

*University of Arkansas at Monticello
Annual Report
Fiscal Year Ended June 30, 2023*

The University of Arkansas at Monticello’s Minority Recruitment and Retention Annual Report is presented herein. The updated Affirmative Action Plan reaffirms the University’s commitment to providing educational and employment opportunities to all individuals.

I. STUDENTS

The University continued to offer campus programs and activities that enhanced the educational environment for minority students as well as supported retention efforts. The University maintained its tutoring, academic advising, and counseling initiatives. Workshops regarding financial aid, job skills, time management, and other areas of student interest were also held throughout the year.

The total minority population since 2018 has been approximately 42% percent: 2018 (38.2%); 2019 (38.2%), 2020 (43.6%), 2021 (45.1%), and 2022 (42.8%). The African American population reached a new high in Fall 2018 (28.1%), decreased in Fall 2019 (26.4%), rose in Fall 2020 (27.9%), slightly decreased in Fall 2021 (27.7%), and slightly increased in Fall 2022 (27.9%). The Hispanic population reached a new high in Fall 2018 (5.8%) but slightly decreased in both Fall 2019 (3.5%) and Fall 2020 (3.3%), remained constant in Fall 2021 (3.3%) and decreased in Fall 2022 (2.8%). Other ethnic minorities have stayed relatively constant from 2018-2022. The number of students who identified themselves as having two or more ethnicities reached a new high in Fall 2021 (12.8%).

Using Fall 2021 and Fall 2022 data provided by the Chief Information Officer, the following table indicates changes in ethnic minority enrollment for the last two years.

<u>Fall 2021 Headcount</u>		<u>Fall 2022 Headcount</u>	
African American	728	African American	750
Hispanic	87	Hispanic	76
American Indian	0	American Indian	5
Asian	23	Asian	15
Non-resident Alien	11	Non-resident Alien	20
Unknown	10	Unknown	24
Two or more	336	Two or more	275
Hawaiian	0	Hawaiian	6

A review of university baccalaureate major fields of study by ethnicity indicated that African American enrollment was highest in the following areas: Applied Science, Business Administration, Exercise Science, and Health and Physical Education (Non-Licensure). Hispanic enrollment was highest in the following areas: Accounting, Natural Resources Management, Nursing, and Pending K-6 Elementary Ed. For non-minority

populations, Agriculture, Business Administration, Education Studies, and Nursing were the more popular major fields of study.

In the technical programs, minority enrollment was highest for African Americans in Business Technology, Early Childhood Education, and Practical Nursing. The majority of Hispanic students enrolled in technical programs chose Electromechanical Technology, Practical Nursing, and Welding Technology.

II. STUDENT ENGAGEMENT

1. Minority-Serving Social and Cultural Events

- a) National Pan-Hellenic Council (NPHC) Interest Meetings
 - Hosted individually by each group.
- b) International Student Recognition
 - Hosted November 28-30.
 - Meet and greet to recognize our International Students.
- c) Celebrate Black History Month
 - Hosted Various Events During the Month of February
 - Sharing Wisdom – Collaboration Between Student Engagement and Athletics to offer students a chance to ask our 4 guest speakers questions about their journey in life. Hosted February 13th.
 - Paint and Sip – Hosted by Residence Life in Horsfall Hall as an educational and fun program to discuss the impact of African American Women in the American Education System.
 - Blood Pressure Screenings – Collaboration between Student Engagement and Nursing. Provided Students, Faculty, and Staff a chance to get their blood pressure checked while also educating them on the impact of African American women in the medical field.

2. Minority-Serving Career Development Events

- a) Black-Owned Business Expo
 - Celebration of Black Entrepreneurship in our Community
 - Students were given an opportunity to meet with and talk express their post-college expectations with successful black entrepreneurs.
 - Students learned how to prepare for interviews and the proper attire for interviews.
 - Students were given a chance to learn how to overcome and face the struggles that many of our minority business owners have faced.

Hosted February 17th

- b) Five Money Questions for Women
 - Edward Jones Workshop in Collaboration with the UAM Careers Office

- Students were given information on the common struggles women face in the workplace and ways in which they can be proactive in mitigating and avoiding these issues.
- Students were given an opportunity to learn about financial responsibility and receive guidance on ways to take control of finances in their life.
- Provided a step-by-step guide on taking control of their financial needs through the use of Five major questions.

Hosted February 28th

3. Minority Based Recognized Student Organization

a) National Pan-Hellenic Council (NPHC)

- The NPHC of the University of Arkansas at Monticello is comprised of five African American fraternities and two African American sororities; each organization takes a week out of the year to celebrate their heritage, culture, and special traditions.

b) International Student Association

- The Division of Student Engagement in conjunction with the Office of Admissions sponsored an International Culture Bazaar adhering to any health and safety guidelines. This event exposes the UAM student body to the cultural traditions of our international students. Students from the following nations participated in the event:

1. Canada
2. Nepal
3. Argentina
4. Libya
5. Thailand
6. Spain
7. Mexico
8. India
9. Brazil
10. Botswana
11. Norway
12. Italy
13. Columbia
14. Dominica
15. Bosnia
16. Suriname
17. Croatia
18. Columbia
19. Nigeria

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2022-2023 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring.
- UAM serves as a host college for F-1 and M-1 VISA international students through U. S. Immigration and Customs Enforcement on all three campuses.
- The International Club membership remained stable in FY 2022, meeting monthly, following all COVID guidelines, to discuss changes in international policies and to address issues and opportunities. Attendance was 80-85 percent at each meeting. National international week was held in honor of the students. Faculty, staff, community members, and current students participated in exercises with cultural activities, food, and displays. Students received international lanyards, gift bags and t-shirts. Community assistance was sought to provide international students with opportunities. Three events resulted from this, at Pauline Baptist (Thanksgiving), frequent fellowship events through the Baptist Church, and one recognition events at St. Mark's Catholic Church (International Dinner and Graduation Reception). International students had the opportunity to visit area homes as guests for dinner on a regular basis. International students were provided with transportation for personal needs, airport departures/arrivals, as well as area social events. Medical, tax and telephone service information for international was provided to all students. Ride share within the international club was formed and used by many. Individual international orientation sessions were held each term and student meetings were held individually prior to the end of the fall and spring terms. Students also visited the International Office with needs or concerns on a regular basis. There was an increase in the number of undocumented students who participated in the International Club this year.
- International brochures were updated to provide changes in Homeland Security requirements, area resources, travel information, and information on living needs in this area.
- Student Special Services reference material was provided to all academic units.

- Student Special Services brochures were updated to better educate the campus and provide information regarding services and resources.
- Attended five transition fairs.
- Attended ten high school transition meetings for incoming SSS students.
- Eight minority recruitment events were attended across the state.
- Recruitment/campus representation was available during area/regional programs and fairs.
- Recruitment presentations were offered to high school juniors and seniors across the state, and in Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas.
- Scholarship opportunities were made available to all students. These included opportunities both on and off campus.
- The Office of Admissions attended all Articulation Workshops in Arkansas. 406 counselors were given information regarding UAM.
- The Office of Admissions attended Statewide College Planning Programs. This allowed high school students and parents the opportunity to visit with an admissions officer. Likewise, these were attended in identified regions of Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas.
- A visitation day was held in the fall of 2022 and the spring of 2023.
- Website information regarding admission, scholarships, student special services, visitation days, international services, programs, activities, and general university information was updated regularly.
- The Ambassadors provided postcards, emails and social media contacts to prospective students on a regular basis.
- The Office of Admissions accepted invitations to high school awards programs to present students with scholarship awards. This also allowed those interested in the campuses to visit with an admissions officer or the scholarship coordinator.
- Prospective student contact information was provided to areas on campus, when students requested information.
- Arkansas two-year school transfer fairs were attended.
 - Follow-up visits were also made to the two-year institutions.
 - Scholarship opportunities for transfer students were discussed and provided.
- Attended transfer fairs in Mississippi, Louisiana, Tennessee and Texas, Oklahoma and Missouri.
- Transfer events were offered to all TRIO programs, at area schools and on-site at UAM.

- EAST scholarship opportunities were made available to all participating schools and students.
- Representation at area and neighboring county events was provided, when staff were available.
- Admission and concurrent credit opportunities were offered at participating high schools.
- Packets of information regarding student services were made available to all who attended visitation days and/or attended pre-registration and orientation events.
- Virtual events, such as zoom sessions, were substituted in many instances.

III. FINANCIAL ASSISTANCE

The University provides strong financial assistance to minority students. The following schedule shows the number of students awarded aid for the Fall 2021 through Summer 2022.

2021-2022 Aid by Ethnicity

	Unduplicated Students	White	Minority	Unreported
Loans	1,573	782	791	0
Scholarships	1,179	748	431	0
Federal WS	82	18	64	0
Institutional WS	135	70	40	25
All Grants	2,430	736	1,694	0
Pell Grants	1,291	539	752	0
SEOG	126	30	96	0
Career Pathways	78	7	71	0

The unduplicated students shown above represent the number of students that received some type of award within the category. A list of all available scholarships is provided in the University's online catalog.

FACULTY AND STAFF

Recruitment and retention of a diverse faculty and professional staff were basic expectations in all searches to fill job openings. The University advertised, as needed, in newspapers and periodicals that target minority groups. In addition, internet advertisements were used to target a wide ethnically diverse population.

During the 2022-22 fiscal year, the University hired minorities in both staff and faculty positions.

On June 30, 2022, the percentage of minorities employed on a full-time basis was as follows:

Non-Classified	19%
Classified	53%
Faculty	28%

As of June 30, 2022, the University hired the following percentage of minorities in full-time positions during the 2022-22 fiscal year:

Non-Classified	50%
Classified	50%

UAM COLLEGE OF TECHNOLOGY-CROSSETT

The staff and faculty of the UAM College of Technology-Crossett (UAM-CTC) are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello’s Affirmative Action Plan Report include data and common activities for all three campuses of the University which includes UAM-CTC. The following report includes data and activities that extend beyond the University’s report and is specific to UAM-CTC.

The ethnic enrollment for the UAM-CTC campus for college credit-hour students during the period of July 1, 2022, through June 30, 2023, is provided below in comparison with two previous years’ statistics:

UAM-CTC Students Ethnicity	2020-2021		2021-2022		2021-2022	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	1	.2%	2	.5%	2	0%
Black/African America	115	25.5%	116	26.8%	161	32%
Hispanic	17	4.0%	35	8%	47	9%

White/Caucasian	272	60.2%	245	56.6%	266	52%
American Indian	0	0.0%	0	0%	1	0%
Two or more races	43	9.5%	34	7.9%	29	6%
Non-Resident Alien	2	.4%	0	0%	1	0%
Other/Unknown	1	.2%	1	.2%	0	0%
Hawaiian or Other Pacific Islander	0	0.0%	0	0%	3	1%
Total Students	451	100%	433	100%	510	100%

The ethnicity of the non-credit Adult Education students served at the UAM-CTC's Crossett and Hamburg facilities during the period of July 1, 2022, through June 30, 2023, is provided below in comparison with two previous years' statistics:

Adult Education Program Ethnicity—Ashley County	2020-2021		2021-2022		2022-2023	
Asian	1	1%	1	1%	1	1%
Black/African America	27	27%	26	24%	45	31%
Hispanic/Latino	12	12%	21	19%	24	17%
White/Caucasian	57	57%	57	53%	72	50%
Two or more races, Hawaiian or Other Pacific Islander	1	1%	3	3%	1	1%
American Indian	2	2%	0	0%	0	0%
Total Students	100	100%	108	100%	143	100%

Recruitment and Retention of Students

The UAM-CTC campus exercises a policy of equal educational opportunity in keeping with the University. All applicants for admission are considered solely on the basis of individual qualifications. Initiatives beyond the University's role that are specific to maintaining diversity of student enrollment and increasing retention on the Crossett campus include:

- Giving emphasis to recruiting students into nontraditional roles as indicated by female students in Welding Technology, male students in Practical Nursing, male students in Nursing Assistant, female students in Electromechanical Technology-Instrumentation, and a male student in Early Childhood Education,
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations,
- Utilizing the campus' electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations,

- Recognizing Black and Hispanic holidays through bulletin board presentations and displays,
- Monitoring the attendance and academic performance of all students and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals,
- Developing campus advertisements, promotions, and flyers that have multi-racial and gender representation,
- Providing tutoring services to assist students and increasing academic retention (targeting first-generation college students who are low-income and/or who are disabled),
- Recruiting Hispanic students for ESL (English as a Second Language) classes,
- Arranging interpreters for Hispanic students taking non-credit courses such as electrical apprenticeship and industrial safety classes, and
- Administering a Career Pathways Initiative (CPI) program through a grant which provides academic and financial assistance to eligible students composed of the following populations:

Career Pathways Ethnicity	2020-2021		2021-2022		2022-2023	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	0	0.00%	0	0%	0	0%
Black/African America	25	44.6%	22	47%	32	56%
Hispanic/Latino	2	3.6%	1	2%	1	2%
White/Caucasian	29	51.8%	24	51%	24	42%
Other	0	0.00%	0	0%	0	0%
Total Students	56	100%	47	100%	57	100%

UAM COLLEGE OF TECHNOLOGY-MCGEHEE

The UAM CTM Advisory Board, Program Advisory Committees, staff, faculty, and students are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello’s Affirmative Action Plan Report include data and common activities for all three campuses of the university which includes UAM CTM. The following report includes data and activities that extend beyond the university’s report and is specific to UAM CTM.

The McGehee campus, during the past academic year, had a minority student body of approximately 76% percent. Using data provided by the Director of Institutional Research/FOI Officer, the following table indicates all ethnic minority enrollment for July 1, 2022, through census of spring 2023; 632 total students with 481 being minority as follows:

UAM-CTM Students	2022-23	
Non-Resident Alien	0	0.00%
Hispanic	61	10%
Asian	4	0.06%
American Indian	2	0.03%
Hawaiian	2	0.03%
Black	382	60.4%
White	151	24%
Two or More Races	28	5.45%
Unknown	2	0.03%
Total	632	100.00%

The campus seeks special interest in recruiting minority students, faculty, and staff; however, the campus also wants the most qualified employees. The campus continuously seeks to recruit minorities for its faculty and staff positions. The Vice Chancellor and Assistant Vice Chancellor for the campus are minorities (African American). The minority representation of the faculty is as follows: Emergency Medical Technology Instructor/Director – Two or More Races, an automotive instructor (African American), and a commercial driver’s license instructor (African American). We also have staff members who are minority, all are African American: Information Technology Director, Director of Career Pathways, Assistant Director of Career Pathways, Human Resource Specialist, one Administrative Specialist’s III, and a maintenance assistant.

Recruitment and Retention of Students

The UAM CTM campus exercises a policy of equal educational opportunity. All applicants for admission are considered solely based on individual qualifications. Activities supportive of a professional staff and faculty committed to maintaining diversity of student enrollment and increasing retention beyond that of the university include the following:

- The development of campus advertisements, promotions, and flyers that represent multi-racial and gender representation.

- The development of tutoring services to assist students academically to aid in student retention.
- The Adult Education Program is non-credit instruction. The number of students served in the program was 72% minority (244/340 students). All Adult Education Programs incorporated lessons across the curriculum that highlighted Native Americans in November, Black History month in January, and biographical readings covering various minority leaders. The lessons covered the content areas of reading, social studies, science, and writing. Videos, essay writing, and additional content readings were some of the activities in which the students participated.
- The recruitment of Hispanic students for ESL (English as a Second Language) classes is a continual effort. Flyers promoting ESL classes were distributed throughout the community. The Adult Education website has a Spanish link and brochures in Spanish are also available. They also offered ESL classes in Lake Village.
- The utilization of the Career Pathways Initiative program provides tutoring and financial aid resources and contributes to the recruitment and retention of students. The percentage of minority students served FY22 through this program is approximately 81% (57 minorities out of a total of 70 students).
- Implementing a Technical Orientation course for students with an ACT score below 14 that are enrolling in technical programs.
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations.
- Utilizing the campus' electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations.
- Monitoring the attendance and academic performance of all students through an electronic system and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals.

Because of its location, and the minority population, the campus is afforded the opportunity to serve minority students and provide much-needed educational opportunities for the area.

Appendixes

UAM Student Major/Ethnicity Report
Employee Report