



PHILLIPS COMMUNITY COLLEGE OF THE
UNIVERSITY OF ARKANSAS

MINORITY RECRUITMENT AND RETENTION
ANNUAL REPORT
06/30/2019

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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) has been recertified as an Achieving the Dream Leader College. This requires evidence of three consecutive years of academic improvement with our student performance outcomes. Faculty have worked hard to reduce success barriers faced by first generation students and students of color and we provide employability skills, food pantries, career closets, and for those who qualify, we provide child care assistance, and transportation vouchers.

PCCUA has a high minority student enrollment but serves a bi-racial not multicultural student population. Approximately 48% (830) of the students are African-American and about 48% (834) of the student population is white. Slightly more than 2.4% of the student enrollment (42) are classified as other minority, Only 1% (19) are identified as unknown and less than 1% (16) are identified as belonging to two or more races. About 61% of the total Fall enrollment was female and 39% were male. The spring enrollment was about 60% female and 30% male (See Table 1: Minority Student Enrollment).

Table 1: Minority Student Enrollment

Student Ethnicity	Fall 2018			Spring 2019			Undup. Fall and Spring Total
	Male	Female	Total	Male	Female	Total	
Race/Ethnicity							
Asian	2	2	4	4	1	5	6
Black	264	439	703	230	359	589	830
Hawaiian/Pacific Islander	0	0	0	1	0	1	1
Hispanic	12	17	29	11	17	28	31
Am Indian	1	3	4	1	3	4	4
White	302	446	748	255	376	631	834
Two or more races	8	6	14	7	5	12	16
UK	9	9	18	5	8	13	19
Total	598	922	1520	514	769	1283	1741

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

PCCUA has a history of retaining qualified minority faculty and staff. However, replacing strong minority professional staff as those leaders retire has been challenging. Recruiting quality minority faculty for college positions has required active planning and engagement. But even with that effort, many younger minority applicants want to locate near urban areas. It is even more difficult to hire minority faculty in disciplines like nursing, science, and math. Faculty in the Division of Allied Health receive \$8,000 added to the base salary, established on the PCCUA Salary Placement Schedule, in order to compete with salaries in the allied health fields. New math and science faculty have been given that same benefit. The PCCUA faculty salaries are slightly lower than other colleges and lower than the public schools. All three campuses are located in communities that have declining populations. Although PCCUA has worked to identify and advance, minority faculty and professional staff, we have not always been successful in accomplishing this outcome. Once a person receives a higher degree, that employee tends to look for positions with better pay or desire to move near more dynamic communities. Therefore, identifying minority employees who are good candidates to advance toward leadership positions is a high priority for the PCCUA diversity efforts. (See Table 2: Minority Faculty and Staff by Race and Gender).

Table 2: Minority Faculty and Staff by Race and Gender

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
2018-2019	8	59	55	126	185
Note: Numbers reflect declining enrollment resulting in reduced faculty and staff.					

III. Number of Minority, by Minority Group, of Full Time Faculty Who Currently Work for the Institution

PCCUA has eight minority faculty, roughly 13.5% (8/59). Forty-four percent of the staff are minority (55/126). The total minority work population is 34% (63/185). (See Table 3: Full Time Faculty and Staff by Minority Status).

Table 3: Full Time Faculty and Staff by Minority Status

Year	Minority Faculty	Minority Staff
2014-15	10	58
2015-16	8	55
2016-17	9	68
2017-18	9	57
2018-19	8	55

IV. Number of Minority Adjunct Faculty and Staff Who Began Working at the Institution in the Past Year.

PCCUA has very few adjunct faculty. The PCCUA faculty usually want to teach an extra course and it is difficult to find adjunct faculty from the rural communities served by PCCUA. No new minority adjunct faculty were hired this year.

Table 4: Adjunct Faculty and Staff Working in the 2018-19 Academic Year

Adjunct	Male	Female
African-American	1	3
White	7	20

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

Thirteen new employees were hired during the 2018-19 academic year. Seven of these new employees were white and six were African-American. Additionally, nine were female and four were male.

Table 5: New Minority Faculty and Staff by Gender and Position

Position	Ethnicity		Gender	
	African-American	White	Male	Female
Faculty-instructor	0	3	0	3
Clinical Instructor	0	0	0	0
Professional Staff	1	2	1	2
Classified Staff	5	2	3	4
Total	6	7	4	9

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

Minority Instructors (PCCUA Uses No Ranks or Titles)

None

Minority Professional Staff Position Titles

Gear Up Community Outreach Coordinator

Minority Classified Staff Position Titles

4 Custodial Workers

Library Tech

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

Goals and Objectives

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

1: PCCUA has improved the retention of students with a specific emphasis on minority retention. The College has mandatory orientation for all new and returning students. The orientation is designed to introduce students to college expectations and the multiple resources available to students to increase success opportunities. The returning student orientation focuses on program completions needs, transfer, career and employability information. The investment made at student entry increases students likelihood of understanding about “belonging” in college. Faculty professional development has focused on an effort to increase understanding of students and diversity perspectives, the College has begun a series of Culturally Responsive Teaching activities. Overall, institutional enrollment trends reflect declining enrollment and the number of minority faculty and staff has declined much like the non-minority faculty and staff. (See Table 6: Enrollment by Headcount and FTE).

2: PCCUA has improved retention and completion. However, it must increase minority recruitment. The College has implemented a vast number of support strategies. College data indicates that there is no one strategy which helps all students but having much multiple supports available increases the opportunity for students to select a service which is needed. It also improves the students learning and living environment.

3: PCCUA must continue to increase the number of minorities among the faculty, staff, and students. Hiring African-American faculty and professional staff is challenging but the College is committed to making this happen. In that effort, the Executive Council, added two minority representative to this decision making team. The practice of rehiring an African-American with another African American, when possible, and searching specifically for more minority faculty is important to our student population and to the operation of the College. PCCUA actively recruits qualified African-American applicants for new positions.

4: PCCUA continues to review recruitment and retention efforts. However, the emphasis this year must be on recruitment. It has been difficult to reach nontraditional populations. We do know that population is not well served. The College is in the process of working with the public schools and the College Adult Education program to promote more non-traditional entry into PCCUA.

5: PCCUA seeks qualified applicants for review to increase the opportunities of appointing a minority to the PCCUA Board of Visitors when a position becomes available. The PCCUA Board of Visitors (BOV) recently appointed an African-American male as Vice Chair to the Board. The twelve member BOV has four African-American members. In addition, five of the BOV members are female. The college uses every avenue available to seek qualified minority applicants to the BOV. Providing opportunities for leadership development within the organization is most helpful. The BOV supports the College's effort for the professional development of the faculty and staff in an desire to identify future leaders and make sure that those leaders acquire skills needed to advance.

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
2018-19	1930	1830
Term		
Fall 2015	1661	913
Fall 2016	1747	981
Fall 2017	1636	912
Fall 2018	1520	891

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 PCCUA mandatory orientation for all new and returning students has been reorganized. This is a new strategy which PCCUA is connecting to degree completion. We have also implemented Start to Finish in an effort to encourage full time enrollment and certificate and degree completion. Additionally, PCCUA has become more vocationally oriented. The College has implemented several new programs such as truck driving, expanded welding offerings, construction technology, cyber security and the training is short term and all offer opportunities for jobs which are high demand and high wage. The emphasis of students registering for college is on training and education experiences which lead to employment. As previously mentioned, students are interested in short programs which prepare them for high paying salaries.

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

Strategy/Activity	Date	Designated Area	Implementation	General Estimated Costs
Focused Advising				
Advising, placement, mentoring	Ongoing	Developmental Education Faculty	As students register, advising ongoing	\$ 81,050.00
Academic Intervention				
Require early assessment of student learning by faculty (third week). Implement PREP for Next Gen Accuplacer 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 refers students for tutoring if the student is not succeeding or assuming the responsibility for student tutoring.	In Progress	Deans/Chairs, VC for Instruction, VC for Student Services, Advisors, Faculty	Ongoing	\$ 15,000.00
Increase Research Capacity				
Continue to train faculty for data analysis to increase research capacity.	Ongoing	Deans, VC for Instruction, faculty. DIR	Ongoing	\$ 10,000.00
Mandatory Orientation				
Orientation, training, supplies	8/15-16/12	Orientation and Student Success Team	Each fall, all new and returning students	\$ 25,000.00
Faculty Engagement				
Purdue IMPACT Strategies (4 to be implemented)	8/29 Training Will train 25 faculty	Faculty	Fall and Spring 2019-20	\$ 22,000.00
Culturally Responsive Teaching (CRT)/Training				

Training, discussions, other activities	10/12 Spring TBA	Discussion Facilitators All employees		\$ 10,000.00
Food Pantry and Career Closet				
Food Pantry and Career Closet supplies are supported by grants	8/19	All Employees	Student Success and Food Pantry Committees	\$ 25,000.00
Existing Strategies				
Individual Career Plan (ICP); Career Coaching, Virtual Career Canter, Intentional Advising, Tutoring Learning- Labs, Orientation, Food Pantry, Career Closets	Ongoing	All Campuses	Advisors, DIR, SSS, Food Pantry Committee	\$ 19,600.00
Materials and Supplies				
CCSSEE and CCFESSE and other survey related work sessions (Fall 2020). The administration of this done every other year.	Fall 2019	All Campuses	Student Success and Institutional Effectiveness Center	\$ 10,000.00
Estimated Total Cost				\$217,650.00

The Vice Chancellor for Instruction and the Vice Chancellor for Student Services work closely together to assess the Minority Recruitment and Retention Plan. The Faculty Senate is also actively involved with reviewing if the recruitment and retention of minority faculty and students is effective. This year the Chancellor established a Diversity Committee and this group will be examining the minority recruitment and retention goals and measure progress toward accomplishing those goals. In addition, the Diversity Committee will lead faculty discussions and trainings to support student engagement in diversity topics and activities. Further, four PCCUA initiatives focus on student success a very important part of retention efforts. The leaders involved with Career Pathways, Achieving the

Dream, and Carl Perkins are attentive to the minority student recruitment and retention goals, and the recruitment and retention of minority students.

IX. Other Recruitment and Retention Information

Diversity in Leadership

Both the University of Arkansas Board of Trustees and the PCCUA Board of Visitors has the same number of minority representatives on its Board as it had last year. This year the Chair of the Board of Visitors resigned, the Vice Chair became the Chair and an African-American male has become the Vice Chair.

Table 7: Governing Board Minority Representation

Governing Boards	Total Board	Minority Representation
U of A Board of Trustees	10	1 African-American male, 1 white female
PCCUA Board of Visitors	12	2 African-American males, 2 African-American females, 3 white females, two vacant positions

Diversity Committee

Chancellor Keith Pinchback established a Diversity Committee composed of seven people. This Committee has just begun work to promote diversity and develop a welcoming and inclusive climate at the College. In addition, that group has been charged with identifying ways to educate the campus and community about diversity issues in an effort to promote a more inclusive and culturally responsive environment.