



PCCUA Minority Recruitment and Retention Annual Report

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Phillips Community College of the University of Arkansas

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

As an Achieving the Dream Leader College, Phillips Community College of the University of Arkansas has been disaggregating, and analyzing data based on numerous characteristics such as gender, race and ethnicity, and socio-economic level. Decisions related to the College student success agenda are informed by this kind of data. PCCUA has multiple initiatives which require reporting using disaggregated data such as Career Pathways, Working Family Success Network CC, Academy of College Excellence (ACE).

These initiatives have intentional goals focused on removing obstacles faced by students living in poverty and students of color. A majority of the student population is under-resourced. The College has high Pell participation but there are also a large number of students who have exhausted Pell opportunities many years ago. These students return to college years later as mature adults but with few financial resources.

PCCUA’s enrollment data reflects a high minority student population. The College student body is largely bi-racial with a 47.6 percent white, 48 percent African-American, and 2 percent Hispanic, .05% other populations, and .05% unknown. Females comprise 63 percent of the student population and males comprise 37 percent of the student population. (See Table 1).

Table 1: Minority Student Enrollment

Ethnicity	Fall 2014			Spring 2015			Total
	Male	Female	Total	Male	Female	Total	
Asian	4	1	5	4	3	7	12
Black	292	576	868	227	472	699	1567
Hawaiian/Pacific Islander	1	2	3	0	2	2	5
Hispanic	14	25	39	11	15	26	65
Am Indian	2	3	5	3	1	4	9
White	352	502	854	283	407	690	1544
Two or more races	1	0	1	1	0	1	2
UK	9	12	21	10	7	17	38
Total	675	1121	1796	539	907	1446	3242

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

The greatest challenge the College faces is recruiting and hiring well qualified African-American applicants for professional staff positions. College salaries are low and the region’s high poverty population rate and its rural location are sometimes unattractive to potential applicants for professional staff positions. The College has made a definite effort to advertise positions in minority magazines and papers, but there has been better success with recruiting promising employees who are already employed at PCCUA to seek continued education and offer advancement opportunities to those employees. Although the Strategic Plan and the Five Year Minority Recruitment and retention Plan address recruiting and replacing minority faculty and professional staff, it is difficult to find qualified and competent applicants to replace retiring faculty and professional staff.

Last year, placement salaries were increased by .035 corresponding to an annual raise, however, this year there was no raise and no increase to placement salaries. Although PCCUA has no incremental raise which rewards faculty who remain at the college, it is hoped that one can be developed at some time in the future when funding is less restrictive. Some faculty positions are designated as “hard to hire” positions and have an additional \$8,000 added to the base. These include all Allied Health faculty and math faculty with a masters in mathematics degree. Without this pay differential, the College would be unable to attract nursing faculty. Even with the pay differential, nursing faculty salaries are still very low when compared to other nursing work opportunities. It is extremely difficult to find minority faculty in nursing, math, and science. Minority Faculty comprise 14.6% of the instructors employed. (See Table 2). The number of minority faculty has decreased but the number of overall faculty has decreased also. (See Table 3).

Table 2: Full Time Faculty and Staff by Minority Status

Year	Minority Faculty	Minority Staff
2014-15	11	64

Table 3: Trended Full Time Minority Faculty and Staff

Year	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2010-2011	12	79	57	148	227
2011-2012	12	73	60	154	227
2012-2013	12	73	56	149	222
2013-2014	11	70	64	145	215
2014-2015	10	68	58	148	216

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

PCCUA hired four new staff members and all four are African-American. Three are female, and one is male. The four new employee positions include an Administrative Assistant in Stuttgart, Administrative Assistant in Helena, a Financial Aid Officer in Helena, and a Custodian in Stuttgart. Two new faculty were hired to replace existing faculty and both were white males. (See Table 4 & 5).

Table 4: Staff and Non-Instructional Staff New Hires

Ethnicity	Staff			Non Instructional Staff		
	Male	Female	Total	Male	Female	Total
Asian	0	0	0	0	0	0
Black	1	3	4	0	0	0
Hispanic	0	0	0	0	0	0
Am. Indian	0	0	0	0	0	0
White	0	0	0	0	0	0
UK	0	0	0	0	0	0
Total	1	3	4	0	0	0

Table 5: Faculty New Hires

Ethnicity	Faculty		
Race/Ethnicity	Male	Female	Total
Asian	0	0	0
Black	0	0	0
Hispanic	0	0	0
Am. Indian	0	0	0
White	2	0	2
UK	0	0	0
Total	Faculty hold no rank		2

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

Five goals were established and defined in the Five Year Minority Recruitment and Retention Plan.

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

PCCUA places student retention and completion a high priority because of its high minority student enrollment. Intentional strategies have been implemented to increase student success. A special emphasis has been placed on success for students enrolling in developmental courses and moving students into college level coursework. Two student success courses have proven successful in helping students move from developmental education coursework into college level coursework. The Student Success curriculum includes study skills, financial literacy and wealth building and this year will add career exploration. Participation in student activities has proven to be a good way of keeping students enrolled. Book Club, intramural sports, and a new extra-curricular support group for African American males called Men Enrolling to Advance (META) have helped the College keep students engaged. This peer support group meets weekly during the fall and spring semesters. META members develop leadership skills, participate in fundraiser activities and service learning opportunities, and sponsor student activities on campus.

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

PCCUA provides a Great River Promise Scholarship to any Arkansas or Phillips County high school graduate who is not eligible for PELL. All students need to do to be awarded and maintain this scholarship is to maintain 2.0 GPA and remain in good standing at their high school. PCCUA uses a guided pathway approach to advising and keeping students on track to completion. The student develops an Individual Career Plan at entry and this plan guides the student through the College experience. Advisors using a “student focused” approach assist students with career exploration and keep them on track toward the completion of a degree. Data reflects that significant improvement has been made with retentions of African-American students, especially African American males. The data does suggest that some of the retention efforts toward this group have been helpful (META, increased intramural opportunities, Book Club).

Table 6: Retention and Completion Rates

Retention rates reflect a great improvement for African-American males. The college believes this is directly related to interventions targeting that population. Graduation rates are not showing the same kind of improvement for African-American students. (See Table 6).

Cohort Type	Fall 2013 Cohort			Fall 2011 Cohort		
	Headcount	Retained (Fall 2013 to Fall 2014)	Retention Rate	Headcount	Completers	150% Grad Rate (Fall 2011 Cohort)
All First-time, Full-time, Degree-seeking	198	111	56.1%	193	52	27.0%
Male	70	38	54.3%	65	17	26.0%
Female	128	73	57.0%	128	35	27.0%
American Indian or Alaska Native	1	0	0.0%	1	0	0.0%
Asian	2	1	50.0%	0	N/A	N/A
Black or African American	107	65	60.7%	108	16	15.0%
Hispanic/Latino	4	3	75.0%	3	0	0.0%
Native Hawaiian or Other Pacific Islander	0	N/A	N/A	0	N/A	N/A
White	84	42	50.0%	81	36	44.0%
Nonresident Alien	0	N/A	N/A	0	N/A	N/A
Two or More Races	0	N/A	N/A	0	N/A	N/A
Race and Ethnicity Unknown	0	N/A	N/A	0	N/A	N/A

Note: IPEDS Enrollment Table

Table 7: Disaggregated Retention and Completion Rates by Ethnicity

Disaggregating students according to race reflects that African-American students are being retained but there is a significant completion gap when comparing African-American and white students. PCCUA has planned to pilot the Academy of College Excellence (ACE) in an effort to address this gap. (See Table 7).

Cohort Type	Fall 2013 Cohort			Fall 2011 Cohort		
	Headcount	Retained (Fall 2013 to Fall 2014)	Retention Rate	Headcount	Completers	150% Grad Rate (Fall 2011 Cohort)
<i>Male</i>						
American Indian or Alaska Native	0	N/A	N/A	0	N/A	N/A
Asian	2	1	50.0%	0	N/A	N/A
Black or African American	34	21	61.8%	33	4	12.1%
Hispanic/Latino	1	0	0.0%	0	N/A	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	N/A	0	N/A	N/A
White	33	16	48.5%	32	13	40.6%
Nonresident Alien	0	N/A	N/A	0	N/A	N/A
Two or More Races	0	N/A	N/A	0	N/A	N/A
Race and Ethnicity Unknown	0	N/A	N/A	0	N/A	N/A
<i>Female</i>						
American Indian or Alaska Native	1	0	0.0%	1	0	0.0%
Asian	0	N/A	N/A	0	N/A	N/A
Black or African American	73	44	60.3%	75	12	16.0%
Hispanic/Latino	3	3	100.0%	3	0	0.0%
Native Hawaiian or Other Pacific Islander	0	N/A	N/A	0	N/A	N/A
White	51	26	51.0%	49	23	46.9%
Nonresident Alien	0	N/A	N/A	0	N/A	N/A
Two or More Races	0	N/A	N/A	0	N/A	N/A
Race and Ethnicity Unknown	0	N/A	N/A	0	N/A	N/A

Note: IPEDS Enrollment Table

3: PCCUA will continue working toward increasing the number of minorities among the faculty and staff because we understand and value the importance of diversity at PCCUA. We are committed to recruiting and retaining qualified African-American and other minority faculty and staff.

PCCUA recognizes the importance of having faculty and staff in leadership positions at the College. It is difficult to attract and retain qualified minority faculty and staff. Because it is difficult to attract minority applicants for teaching and professional staff positions, the College has taken a “grow your own” approach to recruitment and retention. If an employee

demonstrates a desire to advance and shows initiative, the college makes every effort to allow that employee to take classes, attend conferences, and provide opportunities. As part of the University of Arkansas System, employees can take courses within the system at a greatly reduced tuition rate. The College also has specific two plus two programs with the University of Arkansas at Fayetteville, the University of Arkansas at Monticello, and the University of Arkansas at Fort Smith. Many of our employees and even students are not able to relocate so this approach to a qualified workforce has been beneficial to the College.

4: PCCUA will continue to review recruitment, admission and retention efforts.

The College is establishing benchmarks to identify goals to meet a Strategic Five year goal of a 10% increase in current retention and completion rates. It has implemented a series of recruitment and retention activities to attract students. The College uses advertising blitzes, one to one recruiting at work and school sites, college career day, college financial aid day, county fair recruitment, and other activities. The College plans to meet these goals by implementing an aggressive instructional early intervention process (three weeks) which will require faculty intervention to improve each student's progress early in the semester. PCCUA recognizes that this may not work for all students but most students have a better chance of successfully completing any course if tutoring, group study, skills lab, and other interventions are introduced very early in the semester.

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

The Board of Visitors is composed of twelve members: one is an African-American male, two are African-American females, and three are white females. Additionally, PCCUA is part of the University of Arkansas System which has a Board of Trustees composed of ten members, two are minority: one is a female and one is African American.

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

Several best practices have been implemented to improve student success at the college. These practices include: Compass Test Preparation, Mandatory Testing and Placement, Assigned an Advisor, Registration Before Classes, Mandatory Orientation, Student Success I & II (Learning Community), Supplemental Instruction (all dev. ed.) Tutoring, Learning Lab Support. In addition, several new practices will be implemented: the Individual Career Plan, Mathways focusing on a pilot math course, Academy for College Excellence (ACE), faculty intervention with specific support strategies for students needing help. The College will also be assisting students with accessing information about benefits, career counseling, and financial counseling. (See Chart 1).

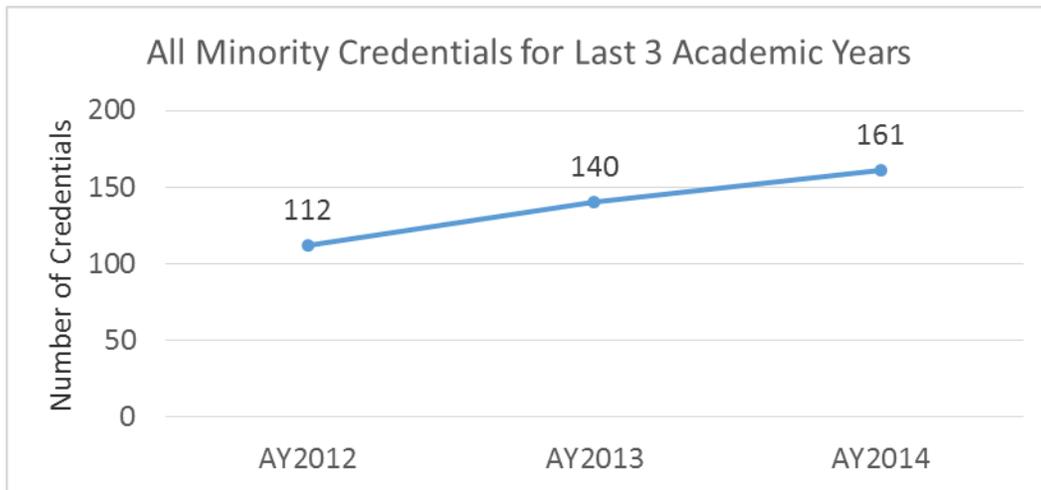
Chart 1: Enrollment Best Practices

STUDENT	PLANNING	ENROLLING	SUSTAINING SUCCESS
INQUIRY	Compass Test Preparation	Guided by ICP	Class Attendance
	Testing and Placement	Enrolled in Student Success I and II	SS Classes as learning Communities
 APPLICATION	Placement with an Advisor	Career Coaching	
	Completion of ICP/Map Intake Form Career Exploration	Financial Literacy	Instructor Early Assessment and Early Intervention
	Referral if Needed	Financial Coaching	Tutoring
	Disabilities Student Support Services Career Pathways WFSN Center/Career Ex.	Income Support Screening-Provision	Learning Labs
	Schedule Building Mandatory Orientation	Developmental Placement Accelerated Fast track options	Supplemental Instruction in Dev Ed
	Focused Advising	Focused Advising	Focused Advising
Note: Services available to all students but some services are tied to eligibility or placement requirements (dev. Ed. Placement, SSS, CP, Disabilities)			

Recognizing the importance of data to inform decision making about students, PCCUA disaggregates data based on gender, race and socio-economic level. The data reflect that persistence and completion gaps remain. The gap between white and African-American students

in a given cohort is not as large as the gap between males and females. There is great improvement with all groups at baseline of trended data. Perhaps the most significant improvement has been in certificate and certificate attainment for minority students. (See Chart 2).

Chart 2: Minority Credential Attainments from 2012-14



In an effort to increase the number of African –American students who complete degrees, the College has actively recruited African-American faculty to lead student groups. The College has implemented a male mentoring program called Men Enrolling to Advance (META). Although this is the first year for this club, it has become a popular with students. The College is requiring faculty to assess all students within the first four weeks of a course. Faculty will assign a grade and will be required to provide some academic intervention for students who have below a C grade. The College knows that the intervention choice will vary from faculty member to faculty member. PCCUA is requiring faculty to include the first assessment date and the intervention options in the course syllabus. The College has never required faculty to be so intrusive but after many conversations among faculty, all agree that we need to be proactive. The College is introducing this at scale but faculty think students less likely to come forward and ask for help will benefit the most from this kind of assistance. The PCCUA SENSE and CCSSE data reflect that students of color are less likely to seek help when having academic problems.

PCCUA continues to look at disaggregated data but the interventions the College have put in place are support interventions in nature. The College believes that direct intervention with instruction is critical to success. One important step the College has made to address performance gaps related to ethnicity and gender is to ask faculty to pay attention to the data and what it says. Disaggregation is taking place at the institutional level, but PCCUA faculty look at data and disaggregated data course by course. Finally, the College conversations among faculty and students about poverty and race have had a tremendous influence on attitudes about our teaching.

Entering PCCUA students complete an Individual Career Plan (ICP) which provides clear and understandable maps for advancing through the student selected certificate or degree program.

Financial and Student Success I and II coaches have expanded their role in working with students to identify majors early and to implement best financial practices in their daily lives. Academic advisors play a pivotal role in helping students understand the importance of career information and identification of a major very early in the academic experience. The Student Success coaches assist advisors making every effort to ensure that a student (s) seeks and receives academic assistance in courses where the student is not experiencing success.

Through a Working Family Success Community College grant the College is addressing communication critical to student retention and completion. The student, instructor, advisor, secondary advisor, tutor, support staff need open communication about the student. Zogotech, and electronic support is helping us build that communication system (it is not in place at this time).

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

Student Activity	Date	Designated Area
<p>ICP All students entering PCCUA will complete an Individual Career Plan (ICP) which will provide a clear and understandable map for advancing through the student selected certificate or degree program.</p>	Fall 2015	Advisors

<p>Expanded Role for Student Success Coaches The role of the financial coach in Student Success I and II will be expanded. At first entry, students are assigned an academic advisor once these students enter Student Success I, the Student Success coach will assist with financial, academic, and career orientation related to the ICP.</p>	Fall 2015	Student Success Coaches
<p>Advisor Intervention The Student Success Coach will assist advisors with early intervention efforts. The advisor, coach, and instructor will make every effort to ensure that a student (s) seeks and receives academic assistance in courses where the student is not experiencing success.</p>	Fall 2015	Advisors/ Student Success Coaches
<p>Academic Intervention Instructors will be asked to document early assessment within the third or fourth week of classes. Students who have difficulty with the course content will be provided with an academic intervention(s). The instructor will identify the intervention(s) in the course syllabus. Each instructor will identify the methods used to help students succeed (tutoring, STAR lab for tutoring, group study sessions led by the instructor or students, or any number of possible interventions). PCCUA faculty believe instructional intervention to support learning is critical to student course success.</p>	Fall 2015	Faculty Deans, Chairs, VC for Instruction
<p>Tutoring Alignment All college tutoring will be aligned to maximize the opportunities available for students. This will be completed in the Summer of 2014 and the alignment meetings and efforts will be integrated at all levels and on all campuses. Professional development will be provided for all people involved with tutoring efforts.</p>	Fall 2014	Tutoring Centers College Wide
<p>Faculty Engagement All new faculty will be trained to use cooperative learning</p>	8/12	Faculty & Staff
<p>Tutoring-Leaning Labs New multi-purpose lab designed for student tutoring, career exploration, wiring, and academic support</p>	Ongoing	Tutoring Services
<p>Increase Research Capacity The College Data and Core Team will continue to train faculty for data analysis to increase research capacity.</p>	Ongoing	IR Director, Data Team, faculty. DIR
<p>Academy of College Excellence (ACE) pilot Train Faculty in the instruction of student and implement ACE pilot on the Helena and Stuttgart campuses. A maximum of 25 students will participate in this student focused program.</p>	May 18-22, 2015 July 6-10, 2015 Fall TBA	ACE Consultants
<p>Mathways The Math Department through the Division of Arts and Sciences</p>	Fall 2015	Mathways Consultants

will establish clear pathways for math instruction, pilot one course which meets daily and allows students to complete all remediation required within one semester.		
Faculty and Staff Recruitment and Retention	Date	Designated Area
The College will recruit qualified applicants for minority positions.		
The College will use minority Web opportunities to advertise and recruit potential minority teaching and professional staff candidates (example: http://minoritynurse.com/job/phillips-community-college-of-the-university-of-arkansas-helena-west-helena-1798-associate-degree-nursing-faculty-positions/)	Fall 2015 Ongoing	Division Deans, Chairs Human Resources Program Directors
PCCUA will encourage and provide opportunities to recruit currently employed minority individuals who desire advancement and are willing to do the work necessary to advance.	Ongoing	All Departments and Divisions
An effort will be made to fill positions of minority employees leaving with minority new hires.	Ongoing	All Departments and Divisions

Budget Analysis

Activity	Implementation	General Estimated Costs
Advising and Placement	On-going	Absorbed by Advising
Early Alert	On-going	Absorbed by Advising
Academic Intervention	On-going	\$ 6,000
Increased Research Capacity	On-going	\$ 10,000
Mandatory Orientation (this is 3 rd time)	On-going	\$ 12,000
STAR Lab-Tutoring	11/2012-opened	\$ 42,000
New Faculty and Advising Training	08/10-2015	\$ 10,000
Professional Development Activities	8/10/2015-5/20/2016	\$ 10,000
Guided Pathway Training	8/10/2015-5/20/2016	\$ 10,000
ACE Training and Implementation	Summer 2015-2016	\$ 21,000
Mathways Training	Ongoing	\$ 6,000
Estimated Total	2015-16	\$ 127,000

Evaluation

PCCUA is developing an evaluation process which identifies major categories of student concern which interfere with student success. The student behaviors will be electronically flagged so advisors and coaches will be able to assist and make recommendations about how to assist a student who has problems such as failing to return an overdue library book, pay a fine, or take a make-up exam. Advisors and coaches understand student concerns which present obstacles to

completion are varied in nature. The WFSNCC and Arkansas Guided Pathways Teams are in the process of identifying and establishing this plan to make the evaluation process effective. The Teams do know that documenting student contacts, identifying resolution patterns, and closing cases are critical aspects for evaluating the success of a student(s).

List of Student Obstacles

Academic	Student Support	Administrative	Discipline/Behavior	Social Concerns
No-shows Attendance Incomplete work Mid Term Grades Final Grades Withdrawal	Academic probation Financial Aid High Risk Incomplete Application	Financial Hold Tuition and Fees Parking Ticket Library Fine Shot Record Incomplete Application	Disciplinary Action	Living Needs Child care Transportation Counseling Other

The College plans to flag behaviors which result in performance issues in the areas of academic performance, student support, administrative processes, discipline and behavior, and social concerns. (See List of Student Obstacles). Each area will be assessed based on response rates, resolution of concern(s), and retention and completion of the student. The entire process will be assessed in the same way. Although this evaluation process is in development, the College hopes to have a working portion of it ready to test this fall. In addition to this intervention assessment, the College will continue to measure the five ATD student success indicators which include course completion, courses success, term to term completion, fall to fall retention, and certificate or degree completion.