



# PCCUA Minority Recruitment and Retention Annual Report

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Phillips Community College of the University of Arkansas

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**I. Number of minority students, by minority group, who currently attend the institution.**

Phillips Community College of the University of Arkansas (PCCUA as an Achieving the Dream (ATD) institution, has a history of gathering, disaggregating, and analyzing data based on race and ethnicity to make decisions related to student success. Economic status is included in data analysis using Pell participation as an indicator. As an ATD leader College, we have worked vigorously to reduce barriers faced by students of color and students coming from poverty. This year the College was honored by the American Association of Two Year Colleges as a finalist for the 2013 Awards of Excellence for our work with student success. Using the minority student definition established by the Higher Education Act of 1971 (reauthorized in 1965, 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008), PCCUA’s enrollment reflects a high minority student population. However, the College student body is largely bi-racial with a 50 percent white, 48 percent African-American, and 2 percent other populations. Females comprise 65 percent of the student population and males comprise 35 percent of the student population. (See Table 1)

**Table 1: Minority Student Enrollment**

Race/Ethnicity	Fall 2012			Spring 2013			Total
	Male	Female	Total	Male	Female	Total	
Asian	5	8	13	5	9	14	27
Black	292	656	948	235	555	790	1738
Hispanic	7	14	21	5	12	17	38
Am Ind	6	2	8	4	1	5	13
White	384	606	990	332	495	827	1817
UK	0	0	0	0	0	0	0
Total	694	1286	1980	581	1072	1653	3633

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

Recruiting and retaining qualified African and minority applicants for teaching and staff positions is difficult. PCCUA's low pay and rural location makes working in this community less attractive than other areas to some applicants. Although the College actively recruits minority applicants, it is difficult to convince applicants to live in any to the three communities the College serves. In fact, an increasing number of faculty on the Helena campus are opting to live in suburbs of Memphis. The most recent administrative position available at PCCUA was filled by a well qualified African American female. Just a short time after accepting the position and before relocating to this region, she changed her mind about the job and decided not to come. This year we lost a young African American faculty math instructor who, according to her exit interview, loved her job but hated being so isolated from urban life. Her replacement is a recent graduate of the University of Arkansas at Fayetteville and is Hispanic. With a growing number of faculty and staff retiring, we may continue to have difficulty finding qualified replacements in certain disciplines, especially well qualified minority applicants.

Another reason PCCUA has difficulty attracting new faculty is because of its low salaries, especially in the Division of Allied Health. Faculty in this division receive \$8,000 added to the base salary (established on the PCCUA Faculty Salary Placement Schedule) in order to compete with salaries in the allied health fields. Faculty salaries at PCCUA are lower than other colleges and lower than the public schools. Another problem is recruiting and keeping minority professional staff in leadership positions. The college does seek qualified minority applicants, it is just that in some areas (nursing, math, and the sciences), there are not many applicants, especially minority applicants. (See Table 2)

**Table 2: 2008-2011 Full Time Faculty and Staff by Minority Status**

<b>Year</b>	<b>Minority Faculty</b>	<b>Total Faculty</b>	<b>Minority Staff</b>	<b>Total Staff</b>	<b>Total</b>
<b>2008-2009</b>	13	79	55	147	228
<b>2009-2010</b>	14	79	57	150	229
<b>2010-2011</b>	12	79	57	148	227
<b>2011-2012</b>	12	73	60	154	227
<b>2012-13</b>	12	73	56	149	222

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

During the 2012-13 academic year the College hired an African American female faculty member and offered a position to an African-American female administrator. The faculty member stayed for a year and left the college to teach at a four year college. As previously mentioned, the administrator accepted the position but later decided not to move here with her family. (See Table 3 & 4)

**Table 3: Faculty and Staff Hired Each Academic Year**

<b>Year</b>	<b>Minority Faculty</b>	<b>Minority Staff</b>
<b>2009-2010</b>	3	4
<b>2010-11</b>	0	1
<b>2011-12</b>	2	4 + 3 (change in rank)
<b>2012-13</b>	1	*3

\*New hires from July 2012 thru June 2013

**Table 4: Minority Faculty Enrollment by Race and Gender**

<b>Ethnicity</b>	<b>Fall 2011</b>			<b>Spring 2012</b>		
<b>Race/Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Asian</b>	0	1	1	0	1	1
<b>Black</b>	25	45	70	22	46	68
<b>Hispanic</b>	1	0	1	1	0	1
<b>Am. Indian</b>	0	0	0	0	0	0
<b>White</b>	40	115	155	39	116	155
<b>UK</b>	0	0	0	0	0	0

**Table 4b: Minority Faculty as of June 2013.**

<b>New Hires As of May 2013</b>			
<b>Race</b>	<b>Male</b>	<b>Fem</b>	<b>Total</b>
Asian	0	1	1
Black	3	7	10
Hispanic	2	0	2
American Indian	0	0	0
White	16	45	61
UK	0	0	0
Total	21	53	74

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

PCCUA established five goals for the recruitment and retention of minority faculty, staff, and students.

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

The college has very specific strategies tied to improving retention among low income and underprepared students, many of whom are African-American because of the high minority enrollment. The strategies used include supplemental instruction labs tied to all developmental courses in English, reading, and math; an early alert program with a special emphasis on the importance of attendance; and two student success courses tied to Basic Writing II and Freshman English I.

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

The college actively recruits students from area high schools to attend PCCUA. Two year's ago the college instituted the Great River Promise, a scholarship available for Arkansas and Phillips County high school graduates who maintain a 2.0 GPA and remain in good standing at their high school.

**3: PCCUA will continue working toward increasing the number of minorities among the faculty and staff because we understand and value the importance of diversity at PCCUA. We are committed to recruiting and retaining qualified African-American and other minority faculty and staff.**

Recruiting and retaining qualified African American faculty and staff is important to students and the College. One effective strategy for doing this has been to assist many of our past students and employees in acquiring advanced degrees by providing opportunities for professional advancement. PCCUA has bachelor and masters degree opportunities on the three campuses

from over four colleges and universities. This “grow your own” approach has proven to be successful in capturing a “place bound” population. It has also provided an opportunity for internal staff advancement.

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

The college examines retention data in an effort to identify enrollment trends which impact decision making about course delivery, support services, and intrusive advising to reduce the number of students dropping courses.

**5: PCCUA will seek qualified applicants for review to increase the opportunities of appointing a minority to the PCCUA Board of Visitors when a position becomes available.**

The college has actively sought minority applicants for the Board of Visitor positions. Currently, there are twelve members of the Board of Visitors: one is an African-American male, two are African-American females, and two are white females. Additionally, as part of the University of Arkansas System which is composed of ten members and two are minority: one is a female and one is African American.

**V. Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.**

PCCUA will continue with the mandatory testing, placement and COMPASS Test Preparation program. The Early Alert program which focuses on regular attendance is an important strategy for course retention. PCCUA also requests faculty to assess early and refer students for tutoring

if it is needed. All of these strategies are important to minority retention. In addition to these strategies, PCCUA has implemented several new strategies which will improve student success outcomes.

1. Mandatory orientation is required for all students. This newly implemented strategy is valuable for all student but especially for students who are not as comfortable or prepared for navigating the college system.
2. The College will include more professional development about instructional efforts which improve minority retention. This is especially important for new faculty. In addition, the college will continue to engage faculty in cooperative learning techniques used for instruction.
3. PCCUA has a new Strategic Plan which includes the College Minority Plan with a specific emphasis on retaining and improving success for African American males. We are developing an African American male mentoring program.
4. As part of the PACE (Pathways to Accelerated Completion and Employment) Grant, PCCUA has opened a new lab to enhance student success. The STAR (Students Taking Action with Resources) Center is a welcoming environment where students can come for support and encouragement. The center provides individual and small group tutoring with emphasis in the developmental areas Those students using the center's computer lab have the opportunity to work on papers and class assignments while taking advantage of additional support from the tutor and/or center coordinator.

5. The college common reader for the 2013-14 academic year is *The Warmth of Other Suns* by Isabel Wilkerson. It is the winner of the National Book Critics Circle Award for nonfiction and focuses on the “Great Migration” of southern sharecroppers to urban areas of the United States. The focus of this year’s common reader will continue unresolved conversations about race among faculty and staff in an effort to encourage an examination about personal attitudes, values, beliefs, and understandings. The common reader is also used for conversations among faculty and students enrolled in selected course

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

<b>Testing, Placement and Focused Advising</b> Advising, placement, mentoring New Prep Testing (mandatory for all student)	Ongoing	Developmental Education Faculty
<b>Early Alert System</b> Continue Early Alert to all faculty requiring documentation of absenteeism using the campus referral system. Absenteeism-reduce absenteeism in the classroom	Ongoing	Faculty, Deans, VC for Instruction
<b>Academic Intervention</b> Require early assessment of student learning by faculty (third week). Implement PREP Program for students not ready for college level course work. Require faculty to inform students of their academic status by the third week of classes. Ensure that faculty refer students for tutoring if the student is not succeeding or assuming the responsibility for student tutoring.	In Progress	Deans, VC for Instruction
<b>Strategic Plan (Tentative Implementation Date)</b>	8/13	College Wide
<b>Faculty Engagement</b> New faculty Training Cooperative Learning	8/12	Faculty & Staff
<b>Tutoring-Star Lab</b> New multi-purpose lab designed for student tutoring, career exploration, wiring, and academic support	11/2012 Opened	Chair/VC for Instruction
<b>Increase Research Capacity</b> Continue to train faculty for data analysis to increase research capacity.	8/14 & 15 Ongoing	Deans, VC for Instruction, faculty, DIR
<b>Common Reader –<i>Warmth of Other Suns</i></b> Continue ongoing conversations about race and poverty. Visit by Author at Spring In-Service	8/12 Introduced	Discussion Facilitators All employees

## **Budget Analysis**

<b>Activity</b>	<b>Implementation</b>	<b>General Estimated Costs</b>
Advising and Placement	On-going	Absorbed by Advising
Early Alert	On-going	Absorbed by Advising
Academic Intervention	On-going	\$ 3,000
Increased Research Capacity	On-going	\$ 2,000
Mandatory Orientation (this is 2 <sup>nd</sup> time)	Fall 2012	\$ 10,000
STAR Lab-Tutoring	11/2012-opened	\$ 42,000
New Faculty Training	08/13-12/13	\$ 2,000
Cooperative Learning	10/13	\$ 5,000
Common Reader and Speaker	8/13-5/14	\$ 6,000
<b>Estimated Total</b>	<b>8/13-5/14</b>	<b>\$ 70,000</b>

## **Evaluation**

PCCUA will use both qualitative and quantitative data using faculty and student surveys, focused group sessions, interviews, anecdotal stories, and quantitative data related to course retention, term to term retention, fall to fall retention, and certificate and degree completion. A special emphasis will be placed on disaggregation and analysis of data related to ethnicity. Data outcomes will be shared at four data carousels or discussions on selected dates for the 2013-14 academic year.