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 UNIVSERSITY OF ARKANSAS

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

The PCCUA Data Team disaggregates and analyzes college data observing a variety of characteristics. Data outcomes are critical to informing decision making which impact students and the institution in a positive way. Identifying and implementing strategies which are helpful to students, with a special consideration for race, gender, and socio-economic level has helped move the student success agenda. The student success efforts are gauged by self-assessment and more formal measures. Multiple initiatives help increase the college capacity to reach many students. These initiatives include Career Pathways, Working Family Success Network CC, Guided Pathways, and Student Support Services. These initiatives have been incorporated into the Strategic Plan and are designed to remove barriers to success. Operational strategies 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.

PCCUA students face numerous challenges related to poverty such as under-preparedness and under-representation which make student success more of a struggle for them when compared with other populations. The PCCUA student population is 47% white students, 48% African-American, 2.5 % Hispanic, and 2.5% other populations. Females comprise 60% of the student population and males comprise 40% of the student population. (See Table 1: PCCUA Student Demographics).

Table 1: PCCUA Student Demographics

Student Ethnicity	Fall 2017			Spring 2018			Undup. Fall and Spring
Race/Ethnicity	Male	Female	Total	Male	Female	Total	Total
Asian	4	4	8	2	3	5	9
Black	261	482	743	270	403	673	917
Hawaiian/Pacific Islander	1	2	3	1	2	3	3
Hispanic	18	27	45	7	12	19	48
Am Indian	3	4	7	3	0	3	7
White	341	460	801	275	366	641	903
Two or more races	5	9	14	5	6	11	14
UK	6	9	15	3	10	13	16
Total	639	997	1636	566	802	1368	1917

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

Enrollment trends at PCCUA reflect a biracial rather than a multicultural population. Recruiting and retaining qualified African-American faculty and professional staff is difficult. The rural Mississippi River Arkansas "delta" is not as attractive a location as urban areas such as Little Rock and Memphis. In addition, the salaries are not as high as those found in urban colleges. Other factors making it difficult to recruit new faculty and staff are the high risk factors many Phillips students face like being underprepared for college, being a first generation college student, coming from families with seriously low incomes. Generally, PCCUA students are under-resourced in every way.

These same problems exist within the communities the college serves. People in this region of the state have lower salaries and generational poverty makes upward mobility a challenge for many.

PCCUA uses advertising through newspapers, radio, social media, and other venues but recruiting new faculty and professional staff is difficult.

Phase II of a Faculty Equity Plan was completed ensuring equity adjustments for faculty falling below average salaries. In addition to the equity adjustments, other salary adjustments are made in order to compete in "hard to hire" areas such as nursing, math, and science. Faculty in these three disciplines are paid an $8,000 differential added to the base salary. These differentials are very important for the recruitment and retention of faculty in hard to hire disciplines. (See Table 2: Minority Faculty and Staff). In addition to providing salary equity among faculty, PCCUA has worked hard trying to replace minority faculty with minority candidates. The College actively recruits minority applicants for all positions at the College.

Table 2: Minority Faculty and Staff

Year	Minority Faculty	Minority Staff
2014-15	10	58
2015-16	8	55
2016-17	9	68
2017-18	9	57

Note: Faculty have no position titles. The staff in Table 2 represent classified and professional staff (administrators).

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

PCCUA has one Hispanic male and the other minority faculty are African-American. Faculty do not have rank, all are classified as instructors. PCCUA has kept the minority faculty positions even though there are fewer faculty positions because the College has not been

replacing faculty who retire. Approximately 15% of the faculty and 43% of the staff are minority employees. (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
2017-2018	9	60	57	133	193

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

The total number of adjunct faculty at PCCUA is 36. All of these adjunct faculty teach at least one course throughout the course of four academic terms (fall, spring, summer 1, and summer 2). The PCCUA adjunct faculty demographic is similar to the College's full time faculty demographic. There is a slightly higher percentage rate (19%) of minority adjunct faculty, all of whom are African-American. (See Table 4: Adjunct Faculty).

Table 4: Adjunct Faculty

Adjunct	Male	Female
African-American	1	6
White	8	21

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

Nineteen new employees were hired by PCCUA for the 2017-18 academic year. Eight were staff, six were faculty, one was a clinical instructor, and four were professional staff. In addition ten were African-American and nine were white. Nine were female and ten were male. (See Table 5: Minority Faculty and Staff Hired this Year).

Table 5: Minority Faculty and Staff Hired This Year (2017-18)

Position	Ethnicity		Gender	
	African-American	White	Male	Female
Faculty-instructor	1	5	4	2
Clinical Instructor	0	1	0	1
Professional Staff	3	1	3	1
Classified Staff	6	2	3	5
Total	10	9	10	9

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

Professional Staff Position Titles
2 African-American Male (High School Relations Director, Enrollment Management
Director)
1 African-American Female (GEAR UP)
1 White Male (Director of Fitness Center)
1 White Female-(Adult Ed
1 African-American

Instructors (No Ranks or Titles)
Four White Males
One White Female
One African-American Female
One White Female Clinical Instructor

Classified Staff Position Titles
Two African-American Females (Custodial Workers)
One White Female (Custodial Worker)
One African-American Male (Custodial Worker)
One African-American Male (Registrar's Assist)
Two African-American Females (Office Staff)
One White Male (Maintenance and Custodial Supervision)

**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 2017 reflected a
slight increase in enrollment numbers. (See Table 6: Enrollment by Headcount and FTE.

Table 6: Enrollment by Headcount and FTE

Year	Headcount (unduplicated)	FTE
2014-15	2281	1971
2015-16	2136	1884
2016-17	2220	1979
2017-18	2146	1880
Term		
Fall 2015	1661	913
Fall 2016	1747	981
Fall 2017	1636	912

PCCUA Gateway completion is not reflecting the same kind of progress we see in certificate
and degree completion. One explanation for this might be that some students do not need to
complete the gateway course to acquire a certificate. Another reason why the rates in gateway
completion may have dropped is that the College adopted a new math program and that
transition to a new program can sometimes result in lower performance outcomes the first year.

The college data also showed a drop in fall to fall and term to term retention. The Recruitment and Retention Team is examining this data to determine what actions can be taken to improve this outcome.

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 7: Gateway Performance in Math and English).

Pell recipients' performance has continued to improve over a three year period in completion of the math gateway course. The Data Team, the group who reviews and analyses data before it is shared with others at the College, believes this data reflects the Working Student Success Network (WSSN) efforts to meet low-income student needs.

PCCUA retention rates show an upward trend since 2013; however, there was a slight decrease this years for both fall-to-fall and term-to-term retention. The fall-to-spring retention rates and the term-to term persistence rates have a slight gap between outcomes for white and   African-American students. PCCUA has worked diligently to reduce this gap. Another interesting data outcome is that male persistence is higher than female persistence rates. (See Table 8: Fall-to-Spring and Fall-to-Fall Persistence).

PCCUA's retention is 63% but our completion rate has moved from 29% at 150% time to 37%. This is exceptional for the College. More importantly, our gap between white (39%) and African-American's performance (36%) outcomes has significantly decreased. This suggests that many of the Working Family Success Network (WSSN) strategies may have had an impact on completion. PCCUA has engaged in WSSN and Guided Pathways activities over the last three years which has strengthened the college's student completion efforts. (See Table 9: Completion Rates).

Table 7: Gateway Completion in Math and English

Math Gateway Courses	Fall 2013 #in Co	Fall 2013 # Succ	Fall 2013 % Succ	Fall 2014 #in Co	Fall 2014 # Succ	Fall 2014 % Succ	Fall 2015 #in Co	Fall 2015 # Succ	Fall 2015 % Succ	Fall 2016 #in Co	Fall 2016 # Succ	Fall 2016 % Succ
Overall	144	37	26%	132	52	39%	139	56	40%	92	31	34%
Gender												
Female	95	27	28%	97	37	38%	78	31	40%	44	16	36%
Male	49	10	20%	35	15	43%	61	25	41%	48	15	31%
Race/Ethni												
White	60	20	33%	64	29	45%	60	38	63%	48	21	44%
Black	76	15	20%	65	21	32%	73	17	23%	39	8	21%
Hispanic	5	2	40%	3	2	67%	3	1	33%	4	2	50%
Pell Recipients	121	27	22%	104	38	37%	109	36	33%	74	23	31%

English Gateway Courses	Fall 2013 #in Co	Fall 2013 # Succ	Fall 2013 % Succ	Fall 2014 #in Co	Fall 2014 # Succ	Fall 2014 % Succ	Fall 2015 #in Co	Fall 2015 # Succ	Fall 2015 % Succ	Fall 2016 #in Co	Fall 2016 # Succ	Fall 2016 % Succ
Overall	128	75	59%	130	78	60%	124	78	63%	98	52	53%
Gender						-			-			-
Female	88	55	63%	93	57	61%	73	44	60%	61	34	56%
Male	40	20	50%	37	20	54%	51	32	63%	37	18	49%
Race/Ethni						-			-			-
White	59	34	58%	63	49	78%	54	44	81%	55	38	69%
Black	64	39	61%	64	25	39%	64	29	45%	38	14	37%
Hispanic	4	2	50%	3	3	100%	3	2	67%	4	2	50%
Pell Recipients	108	60	56%	105	55	52%	97	52	54%	76	36	47%

Note: Under view, zoom in to increase table size for readability.

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

Fall-to-Spring and Fall-to-Fall Student Persistence
First-Time-Ever-in-College Students

	Cohort														
	Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
Fall-to-Spring Persistence	# in Cohort	# Still Enroll	% Still Enroll	# in Cohort	# Still Enroll	% Still Enroll	# in Cohort	# Still Enroll	% Still Enroll	# in Cohort	# Still Enroll	% Still Enroll	# in Cohort	# Still Enroll	% Still Enroll
Overall	226	156	69%	178	142	80%	162	130	80%	157	128	82%	128	101	79%
Gender															
Female	148	103	70%	115	92	80%	118	100	85%	90	73	81%	71	55	77%
Male	78	53	68%	63	50	79%	44	30	68%	67	55	82%	57	46	81%
Race/Ethnicity															
White	124	87	70%	97	71	73%	100	81	81%	84	74	88%	73	55	75%
Black	142	93	65%	118	95	81%	97	74	76%	97	71	73%	50	41	82%
Hispanic	0		-	7	5	71%	3	2	67%	4	3	75%	4	4	100%
Pell Recipients	183	129	70%	144	115	80%	127	99	78%	121	97	80%	98	80	82%

	Cohort														
	Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
Fall-to-Fall Persistence	# in Cohort	# Still Enroll	% Still Enroll	# in Cohort	# Still Enroll	% Still Enroll	# in Cohort	# Still Enroll	% Still Enroll	# in Cohort	# Still Enroll	% Still Enroll	# in Cohort	# Still Enroll	% Still Enroll
Overall	226	108	48%	178	97	54%	162	96	59%	157	99	63%	128	70	55%
Gender															
Female	148	74	50%	115	63	55%	118	69	58%	90	59	66%	76	32	42%
Male	78	34	44%	63	34	54%	44	27	61%	67	40	60%	48	38	79%
Race/Ethnicity															
White	124	60	48%	97	46	47%	100	60	60%	84	57	68%	73	40	55%
Black	142	63	44%	118	67	57%	97	50	52%	97	51	53%	50	27	54%
Hispanic	0		-	7	3	43%	3	1	33%	4	3	75%	4	3	75%
Pell Recipients	183	86	47%	144	78	54%	127	76	60%	121	73	60%	98	51	52%

Note: Under view, zoom to increase table size for readability.

Table 9: Completion Rates

Four-Year Attainment	Four-Year Attainment of Credential _First-Time-Ever-in-College Students_														
	Cohort														
	Fall 2009			Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	in Cohort	# Attain	% Attain	in Cohort	# Attain	% Attain	in Cohort	# Attain	% Attain	in Cohort	# Attain	% Attain	in Cohort	# Attain	% Attain
Overall	253	69	27%	250	80	32%	228	77	34%	226	61	27%	178	66	37%
Gender															
Female	166	44	27%	167	57	34%	149	53	36%	148	39	26%	115	45	39%
Male	87	25	29%	83	23	28%	79	24	30%	78	22	28%	63	21	33%
Race/Ethnicity															
White	128	48	38%	125	48	38%	102	51	50%	104	36	35%	80	31	39%
Black	123	21	17%	119	31	26%	122	26	21%	120	24	20%	88	32	36%
Hispanic	2	0	0%	4	1	25%	3	0	0%	0		-	6	2	33%
Pell Recipients	211	50	24%	208	67	32%	198	63	32%	183	44	24%	144	50	35%

Note: Under view, zoom to increase table size for readability

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.

The Working Student Success Network has been very important to helping the PCCUA adopt strategies which improve retention, performance, and completion. In addition, the Guided Pathway initiative has been critical to the early identification of a major by students and has provided a blueprint for completion which the College refers to as a pathway. These pathways are clear and easy for the student to follow.

Financial and Career Coaching Using the Coaching Model
The coaching model has been critical to all work with students. PCCUA provides both financial and career coaching. The coaches have extensive professional development and experience in coaching strategies. Financial and food insecurities have been a primary barrier to success in college and the coaching has been important in helping students stay in school. PCCUA has developed and implemented tracking for the student experiences related to financial and career coaching.

Technology Support
Data analysis related to strategies implemented through WSSN and Guided Pathways are important to track. PCCUA has actively engaged in making sure coaches, advisors, and faculty interact with each other about the lives of the students we serve. Entering and retrieving student information about needs, schedules, course performance, and other concerns has been helpful in making sure students succeed.

Development and use of the Individual Career Plan with Focused Advising
All students at PCCUA complete an Individual Career Plan (ICP). This outline for success is very important in the ongoing success of students. It helps students identify academic, social, and personal needs, identify a major, share other important information which helps the College plan for the student.

Career and Academic Mapping
Through the Guided Pathway model, PCCUA has developed and implemented the use of clear and student friendly academic maps/pathways. Part of this approach includes an Individual Career Plan (ICP) for each student.

Career Closet
A Career Closets is available on each campus to help students who need internship or interview clothing. The closet has full array of lightly used professional clothing, shoes, and accessories. Students visiting the clothes closet also receive tips on how to dress and care for clothing. This has been well received by students.

Food Pantry
Two out of three community college students nation-wide face food insecurities and that number is probably much higher at PCCUA. Each week the Pantry provides food for hungry students and their family. Average students served is DeWitt-30; Helena-60; Stuttgart 35.

Cooking classes, samples of food, sanitation and preparation demonstrations have become popular among students. Further, students have access to open lunch bars where they can grab a piece of fruit, sandwich, or pop tart if they are hungry.

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 understandable map for advancing through the student selected certificate or degree program.	Fully Implemented Data reflects Improvement in retention	Academic Advising, College CORE Team
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-Leaning 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 for all students.	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.	Ongoing	Division Deans, Chairs Human Resources Program Directors
PCCUA will encourage and provide opportunities to recruit currently employed minority individuals who desire advancement and are willing to do the work necessary to advance.	Ongoing	All Departments and Divisions
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	$ 5,000
Career and Financial Coaching	Fall and Spring Semesters	$ 18,000 ($750 per coach per semester x 12 coaches each semester)
Virtual Career Center	Continuous	$ 2,000
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
Career Closet	Helena Foundation Grant-donations	$ 5,000
Food Pantry	All campuses-Received PCC has several grants to sustain this.	$20,000 (not PCC funds but employee and grant funds)
Estimated Total		**$205,000.00**