



PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

2019-20 MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

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[Abstract](#)

[Phillips Community College of the University of Arkansas Minority Recruitment and Retention
Annual Report.]

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PCCUA MINORITY RECRUITMENT AND RETENTION REPORT FOR 2019-20

Minority Recruitment and Retention Annual Report

(Due annually by June 30th each year)

In accordance with ([Act 1091](#)), all state-supported colleges and universities are required to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans are required to be prepared on a continuing basis for five-year periods.

Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution. Copies of each institution's five-year plan and annual reports are to be filed by June 30 with the Arkansas Department of Higher Education. Submit to academic.affairs@adhe.edu

The Minority Recruitment and Retention annual report should include at a minimum the following:

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

Phillips Community College of the University of Arkansas (PCCUA) has been identified as an Achieving the Dream Leader College because we have had three consecutive years of academic improvement with our student performance outcomes. As an ATD college, we have worked hard to reduce barriers faced by first generation students and students of color. The Higher Education Act of 1971 (reauthorized in 1965, 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008) defines minority status among students and PCCUA has a high minority student enrollment. Technically the student population at PCCUA is not diverse it is a biracial. Approximately 47.4% (904) of the students are African-American and about 46% (880) of the student population is white. Slightly more than 6.4 % of the student enrollment (123) are classified as other minority. About 60% of the total fall enrollment was female and 60% of the Spring 2020 enrollment was female (749). Males

comprised 40% (623) of the Fall 2019 enrollment and 40% (501) of the Spring 2020 enrollment. (See Table 1 & Table 2)

Table 1: Minority Student Enrollment

Student Ethnicity	Fall 2019			Spring 2020			Undup. Fall and Spring
Race/Ethnicity	Male	Female	Total	Male	Female	Total	Total
Asian	3	5	8	3	4	7	9
Black	296	436	732	251	358	609	904
Hawaiian/Pacific Islander	0	0	0	1	0	1	1
Hispanic	19	24	43	14	22	36	50
Am Indian	5	3	8	4	3	7	8
White	284	417	701	217	333	550	880
Two or more races	7	12	19	5	10	15	20
UK	9	20	29	6	19	25	35
Total	623	917	1540	501	749	1250	1907

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
Term		
Fall 2015	1661	913
Fall 2016	1747	981
Fall 2017	1636	912
Fall 2018	1520	891
Fall 2019	1540	886

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

PCCUA works diligently to seek and retain qualified minority faculty and staff.

Recruiting quality minority faculty for college positions requires active planning and engagement. PCCUA has tried to replace retired or resigned minority faculty and staff with minority faculty and staff. However, the College does not limit any faculty or staff search. It is more difficult to hire minority faculty in certain disciplines such as nursing, science, and math. Faculty in the Division of Allied Health receive \$8,000 added to the base as established on the PCCUA Salary Placement Schedule in order to compete with salaries in the allied health fields. The College has added two minority faculty for 2020-21 in the Division of Allied Health, to the nursing programs. The PCCUA faculty salaries are lower than other colleges and lower than the public schools. In addition, all three PCCUA campuses are located in rural regions of the state which is often not attractive to

new college graduates. Having minority faculty and identifying minorities in leadership positions is an integral part of the college’s strategic agenda (See Table 2).

Table 3: Minority Faculty and Staff by Race and Gender

Year	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
2019-20	9	59	59	125	184
Note: Numbers reflect declining enrollment resulting in reduced faculty and staff.					

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

PCCUA hired a couple of new minority faculty and several administrators during the 2019-20 year. The newly hired Vice Chancellor for Student Services is an African-American female, a new Student Support Services Grant Director is an African-American male. There was one new hire who serves as a public-school career coach. In addition to new hires, some employees attained higher ranking for administrative positions, for example the new Secondary Center Director was a minority male faculty member and he has been advanced into the director’s position. (See Table 4).

Table 4: Full Time Faculty and Staff by Minority Status

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

4. Number of minority adjunct faculty, by minority group, who currently work for the institution.

The number of minority adjunct faculty is low (See Table 5). It is very difficult to find masters prepared faculty in this region of the state. Many who have master’s degrees have them in general education and not a content area. Most of the adjunct courses taught are ACTS transfer courses and require that instructors possess a masters in the discipline.

Table 5: Adjunct Faculty

Year	Male	Female
Black	0	4
White	9	19
Other	0	0
Total	9	23

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

The College is committed to trying to replace minority faculty and staff with new hires who are minority when that is possible. Table 6: New Minority Faculty and Staff by Gender and Position reflects these trends.

Table 6: New Minority Faculty and Staff by Gender and Position

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

In addition to ensuring the faculty and staff at PCCUA are diverse that is important in Board of Visitors representation.

Table 7: Board of Visitors and the University of Arkansas Board of Trustees

Position	Ethnicity			Gender	
	African-American	White	Other	Male	Female
PCCUA Board of Visitors	4	8	0	6	6
UA Board of Trustees	1	9	0	9	1

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

PCCUA has five goals related to minority recruitment and retention of students, faculty, and staff.

A: PCCUA will improve the retention of students with a specific emphasis on minority retention. PCCUA has focused on retention as part of its Achieving the Dream Initiative, Student Support Services, and Career Pathways. The College has a mandatory orientation for all new and returning students enrolled. This orientation provides a comprehensive overview of college expectations and student services. It is believed that by investing in time early in the college experience and identifying student learning expectations,

students will be more likely to meet those expectations. In addition to the orientation, PCCUA faculty provide numerous cooperative learning experiences for students. These kinds of instructional student engagement activities may impact student retention.

B: PCCUA has been more successful in increasing minority recruitment and retention strategies which we believe improves the likelihood of student success. This year all campuses have initiated high school to college recruitment activities in order to encourage more high school graduate enrollment. In addition, all three campuses are engaging in “storefront” recruiting at banks, Walmart, and grocery stores. Signage, web materials highlight black students engaging in all College activities. The College has actively attempted to represent students of color and ensure that media in all forms reflects the student population. It is important to consciously select media images that not only reflect the student population but which shows students in all majors. It may sound unusual but we are actively thinking about students of color and making sure there is representation in every major.

C: PCCUA will continue to increase the number of minorities among the faculty and staff. PCCUA recruited and hired a black female for the Vice Chancellor for Student Services and a black male as Director of Enrollment Management. Both leaders are part of the Executive Council. A new nursing instructor was hired and she is a black female. The new Director of the Secondary Center is a black male. Additionally, PCCUA tries to replace minority staff or faculty with a minority hire when possible. This has ensured

that we continue to maintain the number of minorities employed. The College actively recruits qualified black applicants for any new position. (See Tables 3, 4 and 5)

D: PCCUA will continue to review recruitment, admission and retention efforts annually. The College has difficulty competing with urban areas in recruiting highly qualified faculty and administrators. Last year the Vice Chancellor for Student Services hired was a highly qualified African-American female with a doctorate, and experience working with students in a public university setting. Additionally, the Director of Student Support Services hired recently to direct the College grant is an African-American male with a doctorate.

E: PCCUA seeks qualified applicants for review to increase the opportunities of appointing a minority representation to the PCCUA Board of Visitors when a position becomes available to increase minority representation on all three campuses. Recently, and African-American male was added to the Board of Visitors. The college uses every avenue available to seek qualified minority applicants (newspaper, television, the chronicle of Higher Education, Facebook, Twitter, and other social media). However, we seem to have the best luck when we nurture our own leadership. We have identified highly successful minority leaders among faculty and staff and we provide leadership opportunities so that when positions of leadership become available, there is opportunity for people desiring advancement.

7. 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 has implemented several strategies which we believe has helped promote reaching benchmarks.

- A. Cohort grouping-this approach to enrollment has been extremely helpful in retention. This has always worked in Early Childhood Education and Allied Health so we are extending this model to other groups. One particularly effective grouping is designed to provide support for formerly incarcerated students called Transition Training Opportunity Program (TTOP). Of those completing the program, job placement and continued education options is at 100%.
Approximately 90% opt for job placement.

- B. Diversity Committee-the Committee has been somewhat inactive. However, the Chancellor is making changes with that committee and is requiring specific meeting dates.

- C. Common Reader-The common readers are used to broach difficult conversations about race, religion, and general diversity. This year the College has adopted *Killers of the Flower Moon* by David Grann. It focuses on the systematic murders of the Osage Indians at the early part of the 20th Century.

D. Culturally Responsive Teaching-The College has engaged faculty in workshops focusing on CRT. The fall In-Service will feature a CRT session provided to all employees.

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

Strategy	Costs	Area	Timeline	Individuals Engaged
Advising				
Advising, placement, mentoring	\$137,298.00	Student Affairs	Ongoing	Advisors and Student Success Coaches
Early Alert System				
Absenteeism -reduce absenteeism in the classroom	\$33,000.00	Student Affairs		Faculty, Advisors, Registrar's Assistants
Expand Early Alert to all faculty requiring documentation of absenteeism using the campus referral system.	N/A	Instruction	Ongoing	Faculty, Deans, VC for Instruction
Identify the number of students who withdraw or who receive and EW in developmental courses (this has been mandatory for Developmental Education faculty).	\$20,000.00	Institutional Research	Ongoing	Faculty, Advisors, Student Success Coaches Institutional Research
Academic Intervention				
Require early assessment of student learning by faculty (third week).	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Implement PREP Program for students not ready for college level course work (these students take remedial course work and a student support course).	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Require faculty to inform students of their academic status by the third week of	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction

classes. Ensure that faculty refer students for tutoring or provide that tutoring if the student is not succeeding or assuming the responsibility for submitting passing student work.	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Ensure faculty refer students for computers and computer access.	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Ensure students are aware and trained to use alternative remote delivery if it becomes necessary.	\$80,284.50	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Student Success Coaching.	\$10,000	Instruction	In Progress	Director of Student Success
Increase Research Capacity				
Continue to train faculty for data analysis to increase research capacity. The goal of this work will be to address achievement gaps and to assess student learning outcomes.	\$ 8,000	Faculty and Staff Development	Ongoing	Deans, VC for Instruction, faculty. DIR
Mandatory Orientation (all new and returning students)	\$10,000	Student Success	Annually	Orientation and Student Success Team
Faculty Engagement Culturally Responsive Teaching	\$ 5,000	Instruction	Ongoing	Faculty, staff, VC for Instruction, Deans/Chairs
Conversations about Race Continue ongoing conversations about race and poverty.	\$ 5,000	Instruction	10/20 11/20 12/20	Discussion Facilitators All employees
Common Reader is <i>Killer of the Flower Moon: The Osage Murders and the Birth of the FBI</i> by David Gann.	\$ 494.00	Instruction	Fall/Spring	
Mandatory Orientation/Onboarding	N/A	Human Resources	Anytime	HR Provided to All New Employees