



**PHILLIPS COMMUNITY COLLEGE
OF
THE UNIVERSITY OF ARKANSAS
MINORITY RECRUITMENT AND RETENTION REPORT**

For the Academic Year of
July 1, 2021- June 30, 2022

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Submitted to
The Arkansas Department of Higher Education
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Table of Contents

PCCUA Mission Statement.....	4
PCCUA Vision Statement.....	4
PCCUA Core Values	5
Annual Minority Recruitment and Retention Report	5
Summary of Act 1091.....	5
Students	6
Table 1: Number of Minority Students, by Minority Group, Who Currently Attend the Institution.....	7
Table 2: Overall Unduplicated Headcount used for Comparison.....	7
Faculty and Staff	8
Table 3: Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution	8
Table 4: Number of Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution	8
Table 5: Number of Minority Adjunct Faculty Who Currently Work for the Institution.....	9
Table 6: Number and Position Title of Minority Faculty and Staff Who Began Working at the Institution in the Past Year.....	9
Annual Progress Summary.....	10
GOAL 1: Actively Recruit and Retain Minority Faculty, Staff, and Students.	10
GOAL 2: Focus on Creating a Campus Culture	111
GOAL 3: Create Enhanced Student Eexperiences	12
GOAL 4: Actively Recruit and Retain Minority Faculty, Staff, and Administrators.....	122
PCCUA Remedial/Developmental Math Changes.....	133
PCCUA Remedial/Developmental Writing Changes	14
New Strategies for the Coming Year.....	15
Indicators and Benchmarks.....	19
Timelines, Budgets, and Methods	20

PCCUA Mission Statement

The first community college established in Arkansas, Phillips Community College of the University of Arkansas (PCCUA) is a multi-campus, two-year college serving Eastern Arkansas in Helena-West Helena, DeWitt, and Stuttgart. The College is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and our communities.

PCCUA Vision Statement

Imagine a college...

- at which every student is intentionally connected to an individual person who feels responsible for that student's success.
- at which every student is clear about the College's high expectations for performance--and every student has high aspirations for his or her success.
- at which every student defines his or her educational goals and develops a plan for attaining them. Imagine further that these plans are updated regularly, with guidance, as students' progress.
- at which all academically underprepared students have an effective, efficient path to completing developmental education and beginning college-level work.
- at which engaged learning is intentional, inescapable, and the norm for all students.
- at which every student is met with a personalized network of financial, academic, and social support.
- at which all students graduate with a certificate or degree that prepares them to succeed in the workplace or to transfer to a four-year college or university.
- fully engaged in the communities it serves, listening to their voices, responding to their needs.

You have imagined the college we seek to be.

Adapted from Center for Community College Student Engagement. (2008). *Imagine Success: Engaging Entering Students (2008 SENSE Field Test Findings)*. Austin, Texas; The University of Texas at Austin, Community College Leadership Program.

PCCUA Core Values

Phillips Community College respects the diversity of its student body and community. The College also recognizes the worth and potential of each student. Therefore, the College affirms the following beliefs and values:

Student Success

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.

The Power of Education

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

Diversity

We respect the inherent worth and dignity of every person.

Annual Minority Recruitment and Retention Report

PCCUA supports the mission of “helping every student succeed” through the application of diversity, equity, and inclusion in policies, procedures, curriculum and instruction, as well as in student services. We understand the impact of these practices on minority recruitment and retention, which is favorable for all internal and external constituents of the college.

This report presents intentional actions and policy recommendations, during this academic year, regarding minority recruitment and retention. It is our deepest desire to continue providing our faculty, staff, and students with a quality educational environment that is conducive to optimal learning experiences.

Summary of Act 1091

In accordance with Act 1091, all state-supported colleges and universities are required to establish a program for the retention of members of minority groups as students, faculty, and

staff. Under the act, the term “minority” is defined as African American, Hispanic Americans, Asian Americans, and Native Americans.

The requirements of the Act state that 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 including at the minimum the following:

- Number of minority students, by minority group, who currently attend the institution.
- Number of position title of minority faculty and staff who currently work for the institution.
- Number of minorities, 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.

Students

PCCUA 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 minority students. PCCUA has had four consecutive years of academic improvement with student performance outcomes and is continually seeking to reduce barriers that minority students face while in college.

PCCUA approximately has 45.3% of African Americans (585) and 47.2% of Caucasian (610) students and slightly more than 5.29% of the student enrollment is classified as other minority.

Table 1: Number of Minority Students, by Minority Group, Who Currently Attend the Institution

2021 – 2022 Total Student Count by Race

Student Ethnicity	Fall 2021			Spring 2022			Unduplicated
Race/Ethnicity	Male	Female	Total	Male	Female	Total	Total
Asian	4	4	8	5	4	9	9
Black	195	390	585	161	307	468	678
Hawaiian/P. Islander	0	1	1	0	1	1	1
Hispanic	19	26	45	15	23	38	49
Am Indian	3	1	4	3	1	4	4
White	241	369	610	184	293	477	674
Two or more races	3	9	12	2	10	12	14
UK	10	15	25	8	10	18	27
Total	475	815	1290	378	649	1027	1456

Source: Institutional Research, PCCUA, May 2022

Table 2: Overall Unduplicated Headcount used for Comparison

Year	Headcount (unduplicated)	FTE
2015-16	2136	1884
2016-17	2220	1979
2017-18	2146	1880
2018-19	1930	1830
2019-20	1907	1796
2020-21	1319	1219
2021-22	1456	1320
Term		
Fall 2015	1661	913
Fall 2016	1747	981
Fall 2017	1636	912
Fall 2018	1520	891
Fall 2019	1540	886
Fall 2020	1092	649
Fall 2021	1290	720

Source: Institutional Research, PCCUA, May 2022

Faculty and Staff

Recruiting quality minority faculty for college positions requires active planning, engagement, and commitment. The number of minority staff has increased this year, and the college will continue to be intentional in the recruitment and retention efforts to secure appropriate personnel.

Table 3: Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution

2022 – 2023 Total Faculty and Staff Count by Race

	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2015 - 2016	8	58	55	139	197
2016 – 2017	9	59	68	140	199
2017 – 2018	9	60	57	133	193
2018 – 2019	8	59	55	126	185
2019 – 2020	9	59	59	125	184
2020 – 2021	8	53	55	118	171
2021 – 2022	7	53	50	119	172

Source: Human Resources, PCCUA, May 2022

Table 4: Number of Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution

2022 – 2023 Full-time Faculty Count by Race

Year	Minority Faculty	Minority Staff
2015-16	8	55
2016-17	9	68
2017-18	9	57
2018-19	8	55
2019-20	9	59
2020-21	8	55
2021 – 2022	7	50

Source: Human Resources, PCCUA, May 2022

PCCUA has suffered a decline in minority Faculty this academic year. However, we did increase the number of professional minority staff. PCCUA will continue to review recruitment and retention efforts to ensure the attainment of minority faculty at the institution. We understand the need for representation of the community to be reflected by Faculty and staff at our institution. This action sends a powerful message to our college constituents that we value diversity, and we believe all backgrounds are important contributions to the educational experience.

Table 5: Number of Minority Adjunct Faculty Who Currently Work for the Institution
2022 – 2023 Adjunct Faculty Count by Race

Adjunct	Male	Female	Total
African-American	6	5	11
White	9	10	19

Source: Human Resources, PCCUA, May 2022

PCCUA has difficulty identifying masters prepared minority faculty in the appropriate content area for our institution. However, we are happy to report the number of African American adjuncts has increased over the year. We will continue to improve the methods we use to communicate this job opportunity to qualified minority personnel. Currently, the college uses the newspaper, television, the Chronical of Higher Education, Facebook, Twitter, and other social media to recruit qualified minority applicants.

Table 6: Number and Position Title of Minority Faculty and Staff
Who Began Working at the Institution in the Past Year
2022 – 2023 New Minority Hires

Position	Ethnicity		Gender	
	African-American	White	Male	Female
Faculty-instructor	1	3	0	4
Clinical Instructor	0	0	0	0
Professional Staff	1	3	1	3
Classified Staff	6	5	5	6
Total	8	11	6	13

Source: Human Resources, PCCUA, May 2022

PCCUA has done well in addressing the challenge of securing qualified individuals, due to the socioeconomic geography and competition with urban cities. We are pleased that we experienced an increase in some areas of employment. We do recognize that our recruitment practices must become more rigorous and intentional to meet the needs of an ever growing and diverse student population.

Annual Progress Summary

Progress Made in Meeting Institutional Goals and Objectives Related to the Recruitment and Retention of Minority Students, Faculty, and Staff

PCCUA Minority Retention and Recruitment Team established the following goals for minority recruitment and retention of minority students, faculty, and staff:

- GOAL 1: Actively Recruit and Retain Minority Students.
- GOAL 2: Focus on creating a campus culture that fosters diversity, equity, and inclusion in daily operations including programs, services, curriculum, instruction, and institutional practices.
- GOAL 3: Create enhanced student experiences through evaluation and modification of programs, services, and institutional practices to ensure that faculty, staff, and administration provide the foundation needed for student development and learning.
- GOAL 4: Actively Recruit and Retain Minority Faculty and Staff.

GOAL 1: Actively Recruit and Retain Minority Faculty, Staff, and Students.

The following is a comprehensive summary of current and future actions created to obtain Goal 1:

- PCCUA will increase recruitment activities in local communities.
 - PCCUA will establish ties with local religious groups and civic organizations to provide information regarding admissions, support, academics, scholarship, transportation, etc.
 - PCCUA will create summer bridge programs and camps to introduce students to PCCUA via campus tours and opportunities for supplemental instruction in time management, study skills, math, science, etc.
 - PCCUA will send prospective students' information via text and email campaigns regarding academics, student services, and student events.

- PCCUA will still offer college recruitment fairs for local high schools.
- PCCUA will still offer recruitment activities at local stores.
- PCCUA is increasing retention activities.
 - PCCUA utilizes orientation for new and existing students as a vehicle to introduce and re-fresh students on PCCUA academics, campus resources, navigation, expectations, student services, and activities.
 - PCCUA will connect to newly admitted students earlier via email and text campaigns to provide information regarding important dates, campus resources, student activities, and more to offer support and guidance.
 - PCCUA utilizes social media and the college webpage to communicate student experiences to the campus and local community to assist in student recruitment and retention.
 - PCCUA offers customized support to varied populations within minority groups for example African American Males, STEM, First Generation, first-year, non-traditional, and veterans.
 - PCCUA offers students information regarding time management, study strategies, career tips, diversity, etc. to assist with campus navigation.
 - PCCUA offers students a “CARE” program which allows students to contact an appropriate college professional if they need assistance in managing their physical, academic, social, and mental wellness.
 - PCCUA focuses on data disaggregation and analysis based on gender, race/ethnicity, and socio-economic level which allows the institution to ensure equity of resources, services, and access to all our students.

GOAL 2: Focus on creating a campus culture that fosters diversity, equity, and inclusion in daily operations including programs, services, curriculum, instruction, and institutional practices.

The following is a comprehensive summary of current and future actions created to obtain Goal 2:

- PCCUA is in the process of updating the Institution’s Academic Core Competencies to include diversity, equity, and inclusion. The comprehensive process of evaluation and modification will be conducted by various internal constituents of the college. The

modification of the core competencies will have a significant impact on minority faculty, staff recruitment and retention.

- PCCUA will continue to create platforms for communication to occur concerning diversity, equity, and inclusion.
- PCCUA will continue programming and services that are student centered.
- PCCUA will be more intentional in promoting information regarding Title IX Discrimination and Harassment to Faculty, Staff, and Students.
- PCCUA has conducted a students' perception campus survey.
- PCCUA has a Diversity Advisory Committee.

GOAL 3: Create enhanced student experiences through evaluation, modification, and discarding of programs, services, and institutional practices to ensure that faculty, staff, and administration provide the foundation needed for optimal student development and learning.

The following is a comprehensive summary of current and future actions created to obtain Goal 3:

- Student Activities provides various opportunities for faculty and student interaction.
- Learning groups are encouraged in various academic disciplines.
- PCCUA increases opportunities for student engagement through the offering of a variety of student organizations on campus.
- Faculty and staff are encouraged to participate in professional development opportunities to enhance student experiences.

GOAL 4: Actively Recruit and Retain Minority Faculty, Staff, and Administrators.

The following is a comprehensive summary of current and future actions created to obtain Goal 4:

- PCCUA will improve recruitment of minority faculty by connecting with sister institutions of higher education who primarily serve minority communities to identify qualified talent.
 - PCCUA will post employment information at conferences, state meetings and to state-wide colleges and universities.
 - PCCUA will establish ties with local National Pan-Hellenic Greek-letter organizations to communicate employment opportunities.
 - PCCUA will participate in college job fairs.

PCCUA has also demonstrated progression in meeting institutional goals by review of the key performance indicators that reflect, minority students completing at a 100% time completion rate (from 36% to 46%) and **200% time completion rate increased (from 39% to 57%).**



PCCUA KEY PERFORMANCE INDICATORS (KPIs)

Indicator/Completion	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment (Fall)											
FT	847	747	753	627	591	648	621	610	591	459	492
PT	1366	1233	1260	1170	1070	1101	1015	912	949	633	797
Total	2213	1980	2013	1797	1661	1748	1636	1522	1540	1092	1289
SSCH	17,763	16,839	16,950	14,532	13,708	14,753	13,673	13,392	13,287	9732	10,798
FTE	1184.2	1122.6	1130	968.8	913.9	983.5	911.5	892.8	885.8	648.8	720
Time to Degree											
100% Completion	18%	13%	17%	21%	33%	32%	35%	2021	2022	2023	
150% Completion (IPEDS Measure)	27%	20%	29%	33%	45%	46%	41%	2022	2023	2024	
200%	35%	26%	37%	39%	53%	57%	44%	2023	2024	2025	
Retention (IPEDS Count)	54%	56%	53%	60%	66%	59%	58%	52%	47%	2021	
Completion											
CPs	105	92	121	192	153	241	213	273	286	241	
TCs	62	68	50	54	45	46	74	90	67	105	
Degrees	121	164	174	167	130	125	128	133	122	106	
Total Awards	288	324	345	413	328	412	415	496	475	452	

Lastly, The Strong Start to Finish (SStF) Team has made progress in meeting institutional goals and objectives related to the retention of minority students by maintaining proactivity in addressing gaps in students' academic performance, specifically in the areas of Math and English. The SStF Committee addressed these problems by engaging in the following actions to eliminate barriers to student success:

PCCUA REMEDIAL/DEVELOPMENTAL MATH CHANGES

All students needing math remediation take MS 1023, Elementary Algebra.

ACT 14 or below or 227 or below on NG Accuplacer enroll in the following prerequisites:

MS 1023 + 2-hour credit lab MS 1002

ACT 15-16 or 228-236 on the NG Accuplacer enroll in the following course:

MS 1023, Elementary Algebra, NO LAB

ACT of 17-18 or above; 237-248 on NG ACCUPlacer QAS or advancing from MS 1023, Elementary Algebra enroll in the following courses:

Tech Math, MS 143 OR College Algebra, MS 123+ MS 1121/Lab, OR
Quantitative Reasoning, MS 193 + MS 1191/Lab

Students with ACT 19 or above; 249 or above on NG ACCUPlacer QAS or advancing from MS 1023, Elementary Algebra enroll in the following courses:

Tech Math, MS 143 OR
College Algebra, MS 123 OR
Quantitative Reasoning, MS 193

PCCUA REMEDIAL/DEVELOPMENTAL WRITING CHANGES

All students needing English remediation for Basic Writing I take EH 1013 with EH 1011.

If a student places into what was EH 1023 with EH 1021, that student now takes EH 1131, a lab, with EH 113, Comp I

1. Students with an ACT of 14-18 or who score between 226-250 on the NG Accuplacer must enroll in the following corequisite course when they enroll in EH 1131 which is linked to EH 113. The student should be enrolled in the lab first.

EH 113 and lab EH 1131 and the corequisite SS II, SS 111

2. Students with an ACT 13 or below; or a 225 or lower on the NG Accuplacer must enroll in the following courses:

EH 1013 and EH 1011 and Student Success I, SS 101

Strategies for the Coming Year

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 has provided several strategies to assist with meeting institutional goals and objectives which specifically relate to minority recruitment, retention, and completion. These include the following services and diversity-based student organizations:

1. Student Engagement

A. Career Pathways

The Arkansas Career Pathways 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 initiative emphasizes such program components as job readiness skills, basic academic skills preparation/remediation, and post-secondary credentials tied to high-wage, high-demand occupations.

B. Food Pantry

Canned goods and other non-perishable items are available for students at no charge on all three campuses. Students and faculty/staff may also leave items at the pantries for another students' use.

C. Single Parent Family Scholarship

Provides financial assistance to single parents who are pursuing a course of instruction, which will improve their income-earning potential. Scholarships may be used for tuition, books, utility bills, car maintenance, child care, etc.

D. Career Closet

Students can obtain lightly-worn, professional-looking clothing free of charge for interviews or other job-related meetings here.

E. Students Taking Action with Resources

The center offers a welcoming environment which provides individual and small group tutoring with emphasis in the developmental areas. Students also benefit from individual career counseling and career planning software.

F. Tutor Net Online Tutoring

Students receive supplemental support through live online tutoring. Online tutoring is available in a wide range of subjects, sessions will be with a live tutor for one-on-one instruction, homework help, or Q&A. Each session lasts as long as the student needs and all sessions will be recorded for students to refer and access later.

G. Asa Bonner Student Center

The Asa Bonner Student Center is the hub for campus connectivity! Faculty, Staff, and students are able to gather and experience a wide array of programs, services, and activities designed to foster a sense of community among students on campus.

Additionally, the Bonner Center houses student support offices, a dining area, and a meeting room space for student organizations

H. Student Support Services

The goal of the SSS program is to raise the academic progress and performance levels of low income, disabled, and first-generation college students, as well as to retain and successfully complete their educational programs for transference into to four-year institutions. Eligibility for the program include being a first-generation college student, meet the federal low-income guidelines as noted by the Department of Education, have a documented disability, being homeless, and exiting the foster care system. The academic services and social support provided by the program yields a great impact on students' persistence and retention

I. Disability Services

PCCUA accommodates students with disabilities as required by the American Disabilities Act (ADA) of 1990 and the Rehabilitation Act Section 504 (173).

Students enrolled with medically documented disabilities will be provided with appropriate and reasonable accommodations when needed.

J. Rowdy Transportation

For college students, who are registered for classes but don't have a way to get to and from campus, the Rowdy Ride van will get them there. FREE transportation service is available each semester (Helena campus).

K. Men Enrolling Toward Advancement (META)

A peer support group for minority males on the Helena-West Helena campus. META

members develop leadership and communication skills, participate in service-learning opportunities, and student programming on campus.

L. Multicultural Student Organization

Provides the opportunity for multiple cultures of students to assemble to increase cultural awareness, promote social justice, cultivate inclusiveness on campus and formulate mutual respect and appreciation for diversity. This organization is open to all students and offers enriching experiences via conversations, activities, and community-based learning.

M. Non-traditional Student Association

Provides non-traditional students with a community of support from peers with similar work and life experiences. This organization improves student navigation and transition into the college environment, as well as improve student retention. Non-traditional students are defined as students that do not come to the college directly after high school completion, part or full-time working professionals, 25 years of age or older, veterans, and students who are parents and/or are married.

N. Trailblazers

First-Generation College Students Support Group provides support, promotes confidence, and leadership in students who are the first family members to attend college. Participants in this organization have the opportunity to expand their support system, and increase their skillset in areas of communication, time management, study skills, and team building. The themes of programming include: navigating college successfully, balancing personal and academic lives, goal setting, understanding finances, personal responsibility, empowerment, and leadership.

O. Executive Leadership Student Council (All Campuses) |

This organization gives a voice to the student body as well as serves as a liaison for the students to the Faculty, Staff, and Administration of the College. It is the responsibility of the organization to advocate for students by influencing how the College addresses challenges, barriers to student success, and offer student's support and resources as needed to ensure a conducive academic and social learning environment for students.

P. Transition to College

Programs including the PCCUA Learning Center and the PCCUA Campus Action Referral and Evaluation System (CARES) provides faculty, staff, and students with support via one-on-one contact, continued follow-up with students throughout the academic year, as well as provide campus information, resources and programming to further support students in their transition to college.

2. Common Reader

Curriculum and Instruction will maintain the use of Common Readers in the classroom to promote dialogue on diversity and equity in society. Student are able to analyze societal issues through exploration of another person's life story.

3. Campus-Wide Diversity Programming

Diversity programming includes films, seminars, plays, and forums designed to educate faculty, staff, and students on topics related to diversity. Topics range from oppression, privilege, stereotypes, equality and equity, etc. Due to societal chaos around race and social injustice it is imperative that such programming takes place on college campuses.

4. Title IX Discrimination and Harassment

Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees in educational settings are treated equally and fairly. It protects against discrimination based on sex (including sexual harassment).

5. Research Capacity

The Director of Institutional Research works with faculty and student services to organize data and provide analysis on data trends. This information improves instruction, services, recruitment efforts, retention, and satisfaction with college.

6. Professional Development

PCCUA provides professional development focusing on student engagement, securing our campus, Title IX training, and providing faculty support in managing human capital, Mental Health, Conflict Management, and Culturally Responsive Teaching. Fortunately, faculty and staff are committed to diversity, equity, and inclusion.

7. Diversity Officer

PCCUA has appointed a Diversity Officer for all PCCUA campuses which demonstrates the colleges commitment to include diversity, equity, and inclusion in all institutional policies and practices.

Indicators and Benchmarks

PCCUA will use several indicators to measure the success of the minority recruitment and retention plan including academic performance, student persistence, graduation rates, student pre and post survey's, focus groups, student reflections, and end of the year projects. PCCUA will use data from the students' perception survey about the PCCUA College experience to influence programming and services. We will also conduct a Cultural Climate Survey of faculty, staff and students to identify strengths, weaknesses, opportunities for success, and threats to student retention in regards to diversity, equity, and inclusion at PCCUA. The survey will be conducted every four years to gauge progress toward our goals. Lastly, another indicator for minority faculty and student recruitment and retention will be the increase of minority faculty and students at the institution.

Timelines, Budgets, and Methods

The following timeline, budgets, and methods will be used to assess and monitor progress.

Strategy	Timeline	Budget	Assessment Tool
Engagement			
Advising, Student Success Coaching/Mentoring, Student Support, Food Pantry, Clothes Closet	Annual	\$217,582	Reflections, pre-post survey, projects, and attendance tracking.
Strong Start To Finish Program Personnel Salary	Annual	\$60,543	GPA/course completion
Common Reader	Yearly	\$800.00	Student Reflections and Reports
Tutoring	Semester	\$29.00 per student	Surveys
Social Messaging Platform	Yearly	\$12,000	Surveys
Early Alert			
Early Assessment and communication to students regarding student performance (Third week). Access resources as needed. . Implement PREP Program to assist incoming underprepared students (remedial/student success course)	Semester	NA	GPA/course completion/Quantitative Assessment (tracking)
Research			
Train Staff for data analysis to increase research capacity, and to identify areas of weakness and strengths for enhanced learning.	Yearly	\$5,000	Survey
Mandatory Orientation (all new and returning students)	Yearly	10,000	Pre-Post Survey
Professional Development	Yearly	\$5,000	Survey
Diversity, Equity, and Inclusion			
Technology (computer purchase and internet access)	Yearly	\$32,070	Survey
Diversity Programming	Yearly	\$5,000	Survey and attendance tracking
All Activities	Yearly	\$302,125.00	Surveys

The Vice Chancellor for Instruction, the Vice Chancellor for Student Services, and many offices work collaboratively to assess the effectiveness of the Minority Recruitment and Retention Plan. Our ultimate goal is to ensure that we are properly meet the needs of our students through the utilization of data to inform decision-making at the college, which greatly impacts minority student recruitment, retention, and completion.