



Minority Recruitment and Retention Report



North Arkansas College

2022-2023

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 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Nonresident alien	1	0.1%	4	0.2%	5	0.3%	10	0.6%	6	0.3%	5	0.3%
White	1577	86.6%	1523	84.1%	1408	84.0%	1314	81.9%	1482	82.7%	1495	80.5%
Unknown	23	1.3%	17	0.9%	4	0.2%	26	1.6%	34	1.9%	50	2.7%
Minority	220	12.1%	268	14.8%	259	15.5%	254	15.8%	270	15.1%	306	16.5%
Total	1821		1812		1676		1604		1792		1856	

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Nonresident alien	1	0.1%	4	0.2%	5	0.3%	10	0.6%	6	0.3%	5	0.3%
Hispanic	123	6.8%	141	7.8%	146	8.7%	142	8.9%	148	8.3%	178	9.6%
American Indian	8	0.4%	9	0.5%	6	0.4%	4	0.2%	5	0.3%	12	0.6%
Asian	10	0.5%	19	1.0%	18	1.1%	14	0.9%	17	0.9%	7	0.4%
Black	16	0.9%	9	0.5%	16	1.0%	28	1.7%	28	1.6%	30	1.6%
Pacific Islander	4	0.2%	4	0.2%	4	0.2%	0	0.0%	7	0.4%	5	0.3%
White	1577	86.6%	1523	84.1%	1408	84.0%	1314	81.9%	1482	82.7%	1495	80.5%
Two or more	59	3.2%	86	4.7%	69	4.1%	66	4.1%	65	3.6%	74	4.0%
Unknown	23	1.3%	17	0.9%	4	0.2%	26	1.6%	34	1.9%	50	2.7%
Total	1821		1812		1676		1604		1792		1856	

As indicated above, other than a slight decrease from Fall 2020 to Fall 2021, minority enrollment has increased steadily and sustainably by 4.1% since Fall of 2017, despite an overall decline in enrollment from 2017 to 2021.

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 2022-2023, among full-time employees 13 employees identified as minority (down 2 from last year), 12 were currently employed in June 2023 (up 1 from last year), and 2 minority employees were hired during the academic year (down 1 from last year).

Among part-time employees, 6 identified as minority, 5 were currently employed in June 2023, and 1 was hired during the academic year, as compared to last year's numbers of 12, 8, and 5, respectively.

	Employees during FY 2022-2023	Current Employees June 2023	New Employees FY 2022-2023
Operations Coordinator - Berryville	1	1	0
Academic Advisor	1	1	0
Dir Employee Resource Center	1	1	0
Faculty	6	6	2
SNAP E&T Coord Adult Ed	1	1	
Administrative Assistant	2	2	
Family Support Worker	1	0	0
Full-Time Total	13	12	2
Extra Help	3	3	0
Adjunct Faculty	3	2	1
Part-Time Total	6	5	1

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

Six employees identified as Hispanic or Latino (up from 3 last year), 8 as American Indian/Alaska native (up 7 from last year), 2 as Hawaiian/Pacific Islander (up 2 from last year), and 1 as two or more races (the same as last year). Current employees in June included 6 Hispanic or Latino, 7 American Indian/Alaska native, 2 Hawaiian/Pacific Islander, and 1 who identified as two or more races. New employees included 1 Hispanic or Latino (the same number increase as 1 last year), 7 American Indian/Alaska native (compared to last year's increase of 0), 2 Hawaiian/Pacific Islander (up from 0 last year), and 0 two or more races (the same as last year).

	Employees during FY 2022-2023	Current Employees June 2023	New Employees FY 2022-2023
Hispanic or Latino	6	6	1
American Indian/Alaska native	8	7	7
Hawaiian/ Pacific Islander	2	2	1
Two or more races	1	1	0

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

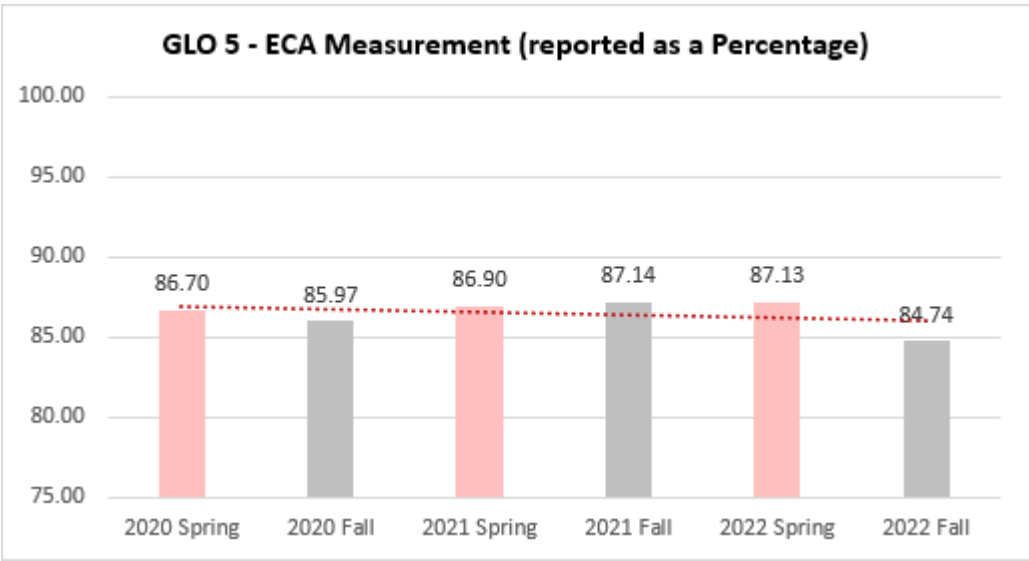
In the 2021-2022 academic year, Northark Arkansas College created a new strategic plan after having spent more than a year operating under a calendar extension of the previous plan due to the COVID-19 pandemic. The new plan, titled “Vision 2025,” was approved by the Board and implemented beginning in Fall 2022. It contains Strategic Objective 2.4, “Provide diverse cultural and educational opportunities.” Action steps taken under this plan at the time of this report (June 2023) are as follows:

- Operated Short-Term Study Abroad program for cultural diversity.
- Resurrected the college’s “Civil Conversations” series of lecture presentations in the Learning Resource Center with 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.

Additionally, actions taken during AY 2022-2023 that generally advanced the goal of recruiting and retaining minority students include the following:

- Continued to use previously implemented learning experiences for diversity, e.g., a mannequin of color for the Health Professions Simulation Center.
- Increased international student population.
- Continued to employ a bilingual recruiter and a bilingual advisor.
- 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.
- 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.

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



The Fall 2021 to Fall 2022 comparison demonstrates a decrease of 3.40% in student performance on this GLO. The Spring 2021 to Spring 2022 comparison indicates an increase of 0.23%. The three-year trend demonstrates a decrease of 1.23% from Fall 2020 to Fall 2022 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 steady, with spring GLO 5 performance remaining mostly steady while fall has fluctuated, but with all values within 3% of each other.

Additionally, data from the CCSSE, which we administer biannually, provides another angle on our performance.

Question	Northark	Comparison Cohort
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	2.82	2.71

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	2018
All Students (Total)	23%	29%	33%	31%	24%	27%	28%
Male	23%	25%	30%	30%	27%	24%	25%
Female	24%	34%	36%	32%	21%	29%	32%

White	24%	31%	33%	32%	24%	30%	30%
Minority	7%	15%	33%	22%	22%	10%	18%

Pell Grant Recipient		27%	34%	29%	21%	23%	24%
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Persistence (graduation, transfer, or continuation after 3 years)

	Cohort Year						
	2012	2013	2014	2015	2016	2017	2018
All Students (Total)	53%	59%	57%	54%	54%	44%	44%
Male	52%	54%	56%	55%	49%	36%	40%
Female	54%	65%	59%	53%	54%	47%	49%

White	53%	62%	56%	55%	53%	50%	46%
Minority	54%	35%	65%	28%	61%	36%	36%

Pell Grant Recipient		73%	54%	34%		*	*
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* 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.

Northark launched its new strategic plan "Vision 2025" in AY 2022-2023. The plan includes strategic objective 2.4, "Provide diverse cultural and educational opportunities." Fulfillment of SO 2.4 is tracked through the use 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. In 2022-2023 the DAPs process was moved from a paper-and-PDF-based approach to an online Cognito form. This enables greatly enhanced data tracking and analysis. At the June meeting of the Northark Board of Trustees, the college's vice president of academic affairs used DAPs data, among other things, to present a 2.4

fulfillment report to the Board. The report's bottom line was that the college is doing a good job of "putting its money where its mouth is" when it comes to this objective:

Strategic Objective 2.4 Report

In 2022-2023 the following items were included in one or more DAPs to be applied specifically toward achievement of strategic goal 2.4.



**Michael
Blanchard poetry
reading**



**Cave Region Music and
Art Festival**



**Dr. Terrence
Roberts talk**

Strategic Objective 2.4 Report, cont.

In 2022-2023 the following items were included in one or more DAPs to be applied specifically toward achievement of strategic goal 2.4.



**Short-Term Study
Abroad**



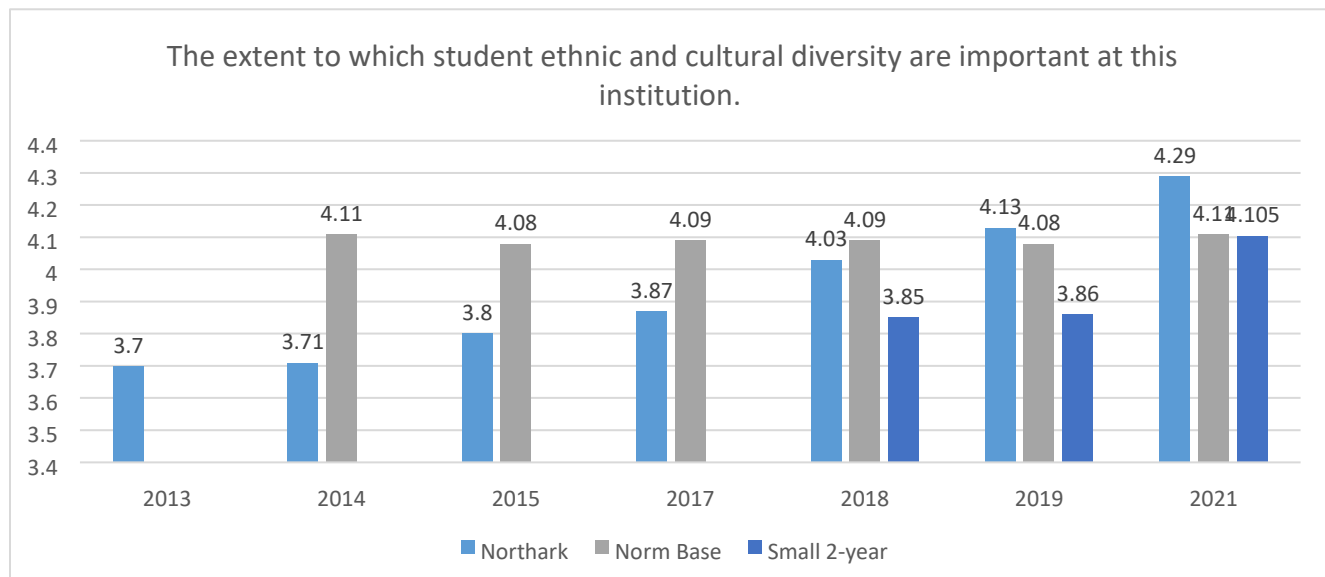
Northark-ESSA Partnership

Owner	Position Title	Department	Division	Instructional Division	Strategic Goal	Objective	Department Objective	Strategic Initiative/Action Plan	Measure	Results	Continued?	Analysis Script	Next Steps
Jen Harrell	Academic Advisor	Student Activities	Student Services		2. Engagement	2.4 Provide diverse extracurricular cultural and educational opportunities.	2.4.1 Provide a wide variety of extracurricular cultural/educational opportunities each academic year.	Develop a student activity or event that highlights different cultures, cultural identities, and diverse populations.	Measured by the creation of a new student activities offering.	Not Complete	No	I just was not able to fit it in between the other activities offered. It's still a great idea and I'll be open to opportunities for it!	Reevaluate at a later time.
Tim Coone	Chair of English and Comm	Humanities & Comm	Academic Affairs	Arts, Science, Business & I.T.	2. Engagement	2.4 Provide diverse extracurricular cultural and educational opportunities.	2.4.1 Provide a wide variety of extracurricular cultural/educational opportunities each academic year.	Invite a published author each spring to give a reading in the Learning Resource Center.	The measure of success for this engagement project will be the total number of attendees. The target is 40 attendees.	Completed	Yes	Our visiting poet, Michael Blanchard, provided a delightful reading. His poetry was well-crafted and accessible, and he engaged the audience with humor and interactive discourse. Unfortunately, only 10 people showed up for the reading.	In order to increase the number of attendees, we have booked Suzanne Underwood Rhodes, Poet Laureate of Arkansas, to visit next year. We hope that she will encourage more attendance. We also feel that we should move the date of reading to earlier in March and provide some assignments in our English classes that will introduce Rhodes. We also would offer credit for attending, followed by a brief writing assignment. As for the public, more advertisement should help.
Tim Coone	Chair of English and Comm	Humanities & Comm	Academic Affairs	Arts, Science, Business & I.T.	2. Engagement	2.4 Provide diverse extracurricular cultural and educational opportunities.	2.4.1 Provide a wide variety of extracurricular cultural/educational opportunities each academic year.	Continue to host the Cave Region Music and Art Festival. The goal for spring 2023 is to increase student and community involvement by offering more artists' booths, live music, and a variety of foods. We also hope to expand our advertising.	The measure of success for this project will be the total number of visitors, as counted through quantity of food served, number of journals given away, and total head count (as informed by the number of people who sign up for a door prize). The target is 250 visitors.	Completed	Yes	The event was a great success. The music was wonderful, and we had more vendors than ever before. The food was also great, and according to how much was consumed, we had roughly 225 attendees.	Next year, we will try to book even more vendors. Our goal is 40. We feel that the more vendors present, the more advertising will occur on social media platforms. Two places we would also like to provide more notice of event to the general public would be area newspapers and libraries. Our goal again is to reach at least 250 attendees.
chad johnson	chair	Social Science, Arts & Education	Academic Affairs	Arts, Science, Business & I.T.	2. Engagement	2.4 Provide diverse extracurricular cultural and educational opportunities.	2.4.1 Provide a wide variety of extracurricular cultural/educational opportunities each academic year.	The department will: a) offer one opportunity for student travel through Student Government. b) offer one opportunity for student travel under the Honors Program. c) offer courses and instruction in conjunction with Northark's Short Term Study Abroad program. d) offer credit and non-credit studio arts and workshop courses in conjunction with Eureka Springs School of the Arts. e) where funding can be successfully secured, we secure at least one more speaker in continuation of the Civil Conversation Speaker Series. f) attempt to launch, facilitate, or otherwise promote a monthly movie series in our "little theater".	The positive occurrence (or nonoccurrence) of any of the above.	Completed	Yes	a) offer one opportunity for student travel through Student Government. •No occurrence b) offer one opportunity for student travel under the Honors Program. •No occurrence c) offer courses and instruction in conjunction with Northark's Short Term Study Abroad program. •Two occurrences: 1. Cultural Anthropology has course work for STSA travelers which is both custom tailored and conducted at our destination. 2. A separate, unique STSA Greece course was offered instruction in Art History, studio Ceramics, History, Philosophy, language, and travel guidance. It was taught by multiple instructors who will be teaching on the actual trip itself, and it was well-attended by travelers and students both in person and via zoom. d) offer credit and non-credit studio arts and workshop courses in conjunction with Eureka Springs School of the Arts.	Though completed, we will continue to pursue initiatives a-e for the coming year..

Another way SO 2.4 will be measured, this time at the department level instead of the institutional 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 survey 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.



PACE is scheduled to be administered again in summer 2023. Results from that round will be reported in next year's Minority Recruitment and Retention Report.

In addition to all of the above, 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.

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, with students, faculty, staff, and community members traveling to Greece in June 2023. 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.