

Arkansas Public Higher Education Minority Recruitment and Retention Report

Academic Year 2011-12



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Arkansas Department of Higher Education

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Minority Recruitment and Retention Report 2012

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
College of the Ouachitas
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
Ozarka College
Phillips Community College of the University of Arkansas
Pulaski Technical College
Rich Mountain Community College
South Arkansas Community College
Southeast Arkansas College
Southern Arkansas University-Tech
University of Arkansas Community College at Batesville
University of Arkansas Community College at Hope
University of Arkansas Community College at Morrilton**

**ARKANSAS STATE
UNIVERSITY**

**MINORITY RETENTION
PLAN PROGRESS REPORT**

JUNE 2012

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

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

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

<http://www.astate.edu>

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

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

Periodically, the university conducts campus climate surveys to measure campus attitudes surrounding diversity initiatives and to assess the impact that various campus initiatives are having on faculty, staff, and students. Finally, the university benchmarks itself against other Arkansas universities, Southern Regional Education Board universities, and other universities throughout the nation to assess diversity progress in comparison to these peer institutions. Other assessment measures are outlined in the attached Diversity Strategic Plan. While the total dedicated budget for diversity initiatives is \$193,032, several thousand more is expended by the various campus units in advancing their individual/unit-based initiatives. These unit-based initiatives are set forth in Appendix D.

ASU MISSION & GOALS

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

MISSION:

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

CORE VALUES:

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

- **Student-Centered:** We are committed to education, inquiry, and service in order to meet students' changing needs. We foster lifelong learning, civic and social responsibility, leadership, and individual and career growth.

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

VISION:

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

SUMMARY

ACT 1091

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

The requirements of the Act are:

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

ARKANSAS STATE UNIVERSITY

The 2011/2012 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, Quality Teaching Circle, Diversity Lecture Series, Monthly Diversity Panel Discussions: *Difficult Dialogues*, Freshman Mixer, Brother-2-Brother and Circle of Trust. The Office of Diversity has also added a Faculty Fellow to assist in meeting the needs of diversity faculty members throughout the campus.
- The percentage of full-time ASU employees who are minorities decreased from 15.6% to 14.6% in 2011, while the actual number of full-time minority employees has decreased by 10 to 227. Although the percentage declined in 2011, this decrease in percentage of full-time minority employees (14.6%) is still higher than the percentage for every year for the period of 2001-2008 with the exception of one year, 2002-2005, when the percentage was 14.6%. One female minority faculty member earned promotion to professor rank in 2012.
- Full-time, first-time minority students who returned to enroll during fall 2011 was 65.5%, an increase of 3.8% over the fall 2010 rate. The most recent six-year graduation rate for minority students was 26.5%, an increase of 5.7% over the prior year's percentage. Since the six-year graduation rate for minority students continues to lag behind the graduate rate for all students, the university will continue to conduct in-depth analyses of minority student achievement and develop strategies to address any negative trends in this area.

STUDENTS

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

Providing access to capable students continues to be a priority of Arkansas State University. Open-access policy continues to be the primary means of providing opportunities for all students to access knowledge and information. New academic standards for the university were implemented in the past few years. Starting in the fall of 2011, a composite ACT score of 19 and a 2.50 High School GPA was required to qualify for unconditional admission into the college. Two thousand and fifty-six (2,056) first-time minority freshmen and transfer students applied for admission, an increase of over 4.7% from the prior year's total. Nine hundred and eighty-six (986) were admitted, while 525 enrolled in fall 2011. Minority students comprised approximately 22.2% of the fall 2011 freshman class.

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

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

The university continues its efforts to increase the number of minority faculty and staff members on the campus of Arkansas State University. Research has shown that minority students benefit from the increased presence of minority faculty and staff members on campus, especially when this is coupled with a clear commitment to diversity (Smith, 1997). The likelihood for mentoring and modeling opportunities are significantly enhanced. The university's efforts in addressing this initiative are outlined in the sections pertaining to faculty and staff. Fall 2011 saw the number of minority faculty members on campus decrease 1.3% from the prior year (77 individuals in fall 2010 to 76 individuals in fall 2011). Similarly, the number of minority staff members decreased by 5.6% (160 individuals in fall 2010 to 151 individuals in fall 2011). In fall 2011, minority employees accounted for 14.6% of the university's employment base. Minority employees accounted for 15.6% of the university's employment base in fall 2010.

B. First-Year Experience Seminars:

Making Connections, UC 1013, is a semester-long, three-credit course designed to assist entering first-year students with their transition from high school to college. Many high school students arrive unprepared for the expectations of college faculty, have not developed effective study skills, and are unfamiliar with college policies and procedures. This course is specifically designed to provide the knowledge and skills to be successful at Arkansas State University. Academic performance skills, understanding the university's culture, policies and expectations, self-management skills, and other relevant issues are covered. Other topical coverage includes decision making, goal setting, planning, time management, and group team building skills. Since its inception, students in the First-Year Experience (FYE) seminars generally outperform (retention rate and GPA) students who do not enroll in the course.

For the 2011-2012 academic year, 376 or 22% of the students enrolled in FYE met minority status. Out of the 376 minorities, a considerable number of 310, 82.4% earned a 2.00 at the end of the term.

AY FALL 2011	Number	Cumulative GPA > 2.00	Cumulative GPA > 2.00 % of Total
Minorities	376	310	82.4%
Non-Minorities	1,335	1,119	83.8%
Total	1,711	1,429	83.5%
% Minorities	22.0%	21.7%	

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

FYE PROGRAM	2009	%	2010	%	2011	%
n =	1,884		1,706		1,711	
ACT	21.1		22.05		22.6	
Good Standing at close of term	1,508	80.04%	1,404	82.30%	1,422	83.11%
Academic probation at close of term	342	18.15%	277	16.24%	270	15.78%
Academic suspension at close of term	34	1.80%	25	1.47%	19	1.11%
FA to SP retention	1,599	84.87%	1,463	85.76%	1,416	82.76%
FA to SP attrition	285	15.13%	243	14.24%	295	17.24%
FA to FA retention	1,258	66.77%	1,177	68.99%		
FA to FA attrition	626	33.23%	529	31.01%		

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

C. Academic Success Institute and Right Start Program:

The First Year Studies department at Arkansas State University houses both the **Academic Success Institute** (ASI) and the **Right Start** (RS) Programs. These programs are designed to assist students who's ACT or other entrance scores require that they complete developmental courses upon entry into college. Students who have an ACT composite of 16 and a high school GPA of 2.30 are eligible. Students in both programs take the required developmental courses and UC 1013, Making Connections as listed previously. The UC 1013, Making Connections Seminar for ASI and RS students focuses heavily on study skills development and specific learning strategies to help participants be successful in their long-term studies at the university. In addition to instructional duties, the faculty in the ASI and RS programs provide individual

academic advising to students in their classes.

ASI/ Right Start

Fall 2011	GPA \geq 2.00		
	Number	GPA \geq 2.00	% of Total
Minorities	112	100	89.3%
Non-Minorities	122	96	78.7%
Total	234	196	83.8%
% Minorities	47.9%	51.0%	

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

D. Early Alert Program:

The **Early Alert Program** (EAP) is a centralized outreach and communication system in which faculty and campus community members can refer any student of concern to a core EAP team for academic follow up. Faculty members are encouraged to refer students based on poor class performance, attendance, or any general concern that cannot be resolved in the classroom. The Early Alert Program offers an easy to access electronic referral form located in the campus portal. Once a student is referred to the EAP system, the system automatically codes the referral with a designated attribute. The attribute helps EAP team members determine who is the most appropriate team member to provide the outreach and follow up for the referral. There were 123 reported situations of concerns by faculty for African American students to Early Alert System for Spring 2012. Of these 123 reported incidents, 30 students received an F or an FN (24.3%). Two students earned a grade of A in the referral classes, four students received a grade of B, 28 received a C in the class, and 19 received a grade of D. Forty students dropped the class, receiving a grade of W or WN (32.5%).

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

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

E. Restart@astate.edu:

The **Restart@astate Program**, first implemented fall 2000, is an intervention program for students placed on a first academic suspension from Arkansas State University. Students suspended for a first academic suspension can continue to attend ASU, under a strict set criteria, during the suspended term. Those who wish to continue enrollment at ASU under these terms

must sign a formal agreement requiring among other criteria successful completion of the term (minimum of 2.0 for the semester). The primary intervention component is mandatory participation in the Restart Seminar which is a one-credit course taught by the staff of the Advising Center. Other terms of the agreement state that the student must: 1) fulfill at least two in-person visits with their academic advisors; 2) maintain a minimum 2.0 grade point average for the semester in all classes; 3) adhere to the freshman/sophomore level attendance policy; and, 4) enroll in no more than 14 semester hours including the Restart Seminar (one credit).

The successful completion of a 2.00 or higher for minority students was 50.0% combined for the fall and spring terms as noted below.

UC 1001 -Restart

AY 2011-2012	Number	Cumulative GPA >2.00	Cumulative GPA >2.00 % of Total
Minorities	36	18	50.0%
Non-Minorities	82	39	47.6%
Total	118	57	48.3%
% Minorities	30.5%	31.6%	

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

F. Student Support Services:

Student Support Services (SSS) is a comprehensive program designed to promote the retention and academic success of program participants. To be considered for SSS, a student must meet the following conditions: be a United States citizen, national, or meet the residence requirements for federal student aid and have a need for academic support. A student also must meet at least one of the following criteria: be either a first-generation college student (neither parent has a four-year degree) and/or meet income guidelines and/or be an individual with a disability and/or be aging out of the foster care system and/or be documented homeless.

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. The program hopes to accomplish this goal by providing a myriad of services for program participants. These services, which are free to participants, are inclusive of: one on one, drop-in, and group tutoring, academic advising, counseling, mentoring, workshops, supplemental instruction, and cultural enrichment trips.

Ethnicity Detail

Hispanic	American Indian / Alaskan Native	Asian	Black or African American	Native Hawaiian / Other Pacific Islander	White	More than one race reported
8	0	0	112	0	63	4

Note: For clarity ethnicity is self-reported by each individual participant and is not assumed by the SSS Program.

Academic Standing

	Number(s)	Cumulative GPA ≥ 2.0	Cumulative GPA ≥ 2.0 % Total
Ethnic Minority	124	120	96.7%
Non-ethnic Minority	63	61	96.8%
Total	187	181	96.7%
Percentage of Minority	66.3%	66.3%	

Learning Support Services:

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

The **Learning Support Center** (LSC) offers drop-in peer one-on-one and small group tutoring in almost all ASU-J 1000 and 2000 level general education courses as well as some upper-division core courses. **Supplemental Instruction** (SI) is an academic support program that targets ASU's "high risk" courses by providing voluntary, organized, peer-led study sessions. **Structured Learning Assistance** (SLA) is an academic support program that likewise targets some of ASU's "high risk" courses similar to SI. However, this program takes academic support one step further by building the SLA workshop times directly into students' schedules. This way, all students registered into the SLA section attend the help sessions. Learning Support Services served 255 or 85.9% students who met minority status for the 2011-2012 academic term.

LSS 2011-2012	Number	Cumulative GPA > 2.00	Cumulative GPA > 2.00 % of Total
Minorities	297	255	85.9%
Non-minorities	521	442	84.8%
Total	818	697	85.2%
% Minorities	36.3%	36.6%	

Goal 2: Enhance Structural Diversity within the Student Body

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

A. Community Leaders Luncheon

The Associate Vice Chancellor worked with African American ministers in Jonesboro on the Dr. Martin L. King, Jr. program and networking for ASU. A luncheon was held with the ministers on the campus to maintain relationships with community leaders and to solicit their continued support in the recruitment of students. Approximately ten (10) ministers, spouses, and guests attended a function which was held on November 7, 2011 (total attendance 32; cost \$826.77).

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 and five (5) currently enrolled students were awarded a total of \$20,000 in 2011-12. Each student received \$1,000 for the fall and \$1,000 for the spring semester.

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

C. The Minority Teacher Scholars Program (MTSP)

The Minority Teacher Scholars Program (MTSP) provided forgivable loans to African-American, Asian American, Native American, and Hispanic students attending Arkansas higher education institutions with approved teacher education programs. These students could be awarded a maximum of \$5,000 for the academic year. The last of these applicants (4 students) from ASU were awarded during the fall 10/spring 11. Unfortunately, the Minority Teacher Scholars Program (MTSP) has changed from loan forgiveness to loan repayment; so technically, the MTSP is no longer available.

D. The Arkansas Geographical Critical Needs Minority Teacher Scholarship Program

The Arkansas Geographical Critical Needs Minority Teacher Scholarship Program is designed to provide scholarships to students attending public or private institutions of higher education in the State of Arkansas with approved teacher education programs. This scholarship is awarded by the University of Arkansas at Pine Bluff for a maximum of four (4) academic years or until such time as they have completed certification requirements. These students may or may not have passed the Praxis I exam. Scholars receive \$1,500 for the academic year and/or \$750 per semester. This year we had 21 students who were awarded the Arkansas Geographical Critical Needs Minority Teacher Scholarship.

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 print and electronic materials, both of which are updated periodically.

F. 3.0 Freshman and Scholars Program

This event traditionally recognizes African American students who have maintained a 3.0 cumulative grade point average. The Strong-Turner Alumni Chapter of the ASU Alumni Association started the program over twenty years ago to recognize the academic accomplishments of students who have performed well on the ASU campus. In recent years, S-TAC has partnered with the Office of Multicultural Affairs in co-hosting this event. The purposes are 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 visibility of minority student accomplishments during Convocation of Scholars week. Over 250 students attended the event in spring 2012 while 400 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 2010-2011, this event served over 52 high school minority students and 16 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 to parent questions. The goal is to reduce the number of incidents in schools and improve the students' motivation to succeed.

H. Arkansas Single Parent Scholarship Fund

This scholarship provides single parent students with a scholarship along with guidance for retaining the award. This year approximately 60 percent of students awarded were minority single parents.

Goal 3. Creating a Welcoming Environment for Minority Students

A. The Multicultural Center

The mission of the Multicultural Center is to provide educational, cultural, and social programs and initiatives that support student success for all students with specific concentration on minority and underrepresented student populations. As part of its vision, the center strives to sustain an inclusive campus environment that values and respects all members of the university community. All services provided by the center are designed to support in the recruitment, retention, and graduation of minority and underrepresented student populations.

B. Multicultural Center Meet and Greet

The annual Fall Explosion (hosted by the Black Student Association) was cancelled in fall 2011 due to weather. The students opted to not reschedule the event. In addition, the Freshman Mixer was not hosted this past year. The Multicultural Center Meet and Greet hosted in September was inclusive of this student population.

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 is 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. Student Government Association:

The diversity efforts of the Student Government Association (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.

B. Action Fund:

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

C. 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.

D. 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.

E. 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 provides student organizations with a central meeting area on campus.

F. Speaker Series:

The Office of Diversity provided funding support to the following Lecture-Concert Committee Programs:

Parker String Quartet, February 13, 2012, Fowler Center's Riceland Hall

Zahra Billoo Residency, February 22-23, 2012, multiple venues

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

A. Black History Month:

A collaborative effort among various student organizations sponsored the 2012 Black History Month. Events included:

- A wonderful fellowship with the Strong-Turner Alumni Association at its Annual Soul Food Dinner; and
- a keynote address from Judge Glenda Hatchett, of the Judge Hatchett syndicated television show.

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 attended the month long series of events.

B. Rev. Martin Luther King, Jr. Week 2012:

In spring 2012, 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:

The university did not host a Hispanic Heritage Week in 2011-12. However, several events were held that targeted Hispanic and Latinos (See "Student Affairs Retention Report" in Appendix D). A comprehensive Hispanic Heritage Week is planned for the 2012-2013 academic year.

D. Multicultural Week:

The purpose of Multicultural Week is to increase awareness of different cultures around the world. The Student Activities Board planned and implemented Cultural Week. All students were invited to attend the following events: Cultural Week Kick-Off with cultural exhibits by international students/various multicultural organizations, Fashion Show showcasing International dance and clothing, Beach Party at the WOLF Center and Dance Night featuring Bollywood, Salsa, and Bellydancing.

E. Delta Blues Symposium:

The eighteenth annual Delta Symposium featured an outstanding Friday morning panel with a number of African American speakers from around the state. The College of Humanities and Social Sciences has already assembled a committee of scholars to work on the 2013 symposium.

F. Soul Food Dinner:

The Soul Food Dinner is a community potluck, where over 500 individuals from all ethnic backgrounds participate. Everyone prepares and brings a favorite dish. This is a longstanding part of the Strong-Turner Alumni Chapter of the Arkansas State University Alumni Association's operating history and tradition at ASU. Traditionally, these potlucks are held to

welcome special visitors and new faculty and to sustain links with the larger Jonesboro community.

G. International Student Mixer/Reception:

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

H. World AIDS Day Conference:

The conference is designed to increase awareness of the impact of HIV/AIDS in rural communities, especially in northeast Arkansas. The conference serves as a foundation for future research, investigating the relationship between HIV knowledge and HIV stigma, substance abuse, and sexual risk behaviors. The third annual conference was held in December 2011 and drew attendees from throughout the region and state.

FACULTY

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

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

Strategies & Current Activities:

- 1.1.1 Educate individual search committees and departments on the process of identifying and recruiting minority applicants.
 - The Coordinator for Diversity Initiatives works with all non-classified position search committees to identify and recruit minority applicants.
- 1.1.2 Extend and document good-faith efforts to identify minority candidates and invite them into faculty applicant pools.
 - As positions become available, every college, department, and administrative unit works to identify and extend personal contacts to qualified minority candidates to assure them of Arkansas State University's commitment to diversity.

- The university continues to employ a web-based employment process which makes it easier for individuals to apply for positions and to track applicant data.

1.1.3 Extend competitive offers to qualified minority candidates.

- Eighteen (18) classified and six (6) non-classified staff positions were filled by minority candidates during the 2011-2012 academic year. One (1) faculty position was filled by a minority candidate.

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

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

Strategies & Current Activities:

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

- Paid sabbaticals and unpaid leave requests are available for faculty members who meet the stated qualifications.
- Three individuals have been supported in their pursuit of a doctoral degree during the fall 2009 semester and completed coursework by spring 2011. One returned to the faculty in fall 2011 and is continuing work toward the completion of her degree. Another tenured faculty member was awarded a full-time release for fall 2011 to work on completion of a book.
- 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 2011-2012. The purpose of this initiative is to promote excellence in teaching, research, and service among minority faculty members by creating positive and safe environments for faculty members to exchange ideas, receive enriching criticism, express concerns, and access a university-wide support system. All four 1.5 hour-long seminars averaged 25 faculty members each.

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

Strategies & Current Activities:

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

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

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

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

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 College of Science and Mathematics had one prospect identified but unfortunately it failed to materialize. The sole purpose of this initiative is designed to provide a mechanism for increasing faculty diversity in

strategic areas throughout the campus.

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

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

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

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

Strategies & Current Activities:

2.5.1 Establish discretionary funding to 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, 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. Scott Shirey, KIPP Delta Founder and Executive Director.
- Members of the campus community sponsored, supported, or organized the following: (1) The 2011 Hispanic May Celebration; (2) Multicultural Week; (3) Black History Month; and (4) MLK Day. Each event featured noted local and regional speakers.
- Diversity seminars and workshops have been developed to address issues such as diversity in the curriculum, teaching minority students, recruiting minority faculty members, and retaining minority faculty and staff members by building inclusive work environments.

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

- The Associate Vice-Chancellor for Student Affairs and the Assistant Dean of Students for Multicultural Affairs continue to work closely with faculty and staff in planning and implementing such programs.

- Minority faculty and staff members serve as advisors to many minority student organizations.
- The entire faculty is encouraged to participate in minority student activities and programs.
- 3.3.4 Evaluate and assess all programs and activities annually to measure effectiveness and impact.
- The campus diversity officer and the diversity faculty fellow oversee the assessment process and make programmatic and other structural changes as deemed necessary.

Staff

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

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

Strategies & Current Activities:

- 1.1.1 Educate individual search committees and departments on the process of identifying and recruiting minority applicants.
 - The Coordinator 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) classified and six (6) non-classified staff positions were

filled by minority candidates during the 2011-2012 academic year. One (1) faculty position was filled by a minority candidate as well.

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 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 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 2012 Hispanic May Celebration; (2) Multicultural Week; (3) Black History Month and (4) Martin Luther King Day. Each event feature noted local, regional, and national speakers.
 - Diversity seminars and workshops have been developed to address issues such as diversity in the curriculum, teaching minority students, recruiting minority faculty members, and retaining minority faculty and staff members by building inclusive work environments.
- 3.3.3 Develop opportunities for mentoring and partnering between ASU staff and the off-campus community.
- An African American pastoral advisory committee to the Division of Student Affairs strives to meet quarterly and provides an opportunity for the community to engage in direct dialogue with the campus.
- 3.3.4 Provide training for staff to help them become more understanding of the various minority student, faculty, and staff groups and their needs.
- The Office of Diversity and the Counseling Center have collaborated to develop diversity sensitivity and awareness training for the campus.
- 3.3.5 Support minority networks by providing resources and recognition.
- Funding will be provided to increase the number of minority fellowship and networking opportunities.

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

Strategies & Current Activities:

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

APPENDIX A – ACT 1901 of 1999

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

SECTION 1.

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

SECTION 2.

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

SECTION 3.

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

SECTION 4.

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

SECTION 5.

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

Supplemental Information:

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

APPENDIX B – ASU AFFIRMATIVE ACTION POLICY & GOALS

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

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

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

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

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

2. Strategies for Accomplishing Employment Goals:

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

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

4. Affirmative Action Student Recruitment Strategies:

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

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

6. Affirmative Action Graduate Student Recruitment Strategies:

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

APPENDIX C

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

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

I. THE MEANING OF DIVERSITY

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

II. THE DIVERSITY RATIONALE

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

Democratic Rationale

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

The Educational Rationale

The quest for knowledge is central to the very existence of Arkansas State University and universities in general. While portions of knowledge may be attained in various segments of the university and society, the fullness of knowledge can only be obtained when people of all races, ethnicities, colors, genders, religions, socio-economic statuses are free to gather and exchange their life's experiences, problem solving skills, methods and styles of communications, values, beliefs, and ways of thinking and learning in an environment that encourages the presence and participation of all who desire to be affiliated with the academy.

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

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

Moral Rationale

Arkansas State University is uniquely situated given its immediate access to significant populations of students who come from predominately white and predominately black school districts and counties that represent some of the most economically disadvantaged communities in the United States, if not the world. The suburban and urban populations of the Memphis metropolitan area add yet another dynamic/factor/element to this mix/equation. While the demographics of the state of Arkansas reflect a population that is approximately 77% white and 15.4% black and 7.6% consisting of other minorities. (Source, U.S. Bureau of Census 2010 Estimates) It is important to note that the broadly-defined Delta Region, a major component of ASU's service area, has a Black population of 24.7%.

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

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

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

III. PREREQUISITE FOR SUCCESS

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

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

IV. VISION AND MISSION STATEMENTS

Vision Statement

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

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

Mission Statement

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

V. THE PROCESS FOR ACHIEVING DIVERSITY

A. Structural Diversity

Structural diversity refers to numerical and proportional representation of students, faculty and staff from different racial/ethnic groups throughout the university, including its programs and activities. (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, 1999). This level of diversity will be achieved via the following goal:

RECRUITMENT:

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

Action Plan:

1. The university must continue to monitor the student/faculty ratio as they relate to gender and ethnicity. According to the fall 2011 IPEDS Fall Enrollment Survey, minorities accounted for 19.4% of the enrollment base. African Americans were the largest ethnic minority group accounting for 15.3% of the total enrollment base. Conversely, of the 485 total full-time faculty, only 14.4% are minority with only 6.4% African American, 6.0% Asian and 2.1% classified as Hispanic, Native American or two or more races. From a student access standpoint, this equates to student-faculty ratios of 30:1 for ethnicities classified as other, 25:1 for whites and 69:1 for blacks. Goals for minority faculty recruitment must always consider the following: (1) Retirement and Attrition of minority faculty members; (2) The number of total faculty may continue to grow; and (3) The student body may continue to grow. Combined, this produces a “moving” target that the university must strive to meet.
2. The university must support a ten-year process for strategic hires in selected departments with an emphasis on departments where there are no African American, Latino, or female faculty members.
 - i. Additional faculty lines must be created to support and sustain this strategic hiring initiative.
 - ii. The university will initiate a formal “Grow-Your-Own” program whereby promising minorities are provided financial support as they pursue terminal degrees.

- iii. Implement and fund Pre-doctoral Teaching Fellowships for Minority Scholars.
- 3. The search and selection process must be continuously monitored to ensure potential minority employees are treated fairly and equitably throughout the search and selection process.
- 4. The campus community and search committees must be continuously educated on how to conduct searches that will attract more diverse applicants into each position pool.
- 5. Review and modify the Search and Selection Plan on an annual basis to assess effectiveness of the process and allow input from the various constituent groups.

RETENTION AND DEVELOPMENT:

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

Action Plan:

- 1. Develop and recognize best practices in creating and maintaining a welcoming environment for minority faculty, staff, and students.
- 2. Engage in intentional activities to maintain a welcome environment and to combat the “chilly climate” that may be experienced by female and minority faculty members.
- 3. Assign mentors to all minority faculty and staff members who are new to the university or to their current position.
- 4. Create friendly and honest peer evaluation groups to help assess the job performance of minority employees.
- 5. Continuous individual meetings between faculty and department chairs to review teaching evaluations, research progress, PRT progress, and conduct yearly goal setting with interim reporting.
- 6. Provide opportunities for minority faculty and staff to assess their satisfaction with the work environment and their development as a professional.
- 7. Conduct an institutional climate review every three years.
- 8. Conduct exit interviews with persons who transfer to other departments or leave the university altogether. Emphasis should be placed on ascertaining why individuals felt compelled to seek employment elsewhere.
- 9. Encourage and support faculty in their pursuit of research that may fall outside of the traditional realms of research.
- 10. Determine the role that service to students, the campus, and the community will have in the reward systems for faculty and staff, especially for those who advise and mentor significant numbers of students.

11. Monitor departmental interactions to ensure that all faculty have an opportunity to participate in all formal and informal departmental functions.
12. Define ombudsman and determine how to incorporate an ombudsman into the employment/grievance process.
13. Provide continuing education for the ASU faculty and staff populations on diversity employment and retention issues.
14. Ensure proper representation of minorities and women on all university committees, panels, taskforces, etc. Particular care should be given to all selections or appointments that result in recommendations or decisions that will impact the work environment.
15. Annually disseminate data regarding Ph.D. and M.A./M.S. production by race/gender across fields to identify those areas where special efforts might be needed. Such data will come from The American Council on Education's annual status report on Minorities in Higher Education, and the annual *Survey of Earned Doctorates* compiled by the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, The National Endowment for the Humanities, the U.S. Department of Agriculture, and the National Aeronautics and Space Administration.

B. Diversity-Related Initiatives

GOAL: *Introduce Initiatives to the Campus that will Encourage Understanding of Diversity, Build Support for an Inclusive Environment and Create Opportunities for Diversity Dialogue.*

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

Action Plan:

1. Diversity Excellence Award –The purpose of this award is to encourage excellence through diversity in academic departments by recognizing those departments that exhibit the highest commitment to excellence through diversity with an emphasis on recognizing best practices that are sustainable.
2. Diversity Pilots Program – Provides mini-grants to pilot new diversity initiatives throughout the staff and student body. The goal of the program is to empower and encourage campus members to become actively involved in diversity initiatives.
3. Quality Teaching Circle –The purpose of this initiative is to promote excellence in teaching, research and service among minority faculty members by creating positive and safe environments for faculty members to exchange ideas, receive enriching criticism, express concerns, and access a university-wide support system.

4. Strategic Hiring Fund – Provides recruitment and retention assistance by helping fund the first-year salary of certain high-priority minority or female faculty and staff hires.
5. Diversity Conversation Series (Discussions in Diversity) – The goal of this initiative is to encourage small group diversity-based dialogue throughout the campus on a consistent basis.
6. Diversity Incentive Grants Program – Monetary grants are to be provided to faculty and staff members to pursue diversity-related research, create diversity-based courses or infuse diversity into existing courses. Additionally, grants are to be provided to staff members to engage in initiatives designed to improve workplace climates.
7. Diversity Speaker Series – This series will formally introduce diversity dialogue to the campus by inviting presentations from national, regional, and local speakers.
8. Quality Learning Circle – The purpose of this initiative is to promote excellence in learning among minority students by creating positive environments for students to learn from faculty members and other students in non-classroom settings. Additionally, students will receive the guidance, encouragement and support to become higher academic achievers.
9. ASU Diversity Education Initiative – The goal of this initiative is to educate all members of the campus community on diversity sensitivity and awareness issues and to equip all with the skills to navigate and manage across difference.
10. Student Incentive Grants – The goal of this initiative is to encourage students to work together by funding collaborative proposals that help impart the university's commitment to diversity throughout the student body.

DIVERSITY AND THE STUDENT BODY

Minority Student Outreach, Recruitment, Retention and Academic Performance:

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

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

ASU STUDENT GRADUATION RATES (SIS Student Enrollment Information)

	African American Male	African American Females	White American Male	White American Female	All Full-Time First-Time Freshmen
Graduated within 4 yrs.	9.0%	20.6%	21.9%	32.6%	25.0%
Graduated within 5 yrs.	18.8%	24.5%	37.3%	45.3%	37.0%
Graduated within 6 yrs.	23.9%	27.2%	42.9%	46.5%	40.2%

African American student retention is another issue that must be addressed by the university. The most recent 1st to 2nd year retention rates reflect a decrease in the retention of African American males, and the rate for African American females reflect a slight increase from the previous year. The 2nd to 3rd year retention rates for African American Males increased in the past year. The 3rd to 4th year retention rates for African American males declined and continue to lag behind those of other student groups.

The goals and strategies outlined below must be attained if the university is to experience sustained long-term growth and be viewed as a college of choice for minorities as America continues its transformation into a multicultural and multiethnic society devoid of a majority group. A key component of addressing the academic improvement of minority students centers around the creation of an academic mentor/advisor position whose primary function will be to develop, implement, and coordinate initiatives, programs and university functions and services to improve the academic performance of minority students with particular emphasis placed on African American males. Specific goals and initiatives are contained in the following table:

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

is culturally sensitive.	admission policies.		Graduate School	
Clearly show support of Native Americans, Latino, Asian American, and international students.	Expand the focus of Multicultural Student Affairs		VCSA, DI	
Have minority students be the recruitment tools in their hometown areas.	Develop a program		VCSA, VCAA, VCUA	
Have programs to learn about different cultures.	Establish a multicultural center	Completed.	Chancellor, VCSA	
Collect lists of potential underrepresented students.	Explore the possibility of buying lists		VCSA, VCAA	
Continue to provide support for ongoing initiatives.	Link faculty with high school counselors, cultivate relationships with elementary and middle school children, and work with university area feeder schools		VCAA	
Develop a plan of communication.	Communicate with junior high school students during career-development portion of their curriculum		VCSA, VCAA	
Develop recruitment strategies for academic programs.	Provide competitions, camps, or conferences to attract young minority students		VCAA, ATHLETICS, DI	
Enhance relationships with high school counselors, especially those who work in schools with high percentages of students of color.	Bring to campus small group counselors to meet students, administrators, and tour facilities		VCSA	
Utilize a counselor advisory group.	Develop a counselor advisor group		VCSA	
Sponsor a greater number of on-campus opportunities.	Provide over-night visits for potential minority students and their families		VCSA, VCAA, VCUA, DI, ATHLETICS	
Bring more students from underrepresented groups to campus.	Design more programs, events, and tours of facilities		VCSA, VCAA	
Introduce a high concentration of minorities to ASU and its array of programs and opportunities.	Initiate a Leadership Development Outreach Program for deans, chairs, and faculty to visit targeted institutions (e.g. high schools, churches, military)		VCAA	

Develop off-campus professional outreach programs to serve a statewide audience.	Identify the best positioned units and programs to deliver outreach programs		VCAA, VCSA, VCUA, DI	
Establish registered student organizations.	Develop organizations for Native Americans, Asian Americans, and Latino students.		VCSA, VCAA, DI	
Ensure ASU is in compliance with ADA and ADAAG Regulations.	Director of Office for Students with Disabilities will take a proactive approach with Finance and Administration to ensure compliance.		VCSA, VCFA	
Enhance the college exploration process for low-income and first-generation youth.	Use the Educational Talent Search Program and the National Youth Sports Program for enhancement.		VCSA, ATHLETICS, VCAA	
Implement additional admissions outreach strategies.	Hire two undergraduate and graduate recruiters to aid in outreach strategies		VCSA, VCAA	
Increase the number of employees from underrepresented groups whose dependents apply to undergraduate programs.	Develop and enhance relationships with local corporations		VCSA, VCFA, VCAA	
Serve as a bridge between current students and graduates.	Increase support for alumni associations of underrepresented groups		VCUA, DI	
Establish linkages and relationships with school districts comprised of high Latino student concentrations.	Linkages and relationships need to be established with Hispanic-serving institutions and relationships developed with Arkansas towns, cities, and school districts that have high concentrations of Latino students		DI, VCAA	
Increase weekend, evening, and distance learning courses being offered.	Evaluate the supply, demand, and feasibility of offerings to target minority populations		VCAA, VCSA	
Promote university events for 10 th and 11 th grade and middle school students.	Create and fund marketing tools such as a multicultural brochure, video, and website		VCSA, VCUA	

Enhance the campus-wide plan for recruiting students from underrepresented groups.	Increase the region of travel and secure institutional membership in key academic minority organizations		VCSA, VCAA, DI	
Expand the university visitation programs.	Include regular visits from targeted constituent groups (i.e. McNair Scholars, Honors Programs, and National Merit Students)		VCAA	
Recruit minority students to specific majors.	Work with academic colleges to develop departmental and college level plans		VCAA	
Target African American students in counties where there are high concentrations of minority students.	Submit an Upward Bound Math/Science grant proposal to the Department of Education		VCAA	
Create a directory for targeting underrepresented groups.	Develop a directory of all services available.		VCSA	
Implement additional diversity training on campus.	Include diversity training as a part of the preparedness programming for orientation leaders, campus ambassadors, resident assistants, and other student groups representing the campus		VCSA, DI	
Target Asian Americans from the Central Arkansas region.	Create a recruitment plan		VCSA	
Expand “Discover Diversity Through You” Initiative.	Provide transportation for overnight trips to central, southeast, eastern, and northeast Arkansas		VCSA, DI	
Involve the Parent Association more aggressively.	Recruit parents of currently enrolled minority students to share testimonials and serve as partners; work with Alumni		CHANCELLOR, VCSA	

Goal 2: Increase the institution's graduation and retention rates by developing specific programs for underrepresented groups below the institutional average.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (PERSON/COMMITTEE/UNIT)	COMPLETION DATE
Provide interactive classroom environment, leadership development opportunities, meaningful community service, part-time employment on campus, orientation to student services, and form relationships with faculty, staff, and other students.	Establish a six-week summer residential institute for high school seniors who will be attending ASU in the coming fall semester		VCSA, VCAA	
Provide computer-based and self-paced remedial/developmental instruction for all ASU student-learners who require it.	Develop a "learning center" staffed with CESL instructors and graduate assistants		VCAA	
Provide short course offerings on selected topics related to diversity as encountered in the workplace, US Society, or other cultures.	Develop a Horizons Program for ASU juniors and seniors		VCAA, DI	
Provide a campus laboratory for the development of leaders for the 21 st century.	Create a Leadership Institute providing a combination of seminars, student research, leadership retreats, fellowships and internships, a leadership sequence of study and lectures with noted leaders and leadership authorities. The Institute also will expand the commitment of students to resolve social problems and address human needs.		VCSA, VCAA	
Provide technology and electronic information for persons with disabilities.	Continue to improve access for disabled individuals		VCSA, VCAA	
Provide increased networking opportunities for students.	Enhance exchange programs in the United States and abroad		VCAA	
Provide effective student mentoring and advisement strategies for culturally diverse students.	Renew sustained scholarship support for culturally underrepresented students		VCAA, VCSA, DI	

Design ways to reflect the service needs of underrepresented populations.	Increase graduate enrollment in education, nursing, agriculture, engineering, and social work		VCAA	
Create better definitions for ethnicity.	Examine the options given to students by other schools in terms of self-categorizations		DI	
Provide internships for students from underrepresented groups.	Seek corporate support		VCAA, VCSA	
Explore diversity issues in depth.	Expand exploration of issues through the First-Year Experience courses		VCAA, VCSA	
Increase student understanding of individual differences.	Include in student orientation program context addressing components of living and participating in a communal and multicultural environment		VCSA, DI	
Provide networking opportunities to students from underrepresented groups.	Comprehensively target minority alumni for inclusion in a career network program to provide information, support, and job opportunities		VCUA	
Goal 3: Increase the amount of financial support for programs, services, and scholarships which target students from underrepresented groups.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (PERSON/COMMITTEE/UNIT)	COMPLETION DATE
Increase enrollment of students from underrepresented groups in the areas of sciences, nursing, health professions, engineering, and business.	Identify scholarship and grant programs		VCAA, VCSA, DI	
Identify all possible sources of public and private funding.	Expand access to resources for students from underrepresented groups		VCUA, VCSA, DI	
Target students from underrepresented groups for scholarships.	Expand scholarship programs for 2-year institutions		VCUA, VCSA	

Explore grant and gift possibilities.	Provide staff to research, write, and promote public and private funding opportunities		DI	
Provide outreach programs in communities with large minority populations.	Increase financial resource awareness in underrepresented student and family groups		VCSA	
Offer a debt-free degree to students. Students will be guaranteed a debt-free degree if they work on campus 10-12 hours weekly in a federal work-study job during their four years on campus. The rest of the students' needs are funded through a combination of federal, state, university, private grants, and scholarships.	Explore the feasibility of an initiative similar to the Carolina Covenant, which is aimed at low-income students		VCSA, VCUA	
Goal 4: Impart the University's commitment to diversity values to the ASU community and its constituents.				
Promote Best Practice/Competencies in diversity.	Determine, implement, and reward		DI	
Enhance diversity efforts, such as library, video, and other media.	Provide academic and programming resources		DI	
Promote Preview Day and Orientation activities.	Include minority students, faculty and staff leaders		VCAA, VCSA	
Celebrate diversity throughout the ASU community.	Reward research and the development of diversity programming within the ASU community and its constituent base		DI	

THE CURRICULUM AND DIVERSITY

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

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

Action Plan

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

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

Diversity Vision:

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

Working Definition:

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

GOAL: Effectively incorporate diversity into the curriculum.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
1. Develop learning outcomes for diversity in the curriculum.	Adopt a definition of diversity	Presented to Strategic Planning Steering Committee in mid-February 2004.	Diversity Taskforce with input from campus community.	Ongoing
	Review existing ASU documents to develop diversity-related learning outcomes		General Education Committee/DI	
	Draft learning outcomes for diversity in the curriculum		General Education Committee	
2. Develop an inventory of current diversity course offerings.	Create a comprehensive survey instrument to inventory courses that meet one or more of the learning outcomes Distribute to department chairs at the beginning of Fall 04.	Ongoing.	GEC/DI	
3. Review models of diversity in the curriculum at other universities.	Review models of other institutions that have incorporated diversity into the curriculum	Review of diversityweb.org Review of peer institution cultural diversity courses	GEC/DI	
		Prepare summary of peer institutions' diversity requirements	GEC/DI	
		Review summary of peer institutions & AACU survey on diversity requirements	GEC	

GOAL: Effectively incorporate diversity into the curriculum.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
	Identify curriculum models to include diversity in the curriculum. Possibilities include: (1) Requirements in GE (select from a range of course offerings) (2) Infusion in GE (3) Infusion in major (4) Requirement in the major (5) All students take same course (SUNY Buffalo)		General Education Committee	
	Evaluate the curriculum models		GEC	
	Identify academic research that identifies the best method to include diversity in the curriculum		GEC/DI	
4. Select the most Appropriate model of diversity in the curriculum for ASU.	Compare inventory of ASU diversity course offerings to other university models that incorporate diversity into the curriculum		GEC/DI	
	Create most appropriate model for ASU		GEC	

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

GOAL: Effectively incorporate diversity into the curriculum.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
	Promotional plan to increase understanding of the need to incorporate diversity into the curriculum by the faculty		GEC, DI	
OUTCOME:				
1. Prepare a report to the Provost, The General Education Committee, and The Faculty Senate.	In progress.			

6. MEASURES USED TO ASSESS SUCCESS

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

Action Plan

1. Every 5-6 years the university will conduct a campus climate survey and compare the results to the initial baseline data to assess the effectiveness of implemented diversity initiatives. Additionally, such data will be used to guide the planning, development and implementation of future initiatives.
2. Hiring data shall be maintained and reported for all departmental units on a yearly basis. Such data shall include the race and gender of all persons the university hired and interviewed, including telephone interviews. Additionally, a breakdown of all applicants, by position, shall be provided throughout the year.
3. Conduct annual assessment of diversity employment & retention progress towards employment goals through opinion sessions, focus groups, reproducible cultural audits and campus climate inventories.

4. Develop a mechanism to assess the level at which constituents from the various ASU campuses are contributing to University's on-going, employment and retention assessment.
5. Develop an instrument to assess in-coming freshmen to determine their diversity competencies. Additionally, similar instrumentation will be developed for current students and recent graduates to determine the impact diversity throughout the campus (faculty, staff, student body, curriculum, and programs) on them and their careers.

7. ACCOUNTABILITY MEASURES

GOAL:

DEVELOP AND IMPLEMENT DIVERSITY ACCOUNTABILITY MEASURES

- Develop incentives and disincentives for all supervisors in the areas of recruitment and retention of minority employees. Additionally, these measures will apply to gender issues in areas where under-representation remains an issue.
- Integrate diversity as a component for evaluating all supervisors.
- Campus units will develop, present and implement individual diversity plans consistent with the goals, principles and suggestions outlined in the diversity strategic plan. These self-developed plans shall be used to help assess accountability.

APPENDIX D--Unit Reports

College of Agriculture and Technology 2011-2012 Minority Retention Report

I. Recruitment

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

We follow “Achieving Structural Diversity at Arkansas State University: The Search Process” in recruitment of new faculty.

Presently, the College of Agriculture and Technology (CoAT) does not have specific programs directed toward recruitment of minority staff. However, the same approach used for faculty searches is used when staff members are replaced. The CoAT ambassadors program exists to help the college with recruiting and student activities. Two students from each major area are selected each year by the faculty. We encourage minority and female students to be ambassadors. This year one Japanese female (Chiho Ikarashi) served along with four other females and two males. Last year, an African-American (Shellvey Robinson) served as an CoAT ambassador.

Recently, representatives from the CoAT participated in the stAte Connection. We met with several African American high school students about our majors in the CoAT.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in fall 2011 and re-enrolled in spring 2012. (See “*Institutional Research: Minority Progress Reports*,” in Appendix).
- C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

No position offers were extended to minority candidates during the 2011-2012 academic year in the CoAT.

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

None

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

Paul Armah has been on our faculty since 1997. Paul is from Ghana, Africa and has mentored several African-American students since coming to ASU in 1997. Most recently, Paul mentored Craig Walker who graduated with a BSA in May 2011 and now is in an MS program at University of Arkansas. Paul has also mentored many international students.

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

Our goal is to achieve diversity among the faculty, staff, and students in the CoAT. Dr. Soohyoun Ahn, an Asian American female, was on faculty since 2006 but left in December 2011 for a job at the University of Florida.

We hope to add at least one new faculty member in 2012-13, and we intend to make a strong effort to recruit a minority or female for this position.

Department of Athletics 2011-2012 Minority Retention Report

I. Recruitment

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

1. Position openings in the coaching staff and administrative units in Athletics are advertised with the Southwestern Athletic Conference, The Mid-Eastern Athletic Conference, the Minority Opportunities Athletic Association, and/or by contacting other minority representatives across campus and within intercollegiate athletics. Every effort is made to ensure a diverse pool of applicants for each position.
2. During the 2011-2012 academic year, minorities were encouraged to apply for all positions in the athletic department.
3. Although there is not a specific plan to recruit minority student-athletes, coaches are encouraged to recruit students who can contribute to the diversity initiatives of the university.

B. Number of minority student-athletes:

SPORT	AFRICAN-AMERICANS	HISPANIC AMERICANS	ASIAN AMERICANS	NATIVE AMERICANS	TOT.
WBB	12	1	0	0	13
WB0	0	1	0	0	1
WGO	0	0	0	0	0
WSO	1	0	0	0	1
WTE	0	0	2	0	2
WCC/ WTK	14	1	0	0	15
WVB	3	1	0	0	4
MBA	2	0	0	0	2
MBB	11	0	0	0	11
MFB	81	0	2	0	83
MGO	0	0	0	0	0
MCC/ MTK	14	1	1	0	16
TOTAL	138	5	5	0	148

There were 357 total student-athletes at ASU during the 2011-2012 academic year. The percentage of student-athletes represented by minorities is 41%.

C. Positions offered to minority candidates:

- a. Assistant Men's Basketball Coach – African American Male
- b. Head Woman's Volleyball Coach – Asian/Pacific Islander Male

- c. Assistant Football Coach – African American Male
 - d. Assistant Football Coach – African American Male
- D. Positions filled with minority candidates:
 - a. Assistant Men's Basketball Coach – African American Male
 - b. Head Woman's Volleyball Coach – Asian/Pacific Islander Male
 - c. Assistant Football Coach – African American Male
 - d. Assistant Football Coach – African American Male

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority staff or students during the 2011-2012 academic year:
 1. The Student-Athlete Advisory Committee (SAAC) is comprised of two student-athletes representing each ASU team. The following student-athletes were members of SAAC for the 2011-12 academic year: an African American Men's Basketball student-athlete, an African American Men's Track & Field student-athlete, an African American Football student-athlete, and an African American Women's Basketball student-athlete.
 2. Team Honorees for the Sun Belt Conference Sporting Behavior Award for 2011-12 include: an African American Women's Basketball student-athlete, an African American Men's Basketball student-athlete, and an African American Football student-athlete. Institutional Honorees include an African American Football student-athlete. Institutional award winners will accept the award at the Awards Banquet in Destin, Florida in May. There would be a cost associated with this trip should this student-athlete be selected.
 3. An African American Female Women's Track & Field student-athlete has been nominated for the Sun Belt Conference Female Student-Athlete of the Year Award. The Conference award winners will accept the award at the Awards Banquet in Destin, Florida in May. There would be a cost associated with this trip should this student-athlete be selected.
 4. A Welcome Back Reception was held for all student-athletes, coaches, and staff at the beginning of the 2011-2012 academic year. This was a social activity held at the Convocation Center. Everyone involved mingled with one another, promoting diversity and awareness of others. The anticipated outcome was to ensure that all student-athletes and coaches got to know their counterparts in other sports and to promote support and cohesion in the athletic department. The cost for this activity was \$ 2604.54.
 5. Each semester there is an AD Honor Roll celebration. This recognizes all student-athletes that achieved a 3.0 or higher GPA the previous semester. The goal of this program is to have all student-athletes publicly recognized and demonstrate that student-athletes from a variety of backgrounds achieve success in the classroom. A group of student-athletes were

recognized during the fall and spring semester celebrations. There were a total of 174 scholar student-athletes recognized in the fall and 180 in the spring. Adidas backpacks, water bottles and certificates were given to each scholar student-athlete. The cost for this activity was \$9211.65.

6. The academic coordinators meet with a group of their designated sport “at-risk” student-athletes on a weekly basis. They pay attention to time management skills, issues in the students’ life, and speak to the importance of class attendance whether in-season or out-of-season. Often, “at-risk” student-athletes are first generation and minority students. Tutorial services are often assigned to this group of student-athletes. The cost varies depending on how services are structured for each individual student-athlete. The expected outcome is greater success and retention of this population.
7. National Student-Athlete Day was held on April 10, 2012 to celebrate the achievements by all student-athletes and is another activity to reach out to all student-athletes including minority student-athletes in order to increase retention. The cost for this activity was \$750.00.

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

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

College of Business

2011-2012 Minority Retention Report

Accounting

I. Recruitment

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

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

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

- B. Information regarding the number of position offers extended to minority candidates during the 2011-12 academic year.

We have not completed our recruiting process for the year. We have identified 5 candidates for two tenure-track positions. The department does not have access to the candidates' self-reported ethnicity information. Of the 5 candidates, based on their names and international educational background, 4 of them appear to be Asian.

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

None.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-12 academic year.

All Accounting faculty members are encouraged to attend conferences,

workshops, etc. to enhance their professional standing. The department provides as much financial support as possible for professional development as well as research reassignment time.

We announced minority scholarship offered by AICPA and National Association of Black Accountants (NABA), and encouraged minority students to apply for the scholarships. We actively sought out qualifying students to apply for the AICPA and NABA Minority Scholarships. Also, we distributed employment information to senior level minority accounting students.

All students are encouraged to apply for privately funded scholarships. All students are encouraged to apply for the Arkansas Society of CPAs scholarships. This year, a Chinese student received a \$1,500 Arkansas Society of CPAs scholarship.

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

The department chair escorted a group of Hispanic and African-American students to the Central Region NABA conference in October. Two NABA chapter members won scholarships from the Central Region of NABA.

NABA held and sponsored several events that were open to the general university community this year

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

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

The chair serves on the advisory board for Hispanic Community Services, Inc.

The chair urged minority students to participate in the Inroads Minority Internship program. A Management student led an information session about Inroads on campus, and we continue to work towards having a second session this year.

Computer Information & Technology (CIT)

I. Recruitment

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

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

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

The faculty and staff of the department of CIT make themselves available to minority members of the community.

- B. Information regarding the number of position offers extended to minority candidates during the 2011-12 academic year.

No offers extended.

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

None.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-12 academic year.

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

All students are encouraged to become involved in student organizations. AITP sponsored several events that were beneficial to CIT and CS majors.

Dr. Seydel co-wrote a paper with an Asian graduate student that was presented at the Decision Sciences Institute this spring. The student was invited to attend the conference as well.

One CIT student volunteered with City Youth Ministries. He also represented ASU at the national collegiate conference for AITP and in the Acxiom competition.

Management and Marketing

I. Recruitment

- A. We had one open position during this academic year and the search committee was chaired by an African American female faculty member. Our top two picks were minority candidates. After campus visits, we chose to offer the position to our top candidate, who was a minority. Our offer was declined as the candidate chose a school closer to his parents. We began our year with two returning minority faculty and one new minority faculty member. All have been active in student activities. As a result of their activity, three minority students continue to hold officer positions in the Society for Human Resource Management organization (these same African American students were officers last year as well). The president, secretary/treasurer and the VP of Membership are African American students. A minority student also holds an officer position in the ASU Marketing Club as well. We are attracting more minority students with an increase in applications while acceptance and enrollment rates have declined. Our retention has declined slightly as only 8/14 students reenrolled in the spring. Only 2 of the returning students left the College of Business. As a department we will review those who left the COB and the university to determine our role in that process. Our entire faculty is active in recruiting events both on and off campus.

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

Academic Year (Total Minority-Freshman and Transfers)

	Applied	Accepted	Enrolled	Re-enrolled Spring
2010-11	77	41	24	17 (14 same)
2011-12	85	31	14	10 (8 same)

II. Development and Retention

- A. College of Business Teaching Conference was chaired and organized by two by of our department faculty. The event was attended by our minority faculty. The event was supported by the Dean's office. It provides an opportunity to share ideas with our colleagues about one of our most important activities, teaching. Many of our department faculty is actively involved in on and off campus development. Our African American female faculty member is both a product of and serves as the university

representative for The PhD Project and in this role she has the opportunity to mentor minority students considering doctoral studies. She has also personally made it a point to mentor many of our Asian students who are either in her class or have come by her office. She maintains a very open door policy to students, and has also been active with the National Association of Black Accountants (with a Caucasian male faculty member) in helping prepare the students with resumes and interviewing skills. She has been appointed to the Chancellor's Diversity and Globalization taskforce and has made a presentation at a Circle of Trust meeting. She and another white male faculty member have also been involved in helping to recruit prospective football players (80% from underrepresented groups). Many of our faculty is intentional in encouraging diversity in group projects throughout the semester. Another Caucasian male faculty member has also provided international experiences for both our African American students as well as several of our international students. His students have also volunteered at the Hispanic Community Center as part of their community service requirements for The Global Challenge course.

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

Economics and Finance

I. Recruitment

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

Faculty members in our department are very active in recruiting students through Future Business Leaders in America and other avenues. Our department is open and welcoming to all minority students. Our department secretary helps minority students become acclimated to ASU. Both of our student office workers are African American, and they also give significant

assistance to minority students who visit our offices.

The department chair and one faculty member from our department are two of the advisers for Arkansas State University-Jonesboro's Chapter of Phi Beta Lambda (the collegiate affiliate of Future Business Leaders of America). Our department and college devote significant time and financial resources to this organization. This Chapter includes ten African-American students, and two Hispanic-American students. Many of the members of this group travel with the advisers to State and National Conferences. For example, last year, three of the nine students who traveled with the advisers to the National Leadership Conference in Orlando, Florida were African American, and two of the nine students were Chinese. Phi Beta Lambda is a great recruiting tool when we speak with high school students about our department and college.

In addition, many of our faculty members have an interest in minority issues, and this contributes to recruitment of minority students. For example, we had a guest speaker in our Employment Law class about discrimination in business against Muslim women. All of the law faculty members teach Legal Environment of Business, and we also offer an Employment Law class and Real Estate Law class. Discrimination issues are discussed in all of those classes. The law faculty members frequently write about employment law and diversity issues. Two faculty members from our department attended the Annual Diversity Awards Luncheon in 2012.

Currently, the department is not recruiting faculty or staff. However, should a recruiting opportunity arise, we will be open and welcoming to any minority applicants.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2011 and re-enrolled in Spring 2012.

Following is the information for undergraduate students:

	Fall 2011			Returned Spring 2012		
	Applied	Admitted	Enrolled	Same	Different	Total
New Freshmen	64	24	14	9	1	10
Transfer Undergraduate	21	14	11	9	2	11
Totals	85	38	25	18	3	21

See the attached for a more detailed breakdown of these numbers and information about the MBA program.

- C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

Not applicable. We had no open positions in 2011-12.

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

Not applicable. We did not fill any positions in 2011-12.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

Many development resources and activities are provided at the college level. Funding through the dean's office allows minority faculty to travel to conferences and workshops. This summer, an Asian department faculty member will be provided a \$10,000 stipend through the dean's office allowing the faculty member to engage in research. We encourage all department faculty to participate in such developmental activities. The department maintains an open, inclusive environment for all students and faculty. We respond promptly to any perceived or actual behavior that interferes with minority students or faculty enjoyment and use of the resources and services provided by the department. In addition, the college and university provide support to students who plan to attend the Phi Beta Lambda conferences.

Much of the committee work in the College of Business helps with development of minority faculty, staff and students. Faculty members in our department are heavily involved in college committees such as the Faculty Development Committee, the Student Professional Development Committee, and the Honors and Scholarships Committee.

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

We have no current plans to hire new faculty or staff for our department at this time. However, if such a need arises, we will certainly encourage minority applicants. For students, we will continue to be an inclusive, open department that is concerned about student welfare. We have and will continue to work with all parties on campus as minority students are recruited and retained. We shall continue to examine and re-examine possible ways that we may further recruit and retain minority students.

College of Communications 2011-2012 Minority Retention Report

I. Recruitment

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

No department had any faculty vacancies during 2011-2012 academic year.

The College continues to target historical black institutions for graduate recruiting, making assistantships, and Hearst Fellowships available to candidates. Seven assistant positions were occupied by African-Americans in 2011-2012.

The College continues to use its Hearst Minority Fellowship endowment income to recruit and retain minority students at the graduate and undergraduate levels. \$11,000 in scholarships was funded in 2011-2012. The Hearst Endowment, which was initiated in the late 1980s, is approximately \$250,000.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2010 and re-enrolled in Spring 2011

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

- C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

We did not have any open positions at the college in the year 2011-2012.

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

None. See above.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

Title of the Activity/Program: Professional Development

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

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

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

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

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

Purpose of the Activity/Program: Encourage professional interaction between students and journalists in NABJ and to develop professional identities of students.

Financial Amounts Expended for Activity/Program: NA

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

Anticipated Outcomes (Short-term and Long-Term): See purpose above.

Ultimately the program should provide successful role models for students pursuing journalism as a career.

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

The college's recruiting and retention goal for faculty members in twofold: Consistent with standards recommended by the Association for Education in Journalism and Mass Communications, the goal is that 50 percent of faculty will be minority and/or women. In 2011-2012, 13 of 26 were women and/or minority. A second goal is that the percentage of minorities be consistent with the percentage of minorities in the region. In 2011-2012, 7 of 26 (27%) faculty members were minorities.

For students the target is for 20 percent of the majors to be minority. The percentage in fall 2011-2012 was 23% (95 of 393).

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

College of Communications
Arkansas State University
Diversity Plan 2011-2012

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

Employees

The college's recruiting and retention goal for faculty members (consistent with the standards established by the Accrediting Council on Education in Journalism and Mass Communications) is that 50% of faculty will be minority and/or women. In 2011-2012, 13 of 26 were women and/or minority. A second goal is that the percentage of minorities be consistent with the percentage of minorities in the region. In 2011-2012, 7 of 26 (27%) faculty members were minorities.

Strategies for Accomplishing Employment Goals

1. All administrative and faculty positions will be advertised in national publications that reach women and minorities. In addition departments will disseminate announcements in the following ways:
 - a. Send announcements to affirmative action resume banks.
 - b. Send announcements to all college and universities with graduate programs appropriate to the position.
 - c. Send announcements to appropriate academic programs at colleges and universities with significant minority enrollment.
 - d. Contact alumni, academic, and professional sources personally to identify possible female and minority candidates for positions.
2. In any search, qualified female and minority applicants will be identified and at least one will be invited to interview.
3. It is appropriate to identify and hire exceptional minority and female candidates from the alumni of the college's master's degree program. Faculty members employed in this manner will be encouraged to work toward a terminal degree. African-American candidates working on a terminal degree historically have been eligible for support equal to 50 percent of salary for two years of study if they have three years of service at the university. African American candidates may also apply for support from a state-supported program. The college will assist female and minority candidates in

identifying financial support for study toward a terminal degree and will work with the university to increase the length of support when appropriate. Employees who receive such support must return to the university for an amount of time equal to the compensated leave.

4. The hiring of part-time and adjunct faculty will be consistent with the goals of the full-time hiring strategy.
5. Annual evaluations of chairs and other administrative personnel will include consideration of success in achieving affirmative action goals.

Students

It is the goal of the College of Communications to enroll a percentage of female and minority students at least equal to the percentage of enrollment in the university and preferably at least equal to the percentage of female and minority students in ASU's service area. For students, the target is for 20 percent of the majors to be a minority. The percentage in 2011-2012 was 23 percent.

Student Recruitment Strategies

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

and development a sense of commitment to professionalism among minority journalism and radio-television majors.

7. Progress toward achieving the goals will be assessed annually by the chairs and the dean and reported to faculty, staff and the Office of Academic Affairs and Research.

A Diverse Environment

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

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

College of Education 2011-2012 Minority Retention Report

I. Recruitment

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

Center for Excellence in Education

The Center for Excellence in Education (CEE) sends doctoral materials to all public schools and community colleges within a 150 mile radius of Arkansas State University (ASU). Included in this mailing are schools that are heavily minority. The CEE is represented by the Graduate School in Graduate Fairs and has recruited at historically black institutions throughout a three-state area. Students presently enrolled at ASU are also recruited from masters and specialist level courses. Our newsletter includes pictures of cohort members (which are approximately 40% minority). Word of mouth seems to stimulate a great amount of interest in our program.

Educational Leadership, Curriculum & Special Education

Faculty Recruitment

- Advertising in minority-oriented publications for new faculty
- Personalized recruiting
- Mentoring for new faculty members
- Student Recruitment
- Higher Academic Partnership marketing campaigns
- Availability of scholarships
- Availability of graduate assistantships
- Accessibility of programs and courses available via web and university sites

Health, Physical Education & Sport Sciences

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

Faculty Recruitment

- Make telephone calls
- Send personalized letters to potential candidates

- Write e-mails
- Talk face-to-face with people who might nominate potential minority candidates
- Approach potential applicants at professional meetings/conferences
- Consult minority faculty members on campus about effective methods of outreach

Student Recruitment

Actively recruit graduate minority students

Psychology & Counseling

The Department of Psychology and Counseling is cognizant of the benefits inherent in having a diverse department and desires a diverse student and faculty body. Therefore, the department continues to be committed to the recruitment of individuals who will assist in diversifying the department. The following illustrates the department's strategies to increase faculty diversity:

Faculty Recruitment

- Positions are advertised in the Chronicle of Higher Education, Blacks in Higher Education, The American Association of Hispanics in Education, the Southern Regional Education Board, and other online resources
- Personal emails to representatives at colleges and universities

Student Recruitment

- New Student Orientations (NSOs) are utilized to strongly encourage students of color to apply in both the undergraduate and graduate programs

Number of minority students enrolled in fall 2011 and re-enrolled in spring 2012

	# Applied	#Accepted	Enrolled Fall 2011	Re-enrolled Spring 2012	Retention %
Education	699	378	227	168	74%

(Numbers prepared by the Office of Institutional Research and Planning, March 2012)

Number of position offers extended to minority candidates:

Educational Leadership, Curriculum & Special Education

All minority faculty members have been retained during the 2011-2012 academic year.

Health, Physical Education & Sport Sciences

All minority faculty members have been retained during the 2011-2012 academic year.

Psychology & Counseling

An active search is underway to fill an existing faculty position for the 2012-2013 academic year.

Teacher Education

No tenure-track positions were available the 2011-2012 academic year; two instructors of color were hired through the ADTEC grant and ADTEC grant respectively. One other minority female was hired to supervise student interns during the fall and spring semesters.

Positions within your areas that were filled with minority candidates:

Educational Leadership, Curriculum & Special Education

One minority faculty member moved from the Department of Teacher Education to the Department of Educational Leadership, Curriculum and Special Education to replace a non-minority faculty member that moved to another position on campus.

Health, Physical Education & Sport Sciences

No full-time openings were available for the academic year 2011-2012.

Psychology & Counseling

An active search is underway to fill an existing faculty position for the 2012-2013 academic year.

Teacher Education

No tenure-track positions were available the 2011-2012 academic year; two instructors of color were hired through the ADTEC grant and ADTEC grant respectively. One other minority female was hired to supervise student interns during the fall and spring semesters.

II. Development and Retention

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

Educational Leadership, Curriculum & Special Education

Faculty

- Mentoring by a fellow faculty member and chair of the department
- Professional development activities including travel and registration at professional meetings/conferences--\$2,500/per year for each faculty member
- Providing service leadership opportunities to assist in meeting PRT requirements

Students

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

Health, Physical Education & Sport Sciences

Faculty

- Faculty member served as panelist at the Empowering Tomorrow's Women Today Leadership Conference

Students

- Participated in the ASU's Multicultural Minority Recruitment Program

Psychology & Counseling

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

Teacher Education

- **Title of the Activity/Program:** PLATO Praxis Prep Workshop
Purpose of the Activity/Program: With the assistance of the Coordinator of Field Experiences, two workshops are given at the beginning of the semester to explain the PLATO Simulated Pre-Professional Skills Test (PPST. This workshop registers students for the PLATO Simulated Test System, allowing them to become familiar with test content and identify strengths and weaknesses in hopes of increasing the pass rate on the Praxis I
Financial Amounts expended for the Activity/Program: The Praxis workshops are a complimentary service to all of our Minority Teacher Education majors
Number of Minority Students, Faculty, or Staff served: 17 students were able to participate in PLATO
Anticipated Outcomes: The workshop helps students to better prepare for the Praxis I: Academic Skills Assessment (PPST), thus increasing the likelihood of admission to teacher education. Workshops were conducted by two African American females, one a faculty member, the other a member of the staff.
- **Title of the Activity/Program:** Diversity Day Workshops for ASU-Mountain Home
Purpose of the Activity/Program: Increase awareness, knowledge, and applications of diversity issues and strategies for working in public schools.
Financial Amounts expended for the Activity/Program: 4 teacher education faculty presented workshops (paid \$250); money received from student course fees
Number of Minority Students, Faculty, or Staff served: 58 students attended
Anticipated Outcomes: 1) Preservice teachers gain awareness, experience, knowledge, and have opportunities to apply knowledge of diverse students
Workshop dates were: August 26 and October 21, 2011
- **Title of the Activity/Program:** ASU Teacher Intern Seminar Sessions on Diversity – August 19, 2011.
Purpose of the Activity/Program: Increase awareness, knowledge, and facilitate an intergroup dialogue about diversity issues and strategies for working in public schools.
Financial Amounts expended for the Activity/Program: This workshop was presented by a Caucasian male faculty member.
Number of Minority Students, Faculty, or Staff served: ECH/MLED Teacher Interns for fall semester.

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

Service in support of diversity:

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

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

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

Center for Excellence in Education

Faculty

Due to a retirement, the CEE began a faculty search in August 2011. Every attempt is being made to diversity the faculty.

Students

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

Educational Leadership, Curriculum & Special Education

Faculty

- Mentoring by a fellow faculty member and chair of the department
- Professional development activities including travel and registration at professional meetings/conferences--\$2,500/per year for each faculty member
- Providing service leadership opportunities to assist in meeting PRT requirements

Health, Physical Education & Sport Sciences

Faculty

- Increase female enrollment in the B.S. Sport Management program by 10% incrementally for the next five years
- Enhance HPESS' website to illustrate the department's efforts for increased diversity perspectives
- Support the College of Education Diversity Committee
- Provide appropriate minority mentoring

Psychology & Counseling

The department of psychology and counseling understand the importance of diversity among its faculty and within the classroom. Members of the department foster diversity by actively recruiting diverse applicants for all open faculty positions. Positions are routinely advertised in targeted professional publications and personal contacts are routinely utilized in an attempt to recruit diverse applications. These actions have become part of the guiding principles behind all of our faculty searches.

Additionally, members of the department actively recruit students from diverse populations through a variety of activities. Faculty members actively mentor McNair scholars, attend minority student workshops and orientations, give presentations at schools, and place students in internship sites which will allow exposure to members from various groups. All students, including minority students, are encouraged to actively participate in research, clubs and organizations, and to take a leadership role on campus. Underrepresented students routinely receive individualized attention from all members of the departments.

Teacher Education

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

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

Preservice teachers are placed in three categories of diversity settings based upon

school size, percentage of students on free lunch and school minority populations. These field/internship placements promote student awareness of cultural, racial, and other diversity issues. This is an important aspect of our accreditation process and a cornerstone of our teacher education programs.

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

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

College of Engineering 2011-2012 Minority Retention Plan

I. Recruitment

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

We follow “Achieving Structural Diversity at Arkansas State University: The Search Process” in recruitment of new faculty. Two searches were conducted in 2011-2012 to fill permanent faculty lines: one in civil engineering and one in electrical engineering. As outlined by the search plan, the recruiting activities included advertising in appropriate professional journals, sending an e-mail to all engineering departments with potential candidates, utilizing the Office of Affirmative Action and Diversity to identify qualified minorities, and sending notices to predominantly minority colleges.

94 applications were received for the assistant professor position in civil engineering (CE), and 59 were received for the assistant professor position in electrical engineering (EE). The hiring process is still on-going, so information on race and gender is not exactly known at this time. It is believed that 5 applicants for the CE position are Asian American and 4 EE applicants are minorities. The applicants for each position will be reduced to about 10 for phone interviews based on qualifications and experience. It is anticipated that three candidates for each position will be brought to campus for interviews sometime in summer 2012.

The College of Engineering does not have specific programs directed toward recruitment of minority staff. However, the same approach used for faculty searches is used when staff members are replaced. One search was performed in 2011 to fill the CEI Design Consultant position (computer technician). Only six applications were received, and none were minority applicants. Four applicants were interviewed in February 2011, with one being hired for the position with a starting date of March 2011.

A College of Engineering ambassadors program was started in fall 2006 to assist with recruiting and student activities. Two students from each engineering discipline area are selected each year by the faculty, giving a total of six ambassadors. Over the past few years, the percentage of minority students in the College of Engineering has steadily increased. We encourage minority and female students to be ambassadors. For 2011-12, one ambassador was female and one was African American. One responsibility of the ambassadors is to schedule visits to their previous high school and to make presentations about the ASU

College of Engineering and programs with an emphasis on recruiting minorities and females.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in fall 2011 and re-enrolled in spring 2012.

The number of freshmen minority students that applied for admission to the College of Engineering for fall 2011 was 69 and the number admitted was 26. The actual number of freshmen minority students enrolled in fall 2011 was 12 and the number of those returning for spring 2012 was 10 (83.3%).

The number of minority transfer students that applied for admission for fall 2011 was 9 and the number admitted was 3. The actual number of minority transfer students enrolled in fall 2011 was 2 and the number of those returning for spring 2012 was 1 (50%).

- C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

No position offers were extended to minority candidates during the 2011-2012 academic year in the College of Engineering.

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

None

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

At the present time, there are two minority faculty members (Asian Americans) in the College of Engineering. There are no special activities utilized to develop minority faculty; all new faculty are assigned a mentor (senior faculty or program director) to help adjustment to ASU and to understand expectations. As the number of African American students increase, we hope to revitalize the American Society for Black Engineers which has not been active for the past several years.

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

Our goal is to achieve diversity among the faculty, staff, and students in the College of Engineering. Our development and retention activities are directed to everyone and not just minorities. However, our minority and female student populations have been increasing, and we have recently added another female faculty member. We hope to one additional minority faculty member in our college when we find qualified applicants.

More effort will be placed on identifying qualified minority and female candidates in the two searches now ongoing in 2012. Once identified, we intend to stay in contact with these candidates throughout the search process, and to complete our selection process in a shorter time period which will hopefully allow us to make offers to these candidates before they accept employment at other institutions.

Finance & Administration 2011-2012 Minority Report

The following report includes information from these offices/units:

- Vice Chancellor for Finance and Administration
- Associate Vice Chancellor for Administration
- Associate Vice Chancellor for Finance
- Budget Planning and Development
- Information Technology Services
- Facilities Management
- Procurement Services & Travel

Recruitment:

- During 2011-2012, positions within Finance and Administration were advertised in local newspapers and posted on the Arkansas State University website. Advertisements were handled in consultation with the Office of Human Resources and in accordance with University policy.
- The following reflects the number of individuals who identified themselves as minorities during the application process during the 2011-2012 year:
 - 148 African American applicants (75 female and 73 male)
 - 5 interviewed/hired
 - 26 interviewed/not hired
 - 17 Asian applicants (7 female and 10 male)
 - 7 interviewed/not hired
 - 11 Hispanic or Latino applicants (4 female and 7 male)
 - 2 interviewed/hired
 - 2 interviewed/not hired
 - 6 American Indian/Alaska Native applicants (4 female and 2 male)
 - 3 interviewed/not hired

Development and Retention:

- Professional development resources are limited; however, all employees, including minority staff members, are encouraged to develop knowledge and skills by attending seminars and training related to their job duties and to complete certification programs to improve skill levels.
- As a result of budget constraints, opportunities for the development and retention of minority staff have been limited primarily to opportunities that arise through retirement or attrition. Planning is ongoing to prepare minority staff within our offices to assume positions of greater authority and responsibility as opportunities arise.

College of Fine Arts 2011-2012 Minority Retention Report

I. Recruitment

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

Department of Art

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

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

Department of Music

The music faculty maintains a visible presence at university recruitment and orientation sessions in an effort to recruit qualified music students for our programs. The faculty is active in recruiting students at the All-State music convention held annually in Hot Springs and at various high school regional band and choir festivals as well as numerous trips to targeted schools for the purpose of recruiting top students into our department. Telephone and email contacts, as well as follow-up contacts, are made to students identified by admissions, alumni and other sources. This year the Department of Music continued its presence in a formal way into the Memphis City Schools and the West Tennessee School Band and Orchestra Association with our faculty providing professional development, clinics for both organizations, and targeted recruiting of minorities.

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

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

Department of Theatre

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

Fowler Center

As in previous years numerous tickets were made available to the head of choral activities for recruitment purposes and distributed to choir directors at Valley View, Nettleton, Jonesboro High School, Bay High School, and Southside High School. Although no figures were kept on the number of minority students who attended, the Director estimated that approximately 20% were minority. Similarly, tickets were made available to the Visual & Performing Arts Magnet School in the Jonesboro District.

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

Bradbury Gallery

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

estimate that approximately 15% of both artists represented in the gallery and visitors to the gallery are minorities.

Department of Art

According to our annual HEADS (Higher Education Arts Data Service) reports submitted to our accrediting agency NASAD (National Association of Schools of Art and Design) the number of minority students (Black or African American Non-Hispanic/Latino, American Indian/Alaska Native, Pacific Islander, Hispanic/Latino and Asian) majoring in the Department of Art in 2011-2012 totaled 27, other/race ethnicity unknown totaled 30, and White Non-Hispanic/Latino totaled 170.

The 2011-2012 HEADS report shows the number of minority students (Black or African American Non-Hispanic/Latino, American Indian/Alaska Native, Pacific Islander, Hispanic/Latino and Asian) majoring in the department of art in 2010-2011 totaled 33, other/race ethnicity unknown totaled 13, and White Non-Hispanic/Latino totaled 169. This represents a 22% increase in minority students majoring in art.

Department of Music

There were 13 minority students enrolled in music studies during the 2011-2012 academic year.

Department of Theatre

Six minority students applied and enrolled in the Department of Theatre in the fall of 2011, five African-American female students and one Asian male student.

Department of Art

There was one position left unfilled in 2011-2012. This Art Education position received 15 applicants via the ASU jobsite.

This position was also advertised through the College Art Association Career Services, the National Art Education Association Career Center, and online at AcademicKeys.com. Letters and position announcements were mailed to all institutional members of the National Association of Schools of Art and Design and the NAEA.

Of 15 applicants: Four were minority candidates.

Department of Music

There were no vacant positions in the Department of Music during 2011-2012.

Department of Theatre

There were no vacant positions in the Department of Theatre during 2011-2012.

Department of Art

The Art Education position has been filled with a non-minority candidate.

Department of Music

There were no vacant positions in the Department of Music during 2011-2012.

Department of Theatre

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

II. Development and Retention

- A. A discussion of the recruitment goals for faculty, staff, or students for the 2012-2013 academic year and the action plans that will be utilized to achieve these goals.

Department of Art

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

Department of Music

The Department of Music continues to aggressively pursue qualified minority candidates for faculty and staff positions, relying on the Coordinator of Diversity Initiatives in recruiting minorities for faculty positions and the Office of Human Resources in recruiting minorities for

staff positions. Minority students are recruited through scholarship opportunities and recruiting visits to public schools and conferences. The instrumental division of the Department of Music anticipates a more aggressive recruiting effort in the Memphis area in 2012-2013 which should increase the number of minority contacts if not the number of minority students actually recruited to the University.

Department of Theatre

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

A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2010-2011 academic year.

Department of Art

At this time the Department of Art has no minority faculty or staff.

Two endowments have been created to assist talented students in purchasing supplies that they could not otherwise afford. While these awards are not directed towards minority students, any student who meets the criteria is encouraged to apply.

Department of Music

The Department of Music continues to aggressively pursue qualified minority candidates for faculty and staff positions, relying on the Assistant to the President for Diversity Initiatives in recruiting minorities for faculty positions and the Office of Human Resources in recruiting minorities for staff positions. Minority students are recruited through scholarship opportunities and recruiting visits to public schools and conferences. The instrumental division of the Department of Music anticipates a more aggressive recruiting effort in the Memphis area in 2012-2013 which should increase the number of minority contacts if not the number of minority students actually recruited to the University.

Department of Theatre

The theatre faculty made specific choices in the ASU Theatre Season in hopes to attract minority students during the 2011-2012 academic year.

Fowler Center

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

Bradbury Gallery

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

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

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

Department of Art

At this time the Department of Art has no minority faculty or staff.

Two endowments have been created to assist talented students in purchasing supplies that they could not otherwise afford. While these awards are not directed towards minority students, any student who meets the criteria is encouraged to apply.

Department of Music

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

All new faculty members are paired with a mentor to guide them through their first year in the department. The department PRT committee visits with all tenure track faculty to review the tenure process annually and

make recommendations, if necessary, for their continued growth and process through the tenure track.

Department of Theatre

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

Fowler Center

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

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

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

Graduate School 2011-2012 Minority Retention Report

I. Recruitment

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

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

SAEOPP McNair/SSS Scholars Research Conference, Atlanta, GA, June 22-24, 2011

Graduate Fair, Rust College (HBCU), Holly Springs, MS, Sept. 12, 2011

Graduate Fair, Mississippi Valley State University (HBCU), Sept. 13, 2011

Graduate Fair, Alcorn State University (HBCU), Sept. 14, 2011

Graduate Fair, Jackson State University (HBCU), Sept. 15, 2011

Graduate Fair, Tougaloo College (HBCU), Jackson, MS, Sept. 16, 2011

Heartland McNair Scholars Research Conference, Kansas City, MO, Sept. 23, 2011

Graduate Fair, Tennessee State University (HBCU), Sept. 27, 2011

Graduate Fair, Alabama A&M University (HBCU), Oct. 3, 2011

Graduate Fair, Stillman College (HBCU), Oct. 4, 2011

Graduate Fair, University of Arkansas at Pine Bluff (HBCU), Oct. 5, 2011

Graduate Fair, Philander Smith College (HBCU), Oct. 13, 2011

SREB Doctoral Scholars Program Institute on Teaching and Mentoring, Atlanta, GA, Oct. 20-23, 2011

Graduate Fair, LeMoyne-Owen College (HBCU), Oct. 31, 2011

Graduate Fair, North Texas State University McNair Scholars Conference, Feb. 18, 2012

Presentation on doctoral degrees to faculty at University of Arkansas at Pine Bluff, April 3, 2012

Graduate Fair, University of Arkansas at Pine Bluff, April 4, 2012

McNair Graduate Information Day, University of Arkansas at Pine Bluff, April 19, 2012

Graduate School hosted visit of prospective students along with faculty advisor from University of Arkansas at Pine Bluff, May 4, 2012

SAEOPP McNair/SSS Scholars Research Conference, Atlanta, GA, June 22-24, 2012

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

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

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

Co-Chair of Chancellor's Diversity and Globalization Task Force which developed the report that will form basis for Diversity and Globalization Strategic Plan.

Member of Multicultural Center Advisory Council

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

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

The College of Sciences and Mathematics 2011-2012 Minority Retention Report

Recruitment

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

The College of Sciences and Mathematics is home to a series of programs that are focused on the advancement of qualified students in the STEM disciplines. Some of these are supported by external funding, while others use in-house moneys. It should be noted that faculty representation among the set of Principal Investigators and Directors is evenly distributed from the perspective of gender and diversity within the faculty of the College of Sciences and Mathematics. Additionally, non-faculty program staff also reflect a diverse demographic encouraged through active development of candidate pools during positional hires. The following is a list of programs currently active within the college that are supported externally:

- a. NSF URM Program – Undergraduate Research Mentoring program for cross disciplinary research at the intersection of Biotechnology and the Environment. This program places students from under-represented minority groups into research labs to work one-on-one with faculty members.
- b. NSF GK12 Program – Environmental/Molecular Sciences in the Natural State program that supports graduate students in developing lesson plans for increasing K-12 student involvement with science. Both the recruitment of graduate students and participating schools involve a focused effort to increase underrepresented minority participation. This program also exposes K-12 students to ASU and aids with recruiting them later in their careers.
- c. NSF Noyce Scholars Program – The Noyce Scholars program supports increasing the number of qualified STEM Teachers who will be committed to bettering education in Arkansas. The recruitment of participating students involves a focused effort to increase underrepresented minority student participation. Like the GK12 program, this one also places ASU students into K-12 classrooms, thus exposing those students to ASU and aiding with recruitment later.
- d. NSF ARKLSAMP – Arkansas Louis Stokes Alliance for Minority Participation. This consortium of 8 institutions statewide provides

underrepresented minority undergraduate STEM majors with research training and opportunities during their freshman year in college.

- e. DOE McNair Achievement Program – The McNair Achievement program provides support to junior and senior undergraduate students interested in pursuing advanced degrees. The main focus of the program is to support first generation, low income students. The program also allows for up to 1/3 of participating students to be from underrepresented minorities. Faculty participation is crucial to the success of the program and the 12 faculty members currently serving as mentors provide a diverse pool of experience that reflects both the gender and racial makeup of the college.
- f. ELF Project - This NSF S-STEM sponsored program endeavors to recruit under-represented minority and first generation students to the STEM disciplines by providing \$5,000 scholarships annually along with research opportunities and a seminar series.

Some of the programs for minority recruitment do not have external support. These are internally funded from various sources. Amongst them are:

- a) The STEM Den – The STEM Den is a living/learning community for students studying in the STEM disciplines that began fall of 2010. Recruitment for membership was focused on building a diverse group and resulted in a 60/40% split female/male. The PI of the URM program also dedicated funds to URM students interested in living in the STEM Den. Programming for the community contained opportunities related to understanding/enhancing diversity within the sciences.
 - b) New Recruiting Brochures and c– The college recently went through a branding exercise to create our “Element of Experience” motto. Creative Services has created all brochures and advertising materials. These will be sent out to area schools and used in the recruiting fairs both we and the dean of the Graduate School attend.
- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in fall 2011 and re-enrolled in spring 2012.
- C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

This year, the College of Sciences and Mathematics held position searches in Biology (zoologist position), Chemistry (organic and analytical positions), and Physics (non-defined specialty). For each search, care has been taken to structure ads, informally network, and seek advertising channels that would disseminate the

position announcement to a wide audience, to insure as diverse a pool as possible at the start of the hiring process. The results of the searches were:

- a. The search for the Biology position has just been advertised. No selection has taken place.
 - b. The final candidate pool in the Organic Chemist position search yielded two Asian males and one Caucasian male. At this time, candidates are still being interviewed.
 - c. The final candidate pool for the Analytical Chemist position yielded one Asian male, one Caucasian male, and one Middle Eastern female. The position has been offered at this time to the female candidate, and negotiations are proceeding.
 - d. The final candidate pool for the position in Physics included 2 Caucasian males and 1 Asian male. The position has been offered to the Asian male at this time, and negotiations are proceeding.
- D. Information regarding positions within your areas that were filled with minority candidates - See above.

Develop and Retention

A discussion of activities and/or resources that were utilized to develop minority faculty, staff or students during the 2011-2012 academic year.

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

The College also made funds available for faculty travel to conferences to supplement other money available. This offer of travel funds was extended to faculty to travel to Washington, D.C. to talk with program officers of funding agencies, thereby helping faculty with finding support for their research. Travel moneys were also used to bring outside researchers to campus to talk with faculty about possible collaborations.

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

The College of Sciences and Mathematics is currently in a state transition with a

change in leadership. Going forward, we will continue to develop an overall strategic plan for the college that was started by the previous administration. This effort will be aided by the recent creation of a CSM Advisory Board that consists of members of the public. We expect to undergo a strategic planning exercise in the fall that will include objectives for the recruitment and retention of faculty, staff, and students.

College of Humanities and Social Sciences 2011-2012 Minority Retention Report

I. Recruitment

A. Faculty

The College of Humanities and Social Sciences completed ten full-scale faculty searches this year. We also completed a search for a new dean. Our incoming dean is in the process of moving here at the moment after years of experience as a faculty member and an administrator at Suffolk University in Boston.

In History, the retirement of two full professors, both Caucasian females, led to the hiring of one Caucasian female assistant professor and one U.S.-born male of Hispanic heritage.

The Department of English & Philosophy was impacted by the sudden departure last spring of an African American woman faculty member and her Caucasian husband. The philosophy program replaced the couple with two new hires – both Caucasian, one a woman from Florida and the other a man earning his degree from the University of Arizona. The woman specializes in the philosophy of race and gender and will teach courses in this area.

The English half of the department also conducted two searches. The search for a new 12-month Director of Composition resulted in a failed search after the two top people turned us down. (A current member of the department will move up to fill this role this year.) The other search for a scholar of 15-17 century English literature led us to make an offer to a Ph.D. from the University of Colorado – a Caucasian female; we have received a verbal commitment.

In World Languages & Cultures offers have been extended and accepted by three individuals: a Caucasian female from the U.S., a Hispanic male from Peru, and a young man from Spain. An instructor in the department announced his resignation just recently and the department will be searching for this and three off-budget positions shortly.

Finally, Political Science conducted a search for a specialist in International Relations. The search took a surprising turn when the individual initially offered the job had a problem with the criminal background check. The position has now been offered to two other candidates (both female, one a Caucasian American, the other from Turkey) but both had accepted other offers. A fourth candidate will have an on-campus interview this week.

To summarize, the college has thus far extended several job offers including offers to two individuals who identified themselves to ASU as multiracial. Aside from three Hispanic men who will join our faculty, it appears that the other positions will go to native born Caucasian Americans.

Currently the college includes seven full-time minority faculty members (five African Americans, one Hispanic-American, and one Filipino-American) out of a total of 77 full-time faculty members. The number is down two from last year. In other words, 9.09% percent of the full-time faculty members in the college are African-American, Hispanic-American, or Asian-American. (I have not included in these figures permanent U.S. residents who have migrated to the United States. Included in this group are faculty members from Spain, Taiwan, China, and India.) Additionally, the Department of English and Philosophy has two African Americans teaching as temporary full-time off-budget instructors this year, and World Languages & Cultures has one African American full-time off-budget instructor and one Hispanic.

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

B. Staff

The College includes a total of eight classified staff members. Two of the eight current staff members are minority group members (one Mexican-American and one African-American). The rest are Caucasian. Twenty-five percent of the CHSS staff members come from minority groups. This number is down one from last year. An African American female accountant, a member of the Dean's Office staff, moved to Pittsburgh in September.

C. Students

See Institutional Report in Appendix.

II. Development and Retention

A. Faculty

The College of Humanities and Social Sciences is eager to develop and retain all highly-qualified faculty members, and we are especially eager to retain those faculty members who enhance the university's diversity. Altogether in 2011-2012 there were four members of minority groups in tenure-track faculty lines (2 African-American, 1 Hispanic-American, 1 Filipino-American), 3 minorities in permanent full-time instructor lines (all African-American), and 3 African Americans in temporary full-time instructor lines. That brings to 10 the total number of minority group members who taught in the

College in 2011-2012.

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

Indeed, when it appeared that one of our most active minority faculty members was at risk of being lured to a larger university this past year, the Dean's Office worked closely with the Provost to assure that inducements were in place to keep this individual here.

B. Staff

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

C. Students

Minority students have also taken advantage of various activities in the college that are open to all of our students. Two African American students and one Hispanic American student participated on ASU's moot court team. In fact, these three students were among the team's most decorated members. An African American student is the president-elect of the Pre-Law Club for 2012-2013. Other minority students were involved in Model UN activities both on campus and at the regional gathering in St. Louis.

III. Future Directions

The College of Humanities and Social Sciences is fully committed to the goal of diversity. It is unclear how many positions will open up in the college next year, but we will do whatever we can to assure that each of these positions attracts qualified minority candidates. We are also committed to gender diversity. We are proud of one of our majors who is the student who received a diversity excellence award this year for his work on behalf of ASU's LGBT community. We also proud of two of our faculty members who received Friend of Diversity awards in April.

We will continue our efforts to attract minority students to our classes – as majors, minors, graduate students, and general education students. We intend to advertise the M.A. in Criminal Justice and to make students more familiar with the range of programs that have long been available in our college, such as the African American Studies minor. We will also continue initiatives intended to benefit the Hispanic community, such as our internship program for Spanish majors.

Finally, we will do our best to heighten the entire university community's awareness of this nation's rich diversity. This past year we were not as successful as we usually are in

attracting a diverse group of featured speakers and performers at events like the Greenfield Lecture and the Delta Symposium, although one faculty colleague did organize an outstanding Friday morning panel for the Delta Symposium. And the whole theme of Constitution Day was “Civil War/Civil Rights: Anniversaries in Need of Reflection” which led to featured sessions on a new documentary about the Freedom Riders and a discussion of the book and movie “The Help” that featured two African American and one Caucasian female faculty member. We will redouble our efforts in 2012-2013 to bring in minority group members as speakers and performers.

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

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

Dean B. Ellis Library 2011-2012 Minority Retention Report

I. Recruitment

In Fiscal Year 2012 the Dean B. Ellis Library has experienced only two vacancies among its permanent non-administrative personnel. One position was a Library Supervisor classified staff position, and it was decided that this position would not be filled. The second vacancy was a professional Archivist position, with the specialized responsibilities of a processing archivist who has experience with digital archives.

The Archivist position was posted in PeopleAdmin and paid advertising and mailed notifications to HBCUs were utilized for this position. There were no minority applicants among the 54 who applied for the position and the position was filled by a non-minority.

Throughout the Dean B. Ellis Library, specific emphasis is also placed on hiring and maintaining a diverse part-time student employee group. We have been very successful this year in that regard. As of April 4, 2012, there are thirty part-time student employees in the library. Of those thirty, there are ten African Americans, one Hispanic American, and an additional seven are foreign nationals.

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

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

II. Development and Retention

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

This program was successfully utilized by the current minority member of the library faculty in 2005 and 2006.

All of our minority personnel are actively encouraged and supported in pursuing continuing education and professional activities, separate from allocated professional travel funding awards. One minority staff member was elected president-elect of the statewide Arkansas Library Paraprofessionals (ALPS) organization. The level of support ranges from mileage to attend in-state meetings to subsidized attendance at conferences and workshops. The total for this type of financial support in FY2012 will be approximately \$1,650. Additionally, each library faculty member has access to up to \$1,000 in professional travel funds in FY2012. The minority library faculty member is fully utilizing these funds for the current fiscal year, bringing the total level of financial support for continuing education and professional activities to approximately \$2,650. The library faculty member and three of the four minority classified staff are being served by these expenditures. The other minority classified staff member did not utilize available financial support for professional development in FY2012, although they have participated in various opportunities that have been available at no cost to ASU employees.

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

College of Nursing and Health Professions 2011-2012 Minority Retention Report

Department of Clinical Lab Sciences Minority Recruitment/Retention Report

- I. Recruitment:
 - A. Recruitment of full-time faculty: no activity required
 - B. Recruitment of staff: no activity required
 - C. Recruitment of students:
 - a. Participate in the College of Nursing and Health Professions (CNHP) spring and/or summer health camps, which have a minority emphasis.
 - b. The Departments participate in Select a Major fair and offers career to all students.
 - D. Minority students who applied for admission to CLS Programs in 2012:
 - a. Of the 25 students who applied, 3 were minority and all 3 were accepted into the CLS Programs
- II. Development and Retention.
 - A. The CLS Program did not develop any specific recruiting strategy for minority students beyond what was employed by the CNHP. The Program is “color blind” in our recruiting efforts.
 - B. Retention concepts follow that outlined in the Undergraduate Bulletin. The CLS Program provides remediation for ALL students who are having difficulty with the curriculum.
- III. Graduates
 - A. Of the 21 students graduating in the 2011-2012 academic year, 5 were minority students (24% of the graduating class).

Department of Communication Disorders Minority Recruitment/Retention Report

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

The Department employed a full complement of staff members, and therefore, no active searches were initiated for staff personnel. We did, however, complete a

national search to fill a faculty vacancy. The national search resulted in receiving applications from three qualified applicants with two being females and one male. We have made a formal offer to one of the female applicants who is very well qualified and she has accepted our offer. As of this writing, an ESF is being completed as well as a “request for contract.”

The Department routinely participates in or sends the recruitment information with a recruiter from the ASU Graduate School who represents the department in a variety of Graduate Recruitment Fairs in the region. The Graduate School then provides us with contact information of students who have expressed interest in our degree programs. We then contact each interested student via e-mail, telephone, and/or the postal service to discuss admission deadlines, program requirements, and the potential for graduate assistant positions. Additionally, the CD Graduate Program has posted our graduate admissions criteria and deadlines on a national website hosted by the American Speech-Language-Hearing Association. This website serves as a national and international “clearinghouse” of admissions information for accredited CD graduate programs and is viewable to interested students of all ethnicities from around the globe. As a result of this “visibility” the MCD Program at ASU has a student recruitment strategy that has the potential to reach interested students around the world. In the most recent graduate admission period ending February 28, 2012, we received 139 applications seeking admission to our graduate program in Communication Disorders. Of that total, 115 were eligible for admission based on GRE scores, GPA, and other required criteria. The following list provides information regarding the applicants’ home states and ethnicity if they reported ethnicity on the graduate application forms:

Applicants:

85 applicants - Arkansas (41 Caucasians; 3 African-American; 1 Hispanic; 40 no report)
5 applicants from Mississippi (1 Caucasian; 4 no report)
5 applicants from Missouri (1 Caucasian; 4 no report)
4 applicants from Tennessee (1 Caucasian; 3 no report)
5 applicants from Texas (1 African-American; 1 Hispanic; 3 no report)
2 applicants from Michigan (2 no report)
1 applicant from Alaska (1 no report)
1 applicant from Arizona (1 no report)
1 applicant from California (1 no report)
1 applicant from Indiana (1 no report)
1 applicant from Minnesota (1 no report)
1 applicant from New Mexico (1 no report)
1 applicant from New York (1 Polynesian)
1 applicant from Ohio (1 no report)
1 applicant from Wisconsin (1 no report)
2 international applicants (2 from India)

Applicants Not Eligible for admission:

24 ineligible applicants (1Caucasian; 2 African-American; 1 Biracial; 2 Asian; 18 no report)

At the undergraduate level, the Department is very active in local preview days, NSO's, AHEC health career days, and a variety of ASU and CNHP open house activities.

B. Number of minority students

At the graduate level, one female student of African-American descent and one that is biracial were admitted to the CD Graduate Program in the summer of 2011 and have maintained active enrollment and progress toward the degree since that time.

At the undergraduate level, 23 minority students have declared CD as a major and are taking courses that should lead to a degree. Twenty one (21) of these were African – American students with eighteen being female and three being male. The remaining two students are of Hispanic descent.

C. Position offers to minority candidates

None has been offered as of this date, though I do not know if any of the applicants for the vacant faculty position was of minority status.

D. Positions filled with minority candidates

None

II. Development and Retention

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

Title of the Activity: National Black Association for Speech, Language, and Hearing
Purpose of the Activity: One faculty members serves on the Board of Directors for the National Black Association for Speech, Language and Hearing. It is hoped that her continuing involvement on the Board will allow her to assist with and advocate for national initiatives to encourage more minority students to pursue degrees (including the Ph.D.) in Communication Sciences and Disorders. With her leadership, the Department of Communication Disorders would like to become more proactive in this effort.

B. Goals for faculty, staff, or students

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

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

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

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

**Department of Medical Imaging & Radiation Sciences
Minority Recruitment/Retention Report**

I. Recruitment:

A. Recruitment of full-time faculty:

Advertised in national journal
Personal contact of Minority Faculty

- a. Recruitment of staff: No activity required.
- b. Recruitment of students:
 - i. Participate with the College of Nursing and Health Professions (CNHP) when spring and/or summer health camps are conducted which have a minority emphasis.

- ii. The Department participates in Select a Major fair and offers career to all students.
 - B. Minority students who applied for admission to MIRS Programs in 2011:
 - a. Of the 109 students who applied, 7 were minority and 4 were accepted into the MIRS Programs.
 - C. Not applicable.
 - D. Not applicable.
- II. Development and Retention.
 - A. See 1.A
 - B. The MIRS Programs did not develop any specific recruiting strategy for minority students beyond what was employed by the CNHP. The Programs are color blind in their recruiting and selecting efforts. Retention concepts follow that outlined in the Undergraduate Bulletin. The MIRS Programs do provide remediation for ALL students who are having difficulty with the curriculum.

School of Nursing **Minority Recruitment/Retention Report**

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

A proposal was submitted to the Robert Wood Johnson Foundation for New Careers in Nursing for the 2011-2012 academic year for six (6) \$10,000 scholarships for students from groups underrepresented in nursing. Unfortunately this was not funded. A proposal was not submitted for the 2012-2013 academic year due to multiple reasons.

To recruit more minority nursing faculty several current graduate students were hired in fall as adjunct faculty for a Health Assessment Practicum. During the semester they were assisted and mentored by full time faculty. This was to encourage an interest in nursing education.
 - B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number

of minority students who actually enrolled in fall 2010 and re-enrolled in spring 2011.

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

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

None, one minority applicant applied for an Administrative Specialist II position at Jonesboro and was not qualified for the position.

No minority faculty applicants for the position open for the 2011-2012 academic year. We are interviewing for 2012-2013 positions and no minority candidates have applied.

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

No ethnic minority candidates filled positions in the School of Nursing. Males are also minorities in Nursing. The current faculty of the School of Nursing includes one ethnic minority and one male.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2010-2011 academic year.

Hiring the minority graduate students as adjunct faculty provided an opportunity to develop an interest in nursing education and develop them as educators. Full-time faculty worked with the adjunct faculty.

Faculty spend individual time with all students having difficulty in courses, some of the students are minority students. Structured learning assistance and learning assistance tutoring was available to all sophomore and junior students and some of the students using the services were minority students.

- C. A discussion of the development and retention goals for faculty, staff, or students

and the action plans that will be utilized to achieve these goals.

The goal is to retain all minority students who are accepted to the School of Nursing. Structured Learning Assistance was required of all sophomore students until the first exam during 2011-2012. SLA helps all students including minority students with learning the difficult concepts and critical thinking required in nursing.

Learning assistance/tutoring was available for all junior students and all students were directed to seek tutoring if exam scores were low.

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

Department of Physical Therapy Minority Recruitment/Retention Report

I. Student Recruitment

- A. In 2011-2012 minority student recruitment focused on coordinated activities with the Graduate School, New Student Orientation and other campus recruitment fairs. However, the faculty determined that a more focused effort needs to be in place for targeting minority students at an earlier time in the student's career (junior / senior high school students). See Section II-B for plan.
- B. The application for admission to the physical therapy programs at this time does not require applicants to disclose information about race or ethnicity. The racial/ethnicity breakdown on students admitted in the doctoral program in physical therapy in the fall of 2011 is as follows:

Racial/Ethnic	
White/Non-Hispanic	<u>27</u>
Black/Non-Hispanic	<u>1</u>
Asian or Pacific Islander	<u>2</u>
Hispanic	<u> </u>
American Indian or Alaskan Native	<u> </u>

- C. The Department of Physical Therapy extended a faculty position offer to one minority candidate in 2012 for one of three open faculty positions. All job openings were announced through APTA and the Chronicle of Higher Education.

- D. One minority candidate accepted our offer and plans to begin a full-time appointment in August 2012.

II. Development and Retention

- A. One minority faculty member attended a faculty development workshop for new PT/PTA faculty hosted by Ithaca College in New York which the program spent approximately \$1,350. Currently, this faculty member is involved with completing a Ph.D. and receives mentoring from a senior faculty member.
- B. Faculty- Currently, the department does not have vacant lines. For future searches, the faculty search committee will make every effort to ensure that job application information is located in high visibility areas where potential minority faculty members may seek job information.

Student Plan- The plan for 2012-2013 will include targeting efforts to KIPP Delta Public Schools and local counselors in the high schools. The plan includes offering mentorship to students about physical therapy. Additionally, the program will seek funding to provide academic camp opportunities for minority students. Currently, the program does not offer academic camp opportunities but plans to offer a camp in summer 2013. During the summer camp, minority students will have the opportunity to apply for a "Fellowship in Physical Therapy for High School Students". This program is a competitive based program that allows for students to be paired with a mentor in physical therapy and provide shadowing opportunities for the student.

Department of Social Work Minority Recruitment/Retention Report

I. Recruitment

- A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.
- The Department of Social Work has successfully recruited minority faculty members in the past and anticipates using similar strategies for recruiting future faculty members. These strategies include posting open positions on the website of our accrediting institution, the Council on Social Work Education, and recruiting potential faculty members at professional conferences. In addition, personal networking is utilized to enhance these recruitment strategies.

- The Department of Social Work does not have programs specifically designed to recruit minority staff. However, we have worked successfully with minority graduate assistants and we expect that this will continue in the future.
- Although the Department of Social Work does not have programs specifically designed to recruit minority students, approximately 24% of our undergraduate student body meets minority criteria. Approximately 20% of our graduate student body is African American and we have one graduate Hispanic student.

B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in fall 2011 and re-enrolled in spring 2012.

Program	Applied for Admission	Accepted	Enrolled Fall 2011	Re-enrolled Spring 2012
BSW	39	18	12	9
MSW	19	10	10	10

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

- The Department of Social Work extended one offer to a minority candidate for a 9-month faculty position.
- One Title IVE Field Trainer position was offered to a minority candidate.

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

- The 9-month faculty position offer was accepted for August 2012.
- One graduate assistant position was filled with a minority candidate.
- The Title IVE Field Trainer position is pending at this time.

II. Development and Retention

A. A discussion of the activities and/or resources that were utilized to

develop minority faculty, staff, or students during the 2011-2012 academic year.

- Cultural competence is required of all advisors within the Department of Social Work. Faculty are also encouraged to utilize the Early Alert system to connect students with additional support service when attendance or other issues jeopardize their academic status. In addition, the department sponsors a chapter of the National Association of Black Social Workers, which offers peer support for minority students as well as opportunities to participate in service-oriented activities.
- One minority faculty member completed a Fifth-year PRT review and received feedback regarding areas for improvement for her tenure application next year. This faculty member was also encouraged to apply for “special projects” funding, which she received, to support participation in an international conference this summer to enhance her scholarship portfolio.

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

Goals for 2013 include:

- Supporting pre-tenure minority faculty as they pursue excellence in the areas of teaching, scholarship, and/or service
 - Department Chair will work with the Department PRT representative to ensure appropriate instruction and support for all pre-tenure faculty
- Offering graduate assistantships to minority applicants when appropriate
- Providing culturally competent advising for all students, including referrals to Early Alert and other campus-based support services, as needed
 - Department Chair will work with advisors and faculty to ensure they are aware of Early Alert referral process and other support services

Department of Medical Imaging & Radiation Sciences Minority Retention Plan

II. Recruitment:

A. Recruitment of full-time faculty:

Advertised in national journal
Personal contact of Minority Faculty

- a. Recruitment of staff: No activity required.
- b. Recruitment of students:
 - i. Participate with the College of Nursing and Health Professions (CNHP) when spring and/or summer health camps are conducted which have a minority emphasis.
 - ii. The Department participates in Select a Major fair and offers career to all students.
- B. Minority students who applied for admission to MIRS Programs in 2011:
 - a. Of the 109 students who applied, 7 were minority and 4 were accepted into the MIRS Programs.
- C. Not applicable.
- D. Not applicable.

II. Development and Retention.

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

Student Affairs

2011-12 Minority Recruitment and Retention Plan

I. Recruitment

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

Admissions

Title of the Activity/Program: Travel

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

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

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

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

Title of the Activity/Program: Presentation to TRIO Programs

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

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

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

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

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

Purpose of the Activity/Program: On the request for information cards, students are provided the option of identifying themselves as a minority. This information is used in several ways. First, it provides information about the number of students we are reaching. Second, targeted mailings are sent from our office. Third, follow-up contact information is sent to other offices or organizations.

Financial Amounts Expended for Activity/Program: N/A
Number of Minority Faculty, Staff, or Students Served: 2,230
applications received for fall 2011 term.

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

Associate Vice Chancellor

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

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

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

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

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

Title of the Activity/Program: "Back to School" Day

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

Financial Amounts Expended for Activity/Program: \$750

Number of Minority Faculty, Staff, or Students Served: 52 high school students, 16 parents

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

Title of the Activity/Program: Employment opportunities

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

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

Number of Minority Faculty, Staff, or Students Served: 3 students

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

Disability Services

Title of the Activity/Program: Multicultural Displays

Purpose of the Activity/Program: Displays spotlight people from various

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

Financial Amounts Expended for Activity/Program: \$50

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

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

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

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

Financial Amounts Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: 32

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

Title of the Activity/Program: Assistive Technology

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

Financial Amounts Expended for Activity/Program: \$800

Number of Minority Faculty, Staff, or Students Served: 18 students

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

Title of the Activity/Program: Equipment Loan

Purpose of the Activity/Program: Provide equipment for loan to students with disabilities.

Financial Amounts Expended for Activity/Program: Approximately \$2,800

Number of Minority Faculty, Staff, or Students Served: 21 minority students

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

Title of the Activity/Program: Disability Services Student Employee Training

Purpose of the Activity/Program: Training provided to work study students

and part-time employees. Topics covered include: etiquette, tips on how to handle difficult people, responsibility as an employee including punctuality, attitude, etc, and a brief overview of Disability Services.

Financial Amounts Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: 9

Anticipated Outcomes (Short-term and Long-term): Student employees learn Disability Services' purpose and mission in order to serve all students more efficiently.

Title of the Activity/Program: Best Practices Webinars

Purpose of the Activity/Program: Develop and maintain compliant ADA/Section 504 programs and services. This was a "Best Practices" webinar for faculty and staff conducted by Salome Heyward and Associates. Webinar topics included Students with Asperger's Syndrome, Access to Technology, and Revised Regulations

Financial Amounts Expended for Activity/Program: \$325

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

Anticipated Outcomes (Short-term and Long-term): Assist staff to be better trained for ADA/Section 504 compliance.

Title of the Activity/Program: Note Taking Program

Purpose of the Activity/Program: Provide students with disabilities notes from their classes and provides volunteer opportunities for ASU student.

Financial Amounts Expended for Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 31 minority students serve as volunteer note takers and 20 minority students with disabilities take advantage of the program.

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

Title of the Activity/Program: iPad2 Study Workshop

Purpose of the Activity/Program: Professional presentation of iPad2 study: Effects on Note Taking, Time Management, and Exam Preparation with College Students with and without Disabilities.

Financial Amounts Expended for Activity Program: N/A

Number of Minority Faculty, Staff, or Students Served: Study surveyed seven minority student volunteers and three minority students with disabilities.

Anticipated Outcomes (Short-term and Long-term): Study is a basis for future research on technology to improve our services with volunteers and students with disabilities.

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

Purpose of the Activity/Program: Peer mentoring program with provides

students with disabilities peer assistance and mentorship during transitional stages of their academic career.

Financial Amounts Expended for Activity Program: NA

Number of Minority Faculty, Staff, or Students Served: 24 students

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

Title of the Activity/Program: Disability Parking Program

Purpose of the Activity/Program: Disability Parking is designed to facilitate disability parking on the ASU campus.

Financial Amounts Expended for Activity Program: N/A

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

Anticipated Outcomes (Short-term and Long-term): Ensure adequate disability parking accommodations on the ASU campus for students, faculty and staff.

Financial Aid

Title of the Activity/Program: Thompson Minority Scholarship

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

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

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

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

Title of the Activity/Program: Camp College

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

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

Number of Minority Faculty, Staff, or Students Served: 140

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

Title of the Activity/Program: High School Financial Aid Night (Jonesboro, Wynne, Valley View, Nettleton, Bay, Blytheville, Paragould)

Purpose of the Activity/Program: Provide high school seniors and parents with federal, state and institutional financial aid and scholarships information.

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

Number of Minority Faculty, Staff, or Students Served: 101 total students served

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

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

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

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

Number of Minority Faculty, Staff, or Students Served: 3

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

Title of the Activity/Program: First Year Experience Support

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

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

Number of Minority Faculty, Staff, or Students Served: 264 total students served

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

Title of the Activity/Program: Brother to Brother Support

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

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

Number of Minority Faculty, Staff, or Students Served: 43

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

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

Purpose of the Activity/Program: Provide single parent students with scholarship award and guideline information to retain the award. This year approximately 60 percent of students awarded were minority single parents.

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

Number of Minority Faculty, Staff, or Students Served: 28

Anticipated Outcomes (Short-term and Long-term): Award scholarships to single parent students.

Title of the Activity/Program: Circle of Trust Support

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

Financial Amounts Expended for the Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: 15
Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes at ASU and help students fill out their FAFSA online.

Title of the Activity/Program: Travel
Purpose of the Activity/Program: Travel to ASU's Degree Centers located at Arkansas Northeastern College and Mid South Community College to provide financial aid and scholarship opportunity information to prospective and current ASU students as well as provide information on applying for the 2012-13 school year.
Financial Amounts Expended for the Activity/Program: \$981
Number of Minority Faculty, Staff, or Students Served: 75
Anticipated Outcomes (Short-term and Long-term): Provide financial aid to students and encourage them to apply for financial aid early in the award year.

Title of the Activity/Program: College Goal Sunday
Purpose of the Activity/Program: Provide information to students planning on attending a college or university in Arkansas for the 2012-13 school year.
Financial Amounts Expended for the Activity/Program: \$100
Number of Minority Faculty, Staff, or Students Served: 40
Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes at ASU and encourage students to apply early each year in order to receive maximum funds available. Students also complete an application for the Arkansas Academic Challenge Program.

Title of the Activity/Program: Financial Aid Early Awareness
Purpose of the Activity/Program: Provide high school seniors and parents with federal, state and institutional financial aid and scholarships information.
Financial Amounts Expended for the Activity/Program: \$400
Number of Minority Faculty, Staff, or Students Served: 80
Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes and scholarships available at ASU.

Title of the Activity/Program: African American Male Education Network (AMMEN)
Purpose of the Activity/Program: Encourage minority students thru City Youth Ministries to stay in school and continue their education.
Financial Amounts Expended for the Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: 64
Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes at ASU. Provide students with scholarship opportunities available as well as financial aid and FAFSA help.

Title of the Activity/Program: Financial Aid Literacy Campaign
Purpose of the Activity/Program: Provide currently enrolled students with information about federal, state, and institutional financial aid and scholarships information and educate students about student loan debt.
Financial Amounts Expended for the Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: 15
Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes at ASU and assist students with filling out FAFSA forms.

Leadership Center

Title of the Activity/Program: stAte Connection
Purpose of the Activity/Program: Recruitment program for minority high school juniors who reside in the Arkansas Delta. Students are exposed to various ASU departments and procedures. Program is a collaboration of the Multicultural Center, Admissions, Diversity Initiatives, and the Associate Vice Chancellor of Student Affairs.
Financial Amounts Expended for Activity Program: \$9,500
Number of Minority Faculty, Staff, or Students Served: 115 high school students and 33 ASU students
Anticipated Outcomes (Short-term and Long-term): Connect minority students to ASU early in their college search process and assist them with their transition to the university.

Title of the Activity/Program: Thompson Minority Scholarship for Currently Enrolled Students
Purpose of the Activity/Program: This particular component of the Thompson Minority Scholarship awards scholarships to currently enrolled African American students.
Financial Amounts Expended for Activity/Program: \$8,000
Number of Minority Faculty, Staff, or Students Served: 4 annual scholarships
Anticipated Outcomes (Short-term and Long-term): Provide minority students with financial resources to continue their educational endeavors.

Title of the Activity/Program: Student Union Office Space
Purpose of the Activity/Program: Student organizations are assigned office space within the Student Union to use for meetings, work space, and as a study area. Each office is equipped with a computer, phone, and office furniture.
Financial Amounts Expended for Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: Six of the 9 office spaces were assigned to minority student organizations.
Anticipated Outcomes (Short-term and Long-term): Provide student

organizations with a central meeting area on campus.

Parking Services

Title of the Activity/Program: Parking Services

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

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

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

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

Residence Life

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

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

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

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

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

Student Health Center

Title of the Activity/Program: Community Fair

Purpose of the Activity/Program: Provide information about the Student Health Center

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

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

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

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

Title of the Activity/Program: National Heart Month

Purpose of the Activity/Program: Promote heart disease awareness

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

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

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

Title of the Activity/Program: National Breast Cancer Month

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

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

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

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

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

Title of the Activity/Program: Upward Bound Physical Assessments

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

Financial Amounts Expended for the Activity/Program: NA

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

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

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

Testing Center

Title of the Activity/Program: Administration of all standardized testing for college entrance

Purpose of the Activity/Program: The Center enhances the recruitment of minority candidates by conducting enrollment testing (ACT and Compass exams) in a totally non-discriminatory manner to a diverse population. We provide all test-taking activities in a manner that ensures that all examinees from underrepresented groups are tested within an environment that neither advantages nor disadvantages any person.

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

Number of Minority Faculty, Staff, or Students Served: Approximately 200 students annually

Anticipated Outcomes (Short-term and Long-term): By giving entrance exams to students who are underrepresented, we hope to empower them to consider a goal of higher education that might otherwise be overlooked

Title of the Activity/Program: Administration of the Test of English as a Foreign Language (TOEFL) Exam

Purpose of the Activity/Program: In conjunction with the International Student English as a Second Language (ESL) Program, the Testing Center

administers the TOEFL exam to ESL candidates monthly. This allows the program to appropriately place ESL students in classes that will allow the greatest benefit in language development.

Financial Amounts Expended for the Activity/Program: The cost of tests are covered by the ESL program (mandatory testing) or by the individual student (optional testing).

Number of Minority Faculty, Staff, or Students Served: Approximately 175 exams administered monthly

Anticipated Outcomes (Short-term and Long-term): As students progress through the ESL program and gain proficiency in the English language, many will remain at Arkansas State University for either undergraduate or graduate work. Early assessment of English proficiency and appropriate placement improves success in the college classroom.

B. Number of Minority Students

The Division of Student Affairs employed 180 minority student workers during 2011-2012. A breakdown of the number of students employed in each department follows:

Associate Vice Chancellor	3
Career Planning Center	1
Counseling Center	3
Disability Services	15
Financial Aid and Scholarships	4
Red WOLF Center	10
Intramurals	25
Parking Services	5
Residence Life	82
Student Health Center	1
Student Union/Leadership Center	15
Testing Center	1
University Police Department	4
Vice Chancellor's Office	1
Total	180

C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

Disability Services	1
Leadership Center	1
Red WOLF Center	2
Residence Life	2
Vice Chancellor's Office	1

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

Disability Services	Education Counselor
Leadership Center	Assistant Dean
Red Wolf Center	Institutional Services Assistant (2)
Residence Life	Assistant Dean of Students
Residence Life	Institutional Services Assistant
Vice Chancellor's Office	Computer Support Specialist

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-12 academic year.

Counseling Center

Title of the Activity/Program: Outreach

Purpose of the Activity/Program: To provide programming to facilitate student development and enhance student performance. A total of 260 outreach activities/programs were made to classes and student groups/constituents during the 2011-12 academic year.

Financial Amounts Expended for the Activity/Program: Approximately \$6,785

Number of Minority Faculty, Staff, or Students Served: 7,701 total faculty, staff, and student participants with 35 percent (2,695) African American, 2 percent (154) Hispanic/Latino Americans, 1 percent (77) Asian American and 5 percent (385) International students.

Anticipated Outcomes (Short-term and Long-term): To increase knowledge base of population served and meet their needs.

Title of the Activity/Program: Clinical Services

Purpose of the Activity/Program: To provide counseling and guidance to facilitate student emotional growth and development as well as facilitate student performance.

Financial Amount Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served:

	<u>Number</u>	<u>% of total served</u>
African American	425	24.2%
Asian/Pacific Islander	19	1.1%
Caucasian	1,087	61.8%
Hispanic	44	2.5%
Multi-racial	63	3.4%
Native American	4	0.2%
International Students	93	5.3%

Not Reported 26 1.5%
Minority students served as percent of total served: 28.6%
Anticipated Outcomes (Short-term and Long-term): N/A

Career Management Center

Title of the Activity/Program: INROADS Presentation

Purpose of the Activity/Program: Provide internship opportunities for minority students and women.

Financial Amount Expended for Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: 5

Anticipated Outcomes (Short-term and Long-term): Minority students acquiring internships in order to build skills and gain relevant experience to be successful in the workforce.

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

Purpose of the Activity/Program: Provide awareness of work options available to international students. Inform international students how to present visa issues in an interview setting, offer visa options, and explain when to seek legal assistance.

Financial Amount Expended for Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: 15% of our registered students were advised on an ongoing basis during the academic year.

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

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

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

Financial Amount Expended for Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: 138 students

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

Title of the Activity/Program: African American students served by the Career Management Center Staff

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

Financial Amount Expended for Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: 27% of our registered students that received assistance are African American.

Anticipated Outcomes (Short-term and Long-term): Provide awareness of the career management process, registration on Career Connect and assistance

with job search skills, interviewing, internships and full-time employment.

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

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

Financial Amount Expended for Activity/Program: NA

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

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

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

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

Financial Amount Expended for Activity/Program: NA

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

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

Title of the Activity/Program: Career Connect registration

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

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

Number of Minority Faculty, Staff, or Students Served: 27% of registrants are African American, 9% Asian, 6% Hispanic, and .03% other.

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

Leadership Center

Title of the Activity/Program: Circle of Trust Sister-to-Sister Retreat

Purpose of the Activity/Program: Opportunity for female students in Circle of Trust to participate in engaging workshops on academic success, leadership, and personal development.

Financial Amounts Expended for the Activity/Program: \$452

Number of Minority Students, Faculty, and Staff served: 75

Anticipated Outcomes (Short-term and Long-term): Provide students with skills to assist them in being successful inside and outside the classroom.

Title of the Activity/Program: Hispanic Community Center Dinner and Dance Event

Purpose of the Activity/Program: Opportunity for ASU Hispanic students to share their culture with members of the Jonesboro community.

Financial Amount Expended for the Activity/Program: \$800

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

Anticipated Outcomes (Short-term and Long-term): Share and celebrate the Hispanic culture.

Title of the Activity/Program: Strong-Turner 3.0 and Freshman Scholar Achievement Program

Purpose of the Activity/Program: This is an annual event sponsored by the Office of Multicultural Affairs and the Strong-Turner Chapter of the ASU Alumni Association. It is designed to commend, celebrate, and honor African American students who have performed well academically and have at least a 3.0 cumulative grade point average.

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

Number of Minority Faculty, Staff, or Students Served: Approximately 150 students

Anticipated Outcomes (Short-term and Long-term): To encourage students to continue to perform well academically and recognize the honorees for their hard work.

Title of the Activity/Program: Multicultural Center Study Spot

Purpose of the Activity/Program: A specified spot for members of Circle of Trust and Brother to Brother to have an alternative place to study for finals.

Financial Amounts Expended for the Activity/Program: \$589

Number of Minority Faculty, Staff, or Students Served: Approximately 55

Anticipated Outcomes (Short-term and Long-term): Encourage students to continue to perform well academically.

Title of the Activity/Program: Multicultural Center Meet and Greet

Purpose of the Activity/Program: Opportunity for minority students to meet one another and meet minority faculty and staff, and become familiar with the Multicultural Center and the services it offers.

Financial Amounts Expended for the Activity/Program: \$475

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

Anticipated Outcomes (Short-term and Long-term): To better connect minority faculty, staff and students on campus and become familiarized with the Multicultural Center.

Title of the Activity/Program: Ethical Leadership Conference at Wiley College

Purpose of the Activity/Program: Conference focusing on the enhancement of minority students leadership skills.

Financial Amounts Expended for the Activity/Program: \$356

Number of Minority Faculty, Staff, or Students Served: 14

Anticipated Outcomes (Short-term and Long-term): Opportunity for students to improve their leadership skills and network with student leaders, faculty, and staff from other institutions.

Title of the Activity/Program: Events held to honor Dr. Martin Luther King, Jr.

Purpose of the Activity/Program: Events held to pay homage to Dr. Martin Luther King, Jr. included a Candlelight Vigil, Performing Arts Evening, and a Power on Earth Play.

Financial Amounts Expended for the Activity/Program: Approximately \$6,600

Number of Minority Faculty, Staff, or Students Served: Approximately 320

Anticipated Outcomes (Short-term and Long-term): To celebrate and honor civil rights activist Dr. Martin Luther King, Jr. and educate the campus about his works while building campus unity through the events.

Title of the Activity/Program: Collaborations: Two Decades of African American Art Exhibit

Purpose of the Activity/Program: Event to showcase African American art and artists from Arkansas

Financial Amount Expended for the Activity/Program: \$2,042

Number of Minority Faculty, Staff, or Students Served: Approximately 125

Anticipated Outcomes (Short-term and Long-term): To expose students to local African American artists and gain exposure for the Multicultural Center to be used as an art gallery space.

Title of the Activity/Program: Tribute to Black History

Purpose of the Activity/Program: Event to commemorate Black History and encourage students to remember those who have paved the way for them and American society.

Financial Amount Expended for the Activity/Program: Approximately \$12,000

Number of Minority Faculty, Staff, or Students Served: 275

Anticipated Outcomes (Short-term and Long-term): To motivate students to achieve greatness in their college life and future endeavors.

Title of the Activity/Program: Gospel Explosion

Purpose of the Activity/Program: Concert featuring gospel music.

Financial Amount Expended for the Activity/Program: \$800
Number of Minority Faculty, Staff, or Students Served: 150
Anticipated Outcomes (Short-term and Long-term): To teach audience members about the history of gospel music and showcase its influence in the African American community.

Title of the Activity/Program: Soul Food Dinner
Purpose of the Activity/Program: Dinner featuring a menu of “soul food” held to inform the attendees of the Strong-Turner Black Alumni Chapter.
Financial Amount Expended for the Activity/Program: \$815
Number of Minority Faculty, Staff, or Students Served: 425
Anticipated Outcomes (Short-term and Long-term): To unite minority faculty, staff, student and community members and provide information about the Strong-Turner Black Alumni Chapter.

Title of the Activity/Program: Events focusing on the Hispanic Culture
Purpose of the Activity/Program: The Tribute to Hispanic Heritage and Hispanic Celebration in May were held to celebrate and commemorate Hispanic culture and achievement.
Financial Amount Expended for the Activity/Program: \$575
Number of Minority Faculty, Staff, or Students Served: 450
Anticipated Outcomes (Short-term and Long-term): To showcase and connect Hispanic faculty, staff and students on campus and bring exposure to HOLA (Hispanic Outreach and Latin Appreciation) student organization.

Title of the Activity/Program: Events hosted by HOLA
Purpose of the Activity/Program: HOLA hosted events including Viva La Noche Night and a Pre-Cinco de Mayo Celebration to celebrate and teach the ASU community about the Hispanic culture.
Financial Amounts Expended for the Activity/Program: \$250
Number of Minority Faculty, Staff, or Students Served: Approximately 225
Anticipated Outcomes (Short-term and Long-term): Share and celebrate the Hispanic culture and history.

Title of the Activity/Program: Blacks in Academia Lecture Series
Purpose of the Activity/Program: Opportunity for faculty to share their research interests and success stories.
Financial Amounts Expended for the Activity/Program: \$198
Number of Minority Faculty, Staff, or Students Served: 20
Anticipated Outcomes (Short-term and Long-term): To offer exposure to faculty research concentrations and introduce minority faculty to students.

Title of the Activity/Program: Multicultural Graduation Recognition Program

Purpose of the Activity/Program: Program to recognize African American and Hispanic American students graduating each semester.

Financial Amounts Expended for the Activity/Program: \$1,200

Number of Minority Faculty, Staff, or Students Served: 200

Anticipated Outcomes (Short-term and Long-term): To recognize minority students who have completed their studies at ASU and connect them with the Alumni Association.

Residence Life

Title of the Activity/Program: Resident Assistant Training

Purpose of the Activity/Program: Train paraprofessionals in areas such as diversity sensitivity and programming for diverse audiences.

Financial Amounts Expended for the Activity/Program: \$250

Number of Minority Faculty, Staff, or Students Served: 25–30

Anticipated Outcomes (Short-term and Long-term): Train staff to recognize and appreciate differences in their communities.

Title of the Activity/Program: Human Awareness Programming

Purpose of the Activity/Program: Resident Assistants have sponsored more than 30 programs on topics designed to celebrate multiculturalism.

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

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

Anticipated Outcomes (Short-term and Long-term): Encourage students to be more knowledgeable in diversity issues.

University Police Department (UPD)

Title of the Activity/Program: UPD Recruitment/Retention Program

Purpose of the Activity/Program: UPD has implemented a program which serves many purposes in recruiting and retaining minority candidates.

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

Number of Minority Faculty, Staff, or Students Served: Four staff and four students

Anticipated Outcomes (Short-term and Long-term): For new members, the program increases the likelihood for success, encourages and provides opportunities for new experiences and professional growth, encourages self confidence, and promotes agency loyalty and inclusiveness.

Title of the Activity/Program: Community Fair

Purpose of the Activity/Program: To provide information concerning the University Police Department, services it provides, and programs offered to students related to campus safety.

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

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

Anticipated Outcomes (Short-term and Long-term): Develops relationships with the community that foster collaboration and create an atmosphere of trust and shared responsibility between the community and police department.

Title of the Activity/Program: Move-In Day activities

Purpose of the Activity/Program: To provide information concerning the University Police Department, services it provides, and programs offered to students related to campus safety.

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

Number of Minority Faculty, Staff, or Students Served: Approximately 667

Anticipated Outcomes (Short-term and Long-term): Develops relationships with the community that foster collaboration and create an atmosphere of trust and shared responsibility between the community and police department.

University Advancement 2011-2012 Minority Retention Report

I. Recruitment

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

The division of University Advancement advertises in African American Perspective magazine as well as uses diversity list serves. Our division often requests the Provost, Vice Chancellor for Student Affairs, and/or Vice Chancellor for Human Resources to serve on search committees for non-classified positions.

- B. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

Our division advertised six classified and two non-classified positions during the 2011-2012 academic year. There were nine classified and four non-classified minority applicants interviewed with two offers extended.

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

Of the eight advertised positions, two were filled with a minority candidate, one classified and one non-classified.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

Non-classified staff members were sent to conferences/workshops to increase their knowledge and skills for their current position. With this information they will be able to handle the duties and responsibilities of their job. Conference costs, including registration and economical travel, can range from \$2,500-\$3,000 per employee.

Classified employees are given in-house training for their position. Additional training from various departments on campus are also provided. Webinars and tutorial classes are conducted from time-to-time on various aspects of the job.

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

Further training for non-classified and classified staff members are given

throughout the year as time and money allows. There is a CASE Conference in March that non-classified development officers and others may attend to further their knowledge of work related procedures. There is a Sungard HE conference that classified staff members may attend to increase their knowledge of the Banner system. Our area takes advantage of the webinars that are offered from different vendors that relate to particular interests of staff members.

Appendix E – Institutional Research: Minority Progress Reports

Minority Progress Report 2011/2012

Arkansas State University Jonesboro

Students, Faculty & Staff Information



Minority Employee Headcount (Fall)

Based on Fall 2011 information, **14.6%** of Fall 2011 full-time employees classified themselves as minority.
Since Fall 2002, the percentage of minority employees has average **13.6%**.

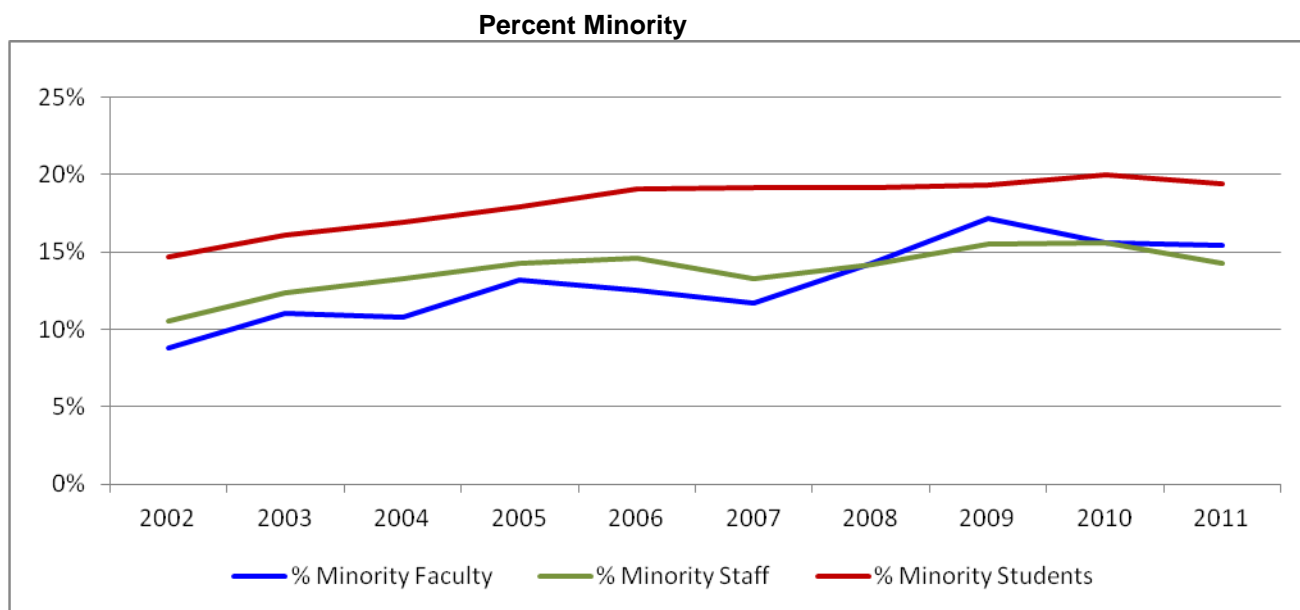
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Full-Time Employees										
9- & 12- Month Faculty	432	446	454	447	456	469	470	495	495	495
Minority Faculty	38	49	49	59	57	55	67	85	77	76
% Minority Faculty	8.8%	11.0%	10.8%	13.2%	12.5%	11.7%	14.3%	17.2%	15.6%	15.4%
All Full-Time Staff	875	884	875	895	914	965	965	1,026	1,024	1,055
Minority Staff	92	110	116	128	133	128	137	159	160	151
% Minority Staff	10.5%	12.4%	13.3%	14.3%	14.6%	13.3%	14.2%	15.5%	15.6%	14.3%
All Full-Time Employees	1,307	1,330	1,329	1,342	1,370	1,434	1,435	1,521	1,519	1,550
Minority Employees	130	159	165	187	190	183	204	244	237	227
% Minority Employees	9.9%	12.0%	12.4%	13.9%	13.9%	12.8%	14.2%	16.0%	15.6%	14.6%



Minority Student Headcount (Fall)

According to Fall 2011 enrollment figures, **19.4%** of Fall 2011 students classified themselves as minority.
Since Fall 2002, ASU Fall minority enrollment has averaged **18.3%**.

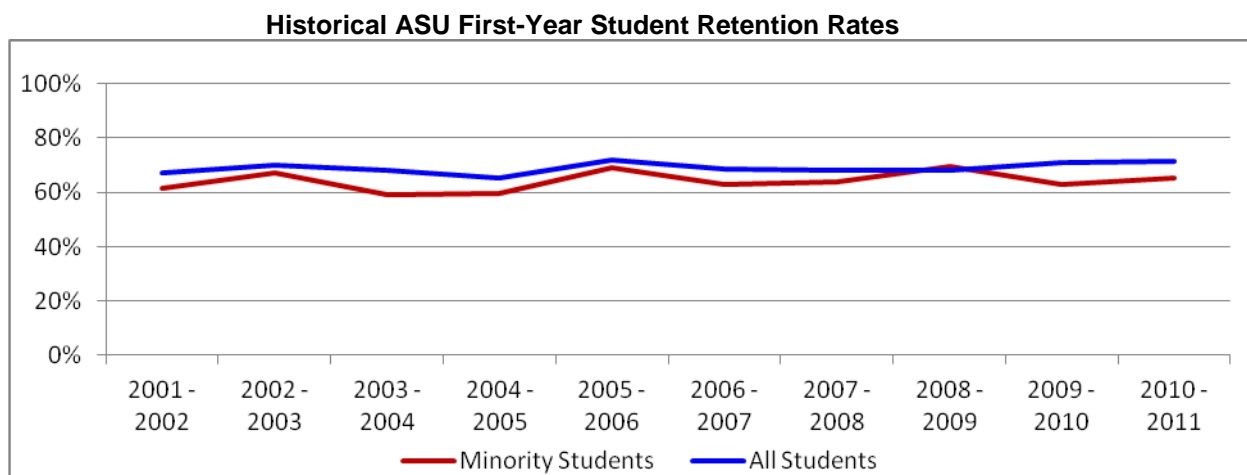
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Student Headcount										
Undergraduate Students	9,275	9,413	9,262	9,138	9,340	9,385	9,764	10,024	10,051	10,113
Minority UG's	1,392	1,534	1,595	1,681	1,834	1,847	1,943	2,012	2,141	2,040
% Minority UG's	15.0%	16.3%	17.2%	18.4%	19.6%	19.7%	19.9%	20.1%	21.3%	20.2%
Graduate Students	1,160	1,160	1,246	1,276	1,387	1,484	1,726	2,132	3,364	3,787
Minority GR's	141	167	181	188	212	242	263	340	548	654
% Minority GR's	12.2%	14.4%	14.5%	14.7%	15.3%	16.3%	15.2%	15.9%	16.3%	17.3%
All Students	10,435	10,573	10,508	10,414	10,727	10,869	11,490	12,156	13,415	13,900
Minority Students	1,533	1,701	1,776	1,869	2,046	2,089	2,206	2,352	2,689	2,694
% Minority Students	14.7%	16.1%	16.9%	17.9%	19.1%	19.2%	19.2%	19.3%	20.0%	19.4%



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

Based on the 2011 *Consortium for Student Retention (CSRDE)* Survey, **71.3%** of Fall 2010 full-time, first-time freshmen returned in Fall 2011. In contrast, the one-year retention rate for Fall 2010 minority students was **65.5%**. Since 2001, one-year retention rates for all full-time, first-time freshmen have averaged **69.0%**; whereas, rates for minorities have averaged **64.4%**.

Fall to Fall 1 st Year Retention Rates	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011
All Students	67.3%	69.9%	68.0%	65.4%	71.9%	68.6%	68.3%	67.9%	70.8%	71.3%
Minority Students	61.7%	67.4%	59.1%	59.8%	69.1%	62.7%	64.0%	69.3%	63.1%	65.5%



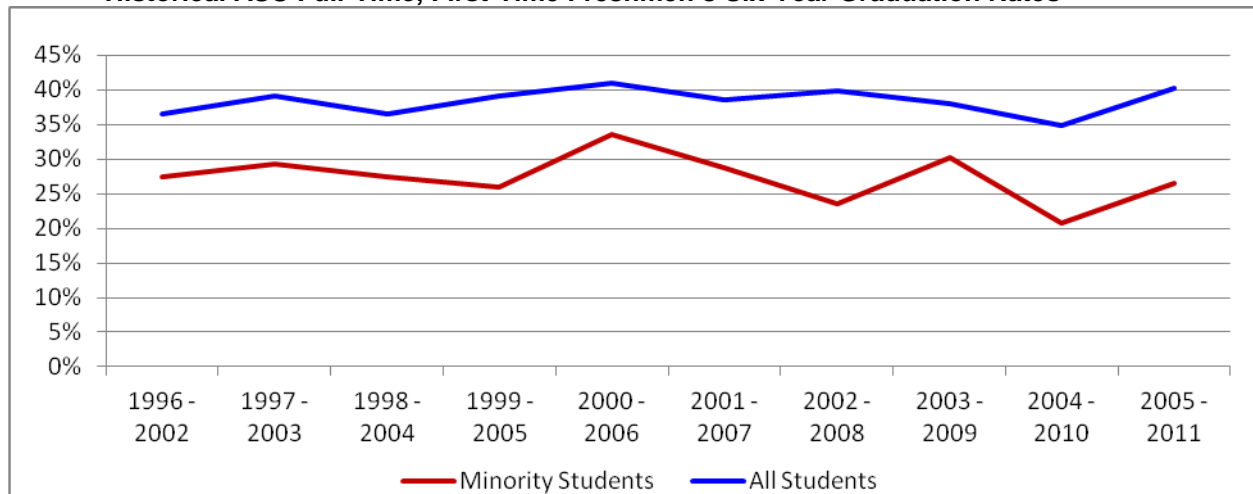


Graduation Rates for Minority Students (Full-Time, First-Time Freshmen)

Based on the 2011 *Consortium for Student Retention (CSRDE)* Survey, **40.2%** of Fall 2005 full-time, first-time freshmen graduated within six years. In contrast, the six-year graduation rate for Fall 2005 minority students was **26.5%**. Since 1996, six-year graduation rates for all full-time, first-time freshmen have averaged **38.4%**; whereas, rates for minorities have averaged **27.2%**.

Fall Cohorts	1996- 2002	1997- 2003	1998- 2004	1999- 2005	2000- 2006	2001- 2007	2002- 2008	2003- 2009	2004- 2010	2005- 2011
Six Year Graduation Rates										
All Students	36.5%	39.1%	36.5%	39.2%	41.0%	38.6%	39.8%	38.0%	34.8%	40.2%
Minority Students	27.5%	29.3%	27.5%	26.0%	33.5%	28.8%	23.5%	30.3%	20.8%	26.5%

Historical ASU Full-Time, First-Time Freshmen's Six-Year Graduation Rates

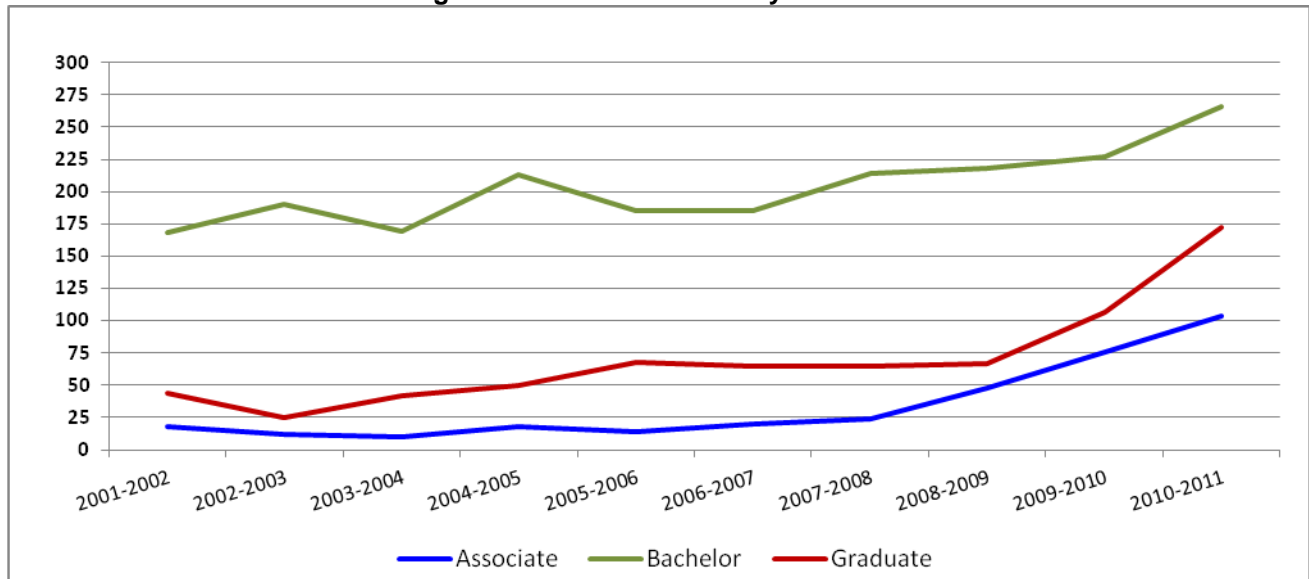


Degrees Conferred to Minority Students (Fiscal Year)

Based on Fall 2010/2011 degrees conferred information, **15.3%** of 2010/2011 degrees conferred were awarded to students who classified themselves as minority. Since 2001/2002, the proportion of the number of degrees conferred to minority students has averaged **13.5%**.

Number of Degrees Conferred in Fiscal Year	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011
All Students	2,051	2,055	1,999	2,147	2,123	2,047	2,026	2,174	2,673	3,554
Minority Students	230	227	221	281	267	270	303	333	410	545
Associate Degrees	18	12	10	18	14	20	24	48	76	104
Bachelor Degrees	168	190	169	213	185	185	214	218	227	266
Graduate Degrees	44	25	42	50	68	65	65	67	107	175
% Minority Students	11.2%	11.0%	11.1%	13.1%	12.6%	13.2%	15.0%	15.3%	15.3%	15.3%

Number of Degrees Conferred to Minority Students



Applications for First-Time Freshmen Minority Students (Fall)

Based on Fall 2011 applications, **51.4%** of Fall 2011 first-time freshmen applicants that were admitted enrolled in the fall. Fall 2011, the rate of admitted to enrolled for minorities was **48.7%**. Since 2002, the average admitted to enrolled rate has been **62.0%** for all first-time freshmen; whereas rates for minorities have averaged **63.3%**.

First-Time Freshmen Applications for Fall	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
All Students										
Applied	2,823	3,088	3,171	3,488	4,388	3,298	4,288	4,118	4,568	4,806
Admitted	2,051	2,039	2,029	2,259	2,657	2,634	3,511	3,156	3,201	3,040
Enrolled	1,632	1,525	1,378	1,584	1,727	1,733	1,902	1,725	1,716	1,562
% Admitted-Enrolled	79.6%	74.8%	67.9%	70.1%	65.0%	65.8%	54.2%	54.7%	53.6%	51.4%
Minority Students										
Applied	605	672	835	994	977	917	1,046	957	1,469	1,586
Admitted	369	399	499	565	634	639	762	648	792	712
Enrolled	285	290	363	388	414	436	466	396	426	347
% Admitted-Enrolled	77.2%	72.7%	72.7%	68.7%	65.3%	68.2%	61.2%	61.1%	53.8%	48.7%



Applications for Undergraduate Transfer Minority Students (Fall)

Based on Fall 2011 applications, **71.3%** of Fall 2011 undergraduate transfer applicants that were admitted enrolled in the fall. Fall 2011, the rate of admitted to enrolled for minorities was **65.0%**. Since 2002, the average admitted to enrolled rate has been **74.3%** for all undergraduate transfers; whereas rates for minorities have averaged **69.3%**.

Undergraduate Transfer Applications for Fall	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
All Students										
Applied	1,284	1,377	1,372	1,446	1,493	1,389	1,564	1,543	1,839	1,851
Admitted	992	1,083	1,091	1,110	1,120	1,115	1,227	1,260	1,380	1,338
Enrolled	827	898	886	842	772	826	840	880	976	954
% Admitted-Enrolled	83.4%	82.9%	81.2%	75.9%	68.9%	74.1%	68.5%	69.8%	70.7%	71.3%
Minority Students										
Applied	245	281	303	334	359	350	293	265	494	470
Admitted	161	202	223	220	254	249	206	194	330	274
Enrolled	124	163	178	157	162	165	127	130	218	178
% Admitted-Enrolled	77.0%	80.7%	79.8%	71.4%	63.8%	66.3%	61.7%	67.0%	66.1%	65.0%

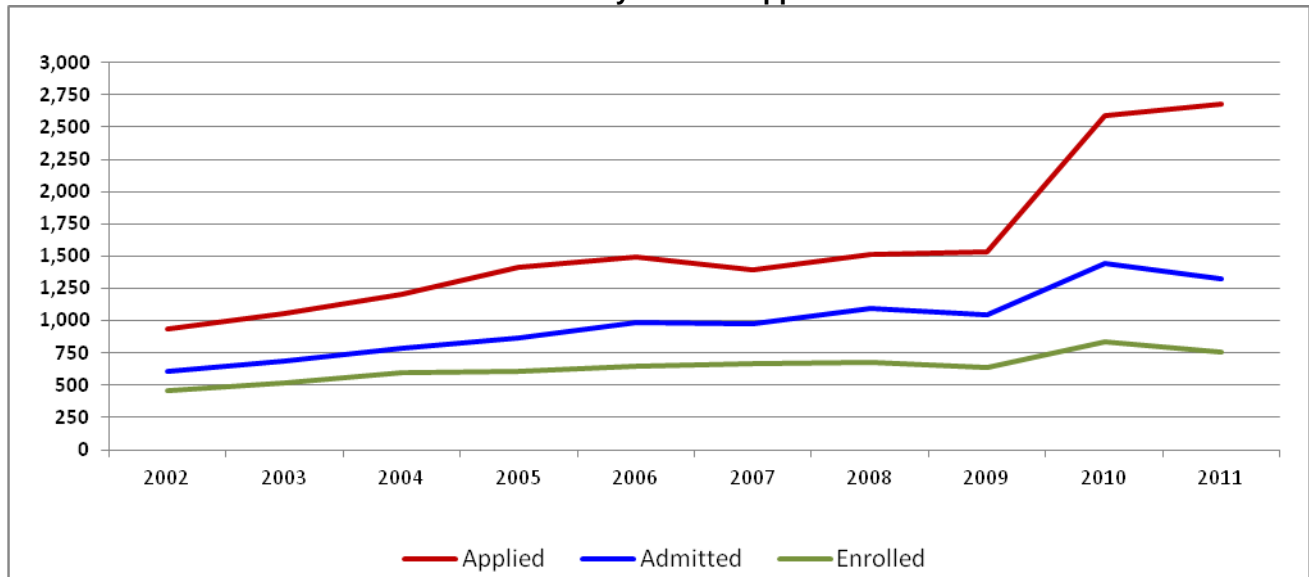


Applications for New Graduate Minority Students (Fall)

Based on Fall 2011 applications, **67.3%** of Fall 2011 new graduate student applicants that were admitted enrolled in the fall. Fall 2011, the rate of admitted to enrolled for minorities was **68.8%**. Since 2002, the average admitted to enrolled rate has been **65.8%** for all new graduates; whereas rates for minorities have averaged **65.4%**.

New Graduate Applications for Fall	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
All Students										
Applied	576	508	538	534	974	676	1,365	1,844	2,881	2,877
Admitted	485	452	535	526	658	530	1,123	1,354	1,856	1,975
Enrolled	376	356	448	424	450	390	580	752	1,139	1,329
% Admitted-Enrolled	77.5%	78.8%	83.7%	80.6%	68.4%	73.6%	51.6%	55.5%	61.4%	67.3%
Minority Students										
Applied	86	98	68	85	156	124	174	314	629	624
Admitted	77	84	68	82	100	90	130	205	325	337
Enrolled	49	60	54	61	74	67	82	110	191	232
% Admitted-Enrolled	63.6%	71.4%	79.4%	74.4%	74.0%	74.4%	63.1%	53.7%	58.8%	68.8%

Number of New ASU Minority Student Applications

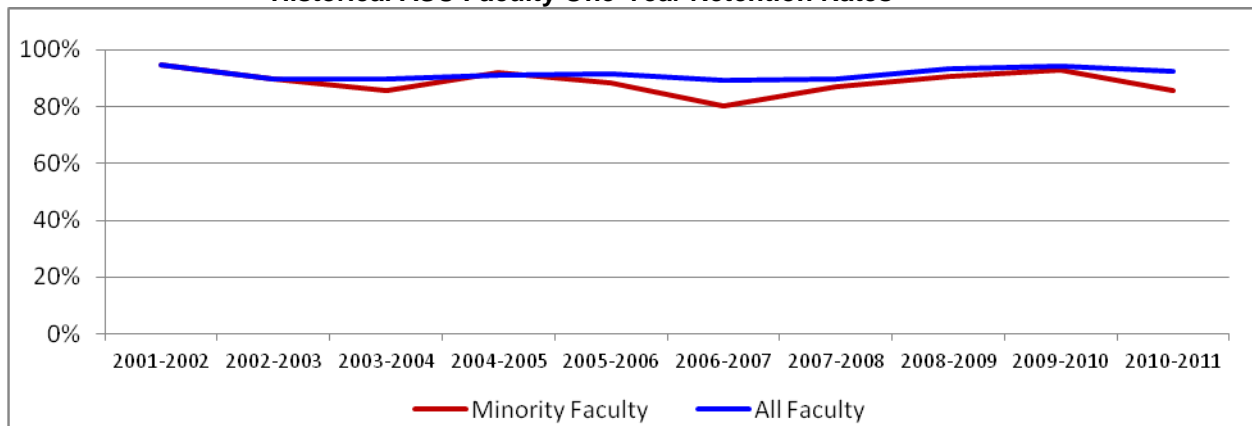


Retention Rates for Minority Faculty (Full-Time Faculty)

Based on 2011/2012 faculty information, **92.5%** of the 2010/2011 full-time faculty returned in 2011/2012. In contrast, the one-year retention rate for 2010/2011 minority faculty was **85.7%**. Since 2001/2002, one-year retention rates for all full-time faculty have averaged **91.6%**; whereas, rates for minorities have averaged **88.6%**.

Fall to Fall One-Year Retention Rates	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011
All Faculty	94.7%	89.6%	89.7%	91.0%	91.3%	89.3%	89.9%	93.4%	94.4%	92.5%
Minority Faculty	94.7%	89.5%	85.4%	91.8%	88.5%	80.0%	86.8%	90.4%	93.0%	85.7%

Historical ASU Faculty One-Year Retention Rates



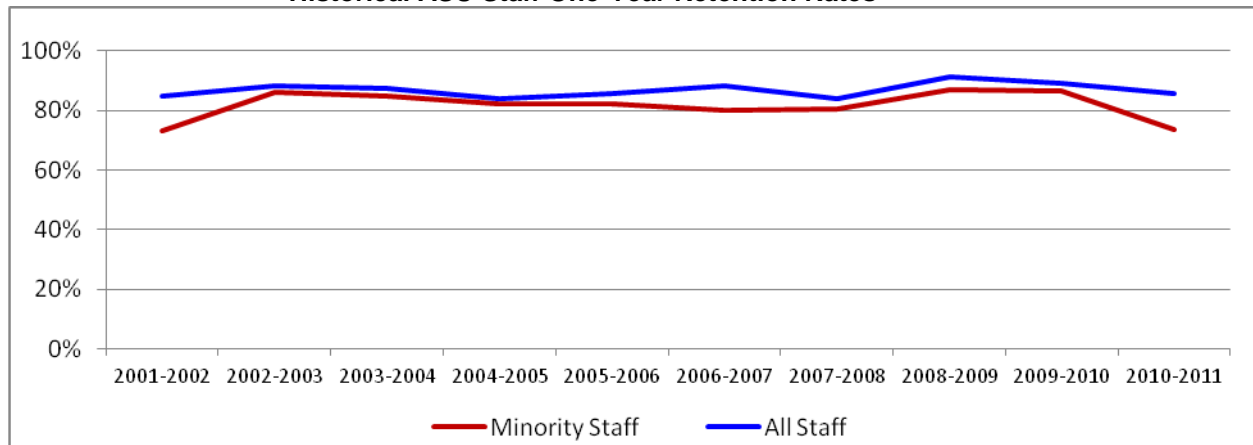


Retention Rates for Minority Staff (Full-Time Staff)

Based on 2011/2012 staff information, **85.5%** of 2010/2011 full-time staff returned in 2011/2012. In contrast, the one-year retention for 2010/2011 minority staff was **73.5%**. Since 2001/2002, one-year retention rates for all full-time staff have averaged **86.7%**; whereas, rates for minorities have averaged **81.6%**.

Fall to Fall	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011
One-Year Retention Rates										
All Staff	84.6%	88.0%	87.4%	83.9%	85.6%	88.0%	84.0%	91.3%	89.0%	85.5%
Minority Staff	73.3%	85.9%	84.6%	82.1%	82.3%	80.0%	80.6%	86.9%	86.7%	73.5%

Historical ASU Staff One-Year Retention Rates



For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, American Indians/Alaskan Natives, Asian Americans, Hispanic Americans, Native Hawaiians/Pacific Islanders and those reporting two or more races.

Analysis Prepared by the Office of Institutional Research, Planning & Assessment; web address: www.astate.edu/irp; email address: asuipr@astate.edu

ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan
June 2012

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 11
Black	529
Hispanic	364
American Indian/Alaska Native	173
Asian/Pacific Islander	155
Total	1221

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
Associate Professor (4)	Asian/Pacific Islander
Associate Professor (1)	Black
Assistant Professor (5)	Asian/Pacific Islander
Assistant Professor (3)	Hispanic
Assistant Professor (1)	American Indian/Alaskan Native
Assistant Professor (2)	Black
Instructor (1)	Black
Instructor (1)	Asian/Pacific Islander
Instructor (1)	Hispanic
No Rank (1)	Black
No Rank (1)	Asian/Pacific Islander
Total Minority Faculty	22

Staff:

Academic Advisor (1)	Asian
Administrative Specialist I (1)	Black
Administrative Specialist I (1)	Hispanic
Administrative Specialist II SBTDC (1)	Asian
Administrative Specialist II (1)	Black
Administrative Specialist III (2)	Asian
Administrative Specialist III (1)	Hispanic

Admissions Analyst Supervisor (1)	Asian
Assistant Coach (1)	Black
Assistant Director of International Programs (1)	Asian
Cashier (1)	Hispanic
Director of Student Development Center (2)	Black
Fiscal Support Specialist (1)	American Indian/Alaskan Native
Fiscal Support Specialist (1)	Black
Institutional Assistant (1)	Asian
Institutional Services Assistant (2)	American Indian/Alaskan Native
Institutional Services Assistant (2)	Asian
Institutional Services Assistant (2)	Black
Institutional Services Assistant (1)	Hispanic
Institutional Services Assistant (1)	Native Hawaiian/Pacific Island
Library Technician (1)	Black
Maintenance Assistant (1)	Black
Project Program Director (1)	American Indian/Alaskan Native
Public Safety Officer (1)	Hispanic
Registered Nurse (1)	American Indian/Alaskan Native
Software Support Specialist (1)	Asian
Systems Specialist (1)	American Indian/Alaskan Native
Total Minority Staff	32

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

Administrative Specialist I (1)	Black
Administrative Specialist I (1)	Hispanic
Administrative Specialist II SBTDC (1)	Asian
Cashier (1)	Hispanic
Director of Student Development Center (1)	Black
Institutional Services Assistant (1)	Asian
Project/Program Director (1)	American Indian/Alaskan Native
Registered Nurse (1)	American Indian/Alaskan Native
Software Support Specialist (1)	Asian
Total in Past Year	9

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 211 last year an increase of 20.9% 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.

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

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 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.

The number of minority staff increased by 9 over the last year. This represents a 39.1% increase over the previous year.

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

The plan submitted last year was for 2012-2016.

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

Timeline

These efforts began in 1997 and are continuing. The plan is assessed each year and re-

evaluated as a result of the findings.

Budget

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

Methods of Assessment

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

Henderson State University
2011-2012
Minority Recruitment and Retention
Annual Report

Dr. Lewis A. Shepherd, Jr.
Vice President for External Affairs
HENDERSON STATE UNIVERSITY
June 30, 2012

Introduction

In 2000, people of color (African Americans or people of African descent, Asian Americans, and Asian American descent, Hispanic Americans, Native Americans) comprise approximately 30% of the United States (U.S.) population. Currently, people of color comprise 35% of the population. By 2050, it is projected that the people of color will represent 54% of the total U.S. population, an increase of 8% over previous projections.

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

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

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

Multicultural Students

The number of culturally diverse students enrolled during the 2011-2012 academic year at Henderson State University was 1,162. This number represents approximately 30.7% of the HSU student body. This represents an increase from 29.3% for 2010-2011.

	Fall 2011				Spring 2012		
Race/Ethnicity	Under-graduate	Graduate	TOTAL		Under-graduate	Graduate	TOTAL
Caucasian	2311	306	2617		2098	298	2396
African American	762	53	815		671	61	732
Unknown/Not Reported	4	0	4		3	0	3
American Indian	10	3	13		6	3	9
Asian American	28	4	32		25	3	28
Hispanic	92	5	97		85	7	92
International	35	14	49		32	14	46
Hawaiian	1	0	1		0	0	0
2 or More Races	139	12	151		135	19	154
Total Enrollment	3382	397	3779		3055	405	3460

Minority Staff and Faculty

During the 2011-2012 academic year, Henderson State University employed 123 (19.6%) minority faculty and staff. The following list provides the number and position titles of individuals currently employed:

Currently Employed Faculty and Staff

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

Adjunct	7
Administrative Specialist	10
Admissions Counselor	2
Assoc. Dean (interim)	1
Assoc. Librarian	1
Assoc. Professor	4
Asst. Director	3
Asst. Professor	6
Athletic Administrator	1
Athletic Trainer	1
Chair	1
Coach	3
Computer Services	4
Coordinator (one interim)	2
Counselor	1
Dean (interim)	1
Director	5
Education Specialists	4
Fiscal Support	3
Institutional Svc. Supervisor	4
Institutional Svc.	33
Instructor	2
Library support	3
Maint. Asst.	2
Postmaster	1
Professor	10
Public Safety Officer	2
Purchasing Specialist	1
Shipping & Receiving	1
Skilled Labor	1
Student Accounts	1
Switchboard	1
Vice-President	1

123

Full-time Faculty by Minority Group

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

AM IND/ALASKA NATIVE	2
ASIAN	6
BLACK/AFRICAN AMER	9
HISPANIC/LATINO	4
MULTICULTURAL	8
	29

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:

Adjunct Faculty	7
Administrative Specialist	3
Assistant Director	1
Asst. Professor	2
Coach	1
Institutional Services Asst.	8
Public Safety Officer	1
Coordinator	1
Athletic Trainer	1
	25

Institutional Goals and Objectives

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

In its continuing efforts to recruit and retain culturally diverse faculty, staff and students the Office of External Affairs is utilizing the following strategies: (1) To successfully attract and retain racially and ethnically diverse students, HSU must be able to meet the psychological, sense of belonging, and self-esteem needs of students. Retention services include counseling, tutoring, academic support, career planning and placement services. The Office of Diversity will provide cultural competency skills for academic advisors and faculty members; (2) Provide strong academic preparation and support Programs – Summer Institute; (3) Provide strong social support and integration-social and cultural activities and organizations; (4) Provide additional financial resources; (5) Sending job

announcements to Historically Black Colleges and Universities; (6) Create diversity action plans for all academic and non-academic units; (7) Create a campus-wide mentoring program that improves campus climate and retention; (8) Substantially increase revenues from fundraising and partnerships in collaboration with the HSU Foundation for diversity-related initiatives.

Assessment

As a measure of progress we will:

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

Budget

The Office of Diversity operates within the following budget:

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

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
2011-2012

Southern Arkansas University
100 E. University
Magnolia, Arkansas 71754

MINORITY RETENTION PLAN 2011-2012

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
2011-2012 Report

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

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	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
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Asian/Unknown

Adjunct					1	
Administrative Specialist II						1
Assistant Professor	4	6	5	1	2	1
Associate Professor	2	5	4	4	5	6
Chair/Associate Professor			1	1		
Dean			1	1	1	1
Instructor	1	0	1	1		1
International Student Database					1	1
Skilled Trades Worker/PC						1
Total	7	11	12	8	10	12

African American

Accountant	2	2	2			
Accounting Coordinator				1	1	1
Accounting Tech	1	2	2			
Adjunct	2	1	2	2		1
Administrative Secretary		1	1			
Administrative Specialist I				4	4	4
Administrative Specialist II				3	6	3
Administrative Specialist III				2		3
Admissions Counselor						1
Applications Programmer	1	1	1			
Apprentice Tradesman	1	1	1			
Associate Professor	1	1	2	2	3	3
Assistant Coach		1	1		1	2
Associate Dean						1
Assistant Director	1	2	2	1	2	3
Assistant Grounds/Gardener					1	
Assistant Professor	5	6	8	6	7	6
Chair	1	1	1	1		
Coordinator	2	1	3			1
Counselor	2	2	2	2		1
FA Counselor I	1	1	1			
Custodian II	2	2	2			
Custodian I	1	1				
Dean	1	1				
Development Coordinator	1	1	1	1	1	1
Director	4	4	4	5	4	5
EMAS Supervisor	1	0				
Equipment Operator	1	1	1	2	2	2
Field Instructor IV-E	1	1	1	1		2
Field Supervisor						

Financial Aid Analyst		1	1	1	1	1
Fiscal Support Supervisor				1	1	1
Fiscal Support Specialist					1	
Fiscal Support Technician				1	1	1
Head Coach	3	2	2	2		1
Heavy Equipment Operator				1	1	
Housing Coordinator	1	1	1			
Human Resource Specialist					1	1
Information Systems Analyst				1	1	
Instructor	4	4	4	3	4	2
Institutional Services Assistant				4		3
Maintenance Worker II	1	2	2			
Manager University Vill	1	1				
P/T Secretary	1	0				
Professor						
PS Supervisor II	1	1				
Purchasing Agent	1	1	1			
Purchasing Specialist				1	1	1
Secretary I	3	5	5			
Secretary II	2	1	1			
Skilled Trades Supervisor	1	1	1	1	1	1
Skill Tradework	1	2	1			
Student Relations Specialist		1	1	1		
Student Retention Specialist	1	0				
Student Activities Admin	1	0				
Training Coordinator	1	1	1	1		
Tutor Coordinator	1	1			1	1
Total	56	59	59	51	50	53
Hispanic Americans						
Assistant Director			1		1	1
Assistant Professor	1	1	2	1	3	1
Assistant Professor/Director				1		1
Professor	1	1	1	1	1	1
Total	2	2	4	3	5	4
Native Americans						
Assistant Professor	0	0	0	0	0	0
Secretary II		1	0	0	0	0
Total	0	1	0	0	0	0
Non-Resident Aliens						
Associate Professor	0	0	0	0	0	4
Total	0	0	0	0	0	4

New Minorities hired within the last year

2011-2012

Administrative Specialist I	1
Instructor of Science	1
Skilled Trades Worker/PC	<u>1</u>
Total	3

2010-2011

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

2009-2010

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

2008-2009

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

2007-2008

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

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
Total	9

Student Retention

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

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

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

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

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

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

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

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

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

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

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

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

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

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

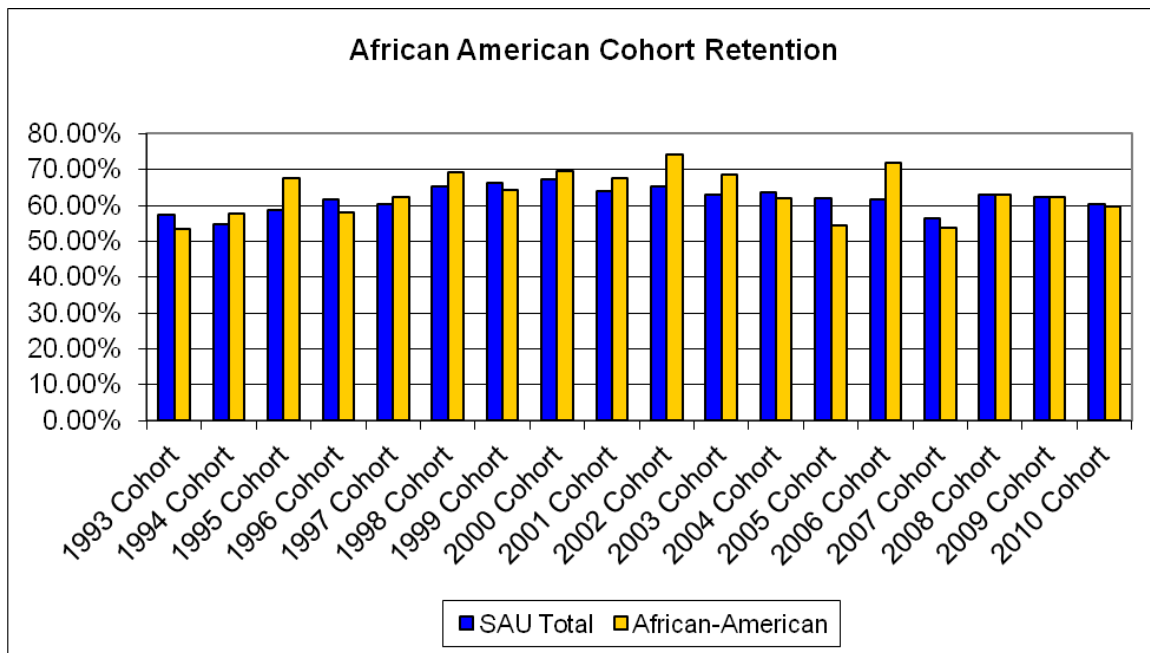
Fall 2010 Cohort Group	Number in Cohort	First Year Retained Fall 2011
African-American	201	59.70%

Native American	3	100%
Hispanic	15	66.67%
Asian	11	66.64%
White	395	61.01%

African-American Beginning Freshmen Retention

African-American First-Year Retention rates have exceeded University rates 10 of the last 18 years since 1993 as shown in the chart below.

Cohort	SAU Total	African-American
1993 Cohort	57.32%	53.57%
1994 Cohort	54.62%	57.80%
1995 Cohort	58.63%	67.54%
1996 Cohort	61.54%	57.89%
1997 Cohort	60.23%	62.40%
1998 Cohort	65.20%	69.37%
1999 Cohort	66.13%	64.39%
2000 Cohort	67.42%	69.57%
2001 Cohort	63.92%	67.59%
2002 Cohort	65.19%	74.32%
2003 Cohort	62.87%	68.42%
2004 Cohort	63.68%	61.88%
2005 Cohort	62.08%	54.55%
2006 Cohort	61.62%	71.79%
2007 Cohort	56.44%	53.85%
2008 Cohort	62.82%	62.92%
2009 Cohort	62.34%	62.28%
2010 Cohort	60.19%	59.70%

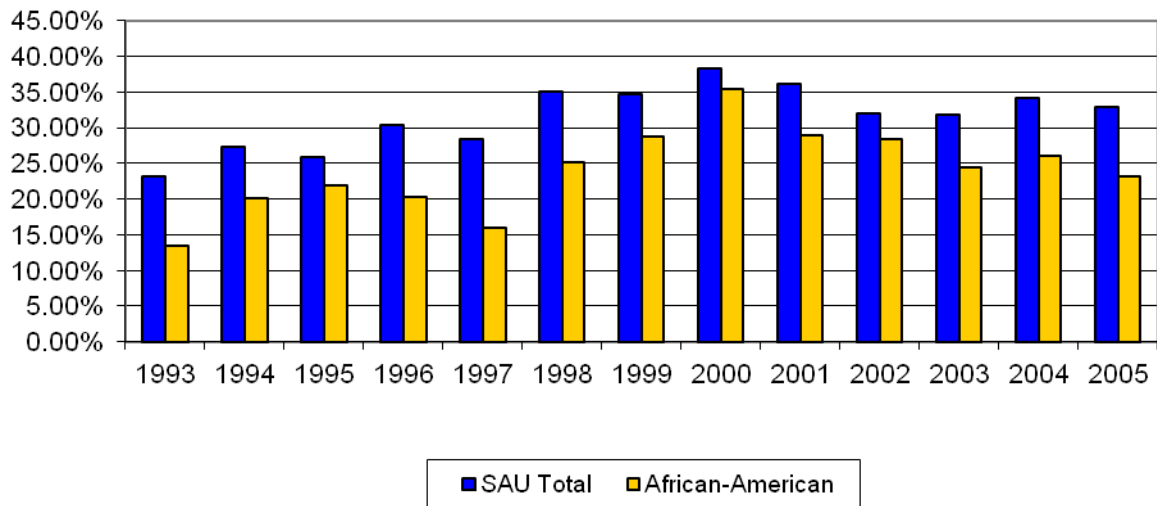


African-American Beginning Freshmen Graduation Rates

The cohorts shown below reflect full six-year graduation rate data, showing the number of students originally enrolled in 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004 and 2005 that had graduated six years later. These figures include only those students that enrolled at SAU as freshmen and graduated from SAU (native completers.) **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 something SAU is trying very hard to decrease.**

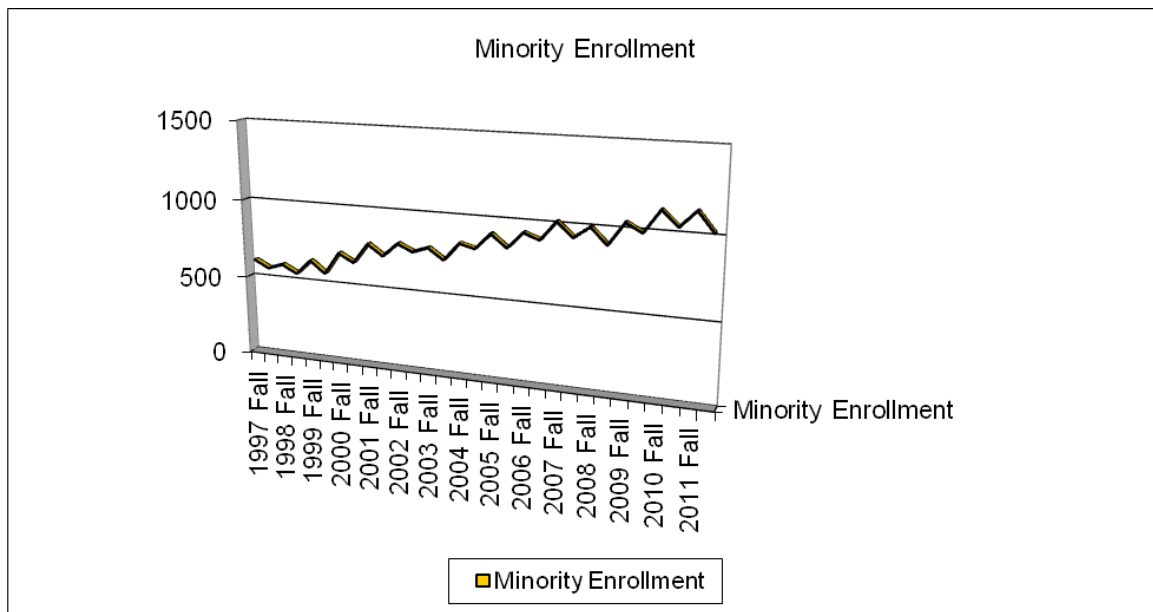
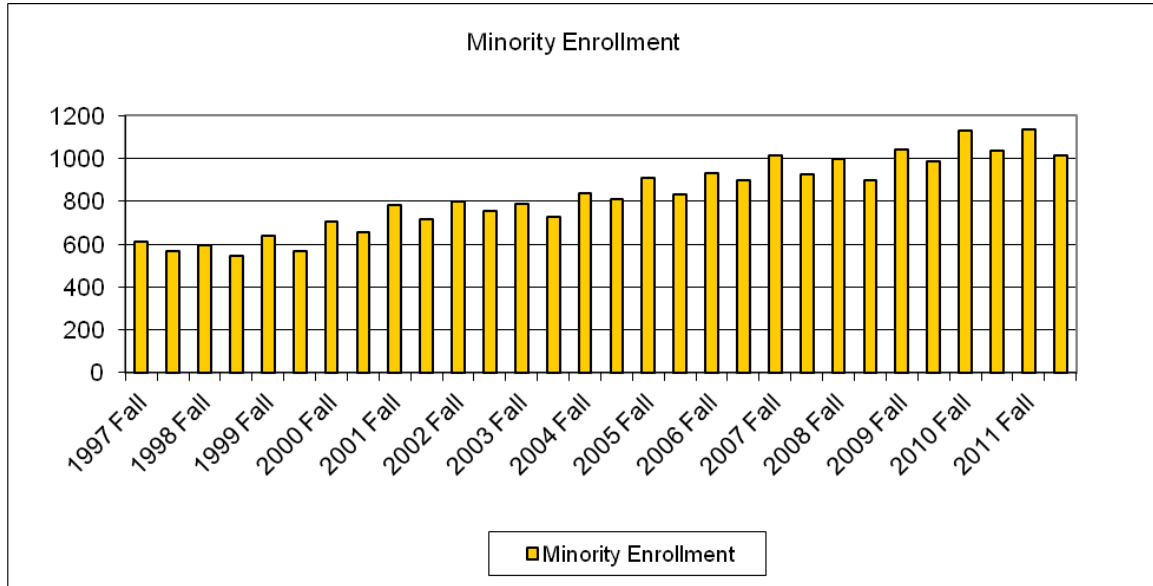
Cohort	SAU Total	African-American
1993	23.17%	13.50%
1994	27.31%	20.18%
1995	25.78%	21.93%
1996	30.38%	20.30%
1997	28.30%	16.00%
1998	34.99%	25.23%
1999	34.77%	28.79%
2000	38.36%	35.40%
2001	36.07%	28.96%
2002	31.97%	28.37%
2003	31.80%	24.34%
2004	34.15%	26.00%
2005	32.80%	23.08%

African American Cohort Graduation



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

2010 Fall	1128
2011 Spring	1036
2011 Fall	1136
2012 Spring	1016



Multicultural Services Mission Statement

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

OFFICE of MULTICULTURAL SERVICES 2011/2012 ACTIVITIES and EVENTS

AUGUST 2011

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

SEPTEMBER 2011

- Black Students Association meeting
- Hispanic Freshman Fiesta – Latinos Unidos
- Sexual Assault Awareness Week activities
- NPHC meeting
- Black Students Association meeting
- NPHC meeting
- Black Students Association meeting
- Latino Unidos meeting
- Black Students Association Rooftop Party
- Sister-To-Sister meeting

OCTOBER 2011

- NPHC meeting
- BSA meeting
- Black Alumni Homecoming Reception – Featuring Nicky Parrish and Chemistry
- NPHC Annual Homecoming Greekshow
- Black Students Association Fashion Show
- NPHC meeting
- Latinos Unidos meeting
- BSA meeting

- Latinos Unidos meeting
- Sister-To-Sister meeting

NOVEMBER 2011

- NPHC meeting
- BSA meeting
- NPHC meeting
- Latinos Unidos meeting
- BSA meeting
- NPHC meeting
- Sister-To-Sister meeting

DECEMBER 2011

- BSA meeting
- Latinos Unidos meeting
- Sister-To-Sister meeting

JANUARY 2012

- Columbia County NAACP Annual Freedom Fund Banquet
- Dr. Martin Luther King, Jr. March and Program – featuring Mary Armwood – 2011/2012 Honor Professor
- Sister-To-Sister meeting

FEBRUARY 2012

- Brother-To-Brother Retention meeting
- NPHC meeting
- BSA meeting
- BSA Panel Discussion – “Let’s Talk About Sex”
- Black History Month Talent Show
- NPHC meeting
- BSA meeting
- Sister-To-Sister meeting
- Black History Month Program

MARCH 2012

- NPHC meeting
- BSA meeting
- NPHC meeting
- BSA meeting
- The Image of Black Male Students in Higher Education – A Panel Discussion
- Black Student Association Panel Discussion
- Sister-To-Sister meeting

APRIL 2012

- NPHC Annual Spring Greekshow & After Party
- NPHC meeting
- BSA Scholarship Extravaganza
- NPHC meeting
- BSA meeting
- Sister-To-Sister became a recognized student organization
- Genesis Ministry Choir Annual Spring Concert
- Sister-To-Sister Sexual Assault Awareness Month

University of Arkansas

2012 Annual Report

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

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

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

Progress in Meeting Minority Recruitment and Retention Goals, 2011 - 2012

The UAF has made considerable progress in meeting its minority recruitment and retention goals during 2011-2012. Following are more specific indicators of this progress:

Over the past decade the **2010 Commission** issued a series of four reports that addressed the University’s commitment to minority recruitment and retention and tracked progress. In 2009 Chancellor Gearhart and the Chancellor’s

Administrative Policy Council developed a new report which superseded the work of the 2010 Commission but was similar in intent. **Providing Transparency and Accountability to the People of Arkansas** reaffirmed and updated the University's commitment to minority recruitment and retention. This document will be used in the coming decade and beyond to track implementation of our commitments.

Minority Student Enrollment

Between the fall 2010 and fall 2011 the University of Arkansas experienced some progress in growing its numbers of minority students. The following graph illustrates increases among every ethnic group.

***MINORITY STUDENT ENROLLMENT**

ETHNICITY	FALL 2010	FALL 2011	% of Total 2011	% of Change
Hispanic and any race	861	1068	4.6%	24.0%
American Indian	337	315	1.4%	-6.5%
Asian	508	562	2.4%	10.6%
African American	1,128	1246	5.4%	10.5%
Hawaiian	19	21	.1%	10.5%
Two or More Races	461	608	2.6%	31.9%
TOTAL	3314	3820	16.5%	15.3%
Foreign (International)	1,163	1,191	5.1%	2.4%
Ethnicity Not Available	115	90	.4%	-21.7%

*(UA Office of Institutional Research)

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

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

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

Third, the university provides Bridge scholarships to high achieving underrepresented students to encourage them to attend. These scholarships have a mentoring requirement associated with them that give Bridge scholars an opportunity to receive both faculty and peer mentoring. Since its inception in fall 2009, the Razorback Bridge Outreach Program has produced the desired results. Between fall 2009 and fall 2010 underrepresented student enrollment grew by 16.6%. From fall 2010-fall 2011, underrepresented student enrollment grew by 15.3%. In the fall of 2011, the university welcomed its most diverse freshman class ever. Almost 19% of the entering freshmen were underrepresented students.

Minority Faculty/Staff

For the 2011-2012 school year, the university hired 375 employees in both faculty and staff positions. Federally defined minorities accounted for 14.4% of these hires. This number represents a 1.4% increase from the 2011-2012 school year. Women comprised 51.2% of the new employees while foreign nationals made up 10.67% of the new hires. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2011-2012,

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

FACULTY/STAFF NEW HIRES

<u>Ethnicity</u>	<u>FY 11#</u>	<u>%</u>	<u>FY 12#</u>	<u>%</u>
African American	16	4.24%	19	5.07%
Asian	13	3.45%	12	3.20%
Hispanic	12	3.18%	13	3.47%
Native Hawaiian	0	0.00%	0	0.00%
American Indian	1	0.27%	3	.8%
Two or More Races	7	1.86%	7	1.86%
Foreign	52	13.79%	40	10.67%
Unknown	70	18.57%	76	20.26%
Caucasian	206	54.64%	205	54.67%
Totals	377	100.00%	375	100.00%

Gender Totals

Female	159	42.18%	192	51.20%
Male	218	57.82%	183	48.80%
Totals	377	100.00%	375	100.00%

Minority Faculty/Staff by Position

<u>Position Title</u>	<u># of Employees</u>
Assistant Professor	65
Assistant Professor - WCOB	13
Assoc Professor	41
Assoc Professor - WCOB	2
Assoc Professor-Law	1
Asst Librarian	1
Departmental Chairperson	1

Departmental Chairperson-WCOB	3
Distinguished Professor	4
Distinguished Professor-ENGR	2
Instructor	45
Lecturer	7
Librarian	1
Professor	25
Professor - WCOB	1
Professor Law	4
University Professor	5
Academic Counselor	11
Accountant II	1
Administrative Analyst	1
Administrative Specialist I	3
Administrative Specialist II	10
Administrative Specialist III	15
Administrative Supp.Supervisor	15
Agriculture Farm Technician	2
Agriculture Lab Technician	4
Assoc For Administration	1
Associate Dean of WCOB	1
Asst Dean	1
Asst Dir of Affirmative Action	1
Asst To The Dean	1
Buyer Supervisor	1
Cashier	1
Collector	1

Computer Lab Technician	1
Computer Operator	2
Computer Support Specialist	8
Computer Support Technician	6
Coord Of Academic Space	1
Dean	1
Dean Of Engineering	1
Dean Of Law	1
Development/Advancement Mgr.	1
Development/Advancement Spec	2
Dir Of Career Services	1
Director of University Police	1
Director Of Financial Aid	1
Editor	1
Equipment Mechanic	1
Farm Foreman-Inst	1
Financial Aid Analyst	1
Fiscal Support Analyst	3
Fiscal Support Specialist	6
Fiscal Support Technician	3
HE Public Safety Commander II	1
HE Public Safety Dispatcher	2
HE Public Safety Officer	11
HE Public Safety Supervisor	2
HEI Program Coordinator	11
Information Systems Analyst	1
Institutional Service Asst.	30

Institutional Service Super.	2
Inventory Control Manager	1
Inventory Control Technician	1
Library Supervisor	1
Library Support Assistant	3
Lodge Housekeeping Supervisor	1
Maintenance Specialist	1
Major Gift Development Officer	2
Master Scientific Res Tech	1
Network Support Analyst	2
Occ. Safety Coordinator	1
Payroll Services Specialist	1
Post Doctoral Associate	36
Post Doctoral Fellow	12
Program Assistant	3
Program Associate	20
Program Technician	14
Project/Program Director	6
Project/Program Manager	12
Project/Program Specialist	40
Registrar's Assistant	1
Research Assistant	10
Research Associate	36
Research Technologist	1
Scientific Research Tech	2
Senior Software Supp Analyst	1
Skilled Trades Foreman	1

Skilled Tradesman	4
Sr. Project/Program Director	3
Stationary Engineer	2
Student Development Specialist	5
Systems Analyst	7
Systems Specialist	3
Vice-Provost	1
Website Developer	1
Total Minority Faculty/Staff	630

Minority Full-time Faculty

Ethnicity	Number
African American	34
American Indian	10
Hispanic	21
Asian	80
Pacific Islander	0
Foreign	52
Two or More Races	12
Total	209

Minority Adjunct Faculty

Ethnicity	Number
African American	2
American Indian	1
Hispanic	2
Asian	1
Pacific Islander	0
Foreign	6
Two or More Races	1
Total	13

Minority Faculty/Staff New Hires by Position

Position Title	# of Employees
Assistant Professor	9
Assistant Professor - WCOB	4
Assoc Professor	2
Assoc Professor - WCOB	1
Asst Librarian	1
Departmental Chairperson-WCOB	1
Instructor	11
Lecturer	3
Academic Counselor	2
Administrative Specialist I	1
Administrative Specialist II	1
Administrative Specialist III	2
Administrative Supp. Supervisor	2
Assoc For Administration	1
Cashier	1
Computer Support Specialist	2
Computer Support Technician	1
Dean Of Law	1
Fiscal Support Analyst	1
Fiscal Support Specialist	1
Fiscal Support Technician	2
HE Public Safety Dispatcher	1
HE Public Safety Officer	5
HEI Program Coordinator	4
Institutional Service Asst.	1
Library Support Assistant	1
Major Gift Development Officer	1
Post-Doctoral Associate	9
Post-Doctoral Fellow	6
Program Assistant	1
Program Associate	2
Program Technician	3
Project/Program Director	1
Project/Program Specialist	4
Research Associate	3
Student Development Specialist	1
Systems Specialist	1
Total Minority Faculty/Staff New Hires	94

Diversity Initiatives 2011/2012

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

Student Recruitment/Retention

Diversity Affairs expanded the “Razorback Bridge Plan.” Over the past three years, Diversity Affairs has built relationships with administrators and students at the following high schools: West Memphis, McClellan, Hall, Dumas, Fordyce, Rivercrest, El Dorado, Forrest City, Lee, KIPP, Osceola, Hughes, Pine Bluff, Ashdown, Hope, Parkview, Ft. Smith North Side, Barton-Lexa, Blytheville and Earle. Diversity Affairs has also strengthened the university’s relationship with area high schools that have sizable Hispanic and Marshallese populations. They include Bentonville, Springdale, Rogers, Rogers Heritage, and Siloam Springs.

In July 2011 Diversity Affairs added a new unit called the Office of Latino Academic Advancement and Community Relations (la OLAA-CR). The main purpose of this unit is to develop campus-wide, coherent and effective policies and initiatives for better recruiting and retaining Latino students, faculty and staff.

In its inaugural year, la OLAA-CR held two major recruitment events. The first one was the **Hispanic Heritage Month Campus Day**, which brought over 150 Latinos students to campus on Sept. 27, 2011. The goal of this event was to motivate and help Hispanic high school students to prepare for college. The program provided key information about multiple career options, scholarships and financial aid. The students also toured the campus and met Latino students, faculty and staff. The second major recruitment event was the **Latino Scholars Day**.

Developed in collaboration with the Honors College and the Center for Multicultural and Diversity Education, this recruitment event brought 27 Latino students to the campus each of whom had grade point averages of 3.5 and above and resumes that demonstrated significant community involvement. In addition to these two events, la OLAA-CR hosted campus visits from other schools and made multiple visits to numerous Arkansas schools including Little Rock Central, Siloam Springs, Springdale, Springdale Har-Ber, George Junior High, J.O. Kelly, Oakdale, Southwest Junior High and Central Junior High in Springdale, Lincoln, Rogers Heritage, Rogers High, Fayetteville, Fort Smith North Side, West Memphis, Clarendon, DeQueen, Green Forest. Altogether, la OLAA-CR staff reached over 1,000 students.

Concomitant with its work with high school students, la OLAA-CR had preliminary discussions with administrators from Northwest Arkansas Community College (NWACC) about establishing a special transfer initiative that targeted Latino students. These discussions are on-going, and la OLAA-CR was successful in arranging a visit from a group of Latino students from the community college to the campus this past spring.

The main retention initiative launched by la OLAA-CR was the Conexiones Latinas Peer Mentoring Program. This initiative created a registered student organization comprised of sophomore level and above students who were dedicated to acting as peer mentors to Latino/a freshmen and transfer students. To support the mentoring mission of Conexiones, la OLAA-CR co-sponsored a Minority Mentoring Training Workshop in September 2011.

La OLAA-CR was also instrumental in organizing the first Latino RSO Executive Meeting. Among the participants were the representatives from the Latino Association of Professionals in Finance and Accounting (ALPFA), the Society of Hispanic Professional Engineers (SHPE), the International Bolivian

Association, the League of Latin American Citizens (LULAC), Phi Iota Alpha, Latinas in Action, Gamma Eta, the Latino Alumni Society and the Latin American and Latino Studies Program. One concrete result of this executive meeting was the planning of the Latino RSO Expo, an event that showcased the different Latino organizations on campus and highlighted the opportunities for student involvement.

Finally, la OLAA-CR participated actively in a number of diversity-related activities that were tied to Hispanic Heritage Month celebrations. These events included: Manos Unidas , the opening reception; Plaza de las Américas , an event showcasing the cultures of the different Latin American countries; a poetry reading by Afro Dominican author Josefina Baez; and Albricias, a gala recognizing the achievements of Latino organizations.

The College Access Initiative (CAI) also had a full slate of diversity related initiatives and programs. Last fall, CAI embarked on a new partnership with nine high schools in the Arkansas Delta with the goal of improving college-going and college retention for Delta students and improving the ties between their schools and the University of Arkansas. Known as the University of Arkansas/Delta Schools College Completion Consortium, this initiative makes it possible for CAI to provide ACT outreach and college counseling support to students and staff in partner schools and host them for campus visits throughout the academic year. During the summer, CAI plans to facilitate two residential summer programs for consortium students. Those students still in high school will be able to attend the ACT Academy, a week-long ACT intensive preparation program. For those graduating students who plan to attend the University of Arkansas in the fall as freshmen, CAI will construct a week-long summer bridge program designed to ease their transition to campus and provide a crash course in college-level reading, writing, study skills, and campus support networks. CAI will partner with la

OLAA-CR, the Center for Multicultural and Diversity Education and the Fulbright College to host its first bridge program in August 2012.

CAI also forged a grant-funded partnership with ALPFA, the Association for Latino Professionals in Finance and Accounting, to offer ACT prep to ALPFA junior leadership academies at Rogers, Rogers Heritage, and Springdale High School. In its first year, the program served 77 students across the three schools through a seven-week ACT prep workshop, a parent orientation, and mandatory April ACT test. The partnership is slated to continue through 2014 and eventually expand to serve seven area high schools.

CAI greatly expanded its application pool for the summer ACT Academy this year. In fact, the application pool for our one-week ACT Academy more than tripled this year, more than doubling the number of schools represented (from 25 to more than 50) and expanding the geographic range of applicants and prospective attendees from south and southwest Arkansas. To meet the increased demand, CAI will host two sessions of the program, each to serve about 100 students.

Participants will come from Texarkana and Ashdown, Pine Bluff and Little Rock to Helena, West Memphis and Jonesboro, and also from north central Arkansas, Northwest Arkansas, and the River Valley. In addition, CAI will serve more students through day camps and other summer intensives off-campus, in collaboration with partner schools and organizations in Northwest, Central and East Arkansas.

Finally, CAI staff facilitated teacher development workshops in Northwest, Central and East Arkansas partner schools and in collaboration with Teach for America, with plans to offer trainings in Pine Bluff and Ashdown schools this summer and in the next academic year.

The Center for Multicultural and Diversity Education (MC) has made significant changes over the 2011- 2012 fiscal year. The MC underwent a renovation that made it more accessible to students and positioned better to support academic initiatives. The MC now houses offices for CAI and la OLAA-CR. The sharing of space by various Diversity Affairs units encourages more collaborations and partnerships. Also, the MC has multiple bilingual personnel who can better meet the needs of our growing Latino community.

The MC staff facilitates a number of recruitment and retention programs. The Razorback Bridge/Silas Hunt Academic Enrichment Program is a mentoring initiative designed to improve retention among underrepresented students who receive scholarship support. The program provides students with both faculty and peer mentoring. The MC also manages two of the largest RSOs on campus that focus on retention relative to underrepresented students, Connections and Conexiones. These RSOs are comprised of students who serve as peer mentors to entering freshmen. Furthermore, the MC supports the recognition of the various cultural heritage months by sponsoring a number of guest lecturers and academic events.

Diversity Affairs oversees eight different, diversity-oriented, federally funded programs on the university campus. Upward Bound has four separate programs, Talent Search has three, and Student Support Services has one. In July

2011, Talent Search Programs received notice that each of their grant proposals had been refunded. The total was in excess of four million dollars, making the university's program the fourth highest funded in the nation. In May 2012, two of the Upward Bound programs received similar notice of refunded grant proposals to the tune of 600K.

Upward Bound, Talent Search and Student Support Services facilitated a number of programs designed to retain and/or enhance the college readiness of underrepresented students. Among these programs were the following: STEM Day, Campus Day, Test Success, SSS Ambassadors, Upward Bound Summer Bridge, Upward Bound Saturday Academies, and ACT Prep courses. Often, these programs involved collaborations with campus departments, divisions, colleges, schools and other Diversity Affairs units.

Minority Retention Report 2011-12
University of Arkansas – Fort Smith

June 30, 2012



Report on Minority Retention

University of Arkansas – Fort Smith

Overview

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

Total credit enrollment for fall 2011 was 7,587. This number represents a 1.7 percent overall decrease in enrollment over fall 2010, while minority student enrollment increased at a rate of 3.2 percent (n=61). In fall 2011, minority students made up 25.1 percent of the student body, up from 24.4 percent in 2010.

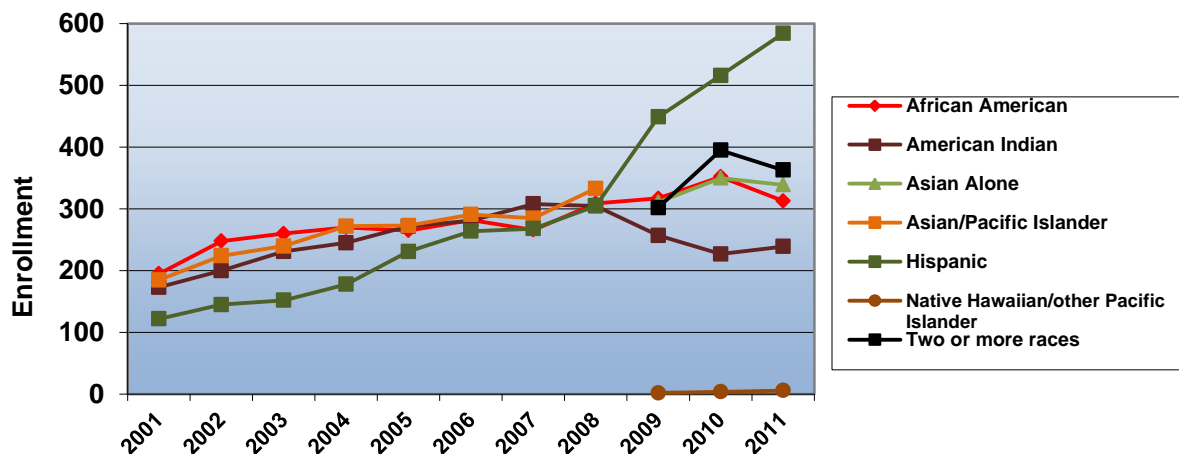
Minority Student Enrollment

The largest overall racial minority growth for fall 2011 was the Hispanic population, which increased 13.6 percent (n=70). Between fall 2010 and fall 2011, the African American enrollment decreased 10.8 percent (n=38), the American Indian or Alaskan Native population increased by 5.8 percent (n=13); while the Asian population decreased by 2.6 percent (n=9). The category for More Than One Race decreased by 8.1 percent (n=32), while the category for Native Hawaiian or other Pacific Islander increased 50 percent (albeit by n=2).

Of the total ADHE count for fall 2011, the American Indian population makes up 3.2 percent (n=239); the Asian population comprises 4.5 percent (n=339); the Hispanic population comprises 7.7 percent (n=584); the African American population comprises 4.1 percent (n=313); Native Hawaiian or other Pacific Islanders comprise 0.1 percent (n=6) of the total population; and the population of students reporting More Than One Race comprises 4.8 percent (n=363; see Figure 1, next page).

Since 2001, minority enrollment has increased 275.5 percent (n=1,211). In the past ten years, the largest percentage increase has been in the Hispanic population, which increased 378.7 percent (n=462). The American Indian population increased by 38.2 percent (n=66), the Asian Alone population has increased over the Asian/Pacific Islander population by 83.2 percent (n=154), and the African American population increased by 60.5 percent (n=118) over this same period. Along with the counts now registered for the More Than One Race and Native Hawaiian or other Pacific Islander categories, these numbers indicate that the strategies underway at UA Fort Smith to attract and retain minority students are successful.

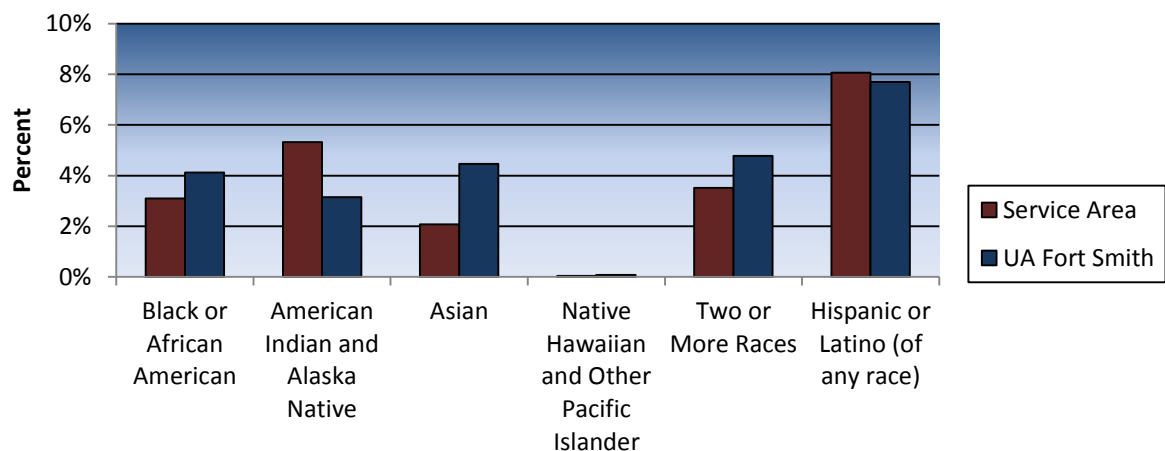
Figure 1: UA Fort Smith Minority Headcount



Source: Office of Institutional Effectiveness; *Trend Book*, 2007-2011.

An overarching goal of the 2006-2011 Minority Plan (and past plans) is to obtain a minority enrollment percentage that reflects the growing minority population of our region. According to the latest 2010 U.S. Census data, the University's primary service area has a 22.2 percent racial minority population. Fall 2011 enrollment data shows a 25.1 percent racial minority population at UA Fort Smith (see Figure 2). However, UA Fort Smith's current Native American and Hispanic enrollment numbers are lower in proportion to the Native American and Hispanic populations in our service area (see Figure 2).

Figure 2: Service Area Minority Compared to UA Fort Smith Minority Enrollment (2011-2012)



Sources: Office of Institutional Effectiveness, *Trend Book*, 2011; US Census Bureau, American Fact Finder 2010 Census Data

Minority Recruitment Efforts 2011-2012

UA Fort Smith carried out several recruitment initiatives during the 2011-2012 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 have worked with the local Native American Tribes in Oklahoma to talk with the students they work with, about college planning.

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

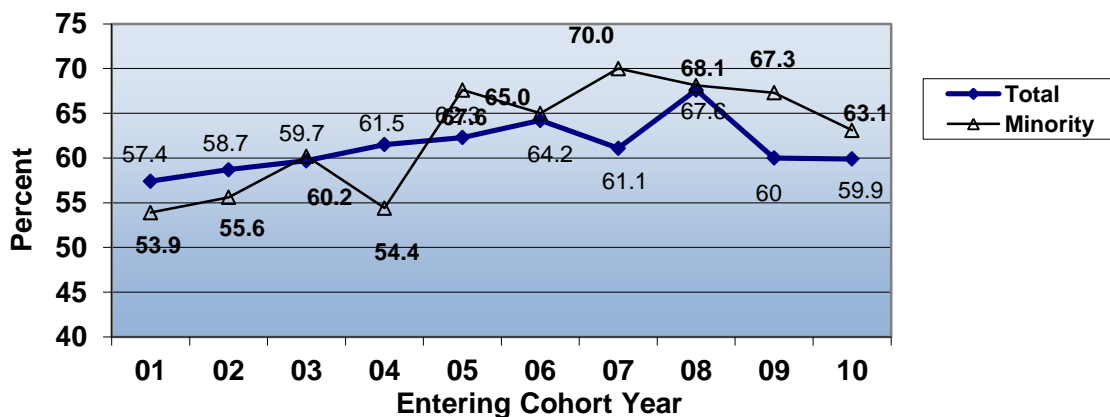
Minority Retention

UA Fort Smith is committed to retaining minority students at a rate equal to or greater than the retention rate of the total student population. We met this goal in fall 2003 when the retention rate of the fall 2003 cohort of minority students outpaced the total student retention rate by 0.5 percent. The minority retention rates for fall 2006 (65 percent), for fall 2007 (70 percent) and for fall 2008 (68.1 percent) have been higher than the total student population retention rates (64.2, 61.1 and 67.6 percent respectively; see Figure 3). The retention of minority students for fall 2010 to fall 2011 has also outpaced total retention at UA Fort Smith (63.1 percent for minorities opposed to 59.9 percent for total retention).

For the 2011-2012 academic year, 35.1 percent of first-time, full-time African American students returned from the previous year's cohort.

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

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



Source: Office of Institutional Effectiveness

Retention Services

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

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

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

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

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

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

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

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

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

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

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

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

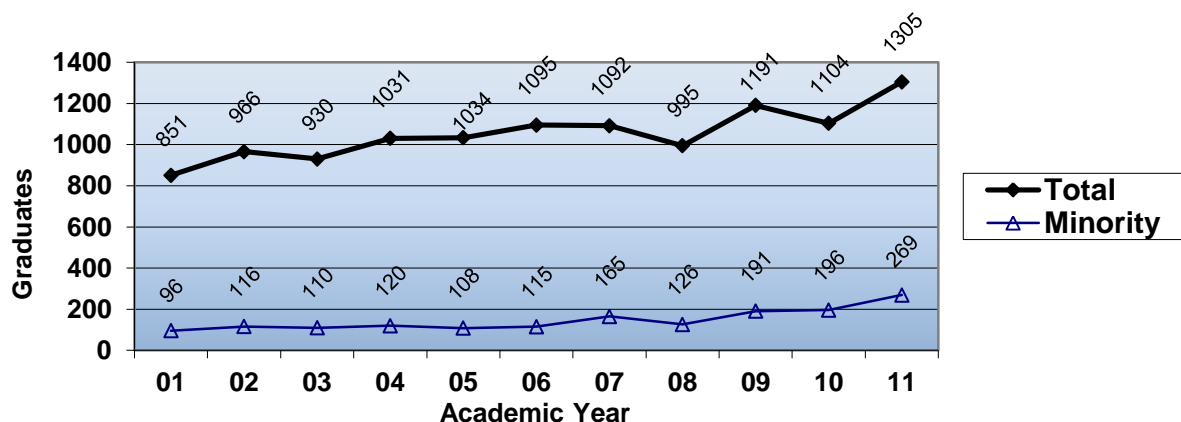
Students Together Effectively Progressing (STEP) STEP is a forum for the dissemination and collaboration of information pertinent to minority students of UA Fort Smith. STEP is an organization for African American students.

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

Minority Graduation

Two hundred sixty-nine racial minority students were awarded degrees or certificates during this period. Over the last decade, minority graduates have increased over 124.2 percent at UAFS. These numbers are strong indicators of the success of the minority retention plan and the institution's commitment to the success of the minority student (see Figure 4).

Figure 4: UA Fort Smith Graduates (2001 to 2011)



Source: Office of Institutional Effectiveness

Summary

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

Employee Recruitment and Retention (2011/2012)

University of Arkansas - Fort Smith

OVERVIEW

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

According to current census data, the percentage of nonwhite residents in our service area is 22.2 percent. When you compare this number to our FY 2011–2012 workforce, which includes 14.8% percent nonwhite employees, it is clear that we still have work to do to close that gap. However, we continue to strive to accomplish our goal of recruiting and retaining the best employees, while taking advantage of the benefits that a diverse workforce can bring to an employer.

EMPLOYMENT PHILOSOPHY

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

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

RECRUITMENT

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

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

RETENTION

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

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

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

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

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

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

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

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

During orientation, employees are introduced to the mission and vision of the institution. They receive training in the institution's policies and procedures, sexual harassment prevention, safety issues, FERPA and FLSA compliance, and other important issues. Since July, 2011, 266 new faculty and staff have participated in orientation, along with 139 new or returning adjunct faculty members.

All new faculty members, both full- and part-time, are assigned a mentor. We also have a mentoring program for clerical and support staff. This program (the Buddy System) is in its twelfth year and continues to be a success in providing staff with the information needed to be successful in their jobs. The program goals are the same as the orientation program. Unlike the orientation program, the Buddy System provides ongoing one-on-one training and support and is customized to meet the needs of the individual employee and their department.

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

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

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

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

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

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

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

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

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

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

DATA SUMMARY

Current Employment Statistics – UA Fort Smith's current Ethnic Summary Report shows that of the 1286 individuals employed during FY 2011-2012, 190 or 14.8 percent were minorities.

Ten-year Employment Trend – To provide a more historical perspective, it is helpful to compare the current year's numbers to where we were 10 years ago. The Ethnic Summary Report from FY 2001-2002 shows 1031 employees with 93 minorities, or 9.0 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 2011-2012. We employed 64 faculty and staff members during FY12 who were foreign nationals.

The following chart details the number of minority faculty and staff that were newly hired during FY 2011-2012 and their position categories. This includes full-time and part-time employees.

POSITION CATEGORY	NUMBER OF STAFF
Faculty	19
Other Professionals	6
Clerical and Secretarial	2
Service/Maintenance	6
Other (includes tutors, student help, etc.)	<u>41</u>
TOTAL	68

CONCLUSION

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

Meeting Institutional Goals

University of Arkansas - Fort Smith

OVERVIEW

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

Indicators

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

Timeline

Student: All strategies listed in this report are ongoing.

Employee: All employee strategies are ongoing as well.

Assessment Methods

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

University of Arkansas at Little Rock

**Minority Recruitment and Retention
Annual Report
June 2012**

Submitted to:
Arkansas Department of Higher Education

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

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

Questions or comments concerning this document should be directed to:

**UALR's Affirmative Action Committee
Attn: Department of Human Resources
University of Arkansas at Little Rock
2801 S. University Ave
Little Rock, AR 72204**

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I. INTRODUCTION

The State of Arkansas 82nd General Assembly enacted Act 1091 of 1999, “*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*” that requires all state-supported colleges and universities to establish a program for the recruitment and retention of minority students, faculty, and staff. Under the Act, the term “minority” refers to African-Americans, Hispanic Americans, Asian Americans, and Native Americans.

The main provision of Act 1091 requires each institution to prepare an annual progress report on the steps taken to reach the goals of the institution’s established Five-Year Minority Retention Plan.

The University of Arkansas at Little Rock is committed to the principles of its mission as a public metropolitan university. One aspect of UALR’s commitment to these principles is our assessment of the campus climate which encompasses all aspects of the community where people learn, teach, work and live. It includes institutional policies and guidelines, practices, programs, behaviors, attitudes and expectations that encourage and facilitate the achievement of educational goals of all students, particularly minorities (women and racial/ethnic minorities) who have been underrepresented in higher education (Best, 2006¹). Campus climate studies are conducted as one means of identifying problems and subsequently developing and implementing equity policies (student, faculty or staff) and plans. UALR’s approach to its campus climate studies will be further discussed in this report. Additionally, UALR has established various initiatives to promote minority recruitment in the student population and with full-time faculty and staff positions.

A. Overview

The UALR student body is diverse. Fall 2011 enrollment percentages, categorized by ethnicity, are as follows:

White	59.89%
African-American	22.88%
Hispanic	4.23%
Unknown/Not Disclosed	3.88%
Non-Resident Aliens	3.72%
Two or More Races	2.55%
Asian/Pacific Islander	2.36%
Native American	0.47%

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

B. Mission and Goals

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

1. As leaders of a metropolitan university we must commit our institution to be responsive to the needs of our metropolitan area by seeking new ways of using our human and physical resources to provide leadership in addressing metropolitan problems, through teaching, research, and professional service.
2. Our teaching must be adapted to the particular needs of metropolitan students, including minorities, other underserved groups, adults of all ages, and the place-bound; and
3. Our professional service must include the fullest possible contributions to the cultural life and general quality of life of our metropolitan regions.

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

II. MINORITY STUDENT RECRUITMENT AND RETENTION

A. Introduction

The institutional goals for minority student enrollment are based on the principle that UALR’s student population should match the diversity of the region that it serves and should also provide programs of study that will educate students to live, work, and lead in the complex, technological, diverse world of the 21st Century (Chapter 9 - Implementation, Goal 1 of UALR’s strategic plan; see *UALR Fast Forward* at <http://ualr.edu/about/strategicplan>).

B. Enrollment

The following tables have been developed to provide statistical analyses as they relate to UALR’s efforts to enroll and retain minority students.

Table 1	UALR Minority Student Enrollment for Fall 2007 through Fall 2011
Table 2	UALR First-Time Freshman Minority Enrollment
Table 3	Undergraduate Fall Semester Minority Enrollment
Table 4	UALR Undergraduate Minority Enrollment
Table 5	Graduate Student Fall Semester Minority Enrollment
Table 6	Minority Students One-Year Retention Rates for Entering Freshmen
Table 7	UALR Minority Student Six-Year Graduation Rates

Minority Student Enrollment for Fall 2011. Table 1 shows that the number of Asian/Pacific Islander, African-American, and Native American students has decreased 3.3% from 2010 to 2011. However, due

to a 22.6% enrollment increase of Hispanic students, UALR's total minority enrollment for 2011 increased 12% since 2010.

Although Fall 2011 represents the largest total minority student enrollment in the past four years (2007-2011), it is important to note that this overall increase could be attributed to two factors. First, federal changes in reporting of minority student enrollment now include students who identify with two or more races; thus increasing total minority enrollment by 333 students from 2010-2011. The second potential factor that attributes to increased enrollment includes students who categorize their ethnicity as Unknown/Not Disclosed. In Fall 2007, there were 170 students who identified their ethnicity as Unknown/Not Disclosed; in Fall 2011, there were 508 students who identified with Unknown/Not Disclosed ethnicity. Therefore, from Fall 2007 to Fall 2011, there has been an increase of 338 students who identify with Unknown/Not Disclosed, bring that number to 508.

Table 1: UALR Minority Student Enrollment for Fall 2007 through Fall 2011

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
White	7,785	7,7642	8,486	8,182	7,827
Asian/Pacific Islander	310	341	405	345	309
African-American	3,267	3,134	3,364	3,060	2,990
Hispanic	253	295	306	451	553
Native American	94	107	102	72	62
Unknown/Not Disclosed	170	179	133	316	508
Two or More Races	-----	-----	-----	-----	333
Non-Resident Aliens	256	267	336	437	486
Total Minority	4,350	4,323	4,646	4,681	5,241
Total Student Enrollment	12,135	11,965	13,132	13,176	13,068

Source: UALR Office of Institutional Research

First-Time Freshman Minority Enrollment for Fall 2011. UALR's first-time freshman minority enrollment increased overall from Fall 2010 to Fall 2011. Asian/Pacific Islander students are the only minority group to show a decline in first-time freshman enrollment from 2010 to 2011. Although the 2011 enrollment of first-time freshman African-American students has decreased from Fall 2007, first-time freshman African-American student enrollment increased by 44 students from Fall 2010 to Fall 2011. Further, enrollment of first-time Hispanic students increased 66, and first-time freshman American Indian students increased 6 from Fall 2010 to Fall 2011.

Table 2: UALR First Time Freshman Minority Enrollment

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African-American	337	235	247	199	243
Hispanic	22	29	26	15	81
Asian/Pacific Islander	19	15	23	31	20
American Indian	6	10	4	0	6

Source: UALR Office of Institutional Research

Undergraduate Minority Enrollment for Fall 2011. As indicated in Table 3, the most significant enrollment increase during the past five year period (Fall 2007- Fall 2011) was seen among Hispanics. The number of enrolled undergraduate Hispanic students totaled 481 for Fall 2011, an increase of 139% from 2007.

Table 3: Undergraduate Fall Semester Minority Enrollment

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African-American	2,736	2,552	2,744	2,594	2,475
Hispanic	201	236	249	258	481
Asian/Pacific Islander	236	255	322	330	255
American Indian	75	82	80	72	46

Source: UALR Office of Institutional Research

Total Undergraduate Minority Enrollment 2011-2012. Undergraduate minority enrollment has decreased since 2007 among African-American and American Indian students. The greatest student enrollment gain since 2007 has been in the Hispanic and Asian/Pacific Islander minority groups.

Table 4: UALR Undergraduate Minority Enrollment

	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
African-American	5,224	5,003	5,273	4,960
Hispanic	379	461	495	504
Asian/Pacific Islander	462	505	619	606
American Indian	147	147	189	127

Source: UALR Office of Institutional Research

Graduate Student Minority Enrollment for Fall 2011. UALR's graduate student enrollment (Table 5) shows growth for Hispanics (82.9%) from 2007 to 2011. In 2011, the number of graduate students in all other minority groups decreased 6.7% from the previous year. However, overall 2011 graduate student minority enrollment exceeds the Fall 2007 graduate minority enrollment figures. African-American graduate student enrollment exceeds all other minority student enrollment figures. Even though there was a small decline, there were 353 more African-Americans enrolled in Fall 2011 than any other minority group.

Table 5: Graduate Student Fall Semester Minority Enrollment

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African-American	473	526	559	532	471
Hispanic	35	37	36	35	64
Asian/Pacific Islander	62	71	70	51	43
American Indian	13	20	17	13	11

Source: UALR Office of Institutional Research

UALR records minority student enrollment information for every term of the academic year. It also maintains a cohort database that allows the tracking of retention and graduation rates by any field, including ethnicity. The recruitment and retention data in this report are based on enrollment on the fall

census date. Complete minority enrollment data can be found on the website of the UALR Office of Institutional Research: <http://ualr.edu/institutionalresearch>.

C. Retention

In 2011, the total minority student retention rate decreased to 60.6 a 2.3% reduction from 2010 figures. Returning African-American students were the only minority group to increase retention percentages in 2011. The most significant retention rate decrease was with Native American students. Overall, there was a decrease of 4% in one-year retention rates for all entering UALR freshmen from 2010-2011. It is clear that this decline needs attention in our retention efforts.

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

	F08 Returned F09	F09 Returned F10	F10 Returned F11
African-American	63.2	58.6	59.3
Hispanic	68.0	71.0	68.8
Asian/Pacific Islander	83.3	82.6	64.7
Native American	60.0	75.0	0.0
Total Minority	64.4	62.0	60.6
All Entering Freshmen	60.9	64.2	61.6

*Includes first-time, full-time freshmen only

Source: UALR Office of Institutional Research

D. Completion

The Six-Year Minority Student Graduation rates at UALR have increased in all areas (5.6%) from the previous six-year period, with the exception of Native American students. The six-year graduation rate for African-American students increased to 13.5% and Asian/Pacific Islander students to 41.2% from the previous six-year period. This statistic only counts students who started at UALR as first-time, full-time freshmen and does not take into account transfer students who graduate or part-time students who take longer than six years to graduate.

Table 7: UALR Minority Student Six-Year Graduation Rate

	2003-2009 Cohort		2004-2010 Cohort		2005-2011 Cohort	
	Grads/Cohort	Percent	Grads/Cohort	Percent	Grads/Cohort	Percent
African-American	23/182	8.4%	24/301	8.0%	40/296	13.5%
Native American	0/2	0.0%	2/7	28.6%	0/5	0.0%
Asian/Pacific Islander	7/13	53.8%	3/15	20.0%	7/17	41.2%
Hispanic	6/13	46.1%	3/19	15.8%	4/22	18.2%
Total Minority	36/210	17.2%	32/342	9.4%	51/340	15.0%

Source: UALR Office of Institutional Research

E. Summary of Minority Student Recruitment and Retention

According to Table 1, The number of Asian/Pacific Islander, African-American, and Native American students at UALR has slightly decreased flat from 2010 to 2011. Due to enrollment growth among Hispanic students, the total minority enrollment for 2011 at UALR has slightly increased from the previous year. Similarly, UALR first-time freshman minority enrollment increased from Fall 2010 to Fall 2011 because of increasing African-American, Hispanic, and American Indian first-time freshman enrollment.

The most significant finding from Fall 2007 to Fall 2011 among UALR minority groups is the 118.6% increase in the number of enrolled **undergraduate** Hispanic students. Likewise, the greatest improvement in minority **graduate** school enrollment was Hispanic students, whose enrollment increased 82.9% in a single year, from 2010 to 2011.

The total minority student **retention rate** decreased 2.3% from 2010 to 2011. Among all entering UALR freshman, there was also a 4% decrease in one-year retention rates. It is clear that this decline in minority retention and overall student retention needs attention, effort, and improvement.

The six-year minority student graduation rates at UALR have increased 5.6% from the previous six-year period. However, because six-year minority student graduation rate calculations are based on first-time, full-time student cohorts, which are less than 50% of UALR's entering students, no definitive conclusions could be reached.

F. Initiatives for Minority Student Recruitment and Retention

In 2008, Chancellor Anderson charged the campus with implementing six retention initiatives that were the top recommendations from a variety of university committees, task forces and councils. Additionally, UALR established dual goals with regard to our retention efforts: to bring up total retention levels to the average of our peer institutions and to bring up minority retention levels to match the student body levels. UALR's ten initiatives are discussed below.

1. **Mandatory new student orientation** – Beginning in the summer of 2008, all students admitted to UALR for the fall were required to participate either in a one-day-on-campus orientation program or an online orientation program to learn about resources they will need to be a successful student. UALR has always had an orientation program, but participation was not required for enrollment.
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>)
3. **Developmental Course Policies and the Academic Success Center** – Students not meeting state-mandated placement scores for reading, composition and math are required to complete developmental coursework. UALR instituted a policy for students to complete this coursework within their first 42 hours of matriculation. UALR also instituted a Two Attempts Policy, allowing students two opportunities to complete developmental coursework. Another means of addressing student success was the creation of the Academic Success Center (ASC). The ASC opened its doors in late Fall 2007. The center houses four specialized programs: TRiO Student Support Services, TRiO Ronald McNair Scholars, the College Reading Program and the Collegiate Success Program. All programs offer services designed to foster holistic success of students. Three of the four ASC

programs directly impact minority student retention: Student Support Services, Ronald McNair Scholars and Collegiate Success Program. Details of these three programs follow.

- **Student Support Services** – This federally funded TRiO program is now housed in the ASC but has been on the UALR campus for approximately 35 years. The Student Support Services (SSS) program provides opportunities for academic development, assistance with basic college requirements and activities that motivate students toward the successful completion of their postsecondary education. The goal is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next. SSS offers academic tutoring in a variety of courses, academic advising and assistance in selecting postsecondary courses, information on a full range of federal student financial aid programs, financial and economic literacy, and graduate school admission and financial assistance programs. Participants also receive academic, financial, personal and career counseling; grant aid and scholarship funds; and they may borrow laptops and textbooks for the semester.
 - **Ronald E. McNair Scholars Program** – This federally funded TRiO program is now housed in the ASC but has been on the UALR campus since 1991. The Ronald E. McNair Program is designed to prepare students who are underrepresented in graduate education for doctoral study. The program provides skill building seminars, research, mentorship and graduate school admission assistance. While the McNair Scholars program operates year-round, the scholars interface with the program heavily during the summer terms.
 - **Collegiate Success Program** - Under UALR Faculty Senate legislation, the Collegiate Success Program (CSP) was created in Fall 2008. The CSP is housed within the ASC and is a structured learning experience designed for freshmen students needing to complete developmental coursework. Participation in the CSP includes signing an Enrollment Agreement, meeting with a CSP Academic Advisor, attending co-curricular activities and enrolling in a CSP Learning Community. CSP learning communities consist of a First-Year Experience course linked with a College Reading or Composition Fundamentals course. These learning communities are scheduled consecutively with the same students enrolled in each course. To fulfill their obligation with the CSP, students must successfully complete all developmental Reading and Composition coursework as well as all requirements detailed within the CSP Enrollment Agreement. Therefore, most CSP students complete developmental coursework requirements within their first two semesters at UALR.
4. **Academic Probation Students** – The current Collegiate Success Program (CSP) student population (students needing to complete developmental coursework) are considered an at-risk population. Students on academic probation are also considered an at-risk population. Because of the success yielded during its first three years of implementation coupled with new UALR Faculty Senate legislation passed Spring 2011, the CSP extended its services to students placed on Academic Probation beginning Fall 2011.

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

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

5. **Midterm Grades** – UALR instructors currently report midterm grades to students in all semester-long, 0-level, 1000-level and 2000-level courses offered during the spring and fall semesters. Midterm grades serve as an early warning system for students who may be struggling in their courses. This information can help students decide when to seek assistance and can help advisors know when to intervene.
6. **Early declaration of major** – UALR strongly encourages the early declaration of a major. Research indicates that students who move into majors early are more likely to be retained than students who have not declared a major because they are connected to advisors/mentors in their field of interest who can provide specific academic and career guidance.
7. **Revision of student advising process** – This revision encompassed a variety of changes including specialized advising staff for transfer students and simplified advising procedures.
8. **African-American Male Initiative (AAMI)**
To challenge the prevailing trends among African-American males in higher education, in general and UALR in particular, the UALR Division of Educational and Student Services established the African-American Male Initiative (AAMI) program in the Fall 2009. AAMI, a student success program, empowers, supports and assists African-American male students with retention and graduation at the University of Arkansas at Little Rock. The decided purpose is to increase the retention and graduation rates of African-American male students. High expectations, early interventions, intrusive advising and interactions form the operational base. The program mantra affirms "Failure is not an option!"

The AAMI program design is two pronged and multifaceted. First, AAMI offers students the opportunity to participate in both professional and peer mentoring. AAMI student participants are assigned peer success advisors (PSA), upper class students who have excelled academically and exemplified strong leadership skills. The PSA worked with their assigned students throughout their first year at the university. Student participants also develop informal and formal mentoring relationships with professionals including faculty, staff and University alumni.

AAMI offers student development programming and opportunities for participants. AAMI designs and presents programs to assist students with making the transition to college, to understand the institutional milieu, to develop the necessary academic skills and to achieve success both in and out of the classroom. Also, students are encouraged to participate in Brother's Keeper, the AAMI student organization.

AAMI established the following programmatic milestones:

- Milestone 1: Assess participants' academic preparation, academic performance and socio-emotional transition to help students align behaviors with expectations. To accomplish this milestone, student participants were required to complete the online MAP-Works survey. The survey results provided the students, peer success advisors and professional mentors early indicators of the student success markers. In addition, student development programs were developed and implemented to address common challenges.

- Milestone 2: Assist students in identifying resources to help them meet their expectations and attain educational goals. AAMI student participants and peer success advisors participated in AAMI study breaks, which addressed test preparation, note taking, time managements, GPA calculation and other relevant topics.
- Milestone 3: Establish positive mentoring and peer advising relationships. Committed, concerned and conscientious peer success advisors were selected and assigned to students to guide them through their first year of college. As the Spring semester ended, several of the current students were selected to serve as peer success advisors for the 2010 incoming freshmen class.
- Milestone 4: Acquaint students with organizations and methods to help them become involved. AAMI student participants and peer success advisors organized and established Brother's Keeper as a recognized student organization on campus. Through the organization students developed closer bonds with one another, held campus wide events and practiced their interpersonal and leadership skills.
- Milestone 5: Help build a sense of community. The men of AAMI participated in cultural celebrations (i.e. Philander Smith College's Bless the Mic and UALR Kwanzaa) and social events (i.e. Mentor-Mentee basketball game, Brother's Keeper vs Alpha Phi Alpha).

To further accomplish AAMI's mission, the Division of Educational and Student Services held the first annual African-American Male Initiative Conference on the UALR campus in February 2010. More than eighteen (18) institutions from across Arkansas participated as partners. The AAMI Conference was funded in part by a grant from the Winthrop Rockefeller Foundation, which established the marginalized males consortium to address issues uniquely impacting males. The conference included national and local speakers/presenters with over 100 persons attending the conference including institutional presidents, vice presidents, program directors, a state senator and students. Dr. Shaun R. Harper, higher education faculty member at the University of Pennsylvania's Graduate School of Education, was the keynote speaker. Harper maintains an active research agenda that examines racism and gender disparities in higher education, black male college access and achievement, and college student engagement and outcomes. In addition, Mr. Robert Jackson inspired the young and old men alike with his story of triumph and success. He is author of No More Excuses, Black Men Stand Up!

In the closing plenary session, UALR's own, Dr. John Kuykendall joined with Dr. Shaun Harper to lead conferees in establishing the "Eight Standards for African-American Male Initiative Programs." These standards described below will be used across the state of Arkansas as benchmarks.

1. The institution has committed substantive effort to gathering data on African-American male student achievement and the undercurrents of racial outcomes disparities.
2. Inequities are made transparent – data is used by institutional stakeholders and teams that are working to foster conditions that enable success for African-American male students.

3. The institution has a strategy document with well-defined goals, anticipated outcomes, teams, etc. (innovative activities and pedagogical strategies, predetermined teams).
4. Cabinet-level leaders and other senior administrators are meaningfully involved in responding to institutional barriers that stifle African-American male student achievement.
5. Cabinet-level leaders and other senior administrators hold institutional stakeholders accountable for improving the retention, academic success, engagement and graduation of African-American male students.
6. The institution engages in honest conversations about racism and its harmful effects on African-American male student outcomes.
7. The institution offers structured developmental opportunities and resources for faculty and administrators on effectively educating African-American male students.
8. The institution engages with and learns from other colleges and universities that are working to strategically close outcomes gaps that disadvantage African-American male students.

9. African-American Female Initiative (AAFI)

In Fall 2012, UALR will implement an African-American Female Initiative (AAFI) which models the AAMI. The purpose is to aid African-American female students in understanding the institutional milieu, helping them to develop the necessary academic skills, and developing a sense of community. AAFI will target freshman first-time and transfer students and each will receive an upper-level African-American student as a Peer Success Advisor. Professional mentors from the ranks of faculty, staff, alumni, and other friends of the university will also provide guidance. Additional programming includes cultural enrichment events and mandatory attendance at monthly workshops on study skill development and civility. The program is designed to enhance the overall experience and increase educational performance as well as retention. Success of the program will be tracked through UALR Division of Educational and Student Services.

10. Hispanic Minority Initiatives

In conjunction with the implementation of AAFI, UALR will also implement a Hispanic American Initiative (HAI). Like AAFI, the purpose is to aid the Hispanic male and female students in understanding the institutional milieu, helping them to develop the necessary academic skills, and developing a sense of community. HAI will target freshman first-time and transfer students and each will receive an upper-level Hispanic student as a Peer Success Advisor. Professional mentors from the ranks of faculty, staff, alumni, and other friends of the university will also provide guidance. Additional programming includes cultural enrichment events and mandatory attendance at monthly workshops on study skill development and civility. The program is designed to enhance the overall experience and increase educational performance as well as retention. Success of the program will be tracked through the UALR Division of Educational and Student Services.

UALR's Office of Recruitment has been assigned the task of identifying recruitment initiatives to reach the Hispanic community and promote enrollment to Hispanic families. UALR has been

working with the Mexican Consulate to establish programs, such as the Mexico 2010 Initiative to meet the cultural needs of the Hispanic community.

III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

A. Faculty

In 2011, there were 472 full-time faculty members at UALR. Of that number 84 or 17.8% were members of a minority group, a percentage that is virtually unchanged from the previous year. The largest minority group was comprised of 45 faculty members who self-identified as Asian/Pacific Islander. See Appendix A for numbers of minority faculty by rank.

Table 8: UALR Minority Full-Time Faculty by Ethnic/Racial Category and Rank: Fall 2011

	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	5	7	10	6	28
Hispanic	-	4	3	2	9
Asian/Pacific Islander	14	16	15	-	45
Native American	-	-	1	1	2
White	93	81	94	73	341
Unknown	14	10	6	17	47

Source: UALR Department of Human Resources (2011); UALR Office of Institutional Research (2008 – 2010)

The goal for minority faculty employment is based on the latest available data extracted from Digest of Educational Statistics (2005-2006) which lists the number of persons receiving doctoral degrees by race/ethnicity. Current 2011 percentages of full-time minority faculty are compared to these goals. The 2011 numbers show an overall increase of 0.8% in full-time minority faculty from 2010. See Appendix B for a listing of all minority faculty hires, as of May 2012, by appropriated titles.

Table 9: UALR Minority Full-Time Faculty Percent Compared to Goals

	2008	2009	2010	2011	Goal	Status
African-American	7.2%	6.2%	5.4%	5.9%	6.3%	-0.4%
Hispanic	1.7%	2.0%	1.6%	1.9%	5.2%	-3.3%
Asian/Pacific Islander	8.3%	8.1%	9.2%	9.5%	5.9%	3.6%
Native American	0.9%	0.9%	0.8%	.004%	0.4%	-0.39%
Total Percentage	18.1%	17.2%	17.0%	17.8%	17.8%	100%

Source: UALR Department of Human Resources (2011); UALR Office of Institutional Research (2008 – 2010)

Table 10: New Faculty Hires 2008 to 2011

	2008	2009	2010	2011
African-American	7	2	1	6
Hispanic	0	3	1	1
Asian/Pacific Islander	3	3	2	4
Native American	1	0	1	0
Unknown	-	-	-	2
Total New Hires	11	8	5	13

Source: UALR Department of Human Resources (2011); UALR Office of Institutional Research (2008 – 2010)

The Provost's Office, in collaboration with the academic departments and the Department of Human Resources, is working to establish recruitment initiatives to improve UALR's ability to recruit minority faculty. Some of the most recent initiatives consist of the following:

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

B. Minority Faculty Retention

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

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

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

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

Retention and Recruitment Plan submitted to ADHE.

C. Staff

In 2011, there were 1,029 staff members at UALR as evidenced in Table 11. Of that number 365, or 35.5%, were minorities, which increased from 32.1% in 2010. African-Americans represented the largest minority staff group with 289 staff members, or 28.1%, of the total staff population, which was a slight increase of 1% from 2010. See Appendix C for numbers of minority staff by appropriated titles.

Table 11: Full-Time Staff by Ethnic/Racial Category and EEO Position Category: Fall 2011

	African-American	Hispanic	Asian/Pacific Islander	Native American	White	Unknown
Administrative/Managerial	11	0	1	0	82	3
Other Professionals	155	9	24	2	464	20
Technical & Paraprofessional	11	0	1	0	13	2
Clerical & Secretarial	27	2	3	1	30	4
Skilled Crafts	7	0	0	0	34	0
Service/Maintenance	78	3	0	1	41	0
Total	289	14	29	4	664	29

Source: UALR Department of Human Resources (2011); UALR Office of Institutional Research (2008 – 2010)

Table 12: New Staff Hires from 2008 to 2011 (Table 2) shows a very slight decrease in the number of newly hired minority staff in 2011 as compared to 2010. See Appendix D for numbers of minority staff hired in 2011 by appropriated titles.

Table 12: New Staff Hires from 2008 to 2011

	2008	2009	2010	2011
African-American	36	44	34	40
Hispanic	3	1	3	2
Asian/Pacific Islander	0	4	9	3
Native American	0	1	0	0
Unknown	-	-	-	0
Total New Hires	39	50	46	45

Source: UALR Department of Human Resources (2011); UALR Office of Institutional Research (2008 – 2010)

D. Initiatives for Minority Faculty/Staff Recruitment and Retention

In December 2009, the Office of Human Relations and Human Resource Services merged to create the Department of Human Resources. The merger allowed UALR to improve faculty and staff recruitment processes to better meet the needs of the university community and to improve the tracking and hiring of minority applicants through a more comprehensive Affirmative Action Plan. Prior to this merger, recruitment of faculty and non-classified/non-faculty staff was the responsibility of the Office of Human Relations. The responsibility for hiring classified staff was overseen by Human Resource Services. This

separation of duties created dual recruitment processes and confusion campus-wide and in some respects has been ineffectual.

Through the Affirmative Action Review process, the Department of Human Resources analyzes the demographic makeup of the department and the applicant pool for each position, and encourages the selection of qualified minority candidates when available. To improve UALR's recruiting process, Associate Vice Chancellor for Academic Affairs and the Department of Human Resources has been tasked with reviewing the demographic makeup of each administrative and academic department to establish departmental minority recruitment goals. Upon completion of the assessment, each department will be required to create a Recruitment Plan to improve minority recruitment in the underutilized areas. More information on this initiative is outlined in the new Five-Year Minority Retention and Recruitment Plan submitted to ADHE in 2011.

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

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

To further support recruitment and reporting efforts, UALR is currently in the process of implementing a new applicant tracking software. The timeline suggests that the software will be implemented by the end of the 2012 calendar year. This will allow for a more efficient hiring process as well as a more comprehensive and accurate analysis of affirmative action and recruitment data. The system will provide much needed data support that will enhance the Department's ability to provide sourcing and applicant analysis. Additionally, the Department of Human Resources is working to update the Affirmative Action report to include updated data, analysis, a comprehensive plan, and monitoring program.

UALR Diversity Council

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

- Developing strategies to strengthen faculty/staff/student diversity and improve campus climate;
- Examining campus climate in terms of a broad definition of global understanding and diversity (race/ethnicity; gender; individuals with disabilities; sexual orientation);
- Presenting recommendations to the Chancellor that include strategies, individuals responsible for specific action, timelines for implementation, and measurable outcomes that reflect continuous improvement of campus climate and diversity; and
- Collaborating with the Department of Human Resources in developing the Annual Minority Recruitment and Retention Report submitted to the Arkansas Department of Higher Education and the Arkansas General Assembly.

In January 2012, the UALR Diversity Council held its first meeting and established a monthly meeting schedule and formed three committees: Data, Policy, and Special Projects. Since its inception, the Council

has identified several tasks and although constantly evolving, the following are currently under active consideration and/or in an action-orientated phase:

- Develop a comprehensive report that will not only be used for the ADHE's annual report but will also be used campus-wide to share diversity-related information. The scope of the report will extend beyond race and will include all facets of UALR's non-discrimination statement;
- Conduct a campus-wide survey requesting responses to a broad assortment of diversity-related questions. The survey will extend to students, faculty, and staff and is targeted for delivery in the Fall of 2012. Results from the survey will be used to identify areas within the campus community that require a plan of action in order to improve diversity relations;
- The Policy Committee is working on a recommendation to enhance and further define "immediate family" to include same-sex partners. The recommendation will also include extending various benefits to same-sex partners.

IV. MONITORING

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

The Department of Human Resources will be able to provide enhanced monitoring and support of recruitment efforts upon implementation of the new applicant tracking system.

Monitoring of goals of the institution's strategic plan and plan for recruitment and retention continue to be part of the responsibilities of the Chancellor's Leadership Group, a broad collection of institutional leaders.

V. CONCLUSION

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

APPENDIX A
MINORITY FACULTY BY RANK*

Position Title	African American	Hispanic	Asian/ Pacific Islander	Native American	2 or More	Unknown	Total
Assistant Professor 9 mnth	10	3	15	-	5	6	39
Assistant Professor 12 mnth	-	-	-	-	1	-	1
Associate Professor 9 mnth	4	2	16	-	8	10	40
Associate Professor 12 mnth	1	-	-	-	-	-	1
Department Chair 12 mnth	-	-	1	-	1	2	4
Instructor 9 mnth	4	2	-	1	3	13	23
Instructor 12 mnth	-	-	-	-	1	6	7
Professor 9 mnth	2	-	14	-	5	14	35
Professor 12 mnth	3	-	-	-	-	1	4
Total	24	7	46	1	24	52	154

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

APPENDIX B
MINORITY NEW HIRE - FACULTY
BY APPROPRIATION TITLES*

	African-American	Hispanic	Asian/ Pacific Islander	Native American	Unknown	Total
Assistant Professor 9 month	3	1	4	-	1	9
Professor 12 mnth	-	-	-	-	1	1
Instructor 9 mth	3	-	-	-	-	3
Total	6	1	4	0	2	13

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

APPENDIX C
MINORITY STAFF BY APPROPRIATED TITLE*

Position Title	African-American	Hispanic	Asian/ Pacific Islander	Native American	Unknown	Total
Academic Counselor	2	-	-	-	-	2
Admin Support Supervisor	1	1	-	-	-	2
Administrative Assist II	-	-	-	1	1	2
Administrative Specialist I	-	-	-	-	1	1
Administrative Specialist II	2	-	2	-	1	5
Administrative Specialist III	34	3	2	1	5	45
Administrative Supp Supervisor	1	-	-	-	-	1
Assistant Coach	5	-	-	-	-	5
Assistant Dean	1	-	-	-	-	1
Assistant Personnel Manager	1	-	-	-	-	1
Assoc Dean of Students	1	-	-	-	-	1
Assoc Director Financial Aid	1	-	-	-	-	1
Assoc Resch/Ext Spec NC	2	-	1	-	3	6
Associate Dean	-	-	1	-	1	2
Asst Dir Aquatics & Fitness	1	-	-	-	-	1
Asst Dir Student Union	1	-	-	-	-	1
Asst Resch/Ext Spec NC	2	-	1	-	-	5
Benefits Technician	1	-	-	-	-	1
Budget Specialist	-	1	-	-	-	1
Buyer	3	-	-	-	-	3
Campus Maintenance Supervisor	1	-	-	-	-	1
Computer Operator	1	-	-	-	-	1
Computer Support Specialist	3	-	-	-	-	3
Computer Support Technician	1	-	-	-	-	1
Coord/Intramural Activities	-	1	-	-	-	1
Development Officer	1	-	-	-	-	1
Dir of Community Partnerships	1	-	-	-	-	1
Dir of Financial Services	1	-	-	-	-	1
Dir of Recruitment & Retention	-	-	-	-	1	1
Dir/Cooperative Educ Program	1	-	-	-	-	1
Dir/Rsch & Sponsored Progr	1	-	-	-	-	1
Division Chief	1	-	-	-	1	2
Education & Instruction Spec	2	-	-	-	2	4
Education Counselor	3	-	-	-	-	3
Extension Assistant	1	-	-	-	-	1
Fiscal Support Analyst	7	-	-	-	-	7

Fiscal Support Specialist	5	-	-	-	-	5
HE Inst Program Coordinator	6	-	-	-	1	7
HE Public Safety Commander I	2	-	-	-	-	2
HE Public Safety Dispatcher	4	-	-	-	-	4
HE Public Safety Supervisor	1	-	-	-	-	1
Head Coach	-	-	1	-	-	1
Human Resource Specialist	2	-	-	-	-	2
Inst Prog Coord Men Basketball	1	-	-	-	-	1
Institutional Assistant	24	1	2	-	2	29
Institutional Services Asst	61	-	-	-	-	61
Institutional Services Superv	6	-	-	-	-	6
Job Developer/Cooperative Educ	1	-	-	-	-	1
Librarian	1	-	4	-	-	5
Library Technician	8	-	-	-	-	8
Maintenance Assistant	3	1	-	-	-	4
Maintenance Coordinator	1	-	-	-	-	1
Media Specialist	2	-	-	-	-	2
Network Support Analyst	-	-	1	-	-	1
Project Coordinator	1	-	-	-	-	1
Project/Program Manager	3	-	1	-	-	4
Project/Program Specialist	4	-	1	-	-	5
Public Safety Officer	3	2		1	-	6
Research Assistant	17	2	2	1	4	26
Research Associate	14	-	8	-	2	24
Research Coordinator	1	-	-	-	-	1
Research Project Analyst	1	-	-	-	-	1
Secretary II	1	-	-	-	-	1
Senior Rsch/Ext Spec NC	-	-	-	-	1	1
Shipping/Receiving Clerk	1	-	-	-	-	1
Student Development Specialist	21	1	2	-	1	25
Student Union Section Mgr	1	-	-	-	-	1
Systems Analyst	1	-	-	-	-	1
Technical Support Staff	-	-	1	-	-	1
VC Educational Services	1	-	-	-	-	1
Total	282	13	30	4	29	358

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

**APPENDIX D
MINORITY NEW HIRE - STAFF
BY APPROPRIATION TITLES***

	African-American	Hispanic	Asian/ Pacific Islander	Native American	Unknown	Total
Admin Support Supervisor	2	-	-	-	-	2
Administrative Specialist II	1	-	1	-	-	2
Administrative Specialist III	2	2	-	-	-	4
Assistant Coach	2	-	-	-	-	2
Asst Resch/Ext Spec NC	1	-	-	-	-	1
Benefits Technician	1	-	-	-	-	1
Computer Support Specialist	1	-	-	-	-	1
Dir of Community Partnerships	1	-	-	-	-	1
Fiscal Support Analyst	1	-	-	-	-	1
HE Public Safety Dispatcher	1	-	-	-	-	1
Institutional Assistant	17	-	-	-	-	17
Campus Maintenance Supervisor	1	-	-	-	-	1
Institutional Services Supv	1	-	-	-	-	1
Job Developer/Cooperative Educ	1	-	-	-	-	1
Library Technician	1	-	-	-	-	1
Maintenance Assistant	1	-	-	-	-	1
Network Support Analyst	-	-	1	-	-	1
Project/Program Specialist	1	-	-	-	-	1
Research Assistant	2	-	-	-	-	2
Research Associate NC	1	-	1	-	-	2
Student Devl Specialist	1	-	-	-	-	1
Total	40	2	3	0	0	45

* Due to timing of when reports were run, information in this table may vary slightly from Tables 10 & 12.

***University of Arkansas at Monticello
Annual Report
Fiscal Year Ended June 30, 2012***

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

STUDENTS

I. ACADEMIC AFFAIRS

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

For the first time in the last five years, the African American population dropped; however, as a percentage of total head count, the African-American population is 32.5%. Also for the first time in the last five years, the Hispanic population showed a significant increase; however, the Hispanic population is only 2.5% of the total student population. It must be stated that for the last five years as well, total student headcount has increased. The number of students who identified themselves as having two or more ethnicities was 54, while not a large number, it is important to note.

Using Fall 2010 and Fall 2011 data provided by the Registrar's Office, the following table indicates changes in ethnic minority enrollment for the last two years.

<u>Fall 2010 Headcount</u>		<u>Fall 2011 Headcount</u>	
African American	1437	African American	1272
Hispanic	61	Hispanic	97
Native American	19	Native American	14
Asian	12	Asian	13
Non Resident Alien	13	Non-resident Alien	16
Unknown	29	Unknown	20
		Two or more	54

A review of University baccalaureate major fields of study by ethnicity indicated that African-American enrollment was highest in the following areas: General Studies, Nursing (BSN), Criminal Justice, and Business Administration. Hispanic enrollment was highest in Nursing (BSN), General Studies, Business Administration, Biology, and Criminal Justice. It should be noted that for non-minority populations, General Studies,

Nursing (BSN), Business Administration, and Criminal Justice were also some of the more popular major fields of study.

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

Minority and non-minority enrollment in pre-professional studies including Pre Law, Pre Medical, Pre Pharmacy and Pre Veterinary all increased over last year. No particular major showed a significant decline in any minority population from 2010 to 2011.

II. STUDENT AFFAIRS

Vice Chancellor Report

I. Activities of special interest to minority students

A. African-American Step Shows

- Five different African-American Step Shows were sponsored throughout the year. Two of the step shows were centered around our largest campus-wide and public events (Parents Day and Homecoming). The other shows were stand-alone events performed at an adjacent site to the campus due to a room scheduling conflict. Over 250 people attended each of the five step shows.

B. Martin Luther King, Jr. Celebration

- On Tuesday, January 17, 2012 the Office of Student Activities sponsored a celebration of Martin Luther King, Jr. to honor his life and contributions to social justice and equality. The event was held the day following the official MLK, Jr. Holiday as the University was closed on the official holiday.

The event was titled....“I have a Dream,” and was designed for all students, both African American and others to write and display their dreams for America on a public bulletin board. Afterwards, a program was held to discuss the dreams and how we might work together to accomplish them.

C. Black History Month

- On February 7, 2012, the Department of Student Programs and Activities offered a program titled “The Real Deal Trivia Show” in which students competed against each other with their knowledge of black history trivia to win cash and prizes.

- On February 21, 2012 the department of Student Programs and Activities hosted Brother Moses, to perform reenactments of Dr. Martin Luther King Jr.'s sermons, and to speak before faculty, staff and students in celebration of Black History Month.

D. Mardi Gras - Fat Tuesday

- On February 21, 2012 the Office of Student Programs and Activities in conjunction with Aramark Food Service hosted a Mardi Gras lunch hour party, with Cajun Cuisine, mock tails, festive decorations, jazz music, king cakes, and prizes for the finders of the king cake babies.

II. 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

c. International Student Association

- 1). The Office of Admissions in conjunction with the Division of Student Affairs sponsored an International/Cultural Bazaar for the nations that are represented among the UAM student population. Students from the following nations participated in the event:

Argentina
Azerbaijan
Brazil
Canada

France
Ghana
Kenya
Malaysia
Mexico
Nepal
Nigeria
Panama
Peru
South Korea
United Kingdom

III. Individual Group Activities

A. Celebration Weeks

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

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

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2011-2012 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring.
- The International Club expanded in 2011-12. All international students were participants, but the number of campus students and faculty/staff increased by 50%. International week was held, featuring international cuisine, and an international display open to the campus and community. The Chancellor honored international students with a luncheon during the week. Community assistance was sought to provide international students with opportunities in the community. Two events resulted from this, at Pauline Baptist and at St. Mark's Catholic Church. In addition, international students volunteered in community English as

Second Language classes. And, International students had the opportunity to visit area homes as guests for dinner on a regular basis.

- International brochures were updated to provide changes in Homeland Security requirements, travel information, and information on living needs in this area.
- Special Student Services reference material was provided to all academic units.
- Special Student Services brochures were designed to better educate the campus and provide information for those who might need services.
- Eight minority recruitment fairs were attended in Arkansas.
- Recruitment/ campus representation was available during area/regional programs and fairs.
- Recruitment presentations were offered to all high school seniors across the state, and in neighboring states.
- Recruitment opportunities were available at Dislocated Worker events throughout Arkansas.
- Information and representation was offered to the Single Parent Scholarship Committee in Monticello. The same was offered to any of the Southeast Arkansas counties.
- Scholarship opportunities were made available to all students, faculty, and staff. These included opportunities both on and off campus.
- Recruitment meetings were held with Upward Bound students.
- The Office of Admissions attended all Articulation Workshops in Arkansas. There, counselors were given information regarding UAM. Regional Articulation workshops were also attended in Mississippi and Louisiana. 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. These allowed them to learn about admission, scholarships, academic areas, programs, activities, residence life, financial aid, athletics and other services offered on the UAM campuses.
- An admissions representative provided materials to all work force sites.
- Regional libraries were provided with UAM information, including contact cards for interested visitors.
- Website information regarding admission, scholarships, special student services, visitation days, international services, programs, activities, and general university information was updated regularly.
- Live Chat sessions were offered monthly, which allowed anyone the chance to “chat” live with a representative from the Office of Admissions.

- The Ambassadors provided 32 phone nights, where prospective students were contacted. The Ambassadors also provided follow-up emails to these students.
- The Office of Admissions accepted invitations to high school awards programs to present students with scholarship awards. This also allowed those interested in the campuses to visit with an admissions officer.
- Any high school in Arkansas and some surrounding states was offered follow-up visits for prospective students and parents.
- Prospective student contact information was provided to areas on campus, when students requested information.
- Scholarship opportunities were offered to pageants across the state, when requested.
- Science fair and art fair scholarship opportunities were offered for any students who participated and met the criteria.
- All Arkansas two-year school transfer fairs were attended. Some out of state transfer fairs were also attended.
- EAST scholarship opportunities were made available to all interested students.
- Institutional/private scholarship information was made available throughout the state and neighboring states.
- Any off campus scholarship information was released to all students, faculty and staff.

III. FINANCIAL ASSISTANCE

The University provides strong financial assistance to minority students. The previous indicator used to monitor success in this area was the latest OCR B3-Financial Assistance to Students in Institutions of Higher Education report. This report was not required for 2011 and due to system conversion, ethnicity was not always provided in the financial aid process. The following schedule shows the number of students awarded aid for the Fall 2010 through Summer 2011.

	2010-11 Aid by Ethnicity			
	Unduplicated Students	White	Minority	Unreported
Loans	2,105	934	868	303
Scholarships	1,260	947	276	37
Federal WS	155	83	62	10
Institutional WS	243	182	55	6
All Grants	2,944	1,306	1,037	601
Pell Grants	2,511	1,094	980	437

SEOG	313	130	116	67
ArklSamp	10	0	10	0
Career Pathways	143	50	79	14

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 online catalog.

FACULTY AND STAFF

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

During the first eleven months of the 2011-12 fiscal year, the University hired minorities in both staff and faculty positions.

On May 31, 2012, the percentage of minorities employed on a full-time basis was as follows:

Non-Classified	19.29%
Classified	22.45%
Faculty	9.72%

As of May 31, 2012, the University hired the following percentage of minorities in full-time positions during the 2011-12 fiscal year:

Classified	27.27%
Faculty	14.29%

UAM COLLEGE OF TECHNOLOGY-CROSSETT

The UAM College of Technology-Crossett (UAM-CTC) faculty and staff 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 previous sections of this report include data and common activities for all three campuses of the University which includes UAM-CTC. The following report includes data and activities that extend beyond the University's report and is specific to UAM-CTC.

The ethnic enrollment for the UAM-CTC campus for college credit hour students during the period from July 1, 2011, through May 8, 2012, (excluding the Summer I term) was as follows:

Asian	1	0.2%
Black/African America	217	36.5%
Hispanic/Latino	8	1.3%
White/Caucasian	365	61.3%
American Indian	2	0.3%
Two or more races	1	0.2%
Non Resident Alien	1	0.2%
Totals	595	100%

The ethnic enrollment for the UAM-CTC campus for non-credit Adult Education students was as follows:

Asian	2	0.6 %
Black/African America	128	38.2 %
Hispanic/Latino	43	12.8%
White/Caucasian	161	48.1%
Two or more races	1	0.3%
Totals	335	100.0%

Recruitment and Retention of Students

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

- the hiring of a retention specialist to monitor the attendance and academic performance of all students and to provide them with guidance and access to available resources that will assist them with accomplishing their educational goals;
- the development of campus advertisements, promotions, and flyers that have multi-racial and gender representation;
- the provision of tutoring services to assist students and increase academic retention (targeting first-generation college students who are low income and/or who are disabled);
- the purchasing of DVDs relative to civil rights for student instruction and class discussion to understand all perspectives on racial injustices;

- the utilization of the Career Pathways Initiative program to provide academic and financial assistance which has an ethnic participation of Asian 1%, Black/African American 45%, Hispanic 2%, and White/Caucasian 52%; and
- the recruitment of Hispanic students for ESL (English as a Second Language) classes.

UAM COLLEGE OF TECHNOLOGY-MCGEHEE

The UAM College of Technology – McGehee (UAM CTM) Advisory Board, Program Advisory Committees, staff, faculty and students are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in previous sections of this report (excluding the UAM-CTC section) include data and common activities for all three campuses of the university which includes UAM CTM. The following report includes data and activities that extends beyond the University's report and is specific to UAM CTM.

The McGehee campus, during the past academic year, approximately 62% of the student body was minority. Using data provided by the Registrar's Office, the following table indicates all ethnic minority enrollment for July 1, 2011 through census of spring 2012. (Excluding Summer I: June 1 – June 30, 2012)

Black	512
Hispanic	13
Asian or Pacific Islander	1
2 or more Races	6
American Indian	1
Unknown	1
White (Non-Hispanic)	330

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

Recruitment and Retention of Students

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

- The development of campus advertisements, promotions, and flyers.
- The development of tutoring services to assist students academically to aid in student retention.
- The Adult Education Program is non-credit instruction. Sixty-two percent of the students served in the Adult Education Program were minority (42 students of a total 67 students).
- The utilization of the Career Pathways Initiative program provides tutoring and financial aid resources and contributes to the recruitment and retention of students. Approximately 80% of the students served through this program were minority (107 minority students out of a total of 133 students).
- The recruitment of Hispanic students for ESL (English as a Second Language) classes is a continual effort. Flyers promoting ESL classes were distributed throughout the community. The Adult Education website has a Spanish link, flyers, and brochures that have been translated into Spanish.
- During Black History Month, adult education incorporated lessons across the curriculum that highlighted African American leaders. The lessons covered reading, social studies, and science. In addition, a video depicting the importance of past black leaders and how they have molded the present was presented to the class.

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

Appendixes

UAM Student Major/Ethnicity Report
Employee Report

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Recruitment and Retention
of African American, Other Minorities and Females

ANNUAL REPORT

2011-2012

Recruitment and Retention of African American,
Other Minorities and Females
UAMS – Annual Report, 2011-12

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**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
RECRUITMENT AND RETENTION OF AFRICAN AMERICAN, OTHER MINORITIES,
AND FEMALES**

2011 – 2012

I. Policy, Goal and Assurance

The University of Arkansas for Medical Sciences (UAMS) is a talent-based organization that attracts employees throughout the world. We are committed to excellence through diversity and inclusion and demonstrate our mission of improving the health care and well-being of Arkansans and of others in the region, nation and the world by supporting our talent-rich environment through employee support programs, employee engagement, enhanced organizational communication and employee development. We are Arkansas' largest public employer, and employ more than 10,500 people statewide. Our workforce is diverse and includes people of color, people of many national origins, people of all ages, people of various faiths, people with disabilities, veterans, and people of various sexual orientations.

Our primary goal is to provide a welcoming and inclusive environment to all of our employees by administering our policies, practices, and activities without regard to race, color, sex, age, disability, veteran status, religion, national origin, or sexual orientation. We have recruited, employed, and retained minorities and females in numbers that reflect their availability in the geographical area from which we recruit and we 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 2011-2012 emphasizes the progress made over the 2010-2011 academic year.

II. Non-Academic Personnel

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

See tables on pages 3 and 4.

Utilization of Minority Non-Academic Full-Time Personnel

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
NON-ACADEMIC FULL-TIME WORKFORCE BY RACE AND SEX AS OF 1-25-2012

2011 - 2012

JOB CATEGORIES	TOTAL #	NATIVE AMERICAN # %	ASIAN AMERICAN # %	AFRICAN AMERICAN # %	HISPANIC AMERICAN # %	WHITE AMERICAN # %	FEMALE # %	MALE # %
Executive/ Administrative	1896 +63	9 0.5 (9)	40 2.1 (40)	300 15.8 +17	25 1.3 +7	1522 80.3 +39	1309 69.2 +41	587 31.0 +22
Professional Non-Faculty	3619 -17	22 0.6 (22)	135 3.7 +5	1014 28.0 -18	79 2.2 +3	2369 65.5 -7	2974 82.2 -24	645 17.8 +7
Secretarial/ Clerical	395 -4	5 1.3 +2	4 1.0 (4)	165 41.7 +2	9 2.3 +1	212 53.7 -9	358 90.6 -6	37 9.4 +2
Technical/ Para- Professional	803 +2	6 0.7 -3	12 1.5 +3	289 36.0 -30	11 1.4 +2	485 60.4 +30	703 87.5 -1	100 12.5 +3
Skilled/Craft	110 -3	0 0.0 (0)	0 0.0 (0)	22 20.0 +1	2 1.8 (2)	86 78.2 -4	6 5.5 +1	104 94.5 -4
Service/ Maintenance	247 +18	0 0.0 (0)	3 1.2 (3)	175 70.9 +16	3 1.2 (3)	66 26.7 +2	100 40.5 +7	147 59.5 +11
Grand Total	7070 +59	42 0.6 -1	194 2.7 +8	1965 27.8 -12	129 1.8 +13	4740 67.0 +51	5450 77.1 +18	1620 22.9 +41

+plus indicates increase over 2010-2011

-minus indicates decrease over 2010-2011

%percent indicates percentage of job category/total workforce 2011-2012

() indicates same number as 2010-2011

Utilization of Minority Non-Academic Part-Time Personnel

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
NON-ACADEMIC PART-TIME WORKFORCE BY RACE AND SEX AS OF 1-25-2012

2011-2012

JOB CATEGORIES	TOTAL # +- 	NATIVE AMERICAN # % +- 	ASIAN AMERICAN # % +- 	AFRICAN AMERICAN # % +- 	HISPANIC AMERICAN # % +- 	WHITE AMERICAN # % +- 	FEMALE # % +- 	MALE # % +-
Executive/ Administrative	61 -2	(1) 1.6 (1)	1 1.6 -1	4 6.6 -2	2 3.3 -1	53 86.9 +2	51 83.6 +3	10 16.4 +1
Professional Non-Faculty	225 -2	1 0.5 -1	5 2.2 -2	31 13.8 +5	5 2.2 (5)	183 81.3 -4	202 89.8 (202)	23 10.2 -2
Secretarial/ Clerical	27 +2	0 0.0 (0)	(0) 0.0 (0)	5 18.5 +1	(1) 3.7 (1)	21 77.8 +3	25 92.6 +4	(2) 7.4 (2)
Technical/ Para- Professional	28 (28)	(0) 0.0 (0)	(2) 7.1 (2)	(3) 10.7 (3)	(0) 0.0 (0)	(23) 82.2 (23)	22 78.6 -5	6 21.4 +5
Skilled/Craft	0 (0)	(0) 0.0 (0)	(0) 0.0 (0)	(0) 0.0 (0)	(0) 0.0 (0)	(0) 0.0 (0)	(0) 0.0 (0)	(0) 0.0 (0)
Service/ Maintenance	31 +5	1 3.2 +1	0 0.0 (0)	28 90.3 +3	0 0.0 (0)	2 6.5 +1	19 61.3 +3	12 38.7 +2
Grand Total	372 +5	(3) 0.8 (3)	8 2.2 -3	71 19.1 +7	8 2.1 -1	282 75.8 +2	319 85.8 -1	53 14.2 +6

+plus indicates increase over 2010-2011

-minus indicates decrease over 2010-2011

%percent indicates percentage of job category/total workforce 2011-2012

() indicates same number as 2010-2011

C. Explanation and Some Examples of Each Job Category

1. **Executive/Administrative:** 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. 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:** These jobs involve non-managerial tasks providing administrative and support assistance, primarily in office settings. Some examples:

Administrative Analyst
Administrative Assistant
Clerk
Cashier
Medical Records Technician
Claims Examiner

4. **Technical Para-Professional:** Included in this category are persons whose assignments include activities that require applied scientific skills, usually obtained by post secondary education of varying lengths, depending on the particular

occupation, recognizing that in some instances additional training, certification, or comparable experience is required. Some examples:

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

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 through formal training, job-related training or direct experience. These workers perform duties that result in or contribute to the comfort, convenience, and hygiene of personnel; that contribute to the upkeep and care of buildings, facilities, or grounds, or that involve protective service activities. Some examples:

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

D. Salary Analyses

Full-time non-academic employees with an annual salary below \$20,000 as compared to total number of full time non-academic employees by race/ethnicity and sex:¹

Race/Ethnicity	# Employees < \$20K	# FT Non-Academic EES	%
African American	169	1,965	8.6
Asian American	1	194	0.5
Hispanic American	4	129	3.1
Native American	1	42	2.4
White American	94	4,740	2.0
Total	269	7,070	3.8

Sex	# Employees <\$20K	# FT Non-Academic EES	%
Female	193	5,450	3.5
Male	76	1,620	4.7
Total	269	7,070	3.8

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

Race/Ethnicity	# Employees ≥\$75K	# FT Non-Academic EES	%
African American	29	1,965	1.5
Asian American	21	194	10.8
Hispanic American	3	129	2.3
Native American	5	42	11.9
White American	649	4,740	13.7
Total	707	7,070	10.0

Sex	# Employees ≥\$75K	# FT Non-Academic EES	%
Female	459	5,450	8.4
Male	248	1,620	15.3
Total	707	7,070	10.0

¹ Percentages are based on the number of employees in each race/ethnicity and sex category, and not on the total workforce.

² Percentages are based on the number of employees in each race/ethnicity and sex category, and not on the total workforce.

E. Summary

UAMS has a total of 7,070 full-time non-academic employees of which 1,965 (27.8%) are African American; 42 (0.06%) are Native American; 194 (2.7%) are Asian American; 129 (1.8%) are Hispanic American; and 4,740 (67.0%) are White American. Our total non-academic minority workforce includes 2,330 employees, who represent 33% of workforce. We have 5,450 (77.1%) full-time non-academic female employees. There are 1,620 (22.9%) full-time non-academic male employees.

UAMS has a total of 372 part-time non-academic employees. Of this number, 90 (24.2%) are minorities. There are 319 (85.8%) part-time non-academic female employees and 53 (14.2%) part-time non-academic male employees.

We experienced a slight overall increase of non-academic full-time employees by 59, which increased our total minority non-academic full-time employees by eight. African American employees decreased by 12; Native American employees decreased by one; Asian American employees increased by eight; and Hispanic American employees increased by 13. White American non-academic full-time employees increased by 51. Female non-academic full-time employees increased by 18. Male non-academic full-time employees increased by 41.

The Executive/Administrative job category of full-time non-academic employees increased by 63. African-American full-time non-academic executive administrative employees increased by 17. Asian American full-time non-academic executive administrative employees remained at 40. Native American full-time non-academic executive administrative employees remained at nine. Hispanic American full-time non-academic executive employees increased by seven. White American full-time non-academic executive administrative employees increased by 39. Female full-time non-academic executive administrative employees increased by 41, while male full-time non-academic executive administrative employees increased by 22.

Our professional non-faculty job category of full-time non-academic employees experienced a slight overall decrease of 17 positions. African American professional non-faculty, full-time non-academic employees decreased by 18. Asian American professional non-faculty full-time non-academic employees increased by five. Hispanic American professional non-faculty full-time non-academic employees increased by three. Native American professional non-faculty full-time non-academic employees remained the same at 22. White American professional non-faculty full-time non-academic employees decreased by seven. Female professional non-faculty, full-time, non-academic employees decreased by 24. Male professional non-faculty, full-time employees increased by seven.

The secretarial/clerical job category of full-time non-academic employees also experienced a slight overall decrease of four positions. African American secretarial/clerical full-time non-academic employees increased by two. Asian

American secretarial/clerical full time non-academic employees remained the same at four. Hispanic American secretarial/clerical full-time non-academic employees increased by one. Native American secretarial/clerical full-time non-academic employees increased by two. White American secretarial/clerical full-time non-academic decreased by nine. Female Secretarial/Clerical full-time non-academic employees decreased by six. Male Secretarial/Clerical full-time non-academic employees increased by two.

The Technical/Para-Professional job category of full-time non-academic employees increased slightly overall by two positions. African American technical/para-professional full-time non-academic employees decreased by 30. Asian American technical/para-professional full-time non-academic employees increased by three. Hispanic American technical/para-professional full-time non-academic employees increased by two. Native American technical/para-professional full-time non-academic employees decreased by three. White American technical/para-professional full-time non-academic employees increased by 30. Female technical/para-professional full-time non-academic employees decreased by one. Male technical/para-professional full-time non-academic employees increased by three.

The Skilled/Craft job category of full-time non-academic employees decreased by three. African American skilled/craft full-time non-academic employees increased by one. Our Asian American and Native American skilled/craft full-time non-academic employees remain at zero. Hispanic American skilled/craft full-time non-academic employees remained the same at two. White American skilled/craft full-time non-academic employees decreased by four. Female skilled/craft full-time non-academic employees increased by one. Male skilled/craft full-time non-academic employees decreased by four.

The Service/Maintenance job category full-time non-academic employees increased by 18. African American service/maintenance full-time non-academic employees increased by 16. Native American, Asian American and Hispanic American service/maintenance full-time non-academic employees remained the same at zero, three and three respectively. White American service/maintenance full-time non-academic employees increased by two. Female service/maintenance full-time non-academic employees increased by seven. Male service/maintenance full-time non-academic employees increased by 11.

In all six of the full-time non-academic job categories – executive/administrative (15.8%); professional non-faculty (28.0%); secretarial/clerical (41.7%); technical/para-professional (36.0%); skilled/craft (20.0%); service/maintenance (70.9%) – UAMS' African American full-time non-academic workforce is above the state of Arkansas African American population, which is approximately 15.4%.³

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

Our total full-time non-academic minority workforce is 2,330 (33.0%), which includes 1,965 African Americans (27.8%); 194 Asian Americans (2.7%); 42 Native Americans (0.6%); and 128 Hispanic Americans (1.8%). With the exception of Hispanic Americans⁴, our workforce demographics are above the state of Arkansas' population for every race/ethnicity. We have a total of 372 part-time non-academic employees, of which 90 (24.2%) are minority.

Two hundred sixty-nine (3.8%) of UAMS' minority full-time non-academic employees receive an annual salary of less than \$20,000. Ninety-four (2.0%) White American full-time non-academic employees receive an annual salary of less than \$20,000. One hundred ninety-three (3.5%) female full-time non-academic employees receive an annual salary of less than \$20,000. Seventy-six (4.7%) male full-time non-academic employees receive an annual salary of less than \$20,000. Fifty-eight (2.5%) of UAMS' minority full-time non-academic workforce receive an annual salary of \$75,000 and above. Six hundred forty-nine (13.7%) White American full-time non-academic employees receive an annual salary of \$75,000 and above. Four hundred and fifty-nine (8.4%) female full-time non-academic employees receive an annual salary of \$75,000 and above. Two hundred forty-eight (15.3%) male full-time non-academic employees receive an annual salary of \$75,000 and above.

The UAMS Affirmative Action Web page routinely provides resources and information to women, people with disabilities, people of color and veteran and active duty employees. The site features articles designed to heighten the awareness of, and to celebrate the accomplishments of, these groups.

As the State's largest public employer, we are committed to reaching out to qualified applicants. All of our jobs openings are electronically posted with Arkansas Workforce Services. We also routinely contact organizations and agencies, soliciting their help to encourage qualified women, minorities, people with disabilities and veterans to apply for jobs as UAMS. UAMS posts job openings on specific job boards, and routinely attend job fairs designed specifically to attract people of color, women, people with disabilities and veterans. This past year, we were a sponsor of and attended the HOLA! Arkansas job fair in an effort to encourage Hispanic Americans to apply for jobs at UAMS. We also were a sponsor of and attended the STAND job fair in an effort to encourage African Americans to apply for jobs at UAMS. We also participated in the U.S. Chamber of Commerce Hiring our Heroes job fair and the Arkansas Women Veterans job fair, designed to hire veterans.

In March, 2012, UAMS was recognized by the Arkansas Disabled American Veterans as its "Employer of the Year" award recipient, based on its veteran-related policies and practices and on special initiatives such as:

- UAMS Veterans Awareness Celebration
- Host of the annual Veteran's Education Fair

⁴ Based on the 2010 U.S. Census Bureau Data for Arkansas, persons of Hispanic or Latino origin represent 6.4% of the population in Arkansas.

- Veterans collection and donation drive
- Veterans page on Affirmative Action Web site
- Veteran's Education Sessions on transitioning and post-traumatic stress disorder. The events were free of charge and open to the public.

Our minority, female, people with disabilities and veteran employees have a strong presence within UAMS and in the community. They participate in career fairs, civic events, community events, career days, youth motivation programs, and make guest speaker appearances. In addition, some of these employees have memberships in industry associations, professional associations, and educational programs focused on career development. Our diverse employee population is featured in UAMS publications/multi-media outlets, including consumer publications, promotional publications, help-wanted advertisements, informational brochures and on our website.

Employees are made aware of continuing education classes and/or seminars and are given time to enroll in and attend classes and/or seminars. Our Office of Human Resources' Organizational Development section enhances the effectiveness of the UAMS workforce by creating a culture that promotes opportunities for all UAMS employees to grow in their careers. This section focuses on UAMS culture, Leadership Effectiveness and Employee Effectiveness, by offering employee development courses, and an internal Leadership Institute. UAMS offers a valuable tuition discount program to employees who wish to attend a college or university within the University System. Employees are informed of these programs and/or services and encouraged to participate. These activities are geared toward enhancing the upward mobility of minorities and females, and all employees, thereby increasing the number of minorities and females in higher paid positions.

Our full-time non-academic workforce demonstrates our ongoing practice of recruiting, promoting, and retaining minorities and females in numbers that reflect their availability in the geographic area from which we recruit. We continuously strive to make our UAMS community free of intolerance, bigotry, and racism.

UAMS is committed to the principle and practice of non-discrimination and equal treatment in all areas of employment and service that affect our students, staff, and faculty. The activities of the Center for Diversity Affairs, the Chancellor's Diversity Committee, the Chancellor's Minority Recruitment and Retention Committee, the Women's Faculty Development Caucus, the Minority Faculty Development Caucus, and the Affirmative Action section are the centerpiece of an institutional commitment to these goals.

F. Diversity Management at UAMS: Key to Employee Engagement

The Chancellor's Diversity Committee is currently comprised of twenty (20) employees from various campus departments and Colleges who are committed to implementing its vision, mission, charter, short and long term goals and to being recognized as a strategic partner in the successful execution of the University's strategic plan.

Diversity Training

With approximately 10,500 employees, many of whom come from as many as 87 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 objective is to train 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 companion diversity awareness, communication and conflict resolution skills. The development of this companion course to *"Diversity at UAMS: Managing Our Most Valuable Resource"* was requested by supervisors.

During New Employee Orientation, *"The Diversity Process at UAMS: A Journey Not a Destination,"* new hires are introduced to the concept of a diversity process being implemented as a business decision and their role in maintaining effective interpersonal relationships and a positive, productive, respectful work environment. During the year, approximately 1,635 new employees have participated in 35 sessions. They are informed that diversity means that our campus is one *"which respects and values individual differences and similarities; recruits and hires the best and the brightest, empowering them to develop to their fullest potential while consistently utilizing their knowledge, skills, talents, and abilities for the competitive advantage of UAMS in healthcare, education, research and service."* Managing Diversity at UAMS is a business decision.

"Valuing Diversity" and *"Managing Diversity"* training are offered upon request by departments. To date, 831 College of Health Related Professions (CHRP) students have participated in 54 workshops. One of the CHRP classes utilizes videotaped *"Valuing Diversity"* and *"Managing Diversity"* training sessions, facilitated by the Diversity Manager, in its on-going distance learning classes. In other distance learning classes, the Diversity Manager is a guest lecturer.

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

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

The Diversity Committee plans to implement an on-line introductory diversity training course for easier accessibility by more employees and students and an instructor-led course, “Cultural Competency in Healthcare: The Key to Hope and Healing.”

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

September-Diversity Week

The 15th Annual UAMS Diversity Week was held September 26 - 30, 2011. The theme was: “***We Are UAMS....ALL Of US.***”

Again 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 26

A Diversity Conversation: Kick-off Event hosted by Chancellor Dan Rahn announcing the re-structuring of the Center for Diversity Affairs, its role in formulating campus wide policies to advance diversity and inclusion, and promotion of Dr. Billy Thomas, M.D. to the position of Vice Chancellor for Diversity and Inclusion.

Tuesday, September 27

“**Real Life: Diversity - Mission Possible,**” presented by Bart Barlogie, M.D., PhD, director of the Myeloma Institute and Trevor Arnett, a social worker with the Myeloma Institute

Wednesday, September 28

Showcasing Our Diversity: A panel discussion featuring successful college students who were former participants in UAMS summer science enrichment programs which target minority students followed by a diversity and health disparities research poster display by employees and students

Thursday, September 29

Cultural Competency: “Improving Health in Arkansas: What More Can We Do?” an interactive discussion facilitated by Creshelle Nash, M.D., M.P.H., College of Public Health

Friday, September 30

Celebrating Our Diversity: International Fest

Employees shared their cultures through Exhibits, Artifacts, Ethnic Food, Ethnic Attire, Music, Dance, and Cultural Videos

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

Keynote Speaker: The Honorable Fred Allen, Arkansas State Representative, District #33, spoke on the theme, “Remember! Celebrate! Act! - A Mission to Fulfill.” Booker Arts Magnet Elementary School Choir provided standing ovation musical selections. Appreciative parents, family and friends of the choir filled the audience.

February-Black History Month

Keynote Speaker: The Honorable Linda Pondexter-Chesterfield, State Senator, District #34, a recipient, addressed the theme: “And Still I Rise....” as the Chancellor’s Diversity Committee recognized fifteen (15) local African American women who achieved becoming a “first” in some aspect of their academic and/or professional careers. Ameria Jones, also a recipient, performed an interpretive praise dance. Many community residents packed this first ever recognition of “unsung heroes”.

March-The Chancellor’s Diversity Committee collaborated with the Affirmative Action section and other campus groups to sponsor another highly successful Women’s History Month, presenting twenty-one (21) **Phenomenal Women of UAMS** who were nominated by their departments or other employees. A panel of UAMS and local healthcare professionals addressed the theme: “Getting Unstuck....Without Coming Unglued.”

October – The Chancellor’s Diversity Committee collaborated with Affirmative Action section along with other disability rights organizations in Pulaski County to host “Celebrating Different Abilities,” in conjunction with National Disability Employment Awareness. Workshops were offered to students, employees, faculty, supervisors and the general public on topics including “People First Language,” “Disability Awareness 101,” and “Invisible Barriers/Unconscious Bias.” We also participated in Disability Awareness Day, which was held in the State Capitol Rotunda. Posters

showcasing Asian-American, African-American, Hispanic-American males and females with disabilities, along with a poster of a female veteran with a disability were displayed throughout the campus as part of our participation in “What Can You Do? – The Campaign for Disability Employment.”

November – UAMS currently employs more than 300 veterans, active duty and reservist employees who have served or are currently serving in our military. Our veterans are diverse and include women, men, people of color, whites, people of all ages, people of various faiths, people with disabilities, and people of various sexual orientations. We proudly celebrated all of our veterans during our 2011 UAMS Veterans Awareness Celebration, which featured various events designed specifically to address the needs of our veteran and active duty employees and the family members of veterans/active duty employees. We featured two educational sessions for veterans discussing transitioning and post traumatic stress disorder. More than 200 of our employees attended our annual Veterans’ Education Fair, along with various veteran agencies and organizations.

Conversational English Classes

In response to a long recognized need of some international students, Residents, Post Docs and other foreign employees on our campus, an informal class averaging six (6) participants continues to address their need to become proficient in oral English. In addition, they experience various American holidays and customs and visit places of interest around the State. They are exposed to more than just the language. They are made aware of how Arkansans live and what life is like in the United States. The Diversity Committee sponsors the much-needed classes that were originally started and conducted by a Diversity Committee member, then once weekly by a volunteer, non-UAMS employee for over two years. Now the Diversity Manager continues to facilitate the class which is in its 12th year.

Collaboration

The UAMS Diversity Manager continues to consult, network and collaborate with other groups regarding various diversity issues and serves as a consultant in diversity, management, and organizational development when requested.

The Committee will implement two ***“Dr. Phillip L. Rayford Excellence in Diversity”*** recognition awards in 2012: one for a student and another for an employee. Selection of winners and presentation of awards is scheduled for the fall.

CENTER FOR DIVERSITY AFFAIRS

Minority Faculty Diversity

Selected Highlights

1. Chancellor Dan Rahn established a Cabinet level position to oversee and coordinate diversity and inclusion goals at the institutional level. Dr. Billy Thomas was promoted to Vice Chancellor of Diversity and Inclusion. This role keeps Dr. Thomas as the chief executive of the Center for Diversity but also establishes authority and responsibilities relative to other campus-wide initiatives, programs and activities, including leading planning efforts to meet institutional diversity and inclusion goals.
2. Through the leadership of Dr. Billy Thomas, the Center for Diversity Affairs holds several new or continuing grant awards for 2011-2012 year.
 - a. Health Careers Opportunity Program (HCOP)
 - b. Initiative for Maximizing Student Diversity (IMSD)
 - c. IMSD Supplemental Award
 - d. Summer Undergraduate Research Program (SURP). Funded by NIH.
3. The Center for Diversity established the Lesbian, Gay, Bisexual and Transgender (LGBT) Alliance. Initiated by students, the Alliance is open to faculty, students and staff who identify as lesbian, gay, bisexual or transgender, as well as straight individuals who are interested in maintaining a bias-free education and work environment.

Minority Faculty Diversity Committee (MFDC):

As an effort to unite minority faculty throughout the UAMS campus in a collective effort to recruit and retain minority faculty from various healthcare fields, the Faculty Diversity and Community Outreach (FDCO) Program has transitioned to the Minority Faculty Development Caucus (MFDC). The MFDC is supported through the UAMS Center for Diversity Affairs and Inclusion.

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

MFDC 2011-2012 Committee Members:

Brooke Montgomery, President
Keneshia Bryant, Vice-President

Nancy Greer-Williams, Secretary/Treasurer
Beatrice Boateng, Advisor
Billy Thomas, Advisor
Michael Preston, Advisor

Minority Recruitment 2012:

Rodney Davis, M.D. will start at UAMS on August 1
Department Chair for Department of Urology

Gloria Richard-Davis, M.D.
Department of Obstetrics and Gynecology

FDCO:

The FDCO committee has been very instrumental and supportive in the retention and promotion of minority faculty and graduate students over the past 10 years. Through the submission of the Arkansas Cancer Community Network grant, two junior minority faculty members received funds from the National Cancer Institute's Center to Reduce Health Disparities. In addition, two minority graduate students and one minority fellow received funding through NIH's minority supplemental grants. Two members of FDCO mentoring sub-committee were promoted to professor since July 2006, and one member to associate professor. We submitted one supplemental application (1 by minority graduate student) to NIH National Institute of Minority Health and Health Disparities which was funded.

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."

Section III

FDCO conducted a five-year follow-up to the previous manuscript and submitted a manuscript to the Academic Medicine Journal. A manuscript by members of FDCO was submitted in January 2011 in the Academic Medicine Journal entitled "*Diversity Improvements through Recruitment, Retention, and Advancement of Underrepresented Minority (URM) Faculty: The Role of Peer-On-site-Distance (POD) Mentoring Model.*" An abstract was submitted and accepted by the National Medical Association for the 2012 national conference.

FDCO worked with the College of Public Health to provide research opportunities to Graduate students. The focus of the preceptorship was to increase retention among minority faculty in medical schools through health policy. The overarching goal(s) of the preceptorship experience was to locate past and present minority faculty from the University of Arkansas for Medical Sciences College of Medicine. The student developed a working database and a survey to be used for future research that will allow CDA to assess factors that influence minority faculty retention.

FDCO 2011-2012 Committee Members:

Billy Thomas, President
Ronda Henry-Tillman, Vice-President
Delbra Caradine, Secretary/Treasurer
Michael Preston, Director FDCO
Bill Bauknight
Beatrice Boateng
Glenda Cooper
Vivian Flowers
Gemessia Ford
Helen Haynes
Chara Stewart
Brandon Watson

POD evaluation:

The POD: A New Model for Mentoring Underrepresented Minority Faculty
An evaluation of the POD model was completed and recommendations based on evaluation will be integrated into the mentoring model.

Mentoring to date:

22 mentees
9 peer mentors
10 onsite mentors

Of the 22 mentees, two mentees are enrolled.

4 grants submitted
3 awarded
2 manuscripts submitted, one accepted
10 presentations

Current Mentoring Activities:

**2 mentees have been identified for the current year
**Formal letters of invitation have been sent to invitees

Planning topics and focal points for FDCO:

**Partnership with Faculty Development Office (Lecture Series)
**Legislative Briefing
**Online Mentor/Mentee Program
**Funding opportunities:
(Arkansas Cancer Coalition, Clinical and Translational Science Awards, NIH R13)
**IRB committee diversity (currently 1 minority on committee)
6 minority committee members identified but no current activity

Student Diversity

Summer Science Discovery Program

The Summer Science Discovery Program (SSDP) was composed of three one-week sessions. Each session involves a different group of students. Curriculum and instruction for the program is provided by the Arkansas Museum of Discovery. The museum presents interactive science sessions and a variety of science related activities. In addition to these curricular aspects of the program, motivational speakers were utilized each day by the Arkansas Medical Dental Pharmaceutical Association. Speakers discussed their professions, educational backgrounds and the importance of valuing education. Most activities and presentations were exactly the same for all three sessions. Some variability existed among speakers. During the last week SSDP collaborated with Center for Diversity Affairs - Bridging the Gap (BTG) program to for the middle/high school students. A total of 262 students participated in this year's 2011 Summer Science Discovery Program (156 the first week, 65 the second week and 41 the third week).

Learning Experiences:

- Robotic Lecture (learn how robots move and perform tasks)
- Optical Illusions (students use color, light and patterns to create images, this activity help increase concentration power and sharpen their focus.
- General Hospital (Check-up, using stethoscopes, blood pressure cuffs, and other equipment to evaluate the student's health)
- ER Laboratory Experiment (role-play as emergency room doctors, nurses and technicians to save a patient).
- Tinkering "Automaton" (middle and high school students use cloth, wood, zelt and conductive thread to problem-solve through a process of trial and error, thus gaining insight and skill as they create their own exhibits).
- Animal Dissection Lecture
- Wizard Laboratory Experiments (stunning science tricks involving physics and chemistry)

Outreach Programs

The overall aim of the *Center for Diversity Affairs* (CDA) outreach programs is to increase the number of underrepresented minorities/disadvantaged students in the healthcare professions. Our programs reach kindergarten to college students with the primary goal of preparing these students for future studies in healthcare fields.

Hey Everybody! I'm Going to be a Doctor! - Sponsored by *Say It Loud! Readers and Writers (SIL)/Collective Community Technology Initiative (CCTI)*

The CDA has developed a partnership with a community based literary organization, Say It Loud!, and its lead innovator, Patrick M. Oliver to provide a summer camp to middle school students in Pulaski County. This math, literacy and technology camp is offered at the Willie Hinton Neighborhood Outreach Center in Little Rock, AR. The program offers participants computer based learning activities, math tutoring, books, journals and other materials. The math instructors/tutors are certified math instructors from the Little Rock, North Little Rock, and Pulaski County Special School Districts. Twenty youth participated in the camp during the summer of 2011.

Summer Kickoff Event - Featuring *Dr. Bernard A. Harris*, physician, author, astronaut and entrepreneur was held in June, 2011 in conjunction with the 118th scientific session of the Arkansas Medical, Dental and Pharmaceutical Association convention. Program participants from **Hey Everybody! Bridging the Gap, ACT Prep and USSEP** attended. Approximately 150 people attended this event as the students networked with the medical community present and met peers and parents of summer program participants. Students also attended reading and writing workshops during the week, conducted by ***Dr. Randall Horton and Dr. Kelly Norman Ellis***. Dr. Ellis and Dr. Horton also led a poetry slam featuring poetry and prose on the topic of HIV/AIDS from the Black Diaspora. ***Donna O. Johnson***, brought her extraordinary learning system to the students and staff in high school (BTG/ACT) and college (USSEP) programs with workshops in ***Guaranteed A+/Guaranteed 4.0*** during kickoff week.

Bridging the Gap - a six week math and science enrichment program was attended by underrepresented minority students rising to the 9th or 10th grade. Daily instruction in math, English and science was provided to students by certified Little Rock School District teachers. There were 14 males and 22 females in the 2011 class of 36. Students were evaluated based on a pre/post test of SAT/ACT.

ACT Preparation - program for rising 11th & 12th graders, facilitated by Kaplan, was conducted for 9 males and 16 females in the summer of 2011. In addition to gaining study and test taking skills from Kaplan, students completed career exploration tours across many of the University's colleges and institutes.

M*A*S*H in the Delta Region - the CDA is proud to partner with the UAMS AHEC/Office of Regional Programs to provide the Medical Application of Science for Health (MASH) program at five rural and underserved Delta sites in West Memphis, Forrest City, Blytheville, Helena and Lake Village. The MASH program is a 2-week program that introduces and familiarizes students with various careers in the health care field.

UAMS Arkansas Cancer Community Network Summer Research Internship Program (SRIP) – Partnering with the Arkansas Cancer Community Network, the CDA coordinates the placement of students in research positions across the UAMS

campus. This is a program for high school (6 participants – 1 male, 5 females) and college (9 participants – 7 males, 2 females) students interested in medical research. The high school students come from the Pulaski County, Little Rock and North Little Rock school districts. Last year college students in this program attended Hendrix, University of Central Arkansas, Sewanee College, UA-Pine Bluff, Baylor University, Henderson State, and UA-Fayetteville.

Undergraduate Summer Science Enrichment Program (USSEP) I - program for freshmen/sophomore science majors interested in health careers. The USSEP program welcomed twelve students (2-male, 10-female) from UA-Pine Bluff, Philander Smith College, Xavier University, Pulaski Technical College, Arkansas State University, Hendrix, Baylor and Howard University. The program aims to build core skills in science incidental to the study of medicine although the students had an interest in pharmacy, veterinary science, nursing and medicine.

Undergraduate Summer Science Enrichment Program (USSEP) II is an MCAT preparation program facilitated by Kaplan. The students also network with health professionals and attempts are made to match students with the membership of our partner, **Arkansas Medical Dental and Pharmaceutical Association** and UAMS staff for shadowing experiences. There were thirty five students (12 males, 23 females) in the 2011 program hailing from UA-Pine Bluff, UA-Fayetteville, Philander Smith College, Albany State University, Harding University, Sewanee University, Howard University, Jackson State University, Denison University, Vanderbilt University, Georgia Southern University, University of Virginia, George Mason University and Mississippi State University. Seven of these students applied for admittance to the Class of 2016 at UAMS. Two will enter UAMS in the fall.

Spring MCAT is a medical student facilitated MCAT preparation course held in the late spring. Our rising M1 class presented the *ExamCrackers* study guide to these students. Fifty-three students from various universities attended this program. Ten of these underrepresented minority students applied and four will attend our College of Medicine this fall.

School visits and recruiting – the Outreach Director and Program Coordinator have participated in a number of recruiting visits to local schools providing information on outreach programs and information on health careers. We have hosted students from our partner school, **Henderson Health Science Magnet**, and other schools such as Metropolitan High Medical Professions students on tours of the campus. We have participated in health fairs for the Hispanic/Latino association, worked with the **Arkansas Mentoring and Networking Association**, participated in parental involvement events in the Pine Bluff, Pulaski County Special, North Little Rock and Little Rock school districts.

Head Start: CDA's Affiliation

There are two CDA members on Head Start's Board. Four members of the board are physicians (Pediatricians). Of the four physicians, three are members of the AMDPA

(Arkansas Medical, Dental and Pharmaceutical Association), and three are African American. All of these individuals aforementioned have been associated with the UAMS Head Start-Early Head Start Programs since its beginning in 1998.

UAMS Head Start/ Early Head Start Program

History: UAMS became the Grantee for the Head Start/ Early Head Start in 1998

of Sites: 15 Head Start Sites and 3 Early Head Start Sites throughout Pulaski County

of Children Served in the UAMS Program:

1090 children in Head Start – ages 3-5 years

88 infants and toddlers ages six weeks –36 months

Purpose of Services:

Head Start began in 1965 and is a federal program that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development.

Head Start programs provide a learning environment that supports children's growth in:

- language & literacy
- cognition & general knowledge
- physical development & health
- social & emotional development, and approaches to learning

Head Start emphasizes the role of parents as their child's first and most important teacher. Head Start programs build relationships with families that support:

- family well-being and positive parent-child relationships
- families as learners and lifelong educators
- family engagement in transitions
- family connections to peers and community
- families as advocates and leaders

Types of Services Provided:

Developmental Education

Health – Vision/ Hearing Screening; Immunization Monitoring, etc.

Oral Health

Nutrition

Family and Community Support

Mental Health

Disabilities

Leadership: Executive Director: Dr. Charles Feild
Director: Mary Kaye McKinney
Governing Board: Appointed by the UAMS Chancellor
Policy Council: Elected parent from each site to serve on Council

Background. Since 1998, the University of Arkansas for Medical Sciences (UAMS), a teaching university, has had the opportunity to administer the Head Start program in Pulaski County, Arkansas. The UAMS Department of Pediatrics became the grantee for the Pulaski County Head Start program in November of that year and today this program enrolls 1,090 Head Start and 40 Early Head Start children and serves the interests of many more in the community.

The primary purpose of the national Head Start and Early Head Start programs – to increase the school readiness of low-income children – is a perfect match for the three missions of UAMS: to teach, to search, and to serve. UAMS accomplishes both by offering more than the traditional Head Start services. The UAMS Head Start program is highly successful at helping our students prepare for school. Because of our education mission, we endeavor to promote educational opportunities beyond our students and because we are a medical education institution, we use our Head Start program to promote the health of our students, families, and community.

Educating the Community. In addition to educating children, the UAMS Head Start program provides educational opportunities to many others. The program provides service-learning opportunities to students enrolled in the UAMS Colleges of Nursing, Medicine, Health Related Professions and Public Health. These graduate level students work with our Head Start children and as a result gain valuable experience in dealing with children. Their involvement provides hands on experience and prepares them for the challenges they may face in their medical practice. We also provide tuition discounts to help our Head Start employees (and their family members) continue their education at UAMS affiliated higher education institutions.

Ensuring a Healthy Community. The thing that truly sets the Head Start program at UAMS apart from others is our commitment to using the Head Start program to promote the health and welfare of our community. Children enrolled in our program and their parents have access to health, nutrition, dental and mental health services from UAMS and other sources. The services, provided by our students and faculty, range from basic medical screening services to consultations with medical specialists.

Current Operations. The program currently operates 15 Head Start centers and 3 Early Head Start centers throughout Pulaski County. All centers operate 5 days per week, a minimum of 6 hours per day. The Head Start Program serves 1,090 children, ages 3 to 5 years, for 160 days and the Early Head Start centers will serve 88 children, ages birth to 3 years, for 220 days. The program targets serving those children of low income families most in need of services. We work collaboratively with

the three Public School Systems within the county, such as the provision of classroom space, coordination of enrollment, referrals and staff development. One unique partnership is with the Little Rock School District where Head Start eligible students are enrolled in the District's Pre-Kindergarten program and the UAMS Head Start Program provides these children with enhanced or wrap-around services in the areas of parent resources, oral health, health, mental.

Student National Medical Association (SNMA)

We commend the president of SNMA and his executive staff. They did a great job and a huge amount of community service for Little Rock and Pulaski County. There were speakers from UAMS-COM's faculty as well as from the Little Rock professional community to speak at every monthly meeting. There were discussions between the physician speakers and the medical students. The students attended many health fairs and helped do free physicals for high school athletes and cheerleaders in the Little Rock community.

III. Academic Personnel Faculty and Students

UAMS Non-Resident Diversity Scholarship Program

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

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

Each year, the Chancellor will approve selected, qualified out-of-state applicants to the colleges and the Graduate School to receive a reduction in tuition to the in-state (resident) rate. This allows UAMS to be competitive with other health sciences campuses in attracting a diverse and promising student applicant pool. The program includes performance monitoring of the students over time and program review provisions to assure that the program is effective in improving college recruitment efforts. The program will be effective beginning the Fall 2012 term.

A. College of Health Related Professions

CHRP Student Demographics

Hispanic	15
American Indian	09
Asian	11
Black	63
White	489
Native Hawaiian	00
Unknown	03

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

Faculty:

Instructor:	1 FTE Respiratory and Surgical Technologies
Professor:	1 FTE Audiology and Speech Pathology

Staff:

Registrar	1 FTE Dean's Office
Executive Assistant	1 FTE Dean's Office
Project/Program Specialist	1 FTE Imaging and Radiation Sciences
Administrative Specialist III	1 FTE Dental Hygiene
Laboratory Technician	1 FTE Dental Hygiene
Administrative Analyst	1 FTE Emergency Medical Sciences
Administrative Analyst	1 FTE Imaging and Radiation Sciences

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

Instructor:	1 Black
Professor:	1 Black

Number of minority adjunct faculty who currently work for the CHRP

3 Black

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

Health Information Management (adjunct)	1
Audiology and Speech Pathology (adjunct)	1

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

During the 2011-2012 academic year CHRP awarded 31 scholarships of which 6 or 19.35% were minority students, representing an increase of 3% or \$1000 from 2010 scholarship awards.

A full-time student recruitment coordinator was hired with responsibilities to increase minority applicants within CHRP. Student recruitment activities resulted in over 3500 student contacts. The applicant pool is on track to have an increase of over 10% for minority applications for the 2012-13 compared to the 2011-12 academic year.

Faculty in the Respiratory Care and Radiologic Imaging Sciences programs continued their research into self-regulated learning and the use of the Learning and Study Strategies Inventory (LASSI). Based on the results of a small trial in the spring semester of 2011, all new students in Respiratory Care and Radiologic Imaging Sciences were required to take the LASSI in the fall of 2011 and the spring of 2012 and complete two journal entries regarding the development of their self-regulated learning skills. This second study will conclude at the end of the spring semester in 2012. The data will be analyzed and recommendations will be made to the Executive Committee if the findings warrant an expansion of the use of the LASSI and accompanying self-regulated learning strategies.

In 2012 a new Associate Dean of Student Success was hired whose job responsibilities include: inclusion of all students, enhancement of a culturally diverse applicant pool, development of new recruitment and retention strategies for students and the assessment of the College environment.

The College Diversity Committee was re-organized and re-purposed to focus solely on the enhancement of recruitment and retention activities for minority faculty, staff and students.

The goal of increasing Federal funding by \$30,000 was not met during this past academic year but will remain a goal for the 2012-13 academic year.

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

Program Outcomes	Assessment Methods	Assessment Criteria
Recruit and select high quality students with diverse backgrounds to form a community of learners.	Document admissions criteria and percentage of students who meet those criteria. Document diversity – gender, ethnicity, age, etc. Annually assess the degree to which the admissions criteria is relevant to quality of student performance in the college	Review admissions criteria annually. Work with departments to gather data The College will maintain its commitment to cultural advancement with 20% of the fall cohort admitted from diverse backgrounds. Applicants from diverse backgrounds will increase by 15% annually.
Design, implement, evaluate and modify strategies to maximize student's cultural competency	Faculty will assess this area for their individual program and report results to the Dean's office annually	80% of students will understand and pass their individual cultural competency areas; as measured by Faculty Assessment in this area.
Cultural Climate Questionnaire	Bi-Annual Administration of questionnaire Analysis of data and establishment of a baseline	CHRP Bi-Annual Web Survey will indicate that demonstrate an improvement of the overall cultural climate within the College

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

Cultural Climate Questionnaire – Spring 2012 – approximately \$600

Academic Cultural Competency review – spring 2012 – approximately \$2500

B. College of Medicine

Student Admissions Data for 2012-13

Total number of students in the admissions process with a gender breakdown.

2174	Total number of AMCAS applications received	
1112	Of that number, the number who followed through and submitted the supplemental application	
437	Females	39.3%
675	Males	60.7%

Number of in-state and out-of state applicants

301	Arkansas residents	
301	Arkansas residents interviewed	
130	Non-Arkansas residents invited to interview	
99	Non-Arkansas residents who accepted the invitation and were interviewed	
400	Total number of applicants reviewed by the Admissions Committee for 2012-13	

Number of Underrepresented Minorities (URM and a category breakdown)

There is an increasing number of applicants who did not self-report race or ethnicity on the AMCAS application. Therefore, an exact number of underrepresented minorities cannot be accurately reported.

Number of underrepresented minority applicants reviewed by the Admissions Committee

30	African American
15	Hispanic
6	Native American
8	Vietnamese

Number of URM's who have been offered admission at UAMS COM (as of June 15, 2012).

24	This number most likely will change between now and the day of matriculation, August 10, 2012
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Number of URM's on the Alternate List categorized by ethnicity

4	African Americans
1	Hispanic
1	Native American
2	Vietnamese

Number of URM's who have committed to UAMS COM (As of 6-15-12).

17 This number most likely will change between now and the day of matriculation, August 10, 2012

Date the admissions cycle will be complete for 2012-13: August 10, 2012

**College of Medicine
Freshman Classes**

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
American Indian	1	2		1	2	3	2	1	1			0	2	0
Asian	13	17	11	19	18	7	7	15	20	23	14	16	22	23
Black	8	6	9	10	11	5	11	7	5	5	15	13	7	9
Hispanic	1	3	2	3		3			2	2	5	5	8	4
White	127	122	128	118	119	132	130	128	134	130	118	140	135	131
Total	150	150	150	151	150	150	150	151	162	160	152	174	174	167

Graduating Classes

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
American Indian	3	2		1	2		1	2	3	1	2	1	0	0
Asian	10	8	9	12	15	10	13	13	10	5	16	19	21	9
Black	9	9	7	7	3	8	6	10	4	10	4	3	1	11
Hispanic	2	1	2		0	2	1		1		3	2	3	4
White	115	114	118	120	108	115	104	107	116	124	118	123	118	105
Total	139	134	136	140	128	135	125	132	134	140	143	148	143	129

Attrition

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
American Indian														
Asian				1			2	1	1		1	1	2	
Black		5		3	1	1	1	2	1	1				2
Hispanic	1	1				1	1							
White	6	6	6	5	8	11	6	8	8	3	7	7	6	5
Total	7	12	6	9	9	13	10	11	10	4	8	8	8	7

Asian URM – all Asians, other than Chinese, Filipino, Japanese, Korean, Asian Indian or Thai. American Indian includes Alaskan Natives, Aleuts and Native Hawaiians.

2011-2012 Freshman Medical Students

	Male	Female	Total
Asian	3	1	
Black	4	5	
Chinese	2	3	
Filipino	1		
Hispanic	1		
Indian or Pakistani	5	1	
Japanese	1		
Mexican American	2	1	
Other Pacific Islander	2		
Vietnamese	2	2	
White	93	38	
Total	116	51	167

2011-2012 Sophomore Medical Students

	Male	Female	Total
American Indian	1	1	2
Asian	2	2	4
Black	4	6	10
Chinese	6	3	9
Hispanic	4	1	5
Indian or Pakistani	3	6	9
Mexican American	2	1	3
Other Pacific Islander		1	1
Vietnamese		2	2
White	87	55	142
Total	109	78	187

2011-2012 Junior Medical Students

	Male	Female	Total
Black	3	5	
Chinese	1		
Filipino		1	
Hispanic	3	2	
Indian or Pakistani		6	
Korean	1		
Vietnamese	2	1	
White	66	54	
Total	76	69	145

2011-2012 Senior Medical Students

	Male	Female	Total
Asian		1	
Black	3	10	
Chinese	1		
Filipino	1		
Hispanic	2		
Indian or Pakistani	2	3	
Mexican American	2	1	
Other Pacific Islander		1	
Puerto Rican (Mainland)		1	
Vietnamese	2		
White	74	37	
Total	87	54	141

2011-2012 Total College of Medicine Head Count

	Male	Female	Total
American Indian	1	1	
Asian	5	4	
Black	14	26	
Chinese	10	6	
Filipino	2	1	
Hispanic	10	3	
Indian or Pakistani	10	16	
Japanese	1		
Korean	1		
Mexican American	6	3	
Other Pacific Islander	2	2	
Puerto Rican (Mainland)		1	
Vietnamese	6	5	
White	320	184	
Total	388	252	640

Status of Current African American Students

Thirty-eight African Americans were enrolled in medical school at UAMS during the 2011-2012 academic year. Information on gender and classification of these students is provided in the following table.

STATUS	FEMALE	MALE	TOTAL
Freshmen (M-1)	5	4	9
Sophomore (M-2)	5	3	8
Junior (M-3)	6	4	10
Senior (M-4)	9	2	11
TOTALS	25	13	38

Students in the freshman class were paired with an upper level student for advice and materials. The students this year were very mature and needed little advice about good organization. Study groups were well organized. There was also significant input from the faculty in the freshman class pertaining to tutoring. This was done on a volunteer basis.

Sophomores are preparing for their United States Medical Licensure Exam, Part I (USMLE-Part 1). This is an exam that has to be passed to be promoted to the junior year. Most are involved in group preparation here on our campus. Some will attend structured programs at other campuses. Dr. James Pasley coordinated the USMLE Review Courses, Part I and Part II on our campus. Dr. Pasley retired last year and he has not been replaced by someone to coordinate the board preparations. Two sophomores experienced some difficulty academically this year, and will have to do some academic work before going on to the junior year.

Juniors are rotating through the clinics and all are experiencing normal progress. Their clinic evaluations will be completed in June.

We are graduating nine African American students this year. All seniors have completed their requirements for their M.D. degrees. Graduation is scheduled for May 19, 2012.

COLLEGE OF MEDICINE SENIOR MATCH
By Richard P. Wheeler, M.D.
Executive Associate Dean for Academic Affairs
March 16, 2012

The general release of the results of the National Resident Matching Program (NRMP) occurred at 11 a.m. Central time on March 16, 2012. 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, 130 UAMS College of Medicine seniors participated in the NRMP match. Twelve failed to match initially but as of this writing, the majority of them have obtained a position. From a national perspective, there were 24,034 PGY1 positions to be filled through the NRMP match. There were 31,355 total active applicants for these positions (16,527 U.S. seniors). 22,934 matched (15,712 U.S. seniors) and 8,421 failed to match (815 U.S. seniors).

In addition to the UAMS seniors who utilized the NRMP, eight 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, fifty-five seniors were appointed to Arkansas residency positions. Seventy-five received out-of-state residencies in twenty-nine different states.

Fifty-five percent of the seniors received residencies in a primary care specialty (Internal Medicine, Pediatrics, Family Medicine, and Ob/Gyn). The choice of specialties, statistics concerning the match, and individual student match information are shown on the following pages.

University of Arkansas College of Medicine
2012 Resident Match Results by Specialty
and State

<u>SPECIALTY</u>	<u>NUMBER MATCHED</u>	<u>STATE</u>	<u>NUMBER MATCHED</u>
Anesthesiology	10	Alabama	1
Dermatology	3	Arizona	1
Emergency Medicine	10	Arkansas	55
Family Medicine	18	California	5
Internal Medicine	23	DC	2
Medicine-Pediatrics	7	Florida	5
Medicine-Psychiatry	1	Georgia	1
Neurology	2	Illinois	1
Neurosurgery	1	Indiana	1
Obstetrics-Gynecology	8	Kansas	1
Ophthalmology	2	Kentucky	1
Orthopedic Surgery	4	Louisian	
Otolaryngology	3	a	5
Pathology	1	Maryland	1
Pediatrics	16	Michigan	1
Psychiatry	7	Minnesota	1
Radiology-Diagnostic	3	Mississippi	2
Surgery - General	6	Missouri	8
Surgery - Preliminary	3	New Hampshire	1
Urology	2	New Jersey	2
		New	
		York	6
		North Carolina	5
		Ohio	2
		Oklahoma	4
		Pennsylvania	2
		Tennessee	3
		Texas	8
		Utah	1
		Vermont	1
		Virginia	2
		Washington	1

Match Results by Discipline (NRMP + Early Matches)														
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Anesthesiology	3	4	7	9	13	11	5	13	6	9	7	9	11	10
Dermatology	2	2	0	2	3	1	1	3	1	2	0	2	3	3
Emergency Medicine	7	4	4	8	3	8	3	6	8	11	9	9	10	10
ENT	1	4	1	1	1	2	0	5	1	2	2	4	1	3
Family Medicine	40	34	34	31	23	27	24	18	22	19	21	26	19	18
Internal Medicine	14	16	25	20	18	15	15	17	18	20	13	13	18	23
Medicine/Pediatrics	7	3	8	5	5	7	8	5	7	7	5	9	5	7
Medicine-Prelim.	2	0	2	0	0	1	0	1	0	0	1	0	3	0
Medicine/Psych	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Neurology	0	3	1	1	1	1	3	1	0	2	1	2	1	2
Neurosurgery	0	1	1	0	1	1	1	0	1	0	4	1	2	1
Ob/Gyn	10	5	6	7	9	7	12	10	10	7	6	7	6	8
Ophthalmology	4	4	2	3	2	0	3	2	4	3	4	2	4	2
Orthopedics	6	6	2	5	8	3	5	8	3	4	6	8	1	4
Pathology	1	2	4	6	5	7	7	3	3	1	5	7	3	1
Pediatrics	10	19	13	10	13	7	11	10	17	17	14	9	19	16
Physical Med & Rehab	0	0	0	3	0	1	1	0	1	2	2	2	0	0
Psychiatry	6	5	9	7	6	13	8	13	10	9	12	9	10	7
Radiation Oncology	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Radiology	15	13	4	8	5	6	6	7	6	11	8	5	5	3
Research	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Surgery	5	4	4	5	3	12	6	3	7	6	7	11	13	6
Surgery, Prelim.	1	2	6	2	6	3	5	0	3	6	7	6	3	3
Transitional	1	2	1	2	2	1	1	0	0	0	1	0	0	0
Urology	1	1	1	3	1	0	0	2	3	0	0	3	2	2
% Primary Care	59%	57%	64%	53%	53%	47%	56%	47%	56%	51%	44%	44%	48%	55%

NRMP Results continued														
Choice	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
1st	93	89	91	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2nd	11	14	15											
3rd	11	9	4											
4th	6	3	1											
5th	4	1	0											
6th	1	1	0											
7th	1	0	0											
8th	0	0	0											
9th	0	0	1											
10th	0	0	1											
>10th	0	1	2											
(NRMP stopped making the above information available in 2002)														
Failed to match (NRMP only)														
PGY-1	9	7	17	10	14	14	9	6	8	13	20	13	11	12
PGY-2	0	0	1	2	0	1	1	0	0	1	0	1	0	0
Total	9	7	18	12	14	15	10	6	8	14	20	14	11	12
% Failing to Match	7%	6%	16%	9%	11%	12%	8%	5%	#REF!	#REF!	14%	10%	8%	9%
Match Results by State Summary (Includes NRMP + Early Matches)														
	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Matched in Arkansas	72	64	74	71	68	73	72	73	71	77	71	64	52	55
Matched Out-of-State	65	70	61	67	60	60	53	56	61	61	67	80	87	75
% in Arkansas	53%	48%	55%	51%	53%	55%	58%	57%	54%	56%	51%	44%	37%	42%
# States	25	24	26	31	24	23	22	26	26	24	30	31	32	30

Last Name	First Name	Program	Hospital	City	State
Adkins	Ryan	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Anderson	Luke	Family Medicine	John Peter Smith Hosp-TX	FORT WORTH	TX
Appleget	Katherine	Obstetrics-cology	U Arkansas-Little Rock	LITTLE ROCK	AR
Argila	Jaime	Emergency Medicine	Pitt County Mem Hosp/Brody SOM-	GREENVILLE	NC
Arthur	Kyle	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR
Atkinson	Thomas	Internal Medicine	Tulane Univ SOM-LA	NEW ORLEANS	LA
Baca	Adam	Anesthesiology	George Washington Univ-DC	WASHINGTON	DC
Bakker	Ronan	Obstetrics-cology	Virginia Commonwealth U Hlth Sys	RICHMOND	VA
Barnes	James	Orthopedic Surgery	Univ of MO-KC Programs	KANSAS CITY	MO
Barnett	Robert	Emergency Medicine	U Kentucky Med Ctr	LEXINGTON	KY
Basham	Kyle	Urology	University of Tennessee at Knoxville	KNOXVILLE	TN
Beight	Cody	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Bennett	William	Family Medicine	UAMS-AHEC-Texarkana-AR	TEXARKANA	AR
Berner	Gary	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Blough	Britton	Internal Medicine	Baylor Univ Med Ctr-Dallas-TX	DALLAS	TX
Bobryshev	Paul	Emergency Medicine	Cook County-Stroger Hospital-IL	CHICAGO	IL
Bransford	Sara	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Brixey	Jonathan	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Brown	Ross	Emergency Medicine	St Lukes-Bethlehem-PA	BETHLEHEM	PA
Camp	Nicholas	Anesthesiology	U Tennessee Grad SOM-Knoxville	KNOXVILLE	TN
Campbell	Joshua	Orthopaedic Surgery	Cedars-Sinai Medical Center-CA	LOS ANGELES	CA
Carson	Aaron	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Carter	Christopher	Family Medicine	Cox Medical Centers-MO	SPRINGFIELD	MO
Clark	Richard	Emergency Medicine	George Washington Univ-DC	WASHINGTON	DC
Coker	Jessica	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Collins	Alissa	Otolaryngology	Duke Univ Med Ctr-NC	DURHAM	NC
Collins	Lindsey	Dermatology	Dartmouth-Hitchcock Med Ctr-NH	LEBANON	NH
Cooke	Samuel	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR
Cox	Brandi	Pathology	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL
Dalby	Marie	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Digman	Jerry	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Dunham	Andrew	Obstetrics-cology	St Louis Univ SOM-MO	ST LOUIS	MO
Durham	April	Pediatrics	U Tennessee COM-Memphis	MEMPHIS	TN

Eddy	Douglas	Internal Medicine	Baylor Univ Med Ctr-Dallas-TX	DALLAS	TX
Evans	Lindsay	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Fleeman	Patrick	General Surgery	Baylor Univ Med Ctr-Dallas-TX	DALLAS	TX
Forestiere	Matthew	General Surgery	Texas A&M-Scott & White	TEMPLE	TX
Frank	Robert	Otolaryngology	U Arkansas-Little Rock	LITTLE ROCK	AR
Garrett	Jared	Neurological Surgery	LSUHSC-Shreveport-LA	SHREVEPORT	LA
Gilbride	Rebecca	Pediatrics	Jefferson Med Coll/duPont Hospens-PA	PHILADELPHIA	PA
Goodman	Ian	Orthopaedic Surgery	Brooke Army Med Center/Wilford	LACKLAND	TX
Gordon	Vanna	Family Medicine	McKay-Dee Hospital Ctr-UT	OGDEN	UT
Greer	Wesley	Orthopaedic Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Harris	William	General Surgery	Cooper University Hospital-NJ	CAMDEN	NJ
Hasan	Imran	Internal Medicine	Kaiser Perm-Santa Clara-CA	SANTA CLARA	CA
Hauk	Gracen	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Helm	Ethan	Pediatrics	U Rochester/Strong Mem-NY	ROCHESTER	NY
Henkel	Stephanie	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Henson	Gregory	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Hill	Jennifer	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Hinkle	Jay	Neurology	U Arkansas-Little Rock	LITTLE ROCK	AR
Hobby	Gerren	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Hoffmann	James	Ophthalmology	University of Oklahoma	OKLAHOMA	OK
Hurt	Robbie	Urology	University of Mississippi Medical Center	JACKSON	MS
Ibrahim	Khalil	Internal Medicine	Johns Hopkins Hosp-MD	BALTIMORE	MD
Jackson	Cassie	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Judkins	Daniel	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Jumper	Holly	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR
Kent	Sheffield	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Kieber-Emmons	Ann Marie	Internal Medicine	Case Western/MetroHealth Med Center	CLEVELAND	OH
Kursh	Andrena	Psychiatry	U Oklahoma COM-Tulsa	TULSA	OK
Laine	Victoria	Internal Medicine	U Southern California	LOS ANGELES	CA
Lam	Francis	Internal Medicine	UC Davis Med Ctr-CA	SACRAMENTO	CA
Law	Matthew	Internal Medicine	Tulane Univ SOM-LA	NEW ORLEANS	LA
Leach	John	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Licatino	Lauren	Anesthesiology	Mayo School of Grad Med Educ-	ROCHESTER	MN
Little	Crystal	Pediatrics	Robert Wood Johnson - Cooper Program	CAMDEN	NJ
Lockhart	Kimberly	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR

Loudermilk	Jon	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Lu	Sam	Pediatrics	Childrens Hospital-Oakland-CA	OAKLAND	CA
Malony	Matthew	Pediatrics	U Oklahoma COM-OK City	OKLAHOMA	OK
Manlove	Whitney	Radiology-Diagnostic	Barnes-Jewish Hosp-MO	ST LOUIS	MO
Mathis	Walter	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
McDonald	Rachel	Internal Medicine	Barnes-Jewish Hosp-MO	ST LOUIS	MO
McKenzie	Jerry	Internal Medicine	Eastern VA Med School-VA	NORFOLK	VA
McLean	Katherine	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
McMullan	Stephen	Family Medicine	Jacksonville Naval Hospital	JACKSONVILL	FL
Mencer	Margret	Obstetrics-cology	U Arkansas-Little Rock	LITTLE ROCK	AR
Merrick	Christopher	Internal Medicine	Duke Univ Med Ctr-NC	DURHAM	NC
Miller	Christina	Obstetrics-cology	U Arkansas-Little Rock	LITTLE ROCK	AR
Millner	Rachel	Pediatrics	UVM/Fletcher Allen-VT	BURLINGTON	VT
Neal	Jeffrey	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Nelson	Garrett	Dermatology	U South Florida COM-Tampa	TAMPA	FL
Neville	Alex	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Nguyen	David	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Niemyer	Joselin	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Nolen	Lauren	Obstetrics-cology	U Arkansas-Little Rock	LITTLE ROCK	AR
Pace	Candace-	Internal Medicine	Keesler Medical Center	KEELSER AFB	MS
Petkovich	Bradley	Internal Medicine	U Rochester/Strong Mem-NY	ROCHESTER	NY
Phillips	Katherine	Family Medicine	Mayo School of Grad Med Educ-FL	JACKSONVILL	FL
Pierce	Stuart	Obstetrics-cology	U North Carolina Hospitals	CHAPEL HILL	NC
Powell	Richard	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Rayaz	Hassan	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Redman	Carolyn	Neurology	U Arkansas-Little Rock	LITTLE ROCK	AR
Richards	Masters	General Surgery	Univ of MO-KC Programs	KANSAS CITY	MO
Rodriguez	Christopher	Ophthalmology	Lackland Air Force Base	LACKLAND	TX
Shahnaz	Samira	Internal Medicine	Einstein/Beth Israel Med Ctr-NY	NEW YORK	NY
Silveri	Paul	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Simmons	Christian	General Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Simon	Joel	Medicine-Pediatrics	Indiana Univ Sch Of Med	INDIANAPOLIS	IN
Sloneker	Del	Otolaryngology	Madigan Army Medical Center	TOCAMA	WA
Small	Hailey	Family Medicine	Cox Medical Centers-MO	SPRINGFIELD	MO
Smart	Sherri	Medicine-Pediatrics	University Hosp-Cincinnati-OH	CINCINNATI	OH

Smith	Emily	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Smith	Joshua	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Soora	Raksha	Obstetrics- cology	U Rochester/Strong Mem-NY	ROCHESTER	NY
Srikanthan	Krithika	Surgery-Preliminary	University of Arizona Program	TUCSON	AZ
St. Amour	Edgar	Radiology-Diagnostic	NYP Hosp-Columbia Univ Med Ctr-	NEW YORK	NY
Starks	Tasha	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Stewart	Zachary	Emergency Medicine	Pitt County Mem Hosp/Brody SOM-	GREENVILLE	NC
Still	William	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Sullivan	Gregory	Psychiatry	U South Florida COM-Tampa	TAMPA	FL
Tate	Vera	Medicine-Psychiatry	Emory Univ SOM-GA	ATLANTA	GA
Terry	Philip	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Thomas	Maria	Anesthesiology	Jackson Memorial Hosp-FL	MIAMI	FL
Timmons	Timothy	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Trent	Alisha	Family Practice	Saint Joseph Mercy Livingston ital	BRIGHTON	MI
Tribo	Jamie	Family Medicine	Cox Medical Centers-MO	SPRINGFIELD	MO
Trinidad	Aldo	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR
Tripp	Stephen	Anesthesiology	U Kansas SOM-Kansas City	KANSAS CITY	KS
Viswanathan	Nisha	Internal Medicine	Mt Sinai Hospital-NY	NEW YORK	NY
Wagner	Stephen	Medicine-Pediatrics	U Texas Med Sch-Houston	HOUSTON	TX
Walters	Andrew	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Ward	David	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Watts	Thomas	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
White	Ashlie	General Surgery	Tulane Univ SOM-LA	NEW EANS	LA
Williams	Blake	Dermatology	U Arkansas-Little Rock	LITTLE ROCK	AR
Woodall	Anthony	Anesthesiology	LSU SOM-New Orleans-LA	NEW EANS	LA
Woodson	Kyle	Pediatrics	U Oklahoma COM-OK City	OKLAHOMA	OK
Wright	Spencer	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR

Statistical Overview – Applicants and Students

- The number of African Americans reviewed by the admissions committee: 30.
- The number of underrepresented minorities reviewed by the admissions committee: 59.
- The number of URM's offered admission at UAMS/COM: 24.
- The number of URM's on the alternate list: 8.
- The number of African Americans who graduated from UAMS/COM: 17 as of 6/15/2012.
- The number of URM's who have committed to UAMS/COM: 17 as of 6/15/2012.

Minority Faculty for College of Medicine

Black or AA faculty - 38

Tenure track – 10

Tenured – 7 (4 professors, 3 associate professors)

Hispanic Faculty - 30

Tenure track - 5

Tenured – 8 (4 professors, 4 associate professors)

American Indian or Alaskan Native = total 5

Tenure Track - 0

Tenured – 1 (professor)

The UAMS College of Medicine's Council of Department Chairs, at its meeting on February 6, 2012, unanimously endorsed the goal set by the UAMS Center for Diversity Affairs – to increase the number of Under-represented Minority individuals within the College's student bodies and on its faculty by 20% over current levels in the course of the next 5 years. In absolute numbers that means increasing by:

- 13 the number of URM's in the medical school class
- 4 the number of URM's in the graduate school student body
- 14 the number of URM's on the medical school faculty

The specific strategies for achieving this goal are under development by the Dean of the College of Medicine.

C. College of Nursing

Recruitment Activities

STUDENTS

ADMISSIONS

For UAMS College of Nursing baccalaureate and master's students, the admission's process is the direct responsibility of the College of Nursing. The Graduate School admits the doctoral level students to UAMS, and the College of Nursing, in turn, admits qualified students to the Doctor of Philosophy in Nursing program. The Admissions and Progressions Committee, chaired by a faculty member, reviews and makes decisions about the admission of applicants to the baccalaureate and master's programs. The Director of Admissions, the Registrar, the Assistant Dean for Student Services, and the Associate Deans also serve as members of the Admissions and Progressions Committee.

BACCALAUREATE PROGRAM ENROLLMENT AND MINORITIES

For the incoming junior class that begins in late May 2012, the College has offered admission to 124 juniors for the Bachelor of Science in Nursing (BSN) program on the Little Rock campus and 24 for the off-campus BSN program at Hope.

Although exact enrollment figures will not be available until after registration in late May 2012, for the Little Rock campus, we have admitted

- 18 (14.75%) African-Americans
- 3 (2.46%) Asian
- 2 (1.64%) Hispanic/Latino
- 96 (2.46%) Caucasians
- 3 (2.46%) chose two or more races or did not answer

For the Hope campus, we have admitted

- 19 (82.61%) Caucasians
- 3 (13.04%) African- Americans
- 1 (4.35%) chose not to answer chose not to answer

Fall 2011 enrollment figures totaled 384 in the BSN program, including

- 9 (2.34%) Hispanic / Latino
- 36 (9.38%) Black / African American
- 2 (0.52%) Asian
- 3 (0.78%) American Indian / Alaskan Native

- 328 (85.42%) White
- 5 (1.30%) chose two or more races or did not answer.
- 1 (0.26%) chose not to answer.

These figures indicate that the African-American student enrollment in the College had a slight decrease over the 2010-11 academic year, yet the percentages have been fairly consistent for the past several years.

Of the 384 baccalaureate students who enrolled in the fall 2011 semester,

- 319 (83.07%) were female
- 65 (16.93%) were male

GRADUATE PROGRAM ENROLLMENT AND MINORITIES

For the 2011-12 academic year, 47 fall 2011 master's applicants were admitted to the graduate program and 60 started graduate classes in spring 2012. Master's applications from January-April 2012 total 101. At this time, we do not know how many of these students will be accepted to enroll for the 2012-2013 academic year since admission decisions have not yet been made. Currently no PhD students have been admitted for summer 2012 but the deadline has been extended.

The fall 2011 enrollment was 291, with

- 262 MNSc students
- 29 PhD students

This represents

- 9 (3.09%) Hispanic / Latino
- 28 (9.62%) Black / African American
- 2 (0.69%) Asian
- 2 (0.69%) Native Hawaiian / Other Pacific Islander
- 246 (84.54%) White
- 4 (1.37%) chose two or more races or did not answer.

Of the 291 MNSc and PhD students who enrolled in the fall 2011 semester,

- 253 (86.94%) were female
- 38 (13.06%) were male

TRAINEESHIP FUNDING AND SCHOLARSHIPS

To date, during the 2011-12 academic year, a total of \$41,930 has been awarded to master's and PhD students through the HRSA Advanced Education Nursing Traineeship grant. The award has gone to all races of students

The College of Nursing awards several scholarships each year to deserving minority students:

- The Sophronia Reacie Williams Scholarship is awarded to an African-American Master's student who demonstrates exceptional leadership.
- The William Randolph Hearst Minority Endowed Scholarship is awarded to domestic minority students enrolled in the PhD program or other doctoral students, who reside in a rural, underserved area that plan to provide service in their communities.
- The Beaumont Foundation of America Scholarship is awarded to undergraduate and/or graduate first generation college students as well as minority applicants.
- The Gertrude E. Skelly Charitable Foundation Scholarship is awarded to undergraduate and/or graduate first generation college students, minority students, or students who plan to remain as faculty upon graduation.
- Beginning in fall 2011, the College offered an Arkansas Minority Health Commission Healthcare Workforce Diversity Scholarship. This is designated to support minority graduate students enrolled in the College's PhD program.

STUDENT RETENTION

Retention activities and interventions are vitally important in planning for the success of our BSN students. Retention activities begin immediately with a pre-matriculation conference when new junior students are admitted into the program. Information is provided to students on topics such as an introduction to the UAMS Library and the Nursing Learning Resource Lab, drug math review, scholarship availability and the scholarship application process, stress reduction and management, standardized testing format, a review of computer and online usage, and studying and note-taking skills.

The College uses Assessment Technologies Institute (ATI) for standardized testing, retention resources, and remediation activities for high risk students. Following registration in May 2010, the Assessment Technologies Institute (ATI) Test of Essential Academic Skill Assessment (TEAS) Exam and the Critical Thinking Inventory are administered to the newly admitted junior students. The test measures verbal, math, and science abilities. Students who receive less than the benchmark score on this exam receive assistance from the ATI Coordinator for remediation via ATI online resources in these content areas and are referred to the Office of Educational Development (OED) for assistance. Students who do not meet the required benchmark scores on the specialty standardized exams, which are administered at the conclusion of specific nursing courses, are required to complete specific remediation modules through ATI and receive assistance from faculty in assigned specialties. The College employs an ATI Coordinator who manages all student testing and remediation for this standardized content.

Beginning fall 2012, seniors in their last semester will enroll in a Capstone Course designed to prepare them for their licensing examination (NCLEX). They will have three opportunities to take a standardized ATI test called the "RN Predictor." If they fail to

pass by the third attempt, they will fail the course and be required to repeat it the following semester. If they again fail to pass the examination on the third attempt, they will fail the course again. Any student who fails two nursing courses is dismissed from the program. The ATI Coordinator will provide individual and small group remediation sessions to students after failing the RN Predictor test.

There are computer centers in the campus library as well as within the College as a resource for students to not only access the ATI programs but also other learning modules on various nursing topics. Faculty are available for content as well as testing review on a one-on-one basis. The UAMS Office of Educational Development (OED) offers services to students to enhance study and test taking skills. English as Second Language (ESL) students also receive assistance from OED on enhancing their language skills and reading for understanding. Students are often referred to the Student Wellness Center, a student mental health facility, which provides counseling for testing anxiety and stress management.

STUDENT RECRUITMENT (See Appendix A for Breakdown of Recruitment Contacts)

HIGH SCHOOL CONTACTS

September through November is a designated three-month period, scheduled by the Arkansas Association of Collegiate Registrars and Admissions Officers (ArkACRAO), for the sole purpose of educating students regarding their futures in college. This schedule of College Planning Programs (CPP) offers the opportunity to contact and provide degree information to high schools counselors and 3,052 students in 35 consolidated statewide programs. Area Health Education Center (AHEC) faculty assists the Recruiter in attending the Southern Region College Planning Programs.

COLLEGE CONTACTS

During the spring of each year, 2-year college institutions host transfer programs for their students to be recruited by 4-year and various professional institutions. Students are able to have their transcripts evaluated and receive tentative degree plans for future planning toward their careers in nursing.

The College of Nursing Assistant Dean of Student Services has held pre-nursing advising appointments this month with approximately 28 UALR students completing their prerequisite general education courses. Universities and hospitals offering nursing degrees host annual nursing fairs, which provide opportunities for employees and graduates to receive information to further their education.

OTHER RECRUITING OPPORTUNITIES

The College of Nursing Recruiter invites nursing faculty to the annual Graduate Education Day at UAMS Medical Center. The Recruiter and faculty provide information to prospective applicants regarding programs the College offers.

The Recruiter meets with all AHEC directors about coming to their campuses and holding information sessions for the people in their area who are not able to come to Little Rock. She also meets with some of the nurse managers at the UAMS Medical Center about coming and giving information and specialized attention to those who are interested.

During this academic year, the College of Nursing Recruiter met with staff from the *Arkansas Democrat Gazette* to have the Simulation Lab and nursing students featured in the Sunday newspaper. Information on admissions requirements were also featured. The College has also been featured in the *Arkansas Times' Nurses Guide* during National Nurses' Week.

The College of Nursing Recruiter and UAMS Department of Nursing partner to hold forums in the hospital for nurses who are interested in continuing their education, as well as for other professionals who are considering nursing as a career. To date, information has been given to 247 graduate students through one-on-one meetings, phone conversations, and packet information mailed and emailed.

A College project director hosted a display booth at the 2011 Southern Nursing Research Society (SNRS) Aging Research Interest Group (RIG) and met with 18 interested attendees.

Individuals, as well as group information sessions, are held regularly and students are presented program information along with tentative degree plans when they provide college transcripts. In addition, a plan to visit with and distribute information has evolved using modern technology such as Internet access, e-mail correspondence, and faxed transcripts. Upon first contact, prospects are given the Web site information for their viewing and are requested to fax their transcripts to the Recruiter to be evaluated. A tentative degree plan is prepared and returned to the prospective student, and an appointment is made if necessary. This has made the process more efficient and convenient for the student and the Recruiter. To date for this academic year, the Recruiter, upon meeting with prospective applicants, has completed approximately 450 tentative degree plans.

We have developed an ongoing relationship with several schools in the area, such as our Partners in Education schools and the Head Starts and other schools where we do screenings, teaching projects, flu vaccine clinics, etc. Each time we do such activities, we promote a positive role model for the high percent of minority students in these schools. We also have a Breakthrough to Nursing Committee in our Student Nurses Association, which is modeled after the National Student Nurses Association program, designed over 40 years ago to recruit more minority students into nursing.

The bigger challenge is recruiting faculty, but we need to first recruit more minority students into our graduate program to prepare them for educator roles. One strategy to recruit them into teaching is to have them do a teaching practicum as part of their program to gain first-hand experience in the role of nurse educator.

FACULTY AND STAFF

RECRUITMENT AND HIRE OF MINORITY FACULTY AND STAFF

Fourteen (14) part-time/contract faculty have been hired to date for the 2011-12 academic year. Of these, two (2) are African-American and one (1) is Hispanic. For full-time advertised positions, thirteen (13) people were hired, including two (2) African-Americans, one (1) Asian, and one (1) male. The African-Americans are Clinical Instructors. The Asian is an Assistant Professor. Our new male faculty is a Clinical Assistant Professor.

One (1) staff, one (1) research assistant and one (1) student worker have been hired to date during the 2011-12 academic year. For the full-time staff positions, one (1) is African-American. For the part-time student position, the individual is African-American.

Therefore, as of April 20, 2012, the College of Nursing employs

- 1 American Indian
 - Clinical Assistant Professor
- 3 Asians
 - 2 Associate Professors
 - 1 Assistant Professor
 - 1 Contract Clinical Instructor
- 2 Hispanics
 - 1 Clinical Associate Professor
 - 1 Clinical Assistant Professor
 - 1 Contract Clinical Instructor
 - 1 Research Assistant
- 20 African-Americans
 - 1 Assistant Professor
 - 2 Clinical Assistant Professors
 - 3 Clinical Instructors
 - 2 Contract Clinical Instructors
 - 4 Administrative Analysts
 - 3 Administrative Specialists
 - 2 Project Specialists
 - 1 Grant Administrator
 - 1 Recruiter
 - 1 Student Worker

MEETING INSTITUTIONAL GOALS FOR RECRUITMENT AND RETENTION

FINANCIAL AID AND MINORITY GRANT-IN-AID PROGRAM

The College continues to look for grant opportunities to fund our past successful Enhancing Nursing Success (ENS) program, which ended in 2008 when the grant ended. The purpose of the program was to increase the number of students from disadvantaged backgrounds in Arkansas selecting nursing as a career, entering and completing the CON's Bachelor of Science in Nursing (BSN) program, and becoming nurse leaders in Arkansas. The initiative focused on Arkansas' African- Americans, Hispanics, men, educationally disadvantaged first generation college students and economically disadvantaged students from families with incomes below the poverty level. The ENS program is structured to achieve its purpose by providing pre-entry preparation, support and retention strategies, and once enrolled in the College of Nursing, stipends and scholarships for qualified students. In July 2010, the College was notified that we did not receive a HRSA grant submitted for \$893,496 to fund this important program. However, the successful strategies developed during the grant-funded period have been continued with subsequent classes.

MONITORING PROGRESS

The College of Nursing monitors the following outcome measures annually several ways:

- The College's Strategic Plan is reviewed annually.
- The College monitors progress through an annual report and based on outcomes, we revise and adjust goals as necessary.

OUTCOME MEASURES

Baccalaureate Education:

- The BSN completion program continues to recruit from within and outside of Arkansas
 - Approximately 25 new students are recruited from the AHECs and Little Rock
- Replacement faculty are hired as necessary
- 90% of students will satisfactorily pass all evaluation measures
- Pass rate on NCLEX each year for graduates should be at least 93%
- 100% of students who need assistance will be referred to Office of Educational Development or appropriate faculty resource
- At least 15% of the BSN class admitted per year is from underrepresented populations

Graduate Education:

- At least 16% of the graduate student body admitted annually adequately reflects the underrepresented population of the state; annual recruitment activities focus on diverse populations
- A minimum of 5 doctoral students are admitted annually
- 100% of graduating doctoral students receive funding grants for dissertation support

Faculty/Staff

- Mentoring program is in place continuously
 - Faculty members serve as mentors and/or mentees/protégés
 - A minimum of one meeting per semester is held with new faculty to discuss teaching issues/concerns
- Using the newly developed recruitment package, three research faculty applicants will interview per year provided vacant faculty positions exist
- Department Chair or Associate Dean will conduct an exit interview with outgoing faculty
- Annual support is provided for all faculty
 - Clinics/forums occur twice each semester
 - Consultation services are provided by the SRC, P20 Research Center, and College of Nursing IRB committee members
- At least 10% of faculty participate in the faculty incentive plan
- 80% of faculty participation in the incentive plan deem the plan as satisfactory
- A minimum of one event annually is held to recognize achievements of students, staff, and faculty.
- A minimum of five staff and five faculty are from a culturally diverse background
- The College of Nursing will provide funding for 100% of faculty and staff to attend conferences, seminars, or clinics pertaining to professional development in their respective areas, budget permitting.

APPENDIX A

COLLEGE OF NURSING PROGRESS: BUDGET/TIMELINE

- Our current budget is 96% personnel costs, which restricts our ability to have flexibility in allocating resources across the College.
- In future years, efforts will be made to realign our budget and designate funding for enhancing minority recruitment/retention.

Date	Program	WF	WM	BF	BM	OF	OM	REG	Total
6/27/2011	Individual Appointment	1	0	1	0	0	0	C	2
6/28/2011	Individual Appointment	0	1	0	0	0	0	C	1
6/30/2011	Individual Appointment	0	0	0	0	1	0	C	1
7/5/2011	Individual Appointment	1	0	0	0	0	0	C	1
7/6/2011	Individual Appointment	1	0	0	0	0	0	C	1
7/13/2011	Individual Appointment	1	0	0	0	0	0	C	1
7/15/2011	Individual Appointment	0	0	1	0	0	0	C	1
7/19/2011	Individual Appointment	1	0	1	0	0	0	C	2
7/19/2011	M*A*S*H* Helena	3	1	5	2	1	0	C	12
7/21/2011	Information Session	4	2	1	0	0	0	C	7
7/25/2011	Individual Appointment	0	0	0	0	1	0	C	1
7/27/2011	Individual Appointment	2	0	1	0	0	0	C	3
7/28/2011	Individual Appointment	1	0	2	0	0	0	C	3
8/16/2011	Individual Appointment	0	0	0	0	1	0	C	1
8/22/2011	Individual Appointment	0	1	0	0	0	0	C	1
8/25/2011	Information Session	4	2	2	1	0	1	C	10
8/29/2011	Individual Appointment	0	0	0	0	1	0	C	1
8/30/2011	Individual Appointment	1	0	0	1	0	0	C	2
9/1/2011	Individual Appointment	1	0	2	0	0	0	C	2
9/2/2011	Individual Appointment	1	0	1	0	0	0	C	2
9/6/2011	Articulation Workshop - Mtn. Home	39	8	29	0	2	1	NE	79
9/7/2011	Articulation Workshop - W. Memphis	40	9	15	4	1	2	SE	71
9/8/2011	Articulation Workshop - Ashdown	27	11	15	7	8	1	SW	69
9/9/2011	Articulation Workshop - Little Rock	104	19	82	13	9	4	C	231
9/13/2011	University of Arkansas	126	32	45	9	25	2	NW	239
9/15-16/2011	UAM	79	14	55	12	14	13	SE	187
9/19/2011	Pine Bluff Consolidated Schools	32	7	88	15	10	4	SE	156

<u>Date</u>	<u>Program</u>	<u>WF</u>	<u>WM</u>	<u>BF</u>	<u>BM</u>	<u>OF</u>	<u>OM</u>	<u>REG</u>	<u>Total</u>
9/19/2011	Sheridan High School	12	9	1	0	2	0	C	24
9/20/2011	National Park Community College	8	4	2	2	1	1	C	18
9/21/2011	AHEC - Jonesboro (A Day in the Life)	38	9	16	2	4	1	NE	70
9/22/2011	Information Session	4	1	0	2	1	0	C	8
	Individual								
9/26/2011	Appointment	0	0	1	0	1	0	C	2
9/26/2011	Parkview High School	12	6	48	10	14	5	C	95
9/28/2011	Individual Appointment	0	1	0	0	0	0	C	1
9/29/2011	VA Little Rock	15	4	9	3	0	1	C	32
9/30/2011	VA North Little Rock	8	6	1	2	0	1	C	18
10/4/2011	PCCSD	98	22	59	6	19	3	C	207
10/4/2011	LRSD	32	9	57	17	5	7	C	127
10/5/2011	Individual Appointment	0	0	1	0	0	0	0	1
	UALR Exploring the Majors								
10/6-7/201	ASU Beebe	4	2	1	0	1	0	C	8
	Med Pro Students - Russellville								
10/11/2011	Russellville	21	1	2	1	0	0	C	25
10/11/2011	Individual Appointment	0	0	0	0	1	0	C	1
10/12/2011	Individual Appointment	1	0	0	0	0	0	C	1
10/13/2011	Searcy High School	9	0	3	2	1	0	C	15
10/18/2011	Individual Appointment	0	0	0	0	1	0	C	1
10/20/2011	Information Session	4	1	2	0	0	0	C	7
10/24/2011	Individual Appointment	1	1	0	0	1	0	C	3
	Camden Fairview High School								
10/25/2011	School	11	5	34	2	9	1	SE	62
10/25/2011	South Arkansas College	47	17	22	9	5	1	SE	101
10/26/2011	SAU Magnolia	30	0	24	8	1	0	SW	63
10/27- 28/2011	ARNA	136	28	52	20	36	12	NW	284
11/1/2011	Individual Appointment	3	0	0	0	0	0	C	3
	Arkansas Baptist College								
11/3/2011	College	1	1	25	9	1	0	C	19
11/4/2011	Individual Appointment	2	0	0	0	0	0	C	2

<u>Date</u>	<u>Program</u>	<u>WF</u>	<u>WM</u>	<u>BF</u>	<u>BM</u>	<u>OF</u>	<u>OM</u>	<u>REG</u>	<u>Total</u>
11/7/2011	Individual Appointment	0	0	1	0	1	0	C	2
11/11/2011	Individual Appointment	1	0	0	0	0	0	C	1
	Pulaski Technical								
11/14/2011	College	9	2	4	1	0	0	C	16
11/17/2011	Information Session	6	4	8	2	0	1	C	21
11/28/2011	UAMS Jr/Sr. Class	64	20	9	3	4	3	C	103
12/2/2011	Individual Appointment	2	1	0	0	0	0	C	3
12/7/2011	Individual Appointment	1	0	0	0	0	0	C	1
12/7/2011	St. Mark Baptist Church	1	0	22	9	2	1	C	35
12/8/201	Information Session	6	0	4	1	1	1	C	13
	Arkansas Children's								
12/9/2011	Hospital	17	1	9	0	1	2	C	30
12/13/2011	Individual Appointment	0	0	1	0	0	0	C	1
12/20/2011	Individual Appointment	0	1	0	0	0	0	C	1
12/21/2011	Individual Appointment	4	0	0	0	0	0	C	4
1/6/2012	Individual Appointment	1	0	0	0	0	0	C	1
1/9/2012	Individual Appointment	1	1	0	0	0	0	C	2
1/11/2012	Individual Appointment	1	1	0	0	0	0	C	2
1/12/2012	Individual Appointment	1	0	0	0	0	0	C	1
1/12/2012	Information Session	0	1	4	0	1	0	C	6
1/13/2012	Individual Appointment	0	0	1	0	0	0	C	1
1/18/2012	Individual Appointment	0	0	0	0	1	0	C	1
1/19/2012	Individual Appointment	2	0	0	0	0	0	C	2
1/27/2012	Individual Appointment	0	1	1	0	0	0	C	2
2/3/2012	Individual Appointment	1	0	0	0	0	0	C	1
2/6/2012	SEARK	2	1	8	1	4	2	SE	18
2/8/2012	NWACC	48	12	2	0	4	1	NW	67
2/14/2012	ASU Beebe	20	16	23	20	8	2	C	89
2/15/2012	Individual Appointment	0	0	0	0	1	0	C	1
2/16/2012	UACC Morrilton	1	1	0	3	4	1	C	10

<u>Date</u>	<u>Program</u>	<u>WF</u>	<u>WM</u>	<u>BF</u>	<u>BM</u>	<u>OF</u>	<u>OM</u>	<u>REG</u>	<u>Total</u>
2/24/12	Individual Appointment	0	0	1	0	0	0	C	1
2/29/2012	UACC Hope	2	1	1	0	0	0	SW	4
3/1/2012	Individual Appointment	1	0	0	0	0	0	C	1
3/2/2012	NWACC	5	3	1	0	2	1	NW	12
3/6/2012	OTC	2	1	7	0	3	1	C	14
3/7/2012	NPCC	15	2	9	4	1	2	C	33
3/9/2012	Individual Appointment Pulaski Technical	0	0	1	0	1	0	C	2
3/13/2012	College – South	51	18	19	2	1	5	C	96
3/14/2012	Batesville AHEC	9	1	2	1	0	0	NE	13
3/15/2012	Individual Appointment HOSA Med. Pro	1	1	0	0	0	0	C	2
3/16/2012	Students – Warren							C	54
3/20/2012	Individual Appointment	3	0	0	0	0	0	C	3
3/21/2012	UAMS HOD							C	
3/23/2012	Individual Appointment	0	1	0	0	0	0		1
3/29/2012	Information Session Howard Memorial							C	65
4/5/2012	Hospital - Nashville Arkansas Children's	4	0	1	0	1	0	NE	6
4/6/2012	Hospital							C	
4/10/2012	Individual Appointment	1	2	0	0	0	0	C	3
4/11/2012	Individual Appointment							C	1
4/13/2012	Individual Appointment	0	1	0	0	0	0	C	1

GRADUATE

RECRUITMENT ACTIVITY BY SPECIALTY

Specialty	No.
ADMINISTRATION	8
EDUCATION	4
ADULT/GERO ACUTE CARE	22
FAMILY NURSE	78
FAMILY PSYCH/ MENTAL HEALTH	25
PEDIATRIC	56
PhD	12
WOMEN'S HEALTH	2
UNDECIDED	325
TOTAL	532

D. College of Pharmacy

The mission of the College of Pharmacy (COP) is supportive of UAMS' mission. The UAMS COP's mission statement is to improve the health of culturally diverse populations by educating pharmacy leaders to address community health needs, advancing scientific discovery to produce innovations in healthcare, and fostering progressive pharmacy practice through service to the profession. The mission statement was revised in 2008, along with addition of a vision statement. The vision statement is "transforming healthcare throughout Arkansas and beyond."

COP Curriculum

All applicants must complete a prepharmacy curriculum (a minimum of 69 credit hours) which guides the students through introductory courses in mathematics and the natural sciences. In addition, the prepharmacy curriculum requires courses in the humanities and social sciences. Approximately 62% of recent successful applicants earned a BS or BA degree prior to enrollment in the College of Pharmacy. The professional curriculum that leads to the Doctor of Pharmacy (Pharm.D.) degree requires four years of full-time study at UAMS.

COP Student Support Services

Student services in the COP are provided through the Dean's office and coordinated with centralized service areas such as the Office of Educational Development (OED) and the Student Wellness Program. These centralized programs are critical to the success of our students. Dr. Renee M. DeHart served as the Associate Dean for Student Affairs and Faculty Development from July 2010 to May 2012. Dr. Schwanda Flowers will be the Associate Dean of Student Affairs and Faculty Development in May 2012. This position is responsible for coordination of student services.

COP Student Recruitment

Recruitment efforts are a focus of the Dean's Executive Committee, whose members each have responsibility for recruitment visits at 4-year universities/colleges in Arkansas. Efforts in this area have been advanced with the addition of a full-time recruiter, Oluwakemi (Kemi) Talabi. Ms. Talabi started with the College in September 2010 and she is responsible for student recruitment efforts and reports to Dr. Flowers.

The UAMS Director of Diversity coordinates the efforts of the College's Assistant Dean of Diversity. In order to continue to work toward our goal of a significant underrepresented minority presence in our school and the profession, the Assistant Dean for Diversity focuses on minority students in both high school and early college years.

The College has continued to work with Parkview Arts and Science Magnet High School in coordination with other colleges at UAMS. Selected pharmacy students make presentations to these students about the opportunities and realities of life in the COP. The UAMS chapter of the Student National Pharmaceutical Association (SNPhA) has a

high school chapter at North Little Rock High School. The College's SNPhA chapter hosts high schools students on campus to participate in compounding sessions and career discussions.

During fall 2008, a trial of Pharmacy College Admission Test (PCAT) prep course support was undertaken by the COP. The two student's test experiences in this pilot program produced positive outcomes. Since 2009, the College, with support from Walgreens, has invested in a more extensive PCAT preparatory program with coordination by the Center for Diversity Affairs and the National Pharmacists Association of Arkansas (NPAA). The purpose of the program is to seek data to confirm the value of such a test preparation program and to assist a significant number of students from historically underrepresented backgrounds to improve their individual PCAT scores. In 2009, the data indicated that the admission criteria were too broad to make a substantial impact on increasing the number of competitive underrepresented minority applicants to the 2010 pool. In 2010, seven students participated in the PCAT prep course and of those seven participants five had a pre- and post PCAT score. All scores increased after the PCAT prep course. The best PCAT composite percentile score prior to the prep course was 36.2 ± 12.4 (mean \pm SD) and the post score was 53.6 ± 17.3 (mean \pm SD). In 2001, seven students participated in the prep program. On average, PCAT composite percentile scores increased by 1.5 times over the original best. It is too early in the process to tell what the rate of matriculation and program completion will be but we are hopeful for the continued success of the program.

In addition, over the course of this academic year (2011-2012) the Chancellor approved a Non-Resident Diversity Scholarship Program. The UAMS Non-Resident Diversity Scholarship Program was established with the following objectives.

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

The College hopes to identify at least two 2012 applicants to participate in this program for the upcoming academic year.

Student Retention

Mentoring

The College has continued to develop a mentoring program for our minority students by working with practicing pharmacists who belong to the NPAA, a predominantly minority membership professional organization. A group of students from the local SNPhA chapter attends the national meeting of this organization.

Scholarships – UAMS COP

Scholarships serve as a mechanism to decrease the financial burdens of students from disadvantaged communities. The COP's Dean and Development staff has been assisted by Dr. Alvin Simmons, Pharm.D. (UAMS '77 and '95) in the creation of an endowment to provide scholarships for underrepresented minorities. Using unrestricted funds available at her discretion, Dean Gardner funded three initial scholarships that were awarded April 15, 2007. This has continued each year since then, with four being awarded this year. In the six years (2007-2012) the Dean has provided \$19,000 for the NPAA scholarship awards. The use of unrestricted funds allows all the income derived from invested funds to remain invested, thereby more rapidly increasing the capital in the endowment. This has been the Dean's practice with newly endowed scholarships, honoring donors by presenting first scholarship awards in the same academic year that funds are raised, rather than waiting for investment income to become available.

The initial goal was to raise a \$100,000 endowment for these scholarships. Funds raised to endow these scholarships are administered for the College of Pharmacy by the University of Arkansas Foundation, Inc. According to the gift agreement, signed on February 6, 2006, income from this endowment will be reserved in perpetuity to fund scholarships for pharmacy students representing historically underserved minority groups, or who demonstrate particularly great need.

At this time the endowment has \$101,921 in cash and pledges, which is up from last year by approximately \$10,000. We also note that Dean Gardner has continued to commit at minimum \$3000 annually from general scholarship funds to be distributed as NPAA Scholarships. This allows all earnings to be reinvested; accelerating the growth of the endowed principal. We continue focused efforts to secure additional givers, with a new goal to increase the endowment in this fund to \$200,000 over the next few years. The recipients (below) for 2012 were awarded at the COP's Award Ceremony on April 11, 2012.

<u>Recipients</u>	<u>Award</u>
Katie Whitney	\$1,000
Olive Fai-yengo*	\$1,000
Shannon Fox	\$1,000
*underrepresented minority student	Total \$4,000

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

- The Phillips County Endowed Scholarship will be granted annually, starting in the spring of 2010. A first year student from Phillips County, Arkansas will be identified in the fall 2009 semester. Phillips County represents the focus of the Delta region of Arkansas, and has great numbers of students from historically underrepresented minorities. The College is committed to using this scholarship to enhance the diversity of our student body in the future.
- The Robert N. Manley and Robert H. Manley Memorial Scholarship is a scholarship awarded to a first year pharmacy student from Johnson, Pope or Franklin counties with significant diversity of background and interest in community pharmacy practice.

- The Walgreens Diversity Scholarship is a scholarship to recognize a student who has made significant efforts towards raising awareness about cultural competency and diversity related matters impacting the pharmacy profession.

<u>Scholarships & Recipients</u>	<u>Award</u>
Phillips County Endowed Scholarship No student in the P1 class met these criteria	
Robert N. Manley & Robert H. Manley Memorial Scholarship Nicki Scott*	\$1,500
Walgreen Diversity Scholarship Mallory Tyler*	\$2,000
*underrepresented minority student	Total \$3,500

In addition to the above mentioned scholarships, minority students will be honored at this years' COP Awards Ceremony for their achievements by receiving the following scholarships/awards.

<u>Scholarships & Recipients</u>	<u>Award</u>
Buice Drug (George Wimberly) Scholarship Jacqueline Fuller	\$1,000
John Swaim Endowed Scholarship Marian Bailey*	\$1,000
Kroger Award Thanh Nguyen	\$1,000
Pat Thomas Memorial Pharmacy Scholarship Joke Alayande*	\$1,000
Pharmacists Mutual Award Helen Chang	\$1,000
Wal-Mart Pharmacy Scholarship Thanh Nguyen	\$1,000
College of Pharmacy Scholarship Thanh Nguyen	\$2,000
Winnie Bennett*	\$2,000
<u>COP Student Research Fellowships</u> Marlene Battle*	\$4000
*underrepresented minority student	
Underrepresented Minority recipients	\$19,500
All Minority recipients	\$25,500

A single award based on extreme financial was made for the fall 2011 to entering P1 student Sondranika Ford* of \$6,000. The amount of scholarship and awards received by underrepresented minority students was about the same as last year (2007=\$6,000; 2008=\$13,000; 2009=\$20,000, 2010=\$20,000, and 2011=19,750). This year a total of

\$258,000 was awarded. The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

COP Student Enrollment

2009-2010			2011-2012	
	Number*	Percent	Number*	Percent
American Indian	10	2.06%	9	1.87%
Asian	16	3.29%	25	5.19%
African American	25	5.14%	26	5.39%
White (non-Hispanic)	443	91.15%	436	90.46%
Hispanic/Latino	4	0.82%	5	1.04%
	Number	Percent	Number	Percent
Female	303	62.35%	304	63.07%
Male	183	37.65%	178	36.93%
Total	486	100%	482	100%

*The reporting of race/ethnicity changed in 2009-2010 to allow the section of more than one race/ethnicity

The 2011-2012 academic year reflects a ratio of male to female students that has remained between 30-40%. Underrepresented minority students accounted for 8.30% of the student body (2007=7.69%, 2008=7.82%, 2009=7.75%; 2010=8.21%; and 2011=8.02%). This is consistent with the last few years of data.

COP Faculty and Staff

Voting Faculty	2010-2011		2011-2012	
	Number	Percent	Number	Percent
American Indian	0	NA	0	NA
Asian	8	11.27%	9	11.84%
African American	2	2.82%	2	2.63%
White (non-Hispanic)	59	83.10%	63	82.89%
Hispanic/Latino	2	2.82%	2	2.63%
Total	71	100%	76	100%
Female	32	45.07%	35	46.05%
Male	39	54.93%	41	53.95%
Total	71	100%	76	100%

The minority faculty members comprise 17.1% out of a total of seventy-six voting faculty members. No changes have occurred in the minority faculty members of the College over the past year and the underrepresented minority faculty has stayed about the same at 5.3%. An early identification and development program for a student annually with skills and talents to be a faculty member was started in 2009. Dr. Pilar Murphy received a tuition scholarship (\$10,000) for her senior year (09-10). She is completing a PGY2 residency in Alabama. No candidates for the program were identified during the 2011-2012 year.

Staff	2010-2011		2011-2012	
	Number	Percent	Number	Percent
American Indian	0	NA	0	NA
Asian	10	11.11%	18	31.03%
African American	6	13.33%	6	10.34%
White (non-Hispanic)	32	73.33%	34	58.62%
Hispanic/Latino	0	NA	0	NA
Total	45	100%	58	100%
Female	34	70.83%	41	70.69%
Male	14	29.17%	17	29.31%
Total	45	100%	58	100%

The minority staff members comprise 41.38% out of a total of 58 staff positions. The percent of underrepresented minority staff has decreased as a percentage from last year (12.5% to 10.3%).

E. Fay W. Boozman College of Public Health

Composition of College of Public Health Faculty by Race and Gender

	<u>FTE Supported</u>		<u>Secondary/Adjunct</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
American Indian	0	0%	0	0 %
Asian	4	7%	4	5%
Black	8	14%	3	4 %
Hispanic/Latino	1	2%	1	1%
Indian	0	0%	1	1%
White	44	77%	74	89%
Total	57	100 %	83	100 %
Female	28	49 %	28	43 %
Male	29	51 %	65	57 %
Total	57	100 %	83	100 %

Composition of College of Public Health Students by Semester, Race, and Gender

	<u>Spring Semester 2011/12</u>		<u>Fall Semester 2011/12</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
American Indian	1	1%	1	<1%
Asian	16	7%	19	8%
Black	66	30%	63	28%
Hispanic of any race	4	2%	4	2%
White	120	55%	134	59%
Chose 2 or more	4	2%	3	1%
Chose not to answer	6	3%	3	1%
Total	217	100 %	227	100 %
Female	147	68%	155	68 %
Male	70	32%	72	32 %
Total	217	100 %	227	100 %

Student Recruitment

Workforce diversity in the public health field is necessary to improve the health of all Arkansans. Minority recruitment is an ongoing effort. In fiscal year 2011-2012, the Fay W. Boozman College of Public Health (COPH) continued its minority recruitment efforts, using several different methods: participating in job fairs; partnering with predominately African-American colleges and universities; partnering with communities of color as model program sites; disseminating information on the COPH with emphasis on the College's focus on Arkansas health issues, including those related to minority health disparities; and speaking with college students and others on the benefits of a degree in Public Health. The College-wide Minority Recruitment and Retention Committee formed early on continue to offer insight and assist in issues related to minority student recruitment and retention.

COPH faculty and staff regularly attend career fairs, trade association meetings and health-related professional meetings when possible. An informational display on the college is typically set up to distribute brochures and other relevant information. COPH faculty and staff participate with minority institutions, organizations, health fairs, programs, and healthcare initiatives on an ongoing basis.

COPH continues to partner and collaborate with the three historically Black colleges and universities (HBCUs) around the state. In September 2007, COPH faculty received National Institute of Health (NIH) funding to establish an Exploratory National Center for Minority Health Disparities (NCMHD) Research Center of Excellence in Arkansas. The University of Arkansas at Pine Bluff (UAPB), Philander Smith College, and Arkansas Baptist both in Little Rock are collaborative partners in the Educational component of this Research Center of Excellence. Eligible students from each of these HBCUs could participate annually in the "4 + 1" program. The program basically allows eligible undergraduates at each HBCU to start taking MPH courses, usually at the end of their sophomore year or during their junior years, with some of the COPH's coursework counting toward their undergraduate degrees and also counting toward their MPH degree. Upon graduating with their BA or BS degree from their institution, students would be expected to complete their MPH in the next year; thus, many schools call these "4+1" programs. HBCU partners receive funds to support interested students' GRE preparation activities and to support partial FTE for a faculty liaison at the HBCU partner institution who works with the COPH to identify and recruit potential students. Those HBCU students who apply for and are admitted to the 4+1 program receive a \$2500 annual stipend to partially defray tuition costs, are paired with an "alumni buddy" to provide support and advice and who is a member of the same racial or ethnic group whenever possible, and are matched with a faculty advisor who can support the students in identifying opportunities to engage in public health research and practice in their area of scientific interest. Annually, in collaboration with the UAMS Office of Educational Development and the UAMS

Library, workshops specifically for 4 + 1 students are provided on each of the following topics: (a) Study Skills, (b) Note-taking Skills, (c) Public Health-related Internet and Library Resources, and (d) Graduate-Level Writing Skills. In addition, the student recruiter located in the CPH Office of Student Services attends at least one career/graduate fair per year at each partner HBCU. During this spring 2011-2012 semester, the CPH has seven (7) students enrolled in the 4+1 program with two of the three HBCUs participating and it is anticipated that several applications for enrollment will be submitted from each of the participating colleges during the fall semester. This program will definitely increase the number of minority students who choose to obtain a Masters of Public Health (MPH); and, will likely increase the number of minority students who seek to obtain one of the three doctorate degrees offered by the Fay W. Boozman College of Public Health. The first 4+1 graduate from Philander Smith College will receive her MPH in May 2012 and has been admitted to the DrPH program in Public Health Leadership for the fall of 2012.

In addition to these focused efforts with HBCUs, and, in an effort to particularly engage minority students at majority campuses, the CPH continues to engage faculty at many of the colleges and universities in the state by disseminating information about the CPH and public health careers. Information regarding the College's focus on Arkansas health issues, which includes those related to minority health disparities, is emphasized in all information provided. Finally, the CPH student services department has developed a recruitment initiative that includes meeting directly with students at Arkansas colleges and universities through "College Fairs". They have also developed a "Speakers Bureau" consisting of CPH faculty, currently targeting students at public and independent colleges and universities throughout the state. In addition, the CPH received funding from the Association of Schools of Public Health and the CDC to develop a recruitment program, entitled "Public Health Investigators of Arkansas" that engages high school and undergraduate students in a table-top simulation exercise on how to respond to a flu outbreak or to an oil spill, using all five of the primary disciplines of public health (biostatistics, epidemiology, environmental health, health behavior, and health policy). In the past year, the "Public Health Investigators of Arkansas" program has been presented to over 200 Arkansas undergraduates and high school students, over half of whom were underrepresented minority students.

The CPH has established model public health demonstration sites in two rural and two urban communities, all of which are predominately minority. These partnerships are focused on developing a process for statewide health improvement based on the premise that the protection and improvement of the community's health is best achieved through the full participation of the community in health interventions/initiatives. The urban community-based organization partners through which research and student education and service learning is facilitated includes Better Community Developers (BCD), serving Pulaski County, Future Builders (FBI), serving Pulaski and Jefferson Counties, and the Arkansas Human Development Corporation (AHDC), serving Pulaski, Malvern and

Hempstead Counties. The rural community-based organization partners through which research and student education and service learning is facilitated include Boys, Girls, Adults Community Development Center (BGACDC) in Marvell, serving the Marvell School District area, the Mid Delta Community Consortium (MDCC), serving 17 counties in the Arkansas-Mississippi Delta region, and Walnut Street Works and its affiliates, the Tri-County Rural Health Network, serving 15 counties in the Arkansas-Mississippi Delta region, and Habitat for Humanity who serves communities in Phillips, Monroe and Lee Counties. Each of these minority partners have a sound reputation and long history of working successfully with underserved minority populations. Additionally, these organization provide a mechanism to work together to address health disparities, educate community residents about public health, and recruit minority students for public health training.

Information on the College of Public Health is maintained on the internet (www.uams.edu/coph) and is updated as appropriate. During the first three years of operation, the CPH disseminated a report to the people of Arkansas annually. This report provided information on its academic offerings and community philosophy in addition to student demographics and collaborative efforts. The College also has developed brochures about its degree programs (including brochures specific to each 4+1 program at each partner HBCU) that are distributed and disseminated during career fairs, college fairs, and at all speaking events attended by our student recruiter and faculty guest speakers.

When the CPH was established in 2001, a Minority Recruitment and Retention Committee was formed as a college-wide committee. The members of this Committee serve as a collective body and as individuals in contacting prospective minority students to encourage interest in public health and health-related fields. Once identified, such students are counseled, mentored and assisted in their preparation for health careers. Membership on the committee is extended to interested students.

Kristy K. Jones, an African American MPH graduate of the college, continues her efforts as the CPH student recruiter housed in the Office of Student Services. She takes the lead in contacting possible students, working with the local colleges, participating in recruitment events, coordinating “Public Health Investigators of Arkansas” workshops as described above, and taking a lead in the planning process to ensure that minority recruitment remains a focal point for the CPH. Ms. Jones also coordinates closely with the UAMS Office of Diversity Affairs and with other recruiters at the other UAMS Colleges and Graduate School to ensure that recruitment efforts and materials are shared university-wide and reaching the largest possible audience.

Student Retention

Student retention is a specific charge to the Assistant Dean for Minority Affairs and the College's Minority Recruitment and Retention Committee. However, to date, student retention has not been a problem. In spring 2011-2012, approximately 42% of the CPH student body are minority students; 33% of these are from under-represented minority groups. Of the 2011-2012 graduates of the CPH, 25% are under-represented minority students. The CPH's student/faculty/staff interaction and community involvement are likely to help ensure student retention will not become a significant problem.

Recruiting and Retaining Minority Faculty and Staff

The College of Public Health currently has 57 FTE-supported faculty and 83 unpaid secondary and adjunct faculty from academic and public health practice programs statewide. Of the 57 FTE supported faculty, 23% (13) are minority and 49% (28) are female. Seven (15%) of the nine minority faculty are from the underrepresented minority groups. Of the 83 secondary and adjunct faculty members, 10% (8) are minority and 34% (28) are female. The College of Public Health has 76 staff (administrative and support staff), not including faculty described above. Of these 36 (47%) are African-American, 2 (3%) are Asian, and 2 (3%) are Hispanic. Of these 76 employees, 67 (88%) are female.

The College is focused on increasing the number of full-time faculty who are from minority groups. The College has an Assistant Dean for Minority Affairs, Dr. Eddie Ochoa, who has specific responsibilities for assisting in minority recruitment and retention of faculty and staff (and students through his role in serving as Permanent Chair for the College's Minority Recruitment and Retention Committee). Through Dr. Ochoa's efforts and those of other faculty, the College anticipates success in increasing the number of full-time minority faculty. The proportion of minority faculty and staff is also anticipated to increase as current minority MPH student's graduate and provide a larger pool of public health trained staff able to assume roles in public health research and service programs.

F. Graduate School

Graduate School staff and students

Graduate School Student Enrollment Spring 2011-12		
	Number	%
Asian	55	21
Black	26	10
Hispanic	2	1
American Indian	3	1
White	181	68
Unknown	1	0
Other		
Total	268	100
Female	182	68
Male	86	32
Total	268	100

Graduate School Staff 2011-12		
	Number	%
White	4	100
Female	3	75%
Male	1	25%

All graduate faculty have primary appointments in other colleges.

Progress made meeting institutional goals and strategies and activities for recruitment and retention

The Graduate School has continued a number of initiatives to improve recruitment of students from underrepresented groups. The Assistant Dean in the Office of Graduate Student Recruiting and Retention, Dr. Kristen Sterba, is responsible for initiatives aimed at recruitment and retention of graduate students. To accomplish this, the Graduate School was represented at numerous Career/Graduate Fairs, and the Assistant Dean presented recruiting seminars at undergraduate institutions, including several with a significant UR student enrollment. Some of the schools visited in the 2011-12 academic year included the University of Arkansas at Little Rock, the University of Arkansas at Fayetteville,

Harding University, Ouachita Baptist University, University of the Ozarks, and Arkansas State University. Historically Black Colleges and Universities (HBCU's) visited include the University of Arkansas at Pine Bluff (UAPB). The Graduate School was also represented at the Society for the Advancement of Chicanos and Native Americans in Science conference and the Annual Biomedical Research Conference for Minority Students. Ronald E. McNair Scholars interested in pursuing a doctoral degree in the biomedical sciences were contacted at the Southeastern Association of Educational Opportunity Program Personnel McNair National Scholars Research Conference and through the McNair Scholars Directory. In addition, Dean McGehee visited Jackson State University in October 2011 and March 2012 representing the Graduate School. Lastly, prospective students were identified using the Graduate Records Exam (GRE) Search Service.

The UAMS Graduate School sponsored the annual Career Day for Biomedical Sciences in October 2011 to introduce undergraduate and graduate students to the various science career options. At this event, speakers from a wide range of career options discuss the job description, advantages, disadvantages, salaries, and opportunities for advancement within each career track. Representatives from each Graduate School program were present to meet with students throughout the day. Students were also informed about the steps for applying to graduate school, with emphasis placed on the UAMS Graduate School, and are offered tours of the UAMS research facilities. UR students are a specific target audience for this program. Students and faculty from the following HBCU's were invited to Career Day 2010: Alcorn State University, Fisk University, Grambling State University, Jackson State University, Lane College, Philander Smith College, Tougaloo College and UAPB. Since 2004, this program has attracted more than 65 UR undergraduates from the University of Arkansas at Little Rock, University of Arkansas at Pine Bluff, Philander Smith College, and Grambling State University.

Dean McGehee serves as Co-Director with Dr. Billy Thomas, Assistant Vice Chancellor for Diversity, on an NIGMS R25 grant aimed at increasing the number of underrepresented minorities (URM) in the behavioral and biomedical sciences. Dr. Kristen Sterba serves as Co-Investigator (and Assistant Director). This grant, entitled The UAMS Initiative for Maximizing Student Development (IMSD) Program, received \$1.6M funding for four years (2/13/2009-1/13/2013). Student participants are funded (stipend and tuition) by the IMSD Program for their first two years of graduate study in one of the seven biomedical science PhD programs. After two years, funding is provided by the graduate program or faculty mentor. Students selected for the IMSD Program participate in an eight week summer transition program consisting of lectures on various biomedical topics, career and developmental seminars, and a summer research rotation prior to the fall of their first year. Students receive funding and academic credit during this transition program. Additional benefits of the IMSD Program includes a formal mentoring program, a seminar series featuring nationally recognized minority scientists, development of a competency-based academic portfolio, and group problem-

solving sessions. The inaugural class began the program in June 2009. There are currently nine students participating in the program. Meetings are held with the students and the IMSD Leadership Team every 2 months to discuss student progress and development. To promote the program to prospective students, Dr. Sterba sends letters to McNair Scholars, Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U-STAR) Directors, Arkansas Idea Network for Biomedical Research Excellence (INBRE) faculty, and additional URM students identified by the GRE Search Service. These efforts have led to a 42% increase in the number of URM applicants to the doctoral programs since 2009.

Dean McGehee also serves as Co-PI with Dr. Billy Thomas on an R25 proposal from the NHLBI for a summer undergraduate research program to increase diversity in health related research (06/01/2011-05/30/2016). This program's overall goal is to provide students with research, mentoring, and networking experiences; real life surgical observations; and simulated cardiovascular demonstrations to increase their interest in careers in cardiovascular, pulmonary and hematologic research. The first group of 10 students will begin the program in June 2012. It is anticipated that 90% of IMSD program participants will complete their doctoral program.

The Graduate School has also worked hard to retain graduate students in the various programs by providing student development activities and recognizing student achievements at student/faculty receptions. Students who have completed their PhD qualifying exams are recognized each fall at the annual Research Induction Ceremony. The Graduate Student Association also provides a number of opportunities for students to interact through intramural sports, social events, community service projects, and professional development seminars. These efforts are supported by the Graduate School. Finally, each program works with their graduate students to assist them throughout their academic career. Approximately 95% of participants are expected to complete their bachelor's degrees, with 75% continuing their education in a health profession or graduate program.

Timeline, budget, and evaluation

At the activities are evaluated for effectiveness. Recently a five-year plan was developed and the following goals were included.

1. Increase the number of UR applicants 25% by 2016.
2. Increase the number of graduate fairs attended from an average of 7 per year to 9 per year.
3. Reapply for funding for IMSD program and continue to modify program based on yearly evaluations.
4. Implement new UAMS SURP to Increase Diversity in Research and modify program based on yearly evaluations.
5. Identify additional funding mechanisms that partner the Graduate School with the Center for Diversity Affairs.

6. Continue to support the Graduate Student Association.
7. Add one additional development seminar per year by 2016.

There is no separate budget for minority recruitment and retention. Many of the retention efforts are funded by the NIGMS IMSD grant described above. In addition, the Graduate School spends approximately \$5000 per year on travel to conferences that have a significant number of underrepresented minority undergraduate students. These efforts will continue and will be reevaluated every year.

The University of Arkansas at Pine Bluff

MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

June 2012

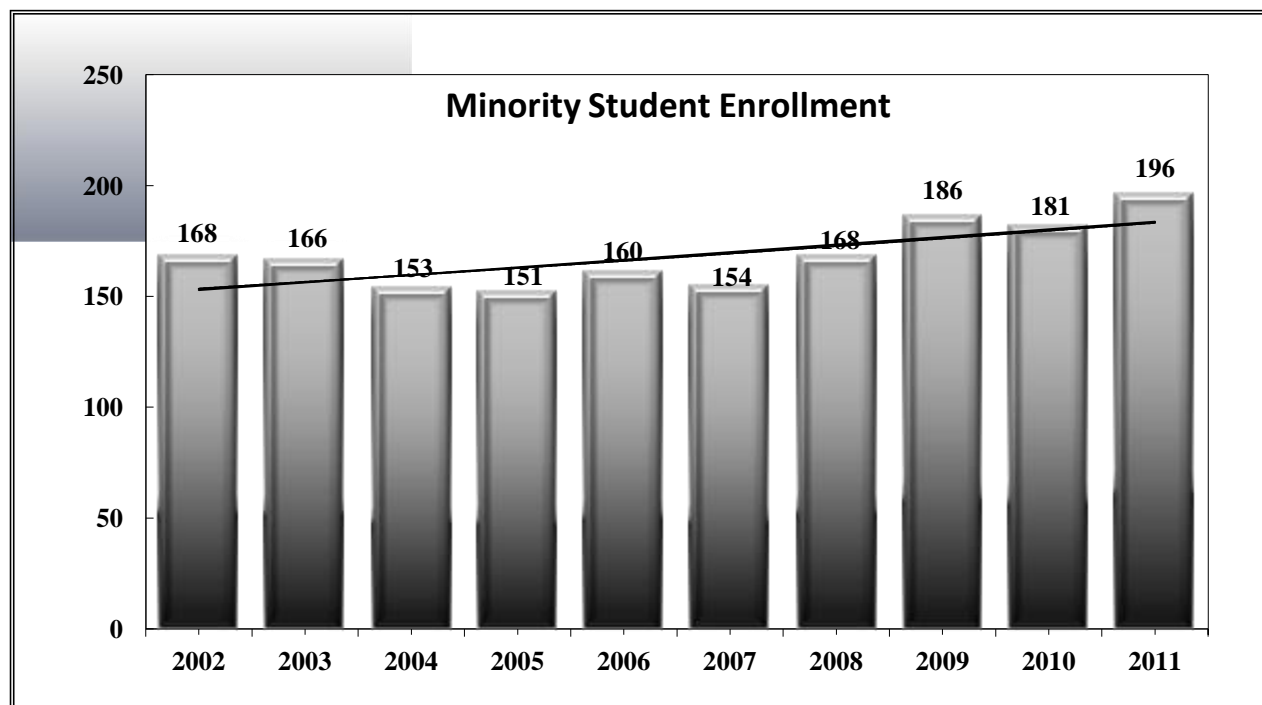
1. Introduction.

As a land-grant institution and the Flagship of the Delta, the University of Arkansas at Pine Bluff (UAPB) serves Arkansas and the nation with particular emphasis on the Arkansas Delta. UAPB has strong undergraduate and graduate programs consisting of in-class and out-of-class learning activities; broad-based educational support services for students (e.g., counseling, advising, mentoring, and residence halls); and specialized research, education and public service. UAPB offers 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.

Because the University of Arkansas at Pine Bluff is an HBCU, racial minority is defined as non-African American. The University of Arkansas at Pine Bluff Five Year Minority Recruitment and Retention Plan 2011-2016 was designed to serve as a guide for increasing the number of minority students and staff/faculty/administrators at the university by 10% (2% per year) over a five year period (2011-2016). This is a report of activities and outcomes for 2011 with 2010 as a baseline.

2. Number of minority students, by minority group, who currently attend UAPB.

In Fall 2011, the University had an enrollment of 3,188 students, of which 93.8% were African American and 6.2% were minority. Despite a small decrease in overall enrollment, the number on minority students increased for Fall 2011 as shown in the chart below.



Of the 196 minority students, 143 were White (a 10.5% increase above Fall 2010) and 53 were other Ethnic minorities

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

Positions and numbers for minority faculty and staff are listed below.

<u>Position Title</u>	<u>Number</u>
Administrative Spec I	1
Administrative Spec III	2
Assistant Professor	1
Assistant Coach	1
Assistant Dean	1
Campus Maintenance Supervisor	1
Coach	1
Coach-Football	1
Department Chairperson	2
Director of Student Financial Aid	1
Extension Associate	5
Extension Program Aide	2
Extension Specialist I	3
Extension Specialist II	1
Extension Specialist III	4
Extension Specialist IV	1
Head Athletic Trainer	1
Head Coach – Softball	1
Information Tech Manager	1
Institutional Printer	1
Institutional Service Assistant	2
Institutional Service Supervisor	1
Instructor	17
Laboratory Assistant	1
Library Technician	1
Multi-Media Specialist	1
Professor	13
Project Specialist	1
Project/Program Director	1
Project/Program Manager	1
Project/Program Specialist	3
Research Assistant	2
Research Associate	12
Research Specialist	2
Shipping & Rec. Clerk	1
Skilled Tradesman	5
<u>Warehouse Manager</u>	<u>1</u>
Grand Total	97

The faculty of 180 included 36.7% minority and 63.3% African American. The staff/administration of 469 was 87.8% African American and 12.2% minority.

4. Number of minority, by minority group, full-time faculty who work for UAPB.

<u>Ethnicity</u>	<u>Number</u>
White	39
Asian/Pacific Islander	27
<hr/>	
Grand Total	66

5. Number of minority adjunct faculty who currently work for UAPB.

As of the Fall 2011 semester, there were 48 minority adjunct faculty members.

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

<u>Position Title</u>	<u>Number</u>
Administrative Spec I	1
Assistant Coach	1
Director of Financial Aid	1
Extension Associate	1
Extension Program Aide	1
Extension Specialist I	2
Extension Specialist III	1
Head Athletic Trainer	1
Institutional Services Assistant	1
Instructor	1
Project/Program Specialist	2
Research Assistant	1
Research Associate	1
Shipping & Rec Clerk	1
<hr/>	
Grand Total	16

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

**Student, Faculty & Staff By Ethnicity
Fall 2010 through Fall 2011**

		African American	Minority	Total
Fall 2010	Students	3,247	181	3,428
	Percent of Total	94.7%	5.3%	100.0%
	Faculty	107	64	171
	Percent of Total	62.6%	37.4%	100.0%
	Administrators & Staff	416	54	470
	Percent of Total	88.5%	11.5%	100.0%
Fall 2011	Students	2,992	196	3,188
	Percent of Total	93.8%	6.2%	100.0%
	Faculty	114	66	180
	Percent of Total	63.3%	36.7%	100.0%
	Administrators & Staff	412	57	469
	Percent of Total	87.8%	12.2%	100.0%

As indicated in the chart above, the number of minority students increased from 181 for fall 2010 to 196 for fall 2011. The number of minority faculty remained about the same and the number of minority staff increased from 54 to 57. Specific goals, objectives, timeline, budget and monitoring are discussed below.

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

Activity	Timeline	Performance
A. Develop and nurture new articulation agreements with 2-year colleges and vocational/technical schools. Also, develop partnerships with area school districts.	2010 - 2011	2010 – 5 Agreements 2011 - 3 Partnerships 3 in discussion

2010-2011

The University has entered a partnership with the Dumas Technology and Education Center. The School of Education has expanded and assumed control of the Jefferson County Adult Education Program. The new name of the program will be called at UAPB/Jefferson County Adult Education and will be part of the School of Education.

2011 – 2012

The current Partnership School Districts are Sheridan School District, White Hall School District and a memorandum of understanding has been established with the Little Rock School District. Discussions are currently underway with Rison School District, Woodlawn School District, and Star City School District. Additionally, interns within the MAT program are currently working across the state including Little Rock Public Schools, North Little Rock Public Schools, and Crossett Public Schools.

Activity	Timeline	Performance Measure
B. Establish a diverse community based Advisory Board to assist with planning for diversity	Ongoing	Advising Board Established with guidelines for operating.

The Advisory Board on Diversity was established in 2007. The board meets twice per semester.

2010 – 2011

The Advisory Board made several recommendations during 2010 and 2011. First, the board recommended contacting local business leaders to agree to fund small book scholarships for deserving students. Also, the board recommended working with local community property owners to provide temporary living facilities when the residence halls are at capacity. This could help eliminate the use of local hotels for that purpose.

2011 – 2012

The Advisory Board continued to meet on a semester basis and recommended a renewed focus on local high school recruiting, with emphasis on White Hall School District.

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

The University continues its marketing campaign using university initiated activities as well as Paskill, Stapleton & Lord. The University is currently receiving bids for a new marketing firm to increase contacts based upon geographical modeling. The university's online presence was also strengthened with an active interaction in social media (facebook, twitter, wordpress) and use of YouTube for fundraising initiatives.

2010-2011

- ✓ Scheduled \$10,225 in airtime;
- ✓ Advertised with Fox 16 and CW Arkansas, affiliates of Newport Communications as part of their Image Plus program (valued at \$33,000) for 12 months;
- ✓ Purchased advertisements on an on-going basis in the El Latino Publication;
- ✓ Purchased advertisements in Arkansas Next Magazine;
- ✓ Purchased print advertisement in communities of Camden, Eldorado, Dallas, Nashville, and Malvern. Also purchased ads in Pine Bluff Commercial, Arkansas Democrat Gazette and STAND;
- ✓ Participated in the "Say Go College Day" with the Office of Recruitment. "Say Go College Week" is spearheaded by the Arkansas Department of Higher Education;
- ✓ Partnered with Pine Bluff Commercial to promote the University's Spring 2010 Commencement with speaker Mrs. Michelle Obama, First Lady of the United States of America. Over 10,000 Commencement

- Commemorative Programs-Magazines containing historical, academic, athletic and other highlights about the University were distributed to persons in attendance from across the state and nation; and
- ✓ Established a Facebook page (www.facebook.com/uapinebluff), Twitter page (www.twitter.com/uapbinfo) and News Blog (www.uapbnews.wordpress.com) to connect with constituents on several platforms.

2011-2012

- ✓ Spent \$90,000 on various advertising for the fiscal year;
- ✓ Purchased cutaway segment of the MDA telethon;
- ✓ Purchased advertisements in:
 - Arkansas Times
 - Pine Bluff Commercial
 - SEA Life Magazine
 - Arkansas Next
 - Delta Sky Magazine
 - White Hall Journal
 - El Latino
- ✓ Also purchased TV spots on KLRT, KATV and KARK; and
- ✓ Also utilized billboard advertisements.

OBJECTIVE II: To strengthen the infrastructure to enroll and retain minority students.

Activity	Timeline	Performance Measure
A. Increase use of services of the International Program	Ongoing	International student increase and retention above previous year

During the 2011-2012 school year the Office of Student Involvement and Leadership and Office of International Studies/Programs sponsored several campus events, including panel discussions, documentaries, and cultural activities designed to foster conversations about global issues. The two areas provided 5 events with a total 569 students, administration, faculty and staff in attendance. These activities focused on key strategic regions around the world, including: Africa, South and Central America. Cultural programs such as International Day of Peace; Hispanic Day; Mandela Free at Last Documentary; The History of International Educational Week and Language Lessons; and Salsa Night provided vivid and powerful experiences of the many cultures represented on the UAPB campus. The detail information about the programs held this year is as follows:

The 1st annual International Day of Peace was held in September. The event was implemented to teach the student body about becoming an active advocate for global world peace. This information shared at the event also gave students the opportunity to become familiar with the tragedy of 911 and how the whole world was affected on that day. The program ended with a speech by Edward Gitonga from Kenya an Industrial Technology Major telling the students how global world peace could be accomplished.

In the United States National Hispanic Heritage month is celebrated from September 15 to October 15 each year. Each year in September Hispanic Day is held on the UAPB campus. Maria Elena Cabane from Guatemala and the International Student Association Vice President was the speaker.

The Spring 2012 semester meeting of the International Affairs Council (IAC) focused on international student recruiting as a top priority. One key observation that emerged out of these discussions is that most efforts in

international student recruiting are concentrated in the School of Agriculture, Fisheries and Human Sciences as well as the Athletic Department. With respect to the Athletic Department's recruiting efforts, other academic departments are the beneficiaries as most of the international athletes major in disciplines outside of health and physical education.

As a result of the focused discussion on recruiting and strategies that might work best at UAPB, the Council agreed through consensus that the Office of International Programs would work with other academic schools and departments to encourage the type of international engagement that would lead to an increase in international student involvement. Part of this outreach effort will include workshops and seminars on the international student recruiting, admissions, advising and general support.

The numbers indicate UAPB international student enrollment declined substantially this school year due to: 1) a relatively high number of graduating seniors and 2) transitions in the soccer coaching staff which has contributed to reduced recruiting efforts to replace graduating seniors. Related to this dynamic are a number of transfers that are currently in progress and, thus, are not yet reflected in the numbers listed. Finally, there are two track athletes whose status is pending subject to notification of their eligibility for fifth year financial assistance. Enrollment numbers for the past school year are as follows:

	Fall 2011	Spring 2012
Active Status (Non-OPT)	39	32
Graduated	6	11
Transfer-outs (non-grads)	<u>1</u>	<u>1</u>
End of Semester	32	20

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

2010-2011

The Office of Recruitment, through Title III Funding, has hired two part-time minority staff members (a white female and a Hispanic female). The Hispanic staff member has translated UAPB recruitment brochures into Spanish.

2011 – 2012

Funding continues for two part-time minority staff members. Plans are underway to more actively involve these minority staff members in all facets of the recruitment process.

Activity	Timeline	Performance Measures
C. Establish and market scholarships for diversity	Ongoing	No. of Minority Students Receiving Scholarships

Scholarships awarded to minority student were as follow:

- 2009 21 Total
- 2010 43 Total
- 2011 17 New

Activity	Timeline	Performance Measures
D.. Establish an English as a Second Language Institute	September 2012	Institute Established and Results Evaluated

2010-2011

An applicant is being interviewed for the Spanish teacher's position or the English as a Second Language Institute.

2011 – 2012

Planned start of the institute is September, 2012. The institute will have four classes, extending throughout the day, to make up four levels of students: elementary, intermediate, upper intermediate and advanced. Students will be selected based on their academic and professional merit and interest in learning English.

OBJECTIVE III: To expand availability of alternative delivery platforms, sites and time.

ACTIVITIES	TIMELINE	PERFORMANCE
A. Increase number of on-line, evening and weekend courses by 10% per year for next five years	2010 - 2015	Records will show a 10% increase in the number of courses offered and students participating over the previous year.

2010-2011

The Center for Teaching, Learning and Advising offered 54 courses and served 1250 students in Fall 2010. In Spring 2011, the Center offered 55 courses and served 1,136 students. Fifteen (15) faculty are now in training on the Blackboard platform for on-line course delivery.

2011 – 2012

The center offered 56 online courses and served 1325 students for Spring 2012. Currently, more than 70 faculty members have been trained to teach online classes.

Through the Division of Continuing Education, the University offered the following number of week-end and evening courses.

<u>Name of Site</u>	<u>Fall 2010</u>	<u>Fall 2011</u>
UAPB/Campus	2 (44 Students Enrolled)	9 (246 Students Enrolled)
North Little Rock	16 (230 Students Enrolled)	7 (162 Students Enrolled)
Lake Village Site	6 (69 Students Enrolled)	2 (20 Students Enrolled)
Dumas Site	5 (32 Students Enrolled)	2 (26 Students Enrolled)

OBJECTIVE IV: To systematically assess outcomes of activities designed to increase diversity of students and staff at the University of Arkansas at Pine Bluff and to evaluate the process outlined in the minority Retention Plan.

ACTIVITIES	TIMELINE	PERFORMANCE
Review outcome data on Minority Recruitment and Retention on a semester basis	Each Semester	Review and modify strategies as process dictates.

Enrollment

Fall	African American	Minority
2010	3,247	181 (5.28%)
2011	2992	196 (6.2%)

The number of minority students as a percent of total enrollment increased by 15 students (8.3%) despite a decline in overall enrollment.

Employment

Faculty	African American	Minority
Fall 2010	107	64 (37.4%)
Fall 2011	114	66 (36.7%)

Administrators/Staff		
Fall 2010	416	54 (11.5%)
Fall 2011	412	57 (12.2%)

Revision of Objectives

Over the past five years, the University of Arkansas at Pine Bluff reached its goals on minority faculty and staff employment and retention. The university will continue to place a priority on increasing minority student enrollment while maintaining a diverse faculty/staff. The revised minority recruitment and retention plan is currently under review as part of the University's strategic planning process. Changes and revised goals and objectives will be examined throughout this coming school year.

Conclusion:

This review of the goals and outcomes for Minority Recruitment and Retention during the past school year showed that the University of Arkansas at Pine Bluff has made notable progress in meeting the stated objectives; thereby, helping to realize its historic and present commitment to ensure an educational environment that supports diversity, quality education, and continuous out-reach to the people of the Arkansas Delta and beyond.

Reported Prepared by
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UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

June 30, 2012

1. Number of minority students, by minority group, who currently attend the institution*Reporting term:* Fall 2011*Additional information, 2007–2011:* Appendix A, Appendix B

Race	Number	Percent*
Total enrollment	11,163	
American Indian	89	0.8
Asian or Pacific Islander*	196	1.8
Black	1,689	15.1
Hispanic	303	2.7
Two or More Races	149	1.3

2. Number and position title of minority faculty and staff who currently work for the institution*Reporting term:* Fall 2011*Additional information, 2007–2011:* Appendix D2007, Appendix D2011

Race / Position	Faculty	Executive Administration	Professional Non-Faculty	Secretarial, Clerical	Technical, Paraprofessional	Skilled Craft	Service, Maintenance	Number in minority group
American Indian	0	0	0	1	0	0	3	4
Asian	17	1	5	2	1	0	0	26
Pacific Islander	0	0	0	0	0	0	1	1
Black	18	2	29	20	12	6	39	126
Hispanic	3	0	6	1	3	1	11	25
Two or more races	1	0	1	1	1	0	0	4
Minority employees in employment category	39	3	41	25	17	7	54	
Total employees in employment category	527	44	237	178	117	68	152	

3. Number of minority, by minority group, full-time faculty who currently work for the institution*Reporting term:* Fall 2011*Additional information:* Appendix E2011

Race	FT Faculty
American Indian	0
Asian	17
Black	18
Hispanic	3
Two or more races	1
Minority full-time faculty	39
Total full-time faculty	527

4. Number of minority adjunct (part-time) faculty who currently work for the institution*Reporting term:* Fall 2011*Additional information:* Appendix E

Race	PT Faculty
American Indian	3
Asian	1
Black	9
Hispanic	0
Two or more races	4
Minority part-time faculty	17
Total part-time faculty	189

5. Number and position title of minority faculty and staff who began working at the institution in the past year*Reporting term:* FY 2010–11*Source:* UCA Department of Human Resources and Risk Management

Category	Count
Faculty	10
Executive Administrative	0
Professional Non-Faculty	5
Secretarial/Clerical	3
Technical/Paraprofessional	5
Skilled Craft	0
Service/Maintenance	7

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

The following goals were established by the university in its Minority Retention and Recruitment Plan. The goals are grouped by categories – students, faculty and staff.

a. Students

GOAL 1: Continue to recruit and retain the number (and corresponding percentage) of minority entering freshmen UCA students each year so that the proportion of UCA's minority-to-white entering freshmen will be consistent with the minority-to-white proportion of high school graduates entering [Arkansas] four-year public institutions, with the exception of UAPB.

GOAL 2: Increase the number (and corresponding percentage) of minority undergraduate UCA students each year, so that the proportion of minority-to-white UCA undergraduate students will be consistent with the minority-to-white proportion of students in [Arkansas] four year public institutions, with the exception of UAPB.

GOAL 3: To increase the retention and graduation rates for minority undergraduate UCA students each year so that the minority retention and graduation rates for minority undergraduate students will be approximately equal to the retention and graduation rates for white undergraduate UCA students.

GOAL 4: To maintain the number (and corresponding percentage) of minority UCA graduate students each year so that the proportion of UCA's minority-to-white graduate students will be approximately equal to the minority-to-white proportion of graduate students attending [Arkansas] four-year public institutions.

Note: The comparative information required to report fully on these goals is not available from published ADHE reports. The university will revisit these goals and the information required to show progress on them as it reviews its diversity objectives and support structures in the immediate future (see item 7 below).

Minority Enrollment (Goals 1, 2, and 4)

Numbers in the following tables exclude non-resident aliens and students whose race/ethnicity is unknown.

Reporting terms: Fall 2007, Fall 2011

Sources: UCA Institutional Research, ADHE Annual Enrollment Report (1/26/2012)

Further information: Appendix C, Appendix F2007, and Appendix F2011

UCA Entering Freshmen (FT+PT)				
	2007		2011	
	Number	Percent	Number	Percent
Grand total	1,793		1,960	
Black	333	19%	372	19%
Other minority	95	5%	190	10%
White	1,265	71%	1,284	66%

UCA Undergraduate (FT+PT)				
	2007		2011	
	Number	Percent	Number	Percent
Grand total	10,675		9,629	
Black	1,582	15%	1,552	16%
Other minority	425	4%	657	7%
White	7,660	72%	6,475	67%

UCA Graduate (FT+PT)				
	2007		2011	
	Number	Percent	Number	Percent
Grand total	1,944		1,534	
Black	178	9%	137	9%
Other minority	55	3%	80	5%
White	1,631	84%	1,220	80%

UCA Total Enrollment				
	2007		2011	
	Number	Percent	Number	Percent
Grand total	12,619		11,163	
Black	1,760	14%	1,689	15%
Other minority	480	4%	737	7%
White	9,291	74%	7,695	69%

Arkansas Public 4-Year Universities (excluding UCA and UAPB)

	Total Enrollment			
	2007		2011	
	Number	Percent	Number	Percent
Grand total			82,117	
Black			10,595	13%
Other minority			7,711	9%
White			59,553	73%

As indicated by changes in the proportion of minority to white enrollees from 2007 to 2011, UCA has maintained or increased its minority enrollments. UCA's overall minority enrollments are slightly ahead of minority enrollment at other public four-year universities (excluding UAPB) in the state.

Graduation and Retention Rates (Goal 3)

	One-Year Retention Rate					
	2001 Cohort			2005 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,668			2,429		
White	1,229	850	69%	1,641	1,192	73%
Black	317	236	74%	478	321	67%
Other minorities	42	27	64%	97	77	79%
All minorities	359	263	73%	575	398	69%

	Graduation Rate – 150% Time					
	2001 Cohort			2005 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,668			2,429		
White	1,229	563	46%	1,641	726	44%
Black	317	116	37%	478	105	22%
Other minorities	42	10	24%	97	40	41%
All minorities	359	126	35%	575	145	25%

One-year retention rates for these cohorts show gains among white students and non-black minority students, the one-year retention rate for black students has decreased. The most remarkable – and problematic – change is the decrease in graduation rates for black students between the two cohorts.

b. Faculty

GOAL 5: To maintain the number (and corresponding percentage) of minority full-time faculty members of all ranks at UCA and to increase the numbers to the percentage of each race to approximately the percentage of degrees conferred by race nationally and master's degrees statewide.

Reporting terms: As indicated

Sources: UCA Institutional Research; IPEDS, Fall 2010, Completions component

Further information: Appendix D2007 and D2011

As the following tables show, UCA has not been able to maintain the number and percentage of minority full time faculty, nor has this number and percentage increased to mirror the percentage of all degrees conferred by race nationally or master's degrees conferred by race in Arkansas.

	UCA Full-Time Faculty			
	2007		2011	
	Number	Percent	Number	Percent
Total	510		527	
White	458	90%	470	89%
Black	21	4%	18	3%
Other minorities	30	6%	21	4%
All minorities	51	10%	39	7%

	Completers, Nationally		Master's Completers, AR	
	2009-2010		2009-2010	
	Number	Percent	Number	Percent
Total	1,609,306		3,535	
White	1,042,852	65%	2,641	75%
Black	138,683	9%	383	11%
Other minorities	256,100	16%	160	5%
All minorities	396,783	25%	543	15%

c. Staff

GOAL 6 [Executive Administrative and Professional Non-Faculty]: To maintain the number (and corresponding percentage) of minority executive administration and professional non-faculty at UCA so that the proportion of minority professionals will equal the proportion of minority individuals with the credentials required for such positions in the relevant labor market.

Reporting terms: As indicated

Source: UCA Institutional Research

Further information: Appendix D2007 and D2011

In the Executive Administration and Professional Non-Faculty categories, the university has shown gains in number and percentage of minority employees.

Executive Administration and Professional Non-Faculty				
	2007		2011	
	Number	Percent	Number	Percent
Total	223		281	
White	198	89%	236	84%
Black	19	9%	31	11%
Other minorities	6	3%	13	5%
All minorities	25	11%	44	16%

GOAL 7 [Support Staff]: To maintain the number (and corresponding percentage) of minority support staff at UCA to the percentages listed below, so that the proportion of minority support staff will approximate the proportion of minority individuals in each specific job category (as defined in the EEO-6 Report) in the relevant labor market area.

Secretarial/Clerical.....10%Faulkner & Pulaski Cos.
 Technical/Paraprofessionals7%Faulkner & Pulaski Cos.
 Skilled Crafts7%Faulkner & Pulaski Cos.
 Service/Maintenance.....16%Faulkner & Pulaski Cos.

The following tables show changes from 2007 to 2011. The largest changes have occurred in the Skilled Craft and Service/Maintenance employment categories.

Secretarial/Clerical				
	2007		2011	
	Number	Percent	Number	Percent
Total	182		178	
White	154	85%	153	86%
Black	23	13%	20	11%
Other minorities	5	3%	5	3%
All minorities	28	15%	25	14%

Technical/Paraprofessional				
	2007		2011	
	Number	Percent	Number	Percent
Total	111		117	
White	96	86%	96	82%
Black	12	11%	12	10%
Other minorities	3	3%	5	4%
All minorities	15	14%	17	15%

Skilled Craft				
	2007		2011	
	Number	Percent	Number	Percent
Total	60		68	
White	59	98%	61	90%
Black	1	2%	6	9%
Other minorities	0	0%	1	1%
All minorities	1	2%	7	10%

Service/Maintenance				
	2007		2011	
	Number	Percent	Number	Percent
Total	152		152	
White	108	71%	98	64%
Black	38	25%	39	26%
Other minorities	6	4%	15	10%
All minorities	44	29%	54	36%

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

The university's recently Strategic Plan 2011–2016 prioritizes diversity – including racial/ethnic diversity – as a strategic goal for the university. During the coming year, a university committee will make recommendations to the administration regarding leadership, administrative structures, and administrative infrastructure to support the university in achieving its diversity goals. The Minority Recruitment and Retention Plan will be carefully reviewed for currency and feasibility.

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

Timeline

All of the strategies listed in this report 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. Additionally, as is noted in item 7 above, the university is this year beginning a careful review of its diversity goals and activities, including the Minority Recruitment and Retention Plan.

Budget

The budget for minority recruitment and retention is approximately \$550,000 for the coming fiscal year (FY 2013). This total includes the budget of UCA's Office of Multicultural Student Services and parts of the salaries for employees performing Affirmative Action related work and recruitment of students. Additional resources are used throughout the university to augment the specific budgeted items listed above. As part of the review noted in item 7, the university expects to establish a more clearly delineated budget to support our diversity goals.

Assessment

Act 1091 of 1999 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 to monitor its measures of success and to evaluate 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. Additionally, as is noted in item 7 above, the university is this year beginning a careful review of its diversity goals and activities, including the Minority Recruitment and Retention Plan and associated assessments.

University of Central Arkansas
Fall Semester for 2007-2011
Enrollment by Classification & Race

	2007			2008			2009			2010			2011		
	Under Grad.	Grad.	Total	Under Grad.	Grad.	Total	Under Grad.	Grad.	Total	Under Grad.	Grad.	Total	Under Grad.	Grad.	Total
American Indian	89	29	118	67	26	93	66	21	87	65	19	84	68	21	89
Asian or Pacific Islander**	154	15	169	210	17	227	185	18	203	169	19	188	181	15	196
Black	1,582	178	1,760	1,648	166	1,814	1,581	130	1,711	1,641	139	1,780	1,552	137	1,689
Hispanic	182	11	193	216	14	230	214	14	228	248	31	279	273	30	303
Non-resident Alien	427	38	465	545	32	577	565	37	602	545	33	578	575	48	623
Two or more races***							11	3	14	84	7	91	135	14	149
Unknown	581	42	623	502	43	545	779	35	814	399	51	450	370	49	419
White	7,660	1,631	9,291	7,860	1,628	9,488	6,745	1,377	8,122	6,672	1,322	7,994	6,475	1,220	7,695
Total	10,675	1,944	12,619	11,048	1,926	12,974	10,146	1,635	11,781	9,823	1,621	11,444	9,629	1,534	11,163
Minority*	2,007	233	2,240	2,141	223	2,364	2,057	186	2,243	2,207	215	2,422	2,209	217	2,426
Percent Black	14.8%	9.2%	13.9%	14.9%	8.6%	14.0%	15.6%	8.0%	14.5%	16.7%	8.6%	15.6%	16.1%	8.9%	15.1%
Percent Minority	18.8%	12.0%	17.8%	19.4%	11.6%	18.2%	20.3%	11.4%	19.0%	22.5%	13.3%	21.2%	22.9%	14.1%	21.7%
Percent Caucasian	71.8%	83.9%	73.6%	71.1%	84.5%	73.1%	66.5%	84.2%	68.9%	67.9%	81.6%	69.9%	67.2%	79.5%	68.9%
Percent Non-resident Alien	4.0%	2.0%	3.7%	4.9%	1.7%	4.4%	5.6%	2.3%	5.1%	5.5%	2.0%	5.1%	6.0%	3.1%	5.6%
Percent Unknown	5.4%	2.2%	4.9%	4.5%	2.2%	4.2%	7.7%	2.1%	6.9%	4.1%	3.1%	3.9%	3.8%	3.2%	3.8%

Note: Race categories are consistent with those used by the National Center for Education Statistics (NCES).

*Includes Black, American Indian, Asian, and Hispanic(From Fall 2009 on, it includes Two or more races as well.)

**As of AY 2009-2010, new race codes were implemented. For trend purposes, the two following races codes were combined; Asian and Pacific Islander or Native Hawaiian. They were previously reported under one code Asian or Pacific Islander

***As of AY 2009-2010, new race codes were implemented. Two or more races is one of those codes.

University of Central Arkansas
Fall Semester for 2007-2011
Enrollment Summary

		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Total Enrollment		12,619	12,974	11,781	11,444	11,163					
FT/PT	Full-Time	9,815	9,893	9,261	8,980	8,785	77.8%	76.3%	78.6%	78.5%	78.7%
	Part-Time	2,804	3,081	2,520	2,464	2,378	22.2%	23.7%	21.4%	21.5%	21.3%
Level	Undergraduate	10,675	11,048	10,146	9,823	9,629	84.6%	85.2%	86.1%	85.8%	86.3%
	Graduate	1,944	1,926	1,635	1,621	1,534	15.4%	14.8%	13.9%	14.2%	13.7%
Gender	Male	4,921	5,209	4,830	4,651	4,543	39.0%	40.1%	41.0%	40.6%	40.7%
	Female	7,698	7,765	6,951	6,793	6,620	61.0%	59.9%	59.0%	59.4%	59.3%
Race	American Indian	118	93	87	8,484	89	0.9%	0.7%	0.7%	74.1%	0.8%
	Asian or Pacific Islander*	169	227	203	188	196	1.3%	1.7%	1.7%	1.6%	1.8%
	Black	1,760	1,814	1,711	1,780	1,689	13.9%	14.0%	14.5%	15.6%	15.1%
	Hispanic	193	230	228	279	303	1.5%	1.8%	1.9%	2.4%	2.7%
	Non-Resident Alien	465	577	602	578	623	3.7%	4.4%	5.1%	5.1%	5.6%
	Two or More Races**			14	91	149			0.1%	0.8%	1.3%
	Unknown	623	545	814	450	419	4.9%	4.2%	6.9%	3.9%	3.8%
	White	9,291	9,488	8,122	7,994	7,695	73.6%	73.1%	68.9%	69.9%	68.9%
Total Full-Time Equivalency (FTE)		10,576	10,754	9,968	9,659	9,559					
	High School Concurrent	173	404	205	153	112	1.6%	3.8%	2.1%	1.6%	1.2%
	Undergraduate	9,325	9,249	8,744	8,494	8,434	88.2%	86.0%	87.7%	87.9%	88.2%
	Graduate	1,078	1,101	1,019	1,012	1,013	10.2%	10.2%	10.2%	10.5%	10.6%

*As of AY 2009-2010, new race codes were implemented. For trend purposes, the two following races codes were combined; Asian and Pacific Islander or Native Hawaiian. They were previously reported under one code Asian or Pacific Islander

**As of AY 2009-2010, new race codes were implemented. Two or more races is one of those codes.

ENROLLMENT BY RACE/ETHNICITY, ATTACHMENT 1-4

No.	Inst. Type	Institution	Fall 2011									
			Total	Asian Only	Black Only	Hispanic Any	Am. Indian or Alaskan Only	White Only	Hawaiian Only	Two or More Races	Non- Resident Alien	Unknown
1	1	ASUJ	13,900	109	2,125	246	125	9,916	14	-	787	578
2	1	ATU	10,464	170	604	428	186	8,656	6	127	287	-
3	1	HSU	3,778	30	813	104	12	2,603	2	160	49	5
4	1	SAUM	3,382	24	988	84	16	2,098	13	29	115	15
5	1	UAF	23,199	562	1,246	1,068	315	18,098	21	608	1,191	90
6	1	UAFS	7,587	345	319	585	244	5,668	6	363	57	-
7	1	UALR	13,068	305	2,954	554	61	7,822	-	379	486	507
8	1	UAM	3,920	14	1,280	97	14	2,441	1	54	16	3
9	1	UAMS	2,819	111	266	63	20	2,251	2	34	64	8
10	1	UAPB	3,188	7	2,958	17	7	133	-	4	42	20
11	1	UCA	11,163	186	1,689	303	89	7,695	10	149	623	419
Total for 4-Year			96,468	1,863	15,242	3,549	1,089	67,381	75	1,907	3,717	1,645
Total for 2-Year			62,158	575	14,896	2,747	577	41,700	103	695	310	555
Total for Private			17,351	182	2,690	499	125	12,670	7	233	711	234
Total			175,977	2,620	32,828	6,795	1,791	121,751	185	2,835	4,738	2,434

ADHE Prepared 12/9/2011

Updated 12/29/2011

University of Central Arkansas
Fall Semester 2007
Full-Time Employees by Gender, Position, & Race

	Black		American Indian		Asian		Hispanic		White		Unknown		Total		Grand Total	Percent Minority
Position	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Faculty	12	9	0	1	17	9	3	0	240	218	0	1	272	238	510	10.0%
Executive Administrative	3	1	1	0	0	0	0	0	24	13	0	0	28	14	42	11.9%
Professional Non-Faculty	5	10	0	0	0	4	1	0	69	92	0	0	75	106	181	11.0%
Secretarial/ Clerical	0	23	0	1	1	0	0	3	4	150	0	0	5	177	182	15.4%
Technical/ Paraprofessional	8	4	0	0	1	0	1	1	42	54	0	0	52	59	111	13.5%
Skilled Craft	1	0	0	0	0	0	0	0	53	6	0	0	54	6	60	1.7%
Service/ Maintenance	20	18	3	0	0	0	1	2	66	42	0	0	90	62	152	28.9%
Total	49	65	4	2	19	13	6	6	498	575	0	1	576	662	1,238	13.2%
Total Excluding Faculty	37	56	4	1	2	4	3	6	258	357	0	0	304	424	728	15.5%

University of Central Arkansas
Fall Semester 2011
Full-Time Employees by Gender, Position, & Race

	American Indian		Asian		Pacific Islander		Black		Hispanic		Non-Resident Alien		Two or More Races		Unknown		White		Total		Grand Total	Percent Minority
Position	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Faculty	0	0	14	3	0	0	10	8	2	1	10	7	1	0	1	0	235	235	273	254	527	7.4%
Executive Administrative	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	27	14	30	14	44	6.8%
Professional Non-Faculty	0	0	0	5	0	0	13	16	3	3	0	1	1	0	0	0	85	110	102	135	237	17.3%
Secretarial/ Clerical	0	1	0	2	0	0	2	18	0	1	0	0	0	1	0	0	17	136	19	159	178	14.0%
Technical/ Paraprofessional	0	0	0	1	0	0	5	7	0	3	3	1	1	0	0	0	31	65	40	77	117	14.5%
Skilled Craft	0	0	0	0	0	0	5	1	0	1	0	0	0	0	0	0	59	2	64	4	68	10.3%
Service/ Maintenance	2	1	0	0	1	0	19	20	4	7	0	0	0	0	0	0	57	41	83	69	152	35.5%
Total	2	2	15	11	1	0	56	70	9	16	13	9	3	1	1	0	511	603	611	712	1,323	14.1%
Total Excluding Faculty	2	2	1	8	1	0	46	62	7	15	3	2	2	1	0	0	276	368	338	458	796	18.5%

University of Central Arkansas
Fall Semester 2011
Faculty by Employment Designation, Gender, & Race

Race	Full-Time				Part-Time				Total	%
	Male	%	Female	%	Male	%	Female	%		
Asian	14	5.1%	3	1.2%	0	0.0%	1	0.8%	18	2.5%
American Indian	0	0.0%	0	0.0%	1	1.6%	2	1.6%	3	0.4%
Black	10	3.7%	8	3.1%	3	4.8%	6	4.7%	27	3.8%
Hispanic	2	0.7%	1	0.4%	0	0.0%	0	0.0%	3	0.4%
White	235	86.1%	235	92.5%	54	87.1%	109	85.8%	633	88.4%
Unknown	1	0.4%	0	0.0%	3	4.8%	5	3.9%	9	1.3%
Two or More Races	1	0.4%	0	0.0%	1	1.6%	3	2.4%	5	0.7%
Non-Resident Alien	10	3.7%	7	2.8%	0	0.0%	1	0.8%	18	2.5%
Total	273	100.0%	254	100.0%	62	100.0%	127	100.0%	716	100.0%

University of Central Arkansas
Fall Semester 2007
Enrollment by Attendance Status, Classification, Gender, & Race

ATTENDANCE STATUS Classification																	Grand Total
	Black		Am. Indian		Asian		Hispanic		White		N-R Alien		Unknown		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
FULL-TIME																	
Entering Freshmen	118	205	9	15	18	13	12	26	515	732	13	14	24	49	709	1054	1763
Other Freshmen	139	160	1	3	4	7	11	11	308	266	31	28	21	29	515	504	1019
Total Freshmen	257	365	10	18	22	20	23	37	823	998	44	42	45	78	1224	1558	2782
Sophomore	123	183	2	11	13	15	14	26	631	773	36	43	64	111	883	1162	2045
Junior	79	143	3	8	16	12	15	15	603	831	21	26	30	48	767	1083	1850
Senior	77	174	11	11	12	16	12	15	641	982	27	21	35	55	815	1274	2089
High School	0	0	0	0	0	0	0	1	8	14	0	0	0	1	8	16	24
Pre Bacc.	0	0	0	1	0	0	0	0	4	4	78	66	0	0	82	71	153
Post Bacc.	1	4	1	1	0	0	0	1	21	41	3	2	0	0	26	49	75
Total Full-time Undergraduate	537	869	27	50	63	63	64	95	2731	3643	209	200	174	293	3805	5213	9018
Unclassified Graduate	0	1	0	1	0	1	0	0	10	36	0	0	0	1	10	40	50
Masters	6	48	3	4	2	3	0	1	116	349	17	9	4	12	148	426	574
Specialist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctoral	0	13	0	2	1	0	0	1	50	100	2	1	1	2	54	119	173
Total Full-time Graduate	6	62	3	7	3	4	0	2	176	485	19	10	5	15	212	585	797
Total Full-time	543	931	30	57	66	67	64	97	2907	4128	228	210	179	308	4017	5798	9815
PART-TIME																	
Entering Freshmen	5	5	0	0	0	0	1	1	9	9	0	0	0	0	15	15	30
Other Freshmen	11	14	0	0	1	0	1	1	30	48	1	1	3	2	47	66	113
Total Freshmen	16	19	0	0	1	0	2	2	39	57	1	1	3	2	62	81	143
Sophomore	12	24	0	1	4	1	1	0	46	55	1	0	3	5	67	86	153
Junior	7	15	3	0	1	3	0	1	49	58	1	0	2	3	63	80	143
Senior	20	30	1	4	4	1	3	2	119	148	0	3	10	5	157	193	350
High School	7	9	1	1	4	5	5	5	225	342	0	0	18	17	260	379	639
Pre Bacc.	2	3	0	0	0	0	0	0	16	49	5	4	9	34	32	90	122
Post Bacc.	3	9	0	1	0	4	0	2	26	57	0	2	1	2	30	77	107
Total Part-time Undergraduate	67	109	5	7	14	14	11	12	520	766	8	10	46	68	671	986	1657
Unclassified Graduate	3	27	0	4	2	1	1	2	44	240	0	1	1	3	51	278	329
Masters	11	66	4	10	2	2	1	5	146	522	8	0	6	12	178	617	795
Specialist	2	0	0	1	0	0	0	0	1	4	0	0	0	0	3	5	8
Doctoral	0	1	0	0	0	1	0	0	1	12	0	0	0	0	1	14	15
Total Part-time Graduate	16	94	4	15	4	4	2	7	192	778	8	1	7	15	233	914	1147
Total Part-time	83	203	9	22	18	18	13	19	712	1544	16	11	53	83	904	1900	2804

University of Central Arkansas

Fall Semester 2007

Enrollment by Attendance Status, Classification, Gender, & Race

ATTENDANCE STATUS Classification																		Grand Total
		Black		Am. Indian		Asian		Hispanic		White		N-R Alien		Unknown		Total		
TOTAL ENROLLMENT																		
Entering Freshmen	123	210	9	15	18	13	13	27	524	741	13	14	24	49	724	1069	1793	
Other Freshmen	150	174	1	3	5	7	12	12	338	314	32	29	24	31	562	570	1132	
Sophomore	135	207	2	12	17	16	15	26	677	828	37	43	67	116	950	1248	2198	
Junior	86	158	6	8	17	15	15	16	652	889	22	26	32	51	830	1163	1993	
Senior	97	204	12	15	16	17	15	17	760	1130	27	24	45	60	972	1467	2439	
High School	7	9	1	1	4	5	5	6	233	356	0	0	18	18	268	395	663	
Pre Bacc.	2	3	0	1	0	0	0	0	20	53	83	70	9	34	114	161	275	
Post Bacc.	4	13	1	2	0	4	0	3	47	98	3	4	1	2	56	126	182	
Total Undergraduate	604	978	32	57	77	77	75	107	3251	4409	217	210	220	361	4476	6199	10675	
Unclassified Graduate	3	28	0	5	2	2	1	2	54	276	0	1	1	4	61	318	379	
Masters	17	114	7	14	4	5	1	6	262	871	25	9	10	24	326	1043	1369	
Specialist	2	0	0	1	0	0	0	0	1	4	0	0	0	0	3	5	8	
Doctoral	0	14	0	2	1	1	0	1	51	112	2	1	1	2	55	133	188	
Total Graduate	22	156	7	22	7	8	2	9	368	1263	27	11	12	30	445	1499	1944	
Grand Total	626	1134	39	79	84	85	77	116	3619	5672	244	221	232	391	4921	7698	12619	

University of Central Arkansas

Fall Semester 2011

Enrollment by Attendance Status, Classification, Gender, & Race

ATTENDANCE STATUS																						Grand Total
Classification	Am. Indian		Asian		Black		Hispanic		Pac. Islander		N-R Alien		2/More Races		Unknown		White		Total			
FULL-TIME	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
First-time Entering	11	15	25	19	152	211	35	37	0	0	26	26	20	28	18	43	539	735	826	1114	1940	
Other Freshmen	1	2	1	5	76	131	19	13	0	1	31	28	10	9	24	9	176	169	338	367	705	
Sophomore	2	4	8	11	91	140	19	17	2	1	35	22	9	19	17	49	445	635	628	898	1526	
Junior	6	7	11	16	90	141	18	26	0	0	45	28	8	5	26	20	468	696	672	939	1611	
Senior	5	7	24	21	98	163	23	31	0	0	32	39	3	9	27	53	645	885	857	1208	2065	
High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	2	
Pre Bacc.	0	0	0	0	0	0	0	0	0	0	37	95	0	0	0	0	0	0	37	95	132	
Post Bacc.	0	0	1	0	5	6	1	1	1	0	5	2	0	1	3	5	23	42	39	57	96	
Total Full-time Undergraduate	25	35	70	72	512	792	115	125	3	2	211	240	50	71	115	179	2298	3162	3399	4678	8077	
Unclassified Graduate	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3	3	
Masters	2	1	3	1	12	36	1	11	0	0	12	15	7	2	6	9	112	285	155	360	515	
PBC/Specialist/PMC	0	0	0	0	0	0	0	0	0	0	1	3	0	0	0	0	0	0	1	3	4	
Doctoral	1	2	3	0	3	8	1	2	0	0	3	2	0	0	3	10	60	88	74	112	186	
Total Full-time Graduate	3	3	6	1	15	44	2	13	0	0	16	23	7	2	9	19	172	373	230	478	708	
Total Full-time	28	38	76	73	527	836	117	138	3	2	227	263	57	73	124	198	2470	3535	3629	5156	8785	
PART-TIME																						
First-time Entering	0	0	0	0	8	1	0	0	0	0	0	0	0	0	1	0	4	6	13	7	20	
Other Freshmen	1	0	0	0	16	21	3	1	0	0	3	0	1	1	6	4	22	33	52	60	112	
Sophomore	1	0	1	2	15	32	1	3	0	0	0	1	1	4	10	3	44	42	73	87	160	
Junior	0	1	3	0	16	20	0	3	0	0	0	1	1	0	2	7	57	67	79	99	178	
Senior	1	2	2	7	27	47	7	7	0	1	7	9	4	1	11	11	145	149	204	234	438	
High School	0	1	3	7	4	11	3	4	3	0	0	0	0	0	3	7	162	169	178	199	377	
Pre Bacc.	0	0	1	0	1	2	0	0	0	0	72	26	0	1	3	2	6	14	83	45	128	
Post Bacc.	0	1	2	2	7	20	0	1	0	0	2	3	0	0	3	3	38	57	52	87	139	
Total Part-time Undergraduate	3	5	12	18	94	154	14	19	3	1	84	40	7	7	39	37	478	537	734	818	1552	
Unclassified Graduate	0	0	0	0	0	3	0	1	0	0	0	0	0	0	1	0	8	21	9	25	34	
Masters	1	14	2	5	17	46	6	8	1	0	5	2	2	3	6	13	111	480	151	571	722	
PBC/Specialist/PMC	0	0	0	0	3	4	0	0	0	0	1	0	0	0	0	0	6	15	10	19	29	
Doctoral	0	0	0	0	3	2	0	0	0	0	1	0	0	0	0	1	6	28	10	31	41	
Total Part-time Graduate	1	14	2	5	23	55	6	9	1	0	7	2	2	3	7	14	131	544	180	646	826	
Total Part-time	4	19	14	23	117	209	20	28	4	1	91	42	9	10	46	51	609	1081	914	1464	2378	

University of Central Arkansas

Fall Semester 2011

Enrollment by Attendance Status, Classification, Gender, & Race

ATTENDANCE STATUS																				Grand Total	
Classification	Am. Indian		Asian		Black		Hispanic		Pac. Islander		N-R Alien		2/More Races		Unknown		White		Total		
TOTAL ENROLLMENT																					
First-time Entering	11	15	25	19	160	212	35	37	0	0	26	26	20	28	19	43	543	741	839	1121	1960
Other Freshmen	2	2	1	5	92	152	22	14	0	1	34	28	11	10	30	13	198	202	390	427	817
Sophomore	3	4	9	13	106	172	20	20	2	1	35	23	10	23	27	52	489	677	701	985	1686
Junior	6	8	14	16	106	161	18	29	0	0	45	29	9	5	28	27	525	763	751	1038	1789
Senior	6	9	26	28	125	210	30	38	0	1	39	48	7	10	38	64	790	1034	1061	1442	2503
High School	0	1	3	7	4	11	3	4	3	0	0	0	0	0	3	7	164	169	180	199	379
Pre Bacc.	0	0	1	0	1	2	0	0	0	0	109	121	0	1	3	2	6	14	120	140	260
Post Bacc.	0	1	3	2	12	26	1	2	1	0	7	5	0	1	6	8	61	99	91	144	235
Total Undergraduate	28	40	82	90	606	946	129	144	6	3	295	280	57	78	154	216	2776	3699	4133	5496	9629
Unclassified Graduate	0	0	0	0	0	3	0	1	0	0	0	3	0	0	1	0	8	21	9	28	37
Masters	3	15	5	6	29	82	7	19	1	0	17	17	9	5	12	22	223	765	306	931	1237
PBC/Specialist/PMC	0	0	0	0	3	4	0	0	0	0	2	3	0	0	0	0	6	15	11	22	33
Doctoral	1	2	3	0	6	10	1	2	0	0	4	2	0	0	3	11	66	116	84	143	227
Total Graduate	4	17	8	6	38	99	8	22	1	0	23	25	9	5	16	33	303	917	410	1124	1534
Grand Total	32	57	90	96	644	1045	137	166	7	3	318	305	66	83	170	249	3079	4616	4543	6620	11163

Arkansas Northeastern College

Minority Recruitment and Retention Report for Faculty, Staff and Students

2011-2012

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

For Faculty and Staff				
Objective	Strategy	Indicators of success	Time Frame	Budget
1. The College will provide opportunities for enhancement of knowledge and skills	Development of a professional plan approved by supervisor and VP of Instruction	Completion of courses or degrees. 43 employees applied for SPD funds. 7 minority employees applied which was 16% of the total faculty who applied.	On-going	\$90,000 \$6,075 expended
2. The college will conduct due diligence in the recruiting of minority employees to reflect the demographics of the student population (34%).	Create statement that informs the applicant that ANC is sensitive to the cultural diversity of the applicant	Human Resources is working on an appropriate statement. ANC has 26 employees who are minorities. This represents 13.13% of the total faculty, staff, and administration.	On-going	NA
For Students:				
Objective	Strategy	Indicators of success	Time Frame	Budget
The college will actively recruit minority students through the Great River Promise and other scholarship opportunities	College Recruiters, Career Coaches, and Trio recruiters will use the promotional material at school visits, campus tours, and college days to	39% of incoming students in Spring 2012 are minority. This is an increase of 5% from 2011 in which minorities accounted for 34% of the incoming first time Freshmen.	On-going	\$15,000

	promote the availability of scholarships to the students of Mississippi County.			
2. The College will place students in the appropriate college level course(s) to ensure success.	Accurate placement of student by ACT and COMPASS scores. All AA, AS students placed in Academic and Career Enrichment Course to develop career plan	Recent changes in the Freshman Assessment and Placement Policy , the Complete College America grant, and the PACE grant have necessitated the total redesign in Math and English. The redesign is to reduce time to degree and to provide individual instruction to many of the at risk students. ANC's statistics show that the minority students' success rate in the College Prep courses is around 49%. The Caucasian percentage of pass rate is 56-59%. ANC should have much more documentation on the success rate of the minority student when we are able to produce results from this redesign. This will be at least a 3 year process.	On-going	\$50,000 from ANC Funds for testing; \$160,000 CCA and PACE Funds for Technology
3. The College will provide tutoring, mentoring, and counseling to increase the retention of the minority student.	Hiring of the following: a mentor/ counselor; a coordinator of the Learning Assistance Center for tutoring	Individuals were hired. Early alert system was purchased. 22 instructors and academic staff participated in the Master Advisor Program. Collection of data for this effort will also be a 3 year process. Anecdotally, the creation of these positions has had a very positive effect with the students.	On-going	Continued funding of the two positions: \$100,000. Purchase of software for redesign: \$12,000

Minority Recruitment
and
Retention
Annual Report



Beebe, Heber Springs, Searcy
Little Rock Air Force Base

For the Academic Year
July 1, 2011-June 30, 2012

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

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Chancellor's Statement

ASU-Beebe has a long history as a student-centered university dedicated to meeting the needs of our students with high quality programs in a friendly atmosphere. We are committed to providing equal opportunities for all our students, faculty, and staff. Diversity is an essential element of the educational process, and we strive to foster an environment, both in the classroom and the work environment, where everyone will be an integral part of our University family.

We place 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 centers, student success center, small class sizes, and caring faculty are some of the “special touches” students find when they attend our institution.

ASU-Beebe recognizes the uniqueness of each student and provides support programs designed to assist students in determining and achieving their educational, personal, and occupational goals. We are committed to that premise.

Eugene McKay, Chancellor
Arkansas State University-Beebe

ASU-Beebe Long Range Planning

Recently, ASU-Beebe has revised and updated its mission, vision, core values, and strategic plan. During these planning processes, the University made special efforts to consider diversity, global awareness, and the recruitment and retention of minority students, faculty, and staff. The mission, vision, and core values are reflected below. ASU-Beebe's practice is to continually revise and update its strategic plan, as necessary, to further its mission, vision, core values, and institutional needs.

Mission

Transforming lives through quality learning experiences.

Vision

With 10,000 credit and 5,000 non-credit students, ASU-Beebe will become a comprehensive university of choice that enriches lives and equips students to become life-long learners capable of achieving excellence within an ever-changing global society.

Core Values

ASU-Beebe is a community of individuals working together to accomplish a common mission and vision. The following core values provide the foundation that guides the way in which our mission is accomplished and our vision will be achieved.

While strengthening our practice of being student-centered, we will guide our internal conduct as well as our relationships with those we serve by applying the values of integrity, diversity and global awareness, excellence, access, and student-centered (IDEAS).

- *Integrity:* We value integrity by having honesty and truthfulness in the consistency of our actions, methods, and principles.
- *Diversity and Global Awareness:* We value diversity and global awareness by assisting our students and employees to increase their exposure to and understanding of our diverse local, state, and global societies and their impact on cultural and economic well-being.
- *Excellence:* We value continuous improvement and strive for excellence by accomplishing our tasks with distinction.
- *Access:* We value access to educational opportunities by providing multiple locations and diverse programs and delivery methods.
- *Student-Centered:* We value a student-centered culture by focusing on the needs, abilities, interests, and education of our students as our highest priority.

Summary of Act 1091

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

The requirements of the Act are:

Each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution. (The complete text of Act 1091 of 1999 is included in Appendix A.)

Annual Minority Recruitment and Retention Report Requirements

ASU-Beebe's Minority Recruitment and Retention annual report is submitted to include the information required by the Arkansas Department of Higher Education. These items include:

- Number of minority students, by minority group, who currently attend the institution.
- Number and position title of minority faculty and staff who currently work for the institution.
- Number of minority, by minority group, full-time faculty who currently work for the institution.
- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
 - New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
 - Timeline, budget, and methods used to assess and monitor progress.

ASU-Beebe provided focused actions and activities during this academic year for the recruitment and retention of minorities. The following is a summary of activities relevant to minority recruitment and retention for academic year July 1, 2011, through June 30, 2012. In addition, this report also indicates strategies and action plans ASU-Beebe intends to employ to increase minority student, faculty, and staff recruitment and retention over the next five years. As we have continued to implement and refine our goals regarding diversity, global awareness, and minority recruitment and retention, we have continually improved our data collection and analysis. We strive to provide learning opportunities for students, to offer

challenging and fulfilling employment for personnel, and to deliver meaningful service to the communities we serve.

Students

Number of Minority Students, by Minority Group, Who Currently Attend the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for tracking and consistency purposes.)

2011-2012 Total Student Count by Race

Race	Number	Percentage
Caucasian	5962	84.6%
African American	416	5.9%
Hispanic American	240	3.4%
Asian American	59	0.8%
Native American	38	0.5%
Hawaiian	13	0.2%
Nonresident Alien	82	1.2%
Two or More Races	219	3.1%
Unknown	20	0.3%
Total	7049	

Source: Office of Institutional Research, ASU-Beebe, June 2012

Faculty and Staff

Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2011-2012 Total Faculty & Staff Count by Race

Race	Number	Percentage
Caucasian	736	92.0%
African American	35	4.4%
Hispanic American	6	0.7%
Asian American	8	1.0%
Native American	1	0.1%
Hawaiian	0	0.0%
Nonresident Alien	14	1.8%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	800	

Source: Office of Human Resources, ASU-Beebe, June 2012

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2011-2012 academic year.

2011-2012 Minority Faculty & Staff by Position

Position	Race	Status
Accreditation Coordinator	Asian American	Full-Time
Adjunct Faculty	African American	Part-Time
Adjunct Faculty	African American	Part-Time
Adjunct Faculty	African American	Part-Time
Adjunct Faculty	Hispanic American	Part-Time
Adjunct Faculty	African American	Part-Time
Administrative Specialist II	Asian American	Full-Time
Administrative Specialist II	Asian American	Full-Time
Administrative Specialist III	African American	Full-Time
Assistant Professor/Director of Medical Laboratory Technician	African American	Full-Time
Assistant Professor of Math	African American	Full-Time
Associate Director of Financial Aid	African American	Full-Time
Associate Professor of Physical Science	Asian American	Full-Time
Counselor/Academic Coordinator	African American	Full-Time
Counselor/Testing Coordinator	African American	Full-Time
Career Pathways, Workplace Readiness	Asian American	Full-Time
Director of Physical Plant	Native American	Full-Time
Financial Aid Analyst	African American	Full-Time
Institutional Services Assistant	Asian American	Full-Time
Institutional Services Assistant	Hispanic American	Full-Time
Institutional Services Assistant	African American	Full-Time
Institutional Services Assistant	African American	Full-Time
Institutional Services Assistant	African American	Full-Time
Instructor of Nursing	African American	Full-Time
Maintenance Assistant	African American	Full-Time
Maintenance Supervisor	African American	Full-Time
Network Database Analyst	African American	Full-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	Hispanic American	Part-Time

Position	Race	Status
Part-Time/Extra Help	Hispanic American	Part-Time
Resident Assistant/Student Worker	Nonresident Alien	Part-Time
Student Accounts Specialist	African American	Full-Time
Student Worker	Asian American	Part-Time
Student Worker	Asian American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	Hispanic American	Part-Time
Student Worker	Hispanic American	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time

Source: Office of Human Resources, ASU-Beebe, June 2012

Number of Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2011-2012 Full-Time Faculty Count by Race

Race	Number	Percentage
Caucasian	126	96.9%
African American	3	2.3%
Hispanic American	0	0.0%
Asian American	1	0.8%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	130	

Source: Office of Human Resources, ASU-Beebe, June 2012

Number of Minority Adjunct Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2011-2012 Adjunct Faculty Count by Race

Race	Number	Percentage
Caucasian	188	97.4%
African American	4	2.1%
Hispanic American	1	0.5%
Asian American	0	0.0%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	193	

Source: Office of Human Resources, ASU-Beebe, June 2012

Number and Position Title of Minority Faculty and Staff Who Began Working at the Institution in the Past Year.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2011-2012 New Hires by Race

Race	Number	Percentage
Caucasian	179	86.1%
African American	8	3.8%
Hispanic American	4	1.9%
Asian American	6	2.9%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	11	5.3%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	208	

Source: Office of Human Resources, ASU-Beebe, June 2012

The following individuals were hired from July 1, 2011 to date:

2011-2012 New Minority Hires

Position	Race	Status
Accreditation Coordinator	Asian American	Full-Time
Adjunct Faculty	African American	Part-Time
Administrative Specialist II	Asian American	Full-Time
Administrative Specialist II	Asian American	Full-Time
Institutional Services Assistant	Hispanic American	Full-Time
Institutional Services Assistant	African American	Full-Time
Network Database Analyst	African American	Full-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	Hispanic American	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Asian American	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time

Position	Race	Status
Student Worker	Nonresident Alien	Part-Time
Student Worker	Hispanic American	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Asian American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Nonresident Alien	Part-Time
Student Worker	Hispanic American	Part-Time

Source: Office of Human Resources, ASU-Beebe, June 2012

Annual Progress Summary

Progress Made In Meeting Institutional Goals and Objectives Related To The Recruitment and Retention of Minority Students, Faculty, and Staff.

As part of the 2012-2017 Minority Recruitment and Retention Plan, ASU–Beebe has established the following goals for the recruitment and retention of minority students, faculty, and staff:

- Goal 1: Develop and implement strategies to recruit and retain minority faculty, staff, and administrators.
- Goal 2: Implement the core value of “diversity and global awareness” throughout the individual departments and academic units of ASU-Beebe.
- Goal 3: Actively recruit and retain minority students.
- Goal 4: Promote a campus environment that is minority-friendly.

Goal 1: Develop and Implement Strategies to Recruit and Retain Minority Faculty, Staff, and Administrators.

The following is a summary of actions taken regarding Goal 1:

- Reflecting the core value of Diversity and Global Awareness, ASU-Beebe “develop[s] and implement[s] strategies to recruit and retain minority faculty, staff, and administrators.” Specifically, the University has included this verbiage into its Strategic Plan as Objective 5.4.
- ASU-Beebe is increasing recruitment activities to minority-serving institutions.
 - The Office of Human Resources (HR) continually maintains working relationships with other minority serving colleges and universities. To this end, we continue to work together with institutions such as Henderson State University and Pulaski Technical College.

- ASU-Beebe advertises employment opportunities in publications directly serving minority populations.
 - Positions are posted in the Sunday classified ads of the *Arkansas Democrat/Gazette* which reaches a minority serving population of 36.3% as of the 2010 census.
 - HR currently advertises open positions in the following minority-serving publications:
 - *The National Minority Update*
 - *Minority Times*
 - *Diversity News*
 - *Holá Arkansas*
 - Additionally, the University subscribes to diversity packages with the following publications:
 - *Chronicle of Higher Education*
 - HigherEdJobs.Com
- ASU-Beebe created recruitment materials that indicate a close proximity to the Little Rock metropolitan area and reflect a diverse population.
 - In 2011-2012, HR's updated its webpage with additional information regarding the close proximity to the Little Rock metropolitan area.
 - Scrolling pictures were added to the employment/recruitment page, reflecting the institution's diverse employee and student communities.
 - When attending job fairs, information and promotional materials are included showcasing Beebe's close proximity to the Little Rock metropolitan area.
- ASU-Beebe trained search committees on proper hiring processes using objective and good-faith evaluation of the candidate's qualifications.
 - HR trains search committees on an ongoing and continual basis.
 - Search committees are trained, as needed, to rate and rank applicants based upon occupational qualifications using fair and objective rating criteria, job descriptions, and necessary educational requirements.
 - The Director of HR and/or the Recruitment Specialist qualify each pool of candidates by screening for minimum requirements, such as identified experience and education.
 - All appropriate materials are submitted to HR, including objective rating grids, for review before a final employment offer is made.
 - In 2011-2012, HR conducted additional training at the Academic Retreat, with the L.E.A.D. cohort (an internal professional development program), and on the Beebe, Heber Springs, and Searcy campuses.
- ASU-Beebe recruits minority adjunct instructors to apply for permanent teaching positions as they become available.
 - HR openly advertises adjunct teaching positions in order to secure a more diverse bank of applicants.

- The institution has been successful in the recruitment and employment transition of minority adjunct candidates to full-time, tenure-track teaching positions, especially in math, science, and graphic arts.
- ASU-Beebe conducts at least two minority recruitment visits each year.
 - In 2011-2012, HR attended the Little Rock Business Expo and Searcy Industrial Council Job Fair to expand our recruitment exposure to a larger, more diverse population.

Goal 2: Implement the Core Value of “Diversity and Global Awareness” Throughout the Individual Departments and Academic Units of ASU-Beebe.

The following is a summary of actions taken regarding Goal 2:

- ASU-Beebe strives to emphasize diversity and global awareness issues across the curriculum. The University continues to offer existing courses and establish new courses that expose all students to diversity issues. Specific courses include, but are not limited to: American Minorities, Cultural Anthropology, Social Problems, Principles of International Relations, Native American History, World Literature I, and World Literature II.
- ASU-Beebe participated in a Faculty Exchange Program where a guest professor from France visited and lectured at our institution. In return, we sent a faculty member to visit and lecture at their university. This process furthers the value of global awareness and will hopefully continue in the future.
- The Global Awareness Committee formalized the process of cultural and global awareness. Faculty members in the English and Social Sciences departments have taken groups of students to Europe with the objective of expanding their global awareness. ASU-Beebe hopes to continue this program in the future.
- The library collection provides works on a variety of cultures. Special attention has been given during the past year to acquisition of African American, Native American and Hispanic materials (including materials printed in Spanish). In addition, videos and DVDs requested by minority students have been ordered and are available for use. Likewise, the library’s excellent Interlibrary Loan Service ensures that virtually any requested item can be made available to students free of charge. Abington Library also participates in the Arklink Library Consortium, which allows ASU-Beebe students and employees to check out library materials from any participating Arkansas college or university.
- The Faculty Handbook states that “We promote the concept of academic freedom in university discussions, publications, classes, student affairs forums, and committees. Arkansas State University-Beebe recognizes that academic freedom is essential to the development of knowledge and understanding and encourages and protects freedom of inquiry in the responsible and lawful pursuit of these goals through research and publication and through teaching, learning, and discussion in academic endeavors. By extension, minority students’ pursuit of knowledge and research is supported and encouraged.”

- The Concert-Lecture Series expanded diversity offerings for the 2011-2012 season. Events include: Young Soul, The Vespers, The Arkansas Symphony, The Rockefeller Quartet, Charley Sandage & Harmony, ILR: Improv Little Rock, “Sex and the Campaign,” Ballet Arkansas, and the Bari Koral Family Band. The English and Fine Arts Division also sponsored band concerts, choir concerts, and plays. The University plans to continue the concert/lecture season’s multicultural palette for 2012-2013.
- ASU-Beebe committed funding to underwrite a major portion of the Concert-Lecture Series. This enabled the University to allow students and employees to attend these high quality programs at no cost. The cost of attendance to community residents is low in comparison to similar programs at other institutions.
- The University allocates funds to promote minority recruitment and retention, including but not limited to:
 - As previously stated, HR advertises employment opportunities in a variety of publications, including those directly serving and/or targeting minority populations.
 - HR also conducts search committee training for proper objective hiring procedures.
 - Students are recruited at various locations and events around the state, which is funded by the University (see Goal 3).
 - ASU-Beebe also funds various academic and co-curricular support systems to help achieve better retention rates, including minorities: multiple learning centers, Student Success Center, textbook rental program, and the Microsoft Office Suite subsidy (see Goal 3).
 - Furthermore, the institution receives and administers several grants to this end: TRiO Programs, Path to Accelerated Completion and Employment (PACE), Complete College America (CCA), and Career Pathways (see Goal 3).
- The Student Activities Program provides opportunities for all students to be exposed to diversity events. In 2011-2012, activities emphasizing diversity issues were offered. The activities budget allows for programming for diversity-related topics.
 - Topics included, but were not limited to: HarvestFest, the Spring Dance, Black History Month events, and Martin Luther King, Jr. Day activities.
- 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 on-campus students.

Goal 3: Actively Recruit and Retain Minority Students.

The following is a summary of actions taken regarding Goal 3:

- During 2011-2012, ASU-Beebe targeted 10 area minority-majority school districts for recruitment visits, promotional distributions, and additional recruiting efforts. School districts targeted are as follows:
 - Augusta
 - Brinkley
 - Carlisle
 - Conway
 - England
 - Hazen
 - Jacksonville
 - Lonoke
 - North Pulaski
 - Riverview
- ASU-Beebe has consistently participated in the Student Exchange Visitors Information System (SEVIS) program, which has experienced growth in its international student population. During 2011-2012, over 50 students from 12 foreign countries attended ASU-Beebe.
 - The International Club is a student organization that serves as a support network for these international students, helping them more effectively integrate into campus life.
- Annually, ASU-Beebe participates in all regional Arkansas Association of College Registrars and Admissions Officers (ArkACRAO) recruiting events across the state.
- The Beebe, Heber Springs, and Searcy campuses have learning centers that provide free tutoring and computer lab services to students, making it freely available to any student needing academic assistance and/or internet/computer access.
- Four TRiO Programs on two campuses provide students with free tutoring, textbook loans, career counseling, transfer assistance, cultural enrichment activities, and academic advising.
- The Student Success Center offers other special services: testing, counseling, advising, disability services, career planning. It also provides a variety of free workshops: calculator use/skills, writing skills, study skills, and workplace readiness.
- Career Pathways assists qualifying parents and caretakers to overcome financial barriers that may be preventing them from achieving academic success. This support system provides money for transportation, childcare, tuition, and books.
- ASU-Beebe's Student Success Focus Group is a cross-functional team whose purpose is to facilitate an integrated decision-making process to improve institutional services toward advancing student persistence and completion outcomes, including those of minority students.
- In 2011, ASU-Beebe was one of four two-year colleges in Arkansas selected to participate in a Complete College America (CCA) grant, which has funded the redesign of our developmental math courses into a modular format. Using the new curriculum design, our pilot courses have shown increases in remedial level retention, which will increase overall completion outcomes. This program will be fully implemented in fall 2012 and should help address achievement gaps in groups with historically lower than average graduation rates, such as minorities.

- The Path to Accelerated Completion and Employment (PACE) grant provided for the redesign of our developmental reading and English sequence. This U.S. Department of Labor grant also allowed the redesign of our welding, air conditioning (HVAC), computerized machining, and petroleum technology vocational programs to enable students to accelerate entry into the workforce. Using the new curriculum design, our pilot courses have shown increases in remedial level retention, which will increase overall completion outcomes. This program will be fully implemented in fall 2012 and should help address achievement gaps in groups with historically lower than average graduation rates, such as minorities.
- The Campus Bookstore has implemented a textbook rental service that can save students as much as 90% off the cost of a textbook, thus making college more affordable to students.
- Microsoft Office Suite is available to purchase for \$10 in the bookstore to enrolled students with the remainder of the cost being subsidized by the University. This provides an affordable means for students to acquire supplementary material required in much of their coursework.
- As previously stated, ASU-Beebe's Concert-Lecture Series provides students diverse cultural enrichment activities on campus each year. During 2011-2012, this series offered concerts, lectures, plays/musicals, symphonies, ballets, and choir shows.
- ASU-Beebe encourages minority students to participate in and seek leadership positions in co-curricular activities by providing opportunities to acquire leadership skills. Students were invited to attend leadership development programs throughout fall 2011.
 - In 2011-2012, 25% of Leadership Council Representatives were minority students.

Goal 4: Promote a Campus Environment that is Minority-Friendly.

The following is a summary of actions taken regarding Goal 4:

- We provide minority students with enduring prospects for an enhanced quality of life by providing a safe environment in which to live, learn, and grow.
- The University Police Department ensures our campuses are as safe as possible.
 - StateUniversity.com ranked ASU-Beebe as the safest university in the nation for the past three consecutive years based upon our annual Clery Act crime statistics.
 - We have had zero reported racial or ethnically based crimes.
 - Through regular and continuous interaction with students, the University Police Department fosters an environment of understanding and cultural awareness/sensitivity.
- We provide for the physical safety and comfort of all students, free from harassment and hate.

- The University Police Department on the Beebe, Heber Springs, and Searcy campuses receive annual training on biased-based policing to ensure racial profiling does not occur.
 - Residence hall directors and resident assistants receive annual training on diversity issues and implement programming sensitive to on-campus students.
- Minority and diversity training occurred for all employees during the 2010-2011 academic year. This training did not occur in 2011-2012 because of the reaccreditation process and site visit during that academic year. This training will hopefully occur in 2012-2013.

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.

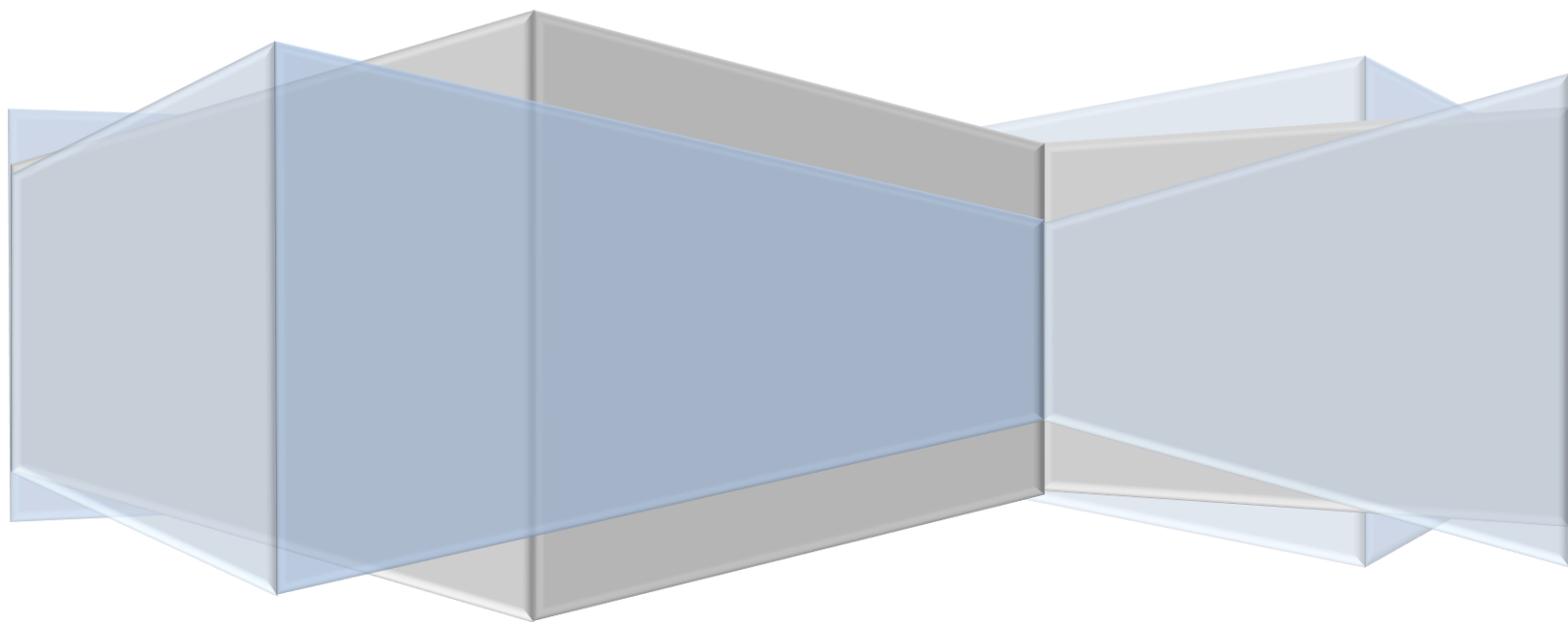
Source: Act 1091 of 1999 enacted by the General Assembly of the State of Arkansas

Arkansas State University- Mountain Home

**2011-2012 Minority Recruitment and Retention
Annual Report**

**Submitted to: Arkansas Department of Higher
Education**

June 18, 2012



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

Declared Ethnicity	Number
Non-resident alien	2
Unknown	0
Hispanic	35
American Indian/Alaskan Native	46
Asian	21
Black/African American	13
Native Hawaiian/Pacific Islander	10
Total:	136

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

Six

1. Assistant Professor of Human Anatomy and Physiology
2. Instructor of Respiratory Care
3. Instructor of Developmental Education
4. English Instructor
5. Adjunct instructor for Physical Education
6. Institutional Services Agent

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

Four

- 1 Middle-Eastern
- 2 Hispanic
- 1 Black/African American

- **Number of minority adjunct faculty who currently work for the institution:**

One

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

One

1. Institutional Services Assistant

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

- The goals and objectives of the diversity plan are adhered to and completed as appropriate to the student, faculty, and staff populations.

GOAL 1:

TO PROVIDE MINORITY STUDENTS WITH OPPORTUNITIES TO ACCESS EDUCATIONAL OPPORTUNITIES AND KNOWLEDGE

ASUMH provides continuing education, extracurricular experiences, and representation for minorities. The objectives for this goal have been met through various aspects of the current curriculum such as assigned readings in literature and history classes and participation in Black History Month and Women's History Month activities, as well as other experiential learning opportunities. Black History Month and Women's History Month incorporate celebrations of the idea of diversity. Many events held on campus support the mission of the university. Additionally, programs and grants are in place to target specific minority populations.

The objectives for this goal have also been met through ASUMH's early alert program, Schliemann Tutoring Center, career counseling through Title III, academic advising by faculty members, and financial aid and scholarships. Information on each of these services is provided by Student Services through email and campus signage. Additionally, the availability of academic services and financial aid is listed on the ASUMH website. Division chairs provide oversight of faculty implementation of the early alert program. Diversity is of great importance to ASUMH.

The Mission Statement of ASUMH identifies *diversity* as one of the aspects of the educational experience.

The Mission of ASUMH is to **LEAD** through educational opportunities.

**Lifelong Learning,
Enhanced Quality of Life,
Academic Accessibility, and
Diverse Experiences**

**GOAL 2:
TO RECRUIT ADDITIONAL MINORITY STUDENTS**

Historical Information

In 2009-2010, the minority student population was 99 students. The unduplicated headcount for the 2009-2010 academic year was 2068, so minority students comprised 5% of the student body.

In 2010-2011, the minority student population was 119 students. The unduplicated headcount for the 2010-2011 academic year was 2103, so minority students comprised 6% of the student body. This 1% increase is notable because the demographics of ASUMH's service area have not changed.

In 2011-2012, the minority student population was 136 students. The unduplicated headcount for the 2011-2012 academic year was 2177, so minority students comprised 6%. While the minority student population increased, so did the unduplicated headcount. Data for the past three years show that the minority student population increases each year.

ASUMH's recruiting materials also showcase minority students.

**GOAL 3:
TO PROVIDE STUDENTS, FACULTY, STAFF (CAMPUS COMMUNITY)
WITH OPPORTUNITIES TO DEVELOP CULTURAL AWARENESS
AND OPPORTUNITIES**

ASUMH offers a rich variety of activities that acknowledge and celebrate diversity. Held monthly throughout the academic year, these activities showcase people and historical events that encourage cultural awareness.

- **Dr. Martin Luther King, Jr. Observance**

In observance of Dr. Martin Luther King, Jr.'s birthday, ASUMH does not hold classes on the designated day each January.

Additionally, the ASUMH history department coordinated an eight-kiosk display of the history of the Civil Rights Movement and Dr. Martin Luther King, Jr.'s achievements. This display was in the Gaston Lobby of Roller Hall for two weeks. Announcements were made to the campus and to the public inviting all to view the display.

- **Black History Month**

The February 2011 Black History Month presentation featured Fran Coulter Honor Program students sharing contemporary famous African Americans and their influences. The presentation showcased music, literature, art, and food. Additionally, the movie “The Help” was shown for several days allowing students to view a portrayal of the South in the mid-twentieth century.

- **Women’s History Month**

The 2012 Women’s History Month event showcased female faculty members telling about women in history who have made a significant impact.

- **Moscow Ballet**

ASUMH’s Performing Arts Council sponsored several groups that promote cultural awareness. One group was the Moscow Ballet, which performed at the Vada Sheid Community Development Center. The ballet was open to students as well as the community. Additionally, one ballerina hosted a master class that was open to the community.

- **Golden Dragon Acrobats**

Another group sponsored by the Performing Arts Council was the Golden Dragon Acrobats of China, which performed at the Vada Sheid Community Development Center. The show was open to students and the community.

- **Holocaust Survivor Speaker**

In the fall of 2011, the ASUMH history department hosted a two-part event wherein a Holocaust survivor spoke to the campus at a noon lecture and to the community at an evening lecture. Both events were held in the Vada Sheid Community Development Center.

- **Other Services**

Financial aid programs, private scholarships, and other forms of financial assistance are readily available to minority populations through the office of Financial Aid. Support services are readily accessible through the Office of Student Services. Tutoring is coordinated by Student Services and is available in the student tutoring and computer lab. Assistance in other support areas is available by request. Because of the low student to faculty ratio, faculty members are available and accessible to mentor, advise, tutor, and assist students on an individual basis. Free discussion of multicultural issues is encouraged among the faculty, staff, and students on the campus.

**GOAL 4:
TO RECRUIT MINORITY FACULTY AND STAFF TO BECOME MORE
ATTRACTIVE TO THE MINORITY POPULATIONS**

ASUMH posts all employment opportunities on the institution's web site. Additionally, faculty positions are listed in the *Arkansas Democrat-Gazette* and the *Chronicle of Higher Education*.

**GOAL 5:
TO ESTABLISH AND ENCOURAGE A COMMITMENT TO DIVERSITY
FOR THE ENTIRE ACADEMIC COMMUNITY**

ASUMH's diversity plan establishes and encourages a clear commitment to the value of diversity. The college honors Martin Luther King, Jr. Day by dismissing classes. Further, diversity issues have been brought to the forefront through the selection of various campus speakers. These activities, in addition to other more indirect activities, have brought forth the value of diversity and have promoted thought and encouraged tolerance for minority populations. The faculty and staff handbooks address minority issues.

At the beginning of each academic year, the Public Relations and Special Events Committee meets to discuss upcoming events and looks for ways to incorporate diversity. The Fran Coulter Honors Program is in charge of the monthly forums (referred to as Listen @ Lunch) that are produced to showcase diversity.

Additionally, ASUMH recently created a shared governance document in which recruitment of minority faculty, staff, and students is a part of planning on the ASUMH campus.

- **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 Public Relations Committee will be asked to be cognizant of the issues surrounding the lack of diversity in the ASUMH area and to give priority consideration to minority performers when scheduling the Arvest Concert and Gaston Lectures. Faculty members who have classes with papers due during black history month will be asked to use topics requiring students to think about or research diversity issues. Also, the recruiter will be asked to place special emphasis on recruiting a diverse student population, and all advertisements placed for instruction personnel by the director of Human Resources will include that minority populations are encouraged to apply.

- **Timeline, budget, and methods used to assess and monitor progress:**

This plan is reviewed annually. The activities for diversity activities come from various budgets throughout the institution. Assessment and monitoring are done through the Office of Academic Affairs with the oversight of the Director of Instruction.

The administration of ASUMH believes that minority and diversity issues must be addressed in a predominately Caucasian area to create a better understanding of the world outside of the one and a half-county service area. As the world moves toward a more mobile and global society, it is the duty of the university to educate non-minority students about issues facing a diverse population and to encourage tolerance and understanding. ASUMH does not take lightly its role to value, aid, and openly accept minority students, faculty, and staff who are part of the campus community. ASUMH continually monitors progress towards meeting diversity goals.

Arkansas State University-Newport

Minority Recruitment and Retention Annual Report

Submitted by Dr. Sandra Massey, Vice-Chancellor for Academic Affairs

June 2012

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 2011-2012

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

	Fall, 2011 Total 1981	Spring, 2012 Total 2025
American Indian/Alaskan Native	25 (1%)	20 (1%)
Asian or Pacific Islander	17 (1%)	17 (1%)
Black	258 (13%)	264 (13%)
Hispanic	26 (1%)	37 (2%)

b) Number and position title of minority faculty and staff who currently work for the institution and c) Number and position title of minority faculty and staff who began working at the institution in the past year.

The numbers listed below reflect the number of faculty and staff for all three campuses of ASU-Newport and address both b) and c) above:

Minority Faculty and Staff who currently work for the Institution

Full Time

- 1 Assistant Professor of Social Science
- 1 Counselor
- 2 Institutional Services Assistant
- 1 Career Facilitator
- 1 Administrative Specialist II
- 2 Administrative Specialist III
- 1 Director of Career Pathways

Part Time

- 2 Adjunct Bus. Education Instructor
- 2 Adjunct Business Instructor
- 1 Adjunct Physical Education Instructor
- 1 Adjunct Health (Prison) Instructor
- 1 Adjunct Bus. Communication Instructor
- 1 Adjunct Physical Science Instructor
- 1 Adjunct Math Instructor
- 5 Tutors - Extra Help
- 1 Proctor
- 1 Institutional Services Assistant
- 3 Adult Education Instructors
- 1 GED Examiner

Minority Faculty and Staff who began working at the institution in the past year

Full Time

- 1 Administrative Specialist III

Part Time

- 1 Adjunct Business Education Instructor
- 2 Tutors

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

Several new activities were implemented last year to assist with student retention. Mandatory advisement for all first time students; student referral to the Learning Resource Center prior to taking COMPASS to help students understand the importance of the results and to provide study resources; an academic early alert system including enhanced academic support resources and a campaign to reach out to surrounding communities to educate qualified individuals about becoming an adjunct instructor and hopefully, increase the number of minority adjuncts for the fall and spring semesters.

Part of the ASU Newport counselor's job entails developing strategies for recruiting and retaining minority students. She and the Vice Chancellor of Student Affairs attend conferences and workshops on cultural diversity. As a female person of color who is a native to the region, she is an extraordinary role model, advocate, mentor and educator for our students.

Her campus activities and community outreach services help to recruit and retain minority students, faculty and staff. She has engaged all students and a significant representation of minority students in a variety of activities this past year. Our Director of Student Services assists with recruiting and retaining minority students at ASU Newport's two technical campuses located in Jonesboro and Marked Tree. The Students Services office employs one full time and two student workers who are African American. The diversity in the student services office creates a welcoming and inviting atmosphere.

During black history month, the following activities are available to students, staff and faculty to increase awareness and sensitivity: non-fiction movies, African American culture quizzes with prizes, displays on black history women, inventors, educators, etc., essay contests and a field trip to the National Civil Rights Museum. This is one of many examples where students are encouraged to congregate in a warm and supportive environment.

The counselor and ASUN's Career Pathways staff co-sponsors ASUN Real Life workshops often featuring minority speakers and facilitators. This year our local district Judge Griffin spoke on the importance of choosing the right path (specifically the role that education plays in the journey).

Career Pathways adopted a new model to increase student support and success. Each student is assigned to a casemanager who works directly with that student from the beginning of their educational pathway through one year of employment.

The counselor also engages students in leadership activities and community service opportunities. This past year the SGA president was a minority male. Our student leaders serve as role models and mentors to our newer minority students. Two minority

student leaders have already been identified for the upcoming academic year. The Minority Support Group which meets several times a semester further supports the retention of minority students.

ASUN provides and distributes ASUN fans to local minority churches and is represented in the local Martin Luther King celebration and community march. Each year, one of our Concert Lecture series events which are all open to the public is focused on cultural awareness. ASUN, in collaboration with the Arkansas Steel Associates, brought Lucious Spiller to the community this year. Faculty is supportive and encourages students to participate in these activities and often assign extra credit for participation.

Kid's College at the ASUN Technical Center at Marked Tree is a week of educational activities for grade school children. Scholarships ensure equal access to these programs. This program as well as the Children's Story Hour helps expose area children to the campus environment at an early age. ASUN also reaches out to the community through the Adult Education program which offers classes in several locations many of which are in heavily populated minority areas. Minority staff is hired to work in these areas when possible.

ASUN continues to reach the area high schools through Career Facilitators, faculty and staff. We work closely with counselors to encourage greater college participation for all students. These are great opportunities to work with minority students in groups and on an individual basis. The ACT Academy offered during the summer has good minority participation and significant increases in student ACT scores may be observed as a result of the program.

Retention activities implemented this past year include 1) mandatory advisement for all first time students, 2) student referral to the Learning Resource Center prior to taking COMPASS to help students understand the importance of the results and to provide study resources, 3) an academic early alert system including enhanced academic support resources and a campaign to reach out to surrounding communities to educate qualified individuals about becoming an adjunct instructor and, hopefully, increase the number of minority adjuncts for the fall and spring semesters.

To assist in the recruitment of minorities, the Human Resources office staff now includes the statement in our job advertising that "We especially welcome applications reflecting all aspects of human diversity". It is the college's hope that past efforts, coupled with new targeted activities, will result in a larger number of minority applicants for future position openings.

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

- "Compass bootcamp" will be offered the week before classes start to ensure appropriate placement of students.

- Redesigned developmental education courses will be implemented this fall.
- Early alert will continue to be refined.
- Tutoring participation will be tracked with Acutrack software which will assist with student advising and tracking.
- Faculty advisors will continue to be trained on intrusive advising and early alert resources.
- Freshman Seminar will be offered prior to classes starting to better prepare those students needing more guidance early in their educational programs.
- Success strategy workshops will be offered on a regular basis.

Indicators: We will track all minority students to determine any impact on retention. We will track the number of new minority adjuncts hired.

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

Although no specific budget amount is designated for specific activities, the college is always committed to allocating needed resources as necessary for the recruitment and retention of minority students and staff. Assessment of student and staff numbers does not always reveal the level of commitment of the college to raising these numbers each year. The college includes, in its recruitment plan, a number of activities aimed specifically at minorities.

One of the monitoring activities to be completed is the survey of existing minority students and staff as to their satisfaction with the college and what they believe would be appropriate efforts to ensure recruiting and retaining more minorities, both as students and employees. The results of those surveys will aid the college in its assessment of needed changes for future success with its minority efforts.

Annual Report of Five-Year Minority Retention Plan
June 27, 2012

Submitted by: Kimberly Bigger, Contact Person
Black River Technical College

Strategic Priorities:

Priority 1: Create an environment to increase the likelihood that BRTC students will complete certification and degrees.

Priority 2: Emphasize quality in the academic rigor of all credit and non-credit courses and in all programs of study and workforce training.

Priority 3: Develop opportunities for all students to develop intellectual skills demanded by the knowledge economy.

Priority 4: Adopt policies and structures that lead to excellence in teaching and learning.

Priority 5: Create a culture that demonstrates that the college values diversity and globalization.

Priority 6: Serve as a catalyst for economic development in the college's identified communities.

Priority 7: Establish and nurture community partnerships that lead to expanded human and physical resources for BRTC's students and staff.

Priority 8: Provide, maintain and upgrade facilities and infrastructure and staff that enable the college to fulfill its goals.

Priority 9: Support expansion of technologically mediated learning opportunities that are academically sound.

Priority 10: Nurture relationships that increase access and lead to a seamless educational path across the diverse student spectrum.

Note that Priority 5 emphasizes "a culture that demonstrates that the college values diversity and globalization," while Priority 10 stipulates that this college will support and develop "relationships that increase access and lead to a seamless educational path across the diverse student spectrum."

It is important to note that in its report following BRTC's comprehensive accreditation site visit by the Higher Learning Commission this spring, the evaluators made the following comment: "The College's written documents to the team openly acknowledge its homogenous ethnic environment and express intentions to include social diversity as a needed part of each student's BRTC learning experience. In its mission documents the College acknowledges the diversity of its learners and the commitment to seamless educational pathways as it endeavors to serve the greater community. To address this goal the College has made key investments in growing the distance education offerings....In addition; BRTC provided extensive documentation of the institutions' efforts to champion and document local Black history, including taking a leadership role in the preservation of a local, historic African-American elementary school."

We have done this in many ways this past academic year, primarily through providing activities and events for students, staff, and the community, giving them opportunity to learn about and/or directly experience interactions with individuals from ethnically diverse cultures. The "relationships" we have nurtured included primarily the Eddie Mae Herron Center and a growing relationship with the Hispanic community. We believe also that the involvement of BRTC with the EMH Center is a vital support to the work they do, and that our involvement also bring

encouragement for others in our community to be involved in support of the EMH Center. Our activities in support of these two priorities include:

- * Black History Month-President's Leadership Council members researched and prepared a photographic exhibit depicting African Americans who have had major impact in shaping the way we think today; Co-sponsoring with the Eddie Mae Herron Center the presentation by Dr. Lillie Fears, Diversity Coordinator from Arkansas State University; Participation by PLC and BRTC staff in the annual Martin Luther King Day March; Black History Quiz Bowl featuring BRTC students and Serendipity members; PLC members planned and implemented a special Black History observance that incorporated poetry readings researched and performed by the English Club; musical selections performed by the Kimbrough Choir of BRTC; and special presentation by Ethel Tompkins, one of the "Hoxie 21," a group of students who in 1955, two years before Little Rock Central High desegregation, integrated the Hoxie public school system.

- * Serendipity--Theme for the year was "The Danger of a Single Story," based on one of the books selected, *HALF OF A YELLOW SUN* by Nigerian author Chimamanda Achibie. This discussion included a special guest speaker, Father Athanasius, also a native Nigerian.

- *Country Feast--Theme in Spring semester was the country of Nigeria, with Fr. Athanasius as guest speaker there also; in Fall semester I believe the theme was Nepal, with Sagar Pokhrel as guest speaker. In each instance, students in Art, Music, Dietetics, and World History participated with appropriate co-curricular activities for the actual "country feast."

- * Holocaust Survivor visit--gives focus to the impact of prejudice and government-sanctioned discriminatory practices by one group of people over another; also emphasizes genocide, connecting to current day practices where genocide is occurring or is likely to occur.

- *REACH sites opening includes drama that portrays the site founders, William Looney and Reuben Rice, as well as Hiram Looney, enslaved African American who once lived on the Looney farmstead.

- *Preliminary contact has been made with a BRTC student who is Hispanic and is a leader in the local Hispanic community with regard to need/interest in BRTC educational services. Follow-up meeting anticipated in the Fall.

- *"Bridging Cultures": This project proposal was one of 18 selected nationwide by NEH/CCHA from about 70 submissions; a goal is to develop module about the REACH sites, including a study of non-plantation slavery in territorial and pre-civil War northeast Arkansas, and post emancipation settlements in Randolph County, and to disseminate the REACH discoveries to other two-year colleges and to public school throughout the region and state.

- *InSTEAD Scholarship awarded to minority student in keeping with established guidelines.

- *Juneteenth is an annual event jointly sponsored by BRTC and the EMH Center to celebrate the end of slavery. It refers to the date in 1865 enslaved people in Galveston first learned they were no longer slaves, though the Emancipation Proclamation had been signed years earlier. The event included a presentation by BRTC historian Cindy Robinett detailing early African American one-room schools in Randolph County. The audience includes not only current residents of the community, but also many people from other states whose ancestors had attended these four schools. The event also included a tour and presentations at the William Looney Tavern (REACH) by several individuals who are believed to be African American descendants of William Looney and/or the William Looney farmstead.

Recruitment and Retention strategies: The BRTC recruiter has a \$13,000.00 budget set for recruitment of all potential students. Our recruiter promotes the BRTC campus by attending high school career days, financial aid information sessions and provides campus tours to interested juniors and seniors. A full report of the total number of students that are contacted throughout the year and how many times each student is contacted is presented to the Vice President of Institutional Development every June. The report is analyzed and recruitment goals and strategies for the next school year are set in place.

Retention strategies and policies have been developed as part of the institutional retention plan. This plan initially includes a new/transfer student orientation, a student early-alert system, and advisor-student contact strategy. All students now have a BRTC student email account and advisors are encouraged to communicate with their advisees a minimum of three times per semester.

Status report: According to data from the Office of Student Services for the academic year 2011-2012, 5.3 % of the total student body was members of minority groups. The numbers below show the ethnic breakdown:

Asian	9
Hawaiian	0
African American	122
Hispanic	46
American Indian/Alaskan Native	15
Unknown	7

Currently, at BRTC there are 3 adjunct faculty who are minorities.

1 African American adjunct faculty members (spring)

1 NEW African American adjunct faculty member (summer I)

1 Asian adjunct faculty member (full time temporary spring)

We currently do not have any full-time employees that are considered minority.

**Minority Recruitment and Retention Annual Report
College of the Ouachitas June 30th 2012**

Number of minority students who currently attend the institution:

Minority Students	
AY2012	
Summer III 2011	13
Fall 2011	267
Spring 2012	276
Summer I & II 2012	62
all terms unduplicated	618

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

9 part-time and sixteen full-time employees of Ouachita Technical College are members of a minority. The full-time positions follow.

1. Administrative Specialist - Trio
2. Accounting Technician - Tanf
3. Faculty - Trio
4. Trio - Grant Administrator
5. Adult Education Institutional Teacher
6. Education Counselor - Tanf
7. Pathways Grant Administrator - Tanf
8. Education Counselor -Tanf
9. Education Counselor- Trio
10. Vice president of Student Affairs
11. Faculty – Applied Science
12. Faculty – Allied Health
13. Faculty – Adult Ed.
14. Administrative Specialist – Student Services/ Business
15. Education Counselor – Tanf
16. Financial Aid Tech

Number and position title of full-time minority faculty and staff that began working at the institution in the past year: 2

1. Administrative Specialist – Student Services/ Business
2. Faculty – Allied Health

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

College of the Ouachitas creates an expectation of equity and a commitment to diversity in all its forms. The College values and responds to diversity along many dimensions. A strong commitment to diversity, in all its forms, is evident.

The College has worked diligently to increase the number and percentage of minority employees and students, particularly African-Americans who represent the service area's largest minority group (9 percent). The following tables compare the College's service area demographic data to enrollment data. Each table is delineated by ethnicity.

2000 Census Service Area Population-Ethnicity					
		Percentage			
County	Total N	African-American	Caucasian	Other	Two or More
Clark	23,546	22.03%	74.28%	2.49%	1.20%
Dallas	9,210	40.98%	56.96%	1.47%	0.59%
Grant	16,464	2.46%	95.55%	1.26%	0.73%
Hot Spring	30,353	10.26%	87.33%	1.15%	1.26%
Saline	83,529	10.26%	95.26%	1.54%	1.00%
Total	163,102	8.78%	88.63%	1.57%	1.02%
Arkansas	2,673,400	15.67%	80.00%	3.00%	1.33%

College of the Ouachitas 2011-2012 Ethnicity					
Enrollment Percent	Summer III 2011	Fall 2011	Spring 2012	Summer I & II 2012	2011-2012 unduplicated
African American	17%	12%	12%	16%	13%
Other Race/ Eth	0%	4%	4%	2%	4%
2+ Race/Eth	3%	3%	4%	4%	3%
Minority Total	20%	19%	21%	21%	20%
Caucasian	80%	81%	79%	79%	80%
Total Enrollment	100%	100%	100%	100%	100%
Headcount	Summer III 2011	Fall 2011	Spring 2012	Summer I & II 2012	2011-2012 unduplicated
African American	11	171	167	54	403
Other Race/ Eth	0	55	56	6	117
2+ Race/Eth	2	41	53	12	108
Minority Total	13	267	276	72	628
Caucasian	53	1140	1067	264	2524
Total Enrollment	66	1407	1343	336	3152

The ethnicity of students and employees does reflect the demographics of the service area.

In the summer of 2008, the first minority senior administrator, an African-American female, was employed as the chief student affairs officer. The College recognizes the need to increase its minority representation. Steps to seek out qualified minorities have been implemented. A state-wide need for these professionals and the College's lower than average salaries negatively impact

COTO's ability to recruit qualified minorities. Still, the College remains diligent in these efforts.

Targeted efforts to recruit African-American students have been applied. One initiative implemented by the previous Vice President of Student Affairs (VPSA) has been visitation at area churches with predominately African-American congregations to inform parents and youth on the advantages of COTO enrollment.

While the College is dedicated to increasing the diversity of its population, it is also committed to increasing the success of those already enrolled. Input from current and potential students, retention and success data, consultants, and pilot programs have led to strategies that are having a positive impact.

RACE	FALL 2007	FALL 2008	FALL 2009	Fall 2010	Fall 2011
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College Level Course Success Rates (Grades A-C/N)

African American	78%	74%	73%	71%	67%
Other Races/Eth	85%	81%	73%	65%	80%
2+ Races/Eth			87%	79%	91%
Caucasian	79%	84%	86%	84%	81%
All	79%	83%	83%	82%	80%

College Level Retention Rates (Grades A-F/N)

African American	88%	88%	87%	86%	84%
Other Races/Eth	96%	90%	91%	83%	87%
2+ Races/Eth			92%	91%	93%
Caucasian	87%	89%	92%	90%	90%
All	88%	91%	91%	90%	89%

Developmental Level Course Success Rates (Grades A-C/N)

African American	80%	46%	59%	53%	60%
Other Races/Eth	81%	54%	61%	73%	86%
2+ Races/Eth			33%	47%	67%
Caucasian	50%	58%	66%	64%	64%
All	52%	55%	64%	62%	65%

Developmental Level Retention Rates (Grades A-F/N)

African American	83%	81%	89%	83%	90%
Other Races/Eth	100%	88%	97%	95%	97%
2+ Races/Eth			33%	71%	83%
Caucasian	85%	83%	90%	82%	85%
All	86%	83%	93%	83%	86%

In order to meet the needs of a growing Hispanic population in need of basic and workplace skills, the College partners with the Latin Community Organization (LCO) and other state agencies and foundations. Through the College's Ouachita Area Adult Education Center, classes in English as a Second Language (ESL) have been offered in several service area communities. In addition to ongoing classes at the Center, ESL classes have been taught to approximately 12-15 Hispanic students per semester, on-site, at Precision

Industries, a local employer. Adult Education has also provided ESL instruction to other ethnic groups.

Through the College's Continuing Education Department within the Professional Studies Division, Spanish classes have been provided to area police, utility workers, and employers to enable them to respond more effectively to area non-English speaking residents.

Our new CSAO will attend the Noel-Levitz Conference on Student Recruitment, Marketing, and Retention, which will be held July 26-28 in Denver. Several of the workshops are targeted toward recruiting and retaining minority students.

Last year's Minority Report detailed a budget of \$10,000 for advertising and faculty and student development activities. The College's budget remains unchanged in this area.

Minority Recruitment and Retention Annual Report
(Due by June 30th each year)
COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
SUBMITTED ON MAY 7, 2012 BY MARIA PARKER

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

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

Asian-5
Black-186
Hispanic-181
American Indian-34
Native Hawaiian-2

Total-408

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

13 – Full-time Staff and Faculty Minorities

<i>2 – American Indian</i>	<i>Director of Nursing</i> <i>Adult Ed Instructor</i>
<i>2 – Hispanic</i>	<i>History Instructor,</i> <i>Project/Program Specialist-PACE</i>
<i>3 – Asian</i>	<i>Physical Science Instructor</i> <i>Life Sciences Instructor</i> <i>Cashier</i>
<i>6 – Black</i>	<i>Director of Human Resources</i> <i>Director of Student Services</i> <i>Administrative Specialist I</i> <i>Institutional Services Assistant</i> <i>Director of Upward Bound</i> <i>Project/Program Manager-Upward Bound</i>

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

4 – Full-time Faculty
1 – American Indian
1 – Hispanic

2 – Asian

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

1 – Part-time Adjunct
1 – Hispanic

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

4 – hired within last year
2 – Asian Physical Science Instructor
 Life Sciences Instructor
1 – Black Administrative Specialist I
1 – Hispanic Project/Program Specialist - PACE

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

Our college goals in 2012 for percentage increases for non-white students:

Latino – 10% (*Attained with 12%*)
African American - 8% (*Attained with 12%*)
Native American - 5% (*Did not attain with 2%*)

Our college goals in 2012 for percentage increases for non-white employees:

Latino – 12% (*Do not attain with 1%*)
African American - 12% (*Do not attain with 5%*)
Native American - 2% (*Did not attain with 1%*)

- 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 408 non-white students enrolled at CCCUA during the past academic year. This reflects a higher percentage increase than our overall student count increase. This coming year, we are still directing much of our recruiting towards the Latino population while still reaching out to our largest non-white group of students – African-American. This will hopefully add to our largest non-white

group – African American. Our biggest addition to our non-white recruitment will center on the exponential growth of the area's Latino population. We continue advertising in several local publications that target African- American and Latino populations.

FACULTY STAFF

CCCUA lost one full-time minority this year. Last year's report indicated an overall increase that would prove difficult to maintain. We will continue to target these groups for future positions.

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

The timeline in judging the success of the above efforts ran from July 1, 2011 through June 30, 2012.

With the overall increases in two of the three categories measured, CCCUA will maintain the same budgeting levels, except for the additional monies being provided for the extra marketing efforts towards Latinos and African-Americans.

Submit your annual report electronically as a Word document to Delores Logan at delores.logan@adhe.edu by June 30, 2012.

EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN



ANNUAL PROGRESS REPORT

**Academic Year
July 1, 2011 through June 30, 2012**

*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.



2012 Annual Progress Report

***FOR FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016***

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

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

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

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

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

Research has shown that these types of activities give the student a sense of belonging. That feeling of belonging reinforces the student's desire to remain with the institution and to continue as a student. The involvement also enhances the student's learning experiences. We work very hard to get students and faculty on our campus, and we desire to do everything within our power to keep them once they are enrolled or hired.

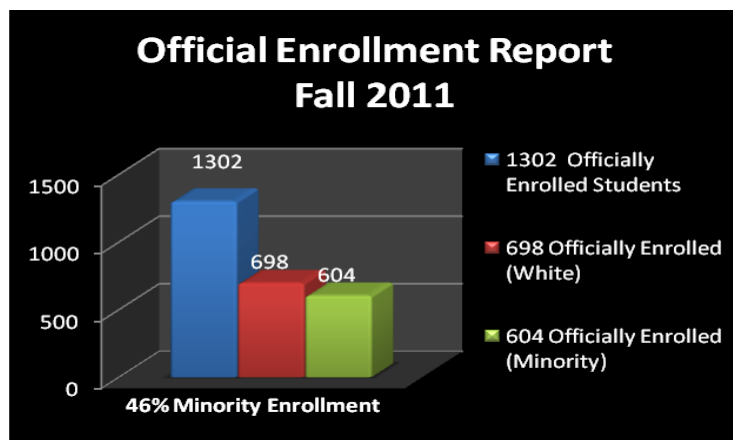
Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.

**EAST ARKANSAS COMMUNITY COLLEGE
MINORITY RETENTION PLAN PROGRESS REPORT
JULY 2011-JUNE 2012**

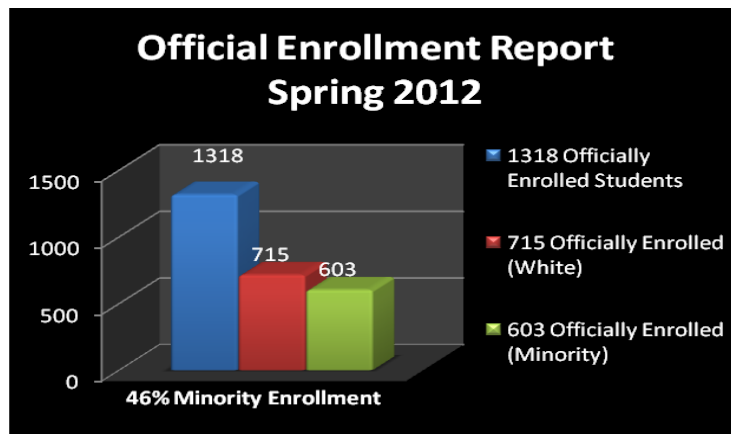
ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN

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, 2011 semester was one thousand three hundred and two students. The total number of minority students was six hundred and four, or forty-six percent of our enrollment.



The official enrollment for the Spring, 2012 semester was one thousand three hundred, eighteen students. The total number of minority students was six hundred and three, or forty-six percent of our enrollment.



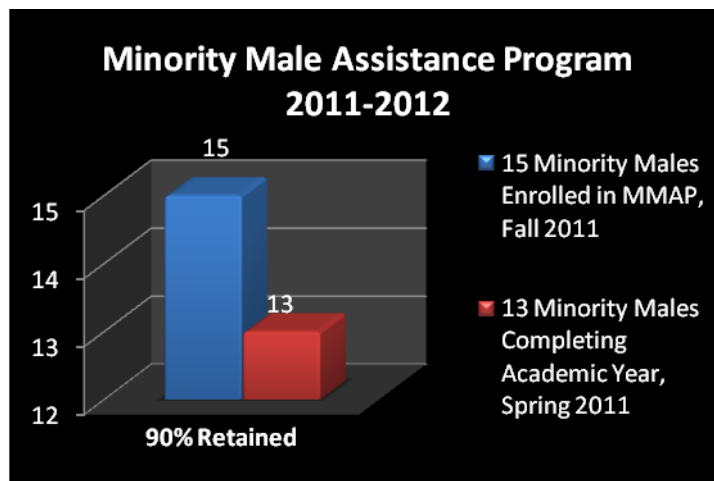
Source: EACC Registrar's Office

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

A. TO RETAIN PROGRAM PARTICIPANTS.

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

Status: During the 2011 - 2012 academic year, fifteen minority male students were enrolled in the Minority Male Assistance Program. Of the 15 participants, one graduated May 2012. Thirteen of the participants completed the academic year for a retention rate of 90%.



B. TO PROVIDE CO-CURRICULAR ACTIVITIES.

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

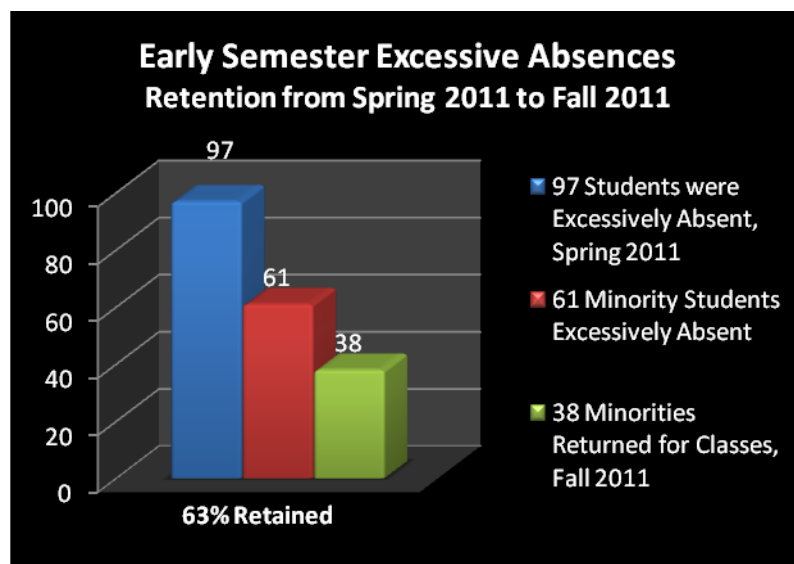
Status: The academic year began with the program orientation that all participants are required to attend. There were thirteen students in attendance and fifteen actually enrolled in the program.

We had two young men attend the African American Male Initiative in February 2012 at University of Arkansas – Little Rock for the annual conference. They participated in several workshops and were afforded the opportunity to tour the campus with former Forrest City High School students currently enrolled at the institution.

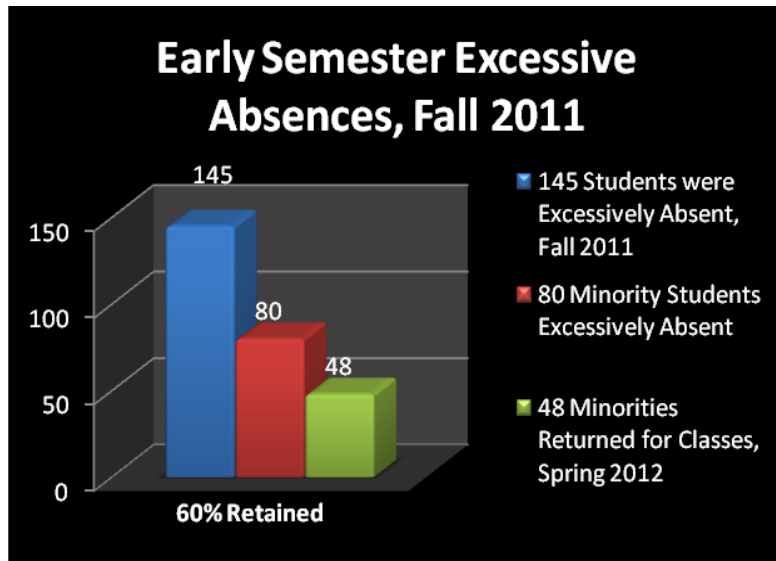
Objective II: To assist minority students who might have excessive absences early in the semester.

Success Indicator: At least 50% of minority students receiving failing/excessive absence reports will be retained from semester to semester.

Status: In the spring semester of 2011, there were 97 excessively absent students. Sixty – one of those students were minorities. Of those 61 minority students, 38 (63%) returned for classes in the fall of 2011.



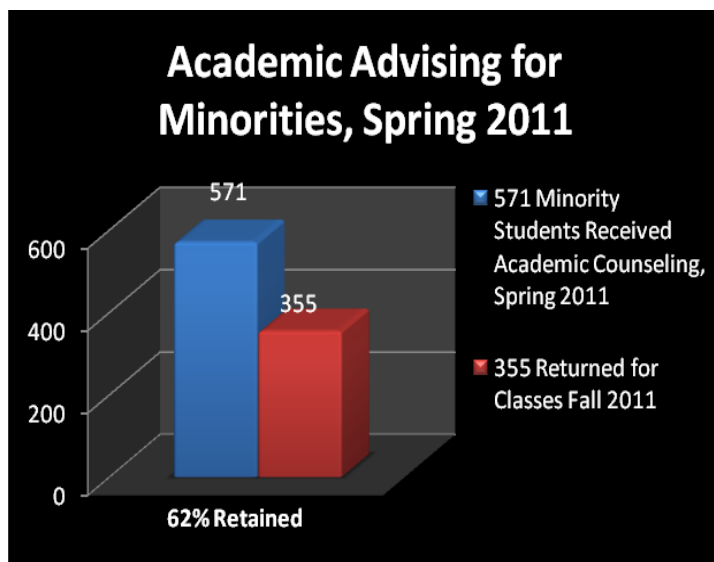
In the fall semester of 2011, there were 145 excessively absent students. Eighty of those students were minorities, 48 students (60%) returned for classes in the spring semester of 2012.



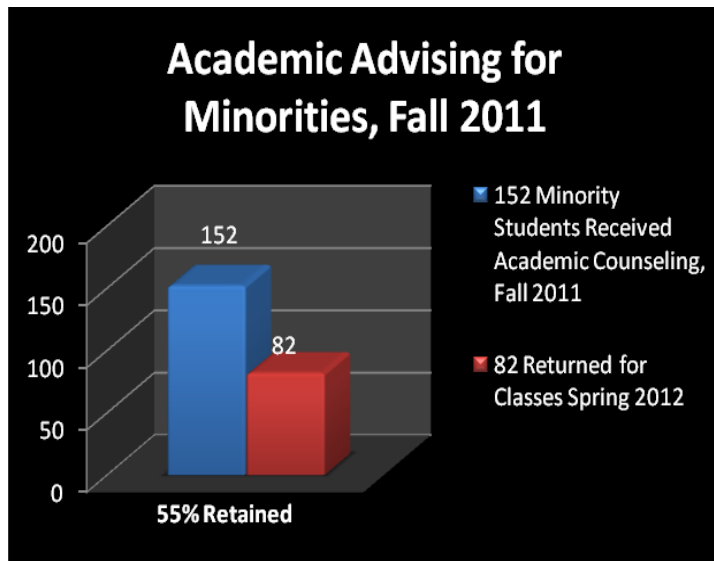
Objective III: To strengthen academic advising for minorities.

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

Status: In the spring semester of 2011, five hundred seventy-one minority students received academic counseling. Of those 571 students, 355 returned for classes in the fall semester of 2011 (62%).



In the fall semester of 2011, one hundred fifty-two minority students received academic counseling. Of those 152 minority students, 82 returned in the spring semester of 2012 (55%).

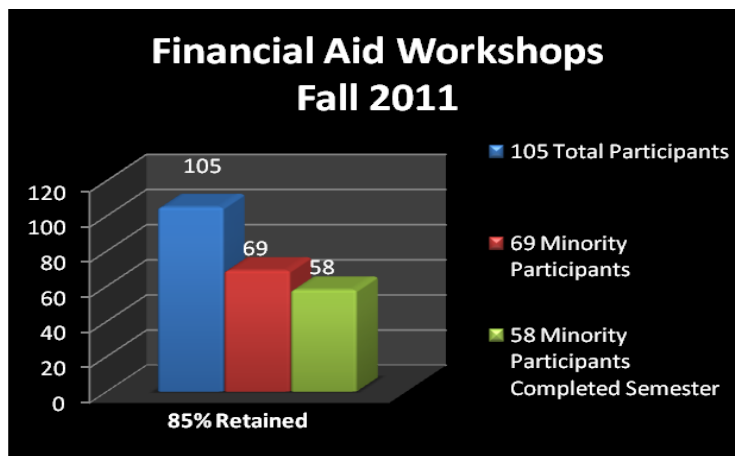


Objective IV: To remove financial barriers for minority students by providing assistance through federal, state, and institutional programs.

A. FINANCIAL AID WORKSHOPS

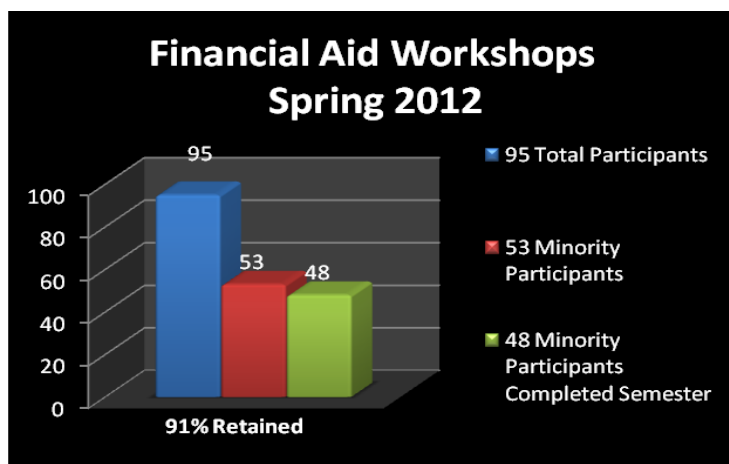
Success Indicator: At least 70% of minority students will be retained from semester to semester.

Status: During the fall semester 2011, EACC provided five (5) financial aid workshops. One hundred and five students attended and sixty-nine of those in attendance were minorities. Fifty-eight minority students who attended financial aid workshops completed the semester for a retention rate of eighty-five percent.



During the spring semester 2012, EACC provided five (5) financial aid workshops.

Ninety-five students attended and fifty-three of those in attendance were minorities. Forty-eight of the minority students who attended financial aid workshops completed the semester for a retention rate of ninety-one percent.

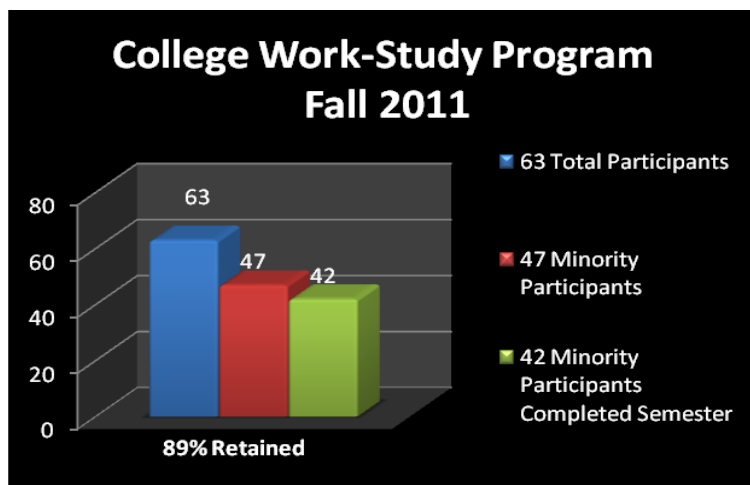


B. COLLEGE WORK-STUDY PROGRAM

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

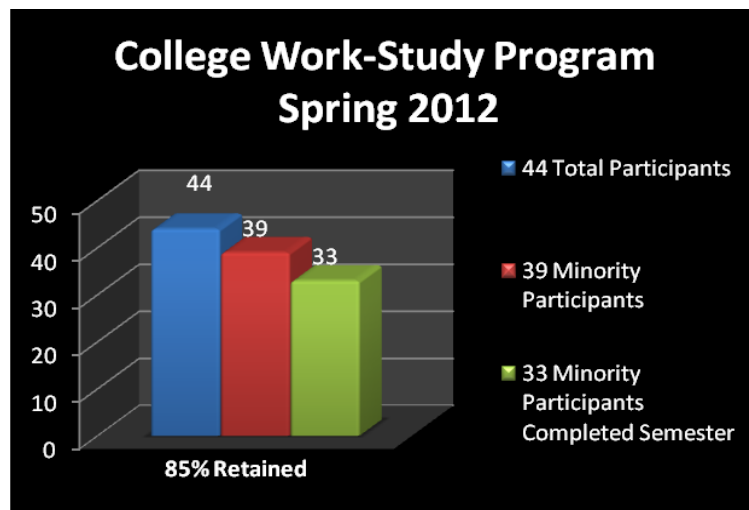
Status:

During the fall 2011 semester, sixty-three (63) students participated in the Work-Study Program and forty-seven (47) of these students were minorities. Of those minority students, forty-two (42) completed the semester for a total retention rate of eighty-nine percent (89%).



During the spring 2012 semester, forty-four (44) students participated in the

Work-Study program and thirty-nine (39) were minorities. Of those thirty-nine (39) minorities, (33) thirty-three completed the semester for a total retention rate of eighty-five percent (85%).

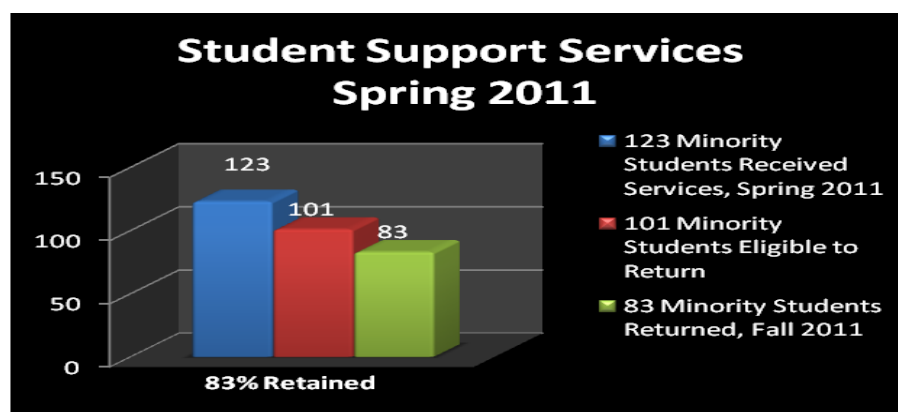


Objective V: To retain minority participants in the Student Support Services Program.

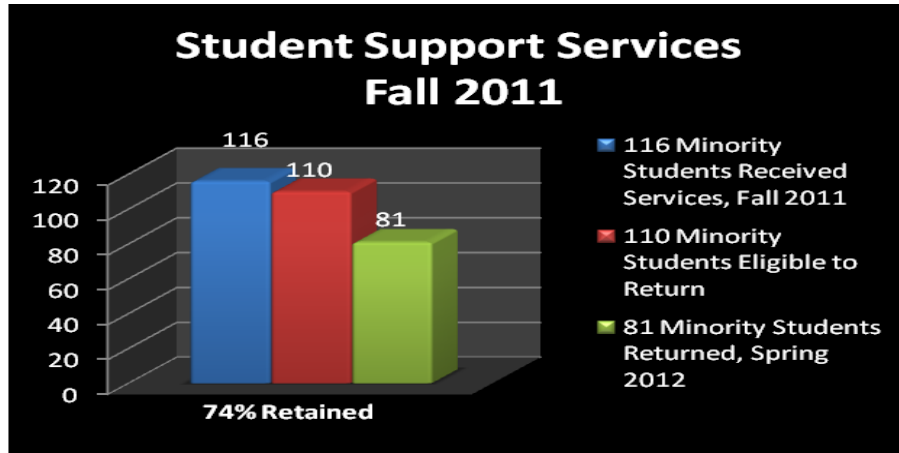
A. TO PROVIDE SUPPORTIVE SERVICES

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

Status: One hundred twenty three minority students received Student Support Services during the 2011 spring semester. Twenty-two of these students graduated in May 2011, leaving one hundred one eligible to return to EACC. In the fall of 2011, eighty-three of those one hundred one students re-enrolled for a retention rate of eighty-three percent.



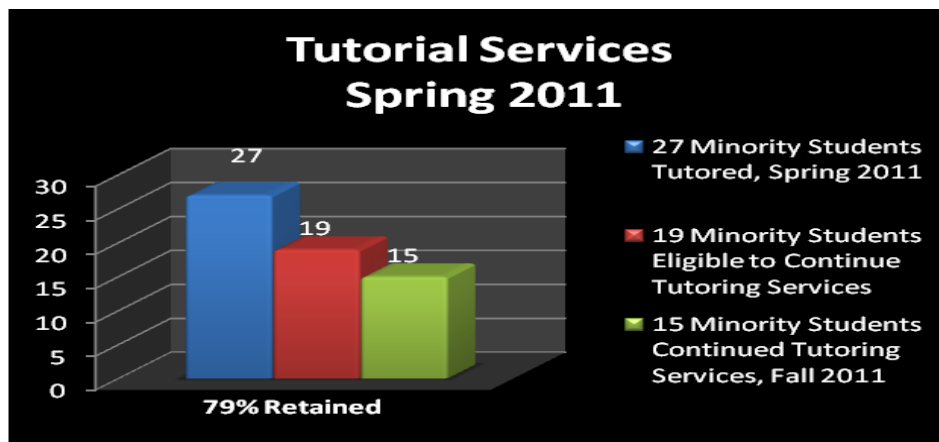
One hundred sixteen minority students received services through Student Support Services during the 2011 fall semester. Six of these students graduated in December 2011, leaving one hundred ten eligible to return. In spring 2012, eighty-one, of those one hundred ten eligible to return re-enrolled for a retention rate of seventy-four percent.



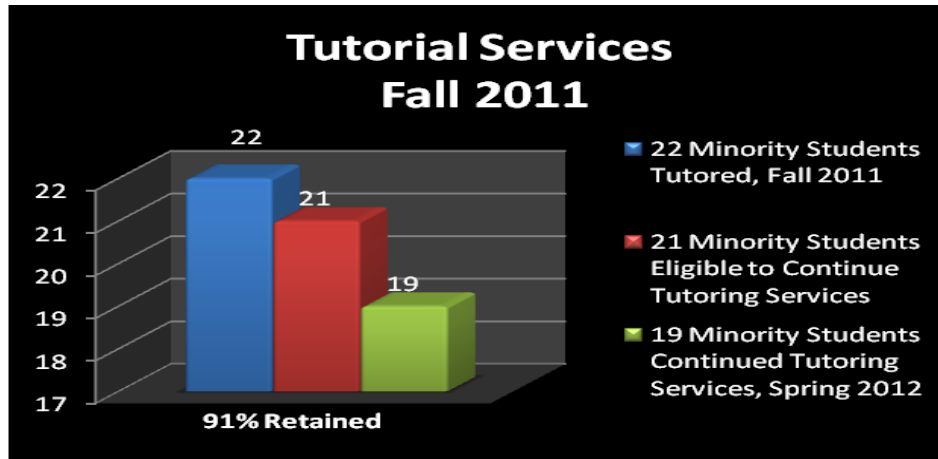
B. TO PROVIDE TUTORIAL SERVICES

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-seven minority students were tutored during the spring 2011 semester. Twenty-four of these students received a passing grade in the subject area in which they received tutoring. Five of these students graduated leaving nineteen students eligible to continue receiving tutoring services. In the fall of 2011, fifteen of the nineteen continued to receive tutoring services. Seventy-nine percent were retained in the tutoring program.



Twenty-two minority students were tutored during the 2011 fall semester. Twenty of these students received a passing grade in the subject area in which they were tutored. In the spring of 2012, nineteen of those students continued to receive tutoring services in other subject areas. Ninety-five percent were retained in the tutoring program.



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

Status: For the fiscal year 2011-2012, one (1) minority employee was hired and one (1) was promoted. The minority hired is still employed.

Of the newly hired minorities and promoted employees, both were professionals. 16 employees terminated employment during the 2011-2012 fiscal year; 31% were minorities. Of the five minority terminations, two retired.

A. TO ADVERTISE JOB OPENINGS

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

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

B. TO OFFER INCENTIVES

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

Status: At the February 21, 2008 board meeting, the EACC board approved combining its existing retirement benefits to include compensation for unused sick leave at retirement. This benefit is in addition to the health insurance benefit outlined in Board Policy 3-8. EACC is presently contributing 100% toward the employee's dental insurance.

Outstanding Faculty Member and *Outstanding Staff Member* nominations are received from EACC faculty and staff. The recipients are chosen by a committee and receive an award of five hundred dollars (\$500) at the annual award ceremony in April. These awards are presented by the EACC Foundation. The recipient of the Outstanding Staff award was a minority.

Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2011-2012 academic year.

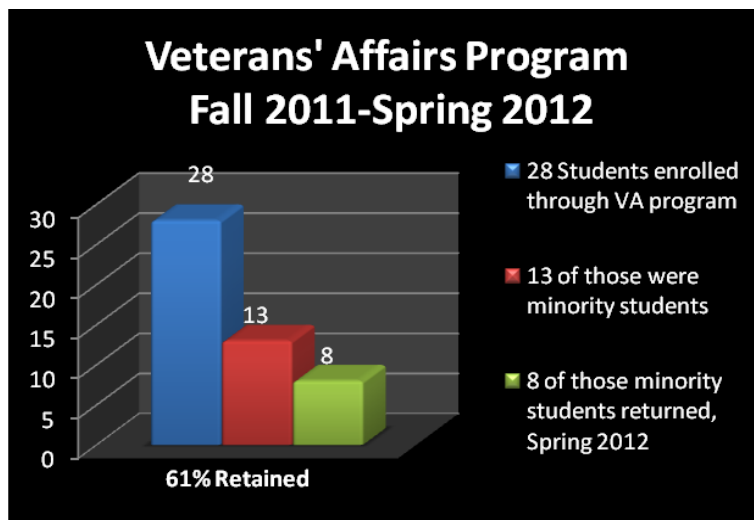
Number	Position Title
7	Administrative Specialist I
1	Administrative Specialist II
1	Director of Enrollment Management
1	Assistant Dir of Enrollment Management
3	Career Coaches
2	Career Pathways Counselor
3	Counselors
1	Director of Career Pathways
1	Director of Financial Aid
1	Director of Physical Plant
3	Faculty
5	Institutional Services Assistants
1	Lab Supervisor
1	Library Support Assistant
1	Literacy Council Coordinator
1	Maintenance Assistants
1	Personnel Manager
1	Transfer Specialist
1	Vice President for Student Affairs
1	Network Systems Analyst
1	Library Coordinator

38 TOTAL

This is a decrease of 1 positions held by minorities at East Arkansas Community College from the previous 2010-2011 academic year.

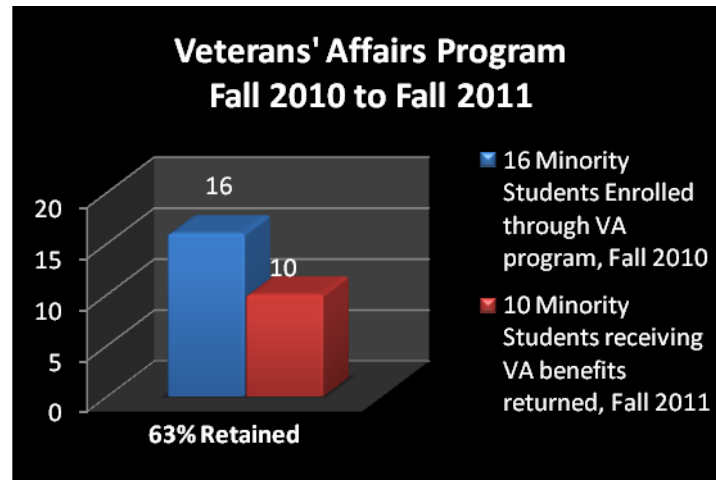
Objective VII. To retain minority participants in the Veteran's Affairs Program.

Status: Fall 2011, there were twenty-eight students enrolled receiving Veterans' benefits. Of those, thirteen individuals were minority students (46%). Thirteen of those students were African-American. Of the thirteen minority students enrolled in Fall 2011, eight were retained to Spring 2012 for a retention rate of 61%.



Status: During the Fall 2010 semester, there were 24 students enrolled receiving Veterans' benefits. Of those, 16 were minority students (67%). All minority students enrolled were African-American (100%). Of the sixteen minority

students enrolled in Fall 2010, ten returned for the Spring 2011 term. Thus, 63% (10 of 16) of minority students receiving Veterans benefits were retained.

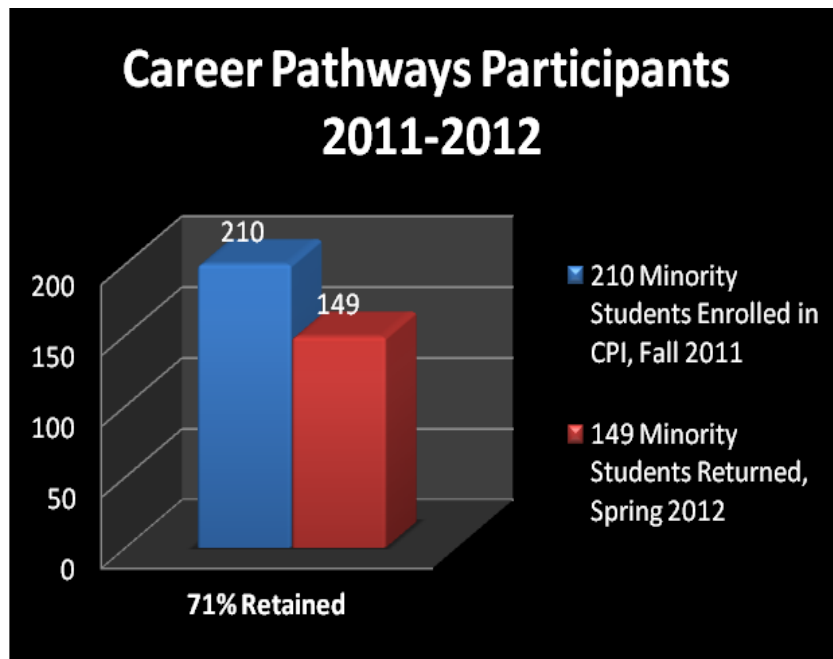


Objective VIII. To retain minority participants in the Career Pathways Initiative.

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

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

Status: During the 2011-2012 academic years, two-hundred- ten minority students were enrolled in the Career Pathways Initiative. End-of-course grade reports verify that seventy-five percent of the two-hundred and ten students maintained a grade point average of 2.0 or above. Seventy-one percent of the enrollees retained their enrollment status from fall 2011 to spring 2012. Each student was required to meet with a Career Pathways counselor prior to registration during the fall and spring semesters to receive academic advising. Program participants were also required to take the KUDER Assessment which assists the counselors in developing specific career goals for each minority student. In addition to monthly counseling sessions, three of the Career Pathways minority staff members provided additional mentoring session for both male and female minority students.



- B. To provide assistance in tuition, fees, textbooks, transportation (gas vouchers), and childcare.

Success Indicator: To retain 60% of Career Pathways minority students from fall to fall semesters.

Status: During the 2011-12 academic year, each of the two-hundred and ten minority students enrolled in the Career Pathways Initiative received one or more of the services provided by the program. The services include childcare, transportation assistance, tuition and books. Eighty-four percent of the minority students were retained from fall to fall semester.



**MINORITY RECRUITMENT and RETENTION
REPORT
for the
2011-2012 Academic Year**

JUNE 2012

Contact: Dr. Barbara Baxter
Executive Vice President for Institutional Effectiveness
Mid-South Community College
2000 West Broadway
West Memphis, AR 72301
(870)733-6050
bbaxter@midsouthcc.edu

Preliminary Information

Minority Enrollment

As of the official enrollment day for fall 2011, minority students comprised 60.5% of credit student enrollment, with Black (non-Hispanic) students accounting for 55% (an increase of 1.5% in total minority enrollment over fall 2010).

Minority Enrollment	Fall 2011	Sprg 2012
Asian/Pacific Island	13	11
Black	1188	1084
Native Hawaiian	4	3
Hispanic	12	7
American Indian/Alaskan Native	9	8
More than one ethnicity	85	79
Total	1311	1192

Institutional Goals and Objectives for 2011-2014

- 1) To increase fall-to-fall retention of minority cohort students by 7% within five years.

Strategies

- a) Improvements to the Academic Advising Program will ensure that first-time entering, award-seeking students have at least 2 quality contacts with advisors during their first semester of enrollment.

Activities: Advising training sessions each semester, along with an early-alert system, helped to ensure that advisors meet with their advisees to address any academic concerns.

The Director of Enrollment Management contacts via automated phone calls any students enrolled for the previous year who have not completed and have not registered for fall as of August 1.

Instructors of all College Survival Skills classes offered during the 2011-2012 year also served as academic advisors for their students working with students to develop academic plans as part of course requirements. 212 students (57.6%) in the fall semester and 193 students (48%) in the spring semester completed academic plans. Students who did not complete plans were those who withdrew or who earned non-attendance F's. Attendance continue to be an issue with this courses.

MSCC's TRIO Student Support Services, TRIO Educational Opportunity Center, and Arkansas Career Pathways counselors also work closely with their student populations to ensure effective advising and the development of academic plans.

Regular attendance continues to be the primary barrier to academic success for first-time students who must enroll in developmental courses. In developmental courses, approximately 30% of students fail a class due to non-attendance. To help resolve that problem, the Dean of Students worked with our computer staff in the spring semester of 2012 to implement a computerized alert system to identify students who are not attending class.

- 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.

Over 400 students took the Noel-Levitz Retention Management Survey, and results were shared with faculty and counselors to identify students with specific issues that could interfere with their success. Training in how to use the results was provided for faculty and staff who serve as academic advisors.

- c) Student Services personnel will provide at least one diversity workshop per year for students

Dr. Audrey Bowser from Arkansas State University provided a campus-wide Diversity Training workshop in the spring of 2012.

- d) Annual analysis of fall-to-fall retention statistics (including verified transfer to another institution) for 1st-time entering, award-seeking students.

MSCC uses its Student Information Systems software and data from the National Student Clearinghouse to track reenrollment or transfer of its cohort students from fall to fall.

- e) College administration will provide at least one professional development workshop for employees focusing on retention strategies.

Event: Workshop: aha! Process, Inc. A Ruby Payne Company
Title: Understanding and Engaging Under-Resourced College Students
Date: August 17, 2011

Event: Workshop: aha! Process, Inc. A Ruby Payne Company
Title: Solving the Motivation Puzzle and Eight Essential Characteristics of Effective Pedagogy
Date: January 13, 2012

Event: Webinar
Title: Persistence for First Year Minority Male Students
Date: February 2, 2012

Event: Workshop

Title: Advising Professional Development
Date: May 10, 2012

Event: Webinar (CD's also)

Title: Retaining First Generation Students – Strategies for the Classroom and Beyond

Date: May 29 & 31, 2012

Success Indicator

Achievement of 7% improvement in fall-to-fall retention of minority students from the 2011-2012 academic year to the 2013-2014 academic year.

35.4% of F2010 minority cohort students were retained or transferred from F2010 to F2011 compared to an overall retention/transfer rate of 40.1% for white students. The retention percentage for minority students is significantly lower than the 42.9% retention transfer rate for the F2009 minority cohort. However, the 2010 cohort had the highest remediation rate of any cohort at MSCC since 1994, which may account for the decrease since the majority of students who did not return did not succeed in their developmental education courses.

2) To increase graduation rates of minority cohort students by 5% within five years.

Strategies

- a) College personnel will administer the Noel-Levitz Retention Management Survey in the College Survival course to identify risk factors and refer students to support service for early intervention.
- b) College personnel will administer the Arkansas Career Assessment Inventory in the College Survival course to help students develop meaningful career goals.

435 students took the Arkansas Career Assessment Inventory to help them identify clear career goals, which positively impacts retention. Of those 264 were minority students.

- c) College personnel will embed contextualized math and communications skills into technical courses to encourage the development of basic skills within a career focus to promote students' development of basic skills and mitigate the barriers that traditional math and English classes present for students.

Initiatives are currently underway, supported by the AATYC PACE grant, to contextualize math and communications skills in Medical Assisting and Aviation courses. Piloting will begin in Fall 2012.

- d) College personnel will reduce the number of developmental courses that students need to take by allowing students scoring

close to college-entry scores to enroll in college-level courses supported by an enrichment lab.

Faculty have developed strategies which will allow students placing in Developmental English II to enroll in English Composition I with the support of a Structured Learning Assistance Lab. Developmental math courses utilize My Math Lab which allows students to move through all three developmental courses in one semester. This year, several teaching assistants were hired to support this emporium model to provide more proactive support in tracking student attendance and progress.

- e) College personnel will ensure that all cohort students have a clear academic plan in place the first semester of enrollment that relates to their academic and career goals.

First-Time entering, award-seeking students enroll in College Survival Skills, which has a requirement that all students complete an academic plan to guide their studies at MSCC.

Success Indicator

5% or better increase in award-completion rates of minority students from the 2011-2012 academic year to the 2013-2014 academic year.

151 of 225 Spring 2012 graduates (61.1%) were minority compared to 95 of 194 (48.9%) 2011 graduates.

2011 completion rates will serve as the baseline for the next three years.

3) To achieve a 5% increase in the number of minority faculty and staff within three years.

Strategies

- a) The institution will continue to promote diversity and equal opportunity through local, regional, and national job searches as appropriate.

MSCC uses several national web-resources for job postings to ensure that announcements attract a diverse pool of applicants.

- b) Retention of minority staff will be encouraged through diversity workshops and supervisory training that help build morale, commitment, and comfort in the workforce.

MSCC provides at least one supervisory workshop per semester to improve management skills, promote teamwork and diversity awareness. At least one workshop per semester is provided to promote professional development of employees as a whole including topics related to customer service, improved technology skills, diversity, teamwork and conflict resolution.

New minority employees employed during 2011-2012 include the following:

Computer Technician
Administrative Specialist (4)
Coordinator of the Learning Success Center
Counselors (2)
Director of Recruiting
Career Coach
Director of Title III PBI Grant
Coordinator of Campus Recreation
Full-Time Faculty (5) (one was previously employed in a recruiting position).

Success Indicators

Analysis of employee statistics will show an increase in the number of minority faculty and of minority staff of 5% from 2011-2012 to 2013-2014.

As of 2011-2012, MSCC employed a total of 106 minority employees compared to 101 for 2010-2011 an increase of 4.9%.

- 19 minority classified staff, which is one more than the number employed for 2010-2011.
- 29 professional staff, which is 3 more than that for 2010-2011
- 9 full-time faculty, which is an increase of 1 over 2010-2011
- 49 adjunct faculty, which is equal to that for 2010-2011.

The 2011-2012 numbers provide the baseline for the next three years.

Implementation Timeline

August

- Advisor Training
- Follow-up with spring minority students who have not registered for fall
- Administration of the Noel-Levitz Retention Management Survey to first-time entering, award-seeking students before or within first two weeks of fall semester
- Retention Workshop for employees

September

- Administration of the Kuder Career Inventory
- Development of academic plans for first-time entering, award-seeking students

October/ November

- Supervisory Training to support retention of minority employees
- Advisor Feedback Reports

January

- Advisor Training

February

- Diversity workshop for employees

April

- Supervisor training

May

- Statistical analyses and departmental reports to determine effectiveness of strategies for annual progress report
- Presentation of findings to the President's Council and Board of Trustees

Annual Budget

No separate budget is identified since all activities are institutionalized in other departmental budgets. Estimated annual expenses funded by various departments are listed below:

Retention Management Survey	\$1,600
Employee Workshops	\$2,000
Student Workshops	\$ 500
TutorTrac	\$ 800



NATIONAL PARK COMMUNITY COLLEGE
ANNUAL MINORITY REPORT TO ADHE JUNE 2012

MEASURES and ASSESSMENT
of
MINORITY RECRUITMENT and RETENTION GOALS

I. Student Measures

- A. Minority Student Enrollment
- B. Minority Students Receiving Financial Aid
- C. Minority Student Graduation Rates
- D. Minority Student Retention Rates

II. Faculty and Staff Measures

- A. Number and Position Title of New Minority Faculty and Staff
- B. Number and Position Title of All Minority Faculty and Staff
- C. Posting of Job Vacancies
- D. Retention of Minority Faculty and Staff

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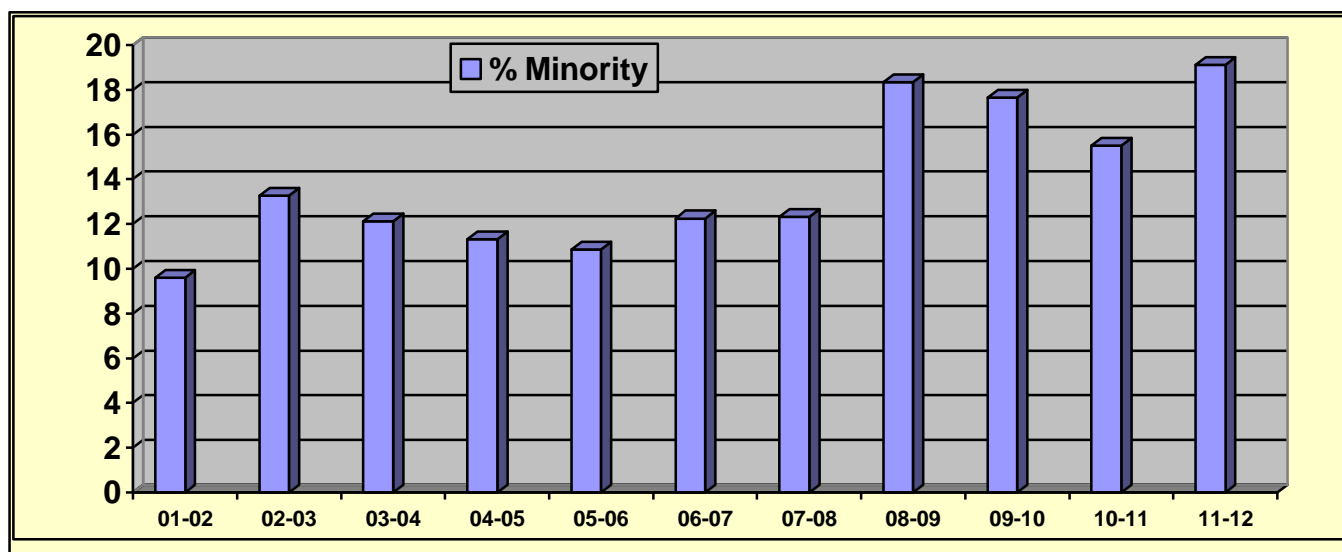
I. STUDENT MEASURES

National Park Community College will strive to maintain and exceed the minority enrollment and retention goals at levels that will reflect the number of historically underrepresented students in its recruitment or "service" area.

The minority student enrollment has exceeded the percentage of minorities residing in the service area population for the College, including Garland, and areas of Saline, Hot Spring, Clark, and Montgomery Counties.

Minority Student Enrollment Numbers (2000-2012)

STUDENT REGISTRATION COUNT BY RACE											
	ACADEMIC YEAR										
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
ALIEN	4	7	16	9	13	5	4	9	1	1	1
AMER INDIAN	60	65	80	73	70	82	64	64	96	85	107
ASIAN	82	75	74	72	88	71	92	94	83	112	138
BLACK	414	388	478	452	508	489	649	788	680	830	1056
HISPANIC	91	86	140	140	193	201	247	276	266	261	366
WHITE	5262	4983	6171	6118	6084	5368	6051	5958	6381	7608	7051
UNKNOWN	160	1649	619	189	161	670	112	164	155	110	164
TOTAL											
Registrations	6073	7253	7578	7053	7117	6886	7217	7353	7662	9006	8882
MINORITY											
REGISTRATION	807	878	788	746	872	848	1168	1395	1126	1398	1667
PERCENT											
MINORITY											
REGISTRATION	9.61%	13.28%	12.11%	11.32%	10.86%	12.25%	12.32%	18.34%	17.68%	15.5%	19.1%



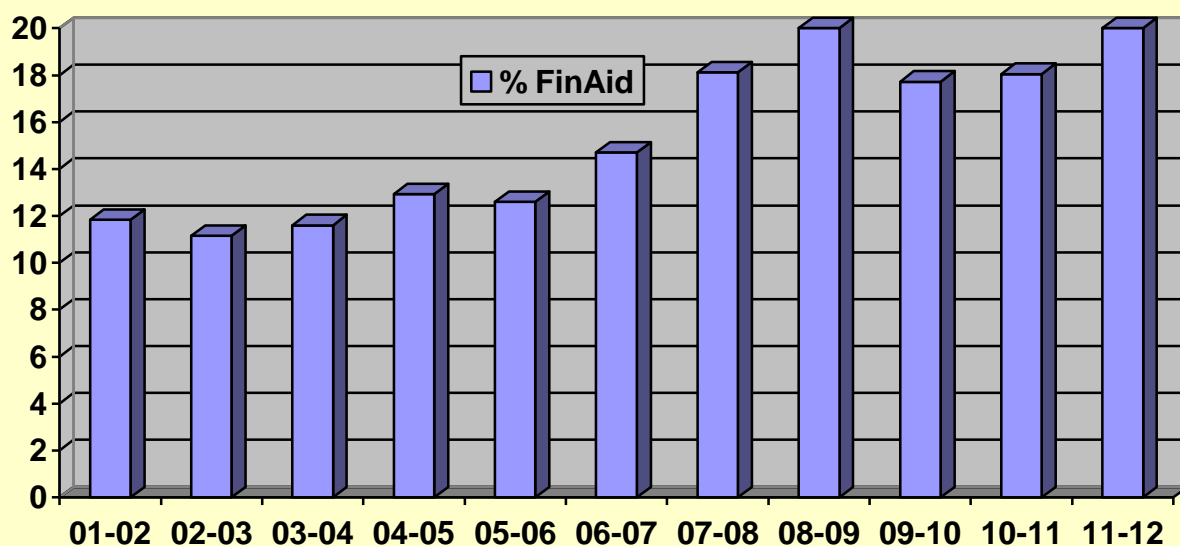
The Student Services for National Park Community College administers federal funded programs and collaborative K - 12 partnerships with school districts in the College's service area, including Arkansas School for Mathematics, Sciences, and the Arts, Hot Springs, Jessieville, Fountain Lake, Lake Hamilton, Mountain Pine, Cutter Morning Star, Center Point, and Lakeside School Districts. These efforts are geared to increasing the educational opportunities for the College's service area citizens. The College has organized financial aid workshops, financial aid nights, high school visits, college tours, school counselor workshops on campus, concurrent college courses at high schools, and other recruiting and informational meetings with area high school students. The Student Support Services (SSS), program is a federally sponsored TRiO project funded to provide services to eligible students enrolled at National Park Community College. Students who are first generation college students and/or low income, or have a disability, qualify for the program.

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 40%, reflecting an increase in financial aid recipients, including minority students.

Students on Financial Aid (2000-2012)

NUMBER OF UNDUPLICATED STUDENTS ON FINANCIAL AID											
	Financial Aid YEAR										
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
ALIEN	0	0	0	2	3	1	0	4	0	0	0
AMER INDIAN	24	30	34	41	32	38	28	32	37	35	36
ASIAN	41	39	26	33	23	25	30	44	30	29	29
BLACK	171	196	231	292	228	253	285	392	279	299	344
HISPANIC	34	39	59	67	65	80	79	116	105	84	79
WHITE	1991	2341	2531	2821	2369	2193	2286	2764	2347	2188	1742
UNKNOWN	70	99	136	112	68	111	84	208	45	35	23
TOTAL											
RECEIPENTS	2281	2744	3017	3368	2788	2701	2792	3588	2843	2670	2253
MINORITY											
RECEIPENTS	270	306	350	435	351	397	506	824	496	402	488
PERCENT MINORITY											
RECEIPENTS	11.84%	11.15%	11.60%	12.92%	12.59%	14.70%	18.12%	22.94%	17.72%	18.05%	21.8%



II. FACULTY MEASURES

- A. Implement programs to enhance the campus and community factors that positively influence the academic and social quality of life for minority faculty.

The College has encouraged minority employees to become active in various campus and community organizations. Several minority faculty members are sponsors of campus organizations, including Student Government, 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 employment with the College.

The College advertises faculty vacancies in local area newspapers, statewide newspapers, national publications (Chronicle of Higher Education), and places the advertisement on various web-sites in efforts to attract the maximum number of applicants, including minorities. Also, brochures are mailed out to all colleges and universities detailing faculty and administrative openings with the College and requests nominations/applications from all.

C. All advertisements contain the statement:

“National Park Community College is an Equal Opportunity/Affirmative Action Institution and is committed to providing equal opportunity through its employment practices”.

Reviews of applicants’ credentials are done without any prior knowledge of the race or sex of the applicants (unless the information is self-reported), to ensure impartiality in the selection process. Consideration is given to ensure that all affirmative action requirements for minority applicants are met. Further, provisions for recording and preserving detailed records of the recruiting and recommending process are in place. Institutional policy requires all full-time positions to be filled through properly constituted search committees, with minorities and women serving on all committees.

The College has established a non-interest loan program to assist faculty and staff to continue their education at another institution. The intent of the College is to provide financial assistance to faculty and staff to continue their education and become eligible for salary upgrades and/or promotional opportunities. The College has instituted a professional development area called Technical Program Incentive, designed to provide incentives for technical program instructors to pursue professional development as well as additional technical degrees and certifications.

Listing of minority faculty and staff.

Last	First Name
Sinclair	Sharon
Ainey	Vandasha
Briscoe	Barbara
Franklin	Linda
Frazier	Ulonda
Glover	Gloria
Harris	LaTaschya
Henry	Joan
Jackson	Gardenia
Morton	Miles
Ross	Exzonda
Taylor	Wendell
Witherspoon	Louis
Campos	Teresa
Cruz	Michael
Feighl	Sagrario
Flores	Ruben
Ramirez	Josue (Josh)
Rodriguez	Ana
Rodriguez Moreno	Blanca



**Annual Report on Five-Year Minority Recruitment and Retention Plan
June 2012**

Minority Student Recruitment and Retention

Recruitment

In the 2011 fall semester, North Arkansas College (Northark) registered 220 minority students. This number represents 9.5% of the total student enrollment.

	Minority Students Enrolled	Percentage of Minority Enrollment
2004-05	96	4%
2005-06	113	5%
2006-07	83	5%
2007-08	103	5%
2008-09	103	5%
2009-10	213	8.8%
2010-11	227	9.4%
2011-2012	220	9.5%

Although the increase in minority enrollment in 2009 and 2010 can be attributed partly to new ethnicity categories implemented for state and federal reporting, enrollment at the Northark Technical Center contributed to an increase in non-degree-seeking minority students, and enrollment at the Carroll County Center (CCC) and the technical programs at Northark's North Campus contributed to an increase in degree-seeking minority students.

Reported Race/Ethnicity	
Black or African American	20
American Indian or Alaska Native	18
Asian	9
Native Hawaiian or Other Pacific Islander	1
Two or More Races	79
Hispanic/Latino (of any race)	93

Please see Appendix A for more complete data about 2011-2012 minority enrollment.

Northark's benchmark for successful minority recruitment is the percentage of members of minority groups in the population of Boone County. According to the U.S. Census Bureau's website (<http://quickfacts.census.gov/qfd/states/05/05009.html>), Northark's minority enrollment percentage exceeds the minority population percentage living in Boone County and all of the other counties in Northark's service area except Carroll County.

Geographic Area	Total population	Population Increase/ (Decline)	Bachelor's Degree or Higher (age 25+)	Race						Hispanic or Latino (Of Any Race)
				White	Black or African American	American Indian and Alaska Native	Asian	Native Hawaiian and Other Pacific Islander	Two or More Races	
Boone County	(est.)37,051	.4%	14.5%	96.4%	.6%	.8%	.5%	.1%	1.7%	2.0%
Carroll County	(est.)27,512	.2%	17.4%	95.4%	.7%	1.1%	.7%	.3%	1.8%	13.3%
Madison County	(est.)15,776	.4%	13.4%	95.9%	.5%	1.4%	.5%	.1%	1.6%	5.0%
Marion County	(est.)16,573	(.5%)	14.8%	96.8%	.4%	.8%	.3%	Z	1.6%	1.9%
Newton County	(est.) 8,264	(.8%)	12.2%	95.8%	.3%	1.3%	.3%	Z	2.3%	1.8%
Searcy County	(est.) 8,036	(1.9%)	9.2%	96%	.3%	1.3%	.2%	Z	2.2%	1.7%
Z = Value greater than zero but less than half unit of measure shown Population Change for Arkansas = .8% Bachelor's Degree or Higher among Persons 25+ in Arkansas = 19.1% Population Increase/(Decrease) from April 1, 2010, to July 1, 2011										

Retention

73.6% of minority students (degree-seeking and non-degree seeking) enrolled in the fall semester 2011 returned for the spring 2012 semester. In comparison, the overall spring 2011 retention rate for all non-minority students (degree-seeking and non-degree seeking) was 73.3%.

Among degree seeking minority students, the retention rate from fall 11 to spring 12 was 74.9% compared to 74.3% for degree-seeking non-minority students. Northark's benchmark for successful minority retention is a rate no lower than the retention rate for non-minority students, and that benchmark has been met for six of the last eight years.

	Retention Rate for All Minority Students	Retention Rate for All Non-Minority Students	Retention Rate for Degree-Seeking Minority Students	Retention Rate for Degree-Seeking Non-Minority Students
2004-05	81%	71%		
2005-06	69%	72.1%	77.6%	76%
2006-07	77%	72%	77%	76%
2007-08	78%	73%	77%	75%
2008-09	68%	74%	71%	76%
2009-10	78%	73%	82%	75%
2010-11	75.3%	73%	77%	74.5%
2011-12	73.6%	73.3%	74.9%	74.3%

Another Northark benchmark is that minority graduation and transfer-out rates equal or exceed the graduation and transfer-out rates of non-minority students. For students entering Northark in 2008, minority students graduated at a higher rate than non-minority students but transferred out at a lower rate than non-minority students.

Graduation Rates AY2009-10					
Cohort Year 2008					
	Cohort	Total completers within 150%	Total transfer-out students (non-completers)	Graduation Rate	Transfer-out rate
White, non-Hispanic	396	59	82	14.9%	20.7%
Race and Ethnicity unknown or Nonresident alien	1	0	0	0.0%	0.0%
Minority	29	6	3	20.7%	10.3%
	426	65	85	15.3%	20.0%

Northark has implemented the strategies proposed in the Minority Recruitment and Retention Plan, which include a comprehensive testing-placement program, a comprehensive developmental education program, a Learning Assistance Center, linked developmental courses, closer communication between faculty and student services, and sponsorship for different student clubs and organizations. Northark has also implemented several First Year Experience initiatives to improve retention for all students, including an orientation program for new students and a mandatory College Seminar for all AA and AS students not already required to take the College Success Skills course required of all students enrolled in two or more developmental courses. The Educational Opportunity Center provides assistance for low-income students as they apply to Northark for admission, apply for financial aid, and enroll. Student Support Services and Career Pathways Initiative provide services that help low-income students succeed once they are enrolled. Two scholarships sponsored by private donors, the Aunt Vine Scholarship and the Triplets Scholarship, give preference to minority applicants for scholarships renewable for three semesters for potential awards of \$1500.

Northark does not have a separate budget for recruitment; recruitment expenses are drawn from various budgets, so tracking of actual expenditures is difficult. Northark's Director of Institutional Research provides enrollment tracking data from the Student Information file reported annually to ADHE and draws comparative data from semester to semester and from year to year.

Minority Faculty and Staff Recruitment and Retention

Northark advertises for faculty and staff internally, locally, statewide, and, for some positions, nationally, emphasizing its commitment to diversity and equal opportunity. All job vacancy postings state that Northark is an affirmative action/equal opportunity employer.

	Position	Race/Ethnicity
Current Minority Faculty and Staff	Administrative Specialist II	American Indian or Alaska Native
	Faculty	American Indian or Alaska Native
	Administrative Specialist I	Hispanic/Latino of Any Race
Minority Faculty and Staff Hired in 2011	President	American Indian or Alaska Native

The college continues its strong support for the professional development of all faculty and staff. Like all Northark employees, minority faculty and staff are encouraged to attend training workshops and/or seminars to enhance educational growth and progress. Professional development expenses and job vacancy notices are charged to departmental budgets.

Appendix A

Fall 2011 Enrollment

Degree-seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total	Minorities (%)
All Students	195	8	1837	2040	9.6%
By Location *					
North	24	3	250	277	8.7%
South	166	7	1575	1748	9.5%
CCC	18		83	101	17.8%
NTC					

Non-degree seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total	Minorities (%)
All Students	25	5	237	267	9.4%
By Location *					
North	3		17	20	15.0%
South	10	3	73	86	11.6%
CCC	1		5	6	16.7%
NTC	16	2	102	120	13.3%

All (degree-seeking and non-degree seeking)

	Minorities	Nonresident Alien or Unknown	White	Grand Total	Minorities (%)
All Students	220	13	2074	2307	9.5%
By Location *					
North	27	3	267	297	9.1%
South	176	10	1648	1834	9.6%
CCC	19		88	107	17.8%
NTC	16	2	102	120	13.3%

* Students may be duplicated across locations.

Fall 2011 Students Returning Spring 2012

Degree-seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	146	7	1365	1518
By Location *				
North	18	3	180	201
South	125	6	1192	1323
CCC	12		59	71
NTC				

Non-degree seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	16	4	156	176
By Location *				
North	2		7	9
South	5	2	37	44
CCC			1	1
NTC	10	2	75	87

All (degree-seeking and non-degree seeking)

	Minorities	Not Reported	White	Grand Total
All Students	162	11	1521	1694
By Location *				
North	20	3	187	210
South	130	8	1229	1367
CCC	12		60	72
NTC	10	2	75	87

* Students may be duplicated across locations.

Fall 2011 to Spring 2012 Retention

Degree-seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	74.9%	87.5%	74.3%	74.4%
By Location *				
North	75.0%	100.0%	72.0%	72.6%
South	75.3%	85.7%	75.7%	75.7%
CCC	66.7%		71.1%	70.3%
NTC				

Non-degree seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	64.0%	80.0%	65.8%	65.9%
By Location *				
North	66.7%		41.2%	45.0%
South	50.0%	66.7%	50.7%	51.2%
CCC	0.0%		20.0%	16.7%
NTC	62.5%	100.0%	73.5%	72.5%

All (degree-seeking and non-degree seeking)

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	73.6%	84.6%	73.3%	73.4%
By Location *				
North	74.1%	100.0%	70.0%	70.7%
South	73.9%	80.0%	74.6%	74.5%
CCC	63.2%		68.2%	67.3%
NTC	62.5%	100.0%	73.5%	72.5%

* Students may be duplicated across locations.

Northark's North Campus houses technology, Paramedic, and CNA programs.

Northark's South Campus houses general education, nursing, and allied health programs.

CCC = Carroll County Center

NTC = Northark Technical Center

Fall 2010 Students Returning Spring 2011

Degree-seeking

	Minorities	Not Reported	White	Grand Total
All Students	147		1440	1587
By Location				
North	23		178	201
South	130		1287	1417
CCC	6		44	50
NTC				

Non-degree seeking

	Minorities	Not Reported	White	Grand Total
All Students	24	2	160	186
By Location				
North	2		7	9
South	5	2	26	33
CCC				
NTC	17		83	100

All (degree-seeking and non-degree seeking)

	Minorities	Not Reported	White	Grand Total
All Students	171	2	1600	1773
By Location				
North	25		185	210
South	135	2	1313	1450
CCC	6		44	50
NTC	17		83	100

Fall 2010 to Spring 2011 Retention

Degree-seeking

	Minorities	Not Reported	White	Grand Total
All Students	77.0%		74.7%	74.9%
By Location *				
North	76.7%		67.9%	68.8%
South	77.8%		76.7%	76.8%
CCC	66.7%		72.1%	71.4%
NTC				

Non-degree seeking

	Minorities	Not Reported	White	Grand Total
All Students	66.7%	66.7%	60.8%	61.6%
By Location *				
North	100.0%		50.0%	56.3%
South	55.6%	66.7%	36.1%	39.3%
CCC			0.0%	0.0%
NTC	73.9%		77.6%	76.9%

All (degree-seeking and non-degree seeking)

	Minorities	Not Reported	White	Grand Total
All Students	75.3%	66.7%	73.0%	73.2%
By Location *				
North	78.1%		67.0%	68.2%
South	76.7%	66.7%	75.0%	75.2%
CCC	66.7%		65.7%	65.8%
NTC	73.9%		77.6%	76.9%

* Students may be duplicated across locations.



NWACC
Learning For Living

Minority Recruitment and Retention Annual Report

Academic Year 2011-2012

EXECUTIVE SUMMARY

NorthWest Arkansas Community College is committed to diversifying our student and employee populations through recruitment and retaining strategies and creating an inclusive environment for our students through the hiring and retaining of a diverse workforce. These efforts provide our students with a worldview and better enable them to succeed in today's global economy. NWACC mission is "Learning for Living." By creating a diverse campus, our students are better equipped to be productive citizens locally in Northwest Arkansas and throughout the world.

To better meet this commitment of diversity and inclusion, NWACC has created the Office for Diversity and Inclusion. The mission of this Office is to work with both internal and external constituents to champion diversity and inclusion efforts in the areas of education, community involvement, and acceptance of others. The Office is directed by Kathryn Birkhead who has extensive experience with diversity initiatives throughout Northwest Arkansas. The Office for Diversity and Inclusion reports to the Associate Vice President for Research and Planning and the Chief Diversity Officer, Dr. Ricky Tompkins. The allocation resources and personnel designated to work to improve diversity and inclusion at NWACC shows the great commitment and belief that the greatest educational experience can only occur in an inclusive and accepting environment.

STUDENT NUMBERS

As stated in the Executive Summary, NorthWest Arkansas Community College is committed to diversifying our student populations. NWACC's minority student enrollment continues to rise steadily. As indicated in Table 1 below, the total headcount of minority students enrolled in credit course from Spring Semester 2011 to Spring Semester 2012 was 1,605 individuals.¹ Hispanic students, our largest minority population, comprise 11.7% of our total student population. The total minority population is 21.9%.

¹ These totals do not include unknown or non-resident alien students.

Table 1

Spring Headcount Comparison

		Spring 2011		Spring 2012		
		Number	Percent	Number	Percent	Percent Change
Total Headcount		8,176		8,090		- 1.1%
FTE		4,846		4,727		- 2.5%
	Full-Time	2,968	36.3%	2,835	35.0%	-4.5%
	Part-Time	5,208	63.7%	5,255	65.0%	0.9%
SSCH		72,683		70,899		-2.5%
Gender	Male	3,434	42.0%	3,342	41.3%	-2.7%
	Female	4,742	58.0%	4,748	58.7%	0.1%
Residence	Benton County	4,356	53.3%	4,344	53.7%	-0.3%
	Washington County	3,236	39.6%	3,197	39.5%	-1.2%
	Other In-State	417	5.1%	373	4.6%	-10.6%
	Out-of-State	167	2.0%	176	2.2%	5.4%
Tuition Status	In-District	3,559	43.5%	3,516	43.5%	-1.2%
	Out-of-District	4,279	52.3%	4,210	52.0%	-1.6%
	Out-of-State	211	2.6%	226	2.8%	7.1%
	Contiguous County	50	0.6%	50	0.6%	0.0%
	International	77	0.9%	88	1.1%	14.3%
Ethnic Category	Hispanic or Latino	828	10.1%	946	11.7%	14.3%
	Non-Hispanic Race:					
	American Indian/Alaskan Native	135	1.7%	149	1.8%	10.4%
	Asian	230	2.8%	227	2.8%	-1.3%
	Black or African American	209	2.6%	254	3.1%	21.5%
	Native Hawaiian/Pacific Islander	20	0.2%	22	0.3%	10.0%
	White	6,357	77.8%	6,179	76.4%	-2.8%
	2 or more races	15	0.2%	7	0.1%	-53.3%
	Unknown	214	2.6%	137	1.7%	-36.0%
	Non-Resident Alien	168	2.1%	169	2.1%	0.6%

Retention*

Fall 07 returning Spring 08	66.0% 3799 out of 5754
Fall 08 returning Spring 09	68.8% 4444 out of 6460
Fall 09 returning Spring 10	70.6% 5,066 out of 7,175
Fall 10 returning Spring 11	70.2% 5,396 out of 7,690
Fall 11 returning Spring 12	68.2% 5,313 out of 7,787

*does not include high school students

Table 2

Fall to Spring Retention by Race

Count of Returning Students*

	Asian/ Pacific Islander		Black, non- hispanic		Hispanic		American Indian		White, non- hispanic		Declined		Grand Total	
Fall 2007 to Spring 2008														
Returned	150	64%	70	61%	429	69%	67	72%	2,951	65%	132	75%	3,799	66%
Did Not Return	83	36%	44	39%	194	31%	26	28%	1,564	35%	44	25%	1,955	34%
Total / Percent of Total	233	4%	114	2%	623	11%	93	2%	4,515	78%	176	3%	5,754	
Fall 2008 to Spring 2009														
Returned	176	66%	89	56%	497	69%	78	71%	3,452	69%	152	72%	4,444	69%
Did Not Return	89	34%	71	44%	227	31%	32	29%	1,539	31%	58	28%	2,016	31%
Total / Percent of Total	265	4%	160	2%	724	11%	110	2%	4,991	77%	210	3%	6,460	

**	Hispanic or Latino Ethnicity		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Oth Pacific Islander		White		2 or more Races		Unknown		Non-Resident Alien		Total	
Fall 2009 to Spring 2010																				
Returned	599	74%	102	71%	169	79%	114	67%	2	29%	3,871	70%	7	78%	134	77%	68	72%	5,066	71%
Did Not Return	207	26%	42	29%	45	21%	56	33%	5	71%	1,685	30%	2	22%	40	23%	27	28%	2,109	29%
Total / Percent of Total	806	11%	144	2%	214	3%	170	2%	7	0%	5,556	77%	9	0%	174	2%	95	1%	7,175	
Fall 2010 to Spring 2011																				
Returned	587	71%	89	70%	166	74%	112	62%	14	82%	4,127	70%	3	60%	180	79%	118	67%	5,396	70%
Did Not Return	235	29%	38	30%	58	26%	69	38%	3	18%	1,785	30%	2	40%	47	21%	57	33%	2,294	30%
Total / Percent of Total	822	11%	127	2%	224	3%	181	2%	17	0%	5912	77%	5	0%	227	3%	175	2%	7,690	
Fall 2011 to Spring 2012																				
Returned	710	74%	106	67%	146	65%	156	67%	15	48%	3,941	67%	6	67%	111	70%	122	73%	5,313	68%
Did Not Return	248	26%	53	33%	80	35%	78	33%	16	52%	1,904	33%	3	33%	47	30%	45	27%	2,474	32%
Total / Percent of Total	958	12%	159	2%	226	3%	234	3%	31	0%	5845	75%	9	0%	158	2%	167	2%	7,787	

*Headcount without high school students

**In 2009 the federal government mandated new standards for reporting race and ethnicity in higher education institutions. Under the new standards, students who identify themselves as Hispanic, or as Hispanic and another race, are reported as Hispanic. Students who describe themselves as being of more than one race, other than Hispanic, are now categorized as being of two or more races. In addition, NWACC has begun reporting students on F1, F2 and H4 Visas as non-resident aliens. 2009 is the first year of this reporting method. These new standards are reported for new NWACC students, with continuing students incorporated into the new categories.

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 2011 to Spring Semester 2012 was 74%. During the same period, the retention rate for white/non-Hispanic students was 67%.

From Fall Semester 2011 to Spring Semester 2012, the College retained Hispanic (74%) and Native Hawaiian or Other Pacific Islander (67%) at equal or higher rates than it retained white/non-Hispanic students (67%).

Goal

Our goal for student recruitment is to continue to increase our minority student population meet or exceed the regional diversity census numbers (2010). This will be measured annually, benchmarking our institution with the service area of the College (Benton and Washington Counties).

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:

Office for Diversity and Inclusion

The Office for Diversity and Inclusion is responsible for college-wide design, coordination and support of strategies and programs related to student and workplace diversity and inclusion, the promotion of diversity and inclusion on campus and in the community and growth and development of NWACC in the areas of diversity and inclusion. This will include working collaboratively with the Vice Presidents, Deans, Directors, and others to increase awareness of College diversity and inclusion, leading numerous institutional support activities, including the continued evaluation and subsequent revision of search processes, as the College seeks to further diversify appointments from underrepresented backgrounds, assisting Learner Services in the development and expansion of student recruitment and retention efforts that will increase the diversity of the student population, and collaborating in the development and promotion of outreach programs and activities that target youth of under-represented groups that enhance academic preparation and encourage/provide access to higher education.

LIFE Program

A continuation of the Step by Step program that was established in 1999 with funding from the CARE Foundation, the NWACC LIFE program is a community outreach program that serves the growing Hispanic and other language minority populations in Northwest Arkansas. A main component of the LIFE program is Summer Program where high school students focus on improving English reading, writing and math skills and leadership development. 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.

English for Academic Purposes Program

English for Academic Purposes provides a bridge from ESL to college for non-native speakers of English who are seeking general admission to NWACC. ENAP consists of two levels and 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.

To reach the large population of Hispanic and Marshallese students in Washington County, ENAP piloted level one classes at a Springdale location Fall 2009. In 2012, ENAP offered both level one and level two courses in Springdale.

Total enrollment in all ENAP courses in Benton and Washington country during the 2011-2012 academic year was as follows:

Fall 2011: 109
Spring 2012: 122

An NNS Placement Taskforce met during the Spring 2012 semester to establish procedures for identifying NNSs and placing them in the appropriate ENAP courses. These guidelines will be in place for Fall 2012 enrollment.

International Education Week

NWACC had a week full of events during the internationally recognized week in November. It included a writing contest, cultural displays, international potluck, global trivia contest, international talent and presentations. A silent auction raised funds for the Intercultural Education Scholarship. There were over 500 participants during the week.

Intercultural Education Scholarship

This scholarship is offered to students who are unable to receive federal financial aid, but show a financial need. Sponsored by the Intercultural Education Committee and begun in the Fall Semester 2000, this program dispersed a total of \$1,400 among four recipients in the academic year 2011-2012.

Adult Education Program

The Adult Education Program at NorthWest Arkansas Community College serves a diverse clientele in a variety of academic pursuits ranging from English language acquisition to GEDs. During Academic Year 2010-2011, the Program served a total of 3,387 students, 65% of whom come from minority populations. The breakdown of minority students in the Adult Education Program is as follows:

Native American	73
Asian	104
Pacific Islander	24
African American	62
Hispanic	1,871
White	1,181
Two or more	72

Upward Bound

The Upward Bound program assists high school student participants in preparing for college. While not specifically a minority-student program this year 56 students participated, 80% of the students come from a minority culture. The program demographic for Academic Year 2011-12 are as follows:

Hispanic/Latino	29
Asian American	6
Native Hawaiian/Pacific Islander	7
African American/Black	2
White	11
Two or more	1

Program Annual Budgets

<i>Program</i>	<i>Annual Budget</i>
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Office for Diversity and Inclusion	\$67,000
ENAP	\$71,985
Office for Global Communities	\$63,485
Adult Education Program	\$1,111,818

II. DIVERSITY IN THE NWACC WORKPLACE

At the Northwest Arkansas Community College, diversity and inclusion is a strategic initiative that fosters responsible stewardship of our mission by enabling our diverse team to provide exceptional service and a life changing experience for all of our learners and community stakeholders. This strategic initiative is a priority for our Board of Trustees and Dr. Becky Paneitz, the NWACC President. The leadership team understands and respects the role of diversity and inclusion in achieving the college's overall strategic objectives. The Office for Diversity and Inclusion will also play a key role, working closely with Human Resources to better educate hiring committees and personnel on the necessity of a diverse and inclusive workplace.

The college successfully implemented the following initiatives during the 2012 fiscal year:

- 1) Launched the NWACC ALPFA (Association of Latino Professionals) Student Chapter and expanded the leadership role of NWACC within this national organization.
 - a) Grew the student chapter at NWACC to 22 student members
 - b) Dr. Paneitz was appointed to 1st Vice-Chair of the NWA Chapter's Corporate Advisory Board
 - c) Dr. Paneitz was selected as a member of the Women of ALPFA National Board
 - d) Alex Vasquez (Chair of Board of Trustees) and Dr. Tompkins are members of the NWA Professional Chapter's Board of Directors
 - e) Began to promote career opportunities at NWACC with the local professional chapter
 - f) Sponsored the Lideres de Corazon event highlighting advances in the Latino community in Northwest Arkansas
- 2) Hosted Multicultural Events
 - a) Hosted a communitywide Martin Luther King Event
 - b) Hosted a series of events focused on creating awareness of the Native American Community
 - c) Our International Programs Office hosted multicultural events that benefited our international students and the Northwest Arkansas community

The following reports/tables take a look at NWACC's numbers in regards to recruitment and retention.

Minority Recruitment and Retention
7/1/11 to 6/04/12

Full-time

Termed				
CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
Administration/Professional	Black/African Amer, Non-Hispan	Projects/Programs Admin (21)	Exec Dir Institution Effective	1
Administration/Professional	American Indian/Alaskan Native	Provisional Salary (80)	Project/Program Manager	1
Classified/Hourly	Hispanic/Latino/Chicano	Provisional Hourly (80)	Admin Specialist 1 Adult Ed	1
Classified/Hourly	Hispanic/Latino/Chicano	Institutional Serv Assist (7)	Custodial Worker II	1
				4

New				
CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
9-10 Month Faculty	Black/African Amer, Non-Hispan	Faculty Full-Time (207)	FT Faculty Behavioral Sciences	1
12 Month Non Classified	Hispanic/Latino/Chicano	Lab Supervisor (6)	Corp Learning Special Instruct	1
Administration/Professional	American Indian/Alaskan Native	Provisional Salary (80)	Career Pathways Case Mgr	1
Administration/Professional	Decline Response/Unknown	Projects/Programs Admin (21)	Communication Specialist	1
Classified/Salary	Black/African Amer, Non-Hispan	HE Institution Coord (14)	Development Coordinator	1
Classified/Salary	Asian or Pacific Islander	Systems Coord Analyst (4)	Applications Programmer	1
Classified/Hourly	Decline Response/Unknown	Academic Lab Asst (2)	Academic Lab Assistant	1
Classified/Hourly	Asian or Pacific Islander	Administrative Spec I (10)	Admin Spec Admissions	1
Classified/Hourly	Asian or Pacific Islander	Administrative Spec II (15)	Admin Specialist, Science	1
Classified/Hourly	American Indian/Alaskan Native	Administrative Spec III (29)	Testing Services Lab Tech	1
Classified/Hourly	Hispanic/Latino/Chicano	Institutional Serv Asst (7)	Custodial Worker II	1
Classified/Hourly	Hispanic/Latino/Chicano	Library Technician (3)	Library Academic Technician	1
Classified/Hourly	Hispanic/Latino/Chicano	Maintenance Assistant (7)	Maintenance Assistant Grounds	1
Classified/Hourly	Decline Response/Unknown	Multi Media Specialist	Multi Media Specialist	1
Classified/Hourly	Decline Response/Unknown	Public Safety Officer (8)	Campus Police Officer	1
				15

Current without New				
CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
9-10 Month Faculty	Black/African Amer, Non-Hispan	Faculty Full-Time (207)	FT Faculty American Government	1
9-10 Month Faculty	Hispanic/Latino/Chicano	Faculty Full-Time (207)	FT Faculty Bus	1

9-10 Month Faculty	Black/African Amer, Non-Hispan	Faculty Full-Time (207)	FT Faculty Computer Info	1
9-10 Month Faculty	Decline Response/Unknown	Faculty Full-Time (207)	FT Faculty English	1
9-10 Month Faculty	Black/African Amer, Non-Hispan	Faculty Full-Time (207)	FT Faculty Geography	1
9-10 Month Faculty	Asian or Pacific Islander	Faculty Full-Time (207)	FT Faculty Life & Physical Sci	1
9-10 Month Faculty	Hispanic/Latino/Chicano	Faculty Full-Time (207)	FT Faculty Philosophy	1
9-10 Month Faculty	Black/African Amer, Non-Hispan	Faculty Full-Time (207)	FT Faculty Sociology	2
Administration/Professional	Asian or Pacific Islander	Academic Advisor (8)	Academic Advisor	1
Administration/Professional	Black/African Amer, Non-Hispan	Provisional Salary (80)	CTE Retention Specialist	1
Administration/Professional	Black/African Amer, Non-Hispan	Dir Academic Computing	Dir Academic Success Center	1
Administration/Professional	Black/African Amer, Non-Hispan	Projects/Programs Admin (21)	Dir Int'l Programs	1
Administration/Professional	Black/African Amer, Non-Hispan	Coord Occupation Ed&Tech Pr	Dir Learner Career Svcs	1
Administration/Professional	Hispanic/Latino/Chicano	Provisional Salary (80)	Director Adult Ed	1
Administration/Professional	Hispanic/Latino/Chicano	Provisional Salary (80)	Enrollment Specialist Adult Ed	1
Administration/Professional	American Indian/Alaskan Native	Provisional Salary (80)	Finance Manager –PACE	1
Administration/Professional	Black/African Amer, Non-Hispan	Provisional Salary (80)	Upward Bound Director	1
Administration/Professional	Black/African Amer, Non-Hispan	Chief Student Affairs Officer	VP Learner Services	1
Classified/Hourly	Black/African Amer, Non-Hispan	Administrative Spec III (28)	Admin Assist Comm & Arts	1
Classified/Hourly	Hispanic/Latino/Chicano	Administrative Spec II (15)	Admin Spec Admissions	1
Classified/Hourly	Hispanic/Latino/Chicano	Administrative Spec I (10)	Admin Spec I, Math/Science	1
Classified/Hourly	Hispanic/Latino/Chicano	Administrative Spec III (28)	Admin Spec, Learner Supp Svcs	1
Classified/Hourly	Hispanic/Latino/Chicano	Provisional Hourly (80)	CTE Retention Assist	1
Classified/Hourly	American Indian/Alaskan Native	Public Safety Officer (8)	Campus Police Officer	1
Classified/Hourly	Hispanic/Latino/Chicano	Administrative Analyst (5)	Computer Analyst	1
Classified/Hourly	Asian or Pacific Islander	Administrative Spec III (28)	Culinary Arts Kitchen Aide	1
Classified/Hourly	Hispanic/Latino/Chicano	Institutional Service Asst (7)	Custodial Worker I	3
Classified/Hourly	Hispanic/Latino/Chicano	Institutional Service Asst (7)	Custodial Worker II	1
Classified/Hourly	Hispanic/Latino/Chicano	Equipment Operator	Equipment Operator	1
Classified/Hourly	Asian or Pacific Islander	Library Technician (3)	Library Academic Tech III	1
Classified/Hourly	Asian or Pacific Islander	Provisional Hourly (80)	Prov Admin Specialist III ARK	1
Classified/Hourly	Asian or Pacific Islander	Registrar's Assistant	Registrar's Assistant	1
Classified/Hourly	Hispanic/Latino/Chicano	Administrative Spec I (10)	Secretary SIC	1
Classified/Hourly	Hispanic/Latino/Chicano	Skilled Tradesman(5)	Skilled Tradesman-Elec	1
Classified/Salary	Asian or Pacific Islander	Systems Coord Analyst (4)	Appl Consult Fin & Admin Svcs	1
Classified/Salary	American Indian/Alaskan Native	Systems Coord Analyst (4)	Appl Consultant Enroll Mgmt	1

Classified/Salary	Asian or Pacific Islander	HE Institution Prog Coord (13)	Community Outreach Coord	1
Classified/Salary	Hispanic/Latino/Chicano	HE Institution Prog Coord (13)	Enrollment Specialist	1
Classified/Salary	Hispanic/Latino/Chicano	Information Systems Coord	Proj Mgr Web Services	1
Classified/Salary	Decline Response/Unknown	HE Institutional Prog Coord (13)	Student Support & Retention Sp	1
Faculty 12 Month	Asian or Pacific Islander	Faculty Full-Time (207)	FT Faculty Emergency Med Svcs	1
Faculty 12 Month	Asian or Pacific Islander	Special Instructor (15)	Faculty Respiratory Care	1

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Part-time

Termed				
CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
Extra Help	Asian or Pacific Islander	Extra Help (360)	PT Learner Success	1
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH Learner Success	1
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH Washington Country Learning	1
Work Study	Decline Response/Unknown	Work Study	WS-AmericaReads	2
Work Study	Decline Response/Unknown	Work Study	Work Study	9
Work Study	Hispanic/Latino/Chicano	Work Study	Work Study	2

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New				
CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
Associate Faculty	Asian or Pacific Islander	Faculty Part-Time (513)	PT Faculty Business Info	1
Associate Faculty	Black/African Amer, Non-Hispan	Faculty Part-Time (513)	PT Faculty Nursing	1
Extra Help	Decline Response/Unknown	Extra Help (360)	Extra Help NOLA	2
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH-Life & Physical Science	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH-Life & Physical Science	2
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH CL Culinary Catering	2
Extra Help	Hispanic/Latino/Chicano	Extra Help (360)	XH CL Culinary Catering	2
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH College at the Crossing	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Culinary Arts	1

Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH Environmental/Regulatory Sc	1
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH Fitness/Wellness Education	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Ginnie's Place	3
Extra Help	Hispanic/Latino/Chicano	Extra Help (360)	XH Learner Success	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Office of College Relations	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Public Safety	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Student Activities	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Student Records	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Student Support Services	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Technology Services	2
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH Washington County Learning	1
Extra Help	Hispanic/Latino/Chicano	Provisional Hourly (80)	PX Career Pathways	1
Work Study	Asian or Pacific Islander	Work Study	Work Study	3
Work Study	Decline Response/Unknown	Work Study	Work Study	12
Work Study	Hispanic/Latino/Chicano	Work Study	Work Study	1

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Part-time (cont'd)

Current without New

CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
Associate Faculty	Decline Response/Unknown	Provisional Salary (80)	PT Faculty Adult Ed Direct & E	1
Associate Faculty	Black/African Amer, Non-Hispan	Faculty Part-Time (513)	PT Faculty Business Info	1
Associate Faculty	Asian or Pacific Islander	Faculty Part-Time (513)	PT Faculty Developmental Math	2
Associate Faculty	Decline Response/Unknown	Faculty Part-Time (513)	PT Faculty Developmental Math	1
Associate Faculty	Decline Response/Unknown	Faculty Part-Time (513)	PT Faculty Emergency Med Svcs	1
Associate Faculty	American Indian/Alaskan Native	Faculty Part-Time (513)	PT Faculty Physical Therapy	1
Associate Faculty	Hispanic/Latino/Chicano	Faculty Part-Time (513)	PT Faculty Social Sciences	1
Extra Help	American Indian/Alaskan Native	Extra Help (360)	Extra Help NOLA	1
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	Extra Help NOLA	1
Extra Help	Asian or Pacific Islander	Provisional Hourly (80)	PX Adult Ed Direct & Equit	1
Extra Help	Decline Response/Unknown	Provisional Hourly (80)	PX Adult Ed Direct & Equit	1
Extra Help	Hispanic/Latino/Chicano	Provisional Hourly (80)	PX Adult Ed General Education	1

Extra Help	Asian or Pacific Islander	Extra Help (360)	XH AVP Learner Support Svcs	1
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH AVP Learner Support Svcs	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Ginnie's Place	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Learner Services	2
Extra Help	Hispanic/Latino/Chicano	Extra Help (360)	XH Public Safety	2
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH Student Support Services	1
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH Student Support Services	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Technology Services	1
Work Study	Asian or Pacific Islander	Work Study	Work Study	3
Work Study	Black/African Amer, Non-Hispan	Work Study	Work Study	1
Work Study	Decline Response/Unknown	Work Study	Work Study	14
Work Study	Hispanic/Latino/Chicano	Work Study	Work Study	3

MINORITY EMPLOYMENT REPORT

Employee Summary

	Total	Asian/Pac. Isl.	Black, Non-Hispanic	Hispanic	Am. Indian	NR-A Declined	Total Minority
Faculty	271						
Full-Time	146	1	6	2	2	1	12
Part-Time	125	3	2	2	1	3	11
Staff	448						
Full-Time	294	10	8	24	5	5	52
Part-Time	122	5	8	7	1	19	40
Work Study	32	4	1	4	0	15	24
TOTALS	719	23	25	39	9	43	139

Minority Recruitment and Retention Report and Five Year Plan

Ozarka College
2012-2017



Minority Recruitment and Retention Annual Report
Ozarka College
June 2012

Minority demographics for Ozarka College for 2011-2012 include the following:

Student Population

Hispanic/Latino	27 (1.3%)
Black/African American	26 (0.7%)
American Indian/Alaskan Native	23 (1.1%)
<u>Asian</u>	<u>4 (0.1%)</u>
Total Minority	70 (3.3%)

Fulltime Faculty

Hispanic/Latino	1 (2.9%)
<u>Alaskan Native</u>	<u>1 (2.9%)</u>
Total Minority	2 (5.9%)

Adjunct Faculty

<u>American Indian</u>	<u>1 (1.1%)</u>
Total Minority	1 (1.1%)

Fulltime Faculty and Staff

Hispanic/Latino	1 (0.7%)
<u>American Indian/Alaskan Native</u>	<u>3 (2.2%)</u>
Total Minority	4 (2.9%)

Minority Personnel Beginning in 2011-2012

Public Relations Staff	1 (0.7%)
<u>Peer Tutor (Part-time)</u>	<u>1</u>
Total New Minority	2

The Ozarka College minority demographics show advancement for its two indicators. The goal to reach the service area percentage of 3.5 percent was nearly met with 3.3 percent minority for 2011-2012. This percentage is an improvement over the three percent listed in the 2010-2011 report. The 2.9 percent faculty and staff members classified as minority exceeds the benchmark of greater than one percent. Most impressive is the fulltime faculty percentage of 5.9 percent, which is 1.7 times that of the service area percentage.

In light of its current success, Ozarka College will continue with its present endeavors. The Minority Recruitment and Retention Plan has been slightly modified to include the following changes:

1. Continue to advertise for fulltime faculty and higher level positions in state and, when appropriate, in national venues.
2. Continue to recruit students at county fairs and free-to-the-public Ozarka events.

Minority Recruitment and Retention Annual Report
Vice President of Academic Affairs
Ozarka College
June 2012

Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College student minority enrollment slightly decreased with an average of 3 percent for the 2010-11 academic year.

Ozarka College continues to have one Hispanic/Latino faculty member in the Culinary Arts program that 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 Plan

2012 -2017

Introduction/Background

Ozarka College has a service area that is largely rural and Caucasian. The minority population of the four county service area averages 3.5 percent which is down 1.4 percent from the last report. Student minority enrollment was 3 percent for the 2010-11 school year. Ozarka College currently has two full-time faculty members who have minority status; one Hispanic/Latino and one Alaskan Native. There are two staff members currently holding minority status; one American Indian and one Alaskan Native. Though these percentages are low compared to the state and nation, these percentages are representative of the service area.

Institutional goals and objectives for the recruitment and retention of minority students, faculty, and staff

Ozarka College actively seeks minority enrollment of students within, and outside of our service area. Our desire is to have minority enrollment percentages reflective of the overall population, or better. Since our service area average is now 3.5 percent, our current goal is to reach or surpass a student percentage of 3.5 percent.

Ozarka College continues to advertise and recruit for positions to promote the greatest diversity possible among the faculty and staff. When salary and position warrants, advertising is extended outside of the service area to increase the minority pool of qualified candidates.

Strategies for achieving the institution's recruitment and retention goals/objectives for minority students, faculty, and staff.

For students, a broader recruitment area is limited to selective programs. Without student housing, it is difficult to expand minority population beyond the local representative percentages. Ozarka College strategies for retaining and increasing percentages within our service area include the following:

Strategy 1: Recruiting utilizing program events.

Action: Continue to utilize competition events in Culinary, Nursing, Automotive and other appropriate programs to increase Ozarka's visibility to potential minority students and to open communications for potential application.

Strategy 2: Recruitment utilizing College Fairs.

Action: Ozarka College will attend the various college fairs within our service area and actively market to minority students by communicating the variety of scholarships and grants available to minority populations.

Strategy 3: Ozarka College's Student Services and academic divisions will actively recruit minority students.

Action: Student Services and academic divisions will identify scholarships and grants directed toward minority student populations and assist students in applying. Active files will be maintained by the admissions office for specific minority funding sources.

Strategy 4: Ozarka College will continue to actively recruit minority faculty and staff.

Action: Ozarka College will announce job positions for full-time faculty and upper level staff positions in publications read by a larger minority population such as in state-wide newspapers and on state-wide websites and, when appropriate, in and on national venues.

Indicators that will be used to determine success in meeting minority recruitment and retention goals/objectives for students, faculty, and staff.

For both students and faculty/staff, the current minority percentages of 3 percent (students) and 1 percent (faculty and staff) at Ozarka College offer a suitable benchmark indicator for measuring success. Given our service area percentage of 3.5 percent, achieving a minority percentage above the local population percentages would demonstrate active recruitment. Indicators of our success are as follows:

1. A student minority population at or greater than the local population, which is 3.5 percent for 2011.
2. A fulltime faculty and staff minority population greater than 1.0 percent, which is the baseline percentage for 2011.

For faculty and staff, Ozarka College will advertise in minority publications when employment positions warrant searches beyond the local area. We will also access state resources for minority applicants whenever possible.

Timeline for implementing minority students, faculty, and staff recruitment and retention strategies.

All strategies for student recruitment and retention activities will begin implementation in the upcoming 2012-2013 school year. Human Resources will continue appropriate advertising procedures as opportunities present themselves.

Budget for minority recruitment and retention activities.

Student services can allocate time to research minority scholarships and grants without redistributing budget resources. TRiO Student Support Services will continue to seek qualified minority students for tutoring and enrichment programs 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 and staff from an extended minority pool will be charged to the appropriate departmental budget.

Methods to be used for assessing and monitoring the effectiveness of strategies and for modifying the plan.

Student minority percentages will continue to be monitored. If levels fall, the Vice President of Student Services and the Vice President of Academic Affairs will attempt to determine 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 be monitored.

**Phillips Community College of the University of Arkansas
Minority Recruitment/Retention Plan
2009-2010 Academic Year**

June 30, 2012

**Submitted by
Debby King, Ed.D., Vice Chancellor for Instruction
Lynn Boone, Vice Chancellor for Student Services**

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

Phillips Community College of the University of Arkansas (PCCUA) has been identified as an Achieving the Dream Leader College because we have had three consecutive years of academic improvement with our student performance outcomes. As an ATD college, we have worked hard to reduce barriers faced by first generation students and students of color. The Higher Education Act of 1971 (reauthorized in 1965, 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008) defines minority status among students and PCCUA has a high minority student enrollment. Technically the student population is not diverse it is a biracial. Approximately 48% (1922) of the students are African-American and about 49.5% (1892) of the student population is white. Slightly more than 2% of the student enrollment (99) are classified as other minority. About 65% of the total enrollment are female (2605) and 35 % are male (1399). The combined Fall (2213) and Spring (1791) enrollment was 4004 students. (See Table 1)

Table 1: Minority Student Enrollment

Ethnicity	Fall 2011			Spring 2012			Total
Race/Ethnicity	Male	Female	Total	Male	Female	Total	
Asian	7	9	16	5	8	13	29
Black	313	747	1060	261	601	862	1922
Hispanic	14	15	29	9	12	21	50
Am Ind	4	8	12	3	5	8	20
White	449	647	1096	334	552	886	1982
UK					1	1	1
Total	787	1426	2213	612	1179	1791	4004

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

PCCUA works diligently to seek and retain qualified minority faculty and staff. Recruiting quality minority faculty for college positions requires active planning and engagement. PCCUA has tried to replace retired or resigned minority faculty and staff with minority faculty and staff. However, we do not limit any faculty or staff search. It is more difficult to hire minority faculty in certain disciplines such as nursing, science, and math. Faculty in the Division of Allied Health receive \$8,000 added to the base as established on the PCCUA Salary Placement Schedule in order to compete with salaries in the allied health fields. The PCCUA faculty salaries are lower than other colleges and lower than the public schools. In addition, all three PCCUA campuses are located in rural regions of the state which is often not attractive to new college graduates. Having minority faculty and identifying minorities in leadership positions is an integral part of the college's Achieving the Dream efforts.(See Table 2)

Table 2: 2008-2011 Full Time Faculty and Staff by Minority Status

Year	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2008-2009	13	79	55	147	228
2009-2010	14	79	57	150	229
2010-2011	12	79	57	148	227
2011-2012	12	73	60	154	227

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

PCCUA hired a couple of new minority faculty and several administrators during the 2011-12 year. Some of the new employees are working with a newly funded Gear Up grant and others are hired to be public school career coaches. In addition to new hires, some employees attained higher ranking administrative positions. (See Table 3)

Table 3: Faculty and Staff Hired in the 2010-11 Academic Year

Year	Minority Faculty	Minority Staff
2009-2010	3	4
2010-11	0	1
2011-12	2	4 + 3 (change in rank)

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

Goals and Objectives

PCCUA has five goals related to minority recruitment and retention of students, faculty, and staff.

1: PCCUA will improve the retention of students with a specific emphasis on minority retention.

PCCUA has focused on retention as part of its Achieving the Dream Initiative. This year the college will implement a mandatory orientation for all students enrolled at the college. This orientation will provide a comprehensive overview of college expectations and student services. It is believed that by investing in time early in the college experience and identifying student learning expectations, students will be more likely to meet those expectations. In addition to the orientation, PCCUA will continue to provide the cooperative learning workshop for faculty who have not participated in this training. This provides faculty with student engagement skills which impact student retention.

2: PCCUA will improve and increase minority recruitment and retention strategies which improve the likelihood of student success. This year all campuses have initiated high school to college recruitment activities in order to encourage more high school students to attend college.

In addition, all three campuses are engaging in “storefront” recruiting at banks, Walmart, and grocery stores. It is likely that this effort will encourage older adults to return to college. We do expect cuts in the Pell Grant to have a negative impact on our Fall enrollment.

3: PCCUA will continue to increase the number of minorities among the faculty, staff, and students. PCCUA is committed to recruiting and retaining qualified African-American faculty and staff. Currently, PCCUA replaces minority staff or faculty with a minority hire when possible. This has ensured that we continue to maintain the number of African-Americans employed. However, PCCUA also actively recruits qualified African-American applicants for any new position. (See Table 4 and Table 5)

4: PCCUA will continue to review recruitment, admission and retention efforts. PCCUA reviews the recruitment and retention practices annually. Last year four graduate students from the Clinton School for Public Service worked with our faculty to develop a curriculum for a small-group dialogue-to-action series of conversations about race. The curriculum, piloted last year with a small group of faculty, is being used this year with our faculty and staff.

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 to increase minority student population on all three campuses. The college uses every avenue available to seek qualified minority applicants (newspaper, television, the chronicle of Higher Education). However, we seem to have the best luck when we nurture our own leadership. We have identified highly successful minority leaders among faculty and staff and we are providing

leadership opportunities so that they will be ready for leadership positions at the college.

Table 4: Minority Faculty Enrollment by Race and Gender

Ethnicity	Fall 2011			Spring 2012		
Race/Ethnicity	Male	Female	Total	Male	Female	Total
Asian	0	1	1	0	1	1
Black	25	45	70	22	46	68
Hispanic	1	0	1	1	0	1
Am. Indian	0	0	0	0	0	0
White	40	115	155	39	116	155
UK	0	0	0	0	0	0

Table 5: Minority Faculty and Staff by Gender and Position

Gender	Men		Women		Total	
Position	FT	PT	FT	PT	FT	PT
Faculty	4	3	8	6	12	9
Staff						
Executive	3	0	6	0	9	0
Support	4	0	19	7	23	7
Technical	1	0	5	1	6	1
Skilled	1	0	0	0	1	0
Service	13	4	8	1	21	5

- 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.**

Mandatory orientation for all students begins August 1-16. This is a new strategy which PCCUA is connecting to degree completion and the Phi Theta Kappa goals related to completion.

- VI. Include your timeline, budget, and methods used to assess and monitor progress.**
VII. Timeline for Work

Focused Advising		
Advising, placement, mentoring	Ongoing	Developmental Education Faculty
Early Alert System		
Absenteeism -reduce absenteeism in the classroom		
Expand Early Alert to all faculty requiring documentation of absenteeism using the campus referral system.	Ongoing	Faculty, Deans, VC for Instruction
Identify the number of students who withdraw or who receive and EW in developmental courses (this has been mandatory for Developmental Education faculty).	Ongoing	Faculty, Advisors, Early Alert
Academic Intervention		
Require early assessment of student learning by faculty (third week). Implement PREP Program for students not ready for college level course work. Require faculty to inform students of their academic status by the third week of classes. Ensure that faculty refers students for tutoring if the student is not succeeding or assuming the responsibility for student tutoring.	In Progress	Deans, VC for Instruction
Increase Research Capacity		
Continue to train faculty for data analysis to increase research capacity.	Ongoing	Deans, VC for Instruction, faculty. DIR
Mandatory Orientation	8/15-16/12	Orientation and Student Success Team
Faculty Engagement Cooperative learning Training	8/12 Trained 48 2/3 8/11 Will train 25 faculty more	Faculty
Conversations about Race Continue ongoing conversations about race and poverty.	10/12	Discussion Facilitators All employees
Mandatory Orientation	8/12	All Employees

Budget

Although no budgets have been dedicated to minority recruitment and retention, money has been targeted for this purpose. It is more difficult to find minority candidates in science, math, and nursing than in other disciplines. Several budgets contain specific dollars targeted for minority recruitment and retention. This year the Staff Development budget, Student Services budget, and the Marketing budget will provide funding for the recruitment and retention of minority faculty and staff. In addition funds from Achieving the Dream and PACE will assist minority students with meeting success.

Materials and Supplies

SENSE and other survey related work sessions. (Fall 2012)	\$10,000
The administration of this done every other year.	

Professional Development

PCCUA provides professional development funds for faculty and staff to attend the ATD Conference and other conferences which focus on working with students to increase student success and retention issues.

\$25,000

Recruitment and Retention

Recruitment for replacement of minority positions	\$ 5,000
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Total Budget

\$ 40,000

Assessment

The Vice Chancellor for Instruction and the Vice Chancellor for Student Services work closely together to assess the Minority Recruitment and Retention Plan. The Faculty Senate is also actively involved with reviewing if the recruitment and retention of minority faculty and students is effective. This group examines the minority recruitment and retention goals and measures its progress toward accomplishing those goals. Four PCCUA initiatives focus on student success a very important part of retention efforts. The leaders involved with Career Pathways, Achieving the Dream, and Carl Perkins are attentive to the minority student recruitment and retention goals. In addition, the recruitment and retention of minority students

has been written into the Higher Learning Commission improvement Project. The main assessment tool used for both planning and evaluation is a logic model.

VIII. Other recruitment and retention Information

Both the University of Arkansas Board of Trustees and the PCCUA Board of Visitors has the same number of minority representatives on its Board as it had last year. This year an African-American male BOV member resigned and was replaced by an African-American male.

Table 7: Governing Board Minority Representation

Governing Boards	Total Board	Minority Representation
U of A Board of Trustees	10	02 (1 African-American male, 1 white female)
PCCUA Board of Visitors	12	05 (1 African-American male, 2 African-American females, 2 white females)

Note: a PCCUA white female on the BOV died and has been replaced by a white female.

Pulaski Technical College
Minority Recruitment and Retention
Annual Report on Implementation for 2011-2012

Introduction and Background

Pulaski Technical College (PTC) is committed to enhancing the recruitment and retention of minority students, faculty, and staff. In compliance with Arkansas Act 1091 of 1999, the purpose of this document is to devise strategies, measures of effectiveness, and budgets for minority recruitment and retention. This plan represents an update to the ongoing process of minority recruitment and retention planning that began in 2000 after the passage of Act 1091 of 1999.

Definitions

For purposes of this plan, the term “minority” refers to African Americans, Hispanic Americans, Asian Americans, Hawaiian/Pacific Islanders, and Native Americans. Throughout the plan, the names of racial groups have been truncated to black, Hispanic, Asian, Pacific Islanders, and Native American, and it is assumed that all members of these groups are Americans. Non-American students are referenced as “Non-Resident Aliens” and are not coded by racial category or included in the racial analysis discussed herein.

Pulaski Technical College continues to implement the collection of new racial and ethnic codes based upon federal and state requirements for its student population on the application for admission of new and transfer students.

Responsibility for Implementation and Reporting

Responsibility for plan implementation has been assigned to the Vice President for Student Services (for student recruitment and retention), the Vice President for Instruction (for faculty retention), and the Vice President for College Advancement (for staff retention, all human resources recruitment, and all PTC marketing and publications). The Office of Institutional Research, Planning, and Effectiveness will prepare plan updates and annual reports on the plan’s progress.

Student Data Analysis

Recruitment and Enrollment

Pulaski Technical College experiences high volume in minority admission applications and subsequent enrollment. Exhibits A in the Statistical Appendix display numbers related to Pulaski Technical College enrollment.

African Americans comprise the largest racial/ethnic demographic among applications for admission and enrollment since Spring 2006. Since PTC is an “open door” college, all applicants are allowed to enroll in classes but are placed in their coursework according to COMPASS or ACT scores. As PTC continues to grow in overall headcount, individual headcounts among other minorities grow as well.

Goals and Objectives for Minority Student Recruitment and Retention

Goal 1 for Student Recruitment and Retention: Pulaski Technical College will maintain “open door” admissions policy.

Strategies: Pulaski Technical College will continue our open door admissions policy, except in academic fields where more stringent requirements are needed.

Indicators of Effectiveness: Pulaski Technical College will monitor demographic and financial statistics relative to enrollment and our service area population in order to gauge our effectiveness at recruiting minority populations. The College expects to maintain minority enrollment rates that are significantly higher than the general population.

Timeline: Ongoing.

Status Report: As discussed in the section on student data analysis, PTC has experienced growth in enrollment overall and among racial minorities. This growth continues at rates that are significant statistically from the population.

At the same time as student headcounts grow, state budgets funding PTC have not increased at similar levels. Therefore, the College has increased tuition and fees at minimum levels each academic year over the past several years. For the upcoming academic year, tuition has increased by 7% or \$6.00 more per credit hour (from \$84.00 to \$90.00).

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 at all locations for the admissions and enrollment process. Admissions and enrollment staff will collaborate with other college staff and programs to enhance student recruitment and retention. As a comprehensive strategy, such professional support benefits the entire campus community as well as the growing minority student population.

Indicators of Effectiveness: The College will continue to monitor demographic data of applicants, students who follow through with enrollment, and the general service area populations. Again, PTC expects to maintain or increase minority application and enrollment at rates higher than the general population. When applicable, the College will survey to evaluate the effectiveness of such services

Timeline: Ongoing.

Status Report: African American continues to be the largest racial/ethnic group among applications for admissions and enrollment at PTC. See Exhibit A in the Statistical Appendix.

Goal 4 for Student Recruitment and Retention: Pulaski Technical College will maintain and revise as needed student orientation services.

Important factors in minority student retention are ensuring that students are knowledgeable about the support services available to them and that they have good study habits. A solid orientation session at the beginning of a new student's experience theoretically would give him or her initial information about his or her college career, and a first-year experience course would reinforce such information and fill in any gaps that need addressing. Toward that end, PTC will continue to take the following actions:

(a) *New Student Orientation:* Orientation programs are commonly utilized by colleges and universities in order to familiarize new students with the following information: introduction to college life, campus policies and procedures, academic curriculum, financial aid, introduction to college staff, and a campus tour. PTC requires all first-time entering, degree seeking students to attend an on campus orientation prior to enrollment. PTC currently offers new student orientation prior to the beginning of the fall and spring semesters at two locations: main campus and Little Rock-South.

(b) *College Seminar:* In previous years, College Seminar has been required of all degree-seeking students whose test scores require them to take two or more developmental (remedial) courses at PTC. Beginning in academic year 2008-2009, College Seminar is now required of all first-time entering, degree-seeking students regardless of developmental needs. The course provides students with the following information: time management skills, discovering learning style, diversity, stress management, career planning, note-taking and study strategies, test-taking skills, computer skills, listening skills, and decision making skills (especially in reference to future educational planning).

(c) *Career Seminar:* Career Seminar is in its third pilot year through the Perkins grant initiative. Career Seminar may be used in lieu of the College Seminar requirement for students seeking an Associate of Applied Science degree or a Technical Certificate. The course is designed to allow students to take a comprehensive approach to career planning. Utilizing career assessments and employment data, students will be able to decide on a major, select a career, and develop a plan for achieving educational, financial, and career goals. The course focuses on refining pre-employment skills, reinforcing work ethics and values, exploring employment trends and issues, and developing writing and public-speaking skills. In addition, students will explore learning styles and construct strategies for success in college and the world of work. They will also learn how to manage time effectively; to utilize effective reading, note taking and test taking strategies; and to maintain personal health as a part of life-long learning. Guest lecturers will address career topics. At the end of the semester, students are able to network with their division deans and administrators at the college-sponsored career reception. Throughout the semester, students work with the instructor to develop a theme and coordinate this culminating event.

Strategies: Pulaski Technical College will continue to expand and market orientation services. The College will also place new students into College Seminar or Career Seminar. As a comprehensive

strategy, such student orientation services benefit the entire campus community as well as the growing minority student population.

Indicators of Effectiveness: Statistics regarding orientation completion and subsequent retention and College Seminar and Career Seminar enrollment, grades, and assessment of student learning outcomes will be continuously monitored.

Timeline: Mandatory on campus orientation for first-time, degree-seeking students began in Summer 2009. The orientation program currently tracks demographics and student evaluations to monitor program effectiveness. Additional assessment methods are being developed to track all orientation participants through College Seminar or Career Seminar and beyond.

Assessment of student learning in College Seminar and Career Seminar is expected to be conducted in fall and spring semesters, and course learning objectives are updated annually based upon the assessment results.

Status Report: Sessions are offered during the entire period of New Student Registration - approximately four weeks in fall and spring with an average of 60 sessions offered each semester. Thirty-five students are permitted per session. In the sessions, tables are set up with one advisor at each table and five to seven students per advisor. Each session takes approximately two hours to complete. Students view an interactive 45 minute PowerPoint presentation inclusive of the following topics: (1) Four Things Successful PTC Students Know, (2) Computers, Technology & Websites, (3) Locating Information, People & Resources – PTC Homepage, (4) Financial Aid, (5) Student Resources, (6) College & Career Seminar, (7) How to Read & Build a Schedule, (8) Pre-requisites, (9) Differences in Associates & Certificates Degrees, (10) Academic Advising

For the second hour, students discuss with their advisor their degree plan, classes for which they are eligible to register based on ACT or Compass scores and then work with the advisor to prepare a schedule. Students are then directed to a laptop computer to set up their MyPTC Portal account and register for their classes. Advisors are available during this time to assist students. Before students can leave, their schedule must be signed off by an advisor. When students complete orientation, they have the basics tools to start college, the basic resources to be successful and have learned how to register for classes based on their individual degree plan.

Exhibits D and E examine College Seminar grades by race for Fall 2003 through Spring 2012. These exhibits highlight the college withdrawal problem among black students. Black students consistently enroll in College Seminar at a higher percentage of the overall student population than do whites. The exhibits further show that black students consistently withdrawal at higher rates than white students and that white students consistently score a higher percentage of A's than black students.

Exhibits F and G examine Career Seminar grades for Fall 2008 through Spring 2012. The exhibits show that black students have enrolled in Career Seminar in higher numbers than whites. The exhibit shows that black students withdrew at a higher rate than white students for both Fall 2011 and Spring 2012.

Goal 5 for Student Recruitment and Retention: Pulaski Technical College will maintain student counseling and academic advising services to aid in the retention of students.

Another important factor in minority student retention is student selection of the appropriate courses and programs in relation to their interests and educational preparation. Toward that end, PTC has taken or will take the following actions:

(a) *Placement Testing*: PTC has a comprehensive placement testing program that enables the College to place students in the appropriate level of courses based upon their educational preparation. In accordance with Arkansas law, all students enrolling in college-level mathematics or English will be tested for placement purposes. Students failing to achieve designated scores on the various components of the ACT or COMPASS tests will be required to complete developmental education courses with a passing grade. Placement testing is offered at both main campus and the Little Rock-South site.

(b) *Developmental Education*: PTC has a comprehensive developmental (remedial) education program in reading, math, and writing that is designed to assist students in preparing for success in college-level courses.

(c) *Career Services*: PTC has a Career Counseling Office that provides students with career orientation and exploration resources in order to assist them in selecting an educational program that is suited to their interests. Employment assistance is also provided through an annual job fair, daily job postings, on campus recruiting, and information sessions. Employment readiness workshops are periodically offered to assist students with résumé writing, interview skills, and other aspects of the job search.

(d) *Academic Advising*: PTC currently provides academic advising to assist all new enrollees with degree planning and course selection. Advising is also available to continuing students on an as-needed basis.

(e) *Single Parent Program*: PTC has established a Single Parent Mentoring Program that benefits many minority students. The program provides PTC staff and faculty members (on a volunteer basis) to serve as mentors for single parents who are enrolled at PTC.

(f) *TRIO Scholars*: The Pulaski Technical College TRIO Scholars program is a Student Support Services (TRIO) program funded by the United States Department of Education. The goals of TRIO Scholars are to help participants have a successful college experience and achieve their academic and personal goals. The program serves a minimum of 180 PTC students who qualify for services; students must be first-generation college students (neither parent has a baccalaureate degree), meet income requirements based on family size, and/or have a documented disability. Services provided by the program include the following: instruction in basic study skills; tutorial services; academic, financial, or personal counseling; assistance in securing admission and financial aid for enrollment in four-year institutions; assistance in securing admission and financial aid for enrollment in graduate and professional programs; information about career options; mentoring; special services for students with limited English proficiency; and direct financial assistance (grant aid) to current participants who are receiving Federal Pell Grants.

(g) *Career Pathways*: The Career Pathways Initiative at Pulaski Technical College is designed to provide support services and direct financial assistance to parents who want to increase their education and employability. The program is supported by the Southern Good Faith Fund, Arkansas Association of Two-Year Colleges, Arkansas Department of Workforce Services, Arkansas Department of Workforce Education, and Arkansas Department of Higher Education. The Career Pathways program of Pulaski Technical College serves a minimum of 720 students each year. Career Pathways participants will have access to the following: the Career Readiness Certificate; advising to assist with career and educational decisions; assistance finding jobs while in school and careers upon graduation; extra instruction for building successful academic and employment skills; tutoring; and a computer lab for doing homework and improving computer skills. In addition, some parents may qualify for financial aid to assist with childcare, transportation, tuition, books, and other direct educational expenses.

(h) *Veterans Upward Bound*: In 2007, Pulaski Technical College received a Veterans Upward Bound (VUB) grant from the U.S. Department of Education. The program is designed to help eligible U.S. military veterans refresh their academic skills so that they may successfully complete the postsecondary school of their choice. VUB staff work one-on-one with enrolled participants to assist them in reaching their academic goals by

administering pre-and-post assessments to determine areas of strengths and weaknesses and helping participants plan by using tools such as refresher classes, academic advising, career advising, financial aid advising, and field trips. The VUB program serves up to 120 students annually.

(i) *Network for Student Success:* Pulaski Technical College received a Predominantly Black Institutions (PBI) grant from the United States Department of Education in Fall 2008. The grant project was launched in Spring 2009 and targeted African-American male success through a Network for Student Success coaching program.

The Network for Student Success will serve 300 African-American male students annually. The objectives of the program are as follows: (1) establish and conduct activities that will increase the number of African-American males in the pipeline for successful completion of a higher education degree or certificate at PTC; (2) build relationships with the target audience that will provide the opportunity for staff to encourage, support, and nurture students along the path of personal and academic development; (3) create an academic setting where African-American males may be exposed to engaging and dedicated faculty and staff; (4) identify risk factors, barriers, and challenges that negatively impact black males in higher education; and (5) create interventions that help students adjust and overcome risk factors, barriers, and challenges.

Strategies: As funding becomes available, Pulaski Technical College will continue to expand counseling and advising programs, especially to continuing students and revise placement scores in accordance with state law for developmental and college gatekeeper courses. Furthermore, the College will continue to recruit African-American male students for the Network for Student Success program.

Indicators of Effectiveness: Testing and developmental education courses are annually evaluated regarding student learning outcomes, and changes are implemented based upon findings. Other support services for counseling and advising maintain tracking and survey evaluations to assess effectiveness.

Timeline: Ongoing.

The Single Parent Program collected demographics on this year's participants and mentors. Of 24 student participants, there were 17 African Americans. Of the 23 faculty and staff mentors, there were 8 African Americans.

The Veterans Upward Bound program has served 120 participants to date for its 2011-2012 federal fiscal year.

During Fall 2011 and Spring 2012, TRIO Scholars served 190 students and offered four trips to visit potential transfer colleges and universities, 12 workshops, and five culturally-themed field trips.

During Fall 2011 and Spring 2012, the Network for Student Success continued to work towards its annual goal of serving 300 black male students. The program successfully closed out a college-wide accreditation action project in conjunction with College Seminar. With regard to the action project, all four of the Network Student Success Coaches taught sections of College Seminar that were targeted for primarily black male enrollment (though a limited number of other students were allowed to enroll). Exhibits H and I examine College Seminar outcomes for participants in the Network for Student Success sponsored classes, the general black male population, the overall black population, and the college-wide population.

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 2011-2012, Student Government Association (SGA) racial demographics were as follows: two black officers (including the president and vice-president), one Hispanic officer, two white officers, eight black senators, 3 white senators. During the Spring 2012 semester, officer elections for three offices for the upcoming school year took place. An African American was elected to serve as president, vice-president and treasurer. Secretary and Senator elections for the 2012-2013 academic year will take place early in the Fall 2013 semester. Two other officer positions (historian and parliamentarian) are appointed by the incoming president.

The Office of Student Life and Leadership coordinated student involvement in 12 events in academic year 2011-2012. 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 15 approved student organizations including the following:

Athletic Club - The mission of the Pulaski Technical College Athletic Club is to help students stay active and healthy as they develop social and leadership skills by participating in athletic activities on campus. The clubs' members and advisor will conduct activities that enhance the development of these skills. The activities may include football, basketball, running, walking, tennis and other sports. The clubs' members and advisor will also focus on and promote health awareness on campus.

Amicus Curiae Paralegal Club – Paralegal Club introduces students to the field of legal studies and related subjects at Pulaski Technical College. Members are offered an opportunity to expand their legal knowledge and develop a greater understanding of the legal field. The club regularly holds meetings and events in which Paralegal Club members may network with members of the legal field and other PTC students, faculty, and staff. Any student who is enrolled at PTC as a student and has at least a 2.5 grade point average is eligible for membership.

Connect College Ministry – PTC is a state-supported institution and therefore non-denominational. The purpose of Connect College Ministries is to encourage student fellowship, to develop student leadership skills, to provide opportunities to study the Bible and to practice its teachings, to organize students for ministry project, and to assist students in communicating the meaning of their faith in significant ways. Membership is open. Meetings are held at South Campus.

Collegiate Entrepreneur's Organization – CEO Club brings together a diverse group of students with a common interest in owning a business. CEO unites students on campus, assists students with academics, and provides a social atmosphere to get to know other students with similar goals. The club regularly holds events in which CEO Club members may network with business owners from the community, PTC Alumni, and PTC faculty and staff members. Any student in good standing at PTC is eligible for regular membership in the CEO Club.

Diamonds Baseball Club – The purpose of the Pulaski Technical College Baseball club is to create and provide an environment where all members of the community can participate in and help expand the game of baseball, and in doing so, expand the positive role that all levels of sports can provide in fostering teamwork and building leaders.

Diamonds Basketball Club – The purpose of the Pulaski Technical College Basketball club is to create and provide an environment where all members of the community can participate in and help to expand the game of basketball, and in doing so, expand the positive role that all levels of sports can provide in fostering teamwork and building leaders.

Diamonds Softball Club – The purpose of the Pulaski Technical College Softball club is to create and provide an environment where all members of the community can participate in and help expand the game of softball, and in doing so, expand the positive role that all levels of sports can provide in fostering teamwork and building leaders.

Fine Arts Association - Fine Arts Association aims to promote, educate, and appreciate all avenues of the Fine Arts including, but not limited to: Visual Arts, Performing Arts, and Creative Writing.

Lambda Lambda Lambda - Lambda Lambda Lambda is the English Honor Society. The Society is a chapter of Sigma Kappa Delta, the National English Honors Society for Two-Year Colleges. Lambda Lambda Lambda strives to create cultural stimulation, promote interest in literature and the English language, and exhibit high standards of academic excellence among its members. Each fall semester invitation to membership is extended by the chapter to students who have completed a minimum of one college course in English language or literature and who have also completed a minimum of 12 credit hours at PTC. The candidate shall have no grade lower than a B in English and must have a 3.30 cumulative grade point average.

Metro Student Ministries - PTC is a state-supported institution and therefore non-denominational. The purposes of Metro Student Ministries are to encourage student fellowship, to develop student leadership skills, to provide opportunities for the study of Bible and to practice its teachings, to organize students for service and ministry projects, to assist students in communicating the meaning of their faith in significant ways, and to offer guidance as students face crises and critical choices in life. Membership is open.

Phi Beta Lambda - Phi Beta Lambda is the college business professional organization and is the college component of Future Business Leaders of America. While the organization primarily emphasizes business and business-related topics, students of various programs of study may join the organization. Community activities may include various fundraisers and community service projects. Professional activities may include guest speakers, networking opportunities, and state and national competitive events.

Phi Theta Kappa - Phi Theta Kappa is an international honor society that promotes academic excellence. Phi Theta Kappa strives to create an intellectual climate that fosters academic excellence, protects academic integrity, and develops leadership. Each fall and spring semester invitation to membership is extended by the chapter to students who have completed a minimum of 18 credit hours at PTC that are clearly applicable to an associate degree with an minimum 3.50 cumulative grade-point average. The minimum 18 credit hours must include at least three credit hours of general education courses applicable to the associate degree being pursued.

Student Ambassadors - Membership in the Pulaski Technical College Student Ambassadors organization is based on academic achievement, involvement in extracurricular activities, leadership abilities and recommendation of faculty and professional staff. Student Ambassadors represent Pulaski Technical College at various functions such as orientations, campus tours, school visits, speaking engagements and other special events. Ambassadors participate in college activities and represent Pulaski Tech both on and off campus.

Student Ambassadors must be enrolled in Pulaski Tech through fall or spring semesters and maintain a 2.5 cumulative grade point average. Ambassadors event/activity is assigned a point value, and ambassadors are required to accrue a set number of points per semester to maintain activate status. Student Ambassadors receive a tuition and fee waiver scholarship if they meet the above requirements and remain in good standing with the organization. Applications are available in the Office of Public Relations and Marketing (A116).

Student Government Association - The membership of the Student Government Association (SGA) consists of elected and eligible student representatives. Elections are held each spring for president, vice-president, secretary, and treasurer. The president will appoint the parliamentarian and historian. Division senators will be inducted during the fall semester. Individuals from each division of the College and each PTC location should be represented. The Student Government Association's main objectives are: to serve as student representatives and act as a liaison between administration/faculty/staff and students, campus activities, community service, fundraising, and advocacy. An advisor is appointed by college administration.

Skills USA - Membership in Skills USA is open to students and other persons interested in the various career fields represented. The purpose of Skills USA is to help the student develop social and leadership skills. The clubs' members and advisors will conduct activities that enhance the development of these skills. The activities may include events between vocational technical institutions and between students, such as parliamentary procedure contests, troubleshooting contests for mechanics, nail tech and many more contests.

Goal 7 for Student Recruitment and Retention: Pulaski Technical College will support cultural awareness activities among the student body.

The Cultural Diversity Committee was created in Fall 2002. The committee's written goal is to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. The committee is composed of 18 members of the PTC faculty and staff, and the group welcomes students who want to serve as members of the committee. The committee coordinates events with other departments on campus such as the Foreign Languages department and Student Life and Leadership.

The Foreign Languages department organizes several events as part of its curriculum and invites campus-wide and community participation in its events. Annual events include a fall exhibition of student projects and a spring fiesta. During the past academic year, the department also organized lunchtime limonadas in conjunction with the Cultural Diversity Committee where presentations were made about history, art, poetry, literature, music, and movies.

The Office of Public Relations and Marketing participates in or sponsors many multicultural events throughout the year in the local community. The office also maintains a group of 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 16 faculty and staff members in academic year 2011-2012. Membership included eight African Americans, one Hispanic, and seven whites. The committee hosted nine events in academic year 2011-2012. Event descriptions and statistics are listed below:

- **The Hall of Fame Display, February, 2012** – Posters of notable African Americans were on display at all campuses through-out the month of February. Approximately 5000 viewers participated.
- **Dr. Martin Luther King, Jr. Observance and Luncheon, February 1, 2012** – The program included a memorial table, the famous “*I Have a Dream*” speech by Cecil Gibson, and special music by Genine Perez, and viewing of the video-*The Witness from the Balcony of Room 306*. Service awards were presented to the Student Government Association and Phi Theta Kappa Honor Society Approximately 100 people attended the event.
- **The Witness Video was viewed and Voter Registration tables** were set up at the South and West Campuses. Approximately 25 individuals participated at West and 15 at South.
- **Voter Registration, February 1, 2012** – the Cultural Diversity Committee hosted Delta Sigma Theta Sorority on campus to conduct Voter Registration. Three individuals completed the voter registration form.
- **“The Power of Choice” Poetry Event, February 22, 2012** - The Cultural Diversity Committee collaborated with the Network for Success to sponsor the event that featured student performances in songs and poems. Approximately 75 people attended the event.
- **The Annual Diversity Banquet -Speaker, Mr. Charles Stewart, Former CEO of Heifer International, February 24, 2012** – Musical entertainment provided by Genine Perez. The Pulaski Technical College **Diversity Award** was presented to Mr. Purnell Henderson for actively and positively promoting the concept of diversity by enhancing or contributing to the overall environment of the college community. Certificates of Recognition were awarded to Network for Success, Career Pathways, Veterans Upward Bound, Trio Programs, The Fine Arts Department, and the Ottenheimer Library. Approximately 175 people attended the event.
- **Voting 101 Seminar and Resource Fair, March 31, 2012** – The Cultural Diversity Committee collaborated with Delta Sigma Theta Sorority to sponsor the non-partisan event. Representatives from the Secretary of State’s Office and UA Public Policy Center presented information about voting laws and ballot issues. Vendors participating in the Resource Fair included: American Heart Association, Arkansas Minority Health Commission, Consumer Credit Counseling Services, NAACP, Professional Counseling Associates, Pulaski Technical College, The Witness Project, and the UA Public Policy Center. Approximately 30 people attended the event.
- **Film Documentary, On-going** – The following documentaries are available upon request for viewing: Journey to Little Rock, Silas Hunt, The Lost Year, and The Giants Wore White Gloves.

The Office of Public Relations and Marketing coordinates the Student Ambassadors program. The Communication/Special Events Manager serves as the Student Ambassador Coordinator and assigns Ambassadors to activities designed to promote the college and recruit students. Activities include both on-campus and off-campus activities, such as community festivals and fairs, business expos and community special events within the college's service area. Student Ambassadors also assist other campus offices with special events, many of which are geared toward minority students. For example, Ambassadors provided several volunteer hours for events sponsored by the Cultural Diversity Committee, including the Martin Luther King Day celebration and Black History banquet.

Faculty and Staff Data Analysis

African-American overall employment increased to 19.7% over last year's 17.6%. White overall employment is down from last year's 80.5% to 78.9% this year. Few employees report Hispanic and Asian as their race in this report.

In accordance with the ADHE request for data, the following is a listing of the full-time position titles held by minority PTC faculty and staff during academic year 2011-2012:

Academic Coordinator	Instructor of Developmental Writing
Accounting Coordinator	Instructor of Political Science
Administrative Specialist I	Instructor of Respiratory Therapy
Administrative Specialist II (9 positions)	Instructor of Spanish (2 positions)
Administrative Specialist III (8 positions)	Instructor of Speech Communication
Assistant Registrar	Interim Dean of Academic Success
Associate Librarian	Lab Manager
Career Support Services Facilitator	Landscape Specialist
Child Care Technician	Library Technician (2 positions)
Community Outreach Coordinator	Mail Services Assistant
Coordinator of Disability Services	Mail Services Coordinator
Counselor	Maintenance Assistant
Counselor/Employability Specialist	Public Safety Officer (6 positions)
Curriculum Coordinator	Student Services Representatives (2 positions)
Curriculum Development Specialist	Student Success Coach (4 positions)
Day Care Teacher (4 positions)	Student Tracking Specialist
Director of Career Pathways	Vice President for Finance
Director of Off-Campus Operations	Vice President for Instruction
Director of Student Success	
Director of Veteran's Upward Bound	
Disability Services Counselor	
Education Specialist	
Executive Director of Human Resource & Employee Relations	
Financial Aid Advisor (3 positions)	
Financial Aid Analyst	
Food Preparation Manager	
Food Preparation Specialist	
Institutional Services Assistant	
Instructor of Business	
Instructor of College Studies (2 positions)	
Instructor of Computer Information Systems (3 positions)	
Instructor of Cosmetology	
Instructor of Developmental Mathematics (2 positions)	

In accordance with the ADHE request for data, the following is a listing of the position titles assumed by minority faculty and staff during this academic year.

Administrative Specialist II
Administrative Specialist III
Director of Off-Campus Operations
Financial Aid Advisor
Financial Aid Analyst

Landscape Specialist
Library Technician
Mail Services Assistant
Mail Services Coordinator
Public Safety Officer (2 positions)

Goals and Objectives for Minority Faculty Recruitment and Retention

Goal 1 for Faculty Recruitment and Retention: Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.

The Office of Human Resources at Pulaski Technical College actively recruits full-time and adjunct faculty positions in conjunction with the academic divisions of the College. The office accepts applications for employment without regard to race, color, creed, religion, sex, age, national origin, or disability of qualified handicapped individuals. The Office of Human Resources also makes arrangements to seat interview committees whose membership is made up of a diverse and neutral cross-section of the campus community.

Strategies: PTC will continue to support a fair and professional human resources process for recruiting and hiring full-time and adjunct faculty members.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in hiring.

Timeline: Ongoing.

Status Report: The Faculty and Staff Data Analysis above details trends for faculty employment in academic year 2011-2012. Three additional minorities joined the full-time faculty, bringing the number of full-time minority faculty members up to 15.

Goal 2 for Faculty Recruitment and Retention: Pulaski Technical College will provide opportunities for professional development of its faculty.

Each academic year, faculty members are provided with numerous on campus professional development opportunities that begin with convocation in August and with other off-campus opportunities throughout the year. Faculty members work with their deans each November to plan their professional development activities for the upcoming year. Information about professional development is provided in the employee handbook, and a calendar of on campus events is maintained by the Center for Teaching Excellence.

Strategies: Deans will work with their faculty in determining appropriate professional development activities for attendance. A full-time staff member in the Center for Teaching Excellence has the responsibility for coordinating and improving on campus professional development for full-time and adjunct faculty and staff.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in professional development.

Timeline: Ongoing.

Status Report: Of full-time faculty, 79% attended off campus professional development in academic year 2011-2012. All full-time minority faculty members are included in that number.

Goal 3 for Faculty Recruitment and Retention: Pulaski Technical College will foster opportunities for advancement among its faculty.

PTC encourages faculty and staff to apply for new positions that become available at the College. PTC applies affirmative action principles to all job searches. In order to promote the goal of minority faculty and staff retention, PTC will post notices of all job openings internally in addition to external posting.

Strategies: The staff of the Human Resources department will review minority faculty and staff promotions at the end of each year so that this information is included in the annual report on the implementation of this plan.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in promotions.

Timeline: Ongoing.

Status Report: Five minority adjunct instructors were hired to a full-time instructor positions.

Goal 4 for Faculty Recruitment and Retention: Pulaski Technical College will support cultural awareness activities on campus and in the community.

A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. In order to increase cultural awareness, PTC makes use of following:

(a) *Cultural Diversity Committee:* A Cultural Diversity Committee is appointed every academic year. The committee's written goal is to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. The committee is composed of 16 members of the PTC faculty and staff, and the group welcomes students who want to serve as members of the committee.

(b) *Cultural Awareness & Professional Development:* The College's Affirmative Action Officer collaborates with the Cultural Diversity Committee to sponsor at least one activity per year involving faculty and staff that promotes cultural awareness and celebrates cultural diversity.

(c) *Community Activities:* The Office of Public Relations and Marketing invites faculty and staff to participate in events that it cosponsors throughout the community with different government and community agencies.

Strategies: The College will continue to promote cultural awareness in the campus and greater community. Efforts will be made in each of the three areas listed above.

Indicators of Effectiveness: Attendance at Cultural Diversity Committee events, Office of Public Relations and Marketing events, and professional development will be monitored.

Timeline: Ongoing.

Status Report: Information pertaining to the Cultural Diversity Committee and Office of Public Relations and Marketing is listed under the status report for Goal 7 of the Minority Student Recruitment and Retention section.

Goals and Objectives for Minority Staff Recruitment and Retention

The goals for minority staff recruitment and retention are similar to the faculty goals listed above.

Goal 1 for Staff Recruitment and Retention: Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.

Again, PTC will continue fair hiring and labor practices with regard to our staff, including the seating of interview committees by the Human Resources Office.

Strategies: PTC will continue to support a fair and professional human resources process for recruiting and hiring staff.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in hiring.

Timeline: Ongoing.

Status Report: The Faculty and Staff Data Analysis above details trends for staff employment in academic year 2011-2012. The staff at Pulaski Technical College remains the most diverse employment category on campus and includes one African-American vice president, one black dean, and many minority members of the professional and clerical staff.

Goal 2 for Staff Recruitment and Retention: Pulaski Technical College will provide opportunities for professional development of its staff.

Professional development opportunities include College support for attendance at professional conferences and workshops, tuition waivers for PTC courses, program development grants, information technology training, in-service training, and the State Inter-Agency Training Program.

Strategies: Minority faculty and staff participation in professional development activities will be reviewed at the end of each fiscal year and information will be included in the annual report on the implementation of this plan.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in professional development.

Timeline: Ongoing.

Status Report: During academic year 2011-2012, 70% of minority staffers were included in such off-campus professional development. Staff members were also invited to attend on campus professional development events where applicable.

Goal 3 for Staff Recruitment and Retention: Pulaski Technical College will foster opportunities for advancement among its staff.

PTC encourages faculty and staff to apply for new positions that become available at the College. PTC applies affirmative action principles to all job searches. In order to promote the goal of minority faculty and staff retention, PTC will post notices of all job openings internally in addition to external posting.

Strategies: The staff of the Human Resources department will review minority faculty and staff promotions at the end of each year so that this information is included in the annual report on the implementation of this plan.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in promotions.

Timeline: Ongoing.

Status Report: There were eight minority staff promotions during fiscal year 2011-2012.

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 16 members of the PTC faculty and staff, and the group welcomes students who want to serve as members of the committee.

(b) *Cultural Awareness & Professional Development:* The College's Affirmative Action Officer and the Cultural Diversity Committee work together to sponsor at least one activity per year involving faculty and staff that promotes cultural awareness and celebrates cultural diversity.

(c) *Community Activities:* The Office of Public Relations and Marketing invites faculty and staff to participate in events that it cosponsors throughout the community with different government and community agencies.

Strategies: The College will continue to promote cultural awareness in the campus and greater community. Efforts will be made in each of the three areas listed above.

Indicators of Effectiveness: Attendance at Cultural Diversity Committee events, Office of Public Relations and Marketing events, and professional development will be monitored.

Timeline: Ongoing.

Status Report: Activities of the Cultural Diversity Committee and the Office of Public Relations and Marketing have been reported under the student section of this report.

Budget for Minority Recruitment and Retention

Comprehensive services that benefit all students, faculty, and staff regardless of race are funded as regular items in the Pulaski Technical College budget. In fiscal year 2011-2012, PTC budgeted over \$3.6 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 \$248,055.

With regard to money spent on direct recruitment and retention of minorities, the Office of Public Relations and Marketing spent \$16,825 in advertising in minority market venues and in participating in cultural and minority community events. The Predominantly Black Institutions grant was renewed in 2012. The United States Department of Education originally funded this grant during Fall 2008. This grant will continue funding of the Network for Student Success and its activities.

APPENDIX A: SUMMARY FILED WITH PTC BOARD OF TRUSTEES

PULASKI TECHNICAL COLLEGE MINORITY RETENTION PLAN

Executive Summary Concerning Department of Higher Education Reporting to be Filed with President & the Board of Trustees

on
June 30, 2012

Annual Report for Academic Year 2011-2012

Arkansas Act 1091 of 1999 requires state supported colleges and universities to establish programs to enhance the retention of minority students, faculty, and staff. Pulaski Technical College (PTC) has complied with this law and has submitted plans and reports each year to the Arkansas Department of Higher Education (ADHE), who forwards the items to the House and Senate Interim Committees on Education. The latest annual report will be submitted to ADHE by June 30, 2012.

Among the notable items to be summarized in the report are the following:

- In Spring 2006, African Americans became the single largest racial or ethnic group at PTC.
- A statistical analysis has been compiled to identify any significant patterns in minority student enrollment over the past six academic years. Data suggests that black enrollment is on the rise, especially the female population.
- The report lists activities hosted by PTC and the Cultural Diversity Committee.
- The report identifies the racial distribution of PTC's faculty and staff and enumerates their accomplishments and professional development activities for the last academic year. See figure below for current personnel distribution.

EXHIBIT A: PULASKI TECHNICAL COLLEGE EMPLOYEES IN ACADEMIC YEAR 2010-2011*

EMPLOYEE GROUP	WHITE	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN	TOTAL
Adjunct Faculty	262	70	2	1	3	338
<i>% of Adjunct Faculty</i>	77.5%	20.7%	0.6%	0.0%	0.9%	100%
Full-time Faculty	158	13	3	0	0	174
<i>% of Full-time Faculty</i>	90.8%	7.5%	0.0%	0.0%	0.0%	98%
Staff	165	67	6	0	0	238
<i>% of Staff</i>	69.3%	28.2%	2.5%	0.0%	0.0%	100%
Racial Raw Totals	585	150	11	1	3	750
% OF GRAND TOTAL	78.0%	20.0%	1.5%	0.1%	0.4%	100%

*OCR data for Fall 2011

Minority Retention Plan Update for Upcoming Academic Year

- The bulk of the Minority Retention Plan remains unchanged from year to year.
- The plan details the list of student services made available to promote academic success. These services include New Student Orientation, Academic Advising, Career Services, developmental classes, tutoring labs, and Cultural Awareness events.
- The plan also addresses efforts regarding minority faculty and staff retention, including professional development and the activities of the Cultural Diversity Committee.

APPENDIX B: STATISTICAL SUPPLEMENT

EXHIBIT B: NEW & CONTINUING STUDENT ENROLLMENT (RAW NUMBERS FOR PREVIOUS YEARS)

RACE	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010	FALL 2010	SPRING 2011	FALL 2011	SPRING 2012
White	3,837	3,848	3,933	4,008	4,118	4,147	4,278	4,466	4,699	4,925	4,910	4,761	4,921	4,815
Black	3,516	4,081	4,173	4,344	4,296	4,451	4,420	4,912	4,875	5,718	5,630	6,031	6,335	6,475
Other	332	357	356	383	359	364	410	460	681	520	659	668	690	586
TOTAL	7,685	8,286	8,462	8,735	8,773	8,962	9,108	9,838	10,255	11,163	11,199	11,460	11,946	11,876

EXHIBIT C: NEW & CONTINUING STUDENT ENROLLMENT (% OF TOTAL ENROLLED)

RACE	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010	FALL 2010	SPRING 2011	FALL 2011	SPRING 2012
White	49.9%	46.4%	46.5%	45.9%	46.9%	46.3%	47.0%	45.4%	45.8%	44.1%	43.8%	41.5%	41.2%	40.5%
Black	45.8%	49.3%	49.3%	49.7%	49.0%	49.7%	48.5%	49.9%	47.5%	51.2%	50.3%	52.6%	53.0%	54.5%
Other	4.3%	4.3%	4.2%	4.4%	4.1%	4.1%	4.5%	4.7%	6.6%	4.7%	5.9%	5.8%	5.8%	4.9%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

EXHIBIT D: COLLEGE SEMINAR ENROLLMENT & GRADE DISTRIBUTION (RAW NUMBERS)

RACE	WHITE							BLACK						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
Fall 2003	168	58	44	21	10	11	24	341	65	79	67	20	57	53
Spring 2004	100	35	22	11	5	9	18	336	79	70	41	11	46	89
Fall 2004	207	88	41	16	13	16	33	419	125	78	64	32	32	88
Spring 2005	122	53	21	14	5	1	28	380	102	81	34	26	30	107
Fall 2005	187	81	25	29	8	15	29	479	153	99	74	21	46	86
Spring 2006	119	49	18	19	3	7	23	424	116	91	43	23	43	108
Fall 2006	195	80	46	21	9	17	22	554	167	110	65	28	54	130
Spring 2007	109	48	15	11	0	5	30	452	129	87	48	14	32	142
Fall 2007	189	68	46	14	7	17	37	580	144	116	80	38	62	140
Spring 2008	137	70	20	9	2	6	30	491	133	76	65	20	28	169
Fall 2008	383	217	60	25	7	17	57	615	194	99	84	24	48	166
Spring 2009	261	132	42	13	3	20	51	632	150	101	73	19	82	207
Fall 2009	514	243	96	57	24	37	57	726	245	132	73	34	82	160
Spring 2010	235	99	35	19	7	20	55	779	206	95	91	46	123	218
Fall 2010	465	230	78	48	15	30	64	732	238	121	90	39	73	171
Spring 2011	240	101	38	24	11	19	47	673	196	92	64	42	76	203
Fall 2011	420	198	78	34	19	29	62	882	332	141	103	45	72	189
Spring 2012	220	98	26	22	8	16	50	606	178	79	56	37	78	178

EXHIBIT E: COLLEGE SEMINAR ENROLLMENT & GRADE DISTRIBUTION (PERCENTAGES)

RACE	WHITE							BLAC K						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
Fall 2003	100%	34.5%	26.2%	12.5%	6.0%	6.5%	14.3%	100%	19.1%	23.2%	19.6%	5.9%	16.7%	15.5%
Spring 2004	100%	35.0%	22.0%	11.0%	5.0%	9.0%	18.0%	100%	23.5%	20.8%	12.2%	3.3%	13.7%	26.5%
Fall 2004	100%	42.5%	19.8%	7.7%	6.3%	7.7%	15.9%	100%	29.8%	18.6%	15.3%	7.6%	7.6%	21.0%
Spring 2005	100%	43.4%	17.2%	11.5%	4.1%	0.8%	23.0%	100%	26.8%	21.3%	8.9%	6.8%	7.9%	28.2%
Fall 2005	100%	43.3%	13.4%	15.5%	4.3%	8.0%	15.5%	100%	31.9%	20.7%	15.4%	4.4%	9.6%	18.0%
Spring 2006	100%	41.2%	15.1%	16.0%	2.5%	5.9%	19.3%	100%	27.4%	21.5%	10.1%	5.4%	10.1%	25.5%
Fall 2006	100%	41.0%	23.6%	10.8%	4.6%	8.7%	11.3%	100%	30.1%	19.9%	11.7%	5.1%	9.7%	23.5%
Spring 2007	100%	44.0%	13.8%	10.1%	0.0%	4.6%	27.5%	100%	28.5%	19.2%	10.6%	3.1%	7.1%	31.4%
Fall 2007	100%	36.0%	24.3%	7.4%	3.7%	9.0%	19.6%	100%	24.8%	20.0%	13.8%	6.6%	10.7%	24.1%
Spring 2008	100%	51.1%	14.6%	6.6%	1.5%	4.4%	21.9%	100%	27.1%	15.5%	13.2%	4.1%	5.7%	34.4%
Fall 2008	100%	56.7%	15.7%	6.5%	1.8%	4.4%	14.9%	100%	31.5%	16.1%	13.7%	3.9%	7.8%	27.0%
Spring 2009	100%	50.6%	16.1%	5.0%	1.1%	7.7%	19.5%	100%	23.7%	16.0%	11.6%	3.0%	13.0%	32.8%
Fall 2009	100%	47.3%	18.7%	11.1%	4.7%	7.2%	11.1%	100%	33.7%	18.2%	10.1%	4.7%	11.3%	22.0%
Spring 2010	100%	42.1%	14.9%	8.1%	3.0%	8.5%	23.4%	100%	26.4%	12.2%	11.7%	5.9%	15.8%	28.0%
Fall 2010	100%	49.5%	16.8%	10.3%	3.2%	6.5%	13.8%	100%	32.5%	16.5%	12.3%	5.3%	10.0%	23.4%
Spring 2011	100%	42.1%	15.8%	10.0%	4.6%	7.9%	19.6%	100%	29.1%	13.7%	9.5%	6.2%	11.3%	30.2%
Fall 2011	100%	47.1%	18.6%	8.1%	4.5%	6.9%	14.8%	100%	37.6%	16.0%	11.7%	5.1%	8.2%	21.4%
Spring 2012	100%	44.5%	11.8%	10.0%	3.6%	7.3%	22.7%	100%	29.4%	13.0%	9.2%	6.1%	12.9%	29.4%

EXHIBIT F: CAREER SEMINAR ENROLLMENT & GRADE DISTRIBUTION (RAW NUMBERS)

RACE	WHITE							BLACK						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
Fall 2008	9	4	3	0	0	0	2	9	3	2	1	0	1	2
Spring 2009	1	0	0	0	0	0	1	20	4	3	2	1	0	10
Fall 2009	15	9	1	2	0	1	2	30	6	9	4	1	0	10
Spring 2010	9	2	2	3	0	0	2	34	5	8	1	3	1	16
Fall 2010	9	4	2	1	0	0	2	42	7	7	7	1	2	18
Spring 2011	5	1	1	0	0	1	2	45	4	11	4	3	4	19
Fall 2011	17	8	5	0	0	0	4	59	20	7	5	1	6	20
Spring 2012	26	16	3	1	0	0	6	77	23	9	12	3	4	26

EXHIBIT G: CAREER SEMINAR ENROLLMENT & GRADE DISTRIBUTION (PERCENTAGES)

RACE	WHITE							BLACK						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
Fall 2008	100%	44.4%	33.3%	0.0%	0.0%	0.0%	22.2%	100%	33.3%	22.2%	11.1%	0.0%	11.1%	22.2%
Spring 2009	100%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	100%	20.0%	15.0%	10.0%	5.0%	0.0%	50.0%
Fall 2009	100%	60.0%	6.7%	13.3%	0.0%	6.7%	13.3%	100%	20.0%	30.0%	13.3%	3.3%	0.0%	33.3%
Spring 2010	100%	22.2%	22.2%	33.3%	0.0%	0.0%	22.2%	100%	14.7%	23.5%	2.9%	8.8%	2.9%	47.1%
Fall 2010	100%	44.4%	22.2%	11.1%	0.0%	0.0%	22.2%	100%	16.7%	16.7%	16.7%	2.4%	4.8%	42.9%
Spring 2011	100%	20.0%	20.0%	0.0%	0.0%	20.0%	40.0%	100%	8.9%	24.4%	8.9%	6.7%	8.9%	42.2%
Fall 2011	100%	47.1%	29.4%	0.0%	0.0%	0.0%	23.5%	100%	33.9%	11.9%	8.5%	1.7%	10.2%	33.9%
Spring 2012	100%	61.5%	11.5%	3.8%	0.0%	0.0%	23.1%	100%	29.9%	11.7%	15.6%	3.9%	5.2%	33.8%

EXHIBIT H: FALL 2011 COLLEGE SEMINAR

	Enrolled	Successful		Non-Successful	
		# ABC	% ABC	# DFWI	% DFWI
Section 03 (Jones, Tarlease)	26	24	92.3%	2	7.7%
<i>Black Males</i>	21	19	90.5%	2	9.5%
<i>Black Females</i>	5	5	100.0%	0	0.0%
Total Network College Seminar	26	24	92.3%	2	7.7%
<i>Black Males in Total Network College Seminar</i>	21	19	90.5%	2	9.5%
Black Males in Other College Seminar Sections	290	168	57.9%	122	42.1%
Black Population in Other College Seminar Sections	856	552	64.5%	304	35.5%
Total Population in Other College Seminar Sections	1343	913	68.0%	430	32.0%

EXHIBIT I: SPRING 2012 COLLEGE SEMINAR

	Enrolled	Successful		Non-Successful	
		# ABC	% ABC	# DFWI	% DFWI
(Section 03) Jones, Tarlease	18	13	72.2%	5	27.8%
<i>Black Males in section 03</i>	15	10	66.7%	5	33.3%
<i>Black Females in section 03</i>	3	3	100.0%	0	0.0%
(Section 23) Moore, Derek	11	7	63.6%	4	36.4%
<i>Black Males in section 23</i>	8	4	50.0%	4	50.0%
<i>Black Females in section 23</i>	3	3	100.0%	0	0.0%
Total Network College Seminar	29	20	69.0%	9	31.0%
<i>Black Males in Total Network College Seminar</i>	23	14	60.9%	9	39.1%
Black Males in Other College Seminar Sections	223	86	38.6%	137	61.4%
Black Population in Other College Seminar Sections	577	293	50.8%	284	49.2%
Total Population in Other College Seminar Sections	849	478	56.3%	371	43.7%

**ACT 1091 OF 1999
ANNUAL REPORT ON MINORITY RETENTION PLAN
2011-2012 UPDATE**

Name of Institution: Rich Mountain Community College

Name of Contact Person: Steve Rook, Ed.D., Vice President for Academic and Student Affairs

Quick Facts

- RMCC continues to review its marketing and recruitment strategy, especially as it pertains to minorities. The population of Polk County is 94% white. Projections show an increase in the Hispanic population throughout the RMCC service area.
- RMCC Adult Education offered an increased number of English as a Second Language (ESL) courses in all counties in the service area.
- RMCC recently renovated a new 4800 sq. ft. facility in Montgomery County. RMCC provided more GED and ESL classes in this facility in Fall 2011.
- RMCC offers all faculty and staff the opportunity to take conversational Spanish free of charge to better serve Spanish-speaking students.
- RMCC advertised position openings nationally to attract a more diverse candidate pool.
- All other activities and actions outlined in the original plan were implemented and assessed.

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

- Rich Mountain Community College worked closely with the area county Single Parent Scholarship committees to help recruit and assist minority students.
- Statistical breakdowns of minority data occurred throughout the year. Comparative historical data allowed for trend analysis. This analysis helped to validate previous measures implemented toward the minority population.

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

- RMCC passed program improvement fee. The fee will provide hard dollar tutoring programs and invasive student advising.
- RMCC plans to continue offering a student financial laboratory class with the hopes that the minority students will had a better understanding of their financial knowledge and well being.
- RMCC provides bilingual and visual impaired documentation for students needing to complete Financial Aid's FASFA.
- Book loan assistance, transfer counseling, and tutoring is available to minority students that qualify.
- A Learning Enrichment and Advising Center (LEAC) was created to give targeted one-on-one tutoring for at risk students

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

- RMCC plans a budget of approximately \$65,000 for this year. This money will be used on the salary and fringe of the Director of Student Success Initiatives.
- Assessment is made continuously throughout the semester. However, minority students are checked at mid-semester to determine risk. Triggers have been put into place to notify the director of potential issues.

- RMCC continues to advertise positions on a national basis to encourage a diverse applicant pool. While there is no way to know when a potential position will come open, it is foremost in the minds of the college to encourage diversity.
- TRiO and Career Pathways students will be monitored and assessed. Minority based students will be statistically compared against the majority student population.
- The Office of Student Services will provide support and monitor needs for assisting and retaining minority students.
- The Office of Student Support Services will provide support programs that will assist applicable minority students with academic and support needs.
- The Office of Business Affairs (personnel) will monitor personnel policies and practices for recommended changes for a work environment conducive to retention of minorities.
- The Office of Instructional and Academic Affairs will work with faculty for instructional concepts that support retention of minority students and faculty.
- The Office of the President will work with all areas to assure a learning and work environment supportive of the retention of minority students, faculty, and staff.

Demographic Data for Rich Mountain Community College

Eleventh day Fall 11 / Spring 12 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.	5	6	28	22	31
Asian	9	10	11	10	40
Hispanic	16	13	35	34	88
Black	2	1	1	1	5
Other	4	4	1	1	10
Two or more	5	5	1	3	14
					188--Total

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

Employee Race	Males	Females	Total
		0	0
		Total	0

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

➤ Zero new individuals began this year.

SOUTH ARKANSAS COMMUNITY COLLEGE MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

2011-2012

South Arkansas Community College (SouthArk) recognizes that serving the needs of our state and nation requires increased participation in higher education from members of minority populations. Therefore, we submit this annual report which is reflective of the initial five-year *Minority Recruitment & Retention Plan for 2012-2017*. Throughout this report, “minority” refers to African-American, Hispanic, Asian/Pacific Islander, and American Indian or Alaskan Native. The chart below is representative of the state’s current demographics and the SouthArk community.

Mission Statement

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

2010 Census Data by Race	Ashley County	Bradley County	Chicot County	Union County	Service Area	Arkansas	SouthArk Spring 2012
White/Caucasian	69.2%	61.5%	41.8%	64.80%	62.0%	78.6%	56.6%
African-American	25.9%	29.0%	54.7%	33.10%	33.6%	15.5%	38.8%
American Indian/Alaskan Native	0.3%	1.2%	0.0%	0.30%	0.4%	0.7%	0.2%
Asian	0.1%	0.0%	0.3%	0.80%	0.4%	1.2%	0.6%
Hispanic	4.9%	13.2%	4.6%	3.5%	5.2%	6.4%	2.6%
Other	4.5%	8.2%	3.3%	1.00%	3.7%	4.1%	1.1%

Note - In the ADHE system race and ethnicity are combined but the census allows anyone of any race to record their ethnicity as Hispanic, so the numbers will be over 100% for the counties and the state but not for SouthArk’s Spring population.

A. Individual Enrollments by Ethnicity - Spring 2012 Data

American Indian or Alaska Native	4	0.2%
Asian/Pacific Islander	10	0.6%
African-American	690	38.8%
Hispanic	47	2.6%
White/Caucasian	1,006	56.6%
More than one race reported/Unknown	20	1.1%
Total	1,777	

Minority Enrollment – Table 1

Semester	Total Enrollment	Minority Enrollment	Percent Minority
Fall 2011	1,773	749	42.2%
Spring 2012	1,777	751	42.3%

Minority Graduation Rates – Table 2

Academic Year	Total Graduates	Minority Graduates	Percent
2010-2011	464	180	38.8%
2011-2012	614	275	44.8%

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

Minority Faculty & Staff – Table 3

Position and Classification	Total Employees	Minority Female	Minority Male	Minority Percentage
Professional Staff	49	2	4	12.2%
Faculty full- time	61	6	1	11.5%
Faculty part- time	57	3	1	7.0%
Classified full- time	57	7	9	27.1%

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

Minority Faculty & Staff (New Hire) – Table 4

Position Classification	Minority Female	Minority Male
Professional staff	0	1
Faculty full-time	0	0
Faculty part-time	-	-
Classified staff full –time	1	1

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

South Arkansas Community College is committed to fostering a culture of openness that values diversity. One of six SouthArk's value statements that serve as a guiding principle for our institution is "Respect for Diversity." The actual statement which is found in our print material reads as follow:

Believing that everyone should have an opportunity to learn and succeed, we value intellectual and cultural diversity in the classroom, in the workplace, and in the community.

The following is a listing of accomplishments made by SouthArk toward the accomplishment of its Minority Recruitment and Retention Plan.

GOAL #1

The College will continue to improve support for minority students in an effort to increase student retention. The recruitment and retention of minorities is evidenced by the institutional mandate reflected in Board Policy #29 that is submitted annually to the Board of Trustees. This report highlights the efforts of the college to promote and hire minority faculty and staff, as well as minority students' efforts. The following strategies have been implemented in order to achieve higher recruitment and retention rates.

Accomplishments

- To improve student success rates and to comply with state law, SouthArk requires assessment testing, of all degree-seeking students, to determine their readiness to enroll in college level coursework. If the student does not demonstrate college-readiness based on their academic assessment testing, the college offers a developmental education program. To improve college-readiness Basic Studies courses in reading (levels I and II), writing (levels I and II), and mathematics (levels I, II, and III) are offered. The students that participate in the developmental education program receive the appropriate academic support and other student services (financial aid, tutoring, mentoring, etc.) to improve retention.
- In an effort to improve retention we offer New Student Orientation for all first-time in college students. The orientation program is designed to aid, expose, and integrate students into the learning community. The orientation is at the beginning of the semester held before classes start in both the fall and spring semesters. *A Parent/Guardian Orientation* was recently implemented to help with cultivating a relationship with family members toward promoting student success for our traditional and nontraditional students.
- All first-time-in-college (FTIC) students must received academic advising. If the student's assessment scores results in them being placed into two or more Basic Studies (developmental) courses, they are required to take a first-year experience course, SouthArk Success (SAS 0103). This first-year experience course is linked with the Basic Studies courses to form a learning community, which has been identified to positively impact student retention.
- SouthArk held its annual "African American Read- in" program which strengthens the college's position as a community leader in offering programs geared toward minorities. This activity has been geared toward junior high school students but gives the college's

students, faculty, and staff an opportunity to read from the works of African American authors. The readers are always racially diverse and choose a wide variety of works written by authors from various African American sub-cultures. Throughout the month of February, schools and colleges across the nation hosted local read-ins to emphasize literacy and to highlight great African American works of literature. The African American Read-In is a program sponsored by the National Council of Teachers of English (NCTE), the Black Caucus of the NCTE, and the International Reading Association.

- **African American Family & Friends Day:** SouthArk held its second annual African American Family and Friends Day Saturday, February 25, 2012 as part of the festivities for Black History Month. The goal of this event is to foster greater trust from the African American and broader minority community, and develop a database for recruiting potential students and staff. This educational and recreational activity served as a resource to the community as financial aid workshops, health and wellness seminars, and other programs helped draw individuals to the campus. The theme of this year's program was "Love and Relationships" which featured a panel discussion by local community experts. One of the big draws this year was the car show as members from the Little Rock Corvette Club participated. The Mayor of El Dorado read and submitted a proclamation acknowledging African American Family & Friends Day on February 25, 2012.
- **The SouthArk Music Program:** The music programming demonstrates diversity in the performers and in the material performed. Each recital and concert reflects the racial composition of the community from which most of the students come. The music director selects music from a variety of cultures both to educate the students musically and to give their public performances a rich texture. The choral music includes material from many cultures, ethnicities, and style periods using various languages and dialects. These works come from American, Western European, Asian, African, and Middle Eastern sources.
- **Career Pathways:** The Arkansas Career Pathways Initiative (CPI) is a comprehensive program designed to improve the earnings and post-secondary education attainment of Arkansas' low-income residents who meet Temporary Assistance for Needy Families (TANF) eligibility. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. The Career Pathways Initiative emphasizes such program components as job readiness skills, basic academic skills or 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. Basic eligibility requirements include:
 1. You must be a resident of Arkansas, **AND**
 2. You must be a parent, with children under age 21 living in your home, **AND**
 3. You must be receiving Transitional Employment Assistance (TEA) now, or have received TEA in the past, **OR**
 4. You must be receiving food stamps, Medicaid, or ARKids, **OR**
 5. You must have annual family income below 250% of federal poverty level (about \$55,875 annually for a family of four).

July 1, 2011 to present CPI has enrolled 198 students in the program. Since July the following certificates/degrees have been awarded: Thirty-six (36) students earned an Employability Certificate; Twenty (20) students earned a Certificate of Proficiency; Thirty (30) students earned Technical Certificates and eight (8) students were awarded Associate Degrees. Demographics of currently served students:

- 97.5% Female (193) and 2.5% Male (5)
 - 61.1% (121) Black (Non-Hispanic origin); 36.9% (73) White (Non-Hispanic origin); and 2.0% (4) Hispanic
 - 157 of the 198 (79.3%) students are single parents
- **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, works with fifty El Dorado High School students. Upward Bound supports selected participants (first generation, college bound students meeting income requirements) in completing secondary school, enrolling in post-secondary school, and completing a bachelor's degree. By offering intrusive academic, career, social, cultural, and financial advising, Upward Bound prepares participants to be successful at the post-secondary level.

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. The part-time staff is made up of a diverse group individuals based on their gender and ethnic origin which includes African American, Native African, and Asian American. In addition to core subject instruction, these staff members provide Upward Bound participants with cultural immersion instruction as well as French and Spanish language instruction.

- A documentary entitled “**Daisy Bates: First Lady of Little Rock**” was screened on February 18, 2012 at the El Dorado Conference Center. The producer/director, Sharon La Cruise, and Summer Modica, a young local actress, participated, taking questions from the audience after showing the film. A reception was also held in their honor immediately after the viewing.

GOAL #2

SouthArk recruits Minority populations members locally, regionally, and nationally to serve as faculty and staff. In order to promote the retention of Minority faculty and staff, the college will continue to institute the following strategies.

Accomplishments

- Social Learning Theory argues strongly the implications of using role models and the impact they can have not only on students, but also additional staff/faculty hires. The college hired two full-time African American staff members within the past year. An African American female was hired to teach in the mathematics program within the department of Liberal Arts. Also, an African American male was hired to work closely with the Union County High Schools to improve recruitment efforts. This non-classified professional staff position was repurposed to better meet the needs of potential students in the six area high schools, and to assist with their college readiness to matriculate to other colleges or universities.

- SouthArk continues to post positions regionally as well as nationally (Chronicle of Higher Education) in an effort to attract minorities. When faculty and staff position vacancies occur the human resource office posts to the college website and other applicable websites, and as needed, advertises in the area newspapers. The administration has committed to identifying and joining minority organizations with “listserv” to provide additional options for advertising faculty and staff positions. The college has an institutional membership with the National Council on Black American Affairs of the American Association of Community Colleges. In addition, to increase awareness of diversity several publications are subscribed to by administration. The subscriptions include *The Hispanic Outlook in Higher Education* and *Diverse Issues in Higher Education*.
- All SouthArk Faculty and Staff positions are evaluated by the search committee and thereafter makes candidate recommendations to the area supervising cabinet member. Search committees are comprised of college faculty and staff. Each committee has minority representation in an effort to select, hire and retain qualified employees. Committees for Faculty positions entail the Vice President of Learning, (3) three faculty members within the applicable division, (1) one faculty member from an applicable program, (1) one member from an applicable program, advisory committee or a community representative, and (1) one staff member. Committees for Non-Classified Personnel are comprised of the area Vice President or designee and (2) two staff members. Committees for Classified Personnel include the area Vice President or designee and (2) two staff members. All committees will make a candidate recommendation to the area Vice President, who will review the recommendation. If accepted, the Vice President will submit the recommendation to the President for final consideration. If the President approves the recommendation of the area Vice President, the Vice President will notify the Human Resources Office of the decision, who will then make the offer to the selected candidate. If the President does not approve the recommendation, the matter will be returned to the committee for further reconsideration.
- The Upward Bound program continues to employ African American professionals part-time as adjunct instructors, counselors, and tutors. These African American staff members serve as outstanding role models for the predominantly African American students served in the Upward Bound program.

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

- The El Dorado Promise is a scholarship program administered by Murphy Oil Corporation for graduates from El Dorado High School. The Union County Career Coach will identify those students that attend SouthArk and track their academic progress. This case management approach will be used to provide intervention in support each cohort from year to year. This intervention will be prescriptive and include an Early Alert system, mentoring, and progress monitoring until these students graduate or transfer. A baseline will be developed to determine the persistence rates of students that receive this scholarship.

- **Transfer Agreements with HBCUs:** SouthArk will establish transfer agreements with the three Arkansas HBCUs to formulate a seamless transition for students that are desirous of this unique educational experience. A formal articulation agreement will be developed with Arkansas Baptist College, Philander Smith College, and University of Arkansas at Pine Bluff. This partnership will be an additional resource for many minority students who want to transfer to a four-year institution, which will be mutually beneficial for both SouthArk and the Arkansas HBCUs. Establish a goal of cultivating a relationship with one HBCU each year by organizing campus visits and other partnerships.
- **Embedded Advising program for Basic Studies Students:** Entering college students that are required to enroll in two or more Basic Studies courses will be expected to take SouthArk Success (Freshman-Year Success course). The literature states that students who enroll in two or more developmental/remedial courses are at greater risk of not completing a college degree. Many of these students seek to enroll in 12 semester hours (full-time) in order to maximize their financial aid but have limited course options. A personalized academic plan (or embedded advising) is crucial to the retention of this student population, which largely have been part of a minority group. Staff members from the Student Services Division will begin teaching these classes in the fall 2012, which allows for better integration of academic advising to be embedded within the course. Research is ongoing to determine the impact of this course in regard to minority student populations.
- An annual recruitment plan will be developed under the leadership of the Dean of Enrollment Services. The ACT Consultant will work with the Dean to help frame the college recruitment plan. A recruitment plan will be developed and adopted by the college by December 2012. The Council for Advancement of Standards (CAS) will be adopted for the assessment of admissions and recruitment program.
- The Vice President of Student Services will work in collaboration with the Vice President of Learning to review testing and re-test policies to promote students moving into college level courses, and reduce time enrolled in Basic Studies/Developmental Education classes. A new COMPASS orientation will be implemented beginning fall 2012 semester to help increase the awareness of taking the placement test. Baseline data to be captured and used to determine if policy change made an impact from previous academic year.

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

The College has met or exceeded benchmarks for Minority Enrollment, Retention and Graduation (see Tables 1 and 2) relative to Union County and the state of Arkansas. The Director of Institutional Research conducts periodic comparisons between the college's and community's minority populations; and between the college's total enrollment and minority student populations (See Spring 2012 data). We will continue to track recruitment activities associated with the Minority Recruitment and Retention Plan, which is designed to further enhance minority participation. We will continue to actively recruit minority faculty and staff as openings develop.

Timeline

The timeline applied for majority of the new recruitment strategies or activities will be within twelve-months (or July 1, 2012 - June 30, 2013). The Women's History Month program was established this past year, and the upcoming year will be dedicated to identifying and organizing additional programs that target potential and current minority students.

Assessment Methods

There will be multiple assessment methods used to determine the effectiveness of the strategy presented. Quantitative and qualitative assessment approaches will be used. Several of the strategies that will be developed over the next year will require capturing baseline data (primarily student contacts). The CAS standards will be adopted in a couple of departments to measure the strategy developed for admissions and recruitment programs. The survey method and focus groups will be used for determining student satisfaction that received academic advising.

Budget

The budget dedicated for implementation of the Minority Recruitment and Retention plan is pervasive. The influence of this recruitment plan is grounded in various work unit budgets throughout the institution. For instance, the entire salary of the Recruitment and Student Activities Specialist is dedicated, and the Union County College and Career Coach/Transfer Advisor. And the Marketing and Communication Coordinator has dedicated funds in his budget that targets recruitment.

The Recruiter is involved in recruitment activities throughout the year and she engages minority students on a consistent basis due to the demographics of our service area. She is also involved with Student Activities that can be linked to student retention as well. The entire budget for both of these work units is approximately \$73,800 annually. The budget dedicated to Advising and Counseling is \$92,600 and the responsibilities in these areas are linked to recruitment and retention as well. It can be said that recruitment and retention is a thread that is woven into both the divisions of Student Services and Instruction/Learning.



**MINORITY
RECRUITMENT AND RETENTION REPORT
2012**

**Submitted by
Dr. Kaleybra Morehead
Vice President of College Affairs**

June 2012

1. **Number of minority students who currently attend the institution.** There were 1,192 minority students out of 1,976 enrolled in Southeast Arkansas College during the 2012 spring semester.

Asian/Pacific Islands Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
9	1976	.45

Asian/Pacific Islands Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
5	1976	.25

Black/Non-Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
305	1976	15

Black/Non-Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
845	1976	43

Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
6	1976	.30

Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
14	1976	.70

American Indian/Alaska Native Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
5	1976	.25

American Indian/Alaska Native Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
3	1976	.15

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

ADMINISTRATION-2

Last Name	First Name	Gender	Position/Title
Morehead	Kaleybra	F	Vice President for College Affairs/Advancement
Williams	Diann	F	Vice President for Nursing & Assessment

FULL TIME FACULTY-15

Last Name	First Name	Gender	Ethnic	Position/Title
Allen	Tamekia	F	02	Faculty/Nursing and Allied Health
Armour	Sharon	F	02	Faculty/Nursing and Allied Health
Camp	Katina	F	02	Faculty/Nursing and Allied Health
Hardin	Sara	F	03	Faculty/General Studies
Henderson	Tamesha	F	02	Faculty/Nursing and Allied Health
McBride	Tonya	F	02	Faculty/Nursing and Allied Health
Montgomery	Beverly	F	02	Faculty/General Studies
Morgan	Tamara	F	02	Faculty/Nursing and Allied Health
Murry	Katrina	F	02	Faculty/Nursing and Allied Health
Peters	Marsha	F	02	Faculty/Technical Studies
Ray	Kumar	M	01	Faculty/Technical Studies
Scott	Rachel	F	02	Faculty/General Studies
Shaw	Leslie	F	02	Faculty/Technical Studies
Teel	Gina	F	04	Faculty/General Studies
Woods	Magnolia	F	02	Faculty/Nursing and Allied Health

PROFESSIONAL-6

Last Name	First Name	Gender	Ethnic	Position Class
Demmings	Daytra	F	02	Coordinator, Distance Learning & Carl Perkins
Dunn	Barbara	F	02	Director, Admissions & Enrollment Management
Shannon-Gragg	Tenita	F	02	Director of Recruitment
Smith	Stephanie	F	02	Controller
Stith	Gail	F	02	Education Counselor
Williams	Kimberly	F	02	Interim Library Director

STAFF-25

Last Name	First Name	Gender	Ethnic	Position Type
Bates	Antonio	M	02	Recruiter
Battles	Lashauna	F	02	Cashier
Brasfield	Furonda	F	02	Career Coach
Childs	Dena	F	02	Human Resource Specialist
Copeland	Nerva	F	02	Career Coordinator
Collington	Shelesha	F	02	Cashier
Domineck	Deborah	F	02	Secretary
Domineck	Sam	M	02	Financial Aid Officer
Ellis	Rosemary	F	02	Administrative Assistant
Heard	Michelle	F	02	Career Coach
Henry	Celeste	F	02	Career Coach
Hill	Laqueta	F	02	Secretary
Jefferson	Sandra	F	02	Cashier
Jones	Candice	F	02	Career Coach
Jones	Dedric	M	02	Career Coach
Jones	Dora	F	02	Secretary
Jones	Jasmine	F	02	Secretary
Keith	Kandiace	F	02	Financial Aid Officer
Kelley	Shirley	F	02	Secretary
Lewis	Ja'Nee	F	02	Secretary
Lovett	Kristine	F	02	Secretary
Matthews	Eleanor	F	02	Secretary
Milton	Lozanne	F	02	Financial Aid Officer
Simmons	Vincentia	F	02	Secretary
Williams	Angelia	F	02	Accountant

BUILDING/GROUNDS-10

Last Name	First Name	Gender	Ethnic	Position Type
Allen	Douglas	M	02	Buildings & Grounds Custodial
Douglas	Quentin	M	02	Buildings & Grounds Custodial
Flowers	Sterling	M	02	Buildings & Grounds Custodial
Hayes	Jerry	M	02	Buildings & Grounds Custodial
Holland	Derrick	M	02	Buildings & Grounds Custodial
Hutson	Kelton	M	02	Buildings & Grounds Maintenance
Jiner	Derrick	M	02	Buildings & Grounds Maintenance
Jiner	Sue	F	02	Buildings & Grounds Custodial
Roby	Leavorn	M	02	Buildings & Grounds Maintenance
Smith	King	M	02	Buildings & Grounds Custodial

ADJUNCT INSTRUCTORS-36

Last Name	First Name	Gender	Ethnic	Position Type
Allen	Floyd D.	M	02	Adjunct Instructor
Baker-Smith	Cynthia D.	F	02	Adjunct Instructor
Benjamin	Rosemary A.	F	02	Adjunct Instructor
Blevins	Yvonne S.	F	02	Adjunct Instructor
Boyd-Owens	Margaret D.	F	02	Adjunct Instructor
Brown	Waymond	M	02	Adjunct Instructor
Bruce	Varnette	F	02	Adjunct Instructor
Castoro	Christopher	F	02	Adjunct Instructor
Cole	Faye	F	02	Adjunct Instructor
Evans	Delores	F	02	Adjunct Instructor
Faucette	Jacquelyn B.	F	02	Adjunct Instructor
Gragg	Kelvin B.	M	02	Adjunct Instructor
Harris-Smith	Dorothy	F	02	Adjunct Instructor
Holmes	Katie M.	F	02	Adjunct Instructor
Hutchins	Roy	M	02	Adjunct Instructor
Jackson	Dorris J.	F	02	Adjunct Instructor
Jefferson	Debra W.	F	02	Adjunct Instructor
Johnson	Myrtle	F	02	Adjunct Instructor
Jones	Jimmie L.	F	02	Adjunct Instructor
Lowery	Verneice	F	02	Adjunct Instructor
Martin	Lavoris	F	02	Adjunct Instructor
McBride	Tonya A.	F	02	Adjunct Instructor
McGhee	Delois	F	02	Adjunct Instructor
Miller	Deneen	F	02	Adjunct Instructor
Neal	Pamela A.	F	02	Adjunct Instructor
Parker	Troy L.	M	02	Adjunct Instructor
Sanders	Kristy L.	F	02	Adjunct Instructor
Sergeant	Dora M.	F	02	Adjunct Instructor
Smith	Terry	M	02	Adjunct Instructor
Tate	Katrina	F	02	Adjunct Instructor
Taylor	Daryl A.	F	02	Adjunct Instructor
Thomas	Sandra K.	F	02	Adjunct Instructor
Thorns	Clara	F	02	Adjunct Instructor
Threet	Sabrina	F	02	Adjunct Instructor
Trotter	Joseph H.	M	02	Adjunct Instructor
Young	Diedre M.	F	01	Adjunct Instructor

	Black Male	Black Female	Am Indian Male	Am Indian Female	Asian Male	Asian Female	Hispanic Male	Hispanic Female
Executive	0	2	0	0	0	0	0	0
Full Time Faculty	0	12	0	1	1	0	0	1
Professional	0	6	0	0	0	0	0	0
Staff	12	23	0	0	0	0	0	0
Adjunct	7	28	0	1	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 three (3) full-time minority faculty and staff members employed by Southeast Arkansas College between July 1, 2011, and June 30, 2012.

EMPLOYEE

POSITON/TITLE

Douglas	Quentin	M	02	Institutional Services Assistant
Murray	Katrina	F	02	Nursing Instructor
Stith	Gail	F	02	Education Counselor

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/beach marks that will be used to determine success in meeting any new objectives. Include your timeline, budget, and methods used to assess and monitor progress.

It is the policy of Southeast Arkansas College to not discriminate against any individual on the basis of race, color, sex, religion, national origin, age or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College is in compliance with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA). This document is Southeast Arkansas College's Affirmative Action Plan.

Southeast Arkansas College has made significant progress in recruiting minority students and faculty. As indicated in this report, our student body is made up of an ever-increasing minority population. Through efforts to emphasize and celebrate various

cultures through art exhibits, book reviews, lecturers, and other presentations, we have experienced excellent results in our goal to make students of various races and ethnic groups feel comfortable and welcome on our campus.

As a result, the percentage of minority students has increased significantly since 1997. The statistics show that the minority population at SEARK College is greater than the percentage of minority populations in our six-county service area. The campus is located in Jefferson County.

As we look to the future, we will continue to assess the impact of our progress, and stress the recognition of the contributions of all races on the formation of our great democracy. We believe that as we continue to respect all people, regardless of their race, gender, and age, we will continue to be affirmed by the many communities that we currently serve.

As with students, we have made great strides in hiring and advancing minorities in faculty positions, especially in leadership areas. The President's Cabinet, which represents the administrative leadership of the College, consists of two minorities. Four of the six cabinet members are females. The Vice President for Assessment and Allied Health is a female African-American. This vice president supervises all nursing and allied health faculty, which has the largest enrollment among the technical programs on campus. The Vice President for College Affairs is an African American female. She directs the advisement center, marketing, public relations, recruitment, retention and advancement for the College. There are also six African-American females who are employed in professional mid-management positions at Southeast Arkansas College.

Southern Arkansas University Tech

Minority Recruitment and Retention Annual Report

June 30, 2012

Southern Arkansas University Tech Minority Recruitment and Retention Annual Report -- 2012

Number of minority students who currently attend the institution.

In the Fall 2011 semester there were **878** minority students attending SAU Tech. The total Fall 2011 headcount was **2142**. The table details the Fall 2011 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*)

Headcount Enrollment				
	Fall 2010		Fall 2011	
American Indian/Alaska Native	25	1.35%	35	1.63%
Asian/Pacific Islander	9	0.49%	16	0.75%
Black (Non-Hispanic)	671	36.25%	794	37.07%
Hispanic	25	1.35%	33	1.54%
Unknown & Non-Resident Alien	37	2.00%	15	0.70%
White	1084	58.56%	1249	58.31%
Total	1851	100.00%	2142	100.00%

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

The table shows full-time faculty and staff employed at SAU Tech as of the Fall 2011 semester.

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

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

In the Fall 2011 semester, there were **2** full-time minority faculty. The Fall 2011 total full-time faculty was **32**. The table details full-time faculty by minority group. (*Plan Indicator to Determine Success #5 – Comparison of faculty subpopulations each fall.*)

Southern Arkansas University Tech Full-Time Faculty				
Race	Fall 2010		Fall 2011	
Non-Resident Alien				
Black Non-Hispanic			2	6%
American Indian/Alaskan Native				
Asian/Pacific Islander				
Hispanic				
White, Non-Hispanic	30	100%	30	94%
Unknown				
Total	30	100%	32	100%

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

In the Fall 2011 semester, there were **3** adjunct or part-time minority faculty. The Fall 2011 total part-time or adjunct faculty was **45**. The table details part-time or adjunct faculty by minority group. (*Plan Indicator to Determine Success #5 – Comparison of faculty subpopulations each fall.*)

Southern Arkansas University Tech Part-Time Faculty				
Race	Fall 2010		Fall 2011	
Non-Resident Alien				
Black Non-Hispanic	3	5.5%	2	4.5%
American Indian/Alaskan Native				
Asian/Pacific Islander				
Hispanic			1	2.2%
White, Non-Hispanic	52	94.5%	42	93.3%
Unknown				
Total	55	100.0%	45	100.0%

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

In the Fall 2011 Semester, there were **34** minority staff employed at SAU Tech. The 2011 staff employment for SAU Tech was **100**. The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Southern Arkansas University Tech Staff Fall 2010							
Race	Exe/Adm/Mgr.	Other Prof.	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien							
Black, Non-Hispanic	6	3	5	8		6	28
American Indian/Alaskan Native							
Asian/Pacific Islander							
Hispanic				1			1
White, Non-Hispanic	16	6	9	16	4	13	64
Unknown							
Total	22	9	14	25	4	19	93

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

Number and position title of minority faculty and staff who began working at the institution in the past year. Between July 1, 2011 and June 30, 2012 there were **seven (7)** minority faculty and staff who began working at the institution, which represents **50.0%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2011– June 30, 2012								
Race	Faculty	Exe/Adm/Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Black, Non-Hispanic American	1	0	1	1	3	0	1	7
White, Non-Hispanic	2	0	1	1	2	0	1	7
Total	3	0	2	2	5	0	2	14

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

Minorities represent **38.09%** for the total completions for 2011-2012. This is a larger percentage of minority completions than last year while the total number of completions is slightly smaller. Also, minorities represent **40.99%** total headcount enrollment for 2011-2012. This is a higher percentage of minority headcount and the total headcount is higher.

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

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

Other Plan Indicators to Determine Success

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

Affirmative Action Report

July 1 – September 30, 2011

Fourteen positions were advertised and six employees were hired to fill the positions for the first quarter of the 2011-12 fiscal year. The positions were advertised through the following:

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

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

Ninety-nine (99) applications were submitted for review. Twenty-six (26) applicants were interviewed for the positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	2	6	10	18
Black	3	0	5	8
Male	2	4	3	9
Female	3	2	12	17

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

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

Olivia Clack
HR Director

*NOTE: Seven (7) classified positions and one (1) administrative position had not been filled at the end of the first quarter.

Affirmative Action Report

October 1 – December 31, 2011

Fourteen positions were advertised and eleven employees were hired to fill the positions for the second quarter of the 2011-12 fiscal year. The positions were advertised through the following:

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

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

Two-hundred and ninety-three (293) applications were submitted for review. Thirty-five (35) applicants were interviewed for the positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	0	23	23
Black	0	0	12	12
Male	0	0	10	10
Female	0	0	25	25

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

	Administrator	Faculty	Classified	Total
White	0	0	8	8
Black	0	0	3	3
Male	0	0	3	3
Female	0	0	8	8

Olivia Clack
HR Director

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

Affirmative Action Report

January 1 – March 31, 2012

Six positions were advertised and four employees were hired to fill the positions for the third quarter of the 2011-12 fiscal year. The positions were advertised through the following:

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

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

One hundred and eight (108) applications were submitted for review. Eighteen (18) applicants were interviewed for the positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	0	10	10
Black	0	0	8	8
Male	0	0	12	12
Female	0	0	6	6

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

	Administrator	Faculty	Classified	Total
White	0	0	2	2
Black	0	0	2	2
Male	0	0	2	2
Female	0	0	2	2

Olivia Clack
HR Director

*NOTE: One (1) faculty position and one (1) classified position had not been filled at the end of the third quarter.

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

Student Opinion Survey Data Fall 2010/Fall 2011				
Item	Fall 2010		Fall 2011	
Size of Classes	4.29	85.80%	4.24	84.80%
Racial Harmony	4.17	83.40%	4.22	84.40%
Overall Impression	4.28	85.60%	4.26	85.20%
NOTE: Ratings are based on a 5-point scale with 5 being Excellent.				
47.80% minority respondents in Fall 2010; 45.40% minority respondents in Fall 2011.				

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

Graduated Student File by Race/Ethnicity				
Race	2010-2011		2011-2012	
American Indian/Alaska Native	11	1.46%	9	1.21%
Asian/Pacific Islander	3	0.40%	2	0.27%
Black (Non-Hispanic)	209	27.79%	242	32.57%
Hispanic	14	1.86%	17	2.29%
Non-resident Alien	11	1.46%	13	1.75%
Unknown	2	0.27%	3	0.40%
White	502	66.76%	457	61.51%
Total Graduates	752	100.00%	743	100.00%

University of Arkansas Community College at Batesville
Minority Recruitment and Retention 2011-2012 Annual Report

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

During the Spring 2012 semester, 148 minority students were enrolled at UACCB. This represents an increase of 60 (68% growth) minority students compared to the Spring 2011 semester. Minority students comprised 8% of the total number of students enrolled in the Spring 2012 semester.

During the Fall 2011 semester, 165 minority students were enrolled at UACCB. This represents a 45% increase over the Fall 2011 semester minority enrollment of 114. Minority students comprised 7.5% of the total number of students enrolled in the Fall 2011 semester.

According to U.S. Census Bureau data, the minority population of UACCB's service area (Independence, Sharp, Stone, and Cleburne Counties) is 4.46%. UACCB's student body currently has significantly more minority representation than its service area. The most significant growth occurred with Hispanic students who are the fastest growing minority population in the UACCB service area.

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

UACCB currently has 124 full-time employees, 83 adjunct instructors, and 32 part-time staff. There are thirteen employees who are minorities. The percentage of employees who are minorities is 6.28% which is greater than UACCB's service area minority population of 4.46%. The following chart details the positions of current minority employees.

Employee Status	Position Title	Race/Ethnicity
Faculty	Biology Instructor	Hispanic
Faculty	Criminal Justice Instructor	Hispanic
Staff	Payroll Technician	American Indian
Staff	Enrollment Specialist	American Indian
Staff	Director of Student Development	Asian
Staff	Administrative Specialist III	Black
Faculty (part-time)	Adjunct Faculty – Math & Science	Black
Faculty (part-time)	Adjunct Faculty – Early Childhood	Black
Staff (part-time)	Maintenance Assistant	Black
Staff (part-time)	Tutor – TRiO	Asian
Staff (part-time)	Tutor – TRiO	Black
Staff (part-time)	Tutor – TRiO	Black
Staff (part-time)	Tutor – TRiO	Asian

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

Six minority faculty and staff were hired during the 2011-2012 academic year.

Employee Status	Position Title	Race/Ethnicity
Staff	Enrollment Specialist	American Indian
Staff	Administrative Specialist III	Black
Staff (part-time)	Maintenance Assistant	Black
Staff (part-time)	Tutor – TRiO	Black
Staff (part-time)	Tutor – TRiO	Black
Staff (part-time)	Tutor – TRiO	Asian

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 2012-2017

- 1.) UACCB's student body will be more diverse than the service area population.

Success Indicator: UACCB's minority student percentage of enrollment will surpass the percentage of minorities in its designated service area.

Progress:

UACCB's student body consisted of 7.5% minority students in the Fall 2011 semester and 8% minority students in the Spring 2012 semester. UACCB's designated service area minority population is 4.46% according to the 2010 Census. This goal was met.

- 2.) UACCB will take steps to aggressively recruit and retain Board of Visitors members who represent racial and gender diversity.

Success Indicator: The Board of Visitors membership includes individuals who represent diversity, with at least one member of the Board representing a racial minority.

Progress:

The Board of Visitors has minority representation. This goal was met.

- 3.) The College will aggressively pursue the hiring and/or promotion of applicants and employees who represent diversity.

Success Indicator: Applicants and subsequent employee body at UACCB reflects at least the level of racial diversity of its service area.

Progress:

The current percentage of employees who are minorities is 6.28%. Minorities currently comprise 4.46% of the population of UACCB's service area. This goal was met.

- 4.) UACCB will take a proactive stance on hiring racial minorities through the implementation of procedures to ensure that racial minorities are recruited, that qualified racial minorities are hired in faculty, supervisory, and staff positions, and that legal and ethical measures are taken to facilitate retention of those who are hired.

Success Indicator: Documentation of adherence to procedures in recruitment and hiring practices that ensures equity and fair treatment.

Progress:

Documentation in the Human Resources office indicates that employee recruitment and hiring processes and procedures were properly followed. UACCB advertises in wide reaching venues including higheredjobs.com for faculty and administrative positions in an effort to attract minority candidates. UACCB has lost only two of its minority employees over the past five fiscal years. This goal was met.

- 5.) The College will assess all advisory committees and ensure that at least one minority representative is a member of each committee.

Success Indicator: Each advisory committee membership includes at least one minority.

Progress:

All advisory committees have minority representation. This goal was met.

- 6.) The Director of Enrollment Management in coordination with the Enrollment Management Committee will evaluate the effectiveness of marketing strategies and make recommendations for improvement of marketing efforts.

Success Indicator: Each year a survey of minority students will be conducted. Results will be analyzed to ensure that UACCB's marketing strategies and efforts have been received by prospective minority students. Suggestions and observations will be requested.

Progress:

Focus groups were conducted with students to gather qualitative data regarding recruitment efforts. 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 2011-2012 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 continue to pursue the development of stronger relationships with service area churches that serve minority populations. UACCB has been active in the annual MLK celebration presented by area churches. UACCB is in negotiation to move the celebration to the campus and expand it.

UACCB is making a concerted effort to recruit minority students in student leadership positions and offer more culturally diverse student programs. During the 2011-2012 academic year 40% of the UACCB Student Government Association were minority students, and the SGA president was a minority student. UACCB has formed a student organization for African-American students – The Black Student Association. The BSA sponsored a trip to the MLK Monument Dedication in Washington, D.C. UACCB plans to expand its Black History Month educational programs. UACCB is also attempting to establish a Latino student organization.

UACCB will continue to strengthen partnerships with local GED and ESL programs to secure referral of minority students who are progressing through the programs. The Director of the UACCB GED and ESL programs works with other UACCB team members to identify these potential students and their respective goals for continuing their education at UACCB.

The benchmark for success will be growth in minority enrollment. Enrollment will be evaluated after census data for the Fall 2012 and Spring 2013 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 2012 and Spring 2013 semesters is available and a report will be developed assessing recruitment efforts. Evaluating progress after each term allows time to assess where efforts need to focus in the development of the recruitment and marketing plan for the upcoming year. Each racial/ethnic minority group as well as the aggregate numbers of minority students will be examined for growth in new students recruited and retained.

The budget for recruitment and retention related activities is listed below:

- 1.) Recruitment Budget Total \$197,189
- 2.) Retention Related Budgets Total \$496,960

- a. Tutoring Budget = \$58,764
- b. Counseling & Career Services = \$58,764
- c. Student Development = \$67,455
- d. Scholarships = \$295,500
- e. Academic Advising = \$61,977

**Minority Recruitment and Retention
Progress Report
2012**

**The University of Arkansas
Community College at Hope**

**Prepared for the Arkansas Higher Education Department
June 2012**

Minority Retention Action Plan Progress Report

Introduction and Data Analysis

The University of Arkansas Community College at Hope (UACCH) developed and adopted its original Five-Year Minority Recruitment and Retention Action Plan in 2007. That plan consisted of four goals and three primary areas of focus. The 2012-2017 Five-Year Action Plan (Action Plan) was designed to demonstrate a continued commitment to increase diversity of the College's faculty and student body and to systematically implement and assess an institutionalized campus environment of diversity and inclusion. The current Action Plan consists of four goals. The first two goals address the degree to which plans, strategies, events, personnel, messages, and curricular and co-curricular activities make UACCH an inclusive and welcoming environment for all students, personnel, and members of the communities we serve. The second two goals focus on the degree to which the campus attracts and retains students, faculty, and staff commensurate with the service area region.

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 DataPlace.org, an online resource initiative sponsored by the Fannie Mae Foundation, the College's service area demographic breakdown is as follows:

White	64.06%
African American	24.16%
Asian/Pacific Islander	00.30%
Native American	00.30%
Hispanic	03.35%
Other/Unknown	00.01%

As more specifically detailed under Goal 3 below, UACCH consistently attracts and services minority populations. While our overall campus enrollment has averaged a 6.26% increase over the last five year, the enrollment averages for minority populations are almost five times that amount, and for African Americans, 46% above the service area population. Likewise, UACCH is graduating minority populations at rates almost 21% higher than the percent of minorities in the general service area population. Enrollment rates and graduation rates when viewed by ethnicity show that the College's philosophy and underling strategies reflect the diversity of the communities it serves.

GOAL 1:

The first goal of the Action Plan was to link and align institutional diversity priorities with other components of the institutional mission, including both internal and external objectives. Strategies to realize those objectives included developing a comprehensive ten year campus wide strategic plan, creating a diversity task force to focus on, assess,

and report on the value of diversity, widening diversity responsibility initiatives at all levels of the institution, and gaining external support for campus diversity.

UACCH is in the planning phase of creating a new campus-wide strategic plan. The campus began the exercises necessary to evaluate the 2007-2012 Strategic Plan and implement the new stages of strategic planning in the summer of 2011. Specific ways in which the goals of the Action Plan are to be expressed in the other mission documents of the College are not yet fully determined.

Since accountability was an important aspect of achieving campus diversity, the creation of a diversity task force was initiated in fall 2011. The task force met initially on August 18, 2011. One of the first directives of the diversity task force was to explore the possibility of creating a diversity statement for the campus. Dr. Claudia Griffin led an open ended discussion at a campus-wide faculty meeting on September 23, 2011. No consensus to a diversity statement is yet finalized.

Another central piece of the campus-wide strategic planning was creating a breadth of responsibility for diversity that spanned all levels of the institution. We wanted to spotlight the degree to which the campus is welcoming, wide-ranging, inclusive, and embodies a sense of belonging. The campus started having “Data Day” discussions in 2010. In fall 2012, diversity data is scheduled to be included in the Data Day discussions.

The College recognizes the need to gain students’ perspectives and sees Student organizations, specifically the Multicultural Club, as an avenue to open discussions regarding misperceptions, stereotypes, and monolithic views of individuals and groups. This past year the Multicultural Club sponsored a community canned food drive and hosted various programs throughout Black History Month.

Equal to the significance of students’ perspectives is the external support UACCH seeks and receives in fostering allies to support campus diversity initiatives. UACCH has a well established history of creating meaningful partnerships both inside and outside of our service area. We initiated one of our greatest campus efforts during the 2011-2012 academic year, planning an expansion of our instructional sites into Miller County, Arkansas. The UACCH-Texarkana Instructional Site will begin operations in fall 2012. The campus is very cognizant of the importance of utilizing external support of our initiatives and goals. As our area profile expands we plan on including diversity initiatives in capital campaigns and fundraising efforts that parallel the diversity commitment established by our Action Plan.

Goal 1 Progress Indicators

1. *Included the goals of the 2012-2017 Five-Year Action Plan in the discussions at the Administrative Retreat*
2. *Completed an assessment of the 2007-2011 Action Plan, including successes and challenges*

3. *Began a ten-year campus strategic plan process to integrate all planning documents with projected outcomes and accountability measures*
4. *Created a campus diversity task force to concentrate on the Five-Year Action Plan, its assessment and reporting*
5. *Explored the possibility of creating a diversity statement*
6. *Include assessment of Five-Year Action Plan in the campus "Data Day" discussions fall 2012*
7. *Utilized CCSSE data to quantify students' diversity experiences*
8. *Explored the possibility of including a diversity writing assignment as part of all Composition I classes*

GOAL 2

The second goal of the Action Plan is to achieve a cohesive network that prepares students for the world at large through multiculturalism. The College has some stated success in this area, as addressed in the 2011 Progress Report. In our 2010 Community College Survey of Student Engagement (CCSSE) 36.91% of students responded "often" or "very often" to the question: In your experience at this college during the current school year, about how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments?" 37.46 responded "sometimes" and 28.34% responded "never." To the question: "In your experience at this college during the current school year, about how often have you tried to better understand someone else's views by imagining how an issue looks from his or her perspective?" 52.9% said "often" or "very often," 34.95 said "sometimes," and only 12.5% said "never." The College participated in CCSSE surveys in spring 2012 but does not yet have the survey results. Statistically we believe we are pointed in the right direction, but our aim is to improve the percentages of students' responses.

As UACCH prepared its Self Study for the Higher Learning Commission's (HLC) Comprehensive Evaluation, we realized that our General Education Statement was less operational and more philosophical. In 2009, faculty comprised a list of "what every single student should have or know." A General Education Committee comprised of faculty representing all academic divisions worked on a general education philosophy and assessment process. UACCH adopted by vote of the Faculty Senate, approval of the Chancellor's Cabinet and the Board of Visitors, a General Education Statement in November 2009. The campus implemented a general education assessment plan embedded into course and program assessments during the 2010-2011 academic year. During the 2011-2012 academic year the General Education Committee continued to assess and evaluate the assessment plan and the education statement to verify it measured depth and breadth of student knowledge. The work of the General Education Committee is ongoing.

In fall 2011, the Arts, Humanities and Social Sciences Division (AH&SS) began exploring the possibility of including diversity issues as a part of all Composition I classes. The faculty was very open to this idea and will work in the 2012-2013 academic year to come to a consensus of how to implement diversity into the core curriculum of the course.

The AH&SS Division pilot tested a service learning component linked to general education courses in summer 2011. It is hoped that this program can be expanded and will enable students to develop relationships with organizations and businesses that have diverse populations and perhaps international presences. Recruitment for students to participate in the service learning program is underway for the fall 2012 term.

In 2007, the College approached the voters of Hempstead County with an economic development proposal to construct at 52,000 square foot conference center designed for cultural and artistic programming, educational and workforce training, and public school use. Construction began on the conference center, named Hempstead Hall, in spring 2010. The facility will be the first of its kind in southwest Arkansas. Hempstead Hall will open all kinds of cultural, artistic, and workforce development opportunities. The facility is still under construction with an expected completion date of August 2012. Specifics as to its use are not fully developed. However, as this innovative project becomes a reality the College will work diligently to make members of diverse communities a part of the featured programs and activities.

Goal 2 Progress Indicators

1. *Explored the possibility of including a diversity writing assignment as part of all Composition I classes*
2. *Researched a service learning component linked to general education courses*
3. *Utilized CCSSE data to quantify students' diversity experiences*

GOAL 3

The third goal of the Action plan addresses the degree to which the campus attracts, recruits, enrolls, and retains students. Just as student success is considered everyone's business on our campus, likewise is campus diversity. UACCH already experiences much success with helping students achieve their goals, as is evident by our retention and graduation rates. In the 2010 CCSSE, students rated UACCH's "support for learners" above the top 10 performing colleges scored by the CCSSE benchmark. "Support for learners" encompasses how students perceive the College's efforts to provide important support services, cultivate positive relationships among groups on campus, and demonstrate a commitment to student success.

Headcount Enrollment by Race (On-Campus Only)

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American	455 (34.76%)	438 (34.57%)	535 (35.86%)	554 (35.58%)	498 (35.80%)
Asian/Pacific Islander	4 (0.31%)	5 (0.39%)	10 (0.67%)	10 (.64%)	10 (0.72%)
Hispanic	31 (2.37%)	38 (3.00%)	49 (3.28%)	52 (3.34%)	74 (5.32%)
Native American	5 (0.38%)	4 (0.32%)	6 (0.40%)	13 (0.83%)	13 (0.93%)

White	795 (60.73%)	795 (62.75%)	858 (57.51%)	915 (58.77%)	771 (55.43%)
Unknown	18 (1.38%)	19 (1.50%)	34 (2.28%)	14 (0.90%)	25 (1.80%)
Total Headcount	1309	1267	1492	1557	1391

During the last five years UACCH has maintained a student population reflective of our service area. African American enrollment averaged 35.30% of the student population (46.20% above the service area population). Hispanic enrollment averaged 3.46% of the student population (3.35% below the service area population). During the last five years Hispanic enrollment grew by 139%. The other populations, including Asian/Pacific Islander, Native American and Other/Unknown are consistent with the service area population. Approximately 42% of the total enrollment at UACCH is made up of minority populations. Data analysis indicates areas in which we are succeeding and points out areas that need increased focus and attention.

These numbers are more telling when compared to the overall enrollment growth of the college which averaged 6.26% over the last five years. While we have gathered, calculated, and analyzed relevant statistics, what is ultimately strived for is an environment where students feel at home, included, and engaged. The College wants students to have a personal stake in their education and a feeling of loyalty to the campus because everyone with whom they came in contact is working together for the common good. UACCH achieved this aim to a certain degree, as noted by the 2011 HLC Evaluation Team who evaluated the College's mission and vision statements as clearly indicative "that diversity is a core strategy of the institution."

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.

Graduated Student File by Ethnicity

Race	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
African American	45 (25.86%)	107 (39.48%)	64 (25.70%)	99 (31.53%)	76 (29.01%)
Asian/Pacific Islander	0 (0.0%)	0 (0.0%)	2 (.08%)	2 (.64%)	4 (1.53%)
Hispanic	6 (3.45%)	7 (2.58%)	1 (.40%)	6 (1.91%)	9 (3.44%)
Native American	0 (0.0%)	0 (0.0%)	2 (.008%)	0 (0%)	0 (0%)
White	119 (68.39%)	156 (57.56%)	176 (70.68%)	208 (66.24%)	171 (65.27%)
Other/Unknown	4	1	4	1	2

	(2.30%)	(.37%)	(1.61%)	(.32%)	(.76%)
Total Graduates	174	271	249	314	262

Graduation rates when viewed by ethnicity show that the College is representative of our service area. Over a five-year period graduation rates have increased 45.20% for ethnic student populations. The number of minority population graduates increased 74.50%. Overall college graduation rates increased 41.70% during the same period, and the number of overall graduates increased 50.60%. For these percentages and number, “graduation rates” is defined as the total number of graduates for a particular year divided by the fall enrollment for that year. Minorities represented 34% of the 2011-2012 graduates, a proportion that is 20.80% higher than the percent of minorities in the general population of the service area.

In 2011 Complete College America ranked UACCH fifth in the state of Arkansas in overall graduation rates.

The College continues to strengthen its retention efforts. For fall 2011, the “Intrusive Advising” initiative showed an overall success rate of 43.5%. Intrusive Advising requires all students on academic probation to make an appointment with their advisor. Advisors check probation students’ progress and attendance periodically throughout the semester and contact the student when they feel advice or encouragement might positively affect progress. Of the 69 students intrusively advised, 25 (36.2%) moved from “probation” status to “in good standing.” The results are very encouraging and students seem to appreciate the individual attention they receive.

Student orientation is ever evolving and continuously discussed on campus as we try to recognize and anticipate students’ needs. Faculty members have been a part of student orientation for years but we continue to increase their presence so that students can become familiar with their instructors and advisors. Currently faculty lead students in smaller groups on campus tours to give them a chance to make a new friend and get to know at least one on-campus employee. The College is actively engaged in exploring expanding our orientation process to include some online elements. Those discussions are underway and some aspects of the plan could be evident by fall 2013.

UACCH has a four-year average student retention rate of 63.25%. The retention rate for the 2010-2011 academic year was 65.20%. CCCSE reports a 52% national retention rate among two-year college students. Based on that statistic, UACCH is well above the national average for fall-to-fall retention.

Between our retention and graduation rates, the College is confident that we are doing some things right. Our overall strategies show that our planning processes align with our capacities.

UACCH reviews both its recruiting plans and materials and its enrollment management plan to determine that we are meeting our service area’s needs. Statistically we are

meeting those needs, however, we never consider students as numbers and want to verify that access, retention, and success are personalized to the greatest extent possible. This is where the focus of goal three of the Action Plan relates back to the first two goals of aligning an institutional climate of cooperation with all of the coordinating components of the institutional mission.

Goal 3 Progress Indicators

1. *Continued “Intrusive Advising” as institutional attention to academic success*
2. *Continued and increased participation of academic personnel in student orientation and first week sessions*
3. *Plans underway to include meaningful recruitment and retention data in the campus “Data Day” discussions*

GOAL 4

We acknowledged in the assessment report of the 2007-2012 Five-Year Action Plan that on average the total number of minority faculty and staff is slightly lower than representative of the service area. The service area is approximately 24% African American, whereas African Americans represent 18% of College employees. The College maintains its efforts to recruit minority faculty and staff and widely publicize vacancies through professional publications and local and state news media. Not that many vacancy or hiring opportunities presented themselves over the last five years and it remains unlikely that the percentages will change drastically in the next few years.

Faculty and Staff Breakdown

Race	2007	2008	2009	2010	2011
White	89 (85%)	91 (82%)	97 (80%)	96 (81%)	92 (82%)
African American	18 (17%)	19 (17%)	24 (20%)	22 (18%)	20 (18%)
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	1 (1%)	0	0	0
Native American	0	0	0	0	0
Other/Unknown	0	0	0	0	0
Total	107	111	121	118	112

Position Title	Date of Hire	Ethnicity
Instructor	9/14/1980	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
SSS Tutor Clerical Assistant	1/2/2007	African American
Director of Student Support	9/2/1997	African American

Services		
Career Pathways Counselor	5/28/2007	African American
Counselor	1/6/1997	African American
Custodial Worker	11/18/2002	African American
Financial Aid Officer	3/22/1993	African American
Instructor	8/13/2008	African American
Custodian	6/16/2009	African American
Custodian	7/1/2009	African American
SSS Counselor	8/5/2009	African American
Administrative Assistant	10/26/2009	African American
Administrative Assistant	1/4/2010	African American
Career Coach	1/4/2010	African American
SSS Counselor	2/8/2010	African American
Custodian	11/29/2010	African American
Career Coach	5/14/2012	African American

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

The College continues its committee-style hiring process. Hiring committee chairs are asked to keep diversity consideration as an active part of hiring decisions. Historically turnover at the institution is relatively low and current economic conditions make it unlikely that additional personnel will be hired in the near future.

Goal 4 Progress Indicators

1. *Personnel from various departments to included members of diverse ethnic, gender, and age groups for committee style hiring decisions*
2. *Assigned diversity awareness duties to search committee chairs to keep diversity considerations as an active part of hiring decisions*
3. *Explored ways to facilitate greater involvement of faculty in committees and shared governance*
4. *Explored ways to enhance salaries*
5. *Examined policies for workload and release time*

Results

Decisions for the 2012-2017 Five-Year Action Plan were grounded in the assessment of the 2007-2012 plan. As we gathered information, evaluated and assessed it, we chose to continue some aspects of our original plans, expand others, and discontinue a few. The 2012-2017 Five-Year Action Plan contained goals, objectives, strategies, activities, resources, accountability, indicators, and timelines as required under Legislative Act 1091 (1999). Everything contained within the Action Plan is consistent with the College's institutional diversity goals.

The College has documented progress in reaching minority populations. As has been noted in earlier reports, the inequalities that exist among our students are those between academic preparedness, work schedules, life goals, family situations, and study habits. The real challenge for the College is to reach beyond racial and ethnic barriers and guide students toward overcoming obstacles common to all students enrolled. Campus

operations demonstrate we model the communities we serve. Data indicates that we are responsive to students of different cultures and backgrounds and prepare them to live productively, as evidenced by enrollment, retention, and graduation rates.

The aim of our Action Plan is to be a multicultural educational system that is responsive to the diversity of student needs and the demands of educational reform. UACCH students are already diverse in race, ethnic origins, and nationalities. Much of UACCH's success with recruitment, retention, and graduation comes from its focus on learning environments. Our campus environments provide diverse learning opportunities and students contribute to and learn from diversity in college settings inside and outside of the classroom. We respect the dignity and value the worth of all students and personnel, treat them fairly, and recognize individual acts of sensitivity and respect.

Evaluation is always a component of the assessment process. The College already participates in internal and external programs where national standards identifying learning outcomes are measured. The ten year cycle of state program reviews, annual departmental academic reports, and North Central Association's accreditation process are strong apparatus leading toward detailed scrutiny and investigation. We utilized the Community College Survey of Student Engagement and are exploring the possibility of adding another nationally-normed survey.

Each of the Action Plan's progress indicators provided the College with feedback. The indicators are designed to recognize that any successful retention policy must reflect an institutional commitment and must be comprehensive in nature. Assessment is an essential element and data must be collected and analyzed on a regular basis. We admit that this is a struggle since the College does not have a position dedicated to institutional research.

The progresses achieved toward the fulfillment of the Action Plan are both systematic and institutionalized. We recognize that the plan operates as an interim, to become part of the College's Strategic Plan when it is developed. We fully appreciate that as the College embarks upon a new phase of strategic planning, we will do so in an effort to shape the fundamental decisions and actions that guide us as an organization. The Action Plan helps direct our thinking as we link diversity plans to the overall strategic goals of the College.

Appendix

UACCH Minority Recruitment and Retention Five-Year Action Plan (2012-2017) Progress Assessment

GOAL 1:

The University of Arkansas Community College at Hope will link the goals of institutional diversity and its philosophy regarding educational diversity with other components of the institutional mission.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
1.1 Align institutional diversity priorities with the institutional mission and shared governance structures.	1.1.1 Develop a ten year strategic plan including effective coordination mechanisms between strategic planning and institutional diversity	1.1.1.1 Include the goals of the 2012-2017 Five-Year Action Plan in the discussions at the Administrative Retreat	General meeting materials.	Dean of Institutional Effectiveness	July 2011 Completed
		1.1.1.2 Report Five-Year Action Plan and Administrative Retreat work to the entire campus during Welcome Back Week	General meeting materials	Dean of Institutional Effectiveness	August 2011 – 2016 Completed
		1.1.1.3 Complete an assessment of the 2007-2011 Action Plan , including successes and challenges	General assessment materials	Dean of Institutional Effectiveness	Summer 2011 Completed
		1.1.1.4 Complete a ten-year campus strategic plan in two five-year segments	General strategic planning materials	Campus personnel	2011-2012 In progress
		1.1.1.5 Adopt planning approaches that integrate all	General strategic planning materials	Dean of Institutional Effectiveness; Chancellor's	2011-2017 In progress

		Five-Year Action Plan in the campus “Data Day” discussions	materials	Dean of Institutional Effectiveness	annual In progress
		1.1.3.3 Systematically review policies, practices and procedures to determine the impact on the populations served	General meeting materials	Chancellor’s Cabinet; UACCH Policy Committee	2011-2012 academic year Not complete
		1.1.3.4 Seek adequate human and financial resources for achieving diversity goals	Budget considerations	Chancellor’s Cabinet; Academic Deans; Department Heads	2011-2017, annual In progress
		1.1.3.5 Develop methods of systematically and effectively collecting, analyzing, disseminating and using data for decision making	Budget considerations	Chancellor’s Cabinet; Dean of Institutional Effectiveness; Academic Dean; Department Heads	2011-2017 In progress
	1.1.4 Develop and implement programs that recognize the complexity of campus diversity from the students’ perspective	1.1.4.1 Utilize the Multicultural Club to acknowledge equality and social justice issues and the institutional effort to demonstrate ways open discussions benefit all students	Budget components of club activities	Vice Chancellor for Student Services	2011-2017, annually In progress
		1.1.4.2 Utilize student clubs as a method of recognizing the components of diversity that enrich the campus	Student club budgets	Vice Chancellor for Student Services	2011-2017, annually Not complete
		1.1.4.3 Create student surveys on the UACCH website to assess diversity efforts	General surveying materials	Dean of Institutional Effectiveness, Academic Leadership,	2012-2017 Not complete

		with quantitative data		Assistant Director of College Relations	
		1.1.4.4 Utilize CCSSE data to quantify students' diversity experiences	CCSSE budget	Vice Chancellor for Student Services	2012-2017 Completed
		1.1.4.5 Explore the possibility of including a diversity writing assignment as part of all Composition I classes	General meeting materials	Vice Chancellor for Academics; Dean of Arts, Humanities & Social Sciences; English faculty	2012-2013 In progress
1.2 Explore methods of gaining external support for campus diversity.	1.2.1 Develop methods and approaches to create allies in fostering support of campus diversity initiatives	1.2.1.1 Include diversity initiatives in capital campaigns and fundraising efforts.	General fundraising materials	Office of Institutional Advancement; Chancellor's Cabinet	2012-2017 Not complete
		1.2.1.2 Seek one private donor focused on the advancement of diversity issues	General fundraising materials	Office of Institutional Advancement	2013 Not complete
		1.2.1.3 Explore the possibilities of more formalized approaches to environmental scanning and data collection	General research materials	Chancellor's Cabinet	2012-2013 Not complete

GOAL 2:

The University of Arkansas Community College at Hope will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
2.1 Incorporate principles of multiculturalism into the curriculum	2.1.1 Develop methods to encourage faculty to broaden course perspectives to address global awareness	2.1.1.1 Review campus General Education Statement to assure that it includes diversity as an assessable component	General meeting materials	General Education Committee	2011-2012 In progress
		2.1.1.2 Encourage the use of texts, instructional materials, and learning activities that reflect the values of diversity	General meeting materials	Curriculum Committee, Academic Deans, Vice Chancellor for Academics	2011-2017 In progress
		2.1.1.3 Explore the possibility of including a diversity writing assignment as part of all Composition I classes	General meeting materials	English faculty, Vice Chancellor for Academics	2012-2013 In progress
		2.1.1.4 Research a service learning component linked to general education courses	Research materials, operational budgets, scholarship funds	Deans of Arts, Humanities & Social Sciences and Math and Science; Vice Chancellor for Academics	2011-2012 In progress
	2.1.2 Evaluate the quantity and quality of diversity related materials in the library	2.1.2.1 Where feasible compile resources for diversity related materials posted on the library website	General research materials	Librarian	2012-2017 Not completed
		2.1.2.2 Increase library resources as a way of having	General budgetary considerations	Librarian	2012-2017 In progress

		personnel acquire, discover, and apply knowledge			
2.2 Incorporate principles of multiculturalism throughout co-curricular activities	2.2.1 Develop methods to encourage broader perspectives of global awareness as a part of the campus culture	2.2.1.1 Research including information literacy as a part of the general education philosophy and statement	General meeting materials	General Education Statement Committee	2011-2012 In progress
		2.2.1.2 Explore the possibility of a nationally normed student survey to gauge students' perspective on multiculturalism	Budget considerations	Vice Chancellor for Student Services	2012-2013 Not complete
		2.2.1.3 Utilize CCSSE data to quantify students' diversity experiences	CCSSE budget	Vice Chancellor for Student Services	2012-2017 Completed
	2.2.2 Utilize Hempstead Hall as a forum to feature components of different cultures	2.2.2.1 Involve members of diverse communities in planning programs and activities featured	Undetermined at this time	Hempstead Hall Committee	2012-2017 Not complete
		2.2.2.2 Encourage the use of the facility for professional retreats and meetings as a method of making more active campus connections	Undetermined at this time	Hempstead Hall Committee	2012-2017 Not complete

GOAL 3

The University of Arkansas Community College at Hope will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
3.1 Disseminate recruitment, retention, and graduation responsibilities across all levels of the institution	3.1.1 Ensure that there are student services in place that attract and serve targeted populations	3.1.1.1 Review and update the College's recruiting plan and materials to determine that they attract and serve under-served populations	General meeting materials; printing costs	Student Recruiter, Director of Student Relations, Vice Chancellor for Student Services	2011-2012 In progress
		3.1.1.2 Review and update the College's enrollment management plan to determine that it properly meets the College's service area needs	General meeting materials	Dean of Enrollment Management, Vice Chancellor for Student Services	2011-2012 In progress
		3.1.1.3 Verify that the College's Five-Year Action Plan is a working component of all recruitment materials and enrollment management plans	General meeting materials	Vice Chancellor for Student Services, Dean of Enrollment Management, Dean of Institutional Effectiveness	2011-2012 In progress
		3.1.1.4 Seek to provide scholarships and other financial aid opportunities that meets the College's service area needs	General scholarship materials	Director of Financial Aid, Dean of Enrollment Management	2012-2017, annually In progress
		3.1.1.5 Utilize press releases, College website, social network sites, and radio and television broadcasts to promote UACCH as a leader in diversity culture	General marketing budget	Coordinator of Communications and External Affairs; Assistant Director of College Relations	2011-2017, annually Completed
		3.1.1.6 Explore the possibility of a	Survey expenses	Vice Chancellor for Student	2012-2013

		nationally normed student survey to gauge students' perspective on multiculturalism		Services	Not complete
	3.1.2 Strengthen retention efforts	3.1.2.1 Continue "Intrusive Advising" as institutional attention to academic success	Human resources and training	Vice Chancellors for Academics and Student Services	2011-2017, annually Completed
		3.1.2.2 Increase communication about services available to students, i.e. disability services, tutoring, student organizations	Communication tools	Vice Chancellors; Academic Deans and Divisions; College Personnel	2011-2017, annually In progress
		3.1.2.3 Continue and increase participation of academic personnel in student orientation and first week sessions	Human resources	Academic Faculty	2011-2017, annually Completed
		3.1.2.4 Include meaningful recruitment and retention data in the campus "Data Day" discussions	General meeting materials	Vice Chancellors for Academics and Student Services	2012-2017 In progress

GOAL 4

The University of Arkansas Community College at Hope will model diversity and equality in southwest Arkansas by reflecting in appropriate proportions the population of the College's service area.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
4.1 Strengthen efforts to attract a diverse faculty for all new positions	4.1.1 Continue search-committee style hiring process	4.1.1.1 Include personnel from various departments to include members of diverse ethnic, gender, and age groups	General meeting materials	Human Resources Officer	2011-2017 Completed
		4.1.1.2 Assign diversity awareness duties to search committee chairs to keep diversity considerations as an active part of hiring decisions	General meeting materials	Human Resources Officer	2011-2017 Completed
	4.1.2 Develop methods for attracting and retaining minority faculty	4.1.2.1 Academic divisions report annually on faculty positions available and assess faculty needs for the future	General reporting materials	Academic Deans; Vice Chancellor for Academics	2012-2017 In progress
		4.1.2.2 Investigate best practices at peer institutions on recruitment and retention of faculty of diverse backgrounds	General research materials	Human Resources Officer; Vice Chancellor for Academics	2012-2017 Not complete
		4.1.2.3 Explore ways to facilitate greater involvement of faculty in committees and shared governance	General meeting materials	Chancellor's Cabinet; Academic Leadership	2012-2013 In progress
		4.1.2.4 Explore ways to enhance salaries	General meeting materials; budgetary considerations	Chancellor's Cabinet	2012-2013 In progress
		4.1.2.5 Examine policies for workload and release time	General meeting materials	Chancellor's Cabinet; Academic Leadership	In progress

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2012

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor

Progress Toward Meeting the Goals of the Five-Year Plan

1. UACCM continues to be more successful in the recruitment and retention of minority students and staff than in the recruitment of minority faculty. The College sends faculty position announcements to historically black colleges and universities within the region to advertise the availability of faculty positions. The College's inability to attract qualified minority faculty may be attributed in part to neighboring institution's ability to offer more attractive financial rewards.
2. According to the 2010 U. S. Census estimates, the minority population of the College's six- county service area was 12.9%. African Americans comprise 6.6% of the population; other minority groups comprise 6.3%. The minority population of the student enrollment of UACCM for the fall 2011 semester was 18.8%. African Americans comprised 9% of the enrollment; Hispanics comprised 3.9% of the enrollment; other minority groups comprised 6% of the student enrollment. The enrollment for White students was 81% of the enrollment. The total percentage of minority students for fall 2011 was 18.8% and represents an increase of 1.9% over the fall 2010 percentage of 16.9%. The ethnic student population is in line with the ethnic population of the College's service area.
3. Minorities comprise 7.8% (8 of 103) of UACCM's full-time staff. Minorities comprise 2.8% (2 of 72) of UACCM's full-time faculty members. Minorities comprise 10.5% (4 of 38) of UACCM's part-time faculty members for the 2011-2012 academic year.
4. UACCM continues its procedures for recruitment of minority faculty, which includes posting announcements of positions available with the Human Resources and Career Services offices at thirteen historically Black universities in the region, including the University of Arkansas at Pine Bluff and Philander Smith College in Arkansas. UACCM also provides position announcements to Pulaski Technical College.
5. The College provides a variety of academic and student support services to assist students in being successful, including Counseling Services that include personal, educational, career, and disability counseling, and a Student Success Lab to provide free tutorial services.

Revisions to the Five-Year Plan

This is the third report of the current five-year plan, which was submitted to the Arkansas Department of Higher Education in June 2011. The goals and strategies will be reviewed regularly and the plan will be revised, when necessary.

1. Eleventh day student enrollment data (Fall-to-Fall comparison)

Table 1: Number of Minority Students Enrolled at UACCM

Ethnicity	Fall 2010**	Percent of Enrollment	Fall 2011**	Percent of Enrollment	Percent of College Service Area*
Black, Non-Hispanic	207	8.41%	206	8.97%	6.6%
Hispanic	89	3.61%	90	3.92%	Other groups comprise less than a combined 6.3% of the population of the College's service area
Am. Indian/Alaska Native	11	0.45%	12	0.52%	
Asian/Pacific Islander	11	0.45%	15	0.65%	
Hawaiian	1	0.04	2	0.09%	
Two or more Races	99	4.02%	85	3.70%	
Non-Resident Alien	0	0%	16	0.70%	
(Race Unknown or Refused to answer)	0	0%	5	0.22%	
White, Non-Hispanic	2,044	83.02%	1865	81.23%	87.1%
Total Enrollment	2,462	100%	2,296	100%	100%

***U. S. Census Data—2010 State and County Quick-Fact Data**

****Federal reconstruction of the five ethnic groups now allows the students the option to select a combination of ethnic categories to describe his/her ethnicity. Two new ethnic groups (two or more races and Hawaiian) have been added to ethnics elections. This action will pull many minorities for previous categories to the new added options.**

2. Retention rate of minority students

*Table 2: Retention Rate of Minority Students Compared to Student Population**

Ethnicity	Fall 2009 First-time Entering Cohort	Percent Of Cohort Enrolled	Fall 2009 Cohort Enrolled In Fall 2010	Fall 2009 Cohort Retention Rate (Fall to Fall)	Fall 2010 First-time Entering Cohort	Percent Of Cohort Enrolled	Fall 2010 Cohort Enrolled In Fall 2011	Fall 2010 Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	49	7.9%	15	5.3%	43	8.0%	18	6.8
Hispanic	21	3.4%	10	3.5%	22	4.1%	12	4.6
Am. Indian/ Alaska Native	15	2.4%	6	2.1%	1	0.2%	1	0.4
Asian/Pacific Islander	5	0.8%	2	0.7%	5	0.9%	3	1.1
White, Non-Hispanic	531	85.5%	250	88.4%	438	81.9%	221	83.7
Native Hawaiian	-	-	-	-	0	0.0%	0	0.0
**2 or More Race/Ethnicity	-	-	-	-	19	3.6%	4	1.5
Non-Resident Alien	0	0.0%	0	0.0%	4	0.7%	4	1.5
Others (Unknown or Refused to Answer)	0	0.0%	0	0.0%	3	0.6%	1	0.4
Total Enrollment	621	100%	283	100%	535	100%	264	100%

***Source:** UACCM Institutional Research Department, ADHE Enrollment Submission Data for Fall 2009, Fall 2010, and Fall 2011

******Two new federal race/ethnicity categories added Fall 2010

3. Analysis of student surveys regarding advertising in targeted media

The advertising survey was not conducted as planned, but will continue to work toward it.

4. Review of marketing and recruitment activities targeted toward members of the minority community

As the five-year plan is implemented, additional marketing activities will be targeted toward members of the minority community. In spring 2010, the Admissions Office and Financial Aid

produced a Spanish translation of important UACCM information to better help students, and their families, understand what the College has to offer. Annually, the College offers the Perry and Addie Brown Scholarship to a minority high school graduate of Conway County. In April 2010, the Office of Admissions invited the ESL students from Conway High School for a special visitation day.

Retention for all students, including minority students, is a priority of the College. The College's Student Success Committee is analyzing retention data and considering recommendations to address the areas of concern.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/ Objectives for Increasing Minority Faculty and Staff

1. Job fairs attended at predominantly minority institutions of higher education

On Saturday, April 9, 2011, an admissions representative set up a booth at the annual Cypress Creek Church District Health Fair. This fair is sponsored by an auxiliary of the Cypress Creek Missionary Baptist Church District which is comprised of ten predominately African American congregations from Conway and Faulkner Counties. Twenty-seven adults and nineteen youth stopped by our booth.

An admissions representative worked closely with an instructor from Russellville Adult Education Center who coordinates their GED program. She brings a group of students to our campus quarterly. Also, their director Santos Manrique visited our campus.

Admissions requested to attend a Noel-Levitz Conference on Recruitment and Retention of Minority Students in Nashville for April 2011 but was unable to attend due to budget restraints.

2. Review of job postings of faculty and staff position announcements to minority affairs offices at colleges and universities, including predominantly minority institutions

The Human Resources Office at UACCM posts faculty position announcements with the predominantly minority institutions in the region. Announcements of faculty positions are posted with the following historically Black institutions: Philander Smith College and University of Arkansas at Pine Bluff. The College also posts position announcements with Pulaski Technical College.

Letters have also been written to predominantly minority institutions and churches soliciting the recruitment of minority applicants. The College will continue to search for new initiatives which will enhance the recruitment and retention of minority faculty and staff.

3. Mentor activities to insure adequate development of new employees.

The College provides orientation to all new employees to the institution's policies and procedures. The Division Coordinators act as mentors for faculty and will assist with the development of minority faculty upon their employment; however, no full-time African American faculty has been employed. There is not a formal mentoring program for staff positions; however, individual supervisors and the Director of Human Resources assist with orientation to the College.

4. Number of diversity activities scheduled and attended each semester.

The recently revised Five-Year Minority Recruitment and Retention Plan included as an activity the formal scheduling of diversity activities. In the past, Black History month was observed by a display of artwork in the College's Library.

Due to recent changes in staff development, we now have an African American who is responsible for multicultural programs and recruitment of minority faculty, staff, and students on campus. During the month of February 2011, we observed Black History by inviting three outstanding guest speakers to our campus: Senator Joyce Elliott; Dr. Walter Kimbrough, president of Philander Smith College; and Rev. Charles White, National Field Director and Director of Field Operations of the NAACP.

In October 2011, UACCM partnered with the Families First of Conway County which is a program designed especially for minorities with hopes of helping them by providing an environment, information, and resources to help them meet their education needs.

During the month of February 2012, Black History month was observed by inviting an outstanding English Professor Daniel Omotosho Black from Clark Atlanta University as our guest speaker. Omotosho is the founder of the Nzinga-Ndugu rites of passage (or initiation) society—a group whose focus is instilling principle and character in the lives of African-American youth. We also celebrated Black History by decorating bulletin boards and display windows. A display table was also set up with black art by Diane Crittenden Brown.

During the months of September and October, we celebrated National Hispanic Heritage by distributing trivia information. The Coordinator of Information and Public Relations and I are in the process of scheduling events for Native Americans and other cultures as well.

Minority Recruitment and Retention Annual Reports

Number of minority students who currently attend the institution.

For the Fall 2010 Semester, 418 (16.9%) of the College's total enrollment of 2,462 students were minority.

For the Spring 2011 Semester, 395 (16.9 %) of the College's total enrollment of 2,328 students were minority.

For the Fall 2011 Semester, 206 (8.97%) of the College's total enrollment of 2,296 students were minority.

For the Spring 2012 Semester, 402(19.7%) of the College's total enrollment of 2,027 students were minority.

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

One—Director of Institutional Research
 One—Chancellor
 One—Coordinator of Community Education
 One—Information Systems Analyst
 One—Assistant to the Chancellor
 One—Library Technician
 Two—Maintenance Assistants
 One—Administrative Specialist I
 One—Instructor (Math)
 One—Instructor (Chemistry)

During 2011-2012, one minority faculty member was employed.

During 2011-2012, one minority staff member was employed.

Full-Time
 Maintenance Assistant

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

New Minority Faculty
 One new full-time—Chemistry Instructor

New Minority Staff
 One new full-time—Maintenance Assistant

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

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

Activities, coordinated by an African-American female, will be added to the plan for the coming year are multicultural programs and recruitment of minority faculty, staff, and students on campus. We are also in the process of establishing a Black Student Association for African-American students. The indicators/benchmarks that will be used to determine success are the participation from the campus and the community.

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

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

June 2012	File Minority Recruitment and Retention Plan with Board of Visitors
June 2012	Submit the Minority Recruitment and Retention Plan Annual Report to ADHE
Fall 2012	Implement the Minority Recruitment and Retention Plan
June 2013	Submit Annual Minority Recruitment and Retention Report to ADHE
Fall 2013	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor their effectiveness and the institution's efforts in achieving the identified goals.
June 2014	Submit Annual Minority Recruitment and Retention Report to ADHE
Fall 2014	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2015	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2015	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2016	Submit Annual Minority Recruitment and Retention Report to ADHE.

Fall 2016	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2017	Submit Annual Minority Recruitment and Retention Report to ADHE.

Budget for Minority Recruitment and Retention Activities

The College will continue to utilize the annual budget, including the recruitment and advertising line items, to implement the Minority Recruitment and Retention Plan. As the College attempts to target minority audiences, advertising and promoting the educational and employment opportunities available at UACCM are now posted on our website at www.uaccm.edu. 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 2012

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor
newsome@uaccm.edu
501-977-2044

Please attach this form to the institution's annual report. General guidelines for the report can be found below:

1. Report the progress that has been made in achieving the goals included in your five-year plan. Address each goal relative to students, faculty and staff.
2. If there are any revisions or updates to the current five-year plan, please include them in this report. Be sure to clearly indicate any sections of the plan that have been revised.
3. Act 1091 of 1999 (ACA 6-61-122) requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable.
4. Submit two copies of the report. ADHE will forward one copy to the Interim House and Senate Education Committees.