outreach commensurate with Goal 9, Objective 4 of the College's Strategic Plan.

## **ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN**

**JUNE 2009**

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Darren Jones, Vice Chancellor for Student Services

### **Progress Toward Meeting the Goals of the Five-Year Plan**

1. UACCM continues to be more successful in the recruitment and retention of minority students and staff than in the recruitment of minority faculty. The College sends faculty position announcements to historically black colleges and universities within the region to advertise the availability of faculty positions. The College's inability to attract qualified minority faculty may be attributed in part to neighboring institution's ability to offer more attractive financial rewards.
2. According to the 2000 U. S. Census, the minority population of the College's six-county service area is 9.8%. African Americans comprise 5.7% of the population; other minority groups comprise 4.1%. The minority population of the student enrollment of UACCM for the Fall 2008 semester was 14.2%. African Americans comprised 8.1% of the enrollment; Hispanics comprised 3.5% of the enrollment; other minority groups comprised 2.5% of the student enrollment. The enrollment for White students was 85.7% of the enrollment. The total percentage of minority students for Fall 2008 of 14.2% represented an increase of 2.9% over the Fall 2007 percentage of 11.3%. The student population is representative of the ethnicity of the College's service area.
3. Minorities comprise 8.0% (7 of 87) of UACCM's full-time staff. Minorities comprise 3.3% (2 of 60) of UACCM's full-time faculty members. Minorities comprise 5.7% (2 of 35) of UACCM's part-time faculty members for the Spring 2009 semester.
4. UACCM continues its procedures for recruitment of minority faculty and staff, which includes posting announcements of positions available with the Human Resources and Career Services offices at twelve historically Black universities in the region, including the University of Arkansas at Pine Bluff and Philander Smith College in Arkansas.
5. The College provides a variety of academic and student support services to assist students in being successful, including Counseling & Career Services Office, a Disability Services Office (to assist students with disabilities), a Testing Center, and a Learning Center to provide tutorial services.

## Revisions to the Five-Year Plan

This is the second report of the current five-year plan, which was submitted to the Arkansas Department of Higher Education in June 2008. No revisions are anticipated for the plan at this time. The goals and strategies will be reviewed regularly and the plan will be revised, when necessary.

### Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/ Objectives for Minority Students

1. Eleventh day student enrollment data (Fall to Fall comparison)

*Table 1: Number of Minority Students Enrolled at UACCM*

Ethnicity	Fall 2007	Percent of Enrollment	Fall 2008	Percent of Enrollment	Percent of College Service Area*	
Black, Non-Hispanic	125	6.9 %	159	8.1%	5.7 %	
Hispanic	47	2.6 %	70	3.5%	Other groups comprise less than a combined 4.1 % of the population of the College's service area	
Am. Indian/ Alaska Native	22	1.2 %	25	1.2%		
Asian/Pacific Islander	10	0.6 %	20	0.1%		
Non-Resident Alien	1	0.001 %	1	0.001%		
Others (Unknown)	0	0.00 %	0	0.00%		
White, Non-Hispanic	1,609	88.7 %	1,677	85.7%	90.2 %	
Total Enrollment	1,814	100.0 %	1,955	100.0%	100.0 %	

\*According to 2000 U. S. Census Data.

## 2. Retention rate of minority students

*Table 2: Retention Rate of Minority Students Compared to Student Population\**

Ethnicity	Fall 2006 First-time Entering Cohort	Percent Of Cohort Enrollment	Fall 2007 Re-Enrollment	Cohort Retention Rate (Fall to Fall)	Fall 2007 First-time Entering Cohort	Percent Of Cohort Enrollment	Fall 2008 Re-Enrollment	Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	20	4.8%	7	35.0%	28	5.8%	12	42.9%
Hispanic	15	3.6%	6	40.0%	18	3.7%	15	83.3%
Am. Indian/Alaska Native	0	0.0%	0	0.0%	8	1.7%	2	25.0%
Asian/Pacific Islander	3	0.7%	2	66.7%	1	0.2%	1	100.0%
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Others (Unknown)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White, Non-Hispanic	380	90.9%	159	41.8%	428	88.6%	214	50.0%
Total Enrollment	418	100.0%	174	41.6%	483	100.0%	244	50.5%

\*According to Institutional Student Enrollment Data.

## 3. Analysis of student surveys regarding advertising in targeted media

The advertising survey was not conducted as planned.

## 4. Review of marketing and recruitment activities targeted toward members of the minority community

As the five-year plan is implemented, additional marketing activities will be targeted toward members of the minority community. Since the College's student population already mirrors the ethnicity of the College's service area, additional resources specifically targeted toward minority recruitment were not used in 2008-2009. Retention for all students, including minority students, is a concern of the College. The College's Student Success Committee is analyzing retention data and considering recommendations to address the areas of concern. Once a plan of action has been initiated, it will be reported in subsequent annual reports.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/  
Objectives for Increasing Minority Faculty and Staff

1. Job fairs attended at predominantly minority institutions of higher education

Matthew White, Admissions Counselor, attended the Cypress Creek District Health Fair at Twin Groves Community Center in April 2009

The Vice Chancellor for Instruction attended the Career Day and Transfer Education Fair at the University of Arkansas at Pine Bluff in April 2007. Due to the relatively low interest in 2007, the College did not send a representative to the Career Day in 2008 or 2009

2. Review of job postings of faculty and staff position announcements to minority affairs offices at colleges and universities, including predominantly minority institutions

The Personnel Office at UACCM posts faculty position announcements with the predominantly minority institutions in the region. Thus far, these efforts have not been successful in increasing the number of minority individuals who apply for faculty positions. Announcements of faculty positions are posted with the following historically Black institutions: Alabama State University, Fisk University, Grambling State University, Jackson State University, Lincoln University of Missouri, Mississippi Valley State University, Prairie View A & M University, Southern University, Spelman College, Tennessee State University, Tuskegee University, and Xavier University of Louisiana.

3. Mentor activities to insure adequate development of new employees.

The College provides orientation to all new employees to the institution's policies and procedures. A mentoring program for faculty is already in place; however, no minority faculty have been employed. The mentoring program for faculty will assist with the development of minority faculty upon their employment. There is not a formal mentoring program for staff positions; however, individual supervisors and the Personnel Officer assist with orientation to the College.

4. Number of diversity activities scheduled and attended each semester.

The recently revised Five Year Minority Recruitment and Retention Plan included as an activity the formal scheduling of diversity activities. In the past, Black History month was observed by a display of artwork in the College's Library.

## **Minority Recruitment and Retention Annual Reports**

(Due by June 30<sup>th</sup> each year)

*Number of minority students who currently attend the institution.*

For the Fall 2008 Semester, 275 (14.0 %) of the College's total enrollment of 1,955 students were minority.

For the Spring 2009 Semester, 280 (14.6 %) of the College's total enrollment of 1,914 students were minority.

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

No minority faculty

Seven current minority staff members

- Registrar
- Administrative Assistant II
- Library Academic Technician II
- Secretary I – Admissions
- Secretary I – Financial Aid
- Applications Programmer II
- Director of Food Services

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

One new minority faculty or staff member—Secretary I-Admissions—began working at the College during the past year.

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

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

No new strategies or activities have been added to the plan for the coming year.

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

See attachment.

**Two copies of your annual report should be submitted to ADHE no later than June 30<sup>th</sup> each year.**



## **Attachment: Timeline, Budget, and Methods**

### *Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies*

April – June 2006	Revised the Minority Recruitment and Retention Plan
June 2006	Submitted the Minority Recruitment and Retention Plan to ADHE
Fall 2006	Implemented the Minority Recruitment and Retention Plan
June 2007	Submitted the Minority Recruitment and Retention Plan Annual Progress Report to ADHE
Fall 2007	Reviewed the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor their effectiveness
June 2008	Submitted Annual Minority Recruitment and Retention Report to ADHE
Fall 2008	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor their effectiveness.  Schedule activities for 2009-2010 for implementation of the Plan.
June 2009	Submitted Annual Minority Recruitment and Retention Report to ADHE

### *Budget for Minority Recruitment and Retention Activities*

The College will continue to utilize the annual budget, including the recruitment and advertising line items, to implement the Minority Recruitment and Retention Plan. Additional costs will be incurred to increase the level of advertising and promoting the educational and employment opportunities available at UACCM as the College attempts to target minority audiences. The College may incur some additional costs in developing a student mentoring program. Most of the recommendations can be implemented with the expenditures of minor costs to the College.

*Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan*

The College administration will review the annual progress report in meeting the goals and objectives of the Minority Recruitment and Retention Plan, the strategies used in implementing the Plan, and the results of the activities conducted as part of the Plan to determine the effectiveness of the strategies. Modifications will be made in the activities to enhance the College's ability to achieve the identified goals and objectives and increase the recruitment and retention numbers of minority students, faculty, and staff.

**(ACA 6-61-122)**

**ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN**

**JUNE 2009**

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Darren Jones, Vice Chancellor for Student Services  
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Please attach this form to the institution's annual report. General guidelines for the report can be found below:

1. Report the progress that has been made in achieving the goals included in your five-year plan. Address each goal relative to students, faculty and staff.
2. If there are any revisions or updates to the current five-year plan, please include them in this report. Be sure to clearly indicate any sections of the plan that have been revised.
3. Act 1091 of 1999 (ACA 6-61-122) requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable.
4. Submit two copies of the report. ADHE will forward one copy to the Interim House and Senate Education Committees.