

PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

2020-21 MINORITY RECRUITMENT AND
RETENTION ANNUAL Submitted for Fall
2021 REPORT

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PCCUA MINORITY RECRUITMENT AND RETENTION REPORT FOR 2020-21

The best performing institutions of higher education intertwine diversity, equity, and inclusion with quality in the creation of services and programming, curriculum and instruction, and the development of policies and college practices. As noted by Robert Kibbee, *“The quality of a university is measured by the kind of student it turns out, rather than the kind of student that it takes in.”* The sentiment behind that quote is factual, particularly when colleges consider combining all of the concepts in their daily operations. It would influence better educational experiences, create a more substantial commitment to the institution, validate students' academic contributions, and strengthen student retention.

This report presents current practices and policy recommendations used by PCCUA to assist our students in achieving personal and academic student success. Research confirms that by enriching educational experiences, students are more likely to remain at the institution and successfully transfer or enter the workforce after course completion. However, those who struggle academically or socially and receive only adequate support and guidance have a higher probability of not persisting. The current state of society and the educational system adds urgency to the need for diversity, inclusion, and equity in all practices in higher education, specifically at PCCUA, to provide quality education and achieve more significant employment opportunities for students.

PCCUA is committed to the student's success, diversity, and community betterment, as can be witnessed through our efforts to support low-performing, disadvantaged students. For example, Phillips Community College of the University of Arkansas is an Achieving the Dream (ATD) Leader College. ATD is a comprehensive, non-governmental reform movement targeting focus areas to close achievement gaps and accelerate success among diverse student populations, particularly low-income students and students of color. Through our ATD efforts, PCCUA has focused on data disaggregation and analysis based on gender, race/ethnicity, and socio-economic level. This process is critical to College decision-making related to students, faculty, and staff.

Additionally, PCCUA is working to engage its community in crucial conversations regarding social justice, equity, accessibility, and race because these issues significantly impact the college culture. Community and campus-wide meetings have been scheduled to assist the College in identifying the best practices to eliminate challenges that confront our student body. Our goal is to establish tools for success and extend the educational pipeline of support to our students upon entry and the completion of their degree or certificate.

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

PCCUA has a high minority enrollment; specifically, it is biracial, black, and white. The College has very few other minority groups. There is not a high level of diversity which means both black and white students gain much from discussions and activities which connect them to other minority groups based on differences such as gender, race, gender identity, national origin, disability, religion, marital or parental status, veteran status, genetic information or sexual orientation

Approximately 45.4.7% (604) of the students are African-American, and about 48% (643) of the student population is white. Slightly more than 5% of the student enrollment (72) are classified as other minority. About 64% (698) of the total fall enrollment was female, and 62% of the Spring 2021 enrollment was female (585). Males comprised 36% (394) of the Fall 2020 enrollment and 38 % (357) of the Spring 2021 enrollment. (See table 1 and Table 2)

Table 1: Minority Student Enrollment

Student Ethnicity	Fall 2020			Spring 2021			Uduplicated
	Race/Ethnicity	Male	Female	Total	Male	Female	
Asian		5	4	9	5	4	9
Black		152	320	472	141	293	434
Hawaiian/Pacific Islander		0	0	0	0	0	0
Hispanic		10	21	31	8	18	26
Am Indian		3	1	4	3	2	5

White	219	341	560	194	259	453	643
Two or more races	4	10	14	4	8	12	18
UK	1	1	2	2	1	3	3
Total	394	698	1092	357	585	932	1319

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
2020-21	1319	1219
Term		
Fall 2015	1661	913
Fall 2016	1747	981
Fall 2017	1636	912
Fall 2018	1520	891
Fall 2019	1540	886
Fall 2020	1092	649

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

The number of faculty and staff at PCCUA has decreased. While there is no significant difference, the College continues to have difficulty attracting qualified faculty for instructional positions. The number of minority staff has increased, which may be substantial based on the overall staff and faculty decrease. The College does ponder the fact that individuals of color are not as difficult to recruit and place. However, there is a desire by the College to have a more significant number of persons of color teaching.

Table 3: Minority Faculty and Staff by Race and Gender

	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
2020-2021	8	53	55	118	171

Note: Numbers reflect declining enrollment resulting in reduced faculty and staff.

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
2020-21	8	55

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

PCCUA has far fewer adjunct instructors than other colleges. A majority of the adjunct instructors are white females and many come from public schools. It is worrisome that there is only one black adjunct. Again, it is challenging to recruit HLC qualified instructors (master's degree in the discipline).

Table 5: Adjunct Faculty and Staff Working in the 2020-21 Academic Year

Adjunct	Male	Female
African-American	0	1
White	7	12

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

There was an increase of one in the number of faculty hired. However, there were three African-American professional staff employed. This is an improvement over past years. One of the professional staff hired will lead the Student Support Services program, which is vital to supporting first-generation, low-income, and many minority students.

Table 6: Position Titles

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

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

When comparing minority faculty to the total number of faculty working at PCCUA, it is apparent that the College needs to try harder to recruit qualified faculty. The issue PCCUA faces is that many people prefer urban areas. This is especially true of young newly graduated instructors.

	Minority Faculty	Total Faculty
2015-2016	8	58
2016-2017	9	59
2017-2018	9	60

2018-2019	8	59
2019-20	9	59
2020-2021	8	53

As previously stated, the College needs to recruit more minority instructors. A newly formed Committee called the Diversity and Inclusion Committee is exploring the possibility of incentives that could be offered to attract minority instructors.

Table 7: New Minority Faculty and Staff by Gender and Position

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

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

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

Key Performance indicators reflect that even during the pandemic, students completing at a 100% time completion rate (from 32% to 35%) and 200% time completion rate increased (from 39% to 57%). The number of certificates and awards decreased slightly (amazing during a pandemic).

KEY PERFORMANCE INDICATORS (KPIs)

Indicator/Completion	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Enrollment (Fall)											
FT	847	747	753	627	591	648	621	610	591	459	
PT	1366	1233	1260	1170	1070	1101	1015	912	949	633	
Total	2213	1980	2013	1797	1661	1748	1636	1522	1540	1092	
SSCH	17,763	16,839	16,950	14,532	13,708	14,753	13,673	13,392	13,287	9732	
FTE	1184.2	1122.6	1130	968.8	913.9	983.5	911.5	892.8	885.8	648.8	
Time to Degree											
100% Completion	14%	18%	13%	17%	21%	33%	32%	35%	2021		
150% Completion (IPEDS Measure)	25%	27%	20%	29%	33%	45%	46%	41%	2022	2023	
200%	35%	35%	26%	37%	39%	57%		2022	2023	2024	
Retention (IPEDS Count)	53%	54%	56%	53%	60%	66%	59%	58%	52%	52%	
Completion											
CPs	121	164	121	167	130	125	127	213	274	286	
TCs	62	68	50	54	45	46	73	74	89	67	
Degrees	105	92	174	192	153	241	178	129	134	122	
Total Awards	288	424	345	413	328	412	378	416	497	475	

Notice the IPED outcomes highlighted in yellow denote 150% time which decreased slightly (46% to 41%). The green highlighted awards show the trend in the number of certificates and degrees awarded. The red designates the most recent indicator by year.

The Strong Start to Finish (SStF) Team comprises English and math instructors, representatives from advising, the Vice Chancellor for Student Services, and the Vice Chancellor for Instruction are all engaged in this academic work. The Dana Center at UT Austin, which facilitates SStF in Arkansas, determined who would be included in the Team. Many actions have been taken to address serious gaps between students' performance facing English and math barriers. The SStF is clear about the strong role English and math faculty play in making academic decisions.

The SStF Committee has begun addressing these problems by engaging in the following actions.

1. Using Data is disaggregated in lots of ways such as race, gender, Pell, full time and part time, etc. This ensures steps are taken to address gaps. Unfortunately, because of our size, when we apply a strategy, we use it as scale. It is too difficult not to do that because of our numbers. We need to reexamine performance gaps and address these in some way.
2. Sharing SStF Team information to discuss the data with other people.

The following SStF tables reflect the work and issues related to performance gaps the SStF Team is addressing with the math pilot. PCCUA has a high number of students in remediation who represent minority groups such as African American, low income, first-generation college. Both the math and English SStF tables have been included in this report.

Discussion Questions: When examining your data, consider the following guiding questions:

- Where do you find cause to to celebrate progress?
- What areas will you focus on for continued growth towards the SStF Arkansas Initiative goals?
- How will you investigate your work for equitable access, learning, and outcomes?

Table 1. Numbers of students: (1) Enrolled in fall (all), (2) FTIC in fall, and (3) Not College Ready in Math

	2016	2019	2020
Number of all students enrolled in fall	683	704	592
Number of FTIC ¹ students enrolled in fall	128	160	143
Number and percentage of all students not college ready in math in fall	Number	168	183
	Percentage	25%	26%
		17%	

Table 2. Pass Rates for Students Who Were Not College Ready in Math and Enrolled in Prerequisite and Corequisite + College-Level Math, fall 2016, 2019-2020

	Prerequisite		Corequisite + College-Level Math	
	Enrolled	Passed*	Enrolled	Passed
2016	145	54%		
2019	135	50%	23	57%
2020	96	45%	3	33%

*Note. Pass rates is only for prerequisite math course, not college-level math course.

Table 3. Number and Percentage of Students Completing a Gateway Mathematics Course Within One Year

2016 (N = 683)		2019 (N = 704)	
Number	Percentage	Number	Percentage
433	63%	398	57%

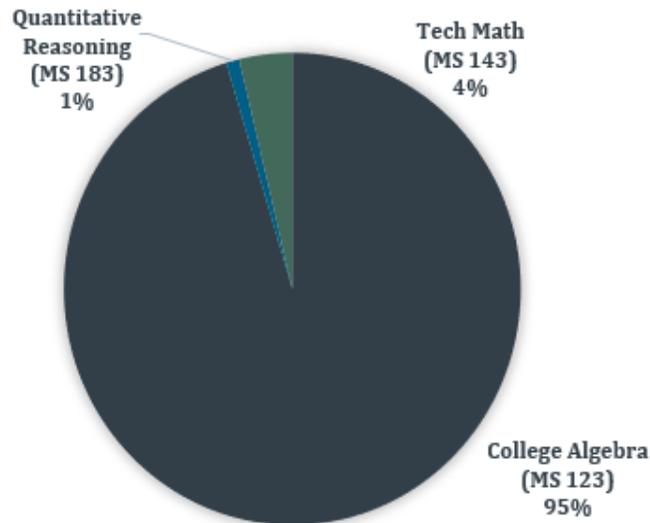
*Note. Table data found on "Demographics" tab of PCCUA data collection workbook

- 2016: row 2, column E and row 2, column I
- 2019: row 10 column E and row 10, column I

¹ FTIC = first time in college

Course	Number Enrolled	Number Passed	Pass Rate
College Algebra	102	102	100%
Technical Math	4	3	75%
Quantitative Reasoning	1	1	100%
Total Students	107	106	

Percentage of Students Enrolled in Gateway Math Courses, fall 2020
(n = 107)



Top 5 Programs of Study	Mathematics Requirement	# of Students Enrolled in Fall 2020	% of All Students in Fall 2020
AA General Education ²	MS 123	152	25.68%
AAS Nursing	MS 123	70	11.82%
AA Business Administration	MA 123	39	6.59%

² ACTS recommended QL program (<https://dcmathpathways.org/sites/default/files/resources/2018-05/ACTS%20Math%20Review%20Committee%20Recommendation%20Letter%20QL.pdf>)

AAS Early Childhood Education ¹	MS 183 or MS 143 or MS 123	24	4.05%
IS.AAS Information System Tech	MS 123 or MS 143	21	3.55%

Table 6. Representational Equity in Identifying Students as Not College Ready and Students Enrolled in and Passed College-Level Math in One Year, fall 2020					
592 Total Degree-Seeking Undergraduates					
		Equity Index			
	Total Number of Students	Not College Ready	Coreq Enrolled	Coreq Passed	College-Level Math Passed (1 Yr)
Female	416	0.99	0.96	1.08	1.08
Male	176	1.01	1.09	0.81	0.81
Pell grant-eligible	412	1.10	1.23	1.26	1.06
Asian	3	1.38	0.00	0.00	0.59
Black/African American	297	1.13	0.94	0.88	0.38
Hispanic/Latino	15	0.97	0.00	0.00	1.06
Native American Indian/Alaska Native	1	2.08	0.00	0.00	0.00
Pacific Islander	0	NA	NA	NA	NA
White	267	0.85	1.17	1.24	0.64
Multi-racial	9	0.92	0.00	0.00	0.20

Note. Below is the formula for each Equity Index indicator:

- **Not College Ready.** Number of students [in student group] identified as needing dev math / total number of students identified as needing dev math **divided by** number of students [in student group] enrolled at the institution / total number of students enrolled at the institution.
- **Coreq Enrolled.** Number of students [in student group] enrolled in corequisite math / total number of students enrolled in corequisite math **divided by** number of students [in student group] at the institution / total number of students enrolled at the institution.
- **College-Level Math Passed (1 Yr).** Number of students [in student group] who passed college-level math in 1 year / total # of students who passed college-level math in 1 year **divided by** number of students [in student group] at the institution / total number of students enrolled at the institution.

English Outcomes/Not disaggregated by Race

1 <i>Note: Cells with black fill do not need to be completed</i> // Maroon text = example							
2 Complete the Enrollment and Completion Data by entering Numbers in Columns B, D, and F that corresponds to the Question in Column A. Columns C, E, and G (Percentage) will be automatically calculated.		3 Fall 2016 <i>(ideal data for longitudinal perspective)</i>		4 Fall 2019 <i>(needed data for recent access and outcomes discussions)</i>		5 Fall 2020 <i>(needed data for recent access discussions)</i>	
		6 Number	7 Percentage	8 Number	9 Percentage	10 Number	11 Percentage
3 How many total undergraduate, credential-seeking students were enrolled in fall of this year (not including dual-enrollment students)?		4 683	5	6 704	7	8 592	9
4 From the # entered in row 4: How many students were in a program of study that did not require a college-level English course (e.g. certificate; technical programs)?		5 118	6 17%	7 165	8 23%	9 124	10 21%
5 From the # entered in row 4: How many students completed a gateway college-level English course before starting classes in fall of this year?		6 280	7 41%	8 283	9 40%	10 152	11 26%
6 From the # entered in row 4: How many students were identified as college ready in English at the beginning of the fall semester AND had not yet completed a college-level English course?		7 241	8 35%	9 297	10 42%	11 295	12 50%
7 From the # entered in row 7: How many students who were college ready in English enrolled in a gateway English course (e.g., Composition I) by fall of this year?		8 146	9 61%	10 167	11 56%	12 127	13 43%
8 From the # entered in row 4: How many students required developmental English (<i>had not met college readiness guidelines for student placement in gateway English</i>) at the beginning of fall of this year?		9 71	10 10%	11 74	12 11%	13 44	14 7%
9 From the # in row 9: How many students who required remediation in English <u>enrolled</u> in an English co-requisite course and gateway English course in fall of this year?		10 0	11 0%	12 12	13 16%	14 3	15 7%
10 From the # in row 10: How many students who required remediation in English <u>enrolled</u> and <u>passed</u> an English co-requisite course with a C or better in fall of this year?		11 0	12 #DIV/0!	13 10	14 83%	15 2	16 67%
11 From the # entered in row 9: How many students who required							

7. Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks used to determine success in meeting any new objectives.

PCCUA has provided several strategies to assist with meeting institutional goals and objectives which specifically relate to minority recruitment, retention, and completion. These include the following activities.

1. Student Engagement

Maintain student development via registered student organizations, specifically the MEN ENROLLING TOWARD ADVANCEMENT (META), a peer support group for minority males on the Helena-West Helena campus. META members develop leadership and communication skills, participate in service-learning opportunities, and student programming on campus.

We will add more organizations such as the MULTICULTURAL STUDENT ORGANIZATION, which provides the opportunity for multiple cultures of students to assemble to increase cultural awareness, promote social justice, cultivate inclusiveness on campus and formulate mutual respect for diversity.

The NON-TRADITIONAL STUDENT ASSOCIATION was also created to provide non-traditional students with a community of support and education from peers with similar work and life experiences. The organization will improve student orientation and transition to the college environment and improve student retention. Non-traditional students are defined as part/full-time employees, 25 years of age or older, veterans, and students who are parents and/or are married.

Lastly, the Trailblazers, First-Generation College Students Support Group was created for students who are the first family members to attend College. As a result, students will have the opportunity to extend their support system, build community in the college setting, and add to their personal and professional resources. The themes of the group include: navigating College successfully, balancing personal and academic lives, understanding finances, managing responsibilities, identify development and empowerment.

2. Use of a Common Reader: *Killer of the Flower Moon* by David Grann.

This book discusses the treatment of Native Americans and delivers an appropriate opportunity for discussion. Some faculty will use segments of this reading in their instruction. This account has been buried in history but is a shocking episode in our history. This is often referred to as the Osage Reign of Terror, formally acknowledged from years from 1921 to 1926. In this time, over twenty Osage Indians were murdered to gain access to their wealth.

3. Black History Month has been used to present films, lectures, plays, and forums. This has been especially important this year in light of the George Floyd murder and uncertainty in so many other murders at law enforcement officers' hands. This period of great turmoil and uncertainty has made it most important to address equity and inclusiveness issues and concerns.

4. Academic Improvements

The following projects were initiated through the Strong Start to Finish. The intent is to allow students to reduce time in remediation, complete gateway courses, and take a program of study-appropriate math. The PCCUA math Department has reduced the time to complete remediation by eliminating two college remediation courses. In addition, students are being placed in one of three kinds of math depending on their degree. These are Technical Math, Quantitative Reasoning, or College Algebra.

5. Focused Advising

PCCUA provides intrusive and intentional advising. This is critical for student success for minority students.

6. Mandatory Orientation

All new and returning students complete a mandatory orientation acclimating them to the most important aspects of campus life.

7. Research Capacity

The Director of Institutional Research is working with lead faculty and staff to organize and provide data discussions. These discussions are significant for employees so that they understand the implications of data trends.

8. Professional Development

This year more than any other, PCCUA has provided professional development focusing on Culturally Responsive Teaching. Fortunately, member of the professional staff is grounded in CRT and committed to assisting with that development effort.

MATH

All students needing math remediation take MS 1023

1. Students with ACT 14 or below or 227 or below on the NG Accuplacer must enroll in the following corequisite course.

MS 1023 and lab MS 1002

2. Students with ACT 15-16; or a 228-236 on the NG Accuplacer must enroll in the following course:

MS 1023 NO LAB

3. Students with 17-18 or above; 237-248 on the NG ACCUPlacer QAS or complete MS 1023 may enroll in either of the following courses:
 - Tech Math, MS 143
 - College Algebra MS 123 and MS 1121
 - Quantitative Reasoning/Literacy, MS 193 and the Lab-MS 1191
4. Students with ACT 19 or above, or a 249 or above on the NG ACCUPlacer QAS may enroll in either of the following courses:
 - Tech Math, MS 143
 - College Algebra MS 123
 - Quantitative Reasoning/Literacy, MS 193

Note: Students with a 16 on the ACT or a 237 on the NG ACCUPlacer who are earning an AAS may enroll in Tech Math, MS 143 if they are not Nursing or MLT majors. STEM majors must take College Algebra, MS 123.

READING AND WRITING CHANGES IN DEWITT AND STUTTGART

The actual changes to curriculum that may impact students' schedules are in Basic Writing I & II and in Intro to Reading, DS 103 and College Reading Strategies, DS 123. In the Fall of 2020, PCCUA began enrolling students in open labs on the DeWitt and Stuttgart campuses. The labs associated with the reading and writing are the actual instructional times and the lecture portion has become the student's self-guided reading and writing improvement time. This allows the instructor to provide one-on-one support when needed and is much more individualized than past instruction.

READING AND WRITING

Intro to College Reading, DS 103
Reading Lab I DS 1031
College Reading Strategies, DS 123
Reading Lab for DS 123 is DS 1231

Writing
Basic Writing I, EH 1013
Basic Writing Lab I, EH 1011
Basic Writing II, EH 1023
Basic Writing II Lab, EH 1021

Indicators and Benchmarks

PCCUA will use several indicators to measure the success of the minority recruitment and retention plan. Such as academic performance, term to term persistence, year to year persistence, and graduation rates. PCCUA will also continue to analyze minority student responses to perceptions about the College experience reflected in the students and faculty survey. We will also conduct a Cultural Climate Survey of faculty staff and students to identify our strengths, weaknesses, and opportunities for success, threats to student retention, including diversity,

inclusion, and equitable experiences at PCCUA. The survey will be conducted every year to help gauge our progress toward our goals. Other indicators for the minority faculty and staff recruitment and retention will be measured by the retention of staff and the increase in faculty /staff of color.

- **Action 1:** Monitoring and evaluating student's and employees' enrollment and retention trends over five years.
- **Action 2:** Modifying specific goals for minority recruitment and retention based on minority student survey outcomes.
- **Action 3:** Monitoring the number of minority faculty, staff, and students and adjusting institutional efforts and policies necessary to ensure diversity.
- **Action 4:** Working to continue to increase the number of minorities among the faculty and staff.
- **Action 5:** Continuing to review recruitment, admission, and retention efforts to increase minority student retention and completion rates on all three campuses.

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

Strategy	Costs	Area	Timeline	Individuals Engaged
Advising, placement, mentoring	\$137,298	Student Affairs	Ongoing	Advisors and Student Success Coaches
Strong Start to Finish Brian Zimmerman-focused instructor Institutional Research 5% of IR Director's Salary	\$ 56,589 \$ 3,954	Institutional Research	Ongoing	Faculty, Advisors, Student Success Coaches Institutional Research
	\$ 4,000			

<p>Require early assessment of student learning by faculty (third week).</p>		Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
<p>Implement PREP Program for students not ready for college level course work (these students take remedial course work and a student support course).</p>	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
<p>Require faculty to inform students of their academic status by the third week of classes.</p>	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
<p>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.</p>	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
<p>Ensure faculty refer students for computers and computer access.</p>				
<p>Ensure students are aware and trained to use alternative remote delivery if it becomes necessary.</p>				Deans, Chairs, Faculty, VC for Instruction Deans, Chairs,

<p>Student Success Coaching.</p>	<p>N/A</p> <p>\$ 80,284</p>	<p>Instruction</p> <p>Instruction</p>	<p>In Progress</p> <p>In Progress</p>	<p>Faculty, VC for Instruction</p> <p>Director of Studentuccess</p>
<p>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.</p>	<p>\$ 5,000</p>	<p>Faculty and Staff Development</p>	<p>Ongoing</p>	<p>Deans, VC for Instruction, faculty. DIR</p>
<p>Mandatory Orientation (all new and returning students)</p>	<p>\$ 10,000</p>	<p>Student Success</p>	<p>Annually</p>	<p>Orientation and Student Success Team</p>
<p>Faculty Engagement Culturally Responsive Teaching (On-going)</p>	<p>\$ 5,000</p>	<p>Instruction</p>	<p>Ongoing</p>	<p>Faculty, staff, VC for Instruction, Deans/Chairs</p>
<p>Conversations about Race Continue ongoing conversations about race and poverty. Common Reader is <i>Killer of the Flower Moon: The Osage</i></p>	<p>Books purchase in 2020.</p>	<p>Instruction</p>	<p>10/20 11/20 12/20</p>	<p>Discussion Facilitators All employees</p>

<i>Murders and the Birth of the FBI</i> by David Gann.		Instruction	Fall/Spring	
All Activities	\$302,125.00	N/A		