

**UNIVERSITY OF CENTRAL ARKANSAS**

**Minority Recruitment and Retention Report**

**with the**

**2019–2020 Diversity Report**

**submitted to the**

**ARKANSAS DEPARTMENT OF HIGHER EDUCATION**

October 9, 2020

**I. BY THE NUMBERS**

**A. Number of minority students, by minority group, who currently attend the institution**

Reporting term: Fall 2019

<b>Race</b>	<b>Number</b>	<b>Percent</b>
Total enrollment	10,869	
American Indian	58	0.53%
Asian	237	2.18%
Black	1,587	14.60%
Hispanic	586	5.39%
Native Hawaiian/Pacific Islander	6	0.06%
Two or more races	423	3.89%

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

Reporting term: Fall 2019

<b>Race / Position</b>	Faculty	Archivists/Curators/Museum Techs	Librarians	Library Techs	Educational Services Occupations (Academic, Affairs, Student, Other)	Management Occupations	Business/Financial Operations Occupations	Computer/Engineering/Science Occupations	Community Service/Legal/Arts/Media	Healthcare Practitioners/Technical Operations	Service Occupations	Sales/Related Occupations	Office/Administrative Support Occupations	Natural Resources/Construction/Maintenance Occupations	Production/Transportation/Material Moving Occupations	Total number in minority group
American Indian	2			2		1								1		6
Asian	30				1	3		2					2			38
Native Hawaiian/Pacific Islander	2							1			1					4
Black	33			6	9	16	4	11	20	3	28		16	3	2	151
Hispanic	10				1	2		1	9		12		5	3	1	44
Two or more races	9				4	1		2	2		4		5	3	1	30
Minority employees in category	86			8	15	23	4	14	34	3	45		28	10	3	273
Total employees in category	728	1	9	29	89	146	41	69	131	12	154		212	101	18	1,740

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

Reporting term: Fall 2019

Race	FT Faculty
American Indian	1
Asian	27
Native Hawaiian/Pacific Islander	1
Black	22
Hispanic	10
Two or more races	9
Total minority full-time faculty	70
Total full-time faculty	550

**D. Number of minority adjunct (part-time) faculty who currently work for the institution**

Reporting term: Fall 2019

Race	PT Faculty
American Indian	1
Asian	3
Native Hawaiian/Pacific Islander	1
Black	11
Hispanic	0
Two or more races	0
Total minority part-time faculty	16
Total part-time faculty	178

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

Reporting term: Fall 2019

Category	Count
Faculty	32
Library/Student/Academic Affairs/Other Education Services Occupations	5
Management Occupations	7
Business/Financial Operations Occupations	5
Computer/Engineering/Science Occupations	4
Community Service/Legal/Arts/Media	24
Healthcare Practitioners/Technical Occupations	1

Category	Count
Service Occupations	23
Sales/Related Occupations	0
Office & Administrative Support Occupations	40
Natural Resources, Construction, & Maintenance Occupations	8
Production, Transportation, & Material Moving Occupations	0

**F. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Numbers in these tables exclude non-resident aliens and students whose race/ethnicity is not known.**

The following goals were established by the university in its 2012–2017 Minority Retention and Recruitment Plan. The goals are grouped by categories – students, faculty and staff.

1. Students

**GOAL 1:** Continue to recruit and retain the number (and corresponding percentage) of minority entering freshmen UCA students each year so that the proportion of UCA's minority-to-white entering freshmen will be consistent with the minority-to-white proportion of high school graduates entering [Arkansas] four-year public institutions, with the exception of UAPB.

**GOAL 2:** Increase the number (and corresponding percentage) of minority undergraduate UCA students each year, so that the proportion of minority-to-white UCA undergraduate students will be consistent with the minority-to-white proportion of students in [Arkansas] four year public institutions, with the exception of UAPB.

**GOAL 3:** To increase the retention and graduation rates for minority undergraduate UCA students each year so that the minority retention and graduation rates for minority undergraduate students will be approximately equal to the retention and graduation rates for white undergraduate UCA students.

**GOAL 4:** To maintain the number (and corresponding percentage) of minority UCA graduate students each year so that the proportion of UCA's minority-to-white graduate students will be approximately equal to the minority-to-white proportion of graduate students attending [Arkansas] four-year public institutions.

**Minority Enrollment (Goals 1, 2, and 4)**

Numbers in the following tables exclude non-resident aliens and students whose race/ethnicity is unknown.

Reporting terms: Fall 2014, Fall 2019

UCA Entering Freshmen (FT+PT)				
	Fall 2014		Fall 2019	
	Number	Percent	Number	Percent
Grand total	2,151		1,800	
Black	519	24.13%	319	17.72%
Other minority	270	12.55%	270	15.00%

White	1,362	63.32%	1,211	67.28%
<b>UCA Undergraduate (FT+PT)</b>				
	<b>Fall 2014</b>		<b>Fall 2019</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	9,207		8,672	
Black	1,840	19.98%	1,411	16.27%
Other minority	956	10.38%	1,177	13.57%
White	6,411	69.63%	6,084	70.16%
<b>UCA Graduate (FT+PT)</b>				
	<b>Fall 2014</b>		<b>Fall 2019</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	1,774		1,667	
Black	171	9.64%	176	10.56%
Other minority	99	5.58%	133	7.98%
White	1,504	72.08%	1,358	81.46%
<b>UCA Total Enrollment</b>				
	<b>Fall 2014</b>		<b>Fall 2019</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	10,981		10,339	
Black	2,011	18.31%	1,587	15.35%
Other minority	1,055	9.61%	1,310	12.67%
White	7,915	72.08%	7,442	71.98%

<b>Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment</b>				
	<b>Fall 2014</b>		<b>Fall 2019</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	83,709		82,669	
Black	10,196	12.18%	8,801	10.65%
Other minority	5,188	6.20%	6,317	7.64%
White	59,794	72.43%	57,850	69.98%

As indicated by changes in the proportion of minority to white enrollees from Fall 2014 to Fall 2019, the proportion of overall minority enrollment in UCA's student body remained stable, although the makeup of that proportion changed significantly, with overall black enrollment decreasing as a percentage of total enrollment and "other minority" enrollment increasing proportionately. UCA's overall minority enrollments are significantly higher than minority enrollment at other public four-year universities in the state (excluding UAPB). Without specific comparative information readily available, it is difficult to

make statements about UCA's graduate minority enrollment, except to note that diversity in UCA's graduate student enrollments has increased significantly in the five years reported here.

### Graduation and Retention Rates (Goal 3)

One-Year Retention Rate						
	2009 Cohort			2013 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,753	1,287	73.4%	2,177	1,522	69.9%
White	1,211	909	74.4%	1,391	980	70.5%
Black	345	243	70.4%	474	324	68.4%
Other minorities	99	75	75.7%	229	152	66.3%
All minorities	444	318	71.6%	703	476	67.7%

Graduation Rate – 150% Time						
	2009 Cohort			2013 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,753	788	45.0%	2,177	945	43.4%
White	1,211	605	49.5%	1,391	670	48.2%
Black	345	101	29.3%	474	131	27.6%
Other minorities	99	39	39.3%	229	98	42.7%
All minorities	444	140	31.5%	703	229	32.6%

One-year retention rates for these cohorts show a decrease for all demographic groups. Graduation rates declined for all groups except other minorities.”

## 2. Faculty

**GOAL 5:** To maintain the number (and corresponding percentage) of minority full-time faculty members of all ranks at UCA and to increase the numbers to the percentage of each race to approximately the percentage of degrees conferred by race nationally and master's degrees statewide.

Reporting terms: As indicated

As the following table shows, UCA percentages of minority full-time faculty show a slight decrease in black faculty members and a slight increase in faculty members of other minorities. (Note: Because of difficulty accessing recent national completer data, this year's report like last year's does not include that data or comparative comments based on such data.)

<b>UCA Full-Time Faculty</b>				
	<b>Fall 2014</b>		<b>Fall 2019</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Total	537		550	
White	444	82.68%	461	83.82%
Black	24	4.47%	22	4.00%
Other minorities	43	8.01%	48	8.73%
All minorities	67	12.48%	70	12.73%

### 3. Staff

**GOAL 6** [Executive Administrative and Professional Non-Faculty]: To maintain the number (and corresponding percentage) of minority executive administration and professional non-faculty at UCA so that the proportion of minority professionals will equal the proportion of minority individuals with the credentials required for such positions in the relevant labor market.

Reporting terms: As indicated

The IPEDS employment categories relevant to this goal are these:

Management Occupations  
 Business and Financial Operation Occupations  
 Librarians, Curators, and Archivists  
 Student and Academic Affairs and Other Educational Services Occupations  
 Computer, Engineering and Science Occupations  
 Community Service, Legal, Arts, and Media Occupations  
 Healthcare Practitioners and Technical Occupations

<b>Administration/Professional Staff</b>				
	<b>Fall 2014</b>		<b>Fall 2019</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Total	409		479	
White	318	77.75%	378	78.91%
Black	60	14.67%	69	14.41%
Other minorities	16	3.91%	32	6.68%
All minorities	76	18.58%	101	21.09%



As an imperfect point of comparison, the US Census American Community Survey 2011–2016 provides the following information for Management, Business, Science, and Arts occupations in Faulkner and Pulaski counties:

	Faulkner County			Pulaski	
	Number	Percent		Number	Percent
Total in category	19,892			73,514	
White	16,952	85.2%		50,400	68.6%
Black	1,757	8.8%		17,394	23.7%
Other minority	1,047	5.3%		5,360	7.3%
All minority	2,804	14.1%		22,754	31%

Source: United States Census Bureau. Query in American Factfinder (<http://factfinder2.census.gov/>), pulled 6/21/2018. (The Census Bureau has discontinued this tool, and we did not find newer available data).

**GOAL 7 [Support Staff]:** To maintain the number (and corresponding percentage) of minority support staff at UCA to the percentages listed below, so that the proportion of minority support staff will approximate the proportion of minority individuals in each specific job category (as defined in the EEO-6 Report) in the relevant labor market area.

Reporting terms: as indicated

IPEDS employment categories relevant to this goal are these:

- Service Occupations
- Sales & Related Occupations
- Office & Administrative Support Occupations
- Natural Resources, Construction, & Maintenance Occupations
- Production, Transportation, & Material Moving Occupations

Secretarial/Clerical				
	Fall 2014		Fall 2019	
	Number	Percent	Number	Percent
Total	411		423	
White	322	78.35%	337	79.67%
Black	57	13.87%	49	11.58%
Other minorities	36	8.76%	37	8.75%
All minorities	93	22.63%	86	20.33%

**G. 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.**

See on the following pages UCA's annual Diversity Report, which presents "a snapshot ... through the administrative scope of the Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT) [and] highlights cross-campus initiatives and collaborations that help to make a collective, positive impact on diversity, belonging, inclusion, and equity. A few events are cross listed due to partnerships."

**H. Timeline, budget, and methods used to assess and monitor progress**

See item G.

## II. DIVERSITY REPORT: ACADEMIC YEAR 2019–2020

This report provides a snapshot of some of the formal initiatives employed by the University of Central Arkansas (UCA) through the administrative scope of the Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT). In addition, this report highlights cross-campus initiatives and collaborations that help to make a collective, positive impact on diversity, belonging, inclusion, and equity. A few events are cross listed due to partnerships.

### A. General Campus Initiatives

The Center for Teaching Excellence (CTE): This unit offers professional development opportunities for faculty. One of the pillars of the partnership is the Lunch and Learn Series that engages faculty in additional instructional methods that aim to increase retention. The following sessions, with the specific goal of retaining diverse students, enrolled a total of 150 registrants during this academic year:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Inclusive Pedagogies: Beyond Office Hours and Safe Spaces	CTE	\$225.00
Lived Experiences Series: Black Student Population	CTE/IDI	\$150.00
Overview of Neurodiversity	CTE	\$158.00
Over the Rainbow: Lived Experiences of a Student on the Autism Spectrum	CTE	\$143.00
Lived Experiences of Latinx and Hispanic Students	CTE/IDI	\$188.00
Teach to Reach ALL Students: Applying Universal Design for Learning (UDL) Principles in College Courses	CTE	\$135.00
<b>Total</b>		<b>\$1,000.00</b>

College Level Diversity: Each College has a diversity plan and a diversity committee. Colleges maintain goals that are consistent with UCA's Diversity Strategic Plan.

Conway Conversations: The mission is to provide a space for members of the UCA campus and Conway communities to come together and engage in conversation about social issues affecting diverse groups of community members. Their initiatives are included below:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Productive Conflict for Organizations and Communities: Critical Thinking and Listening in Conversations about Poverty	Outreach and Community Engagement	\$81.00
Public Forum on Homelessness	Outreach and Community Engagement	\$0

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Micro & Macroaggressions on Campus Webinar Screening	Outreach and Community Engagement	\$349.00
Race Talk Book Discussion Series	Outreach and Community Engagement/ UCA Foundation Grant	\$1,050.00
<b>Total</b>		<b>\$1,480.00</b>

Curriculum: UCA offers a variety of undergraduate and graduate level diversity courses and/or programs that help students understand and interact with a host of individuals that have different lived experiences. UCA also offers a residential college – EDGE – Educating for Diversity and Global Engagement which is a living/learning community for students and faculty with a shared interest in liberal arts, global education, and civic engagement.

Department of Student Transitions: In collaboration with ODC, courses are designed to assist with the transition of African American students into college. During this academic year, two sections enrolled a majority of Black Male Achievement Challenge students.

Gender Inclusive Restrooms: These facilities are not gender-based and include family usage.

International Engagement Office (IE): This office coordinates the International Student and Scholars Program, the Intensive English Program, the Study Abroad Program, and the UCA Confucius Institute.

Lactation Suites: These spaces are convenient, private, sanitary, and comfortable for nursing mothers to express, collect, and/or store breast milk. There is no fee for the use of any UCA Lactation Suite.

Special Focus: When certain topics rise to the level of requiring additional emphasis, the campus gathers to learn collectively. The campus engaged in the following events during this academic year:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
How Leaders Facilitate LGBTQ+ Inclusion Five Things Faculty and Staff Can Do To Show Their Allyship to LGBTQ+ People Collaborating to Shape Campus Culture	Office of the President University Training Student Government Association Institutional Diversity & Inclusion	\$3,100.00
A Space to Discuss Racial and Social Injustice: A Student Forum  (a session for students)	Office of Student Life	\$0
Inclusive Community Inclusive Excellence  (a session for UCA faculty and staff)	Office of Institutional Diversity & Inclusion	\$0

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Where Do We Go From Here? (a session for UCA and the greater Conway community)	Outreach & Community Engagement / Conway Conversations	\$0
From #BlackAtUCA to Antiracist Pedagogies: A Follow-Up Conversation for Faculty About Diversity, Belonging, Inclusion, & Equity (2 sessions)	Center for Teaching Excellence	\$0
<b>Total</b>		<b>\$3,100.00</b>

Student Services: This division coordinates approximately 200 Registered Student Organizations (RSOs) that range from academics/honors and religious to service and special interests. Quite a few are cultural and/or multicultural. Included in UCA’s robust Greek community are seven traditional African American fraternities and sororities as well as a Latino fraternity and a Latina sorority. The Student Government Association also provides social, cultural, and educational activities for students, advocates on behalf of all students, and allocates student activity funds to meet the diverse needs of the student organizations.

UCA Core: The UCA Core is a cohesive course of study carried throughout the student’s entire undergraduate experience that builds core competencies around four knowledge and skill areas: (1) critical inquiry; (2) effective communication; (3) responsible living; and (4) diversity. In UCA courses, diversity is described as the ability to analyze familiar cultural assumptions in the context of the world’s diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

UCA Women’s Leadership Network: This network is open to all. It primarily supports women who are seasoned or aspirant leaders in the home, at work, or in the community. The network provides personal and professional development opportunities and cultivates connections for women from various backgrounds, in Conway and in surrounding areas.

Women in Academic Leadership Learning Community: This is an open community that primarily serves as a forum for women, in Academic Affairs and beyond, to gather and develop as leaders.

## **B. Institutional Diversity and Inclusion**

The Office of Institutional Diversity and Inclusion (IDI) serves to develop and implement initiatives that foster a diverse and inclusive campus climate where all individuals feel *visible, valued, and validated*. Guests and audiences of all IDI events are encouraged to provide feedback to ensure that programs meet the stated objectives, help the office make necessary modifications, and offer ideas for the future. Overall, survey results offer positive feedback on IDI’s events. IDI engaged in the following wide-range of activities this academic year.

### 1. IDI Initiatives

Diversity Advisory Committee: Sanctioned by UCA’s Board of Trustees, the Diversity Advisory Committee (DAC) is comprised of faculty from each academic College, staff from each Division, and representatives from the Student Government Association (SGA), the Faculty Senate, and the Staff Senate. DAC also has representation from the Board of Trustees, alumni, and the community. The charge of this committee is to make recommendations and to promote inclusive excellence that aligns with the

University's core value of diversity. DAC committee members and other campus experts participated in the following subcommittees:

- Black Men's Experience at UCA
- Campus Climate Survey
- Diversity and Inclusive Excellence Award
- Diversity Key Performance Indicators
- Diversity Strategic Plan
- Immigrant Experience at UCA
- Institutional Diversity and Inclusion Grant Program
- Lactation Suites
- LGBTQ+ Advisory
- Political and Religious Acceptance at UCA
- Strategies for Targeting Academic Representation

Diversity Awards: The Diversity and Inclusive Excellence Award recognizes individuals who demonstrate a commitment to diversity and inclusive excellence on and/or off campus. These individuals have made a significant impact related to the University's core values of diversity including (a) recruitment and retention of a diversified body of students, faculty, and staff; (b) support of the diverse needs of the students we serve; and/or (c) enhancement of interactions in a global community. The Outstanding Diversity Outreach by a Student Award recognizes a student whose commitment to diversity and inclusive excellence on campus and/or off campus has made a significant impact in a positive way. This award is now coordinated by the Office of Student Life.

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Faculty/Staff Award	IDI	\$1,348.00
Student Award	Office of Student Life	\$30.00
<b>Total</b>		<b>\$1,378.00</b>

Diversity, Equity, Civility Concern: This process allows for any student, faculty, staff, or campus guest to report acts of discrimination, inequities, or incivility occurring in the UCA community.

Diversity Strategic Plan: During the 2018/2019 academic year, 31 different departments/units/programs reported 116 activities that are consistent with UCA's diversity, belonging, inclusion, and equity ideals.

Institutional Diversity and Inclusion Grant Program: This initiative offers mini grants to faculty, staff, administrators, departments, colleges, divisions, and UCA Registered Student Organizations to provide support for initiatives that actualize diversity, belonging, inclusion, and equity. This academic year, nine grants were funded:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Departmental/College Grants	IDI	\$200.00
Faculty/Staff Grants	IDI	\$1750.00
<b>Total</b>		<b>\$1,950.00</b>

## 2. IDI Events

While IDI offers the campus community opportunities to learn more about diversity, belonging, inclusion, and equity, IDI continues to give specific attention to the recruitment, retention, and development of historically underrepresented faculty to alleviate race-based student-to-faculty disproportionalities, to

increase historically underrepresented individuals in leadership, and to address the needs of LGBTQ+ faculty and staff. Activities for the academic year were as follows:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Campus Climate Survey Administration	IDI	\$1,500.00
Coaching Circle	IDI	\$0
Diversity & Inclusion for Academic Leaders (2 sessions)	IDI/CTE	\$143.00
Faculty of Color Retreat	IDI	\$361.00
LGBTQ+ Affinity-Resource Group	IDI	\$85.00
Minority Faculty Mentoring Initiative (2 whole-group sessions)	IDI	\$285.00
Navigating Diversity in Search Committees	General Counsel/HR/IDI	\$0
Recruitment at the SREB Compact for Faculty Diversity	Office of the Provost / IDI	\$2,300.00
The Academic Network	Office of the Provost/ IDI	\$1,200.00
<b>Total</b>		<b>\$5,874.00</b>

**IDI Events for Undergraduate Students**

With a focus on academic success, IDI engaged undergraduate students through the Academic Bridge Connection (ABC) Center and Program. The ABC Center offers presentations, a quiet place to study and learn with computers, print and copy services, mobile charging stations, and books. This academic year's presentations were as follows:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Emotional Intelligence	Outreach & Community Engagement / IDI	\$100.00
Preparing for Physical Therapy Grad School	PT/IDI	\$0
Preparing for Nursing School	Nursing/IDI	\$0
<b>Total</b>		<b>\$100.00</b>

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### IDI Events for Graduate Students

IDI works with and advises the Black Graduate Student Association (BGSA), which provides community and professional development to graduate students from the African diaspora.

UCA also hosted another HBCU Outreach (Historically Black College/University) to recruit students to graduate programs at UCA, in partnership with the Graduate School.

Event	Sponsor	Budget
Black Graduate Student Association	IDI	\$113.00
HBCU Outreach	Graduate School/IDI	\$304.00
<b>Total</b>		<b>\$417.00</b>

### Community Outreach

Amigo Fest & Health Fair: Roughly 250 individuals from Central Arkansas were on the UCA campus for the Amigo Fest and Health Fair.

Arkansas Black Hall of Fame: UCA continued to support this annual event that celebrates native African American Arkansans who have reached the pinnacle of their respective professions.

League of United Latin American Citizens (LULAC): UCA continued to support LULAC's annual gala. Several of UCA's Latinx students received scholarships at this event. Parents of the students and UCA staff were present to honor students at the gala.

Minority Vendor Partnership Initiative: This academic year, the committee conducted a study about business women of color in Arkansas. A research committee was convened to host six focus group sessions for business women of color, from around the state, to speak about their experiences of starting, funding, maintaining, and growing successful businesses in Arkansas. Participants also completed surveys that provided more nuanced information about their needs as business women of color. The committee is in the process of transcribing, analyzing, and reporting the data from the study.

Event	Sponsor	Budget
Amigo Fest & Health Fair	ODC/IDI	\$11,216.00
Arkansas Black Hall of Fame	UCA Foundation	\$ 2,000.00
LULAC	UCA Foundation	\$ 2,500.00
Minority Vendor Partnership	Women's Foundation of Arkansas	\$ 4,085.00
<b>Total</b>		<b>\$19,801.00</b>

### C. Office of Diversity and Community

The mission of ODC is to provide multiple support services to enhance the academic success of students from historically underrepresented minority communities. Its mission is to create an inclusive community that promotes student success through retention-focused programs such as mentoring, leadership development, and life-skills enrichment. ODC serves to *educate, engage, and empower*. ODC invites student feedback for a goodly number of their key activities to ensure that programming is meeting the needs of the students. In the majority of cases, students provide leadership for their programs and they provide insight for future inventiveness. Overall, survey results offer positive feedback on the events.



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Key initiatives include the Black Male Achievement Challenge (B-MAC), Latinx/Hispanic Outreach Initiative, Minority Mentorship Program (MMP), Project X: Early Arrival Program, and Women of Excellence (WOE).

The following sections will provide descriptions of each initiative, programming activities, and measured outcomes of each initiative. For purposes of assessment, the following information is provided:

- UCA tracks retention rates by Full-Time, First-Time Degree-Seeking Undergraduates. Retention rates for fall 2019 to fall 2020 were not available at the time of this report. Fall 2019 to spring 2020 rates have been provided.
- UCA applies the Satisfactory Academic Performance (SAP) metric to determine student progress towards the degree. SAP is defined as earning 67% of hours attempted with a minimum undergraduate cumulative GPA of 2.0 or earning an undergraduate degree.
- The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student. Some data cannot be published in this report due to this law's protection against identifying certain student outcomes for small groups of students.
- Across ODC's initiatives, select programs were identified as Signature Programs based on their impact on sense of belonging and community, career outcomes, and a focus on academic success. Programs and events identified as Signature Programs were assessed for behavioral outcomes at the end of the semester with follow-up data (obtained through the Office of Institutional Research or through follow-up surveys focused on behavioral objectives).

#### 1. Black Male Achievement Challenge (B-MAC)

The Black Male Achievement Challenge is open to all and began during academic year 2013/2014. It provides targeted intervention, critical socialization and bridge services, and enriching educational experiences for historically marginalized men of color. At UCA, black men have, historically, graduated at a rate lower than any other student community, demographically. During the 2019/2020 academic year, students experienced programs that focused on student success, inside and outside the classroom, attended leadership conferences, engaged in community service activities, enjoyed an educational incentive trip, and served as diversity ambassadors for the department. The variety of social, cultural, and educational events in which the young men actively participated are listed below:

##### **B-MAC Activities**

- Arkansas Children's Hospital Community Service Project
- B-MAC Kick-Off: Keys to Success at UCA
- Bridging the Gap V
- Conway Daze RSO Fair
- Fresh Prince of Conway (Welcome Week Session)
- Monthly Mass Meetings - October Meeting selected as Signature Program
- Move-in Day
- Office of Diversity and Community Graduation Celebration Hosts
- Racial and Social Injustice Forum
- Southwestern Black Student Leadership Conference
- UCA Day of Giving Promo Video Production

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**Program Impact and Student Evaluations of B-MAC**

<b>B-MAC Cohort</b>	<b>Students</b>	<b>Retention Fall 2019 to Spring 2020</b>	<b>SAP Fall 2019</b>
2019	48	87.5%	N/A*
Black Males - 2019 (Comparative Group)	118 (Retention) 502 (SAP)	89.8%	71.7%

\* *These data are protected by Federal Law (FERPA) from release to the public.*

Performance and retention data for the program show that B-MAC participants had acceptable retention and SAP rates within the last academic year. Participants rated the Signature Program as a positive experience with ratings of 4.3 out of 5 (1 = Poor to 5 = Excellent). Participants in the Signature Program also engaged other campus support services; for instance, 55% of participants engaged the Advising Center, 60% engaged the Career Services Office, and 77% engaged the Office of Student Success.

## 2. Latinx/Hispanic Outreach Initiative

This initiative is open to all and started during academic year 2013/2014. It primarily focuses on assisting the Latino Student Association (LSA) and Hermandad de Sigma Iota Alpha, Inc. As part of ODC, the initiative includes service to the ENGAGED initiative for Latinx students, which is powered by the UCA Career Services Department; direction for various departmental events; leadership for the Diversity Advisory Committee's Immigrant Experience Sub-Committee; facilitation of a weekly Women of Color Process Group, in partnership with the UCA Counseling Center; and liaising for the minority executive board. UCA's Latinx student community had opportunities to lead and actively participate in a variety of social, cultural, and educational events. Please see the list of events below:

### LSA Activities

- Amigo Fest and Health Fair
- Bi-Monthly Latino Student Association Meetings
- Conway Daze RSO Fair
- ENGAGED Initiative
- Exploring Arkansas Nature Excursions
- LULAC Scholarship Gala
- Latin Dance Night
- Latinx Graduate Student Experience Panel
- Latinx Professional Employee Panel - Signature Program
- MLK Prayer Breakfast Hosts
- Move-in Day
- Office of Diversity and Community Graduation Celebration Hosts
- Racial and Social Injustice Forum
- Samantha Ramírez-Herrera: Borderless Dreams, "Sueños Sin Límites"
- Student Government Association Diversity Food Night
- UCA Day of Giving Promo Video Production

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**Program Impact and Student Evaluations of LSA**

<b>LSA Cohort</b>	<b># of Students</b>	<b>Retention Fall 2019 to Spring 2020</b>	<b>SAP Fall 2019</b>
2019	11(Retention)	100%	N/A*
Hispanic Students (Comparative Group)	113(Retention) 491(SAP)	89.4%	83.3%

\* *These data are protected by Federal Law (FERPA) from release to the public.*

Performance and retention data for the program disclose that LSA participants had higher retention and SAP rates than their Latinx/Hispanic counterparts within the last academic year. LSA participants enjoyed and appreciated the Signature Program as evidenced by ratings of 4.4 out of 5 (1 = Poor to 5 = Excellent). Participants in the Signature Program also engaged other campus support services; for example, 35% of participants engaged the Advising Center and 83% engaged the Career Services Office.

### 3. Minority Mentorship Program

The Minority Mentorship Program (MMP) is open to all and initiated in 1991. MMP puts forth pointed efforts to increase the freshmen retention rates of historically underrepresented students by fostering a culture that supports the holistic development of both mentee (incoming) and mentor (upper classification) students. This program provides connections to academic resources as well as introductions to other students, faculty, and staff. The program also engages students in social and service learning/volunteer opportunities outside of the classroom. These offerings educate students on successful campus living and cultivate a sense of belonging, a necessary element of retention. Mentees and mentors actively participated in a variety of social, cultural, and educational events as listed below:

#### **MMP Activities**

- Admissions Bear Facts Days
- Admissions Open House Day
- Backpack Initiative
- Bridging the Gap V
- Conway Daze RSO Fair
- Hurricane Dorian Relief Efforts
- Installed 8 working committees
- Mentors Moving People Move-in Day Crew
- MLK Prayer Breakfast Hosts
- MMP Executive Board Recruitment
- MMP Fall Training
- Monthly Mentor Meetings
- Monthly Programs
- Office of Diversity and Community Graduation Celebration Hosts
- Southwestern Black Student Leadership Conference
- Spring Mentor Recruitment
- Transitions Week - Signature Program
  - Mentor Mayhem Cookout
  - MMP Roll Bounce
  - MMP Unplugged (Provides awareness about student organizations and campus involvement)
  - Motivational Monday and Multicultural Freshmen Dinner with the Provost
  - Transitions Greek Expo (Increase awareness of UCA's Black Greek Organizations)
- Trap Painting With MMP/SPBC
- UCA Day of Giving Promo Video

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**Program Impact and Student Evaluations of MMP**

<b>MMP Cohort</b>	<b># of Students</b>	<b>Retention Fall 2019 to Spring 2020</b>	<b>SAP Fall 2019</b>
2019	158 (Retention)/38(SAP)	91.7%	92.1%
Asian Students	39(Retention)/163(SAP)	88.6%	88.6%
Black Students	287(Retention)/1,034(SAP)	90.0%	75.8%
Hispanic Students (Comparative Groups)	101 (Retention)/409(SAP)	89.4%	83.3%

Performance and retention data for the program unveil that MMP participants had higher retention and SAP rates than their non-participating counterparts within the last academic year. Participants rated the Signature Program as a positive experience with ratings of 4.3 out of 5 (1 = Poor to 5 = Excellent) and comments such as:

- *I believe that the Office of Diversity and Community is doing a great thing bringing together multiple races and connections to allow students to achieve greatness!*
- *I really admire this program conducted by UCA. Just in this short amount of time, I have developed new relationships that will help to mold my freshman year. I am so glad I chose to be a part of the MMP!*

Additionally, the Minority Mentorship Program was recognized by UCA's President and Board of Trustees as a CLAWS (Celebrating the Lofty Achievements of our Wonderful Students) recipient for the work they do to positively impact retention rates of UCA's historically underrepresented students. In addition, the group's Transition Week program "Roll Bounce with MMP" received the honor of *Innovative Program of the Year* among UCA's Student Involvement Awards. Moreover, at the 2020 Southwestern Black Student Leadership Conference, one of the MMP student co-directors received *Student of the Year* and the MMP Advisor received *Advisor of the Year*.

#### 4. Project X: Early Arrival Program

This program is open to all and launched in August 2016. Project X is under the auspices of the Black Male Achievement Challenge (B-MAC) to give historically underrepresented male students of color a targeted introduction to their UCA academic journey. Project X aims to impact student success through building community and increasing sense of belonging. Project X makes students aware of campus resources in addition to optimal academic and social behavior to attain success in college. The program fosters unity among these new students and connects them to faculty, staff, and current students who can assist in their transition to UCA and their continued development. Project X includes academic success workshops, brotherhood/bonding, faculty and staff presentations, leadership development, peer mentoring, program materials, a student services luncheon, and team-building.

This academic year, the program developed two important partnerships to further enhance the experiences of the participants. ODC gained external sponsorship for a professional blazer that is presented to each young man at the completion of the program. The blazer is subsequently worn on B-MAC's GQ Tuesday and/or during other professional occasions. As a requirement of receiving the blazer, each recipient attended a professional development seminar that was facilitated by the sponsor. The second partnership forged is with the UCA Learning Communities/Residential Colleges to provide two high impact practices for the young men.

In addition to the Project X: Early Arrival Program experiences, the young men participated in a variety of social, cultural, and educational events during the academic year. Please see the list of events below:

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### Project X Activities

- Belk Professional Development opportunities
- Community Service Projects
- Focus group circles for the Black Male Experience Committee
- Move-in Day Fast Movers Crew
- Office of Diversity and Community Graduation Celebration Hosts
- Project X course through Residential Colleges
- Racial and Social Injustice Forum
- Ropes Course Activity
- Southwestern Black Student Leadership Conference
- Team Building/Game Night at Conway Family Bowling

### Program Impact and Student Evaluations of Project X

Project X Cohort	# of Students	Retention Fall 2019 to Spring 2020	SAP Fall 2019
2019	36 (Retention)/38 (SAP)	91.7%	N/A*
Black Males - 2019 (Comparative Group)	118 (Retention)/502 (SAP)	89.8%	71.7%

\* These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program divulge that Project X participants had higher retention and SAP rates than their Black counterparts within the last academic year. Also, participants, overwhelmingly, rated the Early Arrival Program as a positive experience with ratings of 4.8 out of 5 (1 = Poor to 5 = Excellent) during fall 2019 and with comments such as the following:

- *I think the mentors really tried to get everyone involved and not feel left out. This is really important at a time like this. I think that is an awesome way to get black men on the same track and to succeed.*
- *I like how other people like Vice President Williams, TJ, JB, and everyone else came to just make it better, showing that they are here to support us no matter what the situation is.*
- *It was a great experience. It was an amazing experience. I'm glad I joined! I made friends that will probably be lifelong friends.*
- *The program has met every objective provided in all mission statements, creeds, and pledges.*
- *Great program, would refer it to any African American or Latino incoming freshman next year.*
- *The program overall is just great. It's so amazing to have a group of people that are all facing the same struggles coming to a PWI and it also feels good to know that with this program that you will always have a "brother" in your corner.*
- *It was amazing, and I feel like every black male or any male of color should attend!*
- *We formed a brotherhood while in this program.*

Additionally, the program achieved its objectives across the reporting year as evidenced by the five most repeated themes/topics identified by participants:

- Academic Success
- Success at UCA
- Campus Resources
- Career Success
- Transition to College

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## 5. Women of Excellence

Women of Excellence (WOE) is open to all and commenced in August 2016 to offer enriching experiences such as conversations and activities that address self-esteem and academics as well as leadership, social, and personal development. The ultimate goal of WOE is to help reduce the overall gap between African American female and Caucasian female achievement, retention, and graduation rates. During the 2019/2020 academic year, students experienced programs that focused on living purposefully, mental health, professional impressions, and relationships. In addition to these topics, the young women had opportunities to actively participate in a variety of social, cultural, and educational events. Several activities planned for March and April were cancelled due to COVID-19 precautions but most were executed as follows:

### WOE Activities

- Bridging the Gap V
- Conway Daze RSO Fair
- Conway MobilePack
- Fall Kick Off: Power of Purpose
- Hip Hop Dance Classes with CJ
- MLK Prayer Breakfast (Hosts)
- Monthly Programs (7) - October Program selected as Signature Program
- Move-in Day
- Office of Diversity and Community Graduation Celebration (Hosts)
- Racial and Social Injustice Forum
- Southwestern Black Student Leadership Conference
- UCA Day of Giving Promo Video
- WOE Wednesday T-Shirt Day

### Program Impact and Student Evaluations of WOE

WOE	# of Students	Retention Fall 2019 to Spring 2020	SAP Fall 2019
2019 Cohort	68(Retention)/171(SAP)	95.6%	86.5%
Black Women	201(Retention)/862(SAP)	90.0%	78.2%
Hispanic Women (Comparative Groups)	66(Retention)/301(SAP)	89.4%	86.4%

Performance and retention data for the program reveal that WOE participants had higher retention and SAP rates than their non-participating counterparts within the last academic year. Participants rated the Signature Program as a positive experience with ratings of 4.5 out of 5 (1 = Poor to 5 = Excellent) during fall 2019 with comments such as:

- *I enjoyed the talk and the activities that allowed me to reflect on my own life. I learned the importance of perseverance and hard work, but also the importance of taking time out for myself.*
- *Different from all the other mental health programs I've been to, very out of the box. Very informative, attentive, inviting. Should do this again with this speaker.*

## 6. Office of Diversity & Community Activities

- Academic Achiever Celebration
- Bridging the Gap V
- Central Arkansas LGBTQ+ Pride Fest

- Conway MobilePack
- Finals Survival Kit Distribution
- Homecoming Greek Show

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- Latinx Graduation Celebration Preparation (*event cancelled due to COVID-19 precautions*)
- LGBTQ+ Graduation Celebration Preparation (*event cancelled due to COVID-19 precautions*)
- LGBTQ+ University of Central Arkansas Pride Walk
- Minority Graduation Celebration (*spring converted to a virtual event due to COVID-19*)
- Miss Essence Scholarship Pageant Preparation (*event cancelled due to COVID-19 precautions*)
- MLK Prayer Breakfast

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- Southwestern Black Student Leadership Conference
- UCA Day of Giving Featured Fund
- Women’s Tea Preparation (*event cancelled due to COVID-19 precautions*)

7. Supplemental Impact Data

Other data that speak to the importance of having ODC programming include narratives taken from the recent #BlackAtUCA Twitter feed. A couple of comments from African American students are included below.

- *One of the best things that could have happened to me at UCA is the diversity office. They look out for us!*
- *All incoming black freshman, I encourage you all to join organizations such as MMP, SPBC, B-MAC, Project X, Real Beauty, WOE, MPHA, Ebony Models, and Dancers United!*

8. ODC Programming Expenses

Event	Budget
Academic Achiever Event	\$ 902.00
Black Male Achievement Challenge/Project X	\$6,684.00
Bridging the Gap V	\$ 722.00
Conference Travel	\$3,680.00
Finals Survival Kits	\$ 352.00
Griot Society	\$ 735.00
Latinx Programming	\$ 259.00
LGBTQ+ Programming	\$ 799.00
Minority Graduation Celebrations	\$3,737.00
Minority Mentorship Programming	\$7,211.00
Students for the Propagation of Black Culture	\$2,967.00
Women of Excellence	\$2,930.00
<b>Total</b>	<b>\$30,978.00</b>

**D. The Office of University Training**

The Office of University Training (UT) supports the University by providing educational seminars for faculty, staff, students and the community. Offered throughout the year, educational seminars cover topics

such as Diversity, Workplace Harassment, Customer Service, Supervisory Skills, and Professional Development. UT also invites each audience to provide feedback to ensure that the seminar aligned with seminar objectives, participant needs, and the high standards of UT. Overall, survey results offer positive feedback on the events.

**The Office of University Training objectives include:**

1. To deliver educational seminars that are applicable to the campus environment and its diverse populations;
2. To allow for avenues of communication and participation among the participants;
3. To deliver seminars of the highest standards with the goal of increasing the participant’s knowledge and understanding of that particular subject matter; and
4. To help the campus develop, motivate, and keep an excellent and inclusive workforce.

**Vision:** To contribute to and have a positive impact on the professional growth of UCA employees by providing educational seminars which are relevant to the campus culture and of top quality.

**Mission:** This Office is committed to assisting the University in realizing its full potential by providing quality-learning opportunities that *educate, equip, and encourage* UCA employees as they develop professionally and personally.

**Core Values:** Community, Service, Learning, Quality

It is the policy of UCA that all employees (faculty and staff) plus graduate assistants, and student workers attend diversity enrichment/training each year. Since 2004, topics have included ethnicity, spirituality, race, class, sexual orientation, age, disabilities, gender, privilege, and the military in an educational setting. UT helps students, faculty, and staff to navigate within an inclusive community. The following information represents the diversity-related enrichment seminars, while it also provides corresponding attendance and monetary investments.

1. Diversity - Faculty/Staff/Student/Department/Athletics

**Annual On-Site Campus-Wide Diversity Seminars**

These seminars educate employees on an important topic related to diversity. The 2019/2020 topic was “*Building Inclusion through the Power of Language.*” Content included personal reflection exercises as well as several group activities. Topics ranged from privilege, cultural identities/filters, to generations, race, and difficult conversations. Listed below are the Diversity seminars presented on campus and in the community:

<b>Event / Participation</b>	<b>Sponsor</b>	<b>Budget</b>
Bring Your Own Lunch	University Training	\$0
Black Male Achievement Preparation <i>(event canceled due to COVID-19)</i>		
Restorative Justice 17 attendees		
Campus-Wide ‘Language’ 8 Sessions	University Training	\$0



<b>Event / Participation</b>	<b>Sponsor</b>	<b>Budget</b>
129 attendees		
College of Education 7 attendees	University Training	\$0
Community Development Institute 58 attendees	University Training	\$0
Council of Deans Retreat 11 attendees	University Training	\$0
ELSE 30 attendees	University Training	\$0
HPER Student Staff 48 attendees	University Training	\$0
Honors Mentors 19 attendees	University Training	\$0
LGBTQ+ National Speaker 119 attendees	Office of the President University Training SGA IDI	See Special Focus Sessions
LGBTQ+ Safe Zone 52 attendees	University Training	\$0
Minority Mentors 32 attendees	University Training	\$0
OT Faculty and First Year Students 48 attendees	University Training	\$0
PT Third-Year Students 65 attendees	University Training	\$0
SGA 55 attendees	University Training	\$0
SOS 80 attendees	University Training	\$0
<b>Total - 770 On-Site Attendees</b>		<b>\$0</b>

### Online Diversity Training

In 2009, UCA began offering online education seminars for employees. UCA employees completed 1,988 sessions of online Diversity education during this academic year.

<b>SafeColleges Online</b>	<b>Sponsor</b>	<b>Budget</b>
Diversity, Harassment, Title IX, Child Abuse, FERPA, IT Security Seminars	University Training	\$39,452.00

## 2. Harassment - Faculty/Staff/Students/Department/Athletics

### Annual On-Site Campus-Wide Harassment Seminars

These seminars educate employees on the important topic of workplace harassment prevention, which includes modeling professional behavior and respect in the midst of individual differences. UCA's core value of diversity plays a key role in the seminar's exercises and discussion.

<b>Event / Participation</b>	<b>Sponsor</b>	<b>Budget</b>
Campus-Wide Workplace Harassment 8 Sessions 140 attendees	University Training	\$0
Dr. Peppers' Biology Class 20 attendees	University Training	\$0
Family & Consumer Science 26 attendees	University Training	\$0
Honors Mentors 19 attendees	University Training	\$0
Math Department Employees 15 attendees	University Training	\$0
Men/Women Golf Teams 20 attendees	University Training	\$0
New Faculty Employees 24 attendees	University Training	\$0
Professor Courtway's Class 22 attendees	University Training	\$0
Veterans Affairs 13 attendees	University Training	\$0
<b>Total - 299</b>		<b>\$0</b>
<b>On-Site Attendees</b>		

#### **Online Harassment Training**

In 2009, UCA began offering online education seminars for employees. UCA employees completed 1,998 sessions of online Harassment Prevention education during this academic year.

<b>SafeColleges Online</b>	<b>Sponsor</b>	<b>Budget</b>
Diversity, Harassment, Title IX, Child Abuse, FERPA, IT Security Seminars	University Training	See Online Diversity Costs

#### **E. Diversity Website**

IDI updates the diversity website ([www.uca.edu/diversity](http://www.uca.edu/diversity)) as needed as it serves as a center point for diversity and inclusion initiatives and opportunities. The primary links on the website are as follows:

- Institutional Diversity and Inclusion
- Office of Diversity and Community
- Office of University Training
- Diversity Advisory Committee
- Initiatives and Support

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**F. DIVERSITY AWARDS**

- 2019: Minority Access, Inc. awarded UCA with a *Committed to Diversity Award*. This was the fourth year for this award. A total of \$1,932 was invested in the conference and travel.
- 2019: The League of United Latin American Citizens (LULAC) Council 750 Little Rock, Arkansas designated UCA as a *Latino Destination Campus*. Over the years, UCA has received several awards from LULAC.