



PHILLIPS COMMUNITY COLLEGE OF THE
UNIVERSITY OF ARKANSAS

MINORITY RECRUITMENT AND RETENTION
ANNUAL REPORT
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Minority Recruitment and Retention Annual Report
PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

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

Using multiple characteristics for disaggregating and analyzing data has been very important to the PCCUA Data Team. Concerns related to race, gender, and socio-economic level and identifying strategies which seem to facilitate learning have been important to the student success efforts of the College. Data serves as a primary source for informing decision making. Performance outcomes are critical to self-assessment of student success progress. In addition, the College also has numerous initiatives which require the reporting of specific outcomes using disaggregated data such as Career Pathways, Working Family Success Network CC, and Academy of College Excellence (ACE). All College initiatives are aligned and address goals within the Strategic Plan. All of these initiatives are tied to removing obstacles to student success. These goals include the following:

1. Support for Student Learning,
2. Development for Faculty and Staff,
3. Implementation of Processes and Practices for Budgeting and Planning,
4. Development of Distance Learning Opportunities,
5. Development and Support of Emerging Technologies (responding to ever Changing technology),
6. Confirmation and Expansion of Industry, Business, and Community Partnerships.

The Phillips students often face multiple obstacles to success such as poverty, under-preparedness, under-representation. In an effort to remove the obstacles, the College has multiple student support initiatives. The high risk factors previously mentioned are reflected in the student population the College serves. PCCUA is composed of 49.5 percent white, 45 percent African-American, and 2.8 percent Hispanic, 1% other populations, and 1.5% unknown. Females comprise 61.7 percent of the student population and males comprise 38.9 percent of the student population. (See Table 1: PCCUA Student Demographics).

Table 1: PCCUA Student Demographics

Student Ethnicity	Fall 2016			Spring 2017			Undup. Fall and Spring Total
	Male	Female	Total	Male	Female	Total	
Race/Ethnicity							
Asian	1	6	7	1	5	6	7
Black	278	494	772	204	386	590	889
Hawaiian/Pacific Islander	0	0	0	0	0	0	0
Hispanic	21	33	54	13	23	36	57

Am Indian	4	3	7	3	2	5	7
White	371	527	898	298	395	693	978
Two or more races	2	4	6	1	3	4	6
UK	2	1	3	12	18	30	31
Total	679	1068	1747	532	832	1364	1975

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

PCCUA’s student population is bi-racial not really multicultural. This student demographic makes it very important to recruit and retain good African American role models in administrative, faculty, and staff positions. However, recruiting African-American applicants for jobs in the communities PCCUA serves is sometimes challenging. The student population is high needs and high risk reflecting underprepared for college, first generation college, low incomes, and other characteristics which are most common with the under-resourced student. The student population mirrors the communities’ social demographics. That along with other issues such as lower salaries, PCCUA faculty and staff salaries tend to be low, make seeking employment at PCCUA less attractive than colleges located in urban areas. One strength PCCUA has is its ability to retain those we do hire. In spite of challenges PCCUA does face, the College makes every effort to advertise positions in newspapers, magazines, and on-line. In addition, we advertise in newspapers and magazines designed for African-American audiences. Perhaps our best infrastructure development has been to recruit employees who demonstrate advancement performances. The College has embraced professional development and on-going college education opportunities and most who are hired here know our advancement opportunities are excellent.

This year PCCUA conducted a Faculty Equity study which resulted in numerous faculty salary adjustment across all divisions. This effort, in addition to a 2% across the board raise for faculty and professional staff has resulted in a more positive attitude about the salary issues.

Some faculty positions are designated as “hard to hire” positions and have an additional \$8,000 added to the base. These include all Allied Health faculty and math faculty with a masters in mathematics degree. Pay differentials are very important in the effort to recruit new faculty in hard to hire disciplines such as math and nursing. It is extremely difficult to find minority faculty in nursing, math, and science and minority faculty comprise only 13.2% of the instructors employed. (See Table 2: Minority Faculty and Staff).

Table 2: Minority Faculty and Staff

Year	Minority Faculty	Minority Staff
2014-15	10	58
2015-16	8	55
2016-17	9	68

Note: all faculty are instructors, there are no position titles for faculty.
 Staff are classified as professional staff (administrators), and classified staff.

III. Number of minority, by minority group, full-time faculty who currently work for the institution.

All but one minority faculty are African-American. The one non-African-American minority faculty member is a Hispanic male. There are no faculty rankings and all faculty are categorized as instructors. (See Table 3: Faculty and Staff).

Table 3: Faculty and Staff

Year	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2011-2012	12	73	60	154	227
2012-2013	12	73	56	149	222
2013-2014	11	70	64	145	215
2014-2015	10	68	58	148	216
2015-2016	8	58	55	139	197
2016-2017	9	59	68	140	199

IV. Number of minority adjunct faculty who currently work at the institution.

PCCUA has forty-one (41) adjunct faculty who teach at least one course throughout the course of four academic terms (fall, spring, summer 1, and summer 2). This year PCCUA had only white and African-American adjunct instructors. That demographic does change occasionally but the College is largely bi-racial in its adjunct instructor composition. (See Table 4: Adjunct Faculty).

Table 4: Adjunct Faculty

Adjunct	Male	Female
African-American	4	6
White	8	23

Note: one African American male instructor was advanced to a 60% fully benefitted teaching position during the course of the year and will be full time next year.

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

PCCUA hired ten new employees this year. Of that group, three staff members are African-American and one is white, one is male and two are female. The College hired four new professional staff. Of that group, two new program directors were African American and two were white, one was a male and the other three were female. PCCUA hired two new

instructors, both were male and one was African-American and one was white. The College also hired one clinical instructor who is an African-American female. (See Table 5: Minority Faculty and Staff Hired this Year).

Table 5: Minority Faculty and Staff Hired This Year

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

Note: There are no other ethnic groups represented for the new hire population of ten new employees.

Professional Staff Position Titles:

- 1 African-American Female-Gear Up Program Director
- 1 White Male-Director of Workforce Training
- 1 African-American Female-Career Coach
- 1 White Female-Gear Up Program Director
- 1 African-American Clinical Instructor

Instructors

- One White Male
- One African-American Male

Classified Staff

- Custodial Worker (One White Female)
- Administrative Specialist (One African-American Female)
- Equipment Operator (One African-American Male)

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

Recruitment and retention are the highest priorities at the College. Fall of 2016 reflected an increase in enrollment number.

Table 6: Enrollment by Headcount and FTE

Year	Headcount (unduplicated)	FTE
2014-15	2281	986
2015-16	2126	942
Term		
Fall 2015	1661	
Fall 2016	1747	

The College's retention is at 65% and this may be the highest rate we have ever had. Our completion rate is 29% at 150% time. This is very good for PCCUA. Typically, few students complete on time because of the high remediation rates at the College so 150% time is typical. Connected to the retention efforts, the College's data reflects success for students completing math gateway courses which the institution has identified as College Algebra or Tech Math. Student data showed a significant overall success rate for completion of math gateway courses. The College data also showed improvement for gender and ethnic groups. However, there is still a large gap for math gateway completion between students who are white and those who are African-American. This will be a goal for next year's student success work. (See Table 6: Gateway Performance in Math and English)

The College data reflects success with completion of English gateway classes. There is overall improvement with all groups in English gateway completion. There is a gap between white students and African-American students but it is not as great a gap as seen with the completion of math gateway courses. (See Table 6: Gateway Performance in Math and English).

Pell recipients have shown a remarkable improvement in completion of both math and English gateway courses. The Goal Team, a group which reviews and analyses data before it is shared with others at the College, believe this data reflects the Working Student Success Network (WSSN).

PCCUA has increased retention rates. The Fall-to-Spring retention rates showed improvement in males and females and in between whites, African-American students, and the very small number of students from other ethnic groups. The gap between African-American and white students has been greatly reduced. Additionally, retention among students receiving Pell also showed much improvement. The annual retention for Fall-to-Fall, showed improvement by all groups based on gender, race, and Pell participation. (See Table 7: Fall-to-Spring and Fall-to-Fall Persistence).

Table 7: Gateway Performance in Math and English

Math Gateway Courses	Cohort											
	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	in Cohort	Successf.	Successf.	in Cohort	Successf.	Successf.	in Cohort	Successf.	Successf.	in Cohort	Successf.	Successful
Overall	170	33	19%	144	37	26%	132	52	39%	139	56	40%
Gender												
Female	117	23	20%	95	27	28%	97	37	38%	78	31	40%
Male	53	10	19%	49	10	20%	35	15	43%	61	25	41%
Race/Ethnicity												
White	71	21	30%	60	20	33%	64	29	45%	60	38	63%
Black	97	11	11%	76	15	20%	65	21	32%	73	17	23%
Hispanic			-	5	2	40%	3	2	67%	3	1	33%
Pell Recipients	142	23	16%	121	27	22%	104	38	37%	109	36	33%

English Gateway Courses	Cohort											
	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	in Cohort	Successf.	Successf.	in Cohort	Successf.	Successf.	in Cohort	Successf.	Successf.	in Cohort	Successf.	Successful
Overall	155	82	53%	128	75	59%	130	77	59%	124	76	61%
Gender												
Female	103	56	54%	88	55	63%	93	57	61%	73	44	60%
Male	52	26	50%	40	20	50%	37	20	54%	51	32	63%
Race/Ethnicity												
White	74	46	62%	59	34	58%	63	49	78%	54	44	81%
Black	79	35	44%	64	39	61%	64	25	39%	64	29	45%
Hispanic			-	4	2	50%	3	3	100%	3	2	67%
Pell Recipients	130	66	51%	108	60	56%	105	55	52%	97	52	54%

Table 8: Fall-to-Spring and Fall-to-Fall Persistence

Fall-to-Spring Persistence	Cohort											
	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	in Cohort	Still Enro.	Still Enro.	in Cohort	Still Enro.	Still Enro.	in Cohort	Still Enro.	Still Enro.	in Cohort	Still Enro.	Still Enro.
Overall	226	156	69%	178	142	80%	162	130	80%	157	128	82%
Gender												
Female	148	103	70%	115	92	80%	118	100	85%	90	73	81%
Male	78	53	68%	63	50	79%	44	30	68%	67	55	82%
Race/Ethnicity												
White	124	87	70%	97	71	73%	100	81	81%	84	74	88%
Black	142	93	65%	118	95	81%	97	74	76%	97	71	73%
Hispanic	0		-	7	5	71%	3	2	67%	4	3	75%
Pell Recipients	183	129	70%	144	115	80%	127	99	78%	121	97	80%

Fall-to-Fall Persistence	Cohort											
	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	in Cohort	Still Enro.	Still Enro.	in Cohort	Still Enro.	Still Enro.	in Cohort	Still Enro.	Still Enro.	in Cohort	Still Enro.	Still Enro.
Overall	226	108	48%	178	97	54%	162	96	59%	157	99	63%
Gender												
Female	148	74	50%	115	63	55%	118	69	58%	90	59	66%
Male	78	34	44%	63	34	54%	44	27	61%	67	40	60%
Race/Ethnicity												
White	124	60	48%	97	46	47%	100	60	60%	84	57	68%
Black	142	63	44%	118	67	57%	97	50	52%	97	51	53%
Hispanic	0		-	7	3	43%	3	1	33%	4	3	75%
Pell Recipients	183	86	47%	144	78	54%	127	76	60%	121	73	60%

VII. 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 is a Working Student Success Network College. Strategies used for this and the Guided Pathway initiatives have had a tremendous impact on the College’s focus on providing quality support to the students it serves.

Financial and Career Coaching Using the Coaching Model

PCCUA provide on-going training for financial and career coaches. Many of our students are under-resourced so coaching has been helpful in encouraging students with staying in school and making sure financial stresses are reduced. PCCUA has developed and implemented tracking for the student experiences related to financial and career coaching.

Technology Support

The College has organized a systematic plan for tracking and analysis of all data. This has increased the number of people engaged in data discussions, allowed the College to train more faculty, advisers, and coaches about entering and retrieving student information, and helped the College develop a schedule for data sharing and discussions. We are able to use data to inform decisions more effectively than ever before.

Development and use of the Individual Career Plan with Focused Advising

Students entering PCCUA complete an Individual Career Plan (ICP). This is a guided pathway which helps students identify a major, enter a degree plan, and stay on track to completion. This has been implemented across the entire college. In addition, we have focused on organizing, training, and using advisors for intentional and purposeful advising.

Career and Academic Mapping

PCCUA has developed and implemented the use of clear and student friendly academic maps/pathways. These incorporate the map into the Individual Career Plan (ICP). This has been extremely helpful to students.

Clothes Closets and Food Pantry

a clothes closets and food pantry has been established on each of the three PCCUA campuses.

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

Timeline

Student Activity 2017-18 Academic Year No specific Dates (work will continue throughout the year)	Date	Designated Area
Individual Career Plan (ICP) and Academic Mapping All students entering PCCUA will complete an Individual Career Plan (ICP) which will provide a clear and	Fully Implemented Data reflects	Academic Advising, College CORE Team

understandable map for advancing through the student selected certificate or degree program.	Improvement in retention	
Career Coaching The role of the financial coach in Student Success I and II will be expanded. At first entry, students are assigned an academic advisor once these students enter Student Success I, the Student Success coach will assist with financial, academic, and career orientation related to the ICP.	Fully Implemented Student Success/Core Team	Student Success Coaches
Virtual Career Center This virtual center includes much career information, an informal career interest assessment developed by the Director of IR, and a career cluster information wheel. http://www.pccua.edu/academics/career_cluster/	Fully Implemented	Director of IR Deans/Chairs
Intentional Advising The Student Success Coach will assist advisors with early intervention efforts. The advisor, coach, and instructor will make every effort to ensure that a student (s) seeks and receives academic assistance in courses where the student is not experiencing success.	Fully Implemented Advisors Continue Training	Advisors/ Student Success Coaches
Tutoring-Learning Labs New multi-purpose lab designed for student tutoring, career exploration, wiring, and academic support	Fully Implemented Continuous Adaptation	Tutoring Services
Orientation PCCUA provides mandatory face to face and on-line orientation	Implemented	Orientation Committee and Student Success Team
Increase Technology and Research Capacity The College Data and Core Team will continue to train faculty for data analysis to increase research capacity.	Ongoing	IR Director, Data Team, faculty. DIR
Faculty and Staff Recruitment and Retention	Date	Designated Area
The College will recruit qualified applicants for minority positions.	Ongoing	HR
The College will use minority Web opportunities to advertise and recruit potential minority teaching and professional staff candidates (example: http://minoritynurse.com/job/phillips-community-college-of-the-university-of-arkansas-helena-west-helena-1798-associate-degree-nursing-faculty-positions/)	Ongoing	Division Deans, Chairs Human Resources Program Directors
PCCUA will encourage and provide opportunities to recruit currently employed minority individuals who desire	Ongoing	All Departments and Divisions

advancement and are willing to do the work necessary to advance.		
An effort will be made to fill positions of minority employees leaving with minority new hires.	Ongoing	All Departments and Divisions

Budget

Activity	Implementation	General Estimated Costs
Career Placement and Mapping (ICP)	Ongoing	\$ 6,000
Career and Financial Coaching	Fall and Spring Semesters	\$ 18,000 (\$750 per coach per semester x 12 coaches each semester)
Virtual Career Center	Continuous	\$ 3,000
Intentional Advising	Ongoing	\$45,000 (\$1,500 x 2 semesters x 15 non-professional advisors)
Learning Lab-Tutoring	August-July, 2018	\$ 52,000
Technology and Research	Ongoing	\$ 15,000
Faculty Staff recruitment	Ongoing throughout the Year	\$ 20,000
Orientation-mandatory for all students	August 16-172017	\$20,000 (budgeted)
On-line Orientation	August 21 & 22, 2017 January TBA	\$3,000
Estimated Total		\$182,000.