



## Minority Recruitment and Retention Report



**North Arkansas College**

**2021-2022**

North Arkansas College is intentional and strategic in increasing diversity for students, faculty, and staff at the institution. The following information indicates strategies and results from recent annual improvements. One of the college's strategic goals is to enhance diverse experiences for students, faculty, and staff. In addition, one of the General Learning Outcomes is for students to demonstrate mastery in understanding issues of a diverse global society. Northark does this in several ways that are described below.

The data below indicate student demographics for fall enrollment and percentages by race/ethnicity for the past six years. Further specifics are identified in the second table.

### Number of minority students, by minority group, who currently attend the institution

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Nonresident alien	2	0.1%	1	0.1%	4	0.2%	5	0.3%	10	0.6%	6	0.3%
White	1668	88.4%	1577	86.6%	1523	84.1%	1408	84.0%	1314	81.9%	1482	82.7%
Unknown	0	0.0%	23	1.3%	17	0.9%	4	0.2%	26	1.6%	34	1.9%
Minority	216	11.5%	220	12.1%	268	14.8%	259	15.5%	254	15.8%	270	15.1%
<b>Total</b>	<b>1886</b>		<b>1821</b>		<b>1812</b>		<b>1676</b>		<b>1604</b>		<b>1792</b>	

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Nonresident alien	2	0.1%	1	0.1%	4	0.2%	5	0.3%	10	0.6%	6	0.3%
Hispanic	117	6.2%	123	6.8%	141	7.8%	146	8.7%	142	8.9%	148	8.3%
American Indian	8	0.4%	8	0.4%	9	0.5%	6	0.4%	4	0.2%	5	0.3%
Asian	6	0.3%	10	0.5%	19	1.0%	18	1.1%	14	0.9%	17	0.9%
Black	12	0.6%	16	0.9%	9	0.5%	16	1.0%	28	1.7%	28	1.6%
Pacific Islander	3	0.2%	4	0.2%	4	0.2%	4	0.2%	0	0.0%	7	0.4%
White	1668	88.4%	1577	86.6%	1523	84.1%	1408	84.0%	1314	81.9%	1482	82.7%
Two or more	70	3.7%	59	3.2%	86	4.7%	69	4.1%	66	4.1%	65	3.6%
Unknown	0	0.0%	23	1.3%	17	0.9%	4	0.2%	26	1.6%	34	1.9%
<b>Total</b>	<b>1886</b>		<b>1821</b>		<b>1812</b>		<b>1676</b>		<b>1604</b>		<b>1792</b>	

As indicated above, other than a slight decrease from Fall 2020 to Fall 2021, minority enrollment has increased steadily and sustainably by 3.6% since Fall of 2016, despite an overall reduction in enrollment during the same period.

The college's international student population decreased slightly from Fall 2020 to Fall 2021.

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

**Number of minority adjunct faculty who currently work for the institution**

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

The tables below provide a snapshot of the employment culture of Northark College. In FY 2021-2022, 15 employees identified as minority (up from 14 last year), 11 were currently employed in June 2022, and 3 minority employees were hired during the academic year (up from 1 last year).

Among part-time employees, the increases were significant. Twelve identified as minority, 8 were currently employed in June 2022, and 5 were hired during the academic year, as compared to last year’s numbers of 8, 8, and 1, respectively.

	Employees during FY 2021-2022	Current Employees June 2022	New Employees FY 2021-2022
Dean Health Professions	1	1	0
Operations Coordinator - Berryville	1	1	0
Academic Advisor	1	1	0
Agriculture Facilities Coordinator	1	0	0
Dir Community & Continuing Ed	1	1	0
Faculty	5	4	1
Director of Student Success	1	1	0
Institution Services Assistant	1	0	0
SNAP E&T Coord Adult Ed	1	1	1
Administrative Assistant	1	1	1
Family Support Worker	1	0	0
<b>Full-Time Total</b>	<b>15</b>	<b>11</b>	<b>3</b>
Extra Help	7	4	3
Adjunct Faculty	5	4	2
<b>Part-Time Total</b>	<b>12</b>	<b>8</b>	<b>5</b>

**Number of minorities by minority group: Full-time faculty who currently work for the institution**

Three employees identified as Hispanic or Latino (up from 2 last year), 1 as American Indian/Alaska native (up from 0 last year), and 1 as two or more races (down from 2 last year). Current employees in June included 2 Hispanic or Latino, 1 American Indian/Alaska native (up from 0 last year), and 1 who identified as two or more races. New employees included 1 Hispanic or Latino (up from 0 last year).

	Employees during FY 2021-2022	Current Employees June 2022	New Employees FY 2021-2022
Hispanic or Latino	3	2	1
American Indian/Alaska native	1	1	0
Two or more races	1	1	0

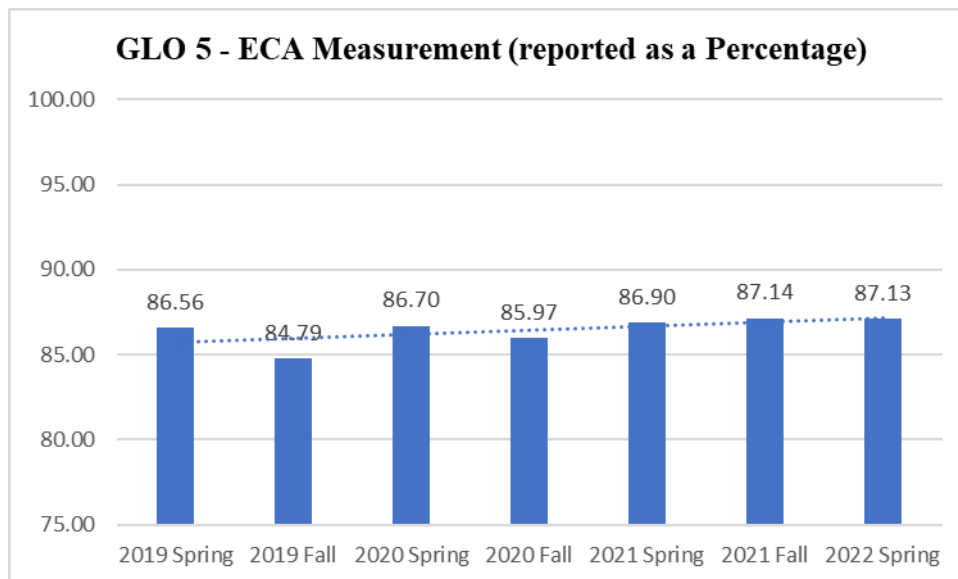
## **Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students**

In the 2021-2022 academic year, Northark Arkansas College created a new strategic plan after having spent more than a year operating under a calendar extension of the previous plan. The previous plan concluded in 2020, but the college's Board of Trustees voted to extend it when the onset of the COVID-19 pandemic disrupted the originally scheduled process for establishing a new plan.

The previous plan, titled "Vision 2020," contained Strategic Objective 2.3, "Enhance diverse experiences." At the time of this writing, the new plan (currently untitled) is in the final drafting phase for launch in 2022-2023. It contains Strategic Objective 2.4, "Provide diverse cultural and educational opportunities." Action steps taken under the previous plan, as listed below, are representative of the types of steps that will be taken in connection with the new plan:

- Retained a bilingual recruiter, advisor, and student tutor.
- Increased course offerings at the college's Carroll County Center, which serves a large proportion of minority (Hispanic or Latino) students.
- Provided FAFSA assistance in Carroll County, including Financial Aid Nights at Carroll County high schools.
- Hosted FAFSA application assistance in Carroll County.
- Partnered with Tyson Foods on a recruiting event.
- Partnered with Adult Education – ESL program.
- Scheduled one-on-one visits with parents and families.
- Accepted student registrations/course enrollments at Carroll County Center each semester.
- Operated Short-Term Study Abroad program for cultural diversity. (After being forced to pause during the COVID-19 pandemic, this program resumed in Summer 2022 with a group trip to Eastern Europe.)
- Held a "Civil Conversations" series of lecture presentations in the Learning Resource Center. This included a talk by Dr. Terrance Roberts, a member of the Little Rock Nine, who detailed the environment and culture that existed in 1957 during the racial integration of Little Rock Central High School. (As of June 2022, the LRC is planning to revive this lecture series and has allocated budget funds toward it for FY 2022-2023.)
- Developed a Social Issues Seminar Course that focused on research, public speaking, presentations, and responses to peers on various social issues in a formal presentation/debate-style curriculum. Interaction agreements were developed and enforced to ensure a free flow of diverse thought and expression throughout the course.
- Increased learning experiences for diversity, e.g., a mannequin of color for the Health Professions Simulation Center.
- Increased international student population.

**Results for General Learning Outcome #5: “Students will be able to discuss issues of a diverse global society.”**



*The Fall 2020 to Fall 2021 comparison demonstrates an increase of 1.17% in student performance on this GLO. The Spring 2021 to Spring 2022 comparison indicates an increase of 0.23%. The three-year trend demonstrates an increase of 2.35% from Fall 2019 to Fall 2021 and an increase of 0.43% from Spring 2020 to Spring 2022. Even as Northark returned to on-site instruction beginning in Fall 2021 (after having provided primarily remote instruction during the COVID-19 pandemic), these trends have remained consistent.*

CCSSE data for the current period is unavailable. Though the CCSSE was administered to students during the current reporting year (after such administration had been paused during the pandemic), the results will not be released until the end of July 2022.

**Graduation and persistence rates by gender and race/ethnicity**

**Graduation rates of first-time, full-time, degree/certificate seeking students**

	Cohort Year					
	2012	2013	2014	2015	2016	2017
<b>All Students (Total)</b>	23%	29%	33%	31%	24%	27%
<b>Male</b>	23%	25%	30%	30%	27%	24%
<b>Female</b>	24%	34%	36%	32%	21%	29%
<b>White</b>	24%	31%	33%	32%	24%	30%
<b>Minority</b>	7%	15%	33%	22%	22%	10%
<b>Pell Grant Recipient</b>		27%	34%	29%	21%	23%

**Persistence (graduation, transfer, or continuation after 3 years)**

	Cohort Year					
	2012	2013	2014	2015	2016	2017
<b>All Students (Total)</b>	53%	59%	57%	54%	54%	44%
<b>Male</b>	52%	54%	56%	55%	49%	36%
<b>Female</b>	54%	65%	59%	53%	54%	47%
<b>White</b>	53%	62%	56%	55%	53%	50%
<b>Minority</b>	54%	35%	65%	28%	61%	36%
<b>Pell Grant Recipient</b>		73%	54%	34%		*

\* No longer tracked in IPEDS

*These data indicate significant swings in persistence among minority students as compared to white students. Between 2012 and 2017, the persistence rate went down 19%, up 30%, down 37%, up 33%, and down 25%. It should be noted that these percentages are based on very small sample sizes; for the listed years, the student population identified as minority (not including “race/ethnicity unknown”) was 28, 33, 48, 46, 51, and 60. While these numbers display a positive upward trend in the number of minority students enrolled at Northark, the total population remains relatively small, such that changes in graduation, transfer, and/or three-year continuation rates as small as five or six students will produce large impacts on persistence percentages.*

**Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority faculty and staff**

COVID-19 significantly impacted Northark’s ability to hire and expand faculty and staff. It also affected the ability to recruit students. However, the following strategies continued to be used during the pandemic, and they will continue to be used going forward:

- Northark uses intentional action to improve diversity in faculty and staff. The college advertises for faculty and staff internally, locally, statewide, and (for some positions) nationally, which helps these advertisements to reach a larger and more diverse pool of potential applicants. All job vacancy postings emphasize the college’s commitment to diversity and equal opportunity and state that Northark is an affirmative action/equal opportunity employer.
- Northark offers diversity training during formalized search committee training as well as informal training for members of such committees during actual searches for new employees. All employees are required to attend formal training before they are eligible to serve on such a committee, and a training session is scheduled at least twice each year for employees who have not yet received one. The subject of diversity and the importance of searching intentionally for diverse employees is covered in these training sessions.



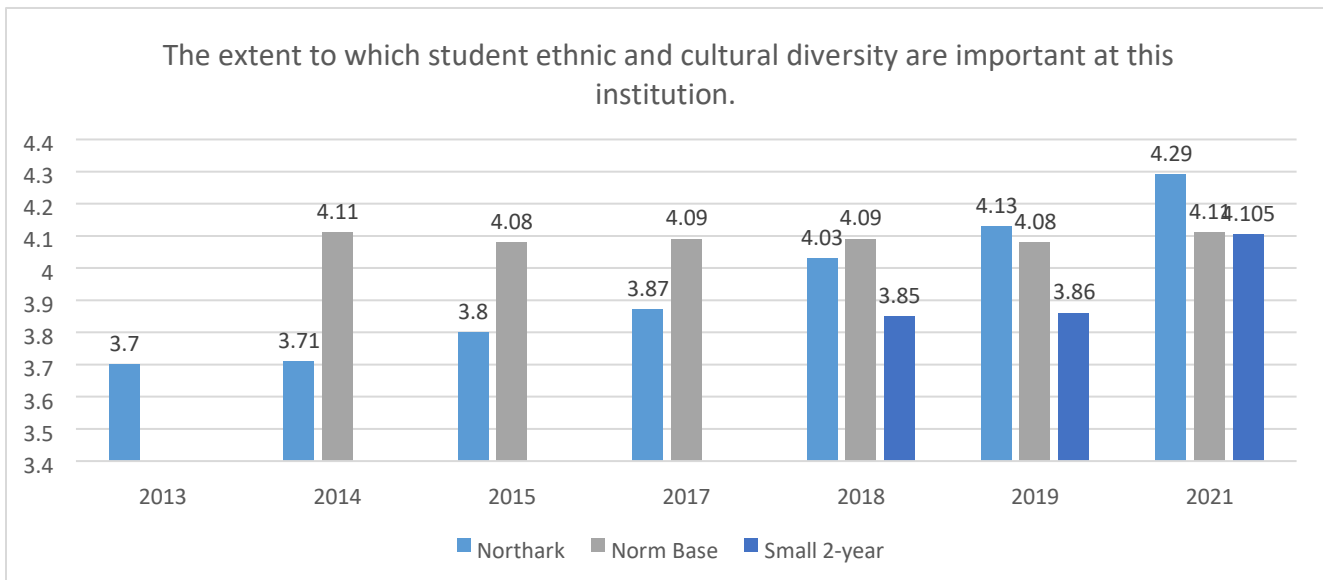
- Initial search committee meetings held in preparation for hiring a new employee start the session by discussing the importance of recruiting diverse faculty and staff 1) to enhance student experiences with diversity while at Northark, and 2) to culturally improve the work environment by fostering diverse ideas and improving innovation.
- The college strongly supports the professional development of all faculty and staff. In FY 2021-2022, the existing Center for Teaching and Learning was redesigned and relaunched as the new Employee Resource Center. The CTL had previously handled faculty professional development, but it had fallen into significant disuse during the COVID-19 pandemic. The new ERC operates under the leadership of two co-directors (instead of a single director) and its scope includes professional development not only for faculty but for all Northark employees. Like all employees, minority faculty and staff are encouraged to attend training workshops and/or seminars to enhance educational growth and progress.
- To improve students' ability "to discuss issues of a diverse global society" in accordance with GLO 5, faculty have expanded and modified their instructional objectives to include diverse experiences.

**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.**

When Northark launches its new strategic plan in AY 2022-2023, it will measure fulfillment of Strategic Objective 2.4, "Provide diverse cultural and educational opportunities," by tracking fulfillment of Departmental Action Plans, or DAPs. These are department-specific initiatives designed to support and fulfill the college's divisional objectives (divided among Academic Affairs, Student Affairs, President's Office, Institutional Advancement, and Finance and Administration), which in turn are designed to support and fulfill the college's strategic objectives. At the time of this writing, divisional objectives for the new strategic plan have not been finalized. However, it is certain that one of the ways fulfillment of SO 2.4 will be measured at the department level is through the college's performance on the Personal Assessment of College Environment (PACE) survey, which is administered biennially to all employees by the Human Resources department. Specifically, performance on two items will be tracked:

- Item 5: The institution effectively promotes diversity in the workplace.
- Item 18: Student ethnic and cultural diversity are important at this institution.

PACE uses a Likert scale of 1 (lowest) to 5 (highest) for all items, with 1 indicating strong disagreement and 5 indicating strong agreement with each item/question. Under the previous strategic plan, Northark measured progress on its diversity strategic objective using PACE Item 5 (which has now been modified as noted above), which asked about "the extent to which student ethnic and cultural diversity are important at the institution." Survey results between 2015 and 2021 indicated a significant upward trend, with an overall gain of 0.49%. In 2019, Northark surpassed the PACE norm base. While this was only by 0.05, it did indicate that foundational modifications in recent years were changing the culture. In 2021 the gap between Northark and the normal base widened to 0.18. Note that the college did not administer the PACE exam in 2020 in order to begin offering PACE and CCSSE in alternating years. In addition, beginning in 2018 a comparison to other small 2-year colleges was included in the survey results. Northark has scored higher in each year measured, gaining 0.18 in 2018, 0.27 in 2019, and 0.19 in 2021.



In addition, the College will continue to use the following strategies:

- All faculty and staff are equipped with state-of-the-art laptops that enable real-time distance support, recruitment, and real-time conversations with students.
- All faculty and staff associated with Northark College have been trained in the use of Zoom software. Advising and recruiting opportunities are no longer limited by location, and accessibility options have expanded to include four distinct options: face-to-face, email, telephone, and Zoom. Tracking of use has been blurred, as this has now morphed into normal operations. Surveys both formal and informal have proven that this approach is a significant success.
- The college will seek an increase in Carroll County employer participation at the annual job fair, as measured by the number of employers in attendance.
- Since the Fall 2019 semester, a member of Northark's Carroll County Center has been a member of Berryville Chamber of Commerce and other civic organizations in the Carroll County service area.

There are also plans underway to hold an International Student Fair in AY 2022-2023. Students will be invited to decorate a table display and share information and items from their respective culture.

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

- Budgets for diverse experiences are included in departmental budgets, the general instruction budget, and the HR budget, and in grant funds where applicable. Northark intends to continue funding these activities and growing outreach opportunities.
- As mentioned previously, the college's Study Abroad program has now resumed. Additionally, DAPs will continue to be written to increase diverse experiences in instructional methods and curricula.
- Methods for assessment include embedded course assessments to address general education outcomes including GLO 5, the return of the CCSSE to monitor progress for students' perception of learning in diverse experiences, and use of PACE for assessing and analyzing employee perception

of whether the institution effectively promotes diversity in the workplace and whether student ethnic and cultural diversity are important at this institution. Additionally, the college monitors enrollment trends for the student minority and international populations.

- The timeline for monitoring progress involves assessment of learning outcomes at the end of each academic semester, administration of the PACE survey biennially in the fall semester, and biennial administration of the CCSSE survey. Each year DAPs are reviewed in late spring, along with other indicators, and this is followed by creation of DAPs for the following academic year using information gained from analyzing the previous year's results.