



PCCUA Minority Recruitment and Retention Annual Report

6/30/2016

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.

Phillips Community College of the University of Arkansas is an Achieving the Dream (ATD) Leader College. ATD is a comprehensive, non-governmental reform movement targeting focus areas to close achievement gaps and accelerate success among diverse student populations, particularly low-income students and students of color. Through our ATD efforts, PCCUA has become focused on data disaggregation and analysis based on gender, race/ethnicity, and socio-economic level. This process is critical to College decision-making related to student success. In addition to ATD, the College has numerous initiatives which require the use of data to inform decision making such as Career Pathways, Working Family Success Network CC, and Academy of College Excellence (ACE).

Many students at PCCUA face situational obstacles to success such as poverty, first generation college experience, low self-efficacy, and race. In all aspects of their lives a significant portion of the College student population is under-resourced.

The PCCUA student population is bi-racial: 50 percent white, 46.4 percent African-American, .027 percent Hispanic, .009% other populations, and .00% unknown (15/1909). Females comprise 62 percent of the student population and males comprise 38 percent of the student population (See Table 1: Minority Student Enrollment).

Table 1: Minority Student Enrollment

Ethnicity	Fall 2015			Spring 2016			Unduplicated Fall/Spring Total
	Male	Female	Total	Male	Female	Total	
Race/Ethnicity							
Asian	4	5	9	2	4	6	9
Black	257	517	774	222	422	644	892
Hawaiian/Pacific Islander	0	1	1	1	2	3	3
Hispanic	14	28	42	12	22	34	47
Am Indian	2	5	7	2	4	6	7
White	340	473	813	294	401	695	936
Two or more races	0	0	0	0	0	0	0
UK	6	9	15	0	0	0	15
Total	623	1038	1661	533	855	1388	1909

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

Recruiting and hiring qualified African-American applicants for faculty and professional staff positions is sometimes difficult in both Arkansas and Phillips County. Whenever there is a position open for teaching or administration, every effort is made to recruit applicants by advertising positions in minority magazines and papers. One route to hiring successful minority applicants has been to “grow our own” pool of applicants from existing employees. The College encourages its employees to seek more education and on-line educational opportunities have enabled many of our employees to seek and receive bachelors, masters and other advanced degrees without leaving the community.

This year PCCUA is providing a .02 percent raise for faculty and professional staff. In addition, faculty and professional staff received a .035 percent raise last year. Although these raises are greatly appreciated, PCCUA still has very low annual salaries and the College has no annual incremental raise. All Allied Health faculty have \$8,000 added to their base for work related to clinical labs and to attract qualified individuals to the position. Some math and science “hard to hire” faculty have \$8,000 added to the base salary. These salary increases are important because PCCUA still ranks very low on the average salary for faculty when compared to other Arkansas community colleges and local high schools.

Although minority faculty only comprise 12.6% of all instructors employed (See Table 2: Full Time Faculty and Staff by Minority Status (9 month faculty only)). The number of both minority and non-minority faculty and the number of all faculty has decreased (See Table 3: Trended Full Time Minority Faculty and Staff).

Table 2: Full Time Faculty and Staff by Minority Status (9 month faculty only)

Year	Minority Faculty	Minority Staff
2014-15	10	58
2015-16	8	55

Table 3: Trended Full Time Minority Faculty and Staff

Year	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2011-2012	12	73	60	154	227
2012-2013	12	73	56	149	222
2013-2014	11	70	64	145	215
2014-2015	10	68	58	148	216
2015-2016	8	58	55	139	197

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

Eleven staff and non-instructional new hires have been made at PCCUA this year. Four new hires have been African-American and eight have been white. Five have been male and seven have been female (See Table 4 & 5). Four new faculty have been hired at the College and one of the instructors hired is African-American and three instructors hired are white.

Table 4: Staff and Non-Instructional Staff New Hires

Ethnicity Race/Ethnicity	Staff			Non Instructional Staff		
	Male	Female	Total	Male	Female	Total
Asian	0	0	0	0	0	0
Black	2	2	4	0	0	0
Hispanic	0	0	0	0	0	0
Am. Indian	0	0	0	0	0	0
White	3	5	8	0	0	0
UK	0	0	0	0	0	0
Total	5	7	12	0	0	0

Table 5: Faculty New Hires

Ethnicity Race/Ethnicity	Faculty		
	Male	Female	Total
Asian	0	0	0
Black	0	1	1
Hispanic	0	0	0
Am. Indian	0	0	0
White	0	3	3
UK	0	0	0
Total	0	4	4
Faculty hold no rank.			

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

The Five Year Minority and Recruitment and Retention Plan has five specific goals. Each is identified and discussed in detail in this report.

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

PCCUA has developed very specific steps for students from their point of inquiry, their plan to enroll, and their enrollment in a program. Once a student has entered a program of study, the College provides support to retain, sustain, and assist the student with completion of his or her identified goals. Evidence suggests this has helped college retention rates. The overall rate for term to term persistence has risen to 80.3% and the rate for African-American term to term retention was 73.2%. The gap in term to term retention seems to be closing compared to past years. In addition, the annual retention rate has risen to 55.5% for the 2014-15 fall to fall persistence (See Appendix A: Term to Term Persistence & Appendix B: Fall to Fall Persistence). The College has never had such high persistence rates. PCCUA would like to see higher persistence and completion rates, but we also want students to experience a connection to the college and engage in learning at the curricular and extracurricular level. Because of the serious declining enrollment issue, student persistence from term to term and fall to fall is very important to the College. PCCUA has several strategies in place which we believe have contributed to this increase in persistence; mandatory orientation for all students and two student success courses tied to Basic Writing and Composition I, intentional and intrusive advising, numerous activities for students such as intramural sports, Book Club, and Males Enrolling to Advance (META).

Advisors and career coaches are helping students identify career goals because the College wants students to understand that their success is a priority. Through the Working Student Success Network (WSSN) and Guided Pathways, the College has been able to increase its capacity and efficiency related to assisting students with identifying a clearer career pathway. The College now provides concise and clear directions about steps along the pathway which a student must accomplish. Embedded in that effort is the college readiness feature designed to assist students with best practice based remediation for direct and time sensitive instruction. This is one reason the College has adopted numerous co-requisite opportunities in math and writing. The College

has also integrated a fast paced math pathway which decreases semester time spent in remedial math. Through close alignment of initiatives such as WSSN, Guided Pathways, Student Support Services, and Career Pathways the College has been able to implement the use of an Individual Career Plan, intrusive advising, multiple student supports, and the advisors have been able to individualize and personalize the college experience for students.

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

PCCUA has a new Chancellor and under his direction the College has created three new committees focused on recruitment, retention and external opportunities. The Recruiting, Retention, and External/Program Opportunities Committees were designed in an effort to increase enrollment, improve retention and graduation rates, and identify training needs of area business and industry. The diverse composition of the committees ensures that these groups include minority recruitment and retention concerns.

Action steps for the recruitment committee include the following: 1) create an enhanced recruiting process college wide to increase inquiries and improve correspondence with those inquiries; 2) establish mechanisms to follow prospects from inquiry, application, enrollment, registration, graduation and alumni relations; and 3) improve relevant marketing and outreach activities.

Action steps for the retention committee include the following: 1) increase the average full time student enrollment to 15 credit hours (increases chances of finishing a certificate or degree more quickly), 2) create mandatory online orientation for first-time online course registrants. 3) review online registration curriculum to include a mock class for students to access and practice navigating specific options in BlackBoard, 4) develop a funding/scholarship specific to non-traditional students who may not qualify for Pell, Workforce, or Career Pathways, 5) increase the use of social media to remain competitive and utilize all sources of communication with students and the public, and 6) continue to utilize best practices shared through peer review of portfolios.

Actions steps for the External/Program Committee opportunities include the following: 1) develop a short survey to be administered among business and industry in each of the three

service areas, 2) compile and record information obtained from the surveys, and 3) share information to develop training that supports needs of businesses and industries.

The graduation completion rate for 150 percent time is 19.6 percent; however, most students begin their academic career needing significant remediation to prepare to successfully complete college level work. The 200 percent completion rate is a better indicator of completion (IPEDS). 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. One promising data outcome is that more African-American students are completing gateway courses within three years. African-American students are successfully completing Composition I within three years at a rate of 70.6% while white students are successfully completing at a rate of 67.7%. This indicator shows a reverse gap with African-American students outperforming white students.

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 has actively engaged employees in professional development opportunities. During the last academic year, PCCUA advanced two minority applicants; one to serve as the Director of the Secondary Center and the other to serve as the Director of Adult Education. It is difficult to find minority applicants for professional staff positions. Consequently, PCCUA has actively encouraged promising employees with observable leadership skills to seek more education so that these individuals can assume leadership positions when one becomes available. This is a “grow your own” approach to an ongoing problem related to hiring people in this rural region of the state. This is important because only three administrative positions were vacant at the end of the 2014-15 year and two of those positions were filled with minority applicants.

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

PCCUA set a 10% increase as its strategic five year goal for increasing retention and completion rates. The three new committees will engage in activities which improve recruitment and retention efforts. The College has implemented aggressive advertising tactics, one to one

recruiting at work and school sites, a college career day, college financial aid day, county fair recruitment, and other activities. In addition, faculty at PCCUA have implemented an intrusive early intervention process (three weeks) which requires instructional intervention to improve each student's progress early in the semester. This action should contribute toward better student success outcomes at the course and college level. It is likely, that with these strategies, the retention of African-American students will improve,

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 PCCUA Board of Visitors is a diverse group and includes two African-American males, two African-American females, and three white females. Additionally, PCCUA is part of the University of Arkansas System which has a Board of Trustees composed of ten members and one member is a female and one member 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.

PCCUA is implementing an ACCUPLACER pilot in an effort to benchmark ACCUPLACER scores. With the disappearance of COMPASS, the College wants to take advantage of some placement opportunities which may be a result of this pilot. These could include the following outcomes:

- 1) Accurate placement in the reading, math and writing placement;
- 2) An ACCUPLACER preparation course which will be used for students needing to take ACCUPLACER;
- 3) Examining other variables which may impact college success in reading, writing, and math such as grade point average, number of math classes taken and grades in those classes, writing proficiency on a graded essay, and other possible options.

The College has already implemented specific best practices to improve student success. These practices include the following:

- 1) Compass Test Preparation,
- 2) Mandatory Testing and Placement,
- 3) Assigned focused Advising,

- 4) Registration Before Classes,
- 5) Mandatory Orientation,
- 6) Student Success I & II (Learning Community),
- 7) Supplemental Instruction (all developmental education),
- 8) Tutoring, Learning Lab Support,
- 9) and an Individual Career Plan which serves as an intake form and provides the College with much student information at registration.

The College will also be assisting students with accessing information about benefits, career counseling, and financial counseling. An examination of Chart 1 which was used in last year's report reflects activities at each level of a student's status.

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)			

The College practices data gathering and analysis for use in informing all decision making. PCCUA disaggregates data based on gender, race and socio-economic level. The data reflect that persistence and completion gaps remain. The outcomes 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 when comparing this year's outcomes with baseline data.

The College recently purchased software from Zogotech LLC called *Student Navigator*. This software works with our Student Information System to bring almost all information about students into a user-friendly database. Advisors and other staff can view demographic data, ID photos, transcript information, and financial aid information in one location. In early March, representatives from Zogotech came to the Helena campus to provide training. Due to limited space, we invited faculty/staff to attend from all three campuses on a Friday morning for the 4-5 hour training. Over 35 PCCUA employees attended the training, and they were thrilled with the software. It should help us identify at-risk students, as well as provide an opportunity for early interventions. This professional development is critical to intrusive and individualized advising and consideration for barriers students may face related to self-efficacy, gender, race, and income.

The Faculty Inquiry Groups (FIG) provides program data focused on course completion, pre and post assessment, and advancement to higher courses in a sequence. PCCUA has two lead FIG instructors who provide this program information in math, writing, and reading. This data is discussed and analyzed by faculty to make academic decisions about courses in math, reading, and writing programming.

All aspects of data collection examine the overall data in relation to race, gender, and socio economic level (measured by using Pell as the identifiable socio-economic characteristic). In addition, PCCUA has used the ATD/Lumina indicators related to course completion and success; and track movement of students from remediation through gateway courses; fall to fall and term to term persistence; and certificate and degree completion. PCCUA files numerous kinds of reports which include the following: IPEDS, HLC Annual Report, Arkansas Department of Higher Education Report, ATD Report, the WSSN Report, Faculty Inquiry Group, Department Of Education Title III Grant Report, etc. The College community recognizes that the power of data as evidence is in knowing which data sets need to be explored to resolve queries and problem solve in relation to student success in persistence, completion, and success after leaving the College. There is no one metric or set of data which the College uses because all of the varied kinds of data collected provide valuable information about some aspect of each student's experience.

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.

Student Success I and II financial and career 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 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, and support staff need open communication about the student. Zogotech and electronic support are helping us build that communication system (it is not fully developed at this time).

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

Student Activity	Date	Designated Area
<p>Individual Career Plan (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>	Partially Implemented	Provided in Orientation but Will Eventually Move to Advising
<p>Career Coaching The role of the financial coach in Student Success I and II will be expanded. At first entry, students are assigned an academic advisor. Once these students enter Student Success I, the Student Success coach will assist with financial, academic, and career orientation related to the ICP.</p>	Fall 2016 Fully Implemented Coaches Continue Training	Student Success Coaches
<p>Virtual Career Center In August 2016 the College will launch its virtual Career Center. It includes much career information, an informal career interest assessment developed by the Director of IR, and a career cluster information wheel.</p>	Fall 2016 Ongoing Development	Director of IR Deans/Chairs
<p>Advisor Intervention The Student Success Coach will assist advisors with early</p>	Fully Implemented	Advisors/ Student Success

intervention efforts. The advisor, coach, and instructor will make every effort to ensure that a student seeks and receives academic assistance in courses where the student is not experiencing success.	Advisors Continue Training	Coaches
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. The instructor will identify the intervention 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.	Spring 2016 Fully Implemented Continue to Develop an Assessment of Process	Faculty Deans, Chairs, VC for Instruction
Faculty Engagement All new faculty will be trained to use cooperative learning Self Efficacy	Ongoing	Faculty & Staff
Tutoring-Leaning Labs New multi-purpose lab designed for student tutoring, career exploration, writing, and academic support	Fully Implemented Continuous Adaptation	Tutoring Services
Increase Research Capacity The College Data and Core Team will continue to train faculty for data analysis to increase research capacity.	Ongoing	IR Director, Data Team, faculty.
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/)	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	\$ 12,000
Increased Research Capacity	On-going	\$ 12,000
Mandatory Orientation (5th time)	On-going	\$ 20,000
STAR Lab-Tutoring	11/2012-opened	\$ 52,000
New Faculty and Advising Training	08/10-2015-2016	\$ 15,000
Professional Development Activities	8/10/2015-5/20/2016	\$ 20,000
Guided Pathway Training	8/10/2015-5/20/2016	\$ 12,000
ACE Training and Implementation	Summer 2016	\$ 9,000
Mathways Training	Ongoing	\$ 3,000
Estimated Total	2015-16	\$ 155,000

Outcomes

PCCUA has identified areas which sometimes present obstacles to student success. These obstacles are sometimes academic, student support, administrative, disciplinary, or social in nature. Once all implementation variables are resolved, through Zogotech, the College will be able to implement a process which identifies some of the issues related to obstacles which pose retention concerns and electronically flags these so advisors and success coaches will be able to assist and make recommendations about how to assist students. Documenting student contacts, identifying resolution patterns, and closing cases are critical aspects for evaluating the success of a student. The College flags behaviors which result in performance issues in the areas of academic performance, student support, administrative processes, discipline and behavior, and social concerns.

List of Typical 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 continues to measure, share, and analyze the five ATD student success indicators which include course completion, course success, term to term completion, fall to fall retention, and certificate or degree completion. Data for all indicators are disaggregated by ethnicity, gender and socio-economic level. Disaggregating and discussing data in this way allows us to focus on gaps in performance outcomes and possible resolutions to closing gaps.

Appendix A: PCCUA Term to Term Retention (ATD cohort)

Institution Name:		Phillips Community College of the University of Arkansas											
Persist from Term-to-Term or Year-to-Year													
Define the Persistence (Fall to fall, fall to spring, etc.)		Fall to Spring											
Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort													
All students in the ATD cohort													
2015-2016		2012-2013			2013-2014			2014-2015			2015-2016		
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	
All	268	181	67.5%	227	174	76.7%	200	157	78.5%	188	151	80.3%	
African American	142	93	65.5%	118	95	80.5%	97	74	76.3%	97	71	73.2%	
White	124	87	70.2%	97	71	73.2%	100	81	81.0%	84	74	88.1%	
Ethnicity/Race (Optional)			NA			NA			NA			NA	
Ethnicity/Race (Optional)			NA			NA			NA			NA	
Male (Required)	88	59	67.0%	68	51	75.0%	52	35	67.3%	73	61	83.6%	
Female (Required)	180	122	67.8%	159	123	77.4%	148	122	82.4%	115	90	78.3%	
Pell (Required)	208	147	70.7%	170	137	80.6%	153	116	75.8%	145	115	79.3%	
Non-Pell (Required)	60	34	56.7%	57	37	64.9%	47	41	87.2%	43	36	83.7%	
Subgroup 1: ENTER NAME (Optional)			NA			NA			NA			NA	
Subgroup 2: ENTER NAME (Optional)			NA			NA			NA			NA	
Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA	
Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA	
<p>⚠ A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education. A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.</p>													
Cell B10 Represents 13.5% of total enrollment.													
Cell E10 Represents 11.3% of total enrollment.													
Cell H10 Represents 11.1% of total enrollment.													
Cell K10 Represents 11.3% of total enrollment.													

Appendix B: PCCUA Fall to Fall Retention

Institution Name:		Philips Community College of the University of Arkansas											
Persist from Term-to-Term or Year-to-Year													
Define the Persistence (Fall to fall, fall to spring, etc.)		Fall to Fall											
Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort													
All students in the ATD cohort													
2014-2015		2011-2012			2012-2013			2013-2014			2014-2015		
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	
All	277	141	50.9%	268	124	46.3%	227	117	51.5%	200	111	55.5%	
African American	151	68	45.0%	142	63	44.4%	118	67	56.8%	97	50	51.5%	
White	121	72	59.5%	124	60	48.4%	97	48	47.4%	100	60	60.0%	
Ethnicity/Race (Optional)			NA			NA			NA			NA	
Ethnicity/Race (Optional)			NA			NA			NA			NA	
Male (Required)	86	34	39.5%	88	35	39.8%	68	35	51.5%	52	29	55.8%	
Female (Required)	191	107	56.0%	180	89	49.4%	159	82	51.6%	148	82	55.4%	
Pell (Required)	229	123	53.7%	208	98	46.2%	170	91	53.5%	153	83	54.2%	
Non-Pell (Required)	48	18	37.5%	60	28	46.7%	57	26	45.6%	47	28	59.6%	
Subgroup 1: ENTER NAME (Optional)			NA			NA			NA			NA	
Subgroup 2: ENTER NAME (Optional)			NA			NA			NA			NA	
Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA	
Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA	
* A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education. A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.													
Cell B 10 Represents 12.5% of total enrollment.													
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Cell H 10 Represents 11.3% of total enrollment.													
Cell K 10 Represents 11.1% of total enrollment.													