

**Phillips Community College of the University of Arkansas
Annual Minority Recruitment and Retention Report**

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Submitted by

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I. NUMBER OF MINORITY STUDENT WHO CURRENTLY ATTEND INSTITUTION

The predominant minority population at PCCUA (as defined by the Higher Education Act of 1971 which was reauthorized in 1965, 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008) is African-American and there is little diversity among our college minority population.

Approximately sixty-six percent (66%) of the students enrolled in the college are female (See Table 1). The Fall 2010 enrollment was 2,282 and the Spring 2011 enrollment was 1,978. Of the total population enrolled in the 2010-2011 academic year, thirty-three percent (33%) were minority female, thirty-two percent (32%) were white female, twenty percent (20%) were white male, and fourteen percent (14%) were minority male. Because the minority student population is not diverse, it is important to specifically identify the size of the African-American population and other groups to understand the student demographics: African-American females comprise the highest student ethnic group, white females are the second highest group, white males are the third highest group, and African-American males are a much smaller group. There is a small number of Hispanic students (60), and an even smaller number of Asian students (14) and Native American students (13). (See Table 1).

Table 1: Minority Student Enrollment

Ethnicity Race/Ethnicity	Fall 2010			Spring 2011			Total
	Male	Female	Total	Male	Female	Total	
Asian	2	5	7	2	5	7	14
Black	275	673	948	205	604	809	1757
Hispanic	16	17	33	14	13	27	60
Am Ind	6	4	10	2	1	3	13
White	435	693	1128	385	623	1008	2136
UK	16	13	29	29	16	45	74
	750	1405	2155	637	1262	1899	4054

II. NUMBER AND POSITION TITLE OF MINORITY FACULTY AND STAFF WHO CURRENTLY WORK FOR THE INSTITUTION.

PCCUA commits to seeking and retaining qualified minority faculty and staff. When a minority faculty or staff member quits or retires, the College actively recruits a minority applicant for that position. Recruiting any new faculty has become more difficult in all areas of teaching for numerous reasons: 1) some areas of teaching do not pay as well as the non-teaching employment options for those in nursing, math, and science; 2) the salaries at PCCUA are considerably lower than at the public schools; 3) all PCCUA campuses are in rural communities with declining populations which may appear less attractive to some applicants.

Because the College is committed to Achieving the Dream, an initiative designed to remove barriers faced by first generation students and students of color, PCCUA has made a conscientious effort to recruit more minority faculty and support service personnel. Facing declining enrollment, PCCUA is eliminating faculty and staff positions when possible, reducing the number of overall faculty positions (See Table 2). These reductions will be more evident in the 2011-12 Annual Minority Recruitment and Retention Report.

Table 2: 2008-2011 Full Time Faculty and Staff by Minority Status

	Minority Faculty	Total Faculty	Minority Staff	Total Faculty and Staff
2008-2009	13	79	55	147
2009-2010	14	79	57	150
2010-2011	12	79	57	148

III. NUMBER AND POSITION TITLE OF MINORITY FACULTY AND STAFF WHO BEGAN WORKING AT THE INSTITUTION THE PAST YEAR.

During the 2010-11 academic year, PCCUA lost one minority faculty member and maintained its minority staff count. The overall faculty and staff number was smaller in 2010-11 than in 2009-

10. Unfortunately, PCCUA lost one minority faculty member and one minority grant funded staff member. However, in May of 2011, the English Department Interview Committee interviewed and hired a minority faculty who will begin teaching in August 2011. PCCUA did not hire any new minority faculty for the 2010-11 year but the college did hire one new minority staff member (See Table 3).

Table 3: Faculty and Staff Hired in the 2010-11 Academic Year

	Minority Faculty	Minority Staff
2009-2010	3	4
2010-11	0	1
2011-12 Project	2	1

Table 4: Minority Faculty and Staff by Gender

Position	Men		Women		Total	
	FT	PT	FT	PT	FT	PT
FACULTY	3	5	9	10	12	15
STAFF						
Executive	4	0	6	0	10	0
Support	2	6	16	23	18	29
Technical	1	0	5	0	6	0
Skilled	1	0	0	0	1	0
Service	15	4	7	1	22	5
TOTAL	26	15	43	34	69	45

Note: MFT-minority Full Time,

Table 5: Faculty and Staff by Gender

Position	Men		Women		Total	
	FT	PT	FT	PT	FT	PT
FACULTY	19	11	48	28	67	39
STAFF						
Executive	8	1	15	0	23	1
Support	0	7	43	17	43	24
Technical	5	2	5	1	10	3
Skilled	5	0	0	0	5	0
Service	6	3	4	2	10	5
Total	43	24	115	48	158	72

IV. PROGRESS MADE IN MEETING INSTITUTIONAL GOALS AND OBJECTIVES RELATED TO THE RECRUITMENT AND RETENTION OF MINORITY STUDENTS, FACULTY, AND STAFF.

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

Goals and Objectives

PCCUA has five goals related to minority recruitment and retention of students, faculty, and staff.

Goal 1: PCCUA will improve the retention of students with a specific emphasis on minority retention.

The College is committed to its faculty and staff having clear, high expectations of its students. It is believed that these students are more likely to understand and demonstrate successful behaviors that lead to overall student success.

Using data outcomes provided from the SENSE, students were asked to respond to several survey items using a five-point scale from strongly agree to strongly disagree. Key statements reflected attitudes held by students about the College and its learning environment. PCCUA focused on three statements which had negative responses from African-American males.

The instructors at this college want me to succeed.

I have the motivation to do what it takes to succeed in college.

I am prepared academically to succeed in college.

Key Findings

Entering students stated they have high motivation and are prepared for college, but their actions do not always reflect behaviors for success. Ninety-four percent (94%) of PCCUA students *agree or strongly agree* that they have the motivation to do what it takes to succeed in college. Eighty-nine percent (89%) of PCCUA students surveyed believe that they are prepared academically to succeed in college. More than ninety-two percent (92%) of PCCUA students feel that instructors at this school want them to succeed. Initially, the College was pleased with the survey results until we examined the disaggregated responses to these questions based on race and gender.

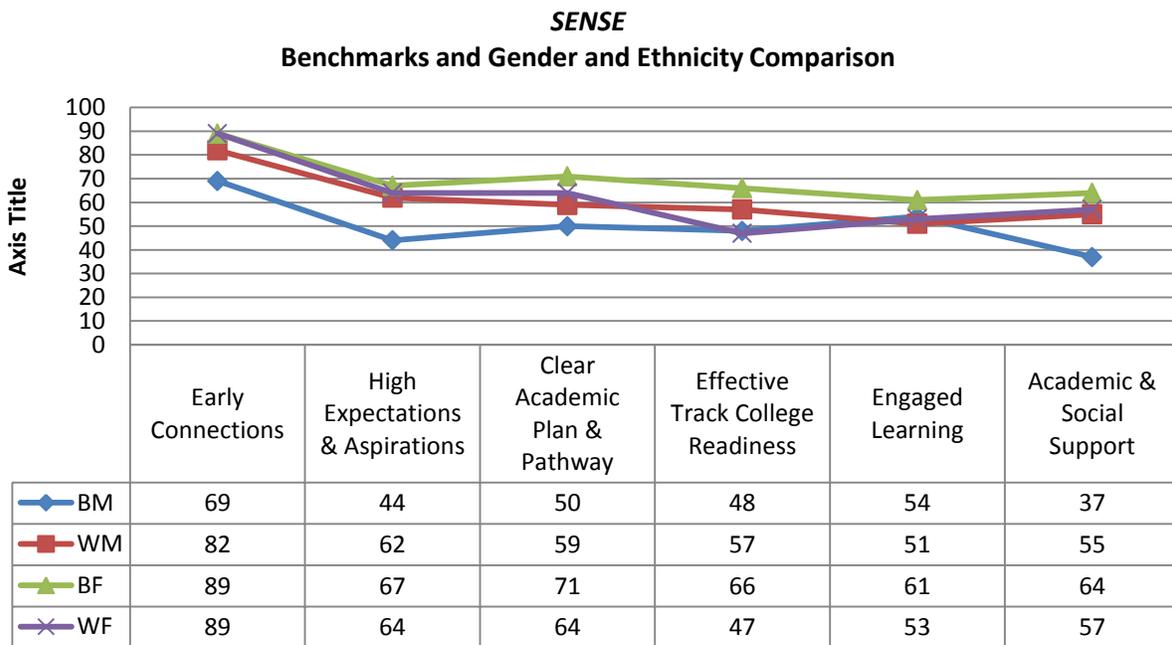
Clearly, on some survey statements, African-American males responded less positively than other groups, and all males had less positive attitudes about the three key statements in the survey. The outcomes suggest that the College may be a more comfortable learning environment for female students. This and other data outcomes led to numerous campus discussions. Several actions have been put in place to begin addressing the perceptions of African-American males attending PCCUA. One of these actions is being led by the Chancellor, Dr. Steven Murray. The intent of the Chancellor's initiative is to help people frame positive attitudes about diversity through conversations and personal commitment one person at a time. Although the conversations have just begun during the Spring of 2011, PCCUA does intend to continue this effort.

Goal 2: PCCUA will improve and increase minority recruitment and retention strategies which improve the likelihood of student success.

The Survey of Entering Student Engagement (SENSE) data also revealed that all males had

lower expectations about how helpful PCCUA was in helping form early college connections, clear academic planning, providing academic and social support, providing engaged learning opportunities and providing academic and social support. Although all males indicated lower expectations in this area of the survey, the African-American males responses fell almost twenty points below the white male expectations when focusing on their belief that the College had high expectations and aspirations for them. Only thirty-seven percent (37%) of the African-American males agreed that the College provides academic and social support for them, This was a startling revelation and one the PCCUA takes seriously. Based on this outcome, PCCUA is in the process of implementing specific action such as the organization of an African-American male mentorship program (See Chart 1).

Chart 1: Gender and Ethnicity Comparison



Goal 3: PCCUA will continue to increase the number of minorities among the faculty, staff, and students.

PCCUA has continued the process of heavily recruiting minority applicants for faculty positions, especially if a minority faculty member is vacating a position.

Goal 4: PCCUA will continue to review recruitment, admission and retention efforts in order to increase minority student population on all three campuses.

In an effort to create a better understanding about this, the College has instituted a series of discussions concerning attitudes, values and beliefs about race, ethnicity, religion, and difference. These conversations have been part of the Clinton School Initiative and have been led by the PCCUA Chancellor (See Goal 1, p.6). Each of the three campuses has an ethnic demographic reflecting the communities it serves.

Goal 5: PCCUA will seek qualified applicants for review to increase the opportunities of appointing a minority to the PCCUA Board of Visitors when a position becomes available.

A review of Table 4 identifies faculty and staff identifying gender and ethnicity.

Goal E: PCCUA will seek qualified applicants for review to increase the opportunities of appointing a minority to the PCCUA Board of Visitors when a position becomes available.

Both the University of Arkansas Board of Trustees and the PCCUA Board of Visitors has the same

number of minority representatives on its Board as it had last year. This year an African-American male BOV member resigned and was replaced by an African-American male.

Table 7: Governing Board Minority Representation

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)

Timeline for Work

Focused Advising		
Advising, placement, mentoring	Ongoing	Developmental Education Faculty
Strategy II 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). 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
Faculty Engagement Cooperative learning Training	6/10 Trained 25 1/3 8/11 Will train 25 faculty	Faculty
Conversations about Race Continue ongoing conversations about race and poverty.	Spring 2011	Discussion Facilitators

		All employees
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Budget

There is no specific budget in place that is used only for minority recruitment and retention.

Several budgets target recruitment and retention and include the minority recruitment and retention goals. Numerous activities at PCCUA assist with retention (tutoring, advising).

Although it is difficult to provide an exact cost, an estimated cost analysis is provided.

Materials and Supplies

CCSSE, SENSE and other survey related work sessions.	\$10,000
The administration of these is done every other year.	

Professional Development

PCCUA provides professional development funds for faculty and staff to attend the ATD Conference and other conferences which focus on working with students to increase student success and retention issues.	\$33,000
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Recruitment and Retention

Recruitment for replacement of minority positions	\$ 5,000
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Total Budget	\$48,000
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Assessment

PCCUA uses a team of people composed of the Vice Chancellor for Instruction, the Campus Vice Chancellors, the Vice Chancellor for Student Services and the President and Vice President of the Faculty Senate to determine if the recruitment and retention of minority faculty and students is effective. This group examines the minority recruitment and retention goals and measures its progress toward accomplishing those goals. Fortunately, PCCUA has four grant initiatives which focus on student success and are critical to the minority recruitment and

retention effort: Career Pathways, Title III, and Achieving the Dream, and Carl Perkins. Goals and objectives are measured using a logic model.