



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) is a Leader Achieving the Dream (ATD) institution. Disaggregating, and analyzing data based on race and ethnicity, and numerous other student characteristics is common practice. This data is used to inform decisions related to student success. In addition, we have a large Career Pathways program and consciously work toward removing obstacles faced by students living in poverty and students of color. The high Pell participation is an indicator of the seriousness of the poverty faced by many of our students. Additionally, we have a significant student population that exhausted Pell opportunities many years ago and are returning as mature adults but with few financial resources. PCCUA uses the minority student definition established by the Higher Education Act of 1971 (reauthorized in 1965, 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008), and PCCUA's enrollment reflects a high minority student population. The College student body is largely bi-racial with a 50 percent white, 48 percent African-American, and 2 percent other populations. Females comprise 64 percent of the student population and males comprise 36 percent of the student population. (See Table 1)

Table 1: Minority Student Enrollment

Ethnicity	Fall 2013			Spring 2014			Total
	Male	Female	Total	Male	Female	Total	
Asian	8	8	16	7	9	16	32
Black	312	735	1047	258	579	837	1884
Hispanic	14	17	31	8	14	22	53
Am Ind	5	5	10	3	5	8	18
White	392	576	968	332	454	786	1754
UK	11	30	41	5	18	23	64
Total	742	1371	2113	613	1079	1692	3805

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

Recruiting and retaining qualified African-American and minority applicants for teaching and staff positions is one of the biggest challenges PCCUA faces. The College’s low pay and rural location makes working in this community less attractive to young applicants than urban or large town environments. The College actively recruits minority applicants but it is difficult to attract well qualified minority applicants to the region. The College has had better success encouraging our employees to pursue advanced degrees and recruiting from within the college and community. Many of the new hires we recruit have selected to live in the Memphis area. Unfortunately, this means that some of them have a more difficult time feeling connected to the community. This year we lost a young yet another minority faculty math instructor who, according to his exit interview, loved the community and hated to leave. Our Strategic Plan addresses replacement of faculty and administrators retiring.

PCCUA recently increased all placement salaries by 0.035 corresponding with the annual raise for faculty. This small increase made the PCCUA Faculty Placement Schedule more in line with public school placement. Faculty do want to include an incremental raise and it is hoped that this can be established as an incentive for faculty to stay. We have an especially difficult time retaining Allied Health faculty. The College adds \$8,000 to the base salary of Allied Health faculty (in addition to the PCCUA Faculty Salary Placement Schedule). This is the only way the college can compete with salaries in the allied health field and even the \$8,000 differential is below what most nurses and MLT’s can make in a hospital. Not only is it difficult to retain faculty, PCCUA also has difficulty retaining 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), offer more opportunities for minorities in those teaching disciplines (See Table 2)

Table 2: Full Time Faculty and Staff by Minority Status

Year	Minority Faculty	Minority Staff
2013-14	11	64

Table 3: Trended Full Time Minority Faculty and Staff

Year	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2008-2009	13	79	55	147	228
2009-2010	14	79	57	150	229
2010-2011	12	79	57	148	227
2011-2012	12	73	60	154	227
2012-2013	12	73	56	149	222
2013-2014	11	70	64	145	215

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

PCCUA hired seven new staff members and two of them are minority. In addition, three new non-instructional staff were hired. One is a white male, one is a white female, and one is an African-American female. PCCUA hired seven new faculty, two are male, five are female, and three are minority faculty. (See Table 3 & 4)

Table 3: Staff and Non-Instructional Staff New Hires

Ethnicity	Staff			Non Instructional Staff		
	Male	Female	Total	Male	Female	Total
Asian						
Black	1	1	2		1	1
Hispanic						
Am. Indian						
White	1	4	5	1	1	2
UK						
Total	2	5	7	1	2	3

Table 4: Faculty New Hires

Ethnicity	Faculty		
Race/Ethnicity	Male	Female	Total
Asian			
Black	1	1	2
Hispanic			
Am. Indian			
White	1	4	5
UK			
Total	2	5	7

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

The PCCUA Five Year Minority Recruitment and Retention Plan has five goals related to recruiting and retaining minority faculty and staff.

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

PCCUA has a high minority student enrollment. This makes improved retention and completion a high priority at the college. In addition, the College has implemented several developmental education and student success strategies targeting minority students. One of the most successful strategies is the mandatory Student Success I class tied to Basic Writing II, the College's highest level of developmental education. There is also a mandatory Student Success class tied to Freshman English I. These courses include study skills, financial literacy and wealth building and this year will add career exploration. The College recently established a new extra curricular support group for African American males called Men Enrolling to Advance (META). This peer support group meets weekly during the fall and spring semesters. META members develop leadership skills, participate in fundraiser activities and service learning opportunities, and sponsor student activities on campus.

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 years 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. This fall PCCUA will require each student have an Individual Career Plan on file and this will be matched to the Program of Study/ Career Map. The College believes that from the time the student enrolls advisors need to be proactive in helping students meet their goal. We are also making students see the connection between college and work. Even transfer students need to realize that the idea of selecting a particular major is tied to some later career choice.

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.

It is especially difficult to attract African American faculty. PCCUA has a “grow your own” approach to recruitment. We identify good students or employees and encourage them to complete a degree and work at PCCUA. In some cases we have identified employees who have leadership potential and provided encouragement for them to complete a degree. Being part of the University of Arkansas System has had distinct advantages for employees who have been able to take advantage of scholarships and low tuition discounts offered to System employees. PCCUA has bachelor and master’s degree opportunities on the three campuses from over four colleges and universities (all are UA institutions). 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.

PCCUA recently hired an IR Director with extensive experience in data analytics. The College plans to establish clear benchmarks with identifiable goals about retention goals related to increasing the number and percentage of students retained and who complete a certificate or degree. The College plans to meet these goals by implementing an aggressive faculty early

intervention process (three weeks) which will require faculty intervention to improve each student's progress early in the semester. PCCUA recognizes that this may not work for all students but most students have a better chance of successfully completing any course if tutoring, group study, skills lab, and other interventions are introduced very early in the semester.

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.

PCCUA has 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, 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 has already implemented several college practices which we know improve some aspects of student success: ACT Compass Test Preparation, Mandatory Testing and Placement, Assigned an Advisor, Registration Before Classes, Mandatory Orientation, Student Success I & II (Learning Community), Supplemental Instruction (all dev. ed.). PCCUA plans to implement the following new strategies: Create Student Advisory Team-or an open advisor, coach, faculty communication and support mechanism), Expand Role of Student Success Coaches (continue to include financial coaching but add career coaching), Individual Career Plan (develop ICP using program of study sheets and needs intake assessment), Early Assessment and intervention by Faculty (include faculty developed interventions such as tutoring, study groups, teacher study groups, other) documented by plan, Tutoring (align all college options to maximize effectiveness)

In the Fall of 2014 PCCUA will implement several best practices with strong student support to increase persistence and completion, especially in developmental and gateway course work. The process for this extensive effort include the following actions.

1) 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. Each student will be assigned a Student Advisory Team composed of advisors, coaches, and others (instructors-they will vary from course to course, chairs/deans, etc.). This action will require an expanded role for the student financial coaches used in the Student Success courses.

PCCUA has mandatory testing and placement. Prior to COMPASS testing all students are provided with test preparation to increase the likelihood of appropriate course placement. Students register before class begins but once they are registered and working with the advisor, an ICP will be developed.

2) 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.

3) 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.

4) Instructors will be asked to document early assessment within the third or fourth week of classes. Students who have difficulty with the course content will be provided with an academic intervention(s). The instructor will identify the intervention(s) in the course syllabus. Each instructor will identify the methods used to help students succeed (tutoring, STAR lab for tutoring, group study sessions led by the instructor or students, or any number of possible interventions). PCCUA believes instructional intervention to support learning is critical to student course success.

5) All college tutoring will be aligned to maximize the opportunities available for students.

This will be completed in the Summer of 2014 and the alignment meetings and efforts will be integrated at all levels and on all campuses. Professional development will be provided for all people involved with tutoring efforts.

The premise of the Early Intervention Support System is rooted in faculty assuming responsibility for assisting students who need help in the courses they teach. It has developed because of the failure of a PCCUA Early Alert program which focused primarily on attendance. The unintended consequence of stressing the importance of attendance without an academic support plan has resulted in an increase in administrative withdrawals from courses, PCCUA identifies these as “EW” grades. We feel that these changes will be especially beneficial to minority and under-resourced students

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

<p>ICP 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.</p>	Fall 2014	Advisors
<p>Expanded Role for Student Success Coaches 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.</p>	Fall 2014	Student Success Coaches
<p>Advisor Intervention 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.</p>	Fall 2014	Advisors/ Student Success Coaches
<p>Academic Intervention Instructors will be asked to document early assessment within the third or fourth week of classes. Students who have difficulty with the course content will be provided with an academic intervention(s). The instructor will identify the intervention(s) in the course syllabus. Each instructor will identify the methods used to help students succeed (tutoring, STAR lab for tutoring, group study sessions led by the instructor or students, or any number of possible interventions). PCCUA believes</p>	Fall 2014	Faculty Deans, Chairs, VC for Instruction

<u>instructional intervention to support learning is critical to student course success.</u>		
Tutoring Alignment All college tutoring will be aligned to maximize the opportunities available for students. This will be completed in the Summer of 2014 and the alignment meetings and efforts will be integrated at all levels and on all campuses. Professional development will be provided for all people involved with tutoring efforts.	Fall 2014	Tutoring Centers College Wide
Faculty Engagement New faculty Training Cooperative Learning	8/12	Faculty & Staff
Tutoring-Star Lab New multi-purpose lab designed for student tutoring, career exploration, wiring, and academic support	Ongoing	
Increase Research Capacity Continue to train faculty for data analysis to increase research capacity.	Ongoing	IR Director, Data Team, faculty. DIR
Common Reader –Make It Stick	8/12 Introduced	Discussion Facilitators All employees

Budget Analysis

Activity	Implementation	General Estimated Costs
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 3 rd time)	On-going	\$ 12,000
STAR Lab-Tutoring	11/2012-opened	\$ 42,000
New Faculty Training	08/13-12/13	\$ 4,000
Early Intervention Training	10/13	\$ 5,000
Common Reader and Speaker	8/13-5/14	\$ 6,000
Estimated Total	8/13-5/14	\$ 74,000

Evaluation

PCCUA has disaggregated data based on ethnicity, age, gender and numerous other characteristics. This year the college plans to examine data to identify if specific strategies implemented are more successful with targeted groups of students. The College is also examining whether participation in intramurals, META, Book Club and other organizations assists with retaining students. We believe it does but we want to examine data to determine if making a certain level of engagement mandatory for students increases student success. The

College uses both qualitative and quantitative data, faculty and student surveys, focus 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.