



MINORITY RECRUITMENT AND RETENTION REPORT

**For the Academic Year of
July 1, 2024- June 30, 2025**

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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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 annual report is to detail PCCUA's initiatives, progress, and future programming to enhance campus access, engagement, and support for all students while removing all barriers that would impede student success.

Commitment to Recruit, Support, and Retain

PCCUA is committed to having a "shared responsibility" amongst campus members to participant in the recruitment and retention of faculty, staff, and students to create a quality educational environment for optimal learning experiences among the student body.

MINORITY RECRUITMENT AND RETENTION

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

GOAL 1: Actively Recruit Minority Students

- a. New pathways have been created to access higher education.
- b. Programs have been created that support students academically, emotionally, economically, and socially.
- c. PCCUA campus members strive to identify and eliminate barriers to student success.
- d. PCCUA is committed to creating "safe spaces" and resources for students facing societal issues.
- e. PCCUA is committed to creating opportunities for community engagement on the college campus.
- f. PCCUA has established a tracking mechanisms for prospective students involved in high school and community outreach activities.
- g. PCCUA is committed to creating platforms to hear varying voices and perspectives of student body and campus community.
- h. PCCUA will collaborate with local vendors and sponsors for student support.

- i. PCCUA has created community partnerships to increase the visibility of the institution in the community.
- j. PCCUA has created programming that will enhance civic learning and personal development for students.
- b. PCCUA has Athletic programming that has increased current enrollment and more visitation from prospective students across the state and bordering states. .
- c. PCCUA will continue to coordinate college recruitment fairs at local high schools and coordinate transfer fairs for attendance at 4-year institutions.
- d. 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.

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. PCCUA has developed a new employment orientation for new employees
- c. PCCUA has created a network of mentors and activities for new employees.
- d. Connect new employees with divisional support staff to assist in the acclimation of employees at the college.

STUDENT WELLNESS AND SUPPORT

PCCUA supports the mission of “helping every student succeed” through the application of equitable practices, treating students holistically, and through the extension of resources beyond campus. This student section of the report highlights the progress made in access, opportunity and student engagement, while emphasizing the need for continued efforts to support student success and retention.

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 and current students' information regarding college important dates, resources, and providing support services from admittance through the academic year to assist students where needed.
- b. PCCUA has a social mixer for incoming students after the first six-weeks of the academic year with support services, faculty, staff, and student peers to discuss the student experience, to identify student needs, set academic goals for the semester, and socialize with their peers.
- c. Co-Curricular activities are intentionally designed to provide students with the opportunity to engage with others through dialogue about topics on student success, support, and wellness.
- d. PCCUA will continue to utilize orientation as a vehicle to introduce and re-fresh students on PCCUA academics, student services, campus life, and college policies for enhanced campus navigation.
- e. 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.
- f. 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.
- g. 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.)** 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.
 - **Arkansas Career Pathways** provide support services and direct assistance to parents who want to increase their education and employability. It was developed through the efforts of Southern Good Faith Fund, Arkansas Association of Two-Year Colleges, Arkansas Department of Workforce Services, Arkansas Department of Workforce Education, Arkansas Department of Higher Education, and funded through the Arkansas Transitional Employment Board. It provides advising to assist with career and

educational decisions, childcare vouchers and transportation assistance, aid finding jobs while in school and careers upon graduation, extra instruction, tutoring, employment skills, access to computer labs for doing homework and improving computer skills. To be eligible, parents must meet certain income requirements and have at least one child under the age of 21 who is living at home. Office located in DeWitt, N101; Helena-West Helena, Bonner Center; Stuttgart, A154.

- **Campus Activities, Clubs & Organizations** provides exposure and participation in academic, social, cultural, and wellness programs. Additionally, the office enhances student growth and development by providing active opportunities for involvement in student organizations, student leadership, volunteerism, and service learning.
- **Career Closet**
Students can obtain lightly-worn, professional-looking clothing free of charge for interviews or other job-related meetings here.
- **Computer Assistance** can be gained through the completion and submission of a IT Help Desk ticket which is located on the pccua.edu home page.
- **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).
- **Intramural Activities** provides classmates with thrilling, supervised competitions designed to ignite teamwork, boost communication, sharpen critical thinking, and grow your leadership skills—all while having fun. Ready to level up your campus experience?
- **PCCUA Social Messaging** connects new and existing students to PCCUA via communication regarding Student Services, student wellbeing, Residential Living, campus updates, student activities, and campus resources.

- **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.
- **Residential Living & Housing at PCCUA** “The Ridge Apartments supports students’ development, learning, and engagement through intentionally designed community living and learning environments, program, and services. The Ridge Apartments provide students with Quad and Double style apartments, a kitchenette, restroom, furnished, utilities included, WiFi, security monitoring.
Rowdy Ride Transportation supports student learning by effectively transporting enrolled students on the Helena campus to and from the PCCUA campus for free, encouraging and developing relationships with students, and further connecting our students to campus and community resources.
- **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.
- **Study Labs, Computer, and Tutoring** Each campus has a computer lab for studying, tutoring, testing and other Student Support Services resources and activities. The Computer lab on the DeWitt campus is located in room N106, the computer lab on the Helena campus is located in the STAR Lab room C202 in the Arts and Sciences building, and the Computer Lab on the Stuttgart campus is located in room B105. Student support staff is available in each lab for assistance. Lab hours are posted at each campus library and in Student Services.
- **Student Center** is the hub for campus connectivity! Faculty, Staff, and students are able to gather, experience a wide array of programs, and services designed to foster a sense of community among campus members.
- **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 Success Suite** Space seeks to assist students in achieving academic success and personal growth through dissemination of information including career education, transfer student information, campus and community resources, registered student organizations, student advocacy, and a safe space to support student wellness.
- **Student Support Services** is a TRIO program designed to motivate and support students in their academic endeavors. The goal of the SSS program is to raise the academic

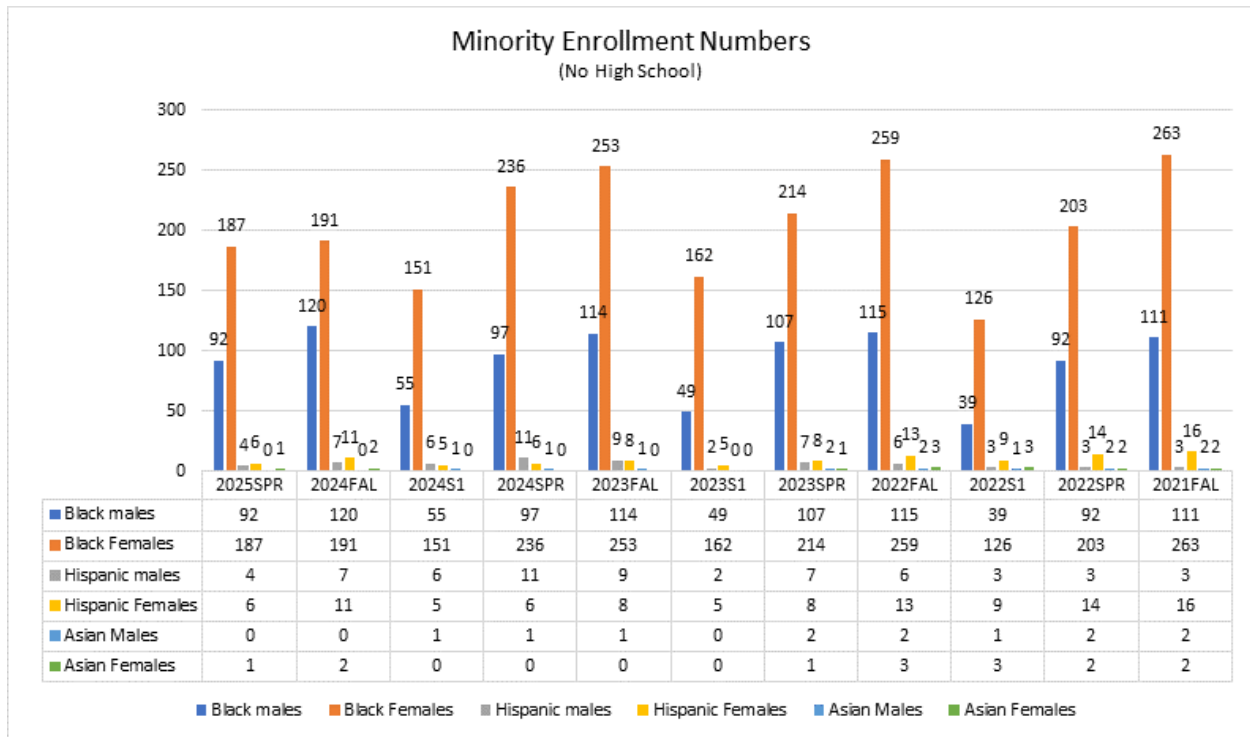
progress and performance levels of low-income, disabled, and first-generation college students, as well as to retain and successfully complete their educational programs for transfer into four-year institutions, and career and job readiness. Eligibility for the program includes being a first-generation college student, meeting the federal low-income guidelines, as noted by the Department of Education, or having a documented disability. The academic services and social support provided by the program greatly impact students' persistence and retention. Services that are provided to participants through the SSS program include Advising, Financial aid counseling, Transfer information/assistance, Career exploration, Peer/computer-assisted tutoring, Peer mentoring, and Student Advocacy.

- **Virtual Academy**

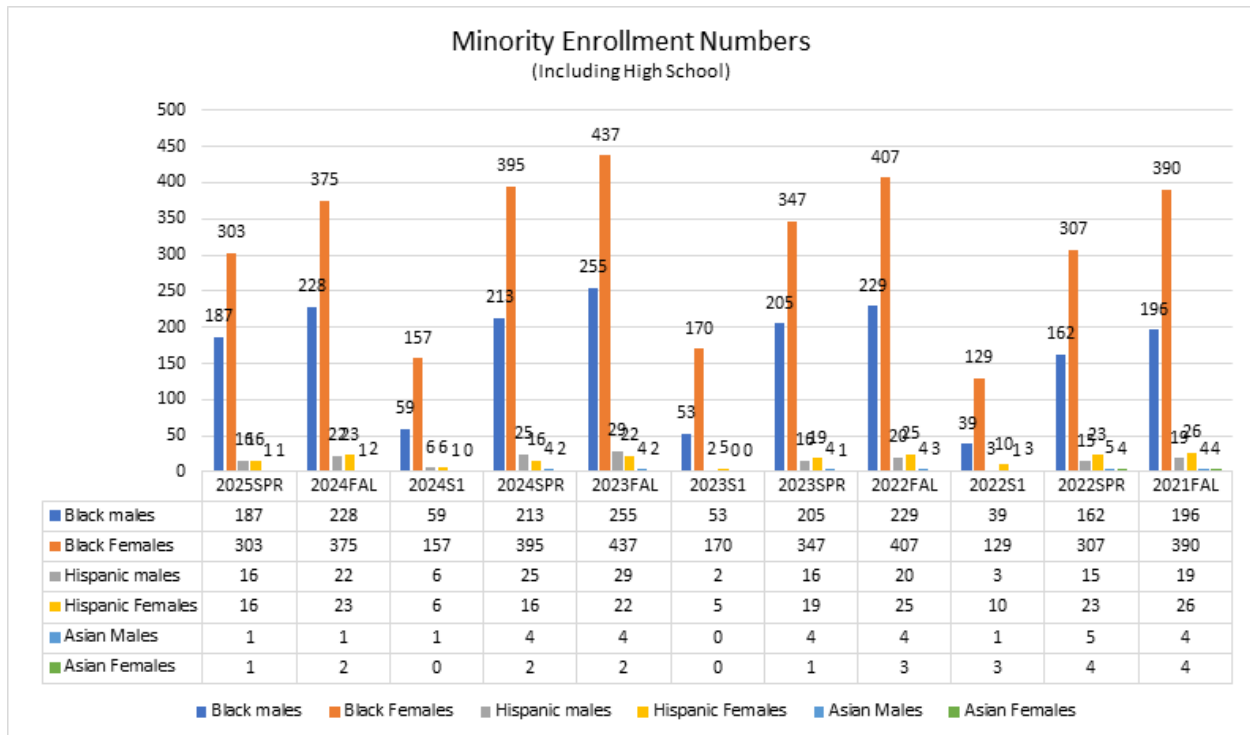
The Academy is available to assist students with online course support. Students may check out computers and hot spots with this office for the entire term.

APPENDICES

APPENDIX A: PCCUA MINORITY ENROLLMENT

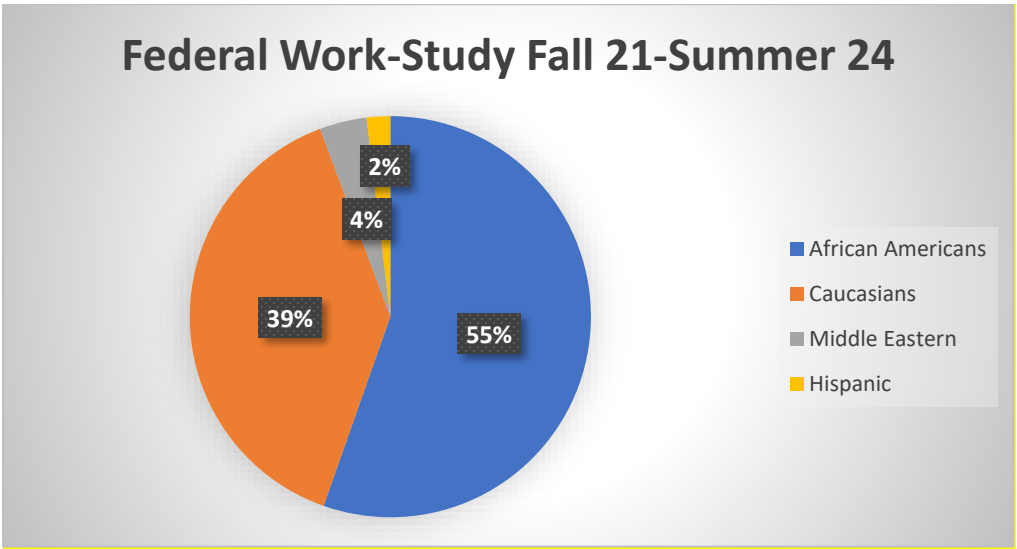


Source: Institutional Research, PCCUA, May 2025

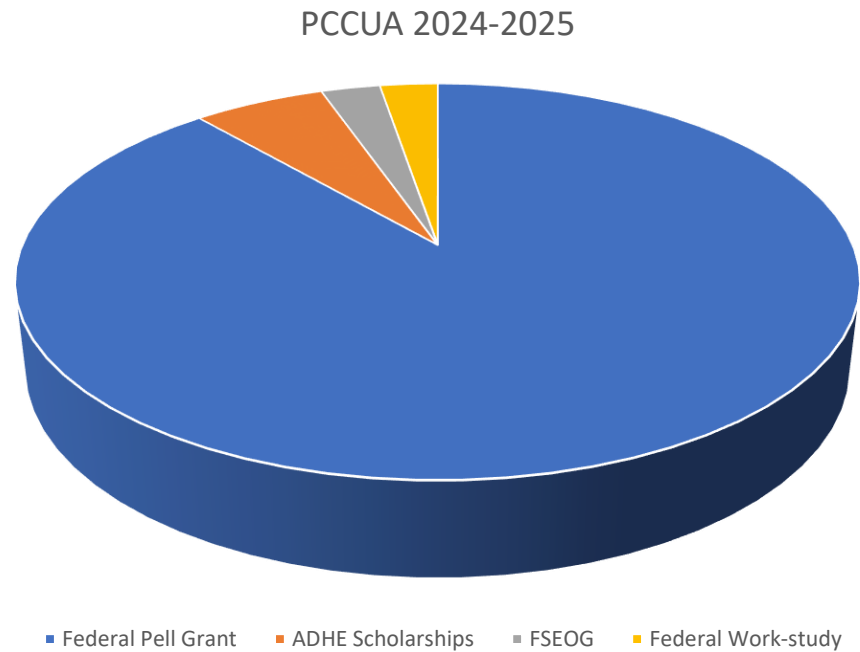


Source: Institutional Research, PCCUA, May 2025

APPENDIX B: FEDERAL FUNDING PROVIDED 2024 – 2025

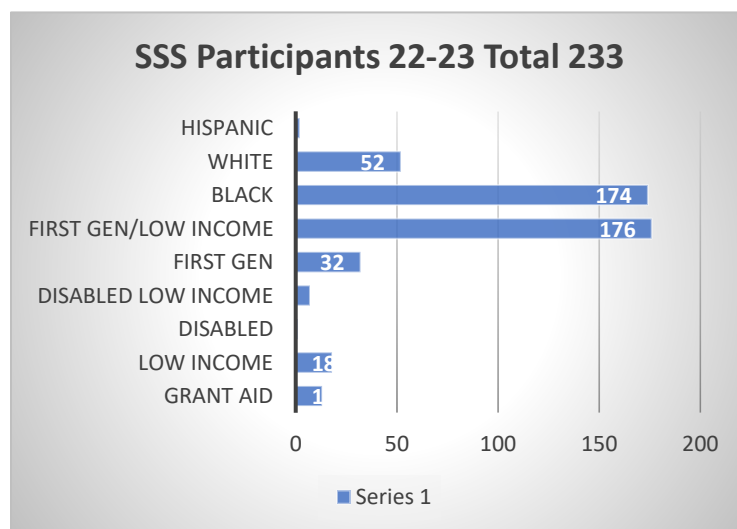
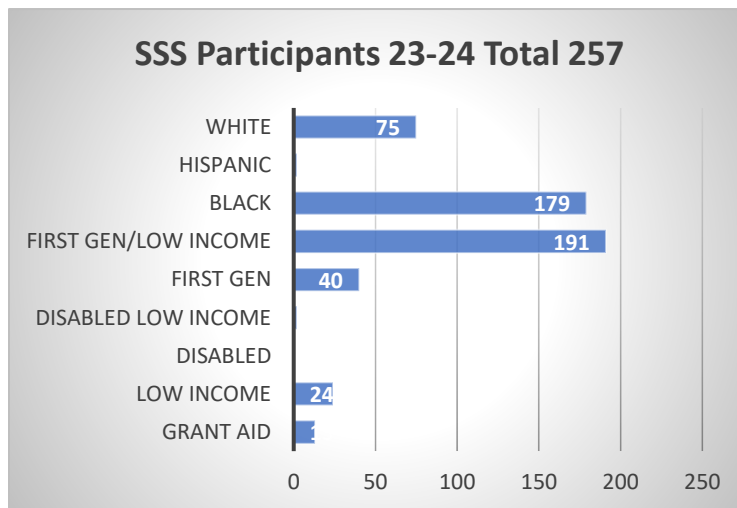
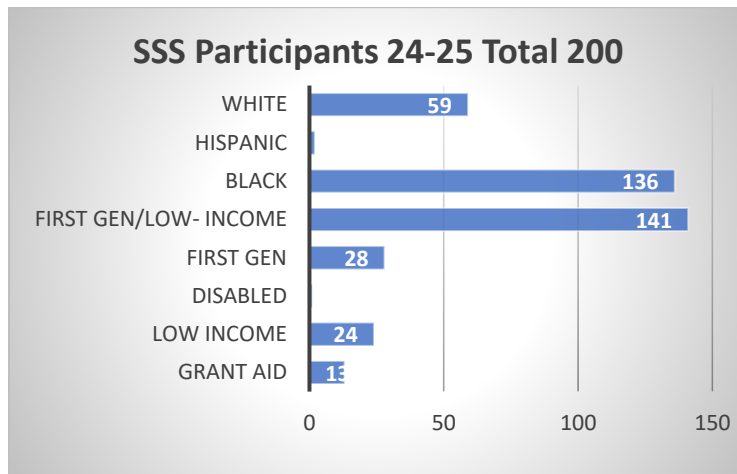


Source: Federal Work study, PCCUA, May 2024



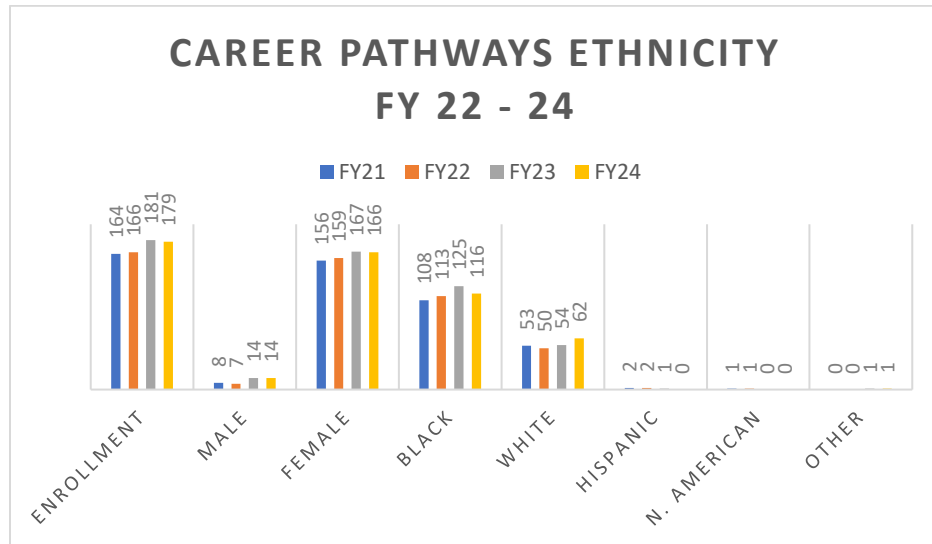
Source: Federal Work study, PCCUA, May 2025

APPENDIX C: STUDENT SUPPORT SERVICES PARTICIPATION FY 2022 - 2024



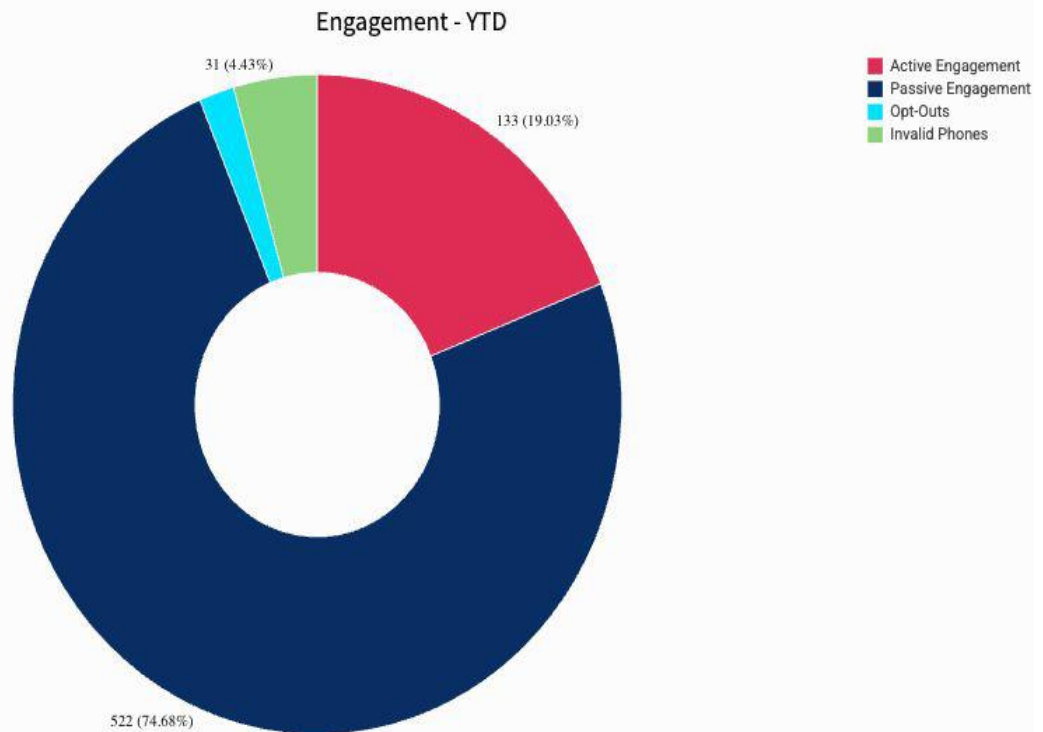
Source: Student Support Services, PCCUA, June 2025

APPENDIX D: CAREER PATHWAYS ETHNICITY FY 2022 - 2024

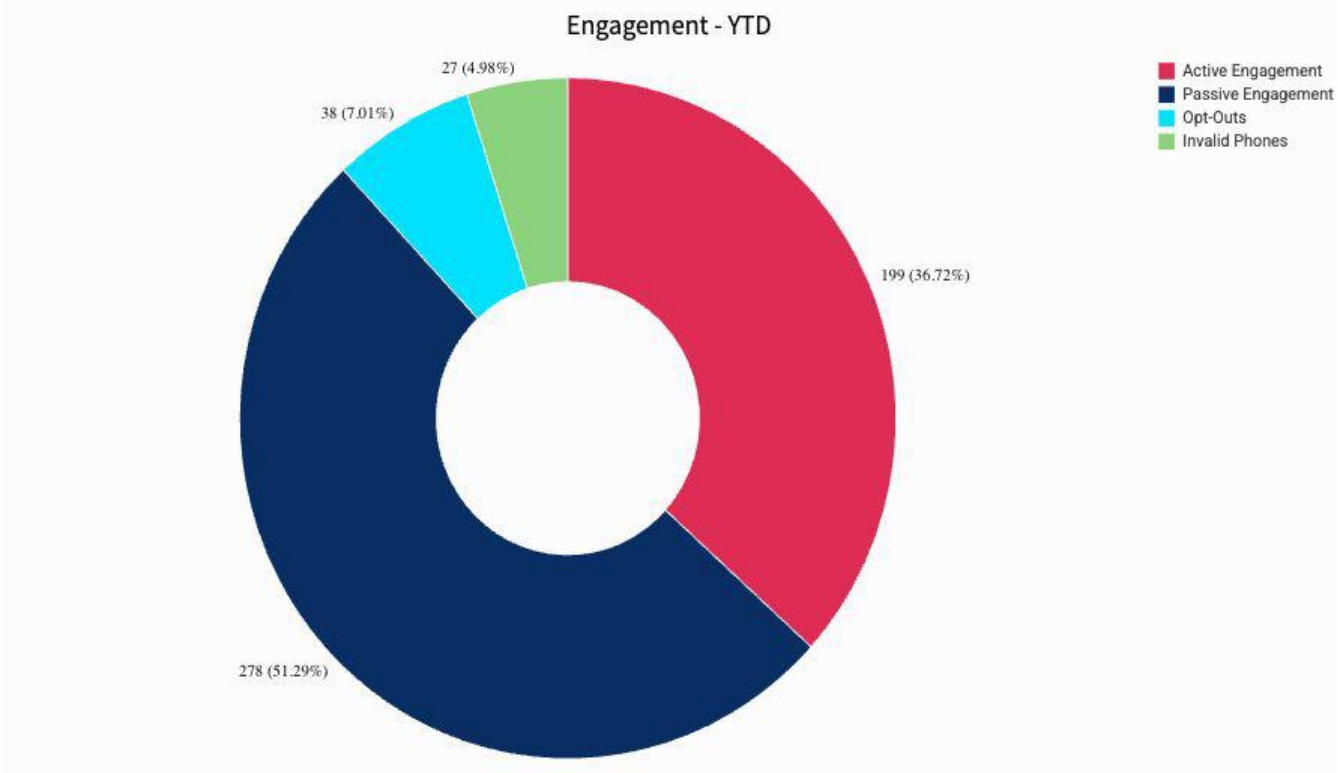


Source: Career Pathways Program, PCCUA, May 2024

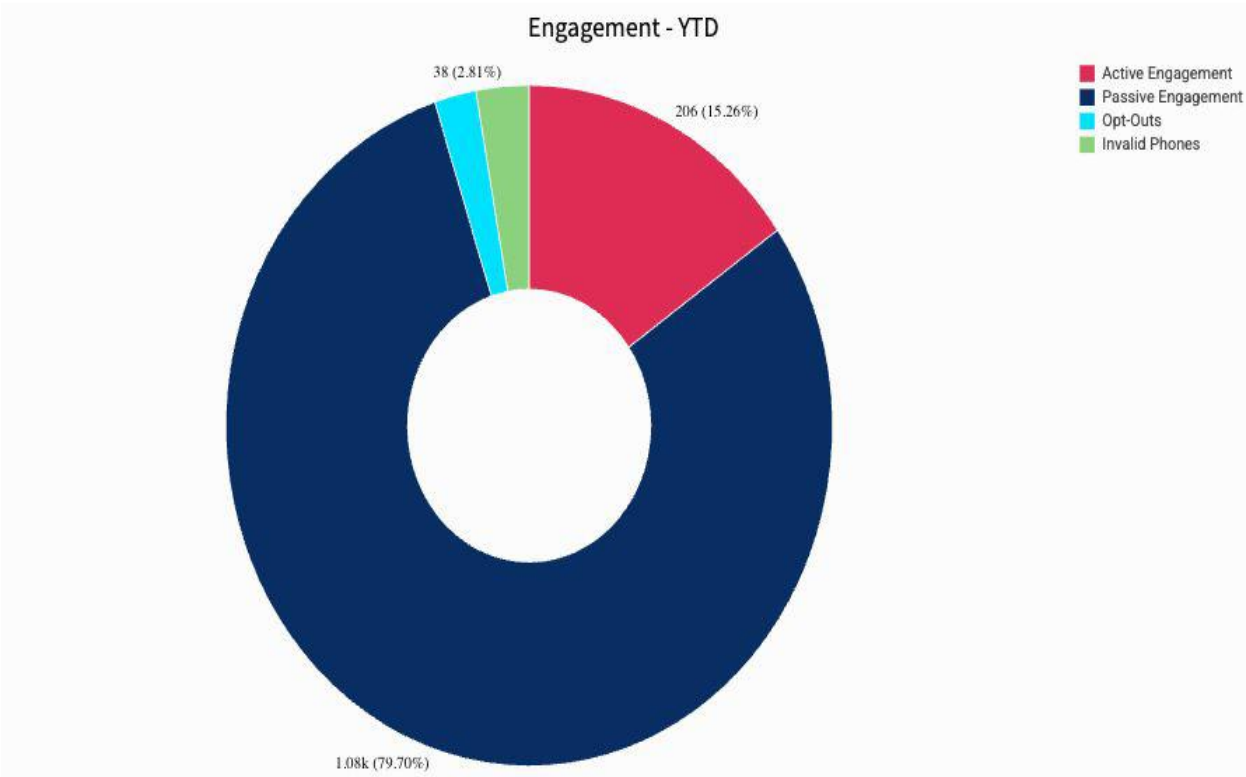
APPENDIX E: STUDENT ENGAGEMENT SOCIAL MEDIA PLATFORM STUDENT ENGAGEMENT 2022 – 2024



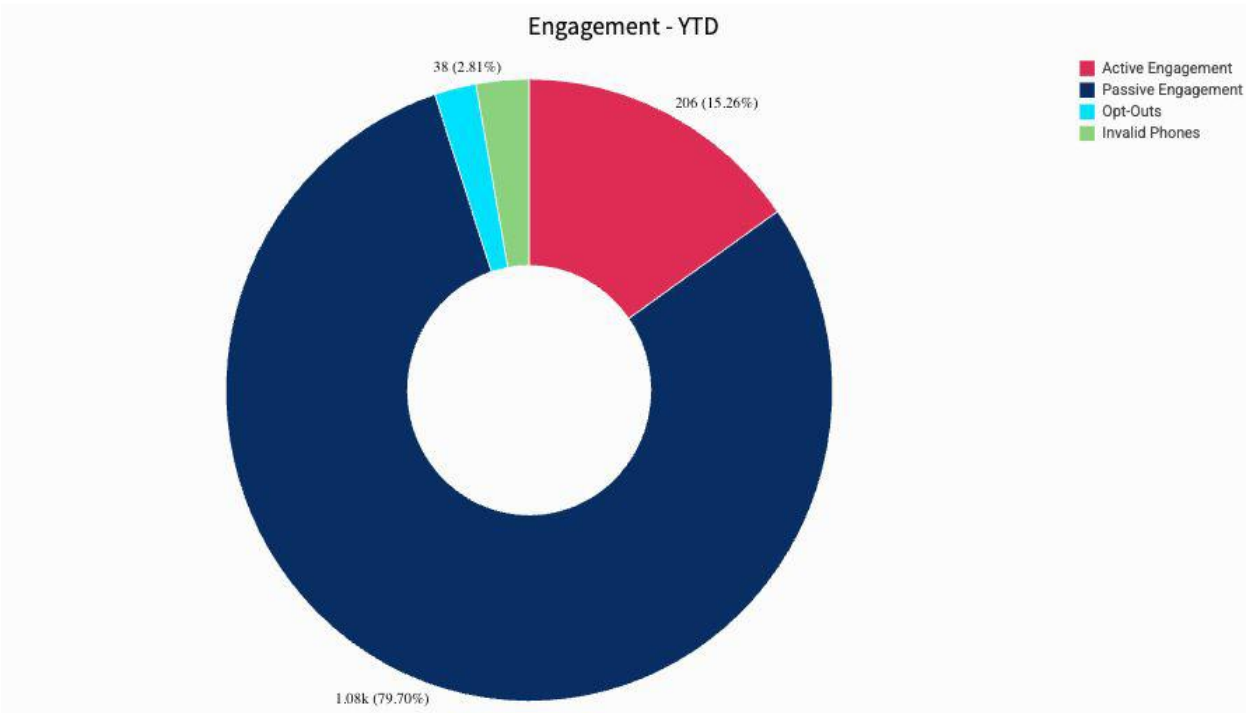
Fall 2022



Spring 2023



Summer 2024



Fall 2024

FACULTY AND STAFF

PCCUA will continue to review recruitment and retention efforts to ensure the attainment of minority faculty and staff at the institution. PCCUA values having campus members with varied experiences, backgrounds, and skillset to contribute to the educational environment.

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

2024 – 2025 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
2024 -2025	12	52	52	105	157

Source: Human Resources, PCCUA, May 2024

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

2024 – 2025 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
2024 – 2025	12	52

Source: Human Resources, PCCUA, May 2024

Table 5: Number of Minority Adjunct Faculty Who Currently Work for the Institution
2024 – 2025 Adjunct Faculty Count by Race

Adjunct	Male	Female
African-American	1	3
White	10	9
Hispanic	0	0
Unknown	0	1
Total	11	13

Source: Human Resources, PCCUA, May 2024

PCCUA has difficulty identifying personnel with appropriate credentials for content area. The institution will improve upon efforts to recruit qualified personnel.

**Table 6: Number and Position Title of Minority Faculty and Staff
Who Began Working at the Institution in the Past Year
2024 – 2025 New Minority Hires**

Position	Ethnicity		Gender	
	African-American	White	Male	Female
Faculty-instructor	2	15	1	1
Clinical Instructor	0	0	0	0
Professional Staff	3	2	1	4
Classified Staff	8	5	4	9
Total	13	8	7	14

Source: Human Resources, PCCUA, May 2024

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 and changing student population.

COMPREHENSIVE SUMMARY OF FUTURE ACTIONS RELATED TO GOALS

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

- PCCUA will maintain and create ties with local groups, civic organizations, businesses, and campuses to actively participate in community, and to forge future partnerships to support students at PCCUA.

GOAL 2: Actively Recruit and Retain Minority Faculty and Staff

- PCCUA will actively engage in the community, at conferences, at State and National meetings to improve recruitment of minority faculty and staff.

GOAL 3: Student Support, Retention, and Graduation

- Become more intentional in focusing on data disaggregation to reflect trends and differences of subsets to better support students.
- Review analysis of data to ensure equity of resources, services, and access to all our students.
- Encourage participation in professional development opportunities to enhance student experiences.
- Enhance campus-wide efforts to retain and graduate students.
- Assess academic and student services to ensure quality delivery of services.

INDICATORS AND BENCHMARKS

PCCUA will continue to strive for positive outcomes in student retention and engagement initiatives, foster a sense of belonging, offer mentorship, academic resources, wellness support, and a commitment to creating an educational environment where every flourishes.

Academic performance, student persistence, completion rates, and non-academic assessments to measure the effectiveness of programming and services at PCCUA.