MINORITY RECRUITMENT AND RETENTION REPORT

For the Academic Year of
July 1, 2022- June 30, 2023

Submitted to

The Arkansas Department of Higher Education

The House and Senate Committees on Education

In Compliance with ACT 1091 of 1999

For the purpose of this report, the term "minority" is referring to the ethnic populations of African Americans, Asian Americans, Native Americans, and Pacific Islanders only.

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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 VISTION 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.

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 asses and monitor progress.

Annual Minority Recruitment and Retention Report

PCCUA is committed to creating a diverse institution of higher education for the community, with equitable access to opportunities, and an inclusive educational environment. The aim of this report is to eliminate gaps in our structures regarding diversity, equity, and inclusion through intentional practices of enhancing our ability to recruit, support, and retain our minority faculty, staff, and student body.

Thus, the first step to creating a diverse culture is for all involved entities to understand the current state of the institution and highlight opportunities for improvement and document areas of successes, while recommending specific approaches to improve student recruitment, retention, and workforce development during this academic year. PCCUA holds the deepest desire to continue providing our faculty, staff, and students with a quality educational environment that is conducive to optimal learning and working experiences.

MINORITY STUDENT RECRUITMENT AND RETENTION

PCCUA supports the mission of "helping every student succeed" through the application of diversity, equity, and inclusion in policies, procedures, curriculum and instruction. The student section of the report highlights the on-going efforts of the college to progress in recruitment and retention.

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

Access does not mean equity for minority students in higher education. Thus, it is important to provide students with additional support and resources to assist students in their transition from high school to the college environment. PCCUA has introduced numerous academic standards to ensure that students have the opportunity to receive knowledge, support, and resources.

A. 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

B. PCCUA has also demonstrated progression in meeting institutional goals by review of the key performance indicators that reflect minority student's completion rates.

PCCUA KEY PERFORMANCE INDICATORS								
INDICATOR/YEAR	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ENROLLMENT (FALL)								
FT	591	648	621	610	591	459	492	441
PT	1070	1101	1015	912	949	633	797	793
Total	1661	1748	1636	1522	1540	1092	1289	1234
CREDIT HOURS								
SSCH	13,708	14,753	13,673	13,392	13,287	9732	10,798	10512
FTE	913.9	983.5	911.5	892.8	885.8	648.8	720	701
TIME TO DEGREE								
100% Completion (2Yr)	33%	35%	28%	31%	32%	2023	2024	
150% Completion (3 Yr) (IPEDS Measure)	45%	46%	41%	39%	46%	2024	2025	
200%Completion (4 Yr)	53%	57%	47%	48%	2024	2025	2026	
Retention (IPEDS Count)	66%	59%	58%	52%	47%	67%	76%	
AWARDS								
CPs	153	241	213	273	286	241	191	
TCs	45	46	74	90	67	105	57	
Degrees	130	125	128	133	122	106	108	
Total Awards	328	412	415	496	475	452	356	
Note: Based on 2023 IPEDS Data								

C. 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.

D. All students entering PCCUA will complete an Individual Career Plan (ICP) which provides a clear and understandable map for advancing through the student selected certificate or degree program.

E. Once students are admitted into the college there are several support programs that seek to address retention from an academic, social, emotional, and financial perspective. Student engagement is the cornerstone for each program and each provides students with the opportunity to work directly with faculty or professional staff members to increase their academic and social skills, to increase their sense of belonging at the institution, and increases the opportunity for deeper student interactions to take place outside of the classroom. This approach further reinforces the level of care the institution holds for its' students.

1. **Campus Action Referral and Evaluation System (C.A.R.E.S.)**
   The Campus Action Referral and Evaluation System (C.A.R.E.S) provides students with online and in-person support via self-identification of student needs. This program is designed to assist students in their physical and mental wellness via on-demand developmental sessions, referrals, resources, and follow-up throughout the academic year.
2. **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.

3. **Career Closet**

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

4. **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.

5. **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.

6. **Early Alert Program**

   The Early Alert Program is an alert within the third or fourth week of classes. Students who have difficulty with the course content are provided with an academic intervention(s). The instructor identifies the intervention(s) in the course syllabus. Each instructor identifies the methods used to help students succeed (tutoring, group study sessions led by the instructor or students, or any number of possible interventions).

7. **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.

8. **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).

9. **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.

10. **The Student Success Coach**

    Assist advisors with early intervention efforts. The advisor, coach, and instructor make every effort to ensure that a student(s) seek and receive academic assistance in courses where the student is not experiencing success.

11. **Students Taking Action (S.T.A.R.) 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.

12. **Student Success Seminars**

    The purpose of this course is to provide students with workforce readiness skills through Financial Literacy, career development, resume writing, interview skills, time management.

13. **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.

14. **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.

15. **Virtual Academy**

    The Academy is available to assist students with online course support. Students may check out computers and hot spots with this office for the entire term**.**

F. PCCUA will continue to coordinate college recruitment fairs and attend college informationals at local high schools.
G. PCCUA will continue to have recruitment events for the community.
H. PCCUA will maintain ties with the community via family fun events.
I. PCCUA will continue to utilize orientation as a vehicle to introduce and re-fresh students on PCCUA academics and student services for improved campus navigation.
J. PCCUA will continue to communicate with students via email and text campaigns regarding important dates, campus resources, and student activities to offer support.
K. PCCUA will continue to utilize social media and the college webpage to communicate campus news, student experiences, recruitment, and retention.

FACULTY AND STAFF RECRUITMENT AND RETENTION

PCCUA seeks to strengthen the college campus through intentional efforts to increase minority faculty and staff status on campus. This section of the report communicates the on-going efforts of the college to maximize student engagement through the increase of Faculty and Staff.

GOAL 2: Actively Recruit and Retain Minority Faculty and Staff

A. PCCUA will continues its efforts to increase the number of minority faculty and staff members on the campus. Research has shown favorable in student engagement and

success when the faculty and staff composition of college reflect the demographics of the student body and community.

B. Develop a network of minority alumni that can serve as a recruiting resource.
C. Develop a network of minority support mentors for new and existing students.
D. All employees at PCCUA are responsible and committed to the recruitment and retention of minority faculty, staff, and students in hopes of strengthening the local community and workforce.

CULTURAL AWARENESS

PCCUA seeks to enrich the college campus through the demonstration of fair, equitable, and inclusive practices daily. This section of the report communicates the on-going efforts of the college to celebrate the individuals experiences that students, faculty, and staff bring to the campus.

GOAL 3: Focus on creating a campus culture that fosters diversity, equity, and inclusion in daily operations.

PCCUA will continue to provide services to students to enhance their sense of belonging, retention, and the level of student engagement at the institution. The goal of such programming provides an opportunity for increased faculty/staff interaction and the development of peer support systems.

1. **Diversity Officer**
   PCCUA has appointed a Diversity Officer to demonstrate the colleges commitment to include diversity, equity, and inclusion in all institutional policies and practices.
2. PCCUA has a Diversity Advisory Committee.
3. PCCUA will continue to create platforms for continued diversity dialogue.
4. PCCUA will continue programming that is student centered.
5. **Men Enrolling Toward Advancement Student Organization (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.

6. **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.

7. **Non-traditional Student Association**

   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.

8. **Women in CyberScience Organization**

   Promotes recruitment, retention and advancement of females in cybersecurity.

9. **Trailblazers Organization**

   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, financial literacy, and autonomy.

10. **Executive Leadership Student Council**

    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 conductive academic and social learning environment for students.

11. **Common Reader**

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

12. 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.

13. Student Centers

Student Centers are 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. The Helena campus houses student support offices, a dining area, and a meeting room for student organizations.

WORKFORCE DEVELOPMENT

GOAL 4: Create enhanced student experiences through evaluation and modification of programs, services, and institutional practices to ensure optimal learning and working environment.

A. PCCUA provides professional development focusing on student engagement, diversity, securing our campus, Title IX training, providing faculty support in managing human capital, technological training, culturally responsive instruction, and on-demand training to meet the needs of the campus.
B. Continue to review and monitor student survey's regarding student services.
C. Encourage program and self-evaluation of academic and social services.
D. Create opportunities for Faculty, Staff, and students regarding student engagement.

COMPREHENSIVE SUMMARY OF FUTURE ACTIONS RELATED TO GOALS 1 - 4:

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

- PCCUA will maintain and create ties with local religious groups and civic organizations to provide information regarding admissions, support, academics, scholarship, transportation, etc.
- PCCUA will create summer programs to introduce students to PCCUA.
- PCCUA will send incoming students' informational brochures from acceptance through student orientation to assist in campus navigation.
- PCCUA will post information on campus website for prospective students and families.
- PCCUA will improve recruitment of minority faculty by connecting with sister institutions who primarily serve minority communities to identify qualified talent.
- PCCUA will post employment information at conferences, state meetings and will participate in college job fairs.

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

- PCCUA will creat a Diversity Strategic Plan that coincides with current strategic plan and co-curricular activities.
- PCCUA will be more intentional to focus on data disaggregation and analysis based on gender, race/ethnicity, and socio-economic to ensure equity of resources, services, and assess to all our students.
- PCCUA will create a social mixer for new faculty and staff to create deeper connections based on mutual cultural and societal themes.
- PCCUA will create a social mixer for students at the beginning of the academic year to create a positive and welcoming experience.

GOAL 3: Create enhanced student experiences through evaluation and modification of programs, services, and institutional practices to ensure the necessary foundation for optimal learning and working experiences.

- Faculty and staff are encouraged to participate in professional development opportunities to enhance student experiences.
- Enhance campus-wide efforts to retain and graduate students.
- Provide support to students regarding career services and job opportunities.
- Continue to monitor and evaluate tutorial services and instruction.

CAMPUS DEMOGRAPHICS

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

2022 – 2023 Total Student Count by Race

Student Ethnicity	Fall 2022			Spring 2023			Unduplicated
Race/Ethnicity	Male	Female	Total	Male	Female	Total	Total
Asian	4	3	7	4	1	5	7
Black	229	407	636	205	347	552	748
Hawaiian/P. Islander	-	-	-	-	-	-	-
Hispanic	20	25	45	16	19	35	48
Am Indian	1	2	3	1	2	3	3
White	185	325	510	159	281	440	592
Two or more races	3	9	12	3	10	13	14
UK	9	12	21	8	8	16	26
Total	451	783	1234	396	668	1064	1438

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
2022-23	1438	1315
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
Fall 2022	1234	701

Source: Institutional Research, PCCUA, May 2022

Faculty and Staff

PCCUA will continue to review recruitment and retention efforts to ensure the attainment of minority faculty and staff at the institution. This action sends a powerful message to college constituents that we value diversity, and we believe all backgrounds are important contributions to the educational experience.

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**
2022 - 2023	**9**	**54**	**48**	**112**	**166**

Source: Human Resources, PCCUA, May 2023

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
2022 - 2023	9	48

Source: Human Resources, PCCUA, May 2023

Table 5: Number of Minority Adjunct Faculty Who Currently Work for the Institution

2022 – 2023 Adjunct Faculty Count by Race

Adjunct	Male	Female
African-American	11	32
White	15	31
Hispanic	1	
Total	27	63

Source: Human Resources, PCCUA, May 2023

PCCUA has difficulty identifying masters prepared minority faculty in the appropriate content area for our institution. 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

	Ethnicity		Gender	
Position	African-American	White	Male	Female
Faculty-instructor	3	3	4	2
Clinical Instructor	0	0	0	0
Professional Staff	2	2	1	3
Classified Staff	2	4	0	6
Total	7	9	5	11

Source: Human Resources, PCCUA, May 2022

We are pleased that we have 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, diverse student population.

INDICATORS AND BENCHMARKS

The Vice Chancellor for Curriculum Instruction, the Vice Chancellor for Student Services, and many offices work collaboratively to assess the effectiveness of the Minority Recruitment and Retention Plan. We will use academic performance, student persistence, graduation rates, student reflections, and surveys to measure the success of the minority recruitment and retention plan.

APPENDIX A: MINORITY STUDENT RETENTION

Department	Intramurals
Program/Service	Recreation Program
Date	May 2023
Assessment Time (Pre/During/After)	After
Campus	Helena Campus
Description	Opportunity for students to engage with peers. Observation of student participation to gauge student satisfaction.
Student Learning Outcome/Department Improvement	Students can create productive ways to combat stress through physical activity.
Strategic Priority	Support for instruction and learning.
Core Competency	Communication
Expected Results	Students were satisfied with the service. 70% of students that engage with student services will persist and reach completion.
Actual Results	
Measure	Presentation
Type	Direct
Feedback	

Department	Career Pathways
Program/Service	Child Care Voucher Program
Date	December 2023
Assessment Time (Pre/During/After)	During
Campus	All Campuses
Description	This service is available for all Career Pathway students and the survey will take place at the end of the semester.
Student Learning Outcome/Department Improvement	Students can apply their newly learned basic academic and workforce readiness skills to acquire a high-wage, high-demand occupation.
Strategic Priority	Improve Campus Connections
Core Competency	Analytical and Critical Thinking
Expected Results	100% of students will say that they are satisfied with this service.
Actual Results	
Measure	Survey
Type	Indirect
Feed back	

Department	Tutoring
Program/Service	Supplemental learning via peer tutor.
Date	May 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Instructional support to enhance academic performance. A survey will be given to students to communicate their satisfaction.
Student Learning Outcome/Department Improvement	Students create their personal study system to achieve academic goals.
Strategic Priority	Support for instruction and learning.
Core Competency	Communication
Expected Results	Students were satisfied with the service. 70% of students that engage with student services will persist and reach completion.
Actual Results	
Measure	Survey
Type	Indirect
Feedback	

APPENDIX B: MINORITY FACULTY AND STAFF RECRUITMENT AND RETENTION

Department	All Campus Units
Program/Service	Recruitment and Retention
Date	May 2024
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Campus Culture Assessment
Student Learning Outcome/Department Improvement	Students, Faculty, and Staff can apply their newly learned academic and social skillset to the workforce.
Strategic Priority	Improve Campus Connections
Core Competency	Analytical and Critical Thinking
Expected Results	70% of students will say that they are satisfied with college experience.
Actual Results	
Measure	Survey
Type	Indirect
Feed back	

APPENDIX C: CULTURAL AWARENESS

Department	Diversity, Equity, and Inclusion
Program/Service	Black History Month Speaker promoting engagement and critical thinking around the topics of diversity, equity, and inclusion.
Date	May 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Students can analyze how their daily lives are impacted by issues involving diversity, equity, and inclusion in society. Students will participate in a focus group to gauge program effectiveness.
Student Learning Outcome/Department Improvement	Students can determine effective learning communities when they can observe diversity, equity, and inclusion practices in daily operations.
Strategic Priority	Faculty and Staff Professional Development
Core Competency	Cultural Awareness
Expected Results	80% of Students were satisfied with the program
Actual Results	
Measure	Survey
Type	Indirect
Feedback	

APPENDIX D: WORKFORCE DEVELOPMENT

Department	Advising
Program/Service	Advising /Schedule Builder Service
Date	December 2022 & April 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Advisor Student Satisfaction Survey to gain feedback on student experience.
Student Learning Outcome/Department Improvement	Departmental improvement
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students were satisfied with information provided by Advisor. 80% of students that engage with student services - advisors will persist and reach completion.
Actual Results	
Measure	Survey
Type	Indirect
Feedback	

Department	Admissions
Program/Service	School Admittance
Date	December 2022 & April 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Admittance of new students into college. Student Satisfaction Survey to gain feedback on student experience.
Student Learning Outcome/Department Improvement	Department Improvement
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students were satisfied with experience. 70% of students felt knowledgeable regarding next steps in the onboarding process.
Actual Results	
Measure	Survey
Type	Indirect
Feedback	

Department	Financial Aid
Program/Service	Financial Aid package processing service.
Date	December 2023 & April 2024
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Student financial aid application processing and information distribution. Students will receive a satisfaction survey to gain feedback on student experience
Student Learning Outcome/Department Improvement	Department Improvement
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students were satisfied with the service. 70% of students that engage with student services will persist and reach completion.
Actual Results	
Measure	Survey
Type	Indirect
Feedback	