



MINORITY RECRUITMENT AND RETENTION REPORT

**For the Academic Year of
July 1, 2023- June 30, 2024**

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.

Table of Contents

MISSION STATEMENT	4
VISION STATEMENT	5
SUMMARY OF ACT 1091	6
ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT.....	7
MINORITY STUDENT RECRUITMENT AND RETENTION	7
FACULTY AND STAFF RECRUITMENT AND RETENTION.....	8
APPENDICES	13
APPENDIX A: PCCUA MINORITY ENROLLMENT.....	13
APPENDIX B: PCCUA MINORITY ENROLLMENT.....	14
APPENDIX C: PCCUA MINORITY ASSOCIATE GRADUATES	15
APPENDIX D: PCCUA MINORITY TECHNICAL CERTIFICATES GRADUATES.....	15
APPENDIX E: PCCUA MINORITY CERTIFICATE OF PROFICIENCY GRADUATES.....	16
APPENDIX F: PCCUA MINORITY CERTIFICATES OF PROFICIENCY GRADUATES.....	16
APPENDIX G: FEDERAL WORK STUDY PARTICIPANTS 2021 - 2024	17
APPENDIX H: CAREER PATHWAYS ETHNICITY FY 2022 - 2024	17
COMPREHENSIVE SUMMARY OF FUTURE ACTIONS RELATED TO GOALS	18
INDICATORS AND BENCHMARKS	18

Phillips Community College of the University of Arkansas

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.

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.

VISION STATEMENT

Imagine a college where...

- Students begin planning a career or academic experience early in life.
- High school students see it as a first choice for education and training.
- Student admissions, registration, and enrollment is easy.
- High quality teaching and learning experiences allow all students to succeed.
- Exceptional programs and services meet the needs of the students, community, and region.
- Barriers and obstacles which many students face are removed.
- Exceptional state of the arts technology and distance learning infrastructure is provided.
- The college is responsive to the needs of the community, even in times of crisis.
- Economic development and industry training preparing students for the workforce is a priority.
- Engaging in the lives of its students, employees, and community is a priority.
- The community views it as a partner, resource, and change agent.
- Faculty and staff are provided with professional development, training opportunities, and a positive work environment so they can ensure the best instruction, support for learning, and services.

Imagine a college all people want to attend and a college where everyone wants to work and that is the college we want to be.

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.

ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT

The aim of this report is to create a more welcoming and inclusive campus community in which all members thrive. In that context, it is the function of the administration to review institutional policies and practices to ensure that all barriers to student success are removed, while enhancing the ability of the college to recruit, support, and retain the number of minority faculty, staff, and students. PCCUA is committed to having “shared responsibility” amongst its’ campus members to assist in the recruitment, retention of students, and building of an inclusive campus community.

MINORITY STUDENT RECRUITMENT AND RETENTION

PCCUA seeks to strengthen the college campus through intentional efforts to increase minority student enrollment on campus. This section of the report communicates the progress made in meeting institutional goals and objectives as related to the recruitment and retention of minority students.

GOAL 1: Actively Recruit Minority Students

- a. PCCUA has developed a culturally framed recruiting for diverse students by creating partnerships with Enrollment Management and the Cultural Awareness committee.
- b. PCCUA has developed outreach strategies to increase the visibility of the institution in the community.
- c. PCCUA has developed strategies to increase visitation of more prospective diverse students to the campus.
- d. PCCUA has developed a “return-to-high school program” in which current students return to their local schools to discuss their college experience at Phillips in hopes of increasing student enrollment.
- e. PCCUA will continue to coordinate college recruitment fairs and attend college informationals at local high schools.
- f. PCCUA will continue to utilize social media and the college webpage to communicate campus news, student experiences, recruitment, and retention for existing and prospective students.

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 minority faculty, staff, and student body.

GOAL 2: Actively Recruit and Retain Minority Faculty and Staff

- a. PCCUA will actively pursue and seek to retain a diverse faculty and staff. Research studies have shown favorable retention and graduation rates when the faculty and staff composition of a college reflects the demographics of the student body.
- b. Develop a network of mentors and activities for new employees.
- c. Develop and implement a campus wide inclusive hiring practice workshop for faculty and staff to support the goal of increasing diversity of faculty and staff.
- d. Encourage all employees to be committed to the recruitment and retention of minority faculty, staff, and students in hopes of strengthening the campus and workforce.
- e. Develop online resources to assist with the on-boarding and acclimation of employees at the college. These resources will help to create a welcoming environment.

STUDENT SUPPORT, RETENTION, AND GRADUATION

PCCUA supports the mission of “helping every student succeed” through the application of equitable practices, being student centered, and having a quality educational environment that is conducive to optimal learning. This student section of the report highlights the on-going efforts of the college to progress in student support, retention, and graduation. All findings were formulated through campus feedback sessions, campus correspondence, constituent feedback, and institutional data, and higher education best practices in advising, admissions, and inclusion.

GOAL 3: PCCUA will continue to provide services to students to enhance their sense of belonging, retention, and increase their level of student engagement at the institution.

- a. PCCUA will continue to send incoming students' information regarding important dates, and support services from admittance through student orientation to assist in campus navigation.
- b. PCCUA created a social mixer for first-year students at the beginning of the academic year with support services in attendance to create a positive and welcoming experience.
- c. PCCUA will continue to infuse institutional expectations for the contribution of all campus members to build a more inclusive and welcoming environment.
- d. Instruction integrates specific developmental skills in the curriculum including social and community responsibility; technology utilization, analytical/critical thinking/reasoning, communication, and cultural competency through the use of the General Education Core Competencies.
- e. Cocurricular activities are intentionally designed to provide students with the opportunity to engage with others through dialogue about topics on student success, support, and wellness.
- f. 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.
- g. PCCUA will continue to communicate with students via email, text campaigns, and social media regarding important dates, campus resources, and student activities to offer support.
- h. All students entering PCCUA complete an Individual Career Plan (ICP) which provides a clear and understandable map for advancing through the student selected certificate or degree program.
- i. All students with the intention of transferring to a four-year institution have an introductory meeting with university representatives (AR, TN, and MS) throughout the academic year including two in-person visits to prepare the students for the transfer experience.
- j. PCCUA will continue to provide intentional support programs that seek to address student retention from an academic, social, emotional, and financial perspective including the following:
 - **Campus Action Referral and Evaluation System (C.A.R.E.S.)**
The Campus Action Referral and Evaluation System (C.A.R.E.S) is designed to support

and assist students with their physical and mental wellness via on-demand developmental sessions, referrals, resources, and follow-up throughout the academic year.

- **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.

- **Career Closet**

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

- **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.

- **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.

- **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).

- **Making Connections College Preparation Workshops**

This program focuses on providing incoming students with information to ease their student transition into college. The program will include information regarding 1) The importance of the college experience, 2) academic preparation, 3) financing college, and student activities.

- **Research Capacity**

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

- **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).

- **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.

- **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.

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.

- **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.

- **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.

- **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.

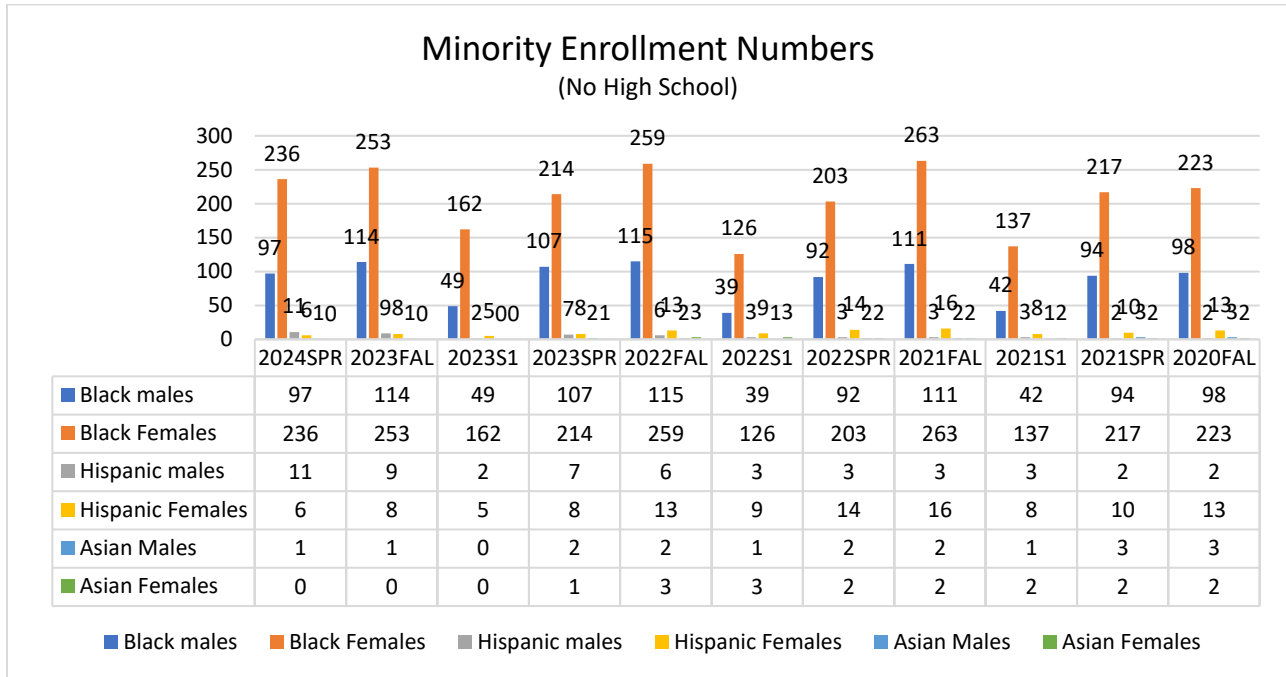
- **Multicultural Student Organization**

Provides the opportunity for diverse students to assemble to increase cultural awareness, cultivate inclusiveness on campus, and formulate mutual respect and appreciation for diversity.

- **Non-traditional Student Association**
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.
- This organization improves student navigation and transition into the college environment, as well as improve student retention.
- **Women in CyberScience Organization**
Promotes recruitment, retention and advancement of females in the cybersecurity.
- **Trailblazers First Generation Organization**
First-Generation College Students Support Group 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.
- **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 conducive academic and social learning environment for students.
- **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.

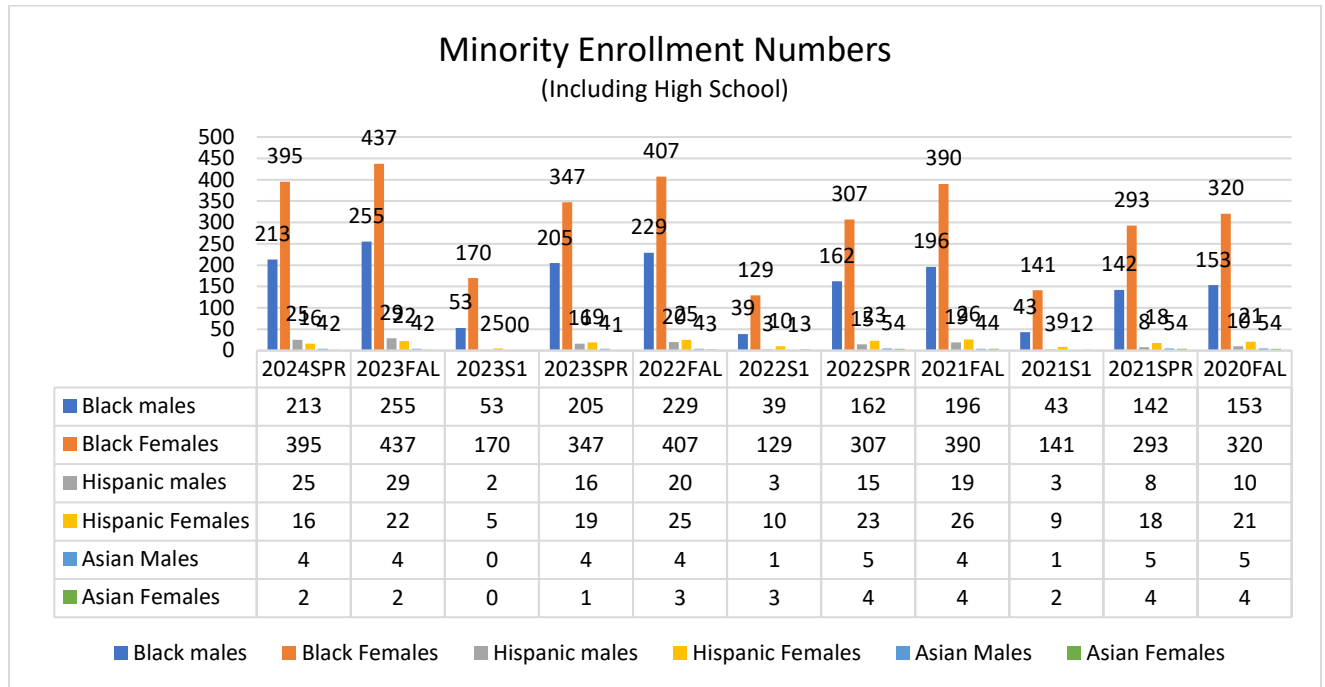
APPENDICES

APPENDIX A: PCCUA MINORITY ENROLLMENT



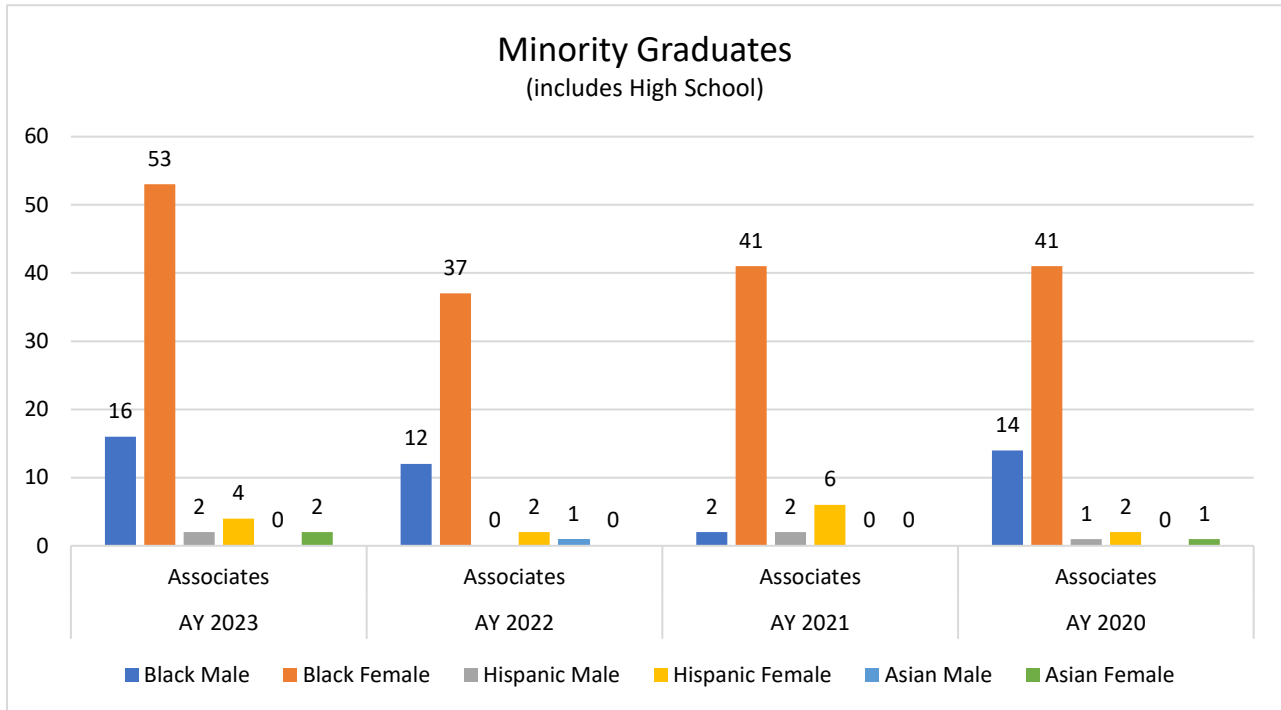
Source: Institutional Research, PCCUA, May 2024

APPENDIX B: PCCUA MINORITY ENROLLMENT



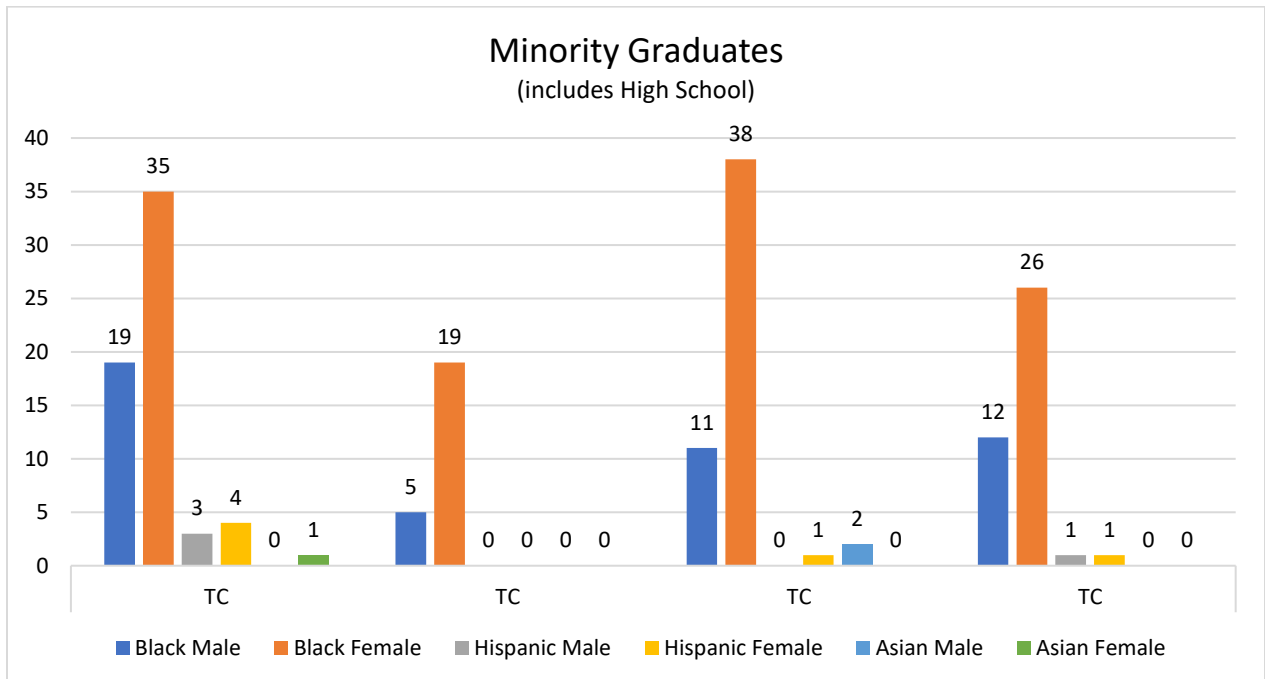
Source: Institutional Research, PCCUA, May 2024

APPENDIX C: PCCUA MINORITY ASSOCIATE GRADUATES



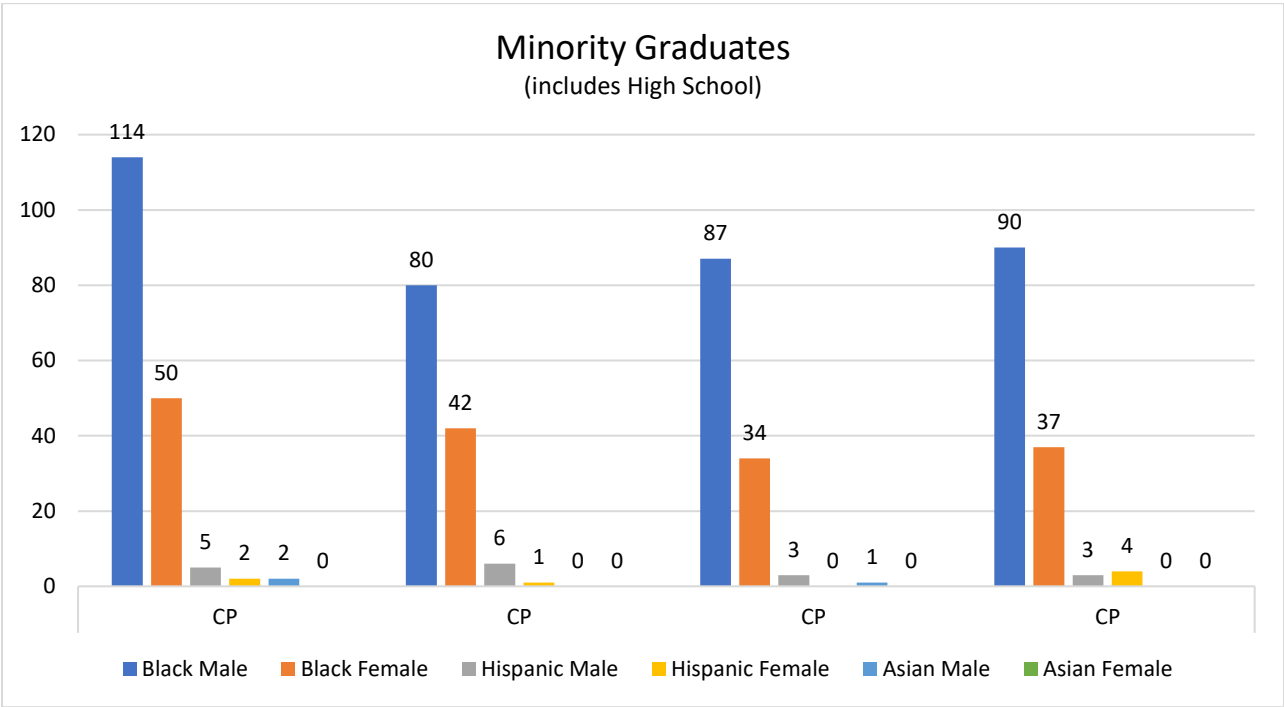
Source: Institutional Research, PCCUA, May 2024

APPENDIX D: PCCUA MINORITY TECHNICAL CERTIFICATES GRADUATES



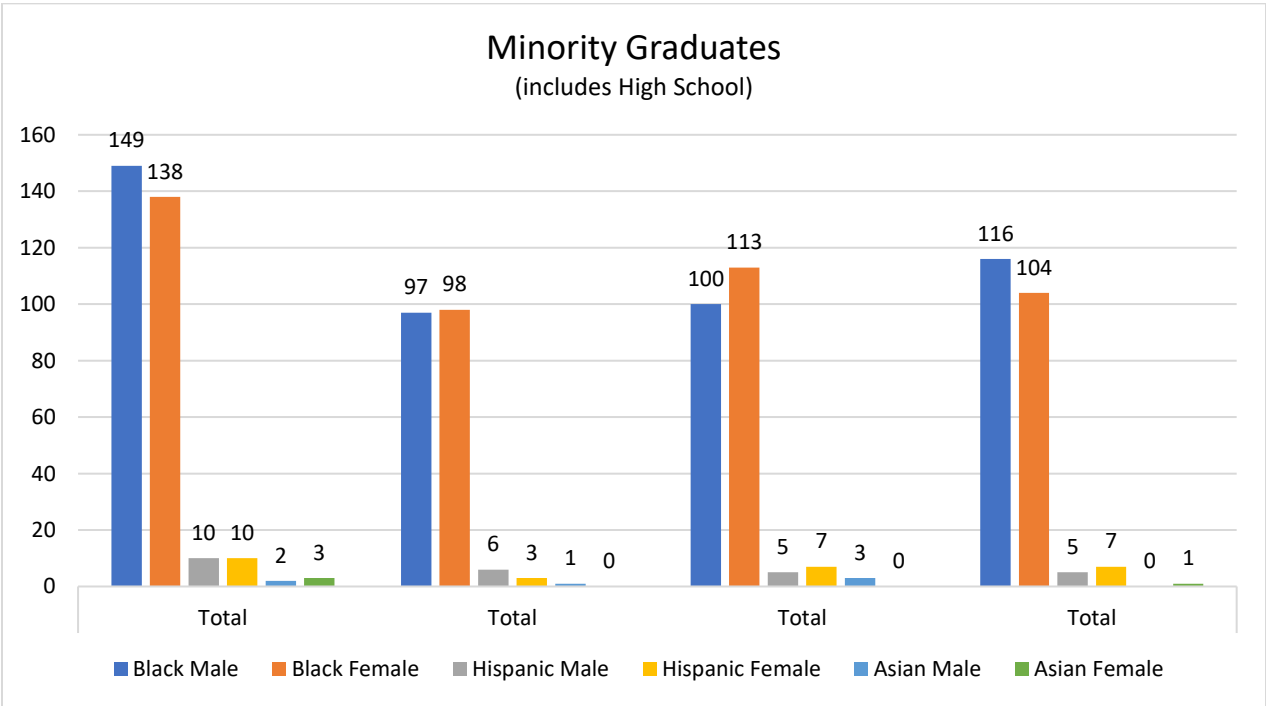
Source: Institutional Research, PCCUA, May 2024

APPENDIX E: PCCUA MINORITY CERTIFICATE OF PROFICIENCY GRADUATES



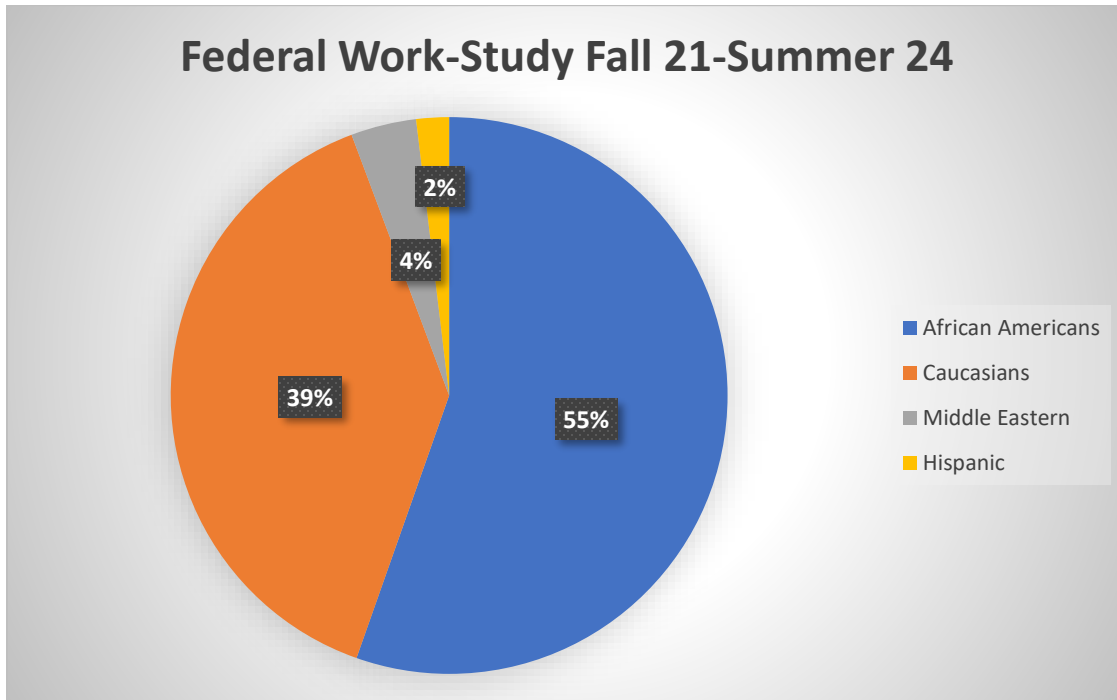
Source: Institutional Research, PCCUA, May 2024

APPENDIX F: PCCUA MINORITY CERTIFICATES OF PROFICIENCY GRADUATES



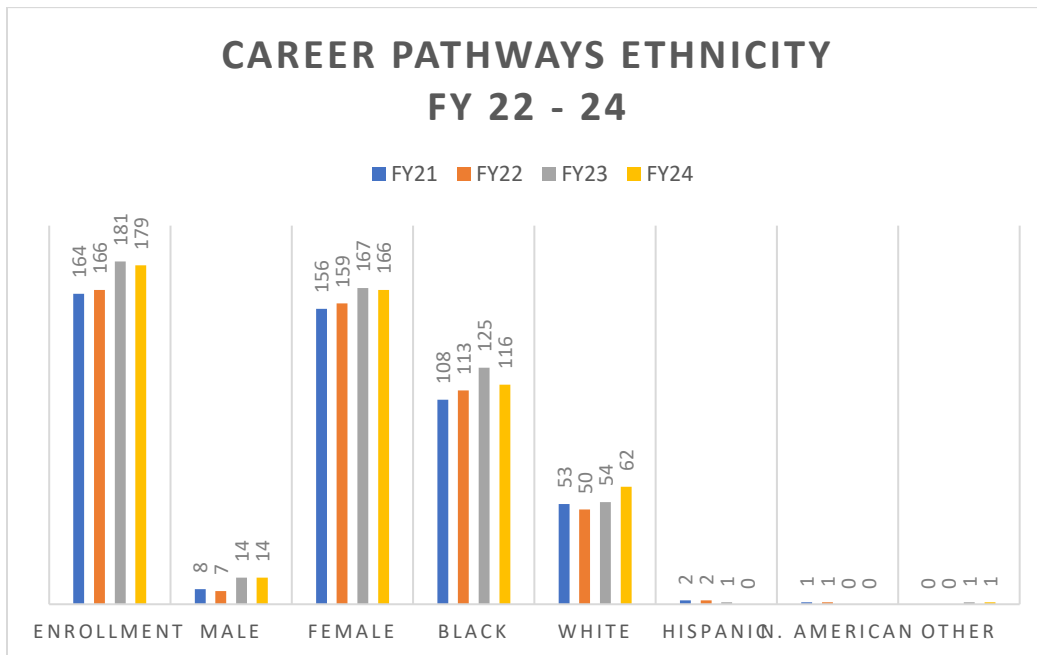
Source: Institutional Research, PCCUA, May 2024

APPENDIX G: FEDERAL WORK STUDY PARTICIPANTS 2021 - 2024



Source: Federal Work study, PCCUA, May 2024

APPENDIX H: CAREER PATHWAYS ETHNICITY FY 2022 - 2024



Source: Career Pathways Program, PCCUA, May 2024

COMPREHENSIVE SUMMARY OF FUTURE ACTIONS RELATED TO GOALS

GOAL 1: Actively Recruit Minority Students.

- PCCUA will maintain and create ties with local religious groups and civic organizations to provide information regarding admissions, support, academics, scholarship, transportation, etc.

GOAL 2: Actively Recruit and Retain Minority Faculty and Staff

- 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 3: Student Support, Retention, and Graduation

- 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 access 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.
- 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.

INDICATORS AND BENCHMARKS

The Vice Chancellor for Curriculum Instruction, the Vice Chancellor for Student Services, and campus members will collaboratively assess the effectiveness of the Minority Recruitment and Retention Plan. We will use academic performance, student persistence, graduation rates, academic and non-academic assessments to measure the effectiveness of the minority recruitment and retention plan.

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**

2023 – 2024 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
2023- 2024	11	56	50	104	160

Source: Human Resources, PCCUA, May 2023

**Table 4: Number of Minority, by Minority Group, Full-Time Faculty Who Currently
Work for the Institution
2023 – 2024 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
2023 - 2024	11	50

Source: Human Resources, PCCUA, May 2023

Table 5: Number of Minority Adjunct Faculty Who Currently Work for the Institution
2023 – 2024 Adjunct Faculty Count by Race

Adjunct	Male	Female
African-American	1	3
White	9	10
Hispanic	1	0
Unknown	3	5
Total	14	18

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**

Position	Ethnicity		Gender	
	African-American	White	Male	Female
Faculty-instructor	3	5	1	7
Clinical Instructor	0	0	0	0
Professional Staff	3	1	2	2
Classified Staff	1	2	0	3
Total	7	7	3	12

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.