

**ARKANSAS HIGHER EDUCATION  
COORDINATING BOARD  
REGULAR QUARTERLY MEETING**

**Arkansas State University—Newport  
Center for Arts Lindley and Kaneaster Hodges  
Auditorium  
7648 Victory Boulevard  
Newport, AR 72112**

# **SCHEDULE**

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**Friday, April 28, 2006**

**Academic Committee  
8:30 a.m.**

**Finance Committee  
9:00 a.m.**

**Convene Coordinating Board Meeting  
\*10:00 a.m.**

\*Time approximate. Meeting will begin at end of Finance Committee meeting

# **ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING**

**Friday, April 28, 2006  
10:00 a.m.**

**Arkansas State University—Newport  
Center for Arts Lindley and Kaneaster Hodges Auditorium  
7648 Victory Boulevard  
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- 2. Report of the Director (Dr. Beene)
- \*3. New Program: Doctor of Philosophy in Health Systems Research by University of Arkansas for Medical Sciences (Dr. Smith)
- \*4. New Program: Associate of Applied Science in Petroleum Technology by University of Arkansas Community College at Morrilton (Ms. West)
- \*5. New Program: Associate of Applied Science in Veterinary Technology by Arkansas State University—Beebe (Ms. McCauley)
- \*6. New Program: Associate of Applied Science in Information Systems by University of Arkansas Community College at Hope (Ms. McCauley)
- \*7. New Program: Associate of Applied Science in Medical Office Management by University of Arkansas Community College at Hope (Ms. McCauley)
- \*8. New Program: Certificate of Proficiency and Technical Certificate in Welding Technology by Arkansas State University—Mountain Home (Ms. McCauley)
- \*9. New Program: Associate of Applied Science in Criminal Justice and Technical Certificate in Criminal Justice by Arkansas State University—Beebe (Ms. Williams)
- \*10. New Program: Master of Science in Applied Mathematics by University of Central Arkansas (Ms. Williams)

- \*11. New Program: Master of Science in Information Quality by University of Arkansas at Little Rock (Ms. Moten)
- \*12. New Program: Associate of Applied Science in Homeland Security and Emergency Management by NorthWest Arkansas Community College (Ms. Moten)
- \*13. New Program: Master of Social Work by Arkansas State University at Jonesboro (Ms. Moten)
- \*14. New Program: Bachelor of Arts in Spanish and Bachelor of Science in Spanish – Teacher Licensure by University of Arkansas at Fort Smith (Ms. Moten)
- \*15. Institutional Certification Advisory Committee Report and Resolutions (Ms. Jones)
- \*16. Approval of Alternative Assessment Plans by Arkansas State University—Jonesboro, Southern Arkansas University at Magnolia, and University of Arkansas at Fort Smith (Ms. McCauley)
- \*17. Funding Formula for the 2007-2009 Biennium (Dr. Williams)
- \*18. AHECB Tuition Policy for the 2007-2009 Biennium (Dr. Williams)
- \*19. Anticipated Graduation Rate Model (Dr. Williams)
- \*20. State Board of Higher Education Foundation Election of Supervisory Committee (Dr. Floyd)
- \*21. Appointment of Nominating Committee for Board Officers (Senator Hodges)
- 22. Annual Report on Student Retention and Graduation (Mr. Harrell)
- 23. The Secretary of Education’s Commission on The Future of Higher Education (Ms. Miller)
- 24. Update on Arkansas Statewide Transfer System (Dr. Wheeler)
- 25. Letters of Notification (Ms. Moten)
- 26. Letters of Intent (Ms. Moten)

# **ACADEMIC COMMITTEE**

**Arkansas Higher Education Coordinating Board  
Arkansas State University—Newport  
Center for Arts Lindley and Kaneaster Hodges Auditorium  
7648 Victory Boulevard  
Newport, AR 72112**

**Friday, April 28, 2006  
8:30 a.m.**

Academic Committee:

Dr. Dan Grant, Chair  
Jodie Carter  
Phil Ford  
Dr. Lynda Johnson  
Mark Smith  
Kaneaster Hodges, Ex officio

## **REGULAR AGENDA**

- \*3. New Program: Doctor of Philosophy in Health Systems Research by University of Arkansas for Medical Sciences (Dr. Smith)
- 24. Update on Arkansas Statewide Transfer System (Dr. Wheeler)

## **CONSENT AGENDA**

- \*4. New Program: Associate of Applied Science in Petroleum Technology by University of Arkansas Community College at Morrilton (Ms. West)
- \*5. New Program: Associate of Applied Science in Veterinary Technology by Arkansas State University—Beebe (Ms. McCauley)
- \*6. New Program: Associate of Applied Science in Information Systems by University of Arkansas Community College at Hope (Ms. McCauley)
- \*7. New Program: Associate of Applied Science in Medical Office Management by University of Arkansas Community College at Hope (Ms. McCauley)
- \*8. New Program: Certificate of Proficiency and Technical Certificate in Welding Technology by Arkansas State University—Mountain Home (Ms. McCauley)
- \*9. New Program: Associate of Applied Science in Criminal Justice and Technical Certificate in Criminal Justice by Arkansas State University—Beebe (Ms. Williams)

- \*10. New Program: Master of Science in Applied Mathematics by University of Central Arkansas (Ms. Williams)
- \*11. New Program: Master of Science in Information Quality by University of Arkansas at Little Rock (Ms. Moten)
- \*12. New Program: Associate of Applied Science in Homeland Security and Emergency Management by NorthWest Arkansas Community College (Ms. Moten)
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- \*15. Institutional Certification Advisory Committee Report and Resolutions (Ms. Jones)
- \*16. Approval of Alternative Assessment Plans by Arkansas State University--Jonesboro, Southern Arkansas University, and University of Arkansas at Fort Smith (Ms. McCauley)
  
- 25. Letters of Notification (Ms. Moten)
- 26. Letters of Intent (Ms. Moten)

\*Numbers refer to main agenda.

# **FINANCE COMMITTEE**

**Arkansas Higher Education Coordinating Board  
Arkansas State University—Newport  
Center for Arts Lindley and Kaneaster Hodges Auditorium  
7648 Victory Boulevard  
Newport, AR 72112**

**Friday, April 28, 2006  
9:00 a.m.**

## Finance Committee

David Damron, Chair

Jimmy Creech

Bill Johnson

David Leech

Dick Trammel

Dr. Anne Trussell

Kaneaster Hodges, Ex officio

## **AGENDA**

- \*17. Funding Formula for the 2007-2009 Biennium (Dr. Williams)
- \*18. AHECB Tuition Policy for the 2007-2009 Biennium (Dr. Williams)
- \*19. Anticipated Graduation Rate Model (Dr. Williams)

\*Numbers refer to main agenda.

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD**  
**Regular Quarterly Meeting**  
**February 3, 2006**

**Minutes of Meeting**

The February 3, 2006 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Fine Arts Center Auditorium on the campus of the University of Arkansas at Monticello. Chairman Kaneaster Hodges called the meeting to order at 10:30 a.m. with a quorum of Board members present.

Coordinating Board present:

Kaneaster Hodges, Chair  
David Leech, Vice Chair  
Dr. Lynda Johnson, Secretary  
Jodie Carter  
Col. Jim Creech  
David Damron  
Phil Ford  
Dr. Dan Grant  
Bill Johnson  
Dick Trammel

Coordinating Board absent:

Dr. Anne Trussell

Department staff present:

Dr. Linda Beene, Director  
Dr. Steve Floyd, Deputy Director  
Dr. Karen Wheeler, Associate Director of Academic Affairs  
Dr. Stanley Williams, Senior Associate Director for Finance  
Ron Harrell, Associate Director for Planning and Accountability  
Cynthia Moten, Coordinator of Academic Affairs  
Dr. Sandy Smith, Coordinator of Academic Affairs  
Jeanne Jones, Coordinator of Institutional Certification  
Robin Henson, Communications Officer  
Christina Miller, Coordinator of General Administration  
Nichole Abernathy, Administrative Assistant

Presidents, chancellors, other institutional representatives, members of the press, and guests were also present.

Chairman Hodges began by thanking John Porter and Mary Sue Price for hosting dinner at their home.

Chairman Hodges then gave homage to the late Betsy Thompson. He announced that a memorial service for her would be held immediately following the Board meeting at the Harris Recital Hall, located on campus.

Chairman Hodges introduced Dr. Jack Lassiter, Chancellor of the University of Arkansas at Monticello (UAM) for a welcome.

Dr. Lassiter welcomed everyone to UAM's Fine Arts Auditorium and briefly described some of the items that make UAM unique. He noted that 29% of the student body this year is over the age of 25, which is uncommon for a traditional four-year institution. Dr. Lassiter said that the large number (65%) of first generation students reflects the mission of the campus. The rising cost of education is a national issue and Dr. Lassiter noted that UAM is looking at ways to stabilize their tuition.

Chairman Hodges welcomed State Representative Greg Reep; Dr. Sandi Sanders, Interim Chancellor at the University of Arkansas at Fort Smith; and Dr. Dusty Johnston, new President of Ozarka College.

Dr. Lynda Johnson led everyone in singing *Happy Birthday* to AHECB Member, Phil Ford.

Agenda Item No. 1  
Approval of Minutes

David Leech moved to approve the minutes of the November 4, 2005 regular meeting and the annual meeting of the Joint Boards of Education on November 14, 2005. Dick Trammel seconded the motion, and the Board unanimously approved.

Agenda Item No. 2  
Report of the Director

Chairman Hodges recognized Dr. Linda Beene for her Director's Report and she began with a funding model update. Dr. Beene explained that the development of a Graduation and Retention incentive model, which is required by Act 1974 of 2005, would be included in this process. She noted that Dr. Stanley Williams and Ron Harrell were diligently working on ways to measure improvements in graduation and retention.

Dr. Beene discussed the new public information campaign for the Academic Challenge scholarship. The multifaceted campaign is designed to educate students and their families about the scholarship and provide information to schools. The campaign revolves around the theme "Earn Cash 4 College."

The Arkansas Association of Student Financial Aid Administrators (AASFAA) received a planning grant from the Lumina Foundation to host a College Goal Sunday in Arkansas. Financial aid experts from the state's colleges and universities will volunteer to assist low-income families complete the universal application required to qualify for college



financial aid nationwide. Dr. Beene explained that College Goal Sunday would also be a way for students, parents and constituents to learn how to plan for college and about available student assistance. College Goal Sunday will take place in February of 2007 and will be administered by AASFAA and ADHE.

Dr. Beene announced that ADHE has assumed the responsibility of the Student Undergraduate Research Fellowship (SURF) program this year with the support of Legislation. SURF's purpose is to provide the necessary funding that will encourage undergraduates to conduct in-depth research projects in their specific fields of study. Dr. Beene noted that in December, ADHE awarded 70 students who will do their research under the auspices of his/her mentor at various institutions.

Dr. Beene announced ADHE's new website for the Governor's Distinguished and Governor's Scholars program. She also noted that the application deadline was February 1.

Dr. Beene explained that the implementation of Act 672 of 2005, which creates a web-based transfer system, will be a major project for ADHE. Nineteen faculty teams, comprised of two and four-year representatives, will be meeting to determine the final course guidelines and reviewing courses for comparability. Legislation requires that the system be in place by December of this year. However, the process is anticipated to be finished by early summer, said Dr. Beene.

Dr. Beene discussed the Honor States Grant's curriculum alignment process between high schools and colleges. She noted that Dr. Steve Floyd along with educators from Arkansas attended a meeting of ten states, sponsored by Achieve, Inc., to begin development of a common end-of-course assessment for Algebra II. The states that attended the meeting are considering using the results of the test as a criterion for determining course placement in math for entering college freshmen.

Next, Dr. Beene thanked her ADHE staff for their hard work and she presented a summary of the accomplishments by ADHE from Fall 2002 through Summer 2005. The second edition of accomplishments will be released this summer.

Dr. Beene introduced Dr. Sandy Smith, new Coordinator of Academic Affairs. Dr. Smith previously served as an assistant professor of nursing at Henderson State University, and has a doctorate in Nursing from Loyola University in Chicago.

Dr. Beene discussed the launch by Governor Huckabee of the Arkansas Career Pathways Initiative in August with the participation of five two-year colleges. Dr. Beene noted that approximately 193,000 Arkansans are eligible for the program and 1,800 adults are currently enrolled. Next, Dr. Beene presented the Career Pathways television and radio ads that began airing statewide. She noted that prior to the grant that led to this initiative, it was unknown how many students that graduate from Arkansas' colleges remained in Arkansas to work. However, thanks to the efforts of Ron Harrell and staff of the department of Workforce Services, we will now be able to know this information.

## Report of Committees

Dr. Dan Grant presented the report of the Academic Committee and moved to adopt Agenda Items 3-8. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

David Damron presented the report of the Finance Committee and moved approval of Agenda Items 9-12 as amended. Dick Trammel seconded the motion, and the Board unanimously approved.

Agenda Item No. 3  
Certificate of General Studies

The administration and Board of Trustees of 17 institutions (Arkansas State University-Jonesboro, Arkansas State University-Beebe, Arkansas State University-Mountain Home, Arkansas State University-Newport, Black River Technical College, East Arkansas Community College, Mid-South Community College, National Park Community College, North Arkansas College, NorthWest Arkansas Community College, Ouachita Technical College, Pulaski Technical College, Southern Arkansas University-Tech, South Arkansas Community College, Southeast Arkansas College, University of Arkansas Community College at Hope, and University of Arkansas Community College at Morrilton) request approval to offer the Certificate of General Studies, effective May 2006. The program is consistent with the institutions' role and scope to offer programs designed to meet the demonstrated need and demand of Arkansas residents. Each institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The institutional Boards have approved the proposed program.

No institution in Arkansas currently offers the Certificate of General Studies. Similar programs are offered at select community colleges and university systems across the country. The closest college offering a similar award is Southwest Tennessee Community College in Memphis, Tennessee

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Certificate of General Studies (CIP 24.0101) at Arkansas State University-Jonesboro, Arkansas State University-Beebe, Arkansas State University-Mountain Home, Arkansas State University-Newport, Black River Technical College, East Arkansas Community College, Mid-South Community College, National Park Community College, North Arkansas College, NorthWest Arkansas Community College, Ouachita Technical College, Pulaski Technical College, Southern Arkansas University-Tech, South Arkansas Community College, Southeast Arkansas College, the University of Arkansas Community College at Hope, and the University of Arkansas Community College at Morrilton, effective May 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the Presidents, Chancellors, and Chairs of the Board of Trustees of the 17 institutions of this approval.

Dr. Grant stated that he reviewed the item with Dr. Barry Ballard, President of Ouachita Technical College, and he saw no indication that the curriculum was “watered down”. He commended the program and the institutions.

Phil Ford moved to recommend Agenda Item 3 to the Full Board for consideration. Dr. Johnson seconded, and the Committee unanimously approved.

Agenda Item No. 4  
Master of Arts in Criminal Justice  
Arkansas State University--Jonesboro

The administration and Board of Trustees of the Arkansas State University System (ASU) request approval to offer the Master of Arts in criminal justice at Arkansas State University--Jonesboro (ASUJ). The program is consistent with the role and scope of the institution to offer master’s degree programs in selected fields. ASUJ is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ASU Board approved the proposal on June 9, 2005.

The University of Arkansas at Little Rock offers the only master’s degree in criminal justice in Arkansas. Bachelor’s degrees in criminal justice are offered at Southern Arkansas University--Magnolia, the University of Arkansas at Little Rock, the University of Arkansas at Monticello, the University of Arkansas at Pine Bluff, and the University of Arkansas, Fayetteville. These institutions awarded 195 bachelor’s degrees in criminal justice during the past year.

In 2004-05, 38 (83 percent) of the 46 master’s degree programs at ASUJ met Coordinating Board productivity guidelines.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Arts in criminal justice (CIP 43.0104) at Arkansas State University--Jonesboro effective immediately.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and the Chair of the Board of Trustees of Arkansas State University of the approval.

Dr. Dan Grant questioned the difference between a required paper, which must be defended before the graduate faculty and presented at a professional conference or submitted to a refereed journal, and a masters thesis. Dr. Greg Russell, Director of Criminology and Forensics Sciences Program of ASUJ, responded that throughout the

nation it has become more common to focus less on a thesis and more on a professional paper.

Agenda Item No. 5  
Bachelor of Science in Information Technology  
Arkansas Tech University

The administration and Board of Trustees of Arkansas Tech University (ATU) request approval to offer the Bachelor of Science in Information Technology. The proposed program is consistent with the institutional role and scope. ATU is accredited by the Higher Learning Commission of the North Central Association of Schools. The ATU Board approved the program on November 17, 2005.

The B.S. in Information Technology will prepare students for careers in the information technology industry. Information technology (IT) specialists are those who install, maintain, and enhance the computing infrastructure of businesses. The proposed program covers the major areas of IT (networking, database development and administration, web development and administration, and systems administration). The proposed 126-semester credit hour program consists of 68 semester credit hours of IT core and specialty courses.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Information Technology (CIP 11.0103) at Arkansas Tech University, effective August 2006.

**RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Arkansas Tech University of this approval.

Dr. Grant questioned whether this was merely a name change. Cynthia Moten responded, "No, this program deals with the infrastructure aspect of computing programs."

Agenda Item No. 6  
Technical Certificate and Associate of  
Applied Science In Surgical Technology  
South Arkansas Community College

The administration and Board of Trustees of South Arkansas Community College (SACC) request approval to offer the Technical Certificate and Associate of Applied Science in Surgical Technology, effective August 2007. The program is within the role and scope of the institution. SACC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The SACC Board approved the proposal on November 15, 2005.

The proposed program will prepare individuals to deliver quality patient care before, during, and after surgery as a member of a surgical team at acute and ambulatory facilities. Surgical technicians work to provide maximum patient safety by ensuring properly functioning equipment, a sterile environment, and by assisting the surgeon during invasive and diagnostic procedures. The surgical technology field has allowed medical care to become more cost effective by providing trained technicians who require minimal orientation in the operating room.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate and Associate of Applied Science in Surgical Technology (CIP 51.0909) at South Arkansas Community College, effective August 2007.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of South Arkansas Community College of the approval.

Agenda Item No. 7  
Institutional Certification Advisory  
Committee Resolutions

The Institutional Certification Advisory Committee (ICAC) met on January 10, 2006. The following resolutions are presented for Coordinating Board consideration.

**Re-Appointment of Committee Member**

**Mr. Ken Hoppe**

**RESOLVED**, That, pursuant to ACA §6-61-302, the Arkansas Higher Education Coordinating Board reappoints Mr. Ken Hoppe, as a member of the Institutional Certification Advisory. The term expires February 3, 2015.

**FURTHER RESOLVED**, That the Coordinating Board expresses appreciation to Mr. Hoppe for his willingness to serve as a member of the Institutional Certification Advisory Committee.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to communicate this appreciation to Mr. Hoppe.

**Program Decertification**

**Graceland University, Independence, Missouri**

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board decertifies the Bachelor of Science in Addiction Studies degree program offered via distance delivery by Graceland University. The decertification is effective February 3, 2006.

**Saint Joseph's College, Standish, Maine**

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board decertifies the following distance delivery degree programs offered via distance delivery by Saint Joseph's College: Bachelor of Science in Criminal Justice and the Master of Arts in Pastoral Studies. The decertification is effective February 3, 2006.

**Program Certification**

**ITT-Technical Institute, Little Rock, Arkansas**

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to ITT-Technical Institute to offer the following degree programs: Bachelor of Science in Technical Project Management; Bachelor of Science in Electronics and Communications Engineering Technology; Bachelor of Science in Software Engineering Technology; Bachelor of Science in Data Communications Systems Technology; Bachelor of Science in Digital Entertainment and Game Design; and Bachelor of Science in Information Systems Security. The recertification is for a period of four years and expires February 3, 2010.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of ITT-Technical Institute that the recertification of these degree programs require the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of ITT-Technical Institute that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

### **University of Phoenix – Little Rock, Arkansas**

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to the University of Phoenix–Little Rock to offer the following degree programs: Bachelor of Science in Business; Bachelor of Science in Management; Bachelor of Science in Information Technology; Master of Business Administration; Master of Management; Master of Information Systems. The recertification is for a period of four years and expires February 3, 2010.

**FURTHER RESOLVED,** The Coordinating Board grants initial program certification to the University of Phoenix-Little Rock to offer the Bachelor of Science in Criminal Justice Administration. The certification is for a period of four years and expires February 3, 2010.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of the University of Phoenix-Little Rock that the recertification and certification of these degree programs require the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director to notify the administration of the University of Phoenix-Little Rock that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**University of Phoenix – Online**

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to the University of Phoenix–Online to offer the following degree programs: Associate of Arts; Bachelor of Science in Business; Bachelor of Science in Criminal Justice Administration; Bachelor of Science in Health Administration; Bachelor of Science in Human Services; Bachelor of Science in Management; Bachelor of Science in Information Technology; Master of Business Administration; Master of Management; and Master of Information Systems. The recertification is for a period of four years and expires February 3, 2010.

**FURTHER RESOLVED,** The Coordinating Board grants initial program certification to the University of Phoenix-Little Rock to offer the following specializations for the Bachelor of Science in Business degree: Global Business Management and Integrated Supply Chain Operations Management, and the Visual Communication specialization for the Bachelor of Science in Information Technology degree. The certification is for a period of four years and expires February 3, 2010.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of the University of Phoenix-Online that the recertification and certification of these degree programs require the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director to notify the administration of the University of Phoenix-Online that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.



**University of Phoenix – Rogers**

**RESOLVED:** The Coordinating Board grants initial program certification to the University of Phoenix-Rogers to offer the Bachelor of Science in Criminal Justice Administration. The certification is for a period of two years and expires February 3, 2008.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of the University of Phoenix-Rogers that the certification of this degree program requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director to notify the administration of the University of Phoenix-Rogers that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

The Institutional Certification Advisory Committee (ICAC) Report begins on page 7-6 of the Agenda book.

Agenda Item No. 8  
Revision to the State Minimum Core Curricula

In April 1990, the Arkansas Higher Education Coordinating Board adopted guidelines for the development of State Minimum Core Curricula in response to A.C.A. §6-61-218. This legislation provides that courses within the Core shall apply toward the general education core curriculum requirements for baccalaureate degrees at state-supported institutions and shall be fully transferable between public institutions.

**RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the revised curricula for Arkansas State University-Jonesboro, University of Arkansas, Fayetteville, University of Arkansas at Fort Smith, University of Arkansas at Monticello, University of Central Arkansas, Arkansas Northeastern College, Arkansas State University--Beebe, Cossatot Community College of the University of Arkansas, East Arkansas Community College,

Mid-South Community College, National Park Community College, Ouachita Technical College, Pulaski Technical College, and the University of Arkansas Community College at Morrilton.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to distribute the State Minimum Core Curricula to all public colleges and universities.

Dr. Grant questioned the Arkansas Government course requirement by UAMS. Cynthia Moten explained that the institutions believe that these courses meet the guidelines for the core. Presently, Dr. Karen Wheeler is working with Chief Academic Officers and faculty to review the course descriptions and syllabi for the core courses as ADHE is expanding the transfer core.

Jodie Carter moved to recommend Agenda Items No. 4-8 to the Full Board for consideration. Dr. Lynda Johnson seconded, and the Committee unanimously approved.

Agenda Item No. 9  
Economic Feasibility of Bond Issue  
Arkansas Tech University

Arkansas Tech University requests approval of the economic feasibility of plans to issue bonds of up to \$10 million with a term of 30 years at an estimated annual interest rate of 5 percent. The bond proceeds will be for the construction of a new auxiliary residence hall and for making other housing renovations and improvements. The Arkansas Tech University Board of Trustees approved this bond issue at their meeting on December 17, 2005.

The debt service for the bond issue will be supported by net residence hall revenue. According to Coordinating Board policy, the net revenue from residence halls must be a minimum of 120 percent of the annual debt service.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University to issue bonds up to \$10 million with a term of 30 years at an estimated average annual interest rate of 5 percent for the construction of a new auxiliary residence hall.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of Arkansas Tech University of the Coordinating Board's resolution.

Bill Johnson enquired about the location of the new residence hall. ATU President, Dr. Robert Brown, explained that the 230-bed residence hall would be

constructed at Burkel Field.

Dick Trammel moved to recommend Agenda Item No. 9 to the Full Board for consideration. Bill Johnson seconded, and the Committee unanimously approved.

Agenda Item No. 10  
Economic Feasibility of Bond Issue  
Arkansas State University—Beebe

Arkansas State University-Beebe requests approval of the economic feasibility of plans to issue bonds not to exceed \$11 million with a term of 30 years at an estimated annual interest rate not to exceed 5.3 percent. Proceeds from the bonds will be used for educational & general (E&G) purposes. The Arkansas State University Board of Trustees approved this action on December 16, 2005.

The bond proceeds will be used to construct an approximately 60,000 square-foot academic building with classrooms, science labs, faculty offices, a lecture auditorium, and a large open access computer lab. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to educational and general debt service.

**RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas State University - Beebe to issue bonds not to exceed \$11 million for a term of 30 years at an annual interest rate not to exceed 5.3 percent for the construction of a new academic building.

**FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of the Arkansas State University System and the Chancellor of Arkansas State University - Beebe of the Coordinating Board's resolution.

Mr. Jerry Carlisle of ASU—Beebe explained the institution's need for additional science labs. Mr. Damron asked how many additional science students would ASU be able to serve. Mr. Carlisle stated that he couldn't give a specific number, however, the number would increase significantly as the size increased.

Chairman Hodges moved to recommend Agenda Item No. 10 to the Full Board for consideration. Dick Trammel seconded, and the Committee unanimously approved.

Agenda Item No. 11  
Economic Feasibility of Bond Issue  
University of Arkansas For Medical Sciences

The University of Arkansas for Medical Sciences requests approval of the economic feasibility of plans to issue bonds with a premium amount not to exceed \$107.5 million with a term of up to 30 years at an estimated annual interest rate of 5 percent. Proceeds from the bond issue will be used for auxiliary purposes. The Arkansas State University Board of Trustees approved this action on January 26, 2006.

The bond proceeds will be used to complete the new Patient-Care Tower. Coordinating Board policy regarding auxiliary debt service requires that the net auxiliary revenues must be a minimum of 120 percent of the total auxiliary debt service.

**RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for University of Arkansas for Medical Sciences to issue bonds for the construction of a new Patient-Care Tower for a principal amount not to exceed \$107.5 million with a term of 30 years at an estimated annual interest rate of 5 percent.

**FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of the University of Arkansas and the Chancellor of the University of Arkansas Medical Sciences of the Coordinating Board's resolution.

Mr. David Wilcox of UAMS elaborated on the plans for the new Patient-Care Tower noting that the construction would add 174 beds giving UAMS a total of 350 adult beds, all of which will be private rooms.

Chairman Hodges questioned the nonspecific terminology used in the allocations for the Economic Feasibility of Bond Issue resolutions. He then moved that ADHE outline the purpose of the allocation in future resolutions. Dick Trammel seconded, and the Committee unanimously approved.

Bill Johnson moved to recommend Agenda Item No. 11 as amended to the Full Board for consideration. Chairman Hodges seconded, and the Committee unanimously approved.

Agenda Item No. 12  
Economic Feasibility of Bond Issue  
University of Arkansas at Fayetteville

The University of Arkansas, Fayetteville (UAF) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$80 million with a term of up to 30 years at an estimated annual interest rate of 5 percent. Proceeds from the bond issue will be used for both educational & general (E&G) and auxiliary purposes. The

University of Arkansas Board of Trustees approved this action at its meeting on January 26, 2006.

The E&G issue will be approximately \$24.74 million with annual debt service of \$2,451,482. Proceeds from the issue will be used for improving campus energy efficiency (\$10.56 million), completion of the Law Building Phase II (\$4 million), additional classroom space at the Maple Hill Housing Complex (\$3.65 million), and property purchases (\$6.53 million).

Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to educational and general debt service.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas, Fayetteville to issue bonds for approximately \$80 million with a term of up to 30 years at an estimated annual interest rate of 5% for E&G and auxiliary purposes.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of the Trustees of the University of Arkansas and the Chancellor of the University of Arkansas, Fayetteville of the Coordinating Board's resolution. Since 1988, all entering first-year students seeking an associate degree or higher from an Arkansas public college or university must meet AHECB assessment and placement standards in the disciplines of English, mathematics, and reading. A cut-off subscore of 19 on the ACT exam (or the equivalent on the ASSET, SAT, or COMPASS tests) is used for each of the three areas. Tables 13A and 13B offer a general overview of remediation in Arkansas public higher education, while Tables 13C, 13D, and 13E provide institutional detail by discipline for fall terms 2003 through 2005. In all tables, remedial data are based on students who meet two criteria: not meeting the board's cut-off score and being assigned to developmental-level coursework. Note that University of Arkansas at Fort Smith became a four-year institution in January 2002 and is counted as a four-year institution throughout this agenda item.

Dr. Don Peterson, University of Arkansas—Fayetteville, briefly explained the bond issue's educational & general (E&G) and auxiliary purposes.

Dick Trammel moved to recommend Agenda Item No. 12 to the Full Board for consideration. Jim Creech seconded, and the Committee unanimously approved.

Agenda Item No. 13  
Annual Report on First-Year  
Student Remediation

Since 1988, all entering first-year students seeking an associate degree or higher from an Arkansas public college or university must meet AHECB assessment and placement standards in the disciplines of English, mathematics, and reading. A cut-off subscore of 19 on the ACT exam (or the equivalent on the ASSET, SAT, or COMPASS tests) is used for each of the three areas. Tables 13A and 13B offer a general overview of remediation in Arkansas public higher education, while Tables 13C, 13D, and 13E provide institutional detail by discipline for fall terms 2003 through 2005. In all tables, remedial data are based on students who meet two criteria: not meeting the board's cut-off score and being assigned to developmental-level coursework.

In fall 2005, Arkansas's public institutions enrolled 21,919 first-time students. Of this total, 2,676 entering students were not required to be tested because they pursued coursework in certificate-level programs or were non-degree-seeking.

Ron Harrell presented the tables and data on first-year student remediation to the Board.

Agenda Item No. 14  
Annual Enrollment Report

Ron Harrell presented the annual enrollment report for Fall 2005. He stated that total, on-schedule enrollment for fall 2005 in all sectors of Arkansas higher education (public universities, public colleges, and independent colleges and universities) was 141,478 students; representing a 1-year increase of students (+3.2 percent). On-campus, on-schedule enrollment for fall 2005 in all sectors of Arkansas higher education was 131,158 students; representing a 1-year increase of students (+2.6 percent).

Agenda Item No. 15  
Annual Report on Productivity of  
Recently Approved Programs

Ron Harrell presented the annual report on productivity of recently approved programs, which summarizes degree productivity for associate and certificate programs approved between July 1, 2001 and June 30, 2002 and baccalaureate and graduate programs approved between July 1, 1999 and June 30, 2000. There are two methods for determining degree productivity: the number of graduates reported to ADHE for 2004-05 only, or the average number of graduates over the most recent three years for baccalaureate and graduate degrees and two years for associate degrees and certificate programs. Because programs need time to develop and produce graduates, productivity for certificate and associate programs is measured after three years, while baccalaureate and higher programs are measured five years after approval.

The Arkansas Higher Education Coordinating Board (AHECB) defines productivity standards as three graduates per year for baccalaureate programs, two graduates per year for masters level programs, and one graduate per year for doctoral programs. In evaluating certificate and associate degree programs, ADHE staff uses a guideline of three graduates per year.

The productivity data was included beginning on page 15-2 of the Agenda book.

Agenda Item No. 16  
Annual Report on Retention and Graduation  
Of Intercollegiate Athletes

Ron Harrell presented this report, which complies with Act 267 of 1989 that requires reporting retention and graduation rates for entering freshmen who participate in Arkansas intercollegiate athletics. This information is produced from data submissions through the Arkansas Higher Education Information System for first-time, full-time, degree-seeking student athletes participating in football, basketball (men's and women's), cross country/track programs and other sports programs. Information related to initial athletic scholarship status is also included. Table 16A provides a statewide overview of athletic retention one year after entry, followed by institutional summaries at the one-year and six-year points after entry into college.

Enrollment patterns for twelve student-athlete cohorts from the public universities have been followed for six years, beginning in 1992-93. It should be noted that students continue to be tracked as part of the group regardless of whether or not (s)he participated on an athletic team after the first year. For that reason, NCAA data may vary from that reported here. Institutional-level data also indicate the number of students who enrolled or completed a program of study at their original institution (i.e., native students) as required by Student-Right-to-Know legislation, as well as their success at an Arkansas public or independent transfer institution. NCAA data are based on enrollments and completions at the originating institution only. Additionally, NCAA data are based only on student-athletes receiving athletic aid.

Agenda Item No. 17  
The Secretary of Education's Commission  
On The Future of Higher Education

Christina Miller presented information to the Board on the Secretary of Education's Commission on the Future of Higher Education. On September 19, 2005, Secretary of Education Margaret Spellings announced the formation of a national commission on the future of higher education. The 19-member panel includes representatives of business executives, current and former college presidents, higher education researchers and experts on minority students. A complete list of members is included on pages 4 and 5.

The Commission is charged with developing a comprehensive national strategy for postsecondary education that will meet the needs of America's diverse population and also address the economic and workforce needs of the country's future. The four areas of focus include access, accountability, affordability, and quality. The Commission shall consider federal, state, local, and institutional roles in higher education and analyze whether the current goals of higher education are appropriate and achievable. It will also focus on the increasing tuition costs and the perception of many families, particularly low-income families, that higher education is inaccessible. A written report with specific findings and recommendations is due to Secretary Spellings by August 1, 2006. The final report will serve as a blueprint for a 21<sup>st</sup> century higher education system.

#### Agenda Item No. 18 Existing Program Review Report

Ms. Moten presented the Existing Program Review report. In 1998, the Arkansas Higher Education Coordinating Board approved the program review plan for each institution that includes a ten-year program review schedule. The Arkansas Department of Higher Education has received the institutional reports for programs reviewed during latest two-year review cycle.

Required institutional reports include the program summary of significant findings, plan and timeline for program improvement, and status report on program improvements completed during the review period. Based on the academic program assessments, the institutional review committees on each campus made recommendations on curriculum modifications, equipment upgrades, additional faculty resources, distance course delivery, and program termination.

All campus program review committees concluded that the specified programs met or exceeded expected standards. Programs reviewed during this period are listed on the following pages.

Dr. Grant questioned whether the reports go to the Boards of Trustees from the individual institutions. Ms. Moten explained that the reports are typically used for strategic planning, curriculum modifications or new programs based on the advisory committee's recommendations.

#### Agenda Item No. 19 and 20 Letters of Notification and Letters of Intent

The Department of Higher Education received notice from institutions on programs not requiring Board approval including 2 new certificate programs, 1 new master's degree, 4 new program options, 1 new program minor, 1 new location for an existing degree, 2 distance technology programs, 2 reconfigurations of existing degrees, 1 consolidation of existing degrees, 1 new degree designation, 4 new organizational units, 6 inactive programs, 1 deleted program option, and 13 deleted degree programs.



Notification of items requiring Board approval included 9 certificate programs, 8 associate degrees, 2 bachelor's degrees, 3 master's degrees, 2 doctoral degrees, and 1 organizational unit.

During this period, the Institutional Certification Advisory Committee received notice of requests for recertification of 17 degrees, and initial certification for 15 degrees. The complete list of these notices appear in the Letters of Notification on pages 19-1 through 19-4 and in the Letters of Intent on pages 20-1 through 20-4 of the agenda book.

Agenda Item No. 21  
Approval of Reimbursement of Expenses for  
Members Of the Higher Education Coordinating Board and  
Institutional Certification Advisory Committee

Although members of the Arkansas Higher Education Coordinating Board and its Institutional Certification Advisory Committee (ICAC) by law serve without compensation, they may receive expense reimbursement for performing official board duties after following certain procedures set out by Act 1211 of 1995 (A.C.A. §25-16-901 et seq.).

Because Act 1211 of 1995 (A.C.A. §25-16-901 et seq.) is the sole authority for expense reimbursement, it is necessary for the Coordinating Board to adopt a resolution authorizing expense reimbursement for board members and members of the ICAC. The following resolution is presented for the Coordinating Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board, by a majority vote of its total membership, authorizes expense reimbursement for each board member and member of the ICAC for performing official board duties.

**FURTHER RESOLVED**, That the expense reimbursement shall not exceed the rate established for state employees by state travel regulations.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Department of Higher Education to send a copy of this resolution to the Department of Finance and Administration to notify that agency of compliance with Act 1211 of 1995.

Phil Ford moved to approve Agenda Item 21. Jim Creech seconded the motion, and the Board unanimously approved.

A Resolution read by David Leech and recommended for approval was seconded by Jodie Carter and presented to the family of Betsy Thompson. The complete resolution follows the minutes.

Chairman Hodges opened the floor for public comments, which were none.

With no further business, the meeting adjourned at 12:00 p.m.

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Nichole Abernathy

APPROVED:

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Dr. Lynda Johnson, Secretary

## RESOLUTION

**WHEREAS**, Mary Elizabeth "Betsy" Thompson, of Monticello passed away on January 27, 2006; and

**WHEREAS**, Betsy Thompson was a graduate of the University of Arkansas at Monticello and owner of Drew Plaza Mobile Homes and was a member of First United Methodist Church in Monticello; and

**WHEREAS**, Betsy Thompson served since 1997 as a member of the Arkansas Department of Higher Education Coordinating Board; and

**WHEREAS**, Betsy Thompson served on the Arkansas Higher Education Coordinating Board as secretary of the Board and was committed to expanding the role of higher education in the State of Arkansas; and

**WHEREAS**, as a Board member of the Arkansas Higher Education Coordinating Board, Betsy Thompson initiated the passage of a 10-year moratorium on the establishment of new state colleges and universities in order to better serve the existing two-year colleges and the existing universities; and

**WHEREAS**, her leadership in passing this moratorium has enabled the existing Arkansas colleges and universities to better serve the students of the State of Arkansas; and

**WHEREAS**, Betsy Thompson was a recognized leader in the manufactured housing business, serving as a member of the Arkansas Manufactured Housing Association Board of Directors since 1988 and an active member of the Manufactured Housing Council and was recognized as a leading business woman in the State of Arkansas; and

**WHEREAS**, as a result of her service she was inducted into the Arkansas Manufacturing Housing Association Hall of Fame recognizing a lifetime of outstanding achievements;

**NOW, THEREFORE BE IT RESOLVED**, that the Arkansas Higher Education Coordinating Board extends its deepest sympathy to the family of Mary Elizabeth "Betsy" Thompson as it also mourns the death of one of our colleagues and members. The Arkansas Higher Education Coordinating Board hereby recognizes Betsy Thompson's commitment to business and higher education and as a result of her years of service has enhanced business opportunities in the State of Arkansas and advanced the role of higher education in the State of Arkansas. Our gratitude is extended to our esteemed colleague and friend.

Adopted this 3rd day of February 2006  
in Monticello, Arkansas

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Kaneaster Hodges, Chair

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Lynda Johnson, Secretary

## REPORT OF THE DIRECTOR

### **Statewide Transfer System**

The Arkansas Statewide Transfer System will assist undergraduate students in the seamless transfer of freshmen and sophomore-level general education courses between Arkansas public institutions. ADHE staff and a committee of 15 chief academic officers have been guiding the process since November 2004, with all public institutions giving input regarding courses to be included in the program and course content.

Through a three-phase process, the committee and agency staff focused on courses in the State Minimum Core and all general education freshmen and sophomore-level courses. There are over 90 courses. Syllabi for these courses in other states were reviewed to compare the curricula taught across the country. Nineteen faculty teams, comprised of two- and four-year representatives, met to determine the final course guidelines and reviewed the courses for comparability.

Act 672 of 2005 requires the system to be in place by December with all public colleges and universities participating. The system will be posted on the ADHE Web site. Institutions will be involved in the promotion of the transfer system. The course list will be reviewed annually.



*Earnest Lamb from the University of Arkansas at Pine Bluff participated in the Fine Arts transfer system meeting.*



*Dr. William Durand (left), Henderson State University, and John Annulis, University of Arkansas at Monticello, participated in the Math II meeting on calculus and statistics.*

### **529 GIFT Plan**

In February, Upromise, the plan manager, presented an overview of current assets as well as marketing activities to date and proposed strategies for 2006. As of Feb. 14, there was nearly \$133 million in plan assets and almost 11,300 accounts. Since the transition a year ago, 1,600 new accounts (86 percent are Arkansas residents) were opened.



Marketing strategies this year include acquisition emails and direct mail to 35,000 Upromise members in Arkansas, a PR event at a grocery partner, distribution of brochures at special events including Citadel's Kidz Fair in August, radio advertising and acquisition emails to Upromise members.

## **Arkansas Career Pathways Initiative Update**



### **Increasing TEA Client Participation**

Career Pathways and the Department of Workforce Services (DWS) are sharing information on Transitional Employment Assistance (TEA) clients and recruiting them for the Career Pathways Initiative. Some of the two-year colleges are expanding the program outside their service area. Arkansas State University-Newport is building relationships so students living in Jonesboro can attend classes at the city's adult education sites and receive student support from ASU-Newport's Pathways program. Pulaski Technical College is conducting informational workshops for potential participants. The students are encouraged to complete their GED or improve their basic skills while waiting for college classes to begin. Pulaski Technical College is partnering with North Little Rock Workforce Center to create summer job opportunities.

### **Increasing Retention, Completion Rates**

A major goal of the Pathways Initiative is to establish, document and improve retention and completion rates of students in the program. Initial retention rate results indicate that 97 percent of the students enrolled in the fourth quarter of 2005 continued into the first quarter of 2006.

### **Partnerships with Other Agencies**

A Memorandum of Understanding (MOU) is being signed between the Departments of Workforce Education and Higher Education that provides another option for students with a GED or high school diploma to attend adult education or a WAGE program. This MOU also increases information and curriculum sharing between the two agencies. Institutions are working to improve remediation coursework in areas where most students experience difficulty. Plato and Aztec software programs previously purchased with TANF funds are used to offer students the best self-paced remediation courses in reading and math.

### **Job Placement**

Career Pathways is partnering with DWS to develop the On-the-Job Training (OJT) program. By providing joint training and wage contribution, the OJT program will be an advantage to the employer. This will increase placement and retention in the work place. Career Pathways and DWS will do a similar partnership with the Work Pays program as it develops.

### **Enrollment**

Student enrollment is increasing, and the proposal outcomes are being surpassed. One of the Pathway's outcomes is to enroll 200 students per college within 12 months of start-up. From this projected total of 2,200 students, 1,991 students are enrolled at the end of nine months. 74 percent of the total students enrolled before March 15 were in college-level coursework.

**Disaster Recovery Plan**

ADHE developed an internal Disaster Recovery Plan to align with other state agencies. The staff is also working with the institutions on a statewide plan to enact following a major disaster in the state that would affect college students. More than 35 institution representatives attended the first meeting March 10 to develop a planned response by the higher education community to a catastrophic event that would radically disrupt the operation of an institution or institutions impacting students, faculty, staff and facilities. Planning purposes are to identify available resources for disaster recovery and develop an overall Continuing Operations Plan for higher education in Arkansas.

Resources included a software program for state agencies used by the Office of Information Technology that was presented by State Chief Information Officer Mary Henthorn. Gloria Cabe, with James Lee Witt Associates, presented her company's experience in planning for disasters that could affect colleges in other states. Dr. Steve Floyd invited attendees to participate in four SREB Webinars on "The Role of K-20 Educational Technology in Disaster Preparedness, Response and Recovery."

Cindy Milazzo, associate chancellor for facilities and services at the University of Arkansas at Little Rock, who has previously worked at ADHE and Rich Mountain Community College, will facilitate the statewide institutional disaster recovery effort.

**Eight-Semester Guarantee**

Act 1014 of 2005 requires that academic advisors at Arkansas universities provide full-time freshmen students with course selection advice that will allow completion of most bachelor's degrees in four years. The eight-semester course of study plans must include the recommended course sequence for degree requirements and must be signed by the chief academic officer. All first-time freshmen must sign an institutional form to accept or waive participation in the eight-semester degree program.

The law requires that universities publish their recommended course sequences and semester schedules for each bachelor's degree program. Only universities that comply with this law may receive funding from the Academic Challenge Scholarship and Governor's Scholars programs.

ADHE staff met with the chief academic officers about compliance with the law and provided templates for student participation forms and degree plans. Justification for waiver of some degree plans that exceed eight semesters were submitted, and ADHE staff reviewed the justifications to be certain that similar programs across the state also were included in the "exceeds eight-semester" category. All university presidents and chancellors were asked to sign a letter of assurance by March 31 that the eight-semester bachelor's degree plans and student participation forms will be implemented beginning in Fall 2006.

### **Role and Scope Revisions**

Act 502 of 2005 amended the Role and Scope statute by adding, "higher education should address and respond to the changing economic needs of the state and the new economy." ADHE is responsible for ensuring that institutional role and scope designations include responsiveness to changing economic goals and needs of the state.

ADHE and the Department of Economic Development meet quarterly to discuss the state's economic development goals as well as targeting educational programs based on business and industry needs. Broad economic development goals include:

- Advanced manufacturing systems
- Agriculture and environmental sciences
- Biotechnology and life sciences
- Information technology
- Transportation logistics
- Bio-based products
- Administration services

The institutions have been asked to respond to questions related to state economic development needs. ADHE staff reviewed and commented on the changes and responses. Following approval from institutional boards of trustees and final submissions for role and scope changes, changes will be presented to the Coordinating Board for approval in August.

### **Teacher Opportunity Program**

In an effort to assist Arkansas teachers in obtaining additional certification in a subject area where there is shortage of teachers in the state, the Teacher Opportunity Program (TOP) was created with Act 2196 of 2005. TOP awards funds to employed teachers seeking completion of the Dual Certification Incentive Program.

TOP is designed to provide loans to teachers who are returning to college to receive an additional certification in a subject matter declared to be a shortage area by the Department of Education. The loans fund the cost of tuition, mandatory fees and books, though not to exceed \$3,000 during any one academic year. The school district is responsible for one-third of the loan, and ADHE is responsible for two-thirds of the loan.

The recipient may receive the award for up to three years if he/she completes a sufficient number of credit hours to complete certification requirements within three years of the initial award of funds under TOP. ADHE will forgive the loan if additional certification is received within three years and immediately teaches in an Arkansas public school district for three continuous years.

The first priority for the award is the Dual Certification Incentive Program. If funds are still available, then additional grants in the form of reimbursement may be made in accordance with the following:

- Teachers may receive grants up to but not in excess of the cost of student fees, books and instructional supplies at the public institution of higher education in Arkansas assessing the highest rate of student fees.
- The grant to one individual within one fiscal year may not exceed the cost associated with six semester credit hours or the equivalent of six semester credit hours.

Subject matter areas designated as having a critical shortage of teachers in Arkansas are: art, foreign language, mathematics, middle childhood, library media, guidance counseling, gifted and talented, sciences and special education.

TOP, which replaces the Teacher/Administrator Grant, will be implemented in the Summer 2006 sessions, and the application deadline is May 1. Requirements and an application are available on the ADHE Web site.

### **Electronic Transcripts**

Act 2203 of 2005 required high schools in Arkansas to send transcripts electronically by May 2007. ADHE conducted a survey of the 44 public and independent colleges and universities to assess their readiness to send and receive electronic transcripts. Early data indicates about half are already sending and receiving transcripts electronically. ADHE held a meeting of appropriate college officials (i.e. registrar, admissions director, financial aid) to provide an opportunity to review the status of plans and capabilities of the institutions concerning college-to-college and college-to-agency transcripts. Data transmission is also Goal #3 in the Honor States grant.

### **National Activities of the Director**

#### ***Claiming Common Ground: State Policymaking for Improving College Readiness and Success Conference and Report***

Last September, Dr. Beene was one of thirty national leaders in higher education to be invited to an expense-paid meeting called by the National Center for Public Policy and Higher Education on State Policy Dimensions for K-12 Reform. Michael Cohen, Achieve, Inc.; Piedad Robertson, Education Commission of the States; Dave Spence, Southern Regional Education Board; and other such individuals attended. *Claiming Common Ground* is a policy report built upon the conference's discussions and publicly released in March of this year. Dr. Beene is listed in the report, along with the other participants of the State Policy Dimensions for K-16 Reform conference, as key contributors to the report's content. *Claiming Common Ground* identifies four state policy dimensions for improving college-readiness opportunities for all high school students including alignment of coursework and assessments, state finance, statewide data systems, and accountability. The full report can be accessed on the National Center for Public Policy and Higher Education's website at [www.highereducation.org](http://www.highereducation.org).



**State Higher Education Executive Officers (SHEEO) Executive Committee**

Dr. Beene was elected by peer professionals to the State Higher Education Executive Officers (SHEEO) Executive Committee. The Executive Committee is SHEEO's governing board and performs specific operating functions including guiding the development and implementation of short-term and long-term SHEEO projects, sharing more in-depth information on topics of particular interest, and helping the SHEEO staff get expert advice and feedback on program and policy areas of interest to SHEEOs.

The Executive Committee's spring meeting was held on March 27 and included discussion about the U.S. Secretary of Education's Commission on the Future of Higher Education, accreditation, and other national higher education issues. The Executive Committee will meet again at the SHEEO annual conference in July.

**Education Commission of the States Postsecondary Education and Workforce Advisory Committee**

Education Commission of the States (ECS) has created a new Postsecondary Education and Workforce Development Institute. Dr. Beene was asked to serve on the 18-member Advisory Committee. The new institute signals a renewed commitment by ECS to the important issues of postsecondary education and its relationship to producing a world-class workforce for a global economy. Membership on the committee includes an outstanding group of leaders representing higher education institutions, state government, elected officials and the business sector. The advisory committee meets three times a year through a conference call and one time a year as part of ECS' Spring Steering Committee meeting.

Dr. Beene participated in the first conference call meeting on February 23 to learn more about the goals of the Advisory Committee and discuss current issues. The conference call also included discussion on possible future projects around the issues of high school/community college transitions, adult learning (adult literacy and higher education enrollment), community college / business partnerships, P-20, and college success for low-income students and students of color. The second conference call is scheduled for April 26 and the agenda includes the review and approval of the Advisory Committee's Strategic Plan as well as learning about the initiative on improving teacher quality in U.S. schools proposed by Honorable Kathleen Sebelius, Governor of the state of Kansas and Chair-elect of the Education Commission of the States.

**Community Development Institute Handbook**

Dr. Beene was asked to contribute a chapter in the Community Development Institute's Handbook, Volume II. The Community Development Institute offers an educational and training experience, coupled with graduate degree credit if desired, in which a person can develop knowledge and skills to facilitate community planning and development. Dr. Beene's chapter was titled "Workforce Training for the 21st Century" and included information on the new economy's requirement of different skills and new demands of the workforce. Part of this change is the "career ladder" framework for education and workforce training. Dr. Beene describes national "career ladders" as well as the Arkansas Career Pathways Initiative.

**Activities of the Director**

February 3, 2006	Meeting of AHECB, University of Arkansas at Monticello
February 8	Meeting with President David Burks, Harding University
February 9	Speaker, Meeting of Campus Chief Financial Officers
February 13	Meeting of Arkansas 2020 Project
February 13	Meeting with John Ahlen, Director, Science and Technology Authority
February 14	Meeting of Workforce Investment Board
February 14	Speaker, Meeting of College Chief Academic Officers
February 15	Speaker, Meeting of University Chief Academic Officers
February 15	Meeting of Governor's Cabinet
February 16	Meeting with Stewart Rosenfeld, CraftNet
February 16	Meeting of 529 Plan Committee
February 20	Meeting with University Presidents (funding)
February 21	Meeting with John Wyvill, Director, Dept. of Workforce Education
February 22	Meeting of Two-Year College <u>Funding</u> Committee
February 23	Conference Call, Education Commission of the States Postsecondary Education and Workforce Advisory Committee
February 23 - 24	KnowledgeWorks Foundation/Kentucky Community Technical College System Joint Policy Summit, Cincinnati
February 27	Speaker, Meeting of Concurrent Enrollment Panel
February 28	Speaker, Honor States Community Forum, Fayetteville
March 2	Meeting of UA System Information Technology Committee
March 3	Meeting of Two-Year College Presidents/Chancellors (funding)
March 6	Speaker, Southwest Economic Development Group
March 7	Speaker, Commission on Coordination of Educational Efforts
March 7	Meeting of Presidents/Chancellors Executive Council
March 8	Meeting of Transitional Employment Board
March 14	Meeting of University Presidents (funding)
March 15	Meeting of Governor's Cabinet
March 16	Northwest Arkansas Foundation Gala
March 21-24	CraftNet Symposium, New Mexico
March 26-27	SHEEO Executive Committee Meeting, Colorado
March 29	Presenter, Hendrix Exchange Agreement Signing
March 29	Speaker, Meeting of ALC Higher Education Subcommittee
April 3	Speaker, Association of Women in Two-Year Colleges and Council for Women in Higher Education Conference, Hot Springs
April 4	Meeting of Presidents/Chancellors Executive Council
April 5	Speaker, Data Architecture Meeting
April 10	Presenter, Governor's Family-Friendly Awards
April 11	Meeting of Workforce Investment Board

April 11	Meeting of FBLA/PBL Foundation Board of Directors
April 12	Donald W. Reynolds Governor's Cup Awards
April 12	Meeting with College Board Representatives
April 13-14	Career Pathways Conference, Hot Springs
April 18	Speaker, Perkins Coordinators Spring Retreat
April 19	Speaker, Transitional Employment Board Meeting
April 24-26	Governor's Cabinet Retreat, Mount Magazine
April 26	Conference Call, Education Commission of the States Postsecondary Education and Workforce Advisory Committee
April 28, 2006	Meeting of AHECB, Arkansas State University at Newport

**PH.D. IN HEALTH SYSTEMS RESEARCH  
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

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The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas for Medical Sciences (UAMS) to offer the Doctor of Philosophy (Ph.D.) in health systems research (HSR), effective summer 2006. UAMS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program is within the role and scope established for the institution. The UA Board of Trustees approved the program on January 26, 2006.

**Description of the Program**

The proposed Ph.D. in health systems research is designed to prepare students with the theoretical and methodological foundations necessary to conduct research on health systems, with the ultimate goal of identifying pathways to improved health system performance through evidence-based policy and management. Students must complete a minimum of 70 semester credit hours and hold the master's degree in public health or a related field prior to enrollment in the doctoral program. The program of study can be completed within a three-year period of full-time study, but must be completed within seven calendar years.

All students will complete coursework in five core areas: 9 credit hours in health system theory and applications; 13 credit hours in health system research methods; 15 credit hours in a disciplinary concentration (health economics or quality and health outcomes research); 6 credit hours in scholarship skills development (grantsmanship and peer review, and instructional methods); and 9 credit hours of directed research conducted in conjunction with faculty in the Ph.D. program. Beyond these 52 credit hours, students will complete 18 hours of dissertation research in conjunction with a Doctoral Advisory Committee.

Students will be required to pass a comprehensive examination ensuring mastery of all five core areas of coursework before progressing to dissertation work. As part of the dissertation research process, doctoral candidates must first successfully develop and defend a written proposal of their dissertation research, and subsequently develop and defend a written monograph of their dissertation research. The dissertation must represent valid, independent research conducted by the candidate that makes a significant contribution to health policy, health system management and practice, and/or health system research methodology.

## **Need for the Program**

The mission of the Fay W. Boozman College of Public Health (COPH) at UAMS is to “improve health and promote well-being of individuals, families, and communities in Arkansas through education, research, and service.” COPH is a part of the comprehensive statewide plan developed to respond to numerous health problems in Arkansas. Currently, the Doctor of Public Health (Dr.P.H.), the Master of Public Health (M.P.H.), and the Post-Baccalaureate Certificate are offered through COPH. The M.P.H. and certificate programs prepare students in key areas of public health practice and the Dr.P.H. prepares public health practitioners for leadership roles in public health practice and policy development.

When the COPH was approved by the Arkansas Higher Education Coordinating Board in February 2001, the ADHE staff informed the Board that COPH planned to offer the M.P.H., Dr.P.H., and Ph.D. degrees in the core public health areas. The timeline for implementing the Ph.D. degree has been accelerated because the Council on Education for Public Health (CEPH) has determined that all accredited institutions must offer at least three doctoral public health science degrees by December 2007 to meet accreditation requirements. To meet criteria for full CEPH accreditation, academic programs are required to have been approved and to have enrolled students who are making good progress in the programs.

Arkansas’s limited capacity for health systems research can be seen in the frequency with which research teams from outside the state are engaged to conduct health services and policy research studies in Arkansas. (Recent examples include a \$2.1 million evaluation of Arkansas’s Independent Choices program and a \$3.4 million U.S. Department of Health and Human Services study evaluating strategies for coordinating care for elderly beneficiaries in Arkansas.) The need for health system research expertise is now even more acute by the recent merger of the state’s two leading health agencies (the former Department of Health and Department of Human Services) and raises new questions about how to best coordinate public health and personal health services delivery in ways that will contain costs and improve health outcomes.

Demand for skilled health services and policy researchers exists in a variety of institutional settings across Arkansas. Key among these settings are academic research centers that are well-positioned to conduct applied, translational studies on important components of the health system but lack sufficient numbers of researchers with the requisite skills to design, secure funding for, and implement these kinds of studies. These research centers include: UAMS Department of Pediatrics CARE, UAMS Department of Psychiatry, UAMS Department of Family and Preventive Medicine, Arkansas Center for Health Improvement, and UAMS Department of Obstetrics and Gynecology ANGELS Program.

**Reviewers' Report**

Dr. Robert Hurley, Associate Professor in the Department of Health Administration, School of Allied Health Professions, Virginia Commonwealth University, and Dr. Douglas Scutchfield, Peter P. Bosomworth Professor of Health Services Research and Policy, College of Public Health at the University of Kentucky, served as reviewers with the ADHE staff for the HSR proposal. Drs. Hurley and Scutchfield supported the need for the program by citing the dearth of systematically collected information on issues of organization, financing, and delivery of health services across Arkansas and the mid-South and the lack of skilled research professionals trained in the region. The peer review team said that this program will fill a need for developing and applying indigenous health services research and knowledge for the state and region.

The reviewers found that the proposed program fulfills the requirements for a quality program. There is a philosophical commitment to rigorous applied research and a cadre of dedicated and competent faculty to support students in their research endeavors. The program has a coherent, well-crafted curriculum and the requisite resources and support from the university. The health systems research emphasis fits well with the competencies of the department and is clearly differentiated from the Dr.P.H. in public health leadership.

The peer review team encouraged expediency in hiring at least one senior-level health economist and said that the program should look to further enhance health economics with additional faculty hires. Additionally, the reviewers encouraged the program to aggressively explore with the Department of Veteran Affairs (VA) the potential for joint appointments in HSR and research support.

**Program Costs**

Support for the proposed program will be derived from student tuition and fees, endowments and gifts, extramural funding, and university funds. New program costs for year 1 through year 3 will range from \$58,000 to \$142,000, which will be used for clerical support, instructional materials, library resources, office supplies, graduate assistantships, and travel.

**Program Duplication**

No institution in Arkansas offers a master's- or doctoral-level training program in health services and policy research. The Texas A&M University School of Rural Public Health offers a Ph.D. in Health Services Research and St. Louis University offers a Ph.D. in Public Health Studies with concentration options in Health Policy Management and Health Services Research.

### **Desegregation**

Minority student enrollment represents approximately 36 percent of the graduate student enrollment in the master's and doctoral programs at the College of Public Health at UAMS. The institution anticipates maintaining minority enrollment reflective of Arkansas's demographics.

### **Degree Productivity**

In 2004-05, 5 of the 6 (83 percent) doctoral programs offered by the University of Arkansas for Medical Sciences met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Ph.D. in health systems research (CIP 51.2299) at the University of Arkansas for Medical Sciences, effective summer 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas for Medical Sciences of this approval.

**ASSOCIATE OF APPLIED SCIENCE IN PETROLEUM TECHNOLOGY  
UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT MORRILTON**

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The administration and Board of Trustees of the University of Arkansas (UA) System request approval for the University of Arkansas Community College at Morrilton (UACCM) to offer the Associate of Applied Science in petroleum technology, effective August 2006. UACCM is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the institutional role and scope. The UA Board of Trustees approved the proposal on November 18, 2005.

**Description of the Program**

The Petroleum Technology program is designed to provide students with the general education foundation and technical competencies required for employment in the emerging and expanding natural gas drilling, extraction, and field operations industry. The associate degree program requires 63 semester credit hours with 18 credit hours of general education core courses, 27 hours of petroleum related technical courses, 6 hours of business and computer courses, and 12 hours of program electives in petroleum and related technology. Six new courses related to petroleum operations, production, drilling, and safety will be added.

Petroleum industry representatives have been involved throughout the program planning process. Representatives assisted with curriculum development, will serve on an industry advisory committee, and have offered to make drilling sites available for student field trips and hands-on experiences. The curriculum includes a three-credit hour internship that will further involve the petroleum companies and increase job placement opportunities for participating students.

The program will require one new full-time instructor to deliver the petroleum-related courses. General education and elective courses will be taught by existing college faculty. The program will utilize an existing 5,000 sq. ft. laboratory and classroom area previously used by the Machine Tool Technology program that was deleted in 2004. Simulators and trainers to replicate field working conditions and additional tools and equipment will be required for the program.

**Need for the Program**

The Arkoma Basin located in western Arkansas is one of the most prolific gas basins in the United States. The Fayetteville Shale Play is an extension of this area and includes several counties in west central and north central Arkansas (roughly bounded by Conway, Newport, West Memphis, Helena, and Lonoke.) To date, six national and



international energy companies including Chesapeake Energy, Contango Oil & Gas, Edge Petroleum, Noble Energy, Southwestern Energy, and XTO Energy have leased 1.5 million acres in these counties, and drilled 80 wells with Southwestern Energy alone expected to drill an additional 200 wells in 2006.

The energy sector is included on the President's High Growth Job Training Initiative and is also listed as one of the Governor's Priorities for the Arkansas Workforce Investment Board. As a targeted industry, this sector is expected to provide substantial demand for workers with technical skills in the areas of oil and gas exploration, well drilling, well maintenance, and natural gas processing, as well as skills in the related areas of hydraulics, pneumatics, and digital systems. Industry surveys indicate that more than 300 new positions will be filled in 2006 with entry-level salaries ranging from \$27,000 to \$37,000 annually. A survey of current UACCM students indicated that 35 students are interested in the program and Southwestern Energy will offer tuition assistance to its employees who enroll in the program.

### **Program Costs**

Program costs of \$130,300 are expected during the first year of program operation, decreasing to \$95,432 by the third year. This includes funding for one full-time faculty and existing part-time faculty to teach new petroleum courses, simulation and training equipment, and instructional materials. Equipment costs included in the projected budget are \$67,500 initially and \$30,000 in each of the subsequent two years. No additional costs are expected for classroom/laboratory renovation as it was used for a similar program previously.

Student enrollments of 20 in the first year and growing to 30 in the third year will produce \$39,840 in new tuition and fees initially and \$59,560 by the third year. This enrollment will produce new state general revenue in the amount of \$126,016 in the first year and \$189,024 by the third year. Grants and other contracts from the petroleum industry are anticipated but are not included in these figures.

### **Program Duplication**

No other institution in Arkansas offers an associate degree in petroleum technology. Similar programs are offered by Odessa College in Texas and Taft College in California.

### **Desegregation**

African American enrollment at UACCM is 6.4 percent of the total student enrollment. Hispanic enrollment is 1.8 percent and Native American is 1.4 percent.

**Degree Productivity**

UACCM offered 12 associate degree programs in 2004-05; 9 (75 percent) of the programs met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in petroleum technology (CIP 15.0903) to be offered at the University of Arkansas Community College at Morrilton effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas Community College at Morrilton of this approval.

**ASSOCIATE OF APPLIED SCIENCE IN VETERINARY TECHNOLOGY  
ARKANSAS STATE UNIVERSITY—BEEBE**

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The administration and Board of Trustees of the Arkansas State University (ASU) System seek approval to offer the Associate of Applied Science in Veterinary Technology at Arkansas State University—Beebe, effective August 2007. ASU-Beebe is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed program is within the role and scope of the institution. The ASU Board of Trustees approved the proposal on December 16, 2005.

**Description of the Program**

The program is designed to train veterinary technicians to serve as integral members of the veterinary health care team. Program content includes the care and handling of animals, basic principles of normal and abnormal life processes, and routine laboratory and clinical procedures. A veterinary technician employed in a veterinary clinic or hospital handles many of the same responsibilities that nurses and other professionals perform for physicians.

The duties and responsibilities of the technician include:

- Obtain and record patient case histories
- Collect specimens and perform laboratory procedures
- Provide specialized nursing care
- Prepare animals, instruments, and equipment for surgery
- Assist in diagnostic, medical, and surgical procedures
- Expose and develop radiographs
- Advise and educate animal owners
- Supervise and train practice personnel
- Perform dental prophylaxes

Veterinary technicians may also be employed in a biomedical research facility where they supervise the humane care and handling of research animals and assist in the implementation of research projects under the supervision of a licensed veterinarian, a biomedical research worker, or other scientist.

All veterinary technicians work under the supervision of a licensed veterinarian, and do not diagnose, prescribe medication, or perform surgery.

The proposed program will require 71-semester credit hours, including 49 credit hours in the major and 22 hours of general education coursework. An internship is a requirement for the program. Twelve new courses will be included in the curriculum.

A licensed veterinarian will be hired as the program director in July 2006 and a licensed veterinary technician will be employed in the second year. ASU-Beebe operates a 300-acre farm with facilities for restraining and working with large animals, a show arena, barns, hay storage buildings, and three classrooms. Over 90 cattle and swine are managed through ASU-Beebe farm operations. The agriculture wing of the Business/Agriculture building is equipped with a laboratory. Medical laboratory technology equipment is in place and used with the current course offerings. A holding facility for small animals and a surgical laboratory will be established. Library holdings directly related to the program will be expanded.

ASU-Beebe will seek program accreditation through the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities. To be licensed to practice in Arkansas, veterinary technicians must hold an associate or bachelor's degree from a nationally accredited program and pass the Veterinary Technician National Examination.

### **Need for the Program**

The proposed program is the first veterinary program in Arkansas. The Veterinary Technology Committee of the Arkansas Veterinary Medical Association (AVMA) surveyed over 200 veterinarians in Arkansas on the need for more veterinary technicians. Over 140 of those surveyed reported that they would hire the program graduates and provide assistance to employees who would be interested in pursuing the degree. More than 80 veterinarians indicated that they would be willing to support the new program with time, money, equipment, supplies, and teaching courses.

The AVMA committee approached ASU-Beebe about offering a veterinary technician program because of the institution's current programs and facilities, and its proximity to the University of Arkansas for Medical Sciences, the Little Rock Zoo, and the Livestock and Poultry Commission laboratories.

ASU-Beebe currently offers an associate degree program with coursework that prepares students for bachelor's degrees in agriculture, agriculture education, agriculture business, horticulture, agronomy, and animal science. In the fall 2005, 122 students were enrolled in agriculture courses at ASU-Beebe. Because this is the first veterinary technician program in Arkansas and because of the large number of inquiries for veterinary technicians (826) in Arkansas, student enrollment is expected to reach capacity quickly. Enrollment will be limited to 20 students.

**Program Costs**

The start-up cost for program development will be \$270,000 with \$75,000 budgeted for the salary for the program director/faculty member, and \$37,500 for the veterinary technician. Instructional materials and equipment purchases for the first year will be \$175,000 decreasing to \$25,000 for years two and three. Materials and equipment purchases will include the furnishings for the holding facility for small animals, and the surgical laboratory. The supplies and travel budget will be \$10,000 for year one and increase to \$25,000 for each of the next two years. The projected enrollment of 20 students per year will generate \$61,800 in tuition and fees in the first year of program implementation and \$116,520 in the following year. New state general revenues will be approximately \$92,900 annually.

**Program Duplication**

There are no veterinary technician programs in Arkansas.

**Desegregation**

African American student enrollment is 4.9 percent and 4.5 percent other minority.

**Degree Productivity**

Eight of 13 (62 percent) associate degree programs at ASU-Beebe met Coordinating Board degree productivity guidelines in 2004-05.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in veterinary technology (CIP 51.0808) at Arkansas State University—Beebe effective August 2007, contingent on initiation of the accreditation process through the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the President and Chair of the Board of Trustees of the Arkansas State University System, and the Chancellor of Arkansas State University—Beebe of this approval.

**ASSOCIATE OF APPLIED SCIENCE IN INFORMATION SYSTEMS  
UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT HOPE**

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The administration and Board of Trustees of the University of Arkansas (UA) System seek approval to offer the Associate of Applied Science in information systems at the University of Arkansas Community College at Hope (UACCH), effective August 2006. UACCH is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed program is within the role and scope of the institution. The UA Board of Trustees approved the proposal on March 31, 2006.

**Description of the Program**

The proposed program will prepare students for jobs such as computer operator, data processor, technical/software support specialist, and help desk technician. Students enrolled in the program will complete a total of 62 semester credit hours. Eighteen hours will consist of general education courses. The remaining 44 hours will be in technical courses which will include a 4-credit hour internship. The technical content will cover ethics in technology, internet basics, computer maintenance and operating systems, spreadsheet and database applications, application programming, and networking essentials. Ten new courses will be included in the curriculum.

One full-time faculty member for the business department will be hired. Additional library resources in computer maintenance, networking, ethics, and operating systems will be required. Three new computers, network cards, and cables also will be purchased. All facilities needed for the program are currently in place.

**Need for the Program**

UACCH reports receiving calls from employers inquiring about students with information technology skills. The Department of Workforce Services records over 2,300 computer support specialists working in Arkansas with 78 annual openings. Entry-level salaries start in the low \$20,000 range. A survey of 135 UACCH students taking business courses revealed that 56 percent would be interested in a computer-related program. Twenty students are expected to enroll in the program.

**Program Costs**

The salary (\$39,000) for the new full-time faculty member has been allocated in the business technology budget. Additional library resources (\$1,500) and computer equipment (\$8,000) will be purchased through monies received from student tuition and fees and state general revenue (\$49,100).

### **Program Duplication**

Similar programs are offered by Mid-South Community College, Southeast Arkansas College, North Arkansas College, NorthWest Arkansas Community College, Ouachita Technical College, Ozarka College, Rich Mountain Community College, Arkansas State University—Mountain Home, Arkansas Tech University, and the University of Arkansas at Fort Smith.

### **Desegregation**

African American student enrollment at UACCH is 31.6 percent. Other minority enrollment is 4.3 percent.

### **Degree Productivity**

UACCH offers 9 associate degree programs, 7 (78 percent) of which met Coordinating Board degree productivity guidelines in 2004-05.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in information systems (CIP 11.0101) at the University of Arkansas Community College at Hope, effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas Community College at Hope of the approval.

**ASSOCIATE OF APPLIED SCIENCE IN MEDICAL OFFICE MANAGEMENT  
UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT HOPE**

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The administration and the Board of Trustees of the University of Arkansas (UA) System request Coordinating Board approval for the University of Arkansas Community College at Hope (UACCH) to offer the Associate of Applied Science degree in medical office management. UACCH is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed program is within the role and scope of the institution. The UA Board of Trustees approved the proposal on March 31, 2006.

**Description of the Program**

The program is designed to train medical office managers for doctors' offices, clinics, health maintenance organizations, and hospitals. The 63-semester credit hour degree includes 18 hours of general education, 24 hours of business courses, 15 hours of medical office support courses, and 6 hours of human anatomy and physiology. Four new courses will be added to the curriculum in payroll accounting, health care systems, legal concepts in health care, and medical insurance coding and billing.

Facilities, instructional equipment, and library resources required for the program are currently in place. An adjunct instructor will be hired to teach the course in medical insurance coding and billing.

**Need for the Program**

UACCH has received calls from medical offices looking for graduates with office management and billing and coding skills. Management at the Medical Park Hospital in Hope, the Christus St. Michael Health System in Texarkana, and a local doctor's office in Hope confirmed a need for personnel with training in billing and coding. Graduates can expect to receive entry-level salaries from \$10-15 an hour. Jobs are available for on site employment and for those who wish to work from home.

Of the 135 UACCH students surveyed in fall 2005, 52 percent expressed interest in the program. Fifteen (15) students are expected to enroll in the program during the first year. Enrollment will be capped at 24 students per year.

**Program Costs**

The only additional cost for the new program will be for the adjunct instructor at \$7,332 per year. Projected income from tuition and fees and state general revenue is expected to be \$121,785.



### **Program Duplication**

Associate degrees in medical office management are offered at the University of Arkansas Community College at Batesville, Ozarka College, National Park Community College, and the University of Arkansas for Medical Sciences.

### **Desegregation**

African American enrollment at UACCH is 31.6 percent. Other minority enrollment is 4.3 percent.

### **Degree Productivity**

In 2004-05, 7 of 9 (78 percent) associate degree programs at UACCH met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approved the Associate of Applied Science in medical office management (CIP 51.0705) at the University of Arkansas Community College at Hope, effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas Community College at Hope of the approval.

**CERTIFICATE OF PROFICIENCY AND  
TECHNICAL CERTIFICATE IN WELDING TECHNOLOGY  
ARKANSAS STATE UNIVERSITY--MOUNTAIN HOME**

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The administration and Board of Trustees of the Arkansas State University (ASU) System request Coordinating Board approval for Arkansas State University—Mountain Home to offer the Certificate of Proficiency and Technical Certificate in welding technology. ASU-Mountain Home is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed program is within the role and scope of the institution. The ASU Board of Trustees approved the proposal on February 24, 2006.

**Description of the Program**

The Certificate of Proficiency in welding technology will require 16 semester credit hours in gas metal arc and gas tungsten welding, with an additional 16 credit hours of coursework in shielded metal arc and metal fabrication required for completion of the technical certificate program. The certificates will provide graduates with entry-level through advanced welding skills.

Two adjunct faculty will teach the courses at Mountain Home High School utilizing the high school's equipment. Existing facilities at the high school will accommodate 15 students. A Memorandum of Understanding with Mountain Home High School has been signed for the use of the facilities.

**Need for the Program**

A survey of five local businesses that employ welders found that they would hire approximately 45 additional welders. These businesses include EZ Loader Boat Trailers of Midway, Ranger Boat Trailers in Flippin, Weld Rite in Salem, Complete Access in Calico Rock, and Action Welding & Fabrication Inc. in Mountain Home. Wages vary from \$10-20 per hour.

**Program Costs**

The only costs associated with implementing the program are the salaries (\$5,000 annually) for the two adjunct faculty members and the instructional materials (\$12,000 annually). Student tuition and fees should generate about \$36,480 in annual revenue.

### **Program Duplication**

Eleven community and technical colleges offer certificates in welding. Three baccalaureate institutions also offer a welding program.

### **Desegregation**

African American student enrollment at ASU-Mountain Home is less than one percent. Other minority enrollment is 3.7 percent.

### **Degree Productivity**

In 2004-05, 33 percent of the certificate of proficiency and 67 percent of the technical certificate programs at ASU-Mountain Home met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency and Technical Certificate in welding technology (CIP 48.0508) at Arkansas State University—Mountain Home effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and the Chair of the Board of Trustees of the Arkansas State University System, and the Chancellor of Arkansas State University—Mountain Home of the approval.

**ASSOCIATE OF APPLIED SCIENCE IN CRIMINAL JUSTICE  
TECHNICAL CERTIFICATE IN CRIMINAL JUSTICE  
ARKANSAS STATE UNIVERSITY—BEEBE**

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The administration and Board of Trustees of the Arkansas State University (ASU) System request approval to offer the Technical Certificate and Associate of Applied Science in criminal justice at Arkansas State University--Beebe. ASU-Beebe is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed programs are within the institutional role and scope. The ASU Board of Trustees approved the proposal on December 16, 2005.

**Description of the Program**

The Technical Certificate and Associate of Applied Science in criminal justice are designed to provide students with entry and advanced skills in law enforcement for employment at the local, state and federal levels. The curriculum for the Technical Certificate consists of 21 credit hours in the professional core and 9 hours of general education courses for a total of 30 semester credit hours. The Associate of Applied Science degree consists of 36-37 credit hours in the professional core and 26 hours of general education courses for a total of 62-63 semester credit hours. Students may pursue an emphasis in corrections, forensics or law enforcement.

Four of the required criminal justice core courses are currently being offered and eight new courses will be offered. Three of the existing criminal justice core courses are offered online and the plan is to offer one of the new courses online. In the Fall 2005, 38 percent (31 students) of students enrolled in criminal justice courses were enrolled in online courses. Offering some of the courses online will allow the proposed program to be more accessible to police officers whose work schedules constantly change.

**Need for the Program**

The primary goal of the proposed program is to prepare students for work in law enforcement, corrections and forensics and to provide opportunities for currently employed police officers to upgrade their skills and credentials. Eleven local and county law enforcement agencies in White and Lonoke counties were contacted to ascertain future law enforcement needs. They indicated the need for patrolmen, investigators, and administrators with writing, math and people skills and content knowledge that could be gained from the proposed programs.

More than 200 students in government, sociology, psychology, and criminal justice classes responded to a recent survey with 21 percent (49 students) indicating an interest in pursuing the associate degree in criminal justice, and 51 percent (119

students) interested in pursuing the technical certificate. Thirty-five students are expected to enroll in the associate degree program in criminal justice and 15 students in the technical certificate program.

### **Program Costs**

A new instructor that holds a minimum of a master's degree in criminal justice will be hired at a cost of \$32,000. This position will be filled without additional cost due to a retirement at the end of this academic year. Current facilities and instructional equipment are adequate for the proposed program. Additional journals and reference materials will be required. Tuition and fees are estimated to be \$45,600 and the state general revenue will be approximately \$141,300 for a total of \$186,900 for program operation.

### **Program Duplication**

The Associate of Applied Science degree in criminal justice is offered at 12 institutions in Arkansas. The closest institution offering the associate degree is the University of Arkansas Community College at Batesville, approximately 60 miles from ASU-Beebe. The Technical Certificate in criminal justice is offered at two institutions. The closest institution offering the technical certificate is East Arkansas Community College, approximately 88 miles from ASU-Beebe.

### **Desegregation**

African American student enrollment is 4.5 percent.

### **Degree Productivity**

Arkansas State University-Beebe offered 13 technical certificates and 13 associate degrees in 2004-05. All (100 percent) of the technical certificates and 8 (62 percent) of the associate degrees met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate and Associate of Applied Science in criminal justice (CIP 43.0107) to be offered at Arkansas State University—Beebe, effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the Arkansas State University System, and the Chancellor of Arkansas State University—Beebe of the approval.

**MASTER OF SCIENCE IN APPLIED MATHEMATICS  
UNIVERSITY OF CENTRAL ARKANSAS**

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The administration and Board of Trustees of the University of Central Arkansas (UCA) request approval to offer the Master of Science in applied mathematics. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program is consistent with the role and scope of the institution to offer degree programs in a wide variety of fields. The UCA Board of Trustees approved the proposal on February 17, 2006.

**Description of Program**

UCA offers the Bachelor of Science in Applied Mathematics and Bachelor of Arts in Mathematics and has awarded 88 degrees over the past five years. The proposed 30-33 semester credit hour master's program will build upon existing baccalaureate programs and will have both thesis and non-thesis options. The thesis option will require 30 credit hours of course work with at least 6 credit hours of research and a minimum of 18 hours completed at the 6000-level. The non-thesis option will require at least 33 credit hours of graduate course work and the successful completion of an oral examination. Ten new courses have been created for the proposed graduate program.

Mathematics is a body of related courses concerned with knowledge of measurement, properties, and relations quantities which can include theoretical or applied studies of arithmetic, algebra, geometry, trigonometry, statistics, and calculus. Applied mathematics is a branch of mathematics that concerns itself with the use of mathematical knowledge to model and solve practical problems. Applied mathematics is at the core of many disciplines ranging from engineering, computing, science, and business to economics. Applied mathematicians use equations and computer simulations to design computer chips, set airfare and insurance rates, model electric power grids, study genetic engineering, and create new automobile and airplane designs.

Graduates of the proposed master's degree program will gain knowledge of current methods and techniques in applied mathematics, participate in information exchange through presentations and technical reports, demonstrate problem-solving skills using modern computer technology, and be employable in technical fields such as engineering, science, and industrial technology.

## **Need for the Program**

According to the Society for Industrial and Applied Mathematics (SIAM), applied mathematics, in partnership with computing, has become essential in solving many real world problems. The demand for science-trained professionals who have knowledge of applied mathematics, physics, and engineering has greatly increased in recent decades because many technical engineering problems are highly complex and require a breadth of knowledge that these professionals possess. The proposed master's degree program focuses on solid training across related fields to address the mathematical needs of the industry.

The undergraduate applied mathematics program has 72 student majors. Many have been involved in undergraduate applied mathematics research programs and have presented papers at regional and national meetings. Based upon student surveys, the anticipated enrollment is 10 students for the first year and 15 students for the second and third years.

UCA's undergraduate applied mathematics majors have been hired as analysts, project managers, loan officers, statisticians, consultants, mathematical software engineers, technicians, and operations research specialists at Acxiom, Entergy, Arkansas Electric Cooperative, Alltel, SBC, Kimberly Clark, and International Paper, to name a few. Many of these employers indicated that their company would be recruiting individuals with advanced mathematics degrees for senior research and technical positions. The proposed program will provide well trained applied mathematicians that will help attract high paying technical jobs to Arkansas.

## **Program Costs**

An existing visiting faculty appointment will be converted to a tenure-track appointment in applied mathematics research to support the proposed program at a salary of \$45,000. Another faculty appointment in numerical analysis will be made at a cost of \$46,000. Existing institutional salary funds have been budgeted for the two faculty positions. Expenditures in the amount of \$29,000 also will be made for library resources and computer hardware and software. Current facilities are adequate for the proposed program. Expenses will be offset by revenue from student tuition and fees of \$23,400 initially, and increase to \$40,950 in the third year of program operation.

## **Program Duplication**

No Arkansas institution offers the master's degree in applied mathematics. The University of Arkansas at Little Rock (UALR) offers a Master of Science in mathematical sciences with emphases in applied mathematics, applied statistics, computational sciences, and interdisciplinary mathematics. Two of the three core courses for the UCA program are similar to the UALR program requirements. The elective courses for the two programs differ significantly. The UCA proposed program curriculum is consistent with curricula of other institutions that offer the master's in applied mathematics.

**Desegregation**

African American students comprise 9 percent of the graduate enrollment at UCA.

**Program Productivity**

In 2004-05, 26 (96 percent) of the 27 master's degree programs at UCA met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Science in applied mathematics (CIP 27.0301) to be offered at the University of Central Arkansas, effective August 2006.

**RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Central Arkansas of this approval.



**MASTER OF SCIENCE IN INFORMATION QUALITY  
UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

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The administration and Board of Trustees of the University of Arkansas (UA) System request approval for the University of Arkansas at Little Rock (UALR) to offer the Master of Science in information quality effective August 2006. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the institutional role and scope. The UA Board of Trustees approved the proposal on January 26, 2006.

**Description of the Program**

The proposed 33-semester credit hour master's degree program will provide individuals with the knowledge and skills for understanding concepts, principles, tools, models, and techniques that are essential for the development of data quality definitions and measurements utilized for analysis and improvement in major corporations and government agencies. Seven new courses in information quality (IQ) and five courses in information science will be added to the curriculum. Courses will cover topics in total quality management, statistical quality control, systems analysis, database security, data mining, policy and strategy, and project and change management. Students will complete a research thesis or graduate research project on a current information quality issue. The program will balance IQ theory with practical skills gained through case studies and projects addressing real-world information quality problems.

To be admitted to the master's program, students must hold a bachelor's degree in information science, computer science, management information systems, statistics or a related field. Undergraduate coursework in database concepts, applied statistics, and object-oriented software must be completed prior to graduate program admissions.

While information quality has been recognized as a discipline for over a decade, there are only a few degree programs across the country. Some institutions offer graduate courses in IQ as a specialty area in master's degrees in business, computer science, information science, and engineering. The Massachusetts Institute of Technology Sloan School of Management (MIT) has been a leader in the information quality field since the early 1990s. UALR hired one new faculty in 2005 to cultivate industry support for the program and to develop the IQ curriculum in consultation with MIT faculty.

Current information science faculty will teach in the program and another IQ faculty member will be hired. New software products required for the program will be provided by SAS Institute with a discounted 3-year license. An industry sponsor, Cambridge Research Group, will contribute bound copies of collected IQ research papers and

several IQ authors will contribute copies of their books to the UALR library in support of the program. Facilities are adequate to support the program.

### **Need for the Program**

Information quality or data quality describes the information content of a data system in terms of its fitness for use in a particular application such as business operations, decision making or planning. IQ focuses on data quality and not the quality of software processes, hardware configurations or non-data aspects of information systems. IQ is aligned closely with the information science field that encompasses information system design, information content management, and library and multi-media.

Because Acxiom Corporation employs many UALR graduates who hold technical management and analyst positions, UALR and Acxiom established the Acxiom Laboratory for Applied Research in 2001. The Laboratory has received more than \$1.5 million in external grants for UALR and other Arkansas universities and has helped Acxiom become a leader in grid computing technology. In 2003, the Laboratory was designated as the Arkansas Center for Applied Technology in Information Technology by the Arkansas Science and Technology Authority. Based on this collaboration, Acxiom encouraged UALR to develop a master's degree in information quality and has provided over \$250,000 for curriculum development and initial program implementation. Acxiom will provide up to \$1 million of continued support based on program development and approval, student recruitment, and new research grants.

Professionals working in the information technology (IT) field across the world are expected to enroll in the program. Alternative delivery methods (online, weekend, and accelerated programs) will be developed to accommodate the needs of national and international students. Acxiom will provide funding to assist in the development of online courses.

In addition to Acxiom, the BellSouth Company has expressed a need for IQ technical and research professionals. IT companies such as Oracle Corporation, IBM, and SAS Institute have established new business divisions around IQ solutions that will require IQ professionals. Based on the need expressed by major IT companies, 12 students are expected to enroll in the program annually. Acxiom has committed to providing two full-tuition scholarships and other industry supporters have pleaded scholarships and financial assistance for student recruitment. Program graduates will be prepared for careers as IQ managers, analysts, consultants, tool developers, installers, and researchers.

**Program Costs**

Initial program costs will be \$345,000 and increase to \$368,000 by the third year of program operation. Annual expenses include \$240,000 for faculty salaries and benefits, \$21,000 for administrative costs, \$46,000 for equipment and software licenses, \$20,000 for faculty development, \$5,000 for travel, \$2,000 for additional library resources, and \$10,000 for online course development. Funds to cover program costs will come from student tuition and fees (\$45,000), state general revenues (\$104,000), and industry grants (\$299,000) for a total of \$448,000.

**Program Duplication**

Master's degrees in information assurance and analysis are offered at Northeastern University in Boston and Marist College in New York. An IQ Executive Certificate is offered at MIT. No Arkansas institution offers the master's in information quality.

**Desegregation**

African American graduate student enrollment is 19.3 percent, and other minority enrollment is 12.5 percent.

**Program Productivity**

In 2004-05, 33 (94 percent) of 35 master's degrees offered at UALR met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, that the Arkansas Higher Education Coordinating Board approves the Master of Science in information quality (CIP 11.0199) at the University of Arkansas at Little Rock, effective August 2006.

**FURTHER RESOLVED**, that the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas at Little Rock of the approval.

**ASSOCIATE OF APPLIED SCIENCE IN HOMELAND SECURITY  
AND EMERGENCY MANAGEMENT  
NORTHWEST ARKANSAS COMMUNITY COLLEGE**

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The administration and Board of Trustees of NorthWest Arkansas Community College (NWACC) request approval to offer the Associate of Applied Science in homeland security and emergency management (HSEM), effective August 2006. NWACC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the institutional role and scope. The NWACC Board of Trustees approved the proposal on November 14, 2005.

**Description of the Program**

The 62-semester credit hour associate degree program will provide students with knowledge and skills on coordination of resources to prepare, mitigate, respond and recover from disasters. The program will emphasize decision-making and problem solving skills for emergency preparedness and response. Professionals such as first responders, fire fighters, law enforcement officers, emergency managers, health care workers, and government administrators may enroll in specialty courses to update their skills. Sixteen new courses will be added to the curriculum.

One of the required HSEM courses and seven of the elective courses may be taken online through the FEMA Emergency Management Institute. Course topics include emergency planning and response, disaster operations and exercises, disaster assistance operations, terrorism, and emergency management leadership. Students will participate in planned disaster training-simulation exercises or will use computer-based disaster exercises approved by FEMA. Students also may elect to take the 115-contact hour internship in a corporate or government setting.

**Need for the Program**

NWACC students and area fire and law enforcement professionals were surveyed in the fall of 2005 to determine interest in the program. Forty of the 67 students reported that they knew family, friends or other students who likely would enroll in the HSEM courses and programs. The fire and law enforcement agencies indicated that some employees could use further training in security and management, and estimated that over 30 employees would utilize the HSEM training. Based on the survey findings, it is expected that program enrollment will be 20 students for the first year.

NWACC houses the Institute of Corporate and Public Safety which is responsible for conducting nationwide training through the Department of Homeland Security Office of State and Local Government Coordination and Preparedness. This training facilitates

information sharing and cooperative efforts in regard to disaster preparedness and recovery with senior-level managers and administrators at Wal-Mart, Tyson Foods, J. B. Hunt, and emergency service agencies. The awareness of the importance of homeland security and emergency management by these corporations likely will create a demand for new requirements for training and education in HSEM in the private sector. Over 40 entry-level jobs in HSEM should be available in area corporations and agencies over the next four years. Starting salaries for these jobs will range from \$20,000 to \$40,000.

### **Program Costs**

Program costs are expected to be \$60,000 for the first year and will cover the salaries for one new full-time faculty and three adjunct faculty members, disaster simulation exercises, and office supplies. A full-time safety coordinator will be hired in the third year of the program at a cost of \$40,000. Program expenses will be funded from student tuition and state general revenues.

### **Program Duplication**

No institution in Arkansas offers an associate degree in homeland security and emergency management.

### **Desegregation**

African American student enrollment is 1.6 percent, and other minority enrollment is 15.8 percent.

### **Program Productivity**

In 2004-05, 11 of 16 (69 percent) associate degree programs met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in homeland security and emergency management (CIP 43.9999) at NorthWest Arkansas Community College, effective Fall 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of NorthWest Arkansas Community College of the approval.

**MASTER OF SOCIAL WORK  
ARKANSAS STATE UNIVERSITY—JONESBORO**

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The administration and Board of Trustees of the Arkansas State University (ASU) System request approval to offer the Master of Social Work (MSW) at Arkansas State University—Jonesboro, effective August 2007. ASU-Jonesboro is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the institutional role and scope. The ASU Board of Trustees approved the proposal on May 6, 2005.

**Description of the Program**

The proposed master's program builds on the existing bachelor's degree in social work. While the bachelor's degree in social work or behavioral sciences is the minimum requirement for entry into the field, an advanced degree in social work has become the standard for many positions. The master's in social work prepares graduates for advanced practice in specialty areas such as aging, substance abuse, child welfare, mental health, rehabilitation, corrections, rural, school, and family services. The proposed program is designed to prepare advanced-level professionals as leaders and practitioners in the rural environment with the capacity to address complex personal, social, community, and economic problems that prevent people from moving out of poverty to self-sufficiency.

ADHE staff employed Dr. Lois Pierce, Director of the School of Social Welfare at the University of Missouri—St. Louis, to review the proposal to determine whether the curriculum, faculty resources, and program budget were in accordance with the Council on Social Work (CSWE) guidelines. Over the past year, ASU faculty and administrators have made revisions to the curriculum and budget based on reviewer comments and recommendations. With these changes, Dr. Pierce concluded that the proposed MSW program would meet CSWE standards.

The proposed program will include a two-year option (57 semester credit hours) for students entering the program without a bachelor's degree in social work and a 12-month advanced standing option (36 credit hours) for students holding a bachelor's degree in social work from a CSWE-accredited program. Students will develop advanced professional knowledge and skills for practice with multiple systems (individuals, families, groups, organizations, and communities) across the course of life. Current instructional facilities are sufficient to support the proposed program. Four new full-time faculty and additional library resources will be required.

**Need for the Program**

A variety of agencies employ social workers in the northeast region of the state. These agencies include the following social services areas: child welfare, mental health, aging, health care, substance abuse, developmental disabilities, public welfare, juvenile justice and corrections, domestic violence, school counseling, and policy development. Because there is not a graduate program in social work in northeastern Arkansas, more than 65 residents have enrolled in the MSW program offered in Memphis over the past five years. Students and employers have asked ASU to consider offering the MSW program which would make the degree more affordable and would allow students to remain employed while pursuing the degree. Based on this high level of interest, 20 students are expected to enroll in the program annually.

**Program Costs**

Program costs are expected to be \$180,000 for the first year of program operation and increase to \$370,000 in the third year. Funds to cover program costs will come from student tuition and fees, state general revenues, and external grants and contracts.

**Program Duplication**

The Master of Social Work is offered at the University of Arkansas at Little Rock and the University of Arkansas, Fayetteville.

**Desegregation**

African American graduate student enrollment is 13.2 percent, and other minority enrollment is 9 percent.

**Degree Productivity**

In 2004-05, 43 (96 percent) of the 45 master's degree programs offered at ASU-Jonesboro met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Social Work (CIP 44.0701) at Arkansas State University—Jonesboro effective August 2007, contingent on initiation of the accreditation process through the Council on Social Work Education.

**FURTHER RESOLVED**, That the Board instructs the Director of the Arkansas Department of Higher Education to notify the President and

Chair of the Board of Trustees of the Arkansas State University System, and the Chancellor of Arkansas State University—Jonesboro of this approval.



**BACHELOR OF ARTS IN SPANISH  
BACHELOR OF SCIENCE IN SPANISH - TEACHER LICENSURE  
UNIVERSITY OF ARKANSAS AT FORT SMITH**

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The administration and Board of Trustees of the University of Arkansas (UA) System request approval for the University of Arkansas at Fort Smith to offer the Bachelor of Arts in Spanish and the Bachelor of Science in Spanish - Teacher Licensure, effective August 2006. UA-Fort Smith is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed programs are within the institutional role and scope. The UA Board of Trustees approved the proposals and the Arkansas Department of Education approved the teacher licensure component of the program.

**Description of the Programs**

Bachelor of Arts

The proposed 124-semester credit hour program is designed for individuals to develop proficiency in reading, writing, listening, and speaking in Spanish. Students also will gain knowledge of Spanish and Spanish American literature, culture, history and linguistics. Thirty-nine semester credit hours of Spanish coursework will be required with 30 credits of upper-division courses. Seventeen new courses will be added to the curriculum. All upper-division Spanish content courses will be taught in the Spanish language. Students will be encouraged to participate in an intensive language and culture experience in a Spanish-speaking country or area for one or more summer terms. Area businesses have agreed to provide internship experiences.

Prior to admission to the program, students must complete 30 hours of coursework, have a 2.75 cumulative grade point average (GPA), have a satisfactory interview evaluation, and have a grade of "C" or above in all major courses required for the degree. Program retention requirements include maintaining a 2.75 GPA, maintaining a "C" or above in all required Spanish courses, and attaining a rating of advanced-low on the Oral Proficiency Interview (OPI) scale.

Listening and reading assessments take place before and after the summer immersion experience. The listening test assesses the student's ability to understand spoken Spanish while the reading assessment measures the student's ability to read and comprehend Spanish. Writing is assessed through Spanish journal entries kept during the summer immersion experience and in Spanish grammar and composition courses. Students may take the OPI upon completion of the summer program, typically after the sophomore or junior year. The OPI provides an ongoing basis for diagnostic feedback and students are expected to attain Spanish language proficiency prior to the beginning

of the senior year. To be eligible for graduation, students must have a 2.75 GPA overall and in the major, develop and present a professional portfolio, and complete the Oral Proficiency Interview with a rating of advanced-low or higher.

### Bachelor of Science – Teacher Licensure

The proposed 125-semester credit hour program will provide individuals with the Spanish knowledge and pedagogical skills needed to serve as a Spanish teacher in grades 7-12. The curriculum is designed to address the competencies identified by the American Council on the Teaching of Foreign Languages and the State of Arkansas curriculum framework for grades P-12. A methodology course will be added to the Spanish curriculum. Fifty-four credit hours of Spanish grammar, composition, literature, civilization, and linguistics courses are required along with the 31-credit hour professional education core.

In addition to meeting the Foreign Language Department's GPA and oral proficiency requirements, students must attain the state cut-off scores on the PRAXIS I examination to be admitted to the College of Education and be enrolled in professional education courses for teacher licensure.

### **Need for the Programs**

There is a need for more individuals with the ability to use the Spanish language due to the significant number of Spanish-speaking individuals now living in the United States. The goal of the bachelor's program is to produce graduates that have a comprehensive, in-depth understanding of Spanish with the skills necessary to compete for bilingual employment opportunities in service industries such as banking, airlines, human services, law enforcement, health care, education, and government. Because there are over 2500 Hispanic students enrolled in the Fort Smith Public Schools, there also is a need for a degree program that will prepare more Spanish teachers. Currently, UA-Fort Smith requires all teacher education students to complete four credit hours of conversational Spanish. More than 300 students have enrolled in Spanish courses each semester over the past two years, and 15 students are expected to enroll in the proposed degree programs annually.

### **Program Costs**

Currently, there are four full-time faculty teaching Spanish courses and another full-time faculty member will be employed. Two existing faculty in the College of Education will teach the professional education courses for secondary teacher licensure. Current instructional equipment, facilities and library resources are sufficient for program implementation. Initial program costs will be \$60,000.

### **Program Duplication**

Bachelor's degrees in Spanish are offered at five universities in Arkansas, and two universities offer a bachelor's degree in foreign language with a Spanish emphasis. Over the past five years, 81 degrees have been awarded in Spanish.

### **Desegregation**

African American student enrollment is 4.1 percent, and other minority enrollment is 11.6 percent.

### **Program Productivity**

In 2004-05, 13 (72 percent) of 18 bachelor's degrees offered at UA-Fort Smith met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, that the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in Spanish (CIP 16.0905) and the Bachelor of Science in Spanish - Teacher Licensure (CIP 13.1330) at the University of Arkansas--Fort Smith, effective August 2006.

**FURTHER RESOLVED**, that the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas at Fort Smith of the approvals.

## INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE RESOLUTIONS

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The Institutional Certification Advisory Committee (ICAC) met on April 11, 2006. The following resolutions are presented for Coordinating Board consideration.

### **Program Certification**

#### **Capella University, Minneapolis, Minnesota**

##### **Initial Certification**

Bachelor of Science in Business with specialization in accounting

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Capella University to offer the Bachelor of Science in Business with a specialization in accounting. The certification is for a period of three years and expires April 28, 2009.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Capella University that the initial certification of this degree program requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director to notify the administration of Capella University that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

#### **Remington College, Little Rock, Arkansas**

##### **Recertification**

Associate of Applied Science in Criminal Justice

Associate of Applied Science in Computer Networking Technology

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Remington College-Little Rock

to offer the following degree programs: Associate of Applied Science in Criminal Justice and Associate of Applied Science in Computer Networking Technology. The recertification is for a period of two years and expires April 28, 2008.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Remington College-Little Rock that the recertification of these degree programs require the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of Remington College-Little Rock that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**Saint Joseph's College, Standish, Maine  
Recertification**

Associate of Science in Management  
Bachelor of Science in Adult Education and Training  
Bachelor of Science in Business Administration  
Bachelor of Science in Criminal Justice  
Bachelor of Science in Health Care Administration  
Bachelor of Science in Professional Arts  
Bachelor of Arts in Liberal Studies

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Saint Joseph's College to offer the following degree programs: Associate of Science in Management, Bachelor of Science in Adult Education and Training, Bachelor of Science in Business Administration, Bachelor of Science in Criminal Justice, Bachelor of Science in Health Care Administration, Bachelor of Science in Professional Arts, and Bachelor of Arts in Liberal Studies. The recertification is for a period of two years and expires April 28, 2008.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Saint Joseph's College that the recertification of these degree programs require the

institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of Saint Joseph's College that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**University of Phoenix – Online  
Recertification**

Bachelor of Science in Nursing (RN to BSN)  
Master of Science in Nursing (RN to MSN)  
Doctor of Management in Organizational Leadership  
Doctor of Business Administration  
Doctor of Education in Educational Leadership  
Doctor of Health Administration

**Initial Certification**

Bachelor of Science in Organizational Security and Management  
Master of Science in Nursing/Master of Business Administration (Health Care Management Option)  
Master of Science in Nursing/Master of Health Administration  
Master of Health Administration  
Doctor of Education in Curriculum and Instruction  
Doctor of Management in Information Systems Technology

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to the University of Phoenix–Online to offer the following degree programs: Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing (RN to MSN), Doctor of Management in Organizational Leadership, Doctor of Business Administration, Doctor of Education in Educational Leadership, and Doctor of Health Administration. The recertification is for a period of four years and expires April 28, 2010.

**FURTHER RESOLVED**, The Coordinating Board grants initial program certification to the University of Phoenix-Online to offer the following degree programs: Bachelor of Science in Organizational Security and Management, Master of Science in

Nursing/Master of Business Administration (Health Care Management Option), Master of Science in Nursing/Master of Health Administration, Master of Health Administration, Doctor of Education in Curriculum and Instruction, and Doctor of Management in Information Systems Technology. The certification is for a period of four years and expires April 28, 2010.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of the University of Phoenix-Online that the recertification and certification of these degree programs require the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of the University of Phoenix-Online that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

## **INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE REPORT**

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The Institutional Certification Advisory Committee (ICAC) met on April 11, 2006, for the regular quarterly meeting.

ICAC members present were: Mr. Dan Jordan, Mr. Ken Hoppe, Dr. Jeff Olson, Ms. Deborah Germany, Mr. Ron Kelton, and Dr. Shirlene Harris. Dr. Jack Lassiter attended the meeting via phone. Ms. Brenda Germann, Dr. Freddie Jolley and Dr. Walter Roettger did not attend the meeting.

Others attending the meeting were: Mr. David Cunningham, Mr. Dan Snyder, and Mr. John Loman, Remington College-Little Rock; Ms. Rebekah Bales, Vincennes University-North Little Rock; Dr. Brenda Sullivan and Mr. Wade Anderson, University of Phoenix-Little Rock, and Ms. Betty Boyd, Arkansas Department of Higher Education. Ms. Colleen Brooks-Cunningham, Saint Joseph's College; Ms. Sharyl Thompson and Mr. Mike Miller, Capella University; Mr. Dan Litteral, Dr. Jeremy Moreland, Dr. Dawn Iwamoto, and Ms. Beth Patton, University of Phoenix-Online attended the meeting via phone.

Jeanne Jones called the meeting to order. The following actions were taken during the meeting:

### **Program Certification**

#### **Capella University, Minneapolis, Minnesota**

Capella University submitted an application for the initial certification of an accounting specialization for the existing online Bachelor of Science in Business degree program.

Capella University was founded in 1993 by Stephen Shank, the former CEO of the Tonka Corporation, to provide advanced educational opportunities to working adults. The institution is owned by Capella Education Company, a for-profit organization in Minnesota.

Originally named The Graduate School of America, the institution offered masters and doctoral degree programs in management, education, and human services. In 2003, Capella added baccalaureate degree programs in business and information technology to its program offerings. The institution's name was changed to Capella University in 1999, following accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Capella University received initial certification by the Arkansas Higher Education Coordinating Board in 2003 to offer online degree programs. In addition to the online Bachelor of Science in business degree program, Capella currently offers the Bachelor



of Science degree program in information technology, Master of Science degrees in information technology and organization and management, and the Doctor of Philosophy in organization and management.

The degree programs are offered online to Wal-Mart employees as part of the company's "My Education Connection" program. Thirty-four (34) Arkansas residents have enrolled in programs offered by Capella University since 2003. Fourteen (14) students have completed MBA degrees and Bachelor of Science in Information Technology degrees since 2003.

The typical Capella University student is a 40 year-old minority female from an urban area attending school part-time while pursuing a master's degree in the business and information technology fields. The typical undergraduate student has successfully completed at least 15 semester credit hours (23 quarter credit hours) of college course work prior to enrolling at Capella University. Capella students range from 24 to 89 years of age.

### **Admission Requirements**

Applicants for undergraduate programs at Capella University must be at least 24 years of age with a high school diploma or GED. Entering students also must demonstrate the writing and math competencies necessary to succeed in a Capella baccalaureate degree program. Basic writing and math competencies are documented by the successful completion of an approved college-level writing and/or math course with a "C" or better; a score of 50 or higher on the English composition and/or math section of the CLEP test; or successful completion of Capella's one-credit writing and/or math course during the first quarter of enrollment.

Students are not allowed to register for courses after the first quarter unless they have successfully demonstrated writing and math competencies.

### **Program Summary**

The Bachelor of Science in Business (BSB) is designed to provide students a foundation in business administration, management and leadership, human resource management, finance, marketing, ethics, e-business, and organizational communication. The curriculum provides an integrated approach of theory, research, and hands-on projects and prepares students to work with diverse work groups in different functional areas. The following specializations are currently available to BSB students: business administration, finance, human resource management, and management and leadership.

The 48-quarter credit hour (32 semester credit hours) accounting specialization consists of existing courses that will provide students with an understanding of accounting related services such as budget analysis, financial and investment planning, financial statements, and internal control auditing. These skills will prepare graduates for positions in financial, managerial, or government accounting. Courses include Financial

Accounting Principles, Managerial Accounting Principles, Cost Accounting for Planning and Control, Income Tax Concepts and Strategies, and Contemporary Auditing: An Ethical Perspective. Four (4) Arkansas students are expected to enroll in the program during the first year of the program.

### **Faculty**

A review of faculty credentials indicates program faculty have the appropriate credentials for the courses they teach.

### **Online Support Services**

Capella University's online delivery system offers technical support to students and faculty. Online faculty are required to complete orientation and training sessions related to online facilitation, classroom management/administration, learner evaluation/assessment, technical training to function successfully within the Learning Management System, and introduction to the University's processes, policies, and expectations prior to teaching for the university.

Library services are provided to Capella students and faculty through database subscriptions and a cooperative arrangement with the Johns Hopkins University's Sheridan Libraries. Students also have online access to advisors, financial aid applications and information, course registration, and scheduling processes.

### **State Certification/Licensure**

Capella University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The University is approved/licensed to offer programs in Minnesota, Arizona, Alabama, Illinois, Kentucky, Virginia, West Virginia, Washington, and Wisconsin.

### **ADHE Staff Recommendation**

The Arkansas Department of Higher Education staff (ADHE) has determined that Capella University meets the program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a three-year initial certification, expiring April 28, 2009 for the accounting specialization for the existing online Bachelor of Science in Business degree program.

The motion to recommend certification of the degree program was made by Dr. Jack Lassiter, with a second by Dr. Jeff Olson.

**Remington College, Little Rock, Arkansas**

Remington College-Little Rock submitted application for recertification of the following degree programs offered to Arkansas citizens:

Associate of Applied Science in Criminal Justice  
Associate of Applied Science in Computer Networking Technology

Remington College was founded by Jerry Barnett in 1985 as Topeka Technical College in Topeka Kansas. Approximately 10,000 students currently attend college at the 21 Remington College campuses located in 12 states. Remington College-Little Rock is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT).

Remington College-Little Rock also offers the following diploma programs, which are licensed by the Arkansas State Board of Private Career Education: Business Office Specialist, Medical Assisting, Medical Insurance and Coding, and Pharmacy Technician. Total enrollment at the Arkansas campus is 450 students. Current enrollment in the associate degree programs is 200 students.

Classes for the associate degree programs meet Monday, Tuesday, and Thursday, 8 a.m. to 12:30 p.m., and 5:30 p.m. to 10 p.m. Students have an option of attending either the day or evening classes. Approximately 60 percent of the students attend day classes. The typical Remington student is a working adult, age 25-34.

**Program Summaries**

The Associate of Applied Science programs were reviewed by: Mr. Jan Duke, Chairman of the Department of Behavioral and Social Science, Southern Arkansas University-Magnolia; Mr. Gary Oden, Executive Vice Chancellor for Academic Affairs, Southern Arkansas University-Tech, Ms. Tamara Griffin, Chair, Division of Business, Technology and Public Service, University of Arkansas Community College at Batesville; Mr. Phil Axelroth, Assistant Coordinator Financial Aid, Arkansas Department of Higher Education, and Ms. Jeanne Jones, Institutional Certification Coordinator, Arkansas Department of Higher Education.

The **Associate of Applied Science in Criminal Justice** degree program was initially certified by the Arkansas Higher Education Coordinating Board (Coordinating Board) in 2004. Students enrolling in the criminal justice courses include current law enforcement professionals seeking a degree for career advancement and individuals wanting to enter the field. Graduates planning to enter law enforcement will be prepared for such entry-level positions as Security, Loss Prevention Officer, Field Investigation, Private Investigator, Victim Services, Police Officer, Hotel Security, Law Clerk, Correction Officer, Juvenile Corrections, and Crime Scene Technician.

Coursework includes criminal law, constitutional law, criminal investigation, evidence processing, ethics, communications, community policing, and correctional systems.

Program faculty include former and current law enforcement officers and an attorney. Eighty (80) students are currently enrolled in the program. The first criminal justice degrees will be awarded in July 2006. Five (5) students are expected to receive the Associate of Applied Science degree in Criminal Justice in July 2006.

*Review Team Recommendation for Criminal Justice:*

Require faculty to list measurable student learning outcomes on course syllabi.

The **Associate of Applied Science (AAS) in Computer Networking Technology** degree program, initially certified in 2001 and recertified in 2004, provides students with the skills and knowledge to install, configure, maintain, and troubleshoot local area networks (LANs), wide area networks (WANs), and intranets using DOS and Windows-based network operating systems. Coursework includes network concepts, security, computer software/hardware architecture, routers, switches, and programming. Graduates of the degree program have obtained entry-level positions as Network Operators, Network Support Technicians, Help Desk Specialists, Support Specialists. Currently, 105 students are enrolled in the degree program. Fifty-nine (59) students have graduated with an AAS in Computer Networking Technology since January 2004. Graduates have filled program-related positions at Rebsamen Regional Hospital, Celestica, Innovative System's Inc., Electric Cooperatives of Jacksonville, the Arkansas State Library System, Nextel, Complete Computing, Ozark Network Service, Staley Inc., Comcast Cable, Bank of the Ozarks, and Alltel.

*Review Team Recommendations for Computer Networking Technology:*

1. Require faculty to list measurable student learning outcomes on course syllabi.
2. New faculty should obtain professional certifications relevant to courses they will be teaching.
3. A popular programming language, such as Visual Basic or C++, should be added to the programming course.
4. Up-to-date equipment, no more than three (3) years old, should be used in the Computer Architecture-Hardware course.

**Faculty**

A review of faculty educational credentials indicates that program faculty have the appropriate credentials for the courses they teach.

**Advisory Committee**

Advisory Committees for each degree program meet at least twice a year to share and exchange information about current trends in the industry, and recommend curriculum updates so the students will be prepared for employment upon graduation. In addition to curriculum recommendations, Advisory Committees also offer advice and assistance in such areas as equipment, laboratory layout, instructors, employer needs, instructor professional development, part-time employment for students, and guest speakers.

Local organizations currently represented on Advisory Committees for the degree programs being considered for recertification include: Little Rock Police Department, White County Sheriff's Department, Searcy Police Department, Crain Automotive, Electronic Data Systems, Inc. (EDS), Arkansas Web.com, KTHV Channel 11, Arkansas Department of Parks and Tourism, St. Vincent Health Systems, Nuvel Financial Services, and Jacksonville Medical Center.

### **Instructional Resources**

Students at Remington College have access to the library on the Remington-Little Rock campus, the Jones e-global Online Library, and the Central Arkansas Library System. The institution also subscribes to Infotrac, an online database for professional journals and magazines.

### **ADHE Staff Recommendation**

The Arkansas Department of Higher Education staff (ADHE) has determined that Remington College-Little Rock meets the program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification, expiring April 28, 2008, for the following degree programs:

Associate of Applied Science in Criminal Justice  
Associate of Applied Science in Computer Networking Technology

The motion to recommend recertification of the degree programs was made by Dr. Jeff Olson, with a second by Mr. Ron Kelton.

### **Saint Joseph's College of Maine**

Saint Joseph's College of Maine submitted an application for the recertification of the following distance delivery degree programs:

Associate of Science in Management  
Bachelor of Science in Adult Education and Training  
Bachelor of Science in Business Administration  
Bachelor of Science in Health Care Administration  
Bachelor of Science in Criminal Justice  
Bachelor of Science in Professional Arts  
Bachelor of Arts in Liberal Studies

Saint Joseph's College of Maine (Saint Joseph's), a Roman Catholic liberal arts college, was founded in 1912 by the Sisters of Mercy as a residential college and chartered by the Maine Legislature in 1915. Saint Joseph's began offering degree programs via distance delivery in 1976 to serve the needs of non-traditional students in the United States and abroad. Currently, the institution offers more than 40 degree programs via distance delivery to meet the educational needs of adult learners. Of the approximately

4,000 students currently enrolled at Saint Joseph's, 16 percent (640) are distance education students.

The degree programs submitted for recertification have been offered in Arkansas since 1990, with the most recent recertification by the Coordinating Board in 2002.

### **Program Summaries**

The **Associate of Science in Management** degree program serves as a foundation for the Bachelor of Science in Business Administration. The degree program is designed to provide a business background for students planning to become managers in a business environment through such courses as Introduction to Management, Introduction to Marketing, Introduction to Microeconomics, and Financial Accounting. Students enrolled in the degree program are required to complete 66 semester hours, 24 of which must be completed through Saint Joseph's. Six (6) credit hours must be earned at a two-week Summer Residency Program required for all of the baccalaureate degree programs. Arkansas students are required to meet the State's general education requirements.

The **Bachelor of Science degree programs** in Adult Education and Training, Business Administration, Criminal Justice, and Health Care Administration are designed for students with a minimum of 30 semester hours at an accredited institution. Students must complete a minimum of 39 semester hours at Saint Joseph's, including six (6) credit hours for the two-week Summer Residency program and a minimum of 18 semester hours in the major field of study. The degree programs require 128 semester hours for graduation. Arkansas students are required to meet the State's general education requirements.

The **Bachelor of Science in Adult Education and Training** degree program is designed for students planning to develop, organize, and teach programs for adults. Students pursuing this degree program are employed or seeking employment in corporate training departments and other training-related occupations.

Required coursework includes: Fundamentals of Training, Principles of Teaching for the Adult Learner, and Advanced Training Perspectives. This degree program is not a K-12 teacher certification program.

The **Bachelor of Science in Business Administration** degree program is designed to provide students the skills and knowledge necessary to be effective managers of people, projects, or their own business. The coursework requires students to apply what they learn to their current work setting. Core courses for the degree program include Managerial Accounting, Legal Environment of Business, and 18 semester credits in business earned in the College's Associate of Science in Management degree program. Once the core requirements have been completed, students can choose a management or banking concentration area.

The Bachelor of Science in Criminal Justice degree program is designed for students currently working, or planning to pursue a career in law enforcement. Courses prepare students to work at the managerial level in law enforcement, as well as to pursue advanced study in the criminal justice and law enforcement fields. Required coursework includes: Criminal Law and Procedures, Social Problems, Ethics and the Justice System, Police Administration, Victimology, and Race and Ethnic Relations. Three (3) options, law, psychology, and management, are available for students wanting to focus in a particular law enforcement area.

The Bachelor of Science in Health Care Administration degree program prepares students for a variety of positions in the field of health care administration. Students work with faculty advisors to design an individualized program of study in order to meet specific career needs. Required coursework includes: American Health Care Systems, Health Care Financial Management, Legal Aspects of Health Care Administration, and Ethics in Health Care. Program electives are grouped into two categories: Management skills for the students in positions with management responsibilities, and Policy and Planning for students planning careers in policy development positions. Currently one (1) Arkansas student is enrolled in the degree program.

The **Bachelor Science in Professional Arts** degree program is for students with licensure/certification in health-related professions. To be accepted into the degree program, students must have a current, unencumbered license/certification in a health-related field such as nursing or radiology among others, and have a minimum of 30-semester hour transfer credits in their professional field. The Professional Arts degree program builds on the professional education and training of the student and provides an opportunity for advanced study in one of the following concentrations: Business Administration, Health Care Administration, Human Services, or Psychology. Students must earn 128 semester-credit hours, 39 of which must be completed through Saint Joseph's College. Six (6) semester credit hours must be earned at the two-week Summer Residency Program, and a minimum of 18 concentration hours must be completed at St. Joseph's College.

- ◆ The Business Administration concentration provides students a foundation in basic business practices. The emphasis is on the application of business concepts in "real world" situations.
- ◆ The Health Care Administration concentration provides the foundation for students planning to move into health care administration.
- ◆ The Human Services concentration prepares students interested in working in human/social services occupations the knowledge and skills to work with individuals in a variety of settings and situations.
- ◆ The Psychology concentration involves the study of behavior and mental processes as well as the theories applied in evaluating behavior. The degree program is designed for students interested in careers in psychology-related fields such as counseling, and is often selected as the basis for advanced study

in the field. This concentration is not intended to qualify the student for licensure/certification in counseling or a related field. One (1) Arkansas student is currently enrolled in this degree program.

The **Bachelor of Arts in Liberal Studies** is an interdisciplinary degree program consisting of an integrated core curriculum and one or more interdisciplinary concentrations. Students study the various arts and sciences areas, but also share a common core of knowledge.

### **Faculty**

A review of faculty credentials indicates program faculty have the appropriate credentials for the courses they teach.

### **Online Support Services**

Arkansas students have online access to Wellehan Library on the Saint Joseph's College campus. Services include an online book/journal catalog of library holdings and online databases.

### **Accreditation**

St. Joseph's College is accredited by New England Association of Schools and Colleges.

### **ADHE Staff Recommendation**

The Arkansas Department of Higher Education staff (ADHE) has determined that Saint Joseph's College meets the certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification, expiring April 28, 2008, for the following degree programs:

Associate of Science in Management  
Bachelor of Science in Adult Education and Training  
Bachelor of Science in Business Administration  
Bachelor of Science in Health Care Administration  
Bachelor of Science in Criminal Justice  
Bachelor of Science in Professional Arts  
Bachelor of Arts in Liberal Studies

The motion to recommend recertification of the degree programs was made by Mr. Ken Hoppe, with a second by Mr. Dan Jordan.

### **University of Phoenix – Online**

The University of Phoenix-Online submitted an application for the recertification of the following degree programs:



**Recertification**

- Bachelor of Science in Nursing (RN to BSN)
- Master of Science in Nursing (RN to MSN)
- Doctor of Management in Organizational Leadership
- Doctor of Business Administration
- Doctor of Education in Educational Leadership
- Doctor of Health Administration

An application was also submitted for the initial certification of the following new degree programs and options:

**Initial Certification**

- Bachelor of Science in Organizational Security and Management
- Master of Science in Nursing/Master of Business Administration (Health Care Management Option)
- Master of Science in Nursing/Master of Health Administration
- Master of Health Administration
- Doctor of Education in Curriculum and Instruction
- Doctor of Management in Information Systems Technology

The University of Phoenix was founded in 1976 by Dr. John Sperling to provide an applied professional education for working adults. The academic model for the institution was designed specifically to facilitate adult learning and provide opportunities for adult students to receive undergraduate and graduate degrees without leaving the workforce. Since 1976, the University has grown to include 173 campuses in 34 states, Puerto Rico and Canada, and online degree programs. Total enrollment for the University of Phoenix system is approximately 230,000 students. Online enrollment for the University of Phoenix system is approximately 50,000 students.

The typical University of Phoenix student is a working adult in their mid-thirties with some college credits. Students are required to have a minimum of three (3) years of work experience and to be currently employed in a field related to the program of study. The average student has been employed full-time for 13.4 years. Fifty-three (53) percent of the total University of Phoenix enrollment is female.

**Program Summaries – Recertification**

The **Bachelor of Science in Nursing (RN to BSN)** degree program, initially certified in 2004, is designed for the registered nurse (RN) who has completed a certificate or associate degree program in nursing. The BSN degree program includes behavioral objectives that concentrate on the development of the RN's role as a caregiver, teacher, and manager of care. Students are required to have a valid, unencumbered Arkansas RN license that remains current through the required course of study and three (3) years of nursing experience with at least one (1) year as an RN. Fifty-nine (59) Arkansas students are currently enrolled in the BSN degree program. Six (6) Arkansas students have completed the degree program since 2004.

Students are required to complete a minimum of 123 semester credit hours of coursework, which includes 30 hours previously completed by the student in a diploma program or associate degree program leading to initial licensure, 54 credit hours of general education courses, and 39 hours of nursing courses. Coursework for the BSN degree program includes Introduction to Professional Nursing, Theoretical Foundation of Professional Nursing, Health and Disease Management, Health Assessment, Concepts of Family Nursing Theory, and Dimensions of Community Nursing Practice. BSN students are also required to complete 45 clinical contact hours while enrolled in the Partnerships in Community Practice course, and 20 clinical contact hours while enrolled in the Nursing Leadership and Management in Health Care course.

Students enrolled in the Partnerships Community Practice course are required to complete 45 clinical contact hours working with community and health officials assessing community health needs, researching and identifying solutions that will help improve the problems areas, and assisting in the implementation of the solutions. In addition, students are also required to volunteer at community-based health clinics and other activities designed to increase community awareness of health issues. All work is completed under the direction of the student's faculty advisor and documented by the individual in charge of the local agency where the student is volunteering and completing other course-related activities.

The Nursing Leadership and Management in Health Course (20 clinical contact hours), allows students to apply change management skills to an actual situation in the workplace that will improve the performance of their workgroup and agency. Students are required to work with co-workers and administrators to identify at least one area needing improvement, research options that could be applied, submit a change management proposal to a supervisor or an administrator for approval, and then work with the administration and staff to implement the change. Recent proposals have resulted in changes in work schedules resulting in fewer absences and better floor coverage for a hospital, and a new purchasing system that increased availability of supplies and lowered costs. All work is completed under the direction of the student's faculty advisor and the student's supervisor.

The staff of the Arkansas State Board of Nursing (ARSBN) reviewed the BSN degree program and determined that the program continues to meet ARSBN degree program standards. Initial ARSBN degree program approval was granted in 2003 prior to certification by the Coordinating Board.

The RN to BSN degree program is also offered in Arizona, Kansas, California, Florida, Indiana, Ohio, Oregon, Colorado, Hawaii, Louisiana, Michigan, New Mexico, Oklahoma, Utah, Georgia, Idaho, Kentucky, Minnesota, Missouri, Tennessee, Washington, and Wisconsin.

The **Master of Science in Nursing (RN to MSN)** degree program is designed to enhance the knowledge and skills of registered nurses (RNs). The degree program prepares nurses to function in leadership roles in practice and educational setting. MSN students are required to complete 39 semester credit hours of coursework in advanced

nursing content. The courses included are Theoretical Foundations of Nursing, Population-focused Health Care, Dynamics of the Family System, Ethics, Legal, and Regulatory Strategies in Health Care, and Developing and Evaluating Educational Programs. MSN students can choose one or more of the following specialization areas: Health Care Education, Integrative Health Care, and Family Nurse Practitioner. A student must have a BSN degree prior to entering the MSN degree program. Forty-one (41) are currently enrolled in the MSN degree program. Eleven students have completed the degree program since 2004.

The MSN student must have a valid Arkansas RN license that is kept current throughout the duration of the required course of study. The student must be currently employed as a registered nurse and must have a minimum of one year health care or RN work experience.

The staff of the Arkansas State Board of Nursing (ARSBN) reviewed the MSN degree program and determined that the degree program continues to meet ARSBN program standards. Initial ARSBN degree program approval was granted in 2003 prior to certification by the Coordinating Board.

The MSN degree program is also offered in Arizona, Kansas, California, Florida, Indiana, Ohio, Oregon, Colorado, Hawaii, Louisiana, Michigan, New Mexico, Oklahoma, Utah, Georgia, Idaho, Kentucky, Minnesota, Missouri, Tennessee, Washington, and Wisconsin.

The online **doctoral programs**, initially certified by the Coordinating Board in 2003 have been reviewed by Dr. James Zoller, Interim Chair, Department of Health Administration & Policy, Medical University of South Carolina; Dr. Rick L. Wilson, Chair, Management Science and Information Systems Department, William S. Spears School of Business, Oklahoma State University; Dr. Margaret A. White, Associate Professor, Management Department, Oklahoma State University; and Dr. Karon Rosa, Former Vice President, Remington College.

Admission requirements for the University of Phoenix-Online doctorate programs are:

- Completion of a Master's degree from a regionally-accredited institution of higher learning with a GPA of 3.0 or better.
- A minimum of three (3) years of professional experience and current full-time employment in a field related to the degree being pursued.
- Current or a record of past employment in a leadership position in a field related to the degree being pursued.

The University of Phoenix's doctoral programs require the successful completion of a minimum of 92 semester credit hours (30 hours credit for the master's degree from an accredited institution and 62 semester credit hours from the University of Phoenix). The majority of the degree program is delivered in an online, virtual classroom setting. In these courses, students work in a cohort of approximately 12 peers and are required to spend approximately 25 hours per week on required coursework. Students are required to attend residency sessions during the first three-years of the program.

The most important milestone of the program is the successful completion and oral defense of a significant, substantial, and independently completed research study. Students must complete degree program requirements within five (5) years of the first residency.

The **Doctor of Business Administration** (DBA) degree program, initially certified by the Coordinating Board in 2003, is designed to empower career professionals to become business subject experts, visionary organizational leaders, and industry-shaping pioneers. The curriculum builds a foundation in the theories and practice of strategy, organizational vision, global business, research methodology, and cultural diversity to which students incorporate their experience to create unique, value-added contributions to the existing body of knowledge, their profession, and society. The degree program is currently offered only online. Four (4) Arkansas students are currently enrolled in the degree.

The **Doctor of Education in Educational Leadership** (Ed.D.) prepares learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions.

The degree program is designed to emphasize leadership and to focus on applied research that improves educational environments. The degree program is currently offered only online. Six (6) Arkansas students are currently enrolled in the degree program. The staff of the Arkansas Department of Education (ADE) reviewed the Doctor of Education in Educational Leadership degree program and determined that ADE program approval is not required because the degree program is not intended for initial licensure in Arkansas.

The **Doctor of Health Administration** (DHA) degree program prepares leaders to meet the demands of today's rapidly changing health environment, shape the future of complex health systems, and contribute to the existing body of knowledge. Graduates will gain the skills and knowledge to critically examine and evaluate issues and trends, and to offer solutions and make decisions that will influence the future of the health care system.

The curriculum, tailored to the needs of the student employed in health care, includes finance, policy, research, technology, quality improvement, economics, leadership, and organizational analysis. Students will apply course work to such areas of concentration as public health, long-term acute care, and insurance.

The staff of the Arkansas State Board of Nursing (ARSBN) reviewed the Doctor of Health Administration degree program and determined ARSBN program approval is not required because the program is not intended for initial licensure in Arkansas. Four (4) Arkansas students are currently enrolled in the degree program. The degree program is currently offered only online.

**The Doctor of Management in Organizational Leadership (DMOL)** is designed to empower mid-career professionals to positively affect their organization, industry, community, and environment with ethical and transformational leadership. The curriculum builds a foundation in the theories and practice of critical thinking, philosophy, leadership, organizations, and management to which learners incorporate their experience to create unique, imaginative contributions to the existing body of knowledge, their profession, and society. The degree program is currently offered only online. Eleven (11) Arkansas students are currently enrolled in the degree program.

### **ADHE Staff Recommendation**

The Arkansas Department of Higher Education staff (ADHE) has determined that the University of Phoenix-Online meets the degree program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a four-year certification, expiring April 28, 2010, for the following degree programs:

#### Recertification

- Bachelor of Science in Nursing
- Master of Science in Nursing
- Doctor of Business Administration
- Doctor of Education in Educational Leadership
- Doctor of Health Administration
- Doctor of Management in Organizational Leadership

The motion to recommend recertification of the degree programs was made by Dr. Shirlene Harris, with a second by Dr. Olson.

### **Program Summary – Certification**

The University of Phoenix-Online submitted an application for the following degree programs and degree program options:

- Bachelor of Science in Organizational Security and Management
- Master of Science in Nursing/Master of Business Administration (Health Care Management Option)
- Master of Science in Nursing/Master of Health Administration
- Master of Health Administration
- Doctor of Education in Curriculum and Instruction
- Doctor of Management in Information Systems Technology

The **Bachelor of Science in Organizational Security and Management (BSOSM)** degree program is designed to address the growing need for technical competence and professionalism in the security industry. Students will gain the knowledge and skills necessary for the successful operation and management of private security organizations and the skills, and the tools to develop effective organizational security programs.

The Bachelor of Science in Organizational Security and Management degree program requires a minimum of 120 semester credit hours of coursework. Arkansas students are required to meet the State's general education requirements. While the curriculum includes a criminal justice component, the primary focus is on the prevention of security problems and not conducting criminal investigations. Coursework includes security specializations, physical, organizational, and personal security, identifying and managing threats and vulnerability, global security, and information systems and technology security. Twelve (12) Arkansas students are expected to enroll in the degree program.

The degree program is also offered in Arizona, California, Colorado, Florida, Georgia, Hawaii, Idaho, Kansas, Louisiana, Michigan, Missouri, Nevada, New Mexico, Ohio, Oklahoma, Oregon, Pennsylvania, Utah, Washington, and Vancouver.

The **Master of Health Administration (MHA)** degree program will prepare leaders to effectively respond to the health care industry. The 40 semester credit hour curriculum is tailored to the needs of the health care leader/manager through courses focused on finance, policy, research, technology, quality improvement, economics, marketing, and strategic planning. MHA students will complete course work related to their specific area of employment—public health, long-term care, health informatics, or other health-care related field.

Coursework will include Health Care Organization, Health Care Finance, Quality and Data Based Management, Concepts of Population Health, and Health Care Strategic Management. Eight (8) Arkansas students are expected to enroll in the degree program.

The staff of the Arkansas State Board of Nursing (ARSBN) reviewed the Master of Health Administration degree program and determined ARSBN program approval is not required because the degree program is not intended for initial licensure in Arkansas.

The MHA degree program is also offered in New Mexico, Arizona, and California.

The **Master of Science in Nursing/Master of Business Administration (Health Care Management Option) (MSN/MBA/HCM)** dual degree program is designed for licensed, practicing nurses wanting to gain the skills, knowledge, and academic recognition necessary to manage today's innovative health care delivery systems. The targeted audience for this degree program will be nurse managers and other nursing personnel desiring to move from patient care to the business side of health care. The MBA/HCM degree program emphasizes the identification, analysis, and solution of complex management problems that require technical understanding and balanced decision making. The 65 semester credit hours of coursework required for the dual degree include 33 credit hours in business, 6 credit hours in health care management, and 26 credit hours in nursing. Courses include Leadership and Management in Nursing, Population-Focused Healthcare, Dynamics of the Family System, Economics for Managerial Decision Making, Strategy Formulation and Implementation, Ethical, Legal and Regulatory Issues in Health Care.

Arkansas students enrolling in the MSN/MBA/HCM degree program must be employed, licensed nurses with a minimum of three (3) years work experience. Ten (10) Arkansas students are expected to enroll in the degree program.

The staff of the Arkansas State Board of Nursing (ARSN) reviewed the MSN/MBA/HCM degree program and determined ARSN program approval is not required because the dual degree is a post-licensing program.

The degree program is also offered in Arizona, California, Florida, Colorado, Hawaii, Louisiana, Michigan, New Mexico, Oklahoma, Utah, Georgia, Idaho, Kentucky, Minnesota, Missouri, Tennessee, Washington, and Wisconsin.

The **Master of Science in Nursing/ Master of Health Administration (MSN/MHA)** is designed to provide the nurse with a combination of advanced nursing and healthcare related business skills to manage staff and organizational operations in today's constantly changing health care system. The targeted audience for this degree program will be nurse managers and other nursing personnel desiring to move from patient care to the business side of health care. MSN students will complete 24 semester credit hours of the traditional MSN coursework and 27 credit hours of business-related courses such as Health Care Economics, Health Care Finance, Current Issues in Health Law and Ethics, and Leadership and Organizational Management.

Arkansas students enrolling in the MSN/MHA degree program must be employed, licensed nurses with a minimum of three (3) years work experience. Ten (10) Arkansas students are expected to enroll in the degree program.

The staff of the Arkansas State Board of Nursing (ARSN) reviewed the MSN/MHA degree program and determined ARSN program approval is not required because the dual degree is a post-licensing program.

The degree program is also offered in Arizona, California, Colorado, Hawaii, Louisiana, Michigan, New Mexico, Oklahoma, Utah, Georgia, Tennessee, Washington, and Wisconsin.

The **Doctor of Education in Curriculum and Instruction (Ed.D)** will prepare learners to become instructional leaders who will strategically manage and lead processes related to curriculum development, instruction, and assessment. The 92 semester credit hours (30 hours credit for the master's degree from an accredited institution and 62 credit hours from the University of Phoenix) emphasize curricular leadership and focuses on applied research to improve instruction and educational outcomes. Graduates will demonstrate both practical and scholarly knowledge in their use of analytical, critical, and innovative thinking to improve the performance of educational institutions. Six (6) Arkansas students are expected to enroll in the Ed.D. in Curriculum and Instruction.

The staff of the Arkansas Department of Education (ADE) reviewed the Doctor of Education in Curriculum and Instruction and determined that ADE program approval is not required because the degree program is not intended for initial licensure in Arkansas.

The degree program is also offered in Arizona, Colorado, Hawaii, Louisiana, Michigan, New Mexico, Oklahoma, Utah Missouri, and Wisconsin.

The **Doctor of Management in Information Systems Technology (DM/IST)** is designed to enable professionals from any industry to understand and evaluate the scope and impact of information systems and technology (IST) from organizational, industry-wide, and global perspectives. The DM/IST curriculum lays a foundation of knowledge in critical thinking, leadership, and the application of IST content areas. Learners integrate this knowledge with their professional experiences and doctoral-level research to create innovative, positive, and practical contributions to the body of IST knowledge. Six (6) Arkansas students are expected to enroll in the 92-semester credit hour degree program.

The degree program is also offered in Arizona, Missouri, Colorado, Hawaii, Louisiana, Michigan, New Mexico, Oklahoma, Utah, Washington, and Wisconsin.

### **Faculty**

A review of faculty credentials indicates program faculty have the appropriate credentials for the courses they teach.

### **Advisory Committees**

Faculty teams serve as advisory committees for the university and make recommendations concerning curriculum changes and the addition of degree programs and/or courses.

### **Online Support Services**

Technical Support is available to students and faculty to address issues related to log-on problems and other technology-related issues. Students also have regular access to an academic advisor who is available to assist with course registration and degree plans. Course materials, assignments, and syllabi are online for each course. Students also have access to an online Writing Center for assistance with writing assignments.

Library resources available to online students include a variety of databases that provide online and print resources for each of the degree programs available by the University of Phoenix-Online. Approximately 75 databases are currently available to University of Phoenix students, including EBSCOhost, InfoTrac, Proquest 5000, The Association for Computing Machinery Digital Library, Business Insights, Policy Central, Roll Call, Criminal Justice Abstracts, The National Bureau of Economic Research Working Papers, MEDLINE, and National Criminal Justice Reference Service Abstracts.



**Accreditation**

The University of Phoenix is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

**ADHE Staff Recommendation**

The Arkansas Department of Higher Education staff (ADHE) has determined that the University of Phoenix-Online meets the degree program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a four-year certification, expiring April 28, 2010, for the following degree programs:

Initial Certification

- Bachelor of Science in Organizational Security and Management
- Master of Science in Nursing/ Master of Business Administration (Health Care Management Option)
- Master of Science in Nursing/ Master of Health Administration
- Master of Health Administration
- Doctor of Education in Curriculum and Instruction
- Doctor of Management in Information Systems Technology

The motion to recommend certification of the degree programs was made by Dr. Jeff Olson, with a second by Dr. Shirlene Harris.

**Announcements**

Jeanne informed the Committee of the following administrative changes at certified institutions:

Excelsior College, New York

- Mr. John Ebersole was appointed President of Excelsior College.
- Interim President Murray Block was appointed Provost and Chief Academic Officer
- Michele Auriccho was appointed Interim Vice President for Finance,
- Mr. Joseph Porter was named Vice President for Legal and Governmental Affairs.

Franklin College, Columbus, Ohio

- Ms. Jane Robinson was appointed Community College Alliance Vice President

Graceland University, Independence, Missouri

- Dr. Kathryn A. Ballou replaces Dr. Pat Traschal as Dean of the College of Nursing.

ITT-Tech, Little Rock, Arkansas

- Ms. Barbara Anthony replaces Mr. Tom Crawford as Little Rock Director. Mr. Crawford resigned in February 2006.

Vincennes University, North Little Rock, AR

Ms. Rebekah Bales replaces Mr. Larry Larson as the Vincennes Site Director at Camp Robinson. Mr. Larson resigned in March 2006.

University of Phoenix, Phoenix, Arizona

Todd Nelson, President and CEO of the Apollo Group, resigned in January. Brian Mueller was named President of the Apollo Group, and Dr. John Sperling, University of Phoenix/Apollo Group Founder, was appointed interim Executive Chairman of the Board. Apollo Group is the parent company of the University of Phoenix.

Mr. William Pepicello was named Provost and Senior Vice President of Academic Affairs. He replaces former Provost Craig Swenson who was named President of the Apollo subsidiary, Academic Publish and Learning Technologies.

Dr. Susan Mitchell, former Assistant Provost, was named Senior Vice President of Regulatory Affairs.

The next ICAC meeting is scheduled for 2:00 p.m., July 11, 2006.

The meeting adjourned at 3:10 p.m.

**APPROVAL OF ALTERNATIVE ASSESSMENT PLANS  
ARKANSAS STATE UNIVERSITY—JONESBORO  
SOUTHERN ARKANSAS UNIVERSITY  
UNIVERSITY OF ARKANSAS AT FORT SMITH**

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Act 1085 of 2001 authorizes the Arkansas Higher Education Coordinating Board (AHECB) to provide a framework for the approval of alternative processes or examinations for use by Arkansas public colleges and universities in lieu of the Collegiate Assessment of Academic Proficiency (CAAP). A committee of representatives from two- and four-year institutions worked with ADHE staff to develop the guidelines for the development of alternative assessment plans and the criteria by which the plans will be evaluated. The Executive Council of Presidents and Chancellors voted to endorse the proposal that was approved by the AHECB on October 19, 2001.

On April 19, 2002, the AHECB approved a staff recommendation to revise the policy, which gives institutions another choice: an abbreviated alternative assessment plan. On July 19, 2002, the AHECB approved alternative assessment plans for Arkansas State University--Jonesboro (ASUJ), the University of Arkansas, Fayetteville (UAF), and the University of Central Arkansas (UCA). All three proposals utilized the abbreviated alternative assessment plan. Approval was given to the University of Arkansas at Little Rock (UALR) to administer an abbreviated plan on April 23, 2003. This agenda item will outline the plan proposed by Southern Arkansas University (SAU) and the University of Arkansas at Fort Smith (UAFS) and amend the plan previously approved for ASUJ.

Coordinating Board policy requires that in order to be approved, alternative assessment plans must meet the following criteria:

1. Define the population of students to be assessed.
2. Use a valid methodology for selecting students if the entire student cohort is not assessed.
3. Describe, in detail, the administrative process for the examination.
4. Provide a timeline for implementation.

The ADHE staff recommends approval of the plans proposed by SAU, UAFS, and ASUJ. The plans meet all four of the criteria and ACT has confirmed the validity of the methodologies for selecting the samples of students. Beginning in fall 2006:

ASUJ will test all students who have completed between 45 and 60 semester hours and who have completed College Algebra, English Composition I, and

English Composition II. The students will be randomly assigned to one of four modules of the CAAP which will include writing skills, mathematics, scientific reasoning, and critical thinking. Approximately 400 students will take each subtest.

SAU will assess all students who have earned between 45 and 60 semester hours. One-half of all students will be randomly chosen to take the mathematics and critical thinking examinations and one-half will take the writing and scientific reasoning examinations. Over 200 students will take each subtest.

UAFS will randomly assign one of six CAAP modules (writing skills, essay writing, reading, mathematics, critical thinking, and scientific reasoning) to each student who has earned at least 45 credit hours. One hundred students will take each subtest.

The following resolution is submitted for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the alternative assessment plans as submitted by Arkansas State University--Jonesboro, Southern Arkansas University, and the University of Arkansas at Fort Smith, effective fall 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the Arkansas State University System, the President and Chair of the Board of Trustees of Southern Arkansas University, the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas at Fort Smith of the approvals.

## FUNDING POLICY FOR THE 2007-09 BIENNIUM

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### Background

A.C.A. §6-61-223 establishes the process and key components for formula development for funding public institutions of higher education. That language reads as follows:

*“(a) The Arkansas Higher Education Coordinating Board will work with the state college and university Presidents Council to review, revise, and develop funding formulas which will, in principle, seek to provide fair and equitable state support to all postsecondary students across the state, regardless of the state institution attended, while at the same time recognizing: (1) The different needs for lower level, upper level, and graduate level instruction at the various institutions; (2) The requirements for specialized equipment, labs and smaller class sizes in some disciplines; and (3) Unique missions, such as agricultural extension services, research, medical sciences, workforce development, and public service; and (4) Growth, economies of scale, and other appropriate factors. (b) The formulas will be developed in consensus with the state college and university president’s council and presented to the Joint Budget Committee for review.”*

Each biennium the ADHE staff in consultation with the presidents and chancellors of the institutions review and revise the funding models for the determination of the AHECB appropriation recommendations for the institutions of higher education.

Funding of the public higher education system with its two-year colleges, universities and specialized entities must be addressed in a manner that is fair and equitable, while recognizing institutional differences in mission and the varying costs of providing different academic programs and services. All institutions have need-based formulas that recognize the differences in student semester credit hour (SSCH) production by discipline with the more expensive programs generating higher funding levels; the university formula also recognizes differences by level (undergraduate, masters, and doctoral). The entities with a unique mission like the University of Arkansas for Medical Sciences have as a funding basis an inflationary factor for a continuing level of support of existing programs and the justification of enhancement, expansion, or creation of programs.

The institutional funding formulas were developed and reviewed with the following principles in mind:

- **Embody the state goals for postsecondary education** - The funding formula should be the vehicle for incorporating and reinforcing the broad goals (such as access and quality) of the State's system of colleges and universities. These goals are often expressed through approved master plans, quality expectations, and performance standards.
- **Ensure adequate funding** – The formula should identify the funding level needed by each institution to achieve its goals without being unduly influenced by average funding rates in other institutions.
- **Reduce complexity** – The effect of how differences in institutional characteristics and missions on funding levels within the formula must be clear so that key participants in the state budget and funding process are able to understand the elements of the formula.
- **Determine equitable funding** – The formula should enable the State's resources to be distributed in proportion to the relative need of each institution contingent upon its mission, complexity and size.
- **Recognize institutional mission differentials** - The formula should recognize that different institutional missions require different per-student funding so that the resulting funding levels are due to differences in degree levels, program offerings, students' readiness for college, and geographic location. The formula should include different rates when mission related costs are significant and can be documented.
- **Rely on valid, reliable, uniform, and replicable data** – The formula must rely on data that are appropriate indicators of differing needs and must be verifiable by all key participants in the funding process. This means that enrollments reported for funding purposes must exclude cancelled registration students, withdrawn students, no-show students, and students enrolled in donated courses. Cancelled registration students shall include students who have not attended classes by the census date and/or who have not paid or have not made arrangements to pay their tuition and fees by the census date.
- **Provide effectiveness and efficiency** – The formula should provide some form of incentive for effectiveness and efficiency while not providing any inappropriate incentives for undesirable institutional behavior.

This agenda item presents the need-based formula elements for approval. At the July meeting of the AHECB an agenda item will be presented that will detail the total amount generated by the need-based formulas for the two-year colleges and universities and the justification amounts for the non-formula entities as well as a

distribution methodology for any new funds received. That distribution model likely will incorporate the following factors:

- **Salaries** – The General Revenue portion of an educational and general (E&G) salary increase equal to the percentage the State uses for a salary increase.
- **Equity** – Will be addressed as either an amount to be sought outside the formula distribution or as a part of the formula distribution. For the two-year institutions, equity includes recognition of the need for a minimum base amount from general revenue for E&G operations as well as the percentage of need funded.

**Two-Year Institutions**

This Mini-Model used in determining funding needs for the current biennium became Act 1760 of 2005. Act 1760 provides that the model can be reviewed and improved in each biennium. Since the legislative session ADHE staff have worked with a committee of two-year presidents and chancellors to improve the Mini-Model. Those improvements to the model have been adopted by the presidents and chancellors of the two-year colleges at a meeting held on February 2, 2006. The presidents and chancellors see the modified Mini-Model as a long-term methodology for funding colleges. These revisions (bold and italicized) will require the amending of Act 1760 of 2005. The components of the Revised Mini-Model are as follows:

- **Full-Time Equivalent (FTE) Faculty:** Total number of FTE faculty needed is calculated by assigning SSCH generated in 2003-04 to one of four weighted categories.

General Education	22 students / 660 SSCH
Technical Education	16 students / 480 SSCH
Basic Skills	16 students / 480 SSCH
<b><i>Allied Health</i></b>	<b><i>12 students / 360 SSCH</i></b>

- **Faculty Salaries:** The total FTE faculty generated above is **adjusted for part-time faculty** and faculty salaries are calculated as illustrated below.
  - ***Institutions with < 3,000 FTE students***  
***Of the total FTE faculty, 70 percent are considered full-time and 30 percent are considered part-time. The 70 percent that are considered full-time are assigned a full-time salary equal to the projected SREB average for 2007-09. The 30 percent considered part-time are assigned a part-time salary equal to 50 percent of the calculated full-time salary.***

- ***Institutions with  $\geq 3,000$  FTE students***  
*Of the total FTE faculty, 50 percent are considered full-time and 50 percent are considered part-time. The 50 percent that are considered full-time are assigned a full-time salary equal to the projected SREB average for 2007-09. The 50 percent considered part-time are assigned a part-time salary equal to 50 percent of the calculated full-time salary.*
- **Other Academic Support Categories:** The calculation for Academic Support is 60 percent of Teaching Salaries and currently includes Departmental Operations, Libraries, Museums and Galleries, Organized Activities, Public Service, and Other Academic Support. In addition, for all institutions, \$35,000 is added to the 60 percent aggregate for a staff salary in public service.
- **Student Services:** Student Services is calculated based on a variable rate per student using the mean of FTE students and headcount. The rates are **\$715** each for the first 750 students, **\$495** each for the next 2,250 students, **\$275** each for the next 7,000 students.
- **Physical Plant:** *Physical Plant need is calculated using the space needs model which is an adaptation of the Florida Community College Space Model. Space needs are calculated in ten areas: General Classrooms, Non-Vocational Labs, Vocational Labs, Library, Audio-Visual Facilities, Auditorium/Exhibition, Community/Workforce, Student Services, Office Space, and Support Services as described in the table below.*

<b>SPACE NEEDS MODEL</b>	
<b>Space Type</b>	<b>Calculations</b>
Classroom	13.5 square feet per FTE
Non-Vocational Lab	13.75 square feet per FTE
Vocational Lab	50 square feet per FTE + 15 square feet per FTE for CIP codes 46,47,48,49
Library	less than 1,000 FTE: 2,100 square feet minimum plus 10 square feet per FTE; greater than 1,000 FTE: 12,100 square feet minimum plus 11 square feet per FTE
Audio-Visual Facilities	5% of Classroom space + Non-Vocational Labs + Vocational Labs
Auditorium/Exhibition	10,000 square feet minimum + 3 square feet per FTE over 2,000 FTE
Community/Workforce	20,000 square feet minimum + 5 square feet per FTE over 2,000 FTE
Student Services	7.5 square feet per FTE
Office Facilities	12.5 square feet per FTE
Support Services	5% of total square feet from all other space need areas

***Funding rates for Physical Plant are based on actual Educational & General (E&G) square feet as reported in the 2006 Facilities Audit Program (FAP) compared to the model-determined need. If the actual E&G square feet exceeds the model, then the rate is \$6.40 per square foot up to 150% of the model determined need and \$1.50 per square foot for any additional actual square feet. If the model determined need exceeds the actual E&G square feet, then the rate is \$6.40 per square***



***foot for the actual square feet and \$1.50 per square foot for the additional space needed.***

- ***Institutional Support:*** *Institutional Support is calculated as a percent of the total Educational and General Expenditure Function Needs. The percentages for institutions introduce an economy of scale into the calculation of Institutional Support. The percentages are as follows*  
     ***21 percent for institutions with fewer than 1,000 FTE students***  
     ***18 percent for institutions with 1,001 to 3,000 FTE students***  
     ***15 percent for institutions with greater than 3,000 FTE students***
- **Staff Benefits:** Staff Benefits are calculated at **30 percent** of salaries. (This is in keeping with the average amount that the state funds its agencies for fringe benefits.)
- **Workforce Education:** Workforce Education is calculated at **\$8.50** for the first 10,000 non-credit contact hours, **\$7.50** for the next 10,000 non-credit contact hours, and **\$6.50** for all non-credit contact hours over 20,000.

Funding categories for Scholarships and Fellowships, Equipment Replacement, and Mandatory Transfers for Debt Service are not included in this funding model. Equipment expenditures are reported in most expenditure categories and, therefore, represented in the cost rates. By law, debt service is paid from sources other than state general revenue.

### **Universities**

This biennium the funding formula for universities will be the need-based formula used to determine the funding needs for the current biennium. The need-based funding formula became Act 1429 of 2005 and serves as the funding formula for universities until amended or repealed.

This formula provides equal funding for similar levels and disciplines at each university (e.g., a freshman English course is funded at the same level at UAF as at HSU, and a college algebra course is funded at the same level at ASUJ as at UAM) and determines the minimum level of funding needed for each university. The formula follows research done by the University of Delaware in a study of over 300 institutions, including three from Arkansas.

- **Full-Time Equivalent Faculty:** The University of North Carolina System (UNCS) determined that the 52 academic disciplines normally used to classify instructional programs could be grouped into four categories on the basis of similarity of program costs/expenditures. The UNCS also determined that the traditional levels (lower level under-graduate, upper level undergraduate, masters, specialist, first-professional, and doctoral) could be reduced to three levels in terms of cost differentials, undergraduate, graduate, and doctoral.

North Carolina combined the lower and upper levels of undergraduate into one group to discourage the tendency to classify a course as upper level simply to generate higher funding recommendations and to encourage institutions to use better-qualified faculty, hence higher paid, to teach those freshman general education classes, which are so critical to the eventual success of entering students (retention improvement measure). This resulted in a 12-cell matrix with all SSCH being distributed into four cost categories at three levels, undergraduate, graduate, and doctoral.

Based upon North Carolina’s institutions’ experience and the University of Delaware research UNCS determined, empirically, the number of SSCH that would be required to produce one FTE faculty member needed for that discipline cost category and level. The results are as follows:

**Faculty Load Factors (SSCH Required to Produce One FTE Faculty)**

	<u>Undergraduate</u>	<u>Graduate</u>	<u>Doctoral</u>
<b>Cost Category I</b>	645	175	130
<b>Cost Category II</b>	480	250	145
<b>Cost Category III</b>	365	160	120
<b>Cost Category IV</b>	230	102	70

The total number of FTE faculty needed is determined by dividing the faculty load factors into the SSCH enrollment matrix for each institution’s latest enrollment. This determines for Arkansas the number of FTE faculty needed at each of the three levels (undergraduate, graduate, and doctoral) just as they are in the UNCS model.

- **Faculty Salaries:** At this point, the proposed formula departs from the UNCS formula. Where UNCS multiplies a university’s total FTE faculty by a single mean SREB salary for that institution’s SREB type, in Arkansas each institution’s subtotal of FTE at each level (undergraduate, graduate, and doctoral) is multiplied by the SREB mean faculty salary that is specific to that level. Thus, each institution receives the same faculty salary amount per its SSCH in the four cost categories and at each level. Since the other expenditure function computations are a percentage of faculty salaries all institutions receive the same funding recommendation for the same kind of SSCH. The 2004-05 SREB faculty salary for each level would be inflated to 2007-09 biennium.
- **Other Instructional Support:** 45 percent of teaching salaries. The expenditures covered in this calculation are academic departments’ operating expenses, staff benefits, and non-credit instruction.

- **Library:** 11 percent of the sum of teaching salaries and other instructional costs. The expenditures covered in this calculation are library staff salaries and benefits, operating expenses, collections acquisitions, and information technology.
- **General Institutional Support:** 54 percent of the sum of teaching salaries and other instructional support. The expenditures covered in this calculation are Other Academic Support, Student Services, and General Institutional Support.
- **Research:** 5 percent of the undergraduate teaching salaries, 25 percent of the graduate teaching salaries, and 50 percent of the doctoral level teaching salaries generated by the model are the percentages used for research funding. The UNCS model did not address research funding because North Carolina funds only the needs resulting from enrollment increases. These proposed percentages for the research function were determined by the faculty release time for research mandated by accrediting agencies for graduate and doctoral programs. The goal of equal funding across disciplines and levels is maintained by this research formula.
- **Public Service:** 3 percent of teaching salaries. This is a deviation from the UNCS model because they fund annual enrollment changes only (enrollment changes do not translate into changes in Public Service expenditures).
- **Special Mission:** The UNCS formula also recognizes unique missions of institutions and provides non-enrollment driven funding for institutions with special missions. The special missions recognized in the UNCS model were a historically minority/disadvantaged student mission and a declared undergraduate liberal arts mission. For Arkansas institutions the following special missions were used:
  - **Historically Minority Mission** – An amount equal to 10 percent of the FTE generated funding is added to UAPB in recognition of its historical minority/disadvantaged student mission, which is consistent with mission specific funding in North Carolina and other states.
  - **Land Grant Mission** – Again, because the UNCS formula is driven by new, additional enrollment only, the UNCS formula does not recognize the research efforts driven by the federal status of a land-grant institution. An amount equal to 10 percent of the teaching salaries generated by the formula is added to the total funding need for UAF and UAPB.
- **Small School Diseconomy of Scale Adjustment** – In North Carolina a small institution is 3,000 FTE or less and the adjustment is 10 percent of the SSCH generated funding. This did not fit the Arkansas experience. An adjustment for 3,500 FTE students was determined to be more applicable for

Arkansas and a per capita measure on a decreasing scale was determined to be more applicable than a percentage of total funding. The rates are as follows:

<u>FTE Below 3,500</u>	<u>Funds/FTE</u>
1 - 150	\$1,200
Next 150	\$1,000
Next 200	\$ 800
Next 250	\$ 600
Next 250	\$ 300
More Than 1,000	\$ 200

- Operation and Maintenance of Plant:** The UNCS formula is an enrollment change formula, which assumes an adequate level of base funding so that only the growth in enrollment requires additional funding. Arkansas is not at the point where it has funded the base of the institutions so well that only growth need be funded, hence the previously noted departures from the UNCS formula. This “new funding only for growth” policy of the UNCS formula also does not provide funding for the operation and maintenance of facilities.

In the process of developing a methodology for fair and equitable funding recommendations for facilities, ADHE staff found that the University of Texas System had developed an Academic Space Needs Model. This classifies academic square footage needs in three space intensity categories and three levels. These space intensity categories are almost identical to the cost categories used in determining teaching salary needs. Category III, the most space intensive category, encompasses the SSCH found in the funding model cost categories III and IV.

The Academic Space Needs Model defines an institution’s square footage needs in five areas: Teaching, Library, Research, Office, and Academic Support. The Academic Space need is determined for the academic discipline and level of the institution’s SSCH produced. After the Academic Space needs are determined the Institutional Support square footage needs for student services, financial aid, counselors, computer staff, administrative personnel, etc., are determined as a percentage of the academic space. Whether an institution has excess square footage or a shortage of square footage is determined by subtracting the projected space needs from the institution’s actual square footage. Excess square footage and additional square footage needed are funded at half the rate for existing needed square footage. This accomplishes two things; it discourages keeping unneeded square footage on the books to get additional funding and it gives some relief to institutions who are experiencing higher maintenance costs as a result of the intensity of use of the facilities.

As in the two-year funding formula the categories of Scholarships and Fellowships, Equipment Replacement, and Mandatory Transfers for Debt Service are not included in this funding model. Equipment expenditures are reported in most expenditure categories and, therefore, represented in the cost rates.

### **Non-Formula**

Nonformula entities include the System Offices of the University of Arkansas and Arkansas State University, Division of Agriculture, Archaeological Survey, Criminal Justice Institute, Math & Science School, UAMS, and the technical institutes that merged with universities, as well as the non-formula entities within institutions such as SAUT-Fire Training and Environmental Control Academies, UALR Research and Public Service, UAPB's 1890 Land Grant Federal Funding Match and HSU's Southwest Arkansas Technical Learning Center. The recommendation for new funds for these entities will be developed using a nominal percentage for the continuing level of programs plus programmatic justification for enhancements and/or expansions.

The following resolution is offered for the Board's consideration:

**RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the funding principles and policies described in this agenda item to be used by the institutions and Department in preparing appropriation requests for the 2007-09 biennium.

## **AHECB TUITION POLICY FOR THE 2007-2009 BIENNIUM**

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While local boards have the authority to establish tuition and fee rates on their campuses, A.C.A. §6-61-215 requires the Coordinating Board to establish student fees for **funding** purposes for all public institutions of higher education. Therefore, the tuition and fee rates established by the Coordinating Board are offered for calculation of funding recommendations and do not alter the authority of local boards to establish their respective institutions' actual tuition and mandatory fee rates.

The importance of a tuition policy becomes evident when it is used as a variable in a funding formula because it indicates expected student share of the cost of education. After calculating the expected tuition and mandatory fee revenue based upon AHECB tuition policies, the needed state contribution can be established. When institutions charge less than the tuition policy recommendation, the shortfall is expected to come from sources other than state funding.

### **Policies**

In October 1981, the State Board determined that tuition and fee adjustments should be based on established goals for the state's share and the students' share of the cost of education. The following policies are in keeping with those goals:

- Undergraduate tuition and fees at four-year institutions and two-year institutions with no local tax should be approximately 25 to 30 percent of the average cost of education.
- Rates at two-year institutions with local tax support should be approximately 15 to 20 percent of the cost of education.
- Tuition and fee levels at two-year institutions should be lower than at four-year institutions to make these programs available to as many people as possible.
- Graduate tuition and fees should be at a higher rate than undergraduate tuition and fees in recognition of the higher cost of graduate education.

### **2007-09 Tuition and Mandatory Fee Recommendations**

Increasing enrollment demands and declining state funding have resulted in an increasing tuition and fee burden upon the students in Arkansas as well as in the SREB region. In order for the AHECB tuition policy to maintain relevancy, adjustments

in the current rates are recommended to more closely reflect that reality. In previous biennia, the Higher Education Price Index (HEPI) was used to project the latest available average SREB tuition rates into the coming biennium and then Arkansas rates were based on a combination of student burden percentage and average SREB rates. However, tuition increases in the SREB region have outpaced HEPI. To more accurately reflect these increases, an inflation rate of 11.5 percent (calculated from a two-year compounded average from the SREB information) was used in order to project the 2004-05 SREB rates to 2007-09 for universities, and a rate of 9.75 percent was used to project the two-year SREB rates to 2007-09.

### **Two-Year Institutions**

In keeping with AHECB policy that states that rates at two-year institutions with a local tax should be approximately 15 to 20 percent of the cost of education, the 2007-09 AHECB tuition and fee rate for two-year institutions with a local tax is recommended at \$1,350 (19 percent of the 2005-06 budgeted educational and general (E&G) expenditures per full-time equivalent (FTE) student). For institutions without a local tax, the rate is recommended at \$1,710 (24 percent of the 2005-06 budgeted E&G expenditures per FTE student).

### **Four-Year Institutions**

The new need-based funding formula for the four-year institutions requires the same tuition and fee amount by level (undergraduate, graduate, and doctoral) be used by each of the institutions regardless of SREB classification in order to maintain the equality of recommendation for the same student semester credit hours (SSCH) produced. In order for a freshman algebra class at UA Fayetteville to be recommended for the same amount as a freshman algebra class at Southern Arkansas University the students' tuition deducted from that recommended amount would need to be the same for both students. Therefore, for four-year institutions, tuition and fee rates for undergraduate, graduate, and doctoral FTE students will not be broken down by SREB classification, but rather rates will be recommended at each of the levels (undergraduate, graduate, and doctoral).

Again, in keeping with the AHECB policy that undergraduate students bear between 25 and 30 percent of the cost of education for undergraduates and that tuition and fee rates for graduate education be higher than undergraduate rates in reflection of the higher cost of graduate education, the 2007-09 rates for funding purposes are recommended at \$4,350 for undergraduate, at \$5,040 for graduate, and at \$6,000 for doctoral FTE students.

### **Professional Schools**

The practice of establishing rates for the professional schools (medical, pharmacy, law, and nursing) is recommended to be discontinued since the AHECB establishes rates for funding purposes and these rates are not used in the funding calculations.

The following chart details the recommended student fee rates to be used for funding purposes for the 2007-09 biennium:

<b>AHECB 2007-09 Tuition Rates</b>		
	Annualized	/SSCH
<b>Two-Year Institutions</b>		
Local Tax	\$1,350	\$45
No Local Tax	\$1,710	\$57
<b>Four-Year Institutions</b>		
Undergraduate	\$4,350	\$145
Graduate	\$5,040	\$210
Doctoral	\$6,000	\$250

An FTE student for undergraduate rates is 30 student semester credit hours; for graduate and doctoral rates an FTE student is 24 student semester credit hours.

The following resolution is offered for the Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the tuition and mandatory fee recommendations described in this agenda item, recognizing that these amounts are established as required by A.C.A. §6-61-215 for use in the 2007-09 funding formulas for colleges and universities.



## Anticipated Graduation Rate Model

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Act 1974 of 2005 requires that the Arkansas Higher Education Coordinating Board approve the regression model variables to be used in the determination of the anticipated graduation rates of Arkansas' Public Colleges and Universities. Act 1974 of 2005 states,

*"The annual graduation rate will be determined for the academic year. An institution shall be eligible for incentive funding if:*

- (i) It's graduation rate shows improvement over the previous year; or*
- (ii) It meets or exceeds the anticipated graduation rate as determined by a regression model using student variables including but not limited to:*

- (a) Entrance exam scores;*
- (b) High school grade-point-average;*
- (c) Rank in high school class;*
- (d) Diversity of student population;*
- (e) On- or off-campus residence of students;*
- (f) State resident and non-resident student status;*
- (g) Academic major;*
- (h) Family income; or*
- (i) Institutional variables such as:  
student-to-faculty ratio, tuition, cost of attendance, financial aid, percent of freshman receiving Pell Grants, percent of freshmen receiving financial aid, financial aid as a percent of cost of attendance and financial aid as a percent of the institution's budget, percent of part-time faculty, percent of faculty with terminal degrees, percent of budget spent on instruction, and percent of freshmen living in residence halls where appropriate."*

*"Although a statistical regression model will determine the variables that optimize the model's ability to accurately predict graduation rates, the Arkansas Higher Education Coordinating Board will have final approval of the variables and the model."*

### The Regression Model

Any regression model that might be developed for predicting anticipated graduation rates is limited by the availability of historical data elements from ADHE's Student Information Database, or data elements which every institution was able to provide for their first-time entering freshmen for the years 1996 to 1999. Unless a data element was available from every institution it could not be used in a regression model. The data elements that have been shown by research studies to be related to graduation

rates and that could also be provided from the ADHE Student Information Database or supplied by the institutions were: entrance exam scores; high school grade point average; age, ethnicity, and sex of the student; and whether or not the institution was located in a metropolitan area; and whether or not the institution was located in an economically depressed region of the state. Many of the variables mentioned in Act 1974 of 2005 which might have contributed to the regression model were not available. Some will be available for the development of future regression models but were not for the 2007-09 biennium. One of the variables not available was whether or not a student had completed the core curriculum. This variable would certainly have provided for a better understanding of the role of the high school grade-point average in college success.

### **Anticipated Graduation Rates**

The conceptual framework for the regression model is to determine each student's probability of graduating without regard to the institution the student attended. This meant that the anticipated graduation rates would provide a basis for determining how well an institution had been performing relative to all other institutions of that type within the state based upon the demographics of students who were enrolling at the institutions. The conceptual framework for determining an institution's anticipated graduation rate was to determine the probability of graduating for each first-time entering freshman. The probabilities of graduating were summed for each institution and divided by the total number of entering freshmen for that institution during the four years under study. This became the anticipated graduation rate for an institution.

### **Statistical Analysis Techniques**

In attempting to develop the best model for predicting student success, four multivariate statistical analyses techniques were tested. They were Logistic Regression, Step-wise Multiple Linear Regression, Discriminant Analysis, and Ridge Regression. Logistic Regression is probably the most widely published analysis technique currently in use to predict graduation from college. The most well known study of anticipated graduation rates was by Astin, who used Logistic Regression with some impressive success. Although some Arkansas institutions have used Logistic Regression with some degree of success in predicting their own institution's anticipated graduation rates, when the technique was applied to the data for all Arkansas institutions' data for the years 1996 through 1999, the results were unusable and meaningless.

The results of both Step-wise Multiple Linear Regression and Discriminant Analysis produced statistically significant results. However, the practical applications were often illogical and unrealistic. Therefore, the decision was made to use Ridge Regression. Ridge Regression adjusts for the suppressor effects of the inter-correlation of the predictor variables so that the regression weights/coefficients of the regression equation reflect more accurately the contribution of each variable to the prediction model. Ridge Regression has proven to be very useful in the behavioral sciences where so many of the variables used to predict phenomena are highly inter-correlated, making it difficult to determine the actual contribution of each variable.

Shrinkage in a model's ability to predict often occurs when the model is applied to data sets other than the data set used to build the prediction model. Ridge Regression has been shown to reduce shrinkage that occurs in typical linear regression models. Since shrinkage in the model's ability to predict graduation rates was a concern, the shrinkage concern provided another reason to use Ridge Regression to develop the model.

In every statistical analysis the first variable to be included in the prediction model was the high school grade-point average (GPA), followed by the entrance exam score and sex of the students. The other variables made only minor contributions to the reduction of the error of prediction. However, they did increase the accuracy of predicting individual student success. In fact, some variables such as age actually reduced the RSQ. High school GPAs would have more meaning and the reasons for differences in graduation rates of freshmen with the same high school GPA would have been better understood had the type of high school curriculum each student had pursued in high school been available. A student who had completed a collegiate course of study in high school might have a lower GPA but would have had a higher probability of graduating from college. Models developed three or four years from now will have that variable included because the information began to be included in ADHE's data collection system three years ago.

The equations for both the two-year college model and the university model are listed below. They include the variable name and the regression weight assigned to it by the regression technique. A negative weight means that as the variable increases, the student's probability of graduating decreases. A positive weight means that the higher the value the variable, the higher the student's probability of graduating. For illustration, age has a negative weight of 0.0026 in the university model. This means that older students have a slightly smaller chance of graduating than younger students. High school GPA has a positive weight of 0.2628, which means that for every one (1) point increase in the high school GPA, the student's probability of graduating increases by 26.28%.

Variables like sex, race, and location of the institution are dichotomous variables; that is, they are either coded a one (1) or a zero (0). For example, females were coded a one (1) and males were coded zero (0). Thus, the positive 0.0247 weight for sex indicates that females have a 2.47% greater chance of graduating from an Arkansas public university than males. The race variables were coded a one (1) for the race of the student and zeros to all the other categories of race. Therefore, the weight represents the impact of that particular race on the student's probability of graduating.

#### University Model

Anticipated Graduation Rate =  $-0.0026(\text{Age}) + 0.2628(\text{High School GPA}) + 0.0085(\text{ACT Composite}) + 0.0247(\text{Sex}) + 0.0380(\text{Asian}) + 0.0148(\text{African American}) - 0.0776(\text{Hispanic}) - 0.1319(\text{American Indian}) - .0175(\text{Non-Resident Alien}) + 0.0952(\text{White}) - 0.1057(\text{Metropolitan Institution}) - 0.0236(\text{Institution Located in a Poverty Region}) - 0.5318$

### Two-Year College Model

Anticipated Graduation Rate = 0.0046(Age) + 0.0587(High School GPA) + 0.0047(ACT Composite) +  
 0.0222 (Sex) - 0.0157 (Asian) - 0.0126 (African American) - 0.0330  
 (Hispanic) – 0.0326 (American Indian) - .0105 (Non-Resident Alien) +  
 0.0158 (White) - 0.0130 (Metropolitan Institution) - 0.0110 (Institution  
 Located in a Poverty Region) - 0.1397

Four universities' actual graduation rates exceeded the institutions anticipated graduation rate and eleven of the twenty-two colleges have actual graduation rates that exceed their anticipated graduation rates. This is not an unexpected outcome because the regression models are "best fit" models, meaning that the models can be expected to produce anticipated graduation rates that are "averaged." The data are presented to illustrate that the anticipated graduation rates for most institutions is very close to the actual graduation rates. In fact, the RSQ, the square of the correlation coefficient between anticipated graduation rates and actual graduation rate, exceeds 0.87.

### **Future Steps**

Upon Board approval of the models and the variables in the models, the staff will proceed by determining the anticipated and actual graduation rates for the latest cohort group and with the development of the distribution model for the \$1 million incentive pool that is mandated for the 2007-09 biennium by Act 1974 of 2005. The distribution methodology will include improvement in retention rates, improvement in actual graduation rates, and exceeding the anticipated graduation rate. The recommended distribution will be presented to the Arkansas Higher Education Coordinating Board at its August 4, 2006 meeting.

**RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the variables used in the regression model to determine an anticipated graduation rate for each institution as required by Act 1974 of 2005 for use in the distribution of incentive funding for 2007-09.

**STATE BOARD OF HIGHER EDUCATION FOUNDATION  
ELECTION OF SUPERVISORY COMMITTEE**

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The State Board of Higher Education Foundation was established on May 2, 1992. The Board for the Foundation includes three annually elected members: a president, a vice-president and a secretary/treasurer. The Foundation was established in order to accept private funds for specific projects for the benefit of higher education in Arkansas. The current officers are:

President – Dr. Anne Trussell  
Vice President – Mr. David Damron  
Secretary/Treasurer – Dr. Linda Beene

The terms for these members have lapsed, requiring a reelection or new appointments.

The following resolution is presented for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves and elects members to serve as the State Board of Higher Education Foundation Supervisory Committee as follows:

Dr. Anne Trussell - President  
Mr. David Damron - Vice President  
Dr. Linda Beene - Secretary/Treasurer

Agenda Item No. 21  
Meeting of the Coordinating Board  
April 28, 2006

**APPOINTMENT OF NOMINATING COMMITTEE  
FOR BOARD OFFICERS**

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Chairman Kaneaster Hodges will appoint members of the Arkansas Higher Education Coordinating Board nominating committee at the April 28 meeting. The nominating committee will recommend Board officers for 2006-07 at the August 4 meeting.

## ANNUAL REPORT ON STUDENT RETENTION AND GRADUATION

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Statewide retention and graduation information for students entering Arkansas public higher education in fall 1992 through 2004 is presented in this report for both the state and institutional levels. ADHE's Student Information System (SIS) enables multi-year student retention and graduation tracking in compliance with Student-Right-to-Know legislation as well as Act 267 of 1989. SIS tracks student enrollments and completions for multiple years at their originating or native campus, as well as in other public and independent institutions within the state. NOTE: UAFS became a university on January 1, 2002 and has been changed to the university sector throughout this agenda item.

### Methodology and Definitions

Retention and graduation rates are based on enrollment and completion activities for 13 successive cohorts of first-time, full-time, degree-seeking students who began in fall semesters 1992 through 2004. The percentages in the attached tables indicate the proportion of the original cohort that was retained or completed a program of study. Retention rates are differentiated according to whether the accomplishment occurred at either the original institution (identified as the native location) or at another in-state public or independent institution. The same reporting scheme is used again for identifying a student's status at 6 years (for universities) and 3 years (for colleges) after entry. These time intervals mark the commonly recognized "150 percent" point after entry for evaluating student success in completing the baccalaureate or associate degree respectively.

For each year, the same question is asked: ***"What percentage of the original cohort has completed a degree or certificate program or re-enrolled?"*** When a student is awarded a certificate or degree, (s)he is considered a success and is no longer included in any subsequent year's reporting, regardless of whether (s)he is retained and/or completes another degree. This manner of counting students is consistent with federal reporting as part of Student-Right-to-Know legislation.

It is important to keep in mind that, while the original cohorts are based on students who begin full-time, they may or may not be enrolled full-time for any subsequent term, thereby potentially extending the time to graduation. It also should be noted that the data are simply indicators of student enrollment and not student progression. One should not conclude that, because a given percentage of a cohort is retained after 2 years, for example, an equal percentage has achieved upper-division status. Finally, while students are tracked between in-state institutions, they are not tracked across state lines.

## Statewide Overview

Table 22-A, presents statewide 1-year retention rates for each of the 13 entering cohorts and then tracks them for up to 6 years. Rates also are provided according to each cohort's demographic characteristics of gender, race, and age.

- For the public universities and colleges collectively, the 1-year cumulative retention rate for the 2004 cohort is 68 percent, the same as last year.
- Demographic analysis reveals patterns that are fairly consistent across the entering 2004 cohort. Retention rates for women are greater than those for men. White students persist at a higher rate than African-American students and the same rates as other minority students, and the highest retention rates by age are associated with students aged 17 - 19 years.

## State and Institutional Data for Universities

- See Table 22-B. The 1-year native retention rate for the 2004 cohort at the universities is 67 percent, one percentage point less than last year. ACT reported the national 1-year retention rate of the 2004 cohort at 72 percent for public universities.
- The highest 2004 native 1-year retention rate of 81 percent was documented for the University of Arkansas, Fayetteville. Additionally, the largest improvement in the 2004 1-year retention rate of 2 percent was reported for University of Arkansas – Fort Smith and University of Central Arkansas.
- A sizable proportion of university students enrolled in another institution within a year. For the 2004 entering cohort, the Student Information System located 8 percent of the students enrolled the subsequent year at an Arkansas institution other than their original one.
- When the 2004 Arkansas native university retention rate of 67 percent and the transfer retention rate of 8 percent are added together, a combined, 1-year retention rate of 75 percent is achieved, a decline of 1 percentage point from last year.
- Moving to 6 years after entry, the cumulative graduation rate for the universities' 1999 entering cohort at native and transfer institutions is presented as the cumulative 6-year graduation rate. At the 150 percent point after entry, the cumulative graduation rate is 45 percent, an increase of two percentage points from the previous year. ACT reports that the national 5-year completion rate for public universities is 39 percent in 2004. The National Information Center (NIC) reports a national 6-year graduation rate for universities, including both public and private institutions, of 55 percent. The highest Arkansas cumulative graduation rate is 59 percent for University of Arkansas, Fayetteville, followed by University of Central Arkansas at 52 percent.
- Cohort success rates are defined as the sum of the graduation rate plus the percentage of students still enrolled. This measure gives a picture of what future graduation rates



might be beyond the 150 percent method. University of Central Arkansas and University of Arkansas, Fayetteville have a success rate above 60 percent and the statewide success rate is improved by one percentage point from last year at 56 percent.

- Of the 1999 cohort, 11 percent continued to be enrolled in one of Arkansas' public institutions 6 years after entry.

### **State and Institutional Data for Colleges**

- See Table 22-C. The 1-year native retention rate for the 2004 cohort at the colleges is 49 percent, an increase of 1 percentage point since the previous year, which mirrored the national trend for colleges. ACT reported a national 1-year retention rate of 54 percent for colleges. Additionally, 5 percent of the cohort enrolled in another public or independent college or university during the first year for a cumulative retention rate of 54 percent.
- Phillips Community College of the University of Arkansas has the highest 2004 1-year native retention rate at 63 percent, and 7 other colleges have native retention rates of 50 percent or higher.
- As for cumulative graduation rates at the colleges, SIS has tracked 11 cohorts to their 150 percent time for completion. The most recent cohort is 2002 and 17 percent completed a degree or certificate within 3 years, while an additional 24 percent continue to be enrolled. These totals are based on activity at both the native and transfer institutions. The 3-year graduation rate for public colleges nationally declined by 2 percent to 27 percent according to the annual ACT report. The National Information Center (NIC) reported a national graduation rate for colleges, including both public and private institutions, of 30 percent. Arkansas State University – Newport produced the highest graduation rate of 32 percent, followed by Black River Technical College with 28 percent and Southern Arkansas University – Tech with 26 percent.
- For the 2002 cohort, 24 percent continued to be enrolled in one of the Arkansas public or independent institutions 3 years after entry, the same as the previous year.
- Success Rates are defined as the sum of the graduation rate plus the 3-year retention rate. This measure gives a picture of what future graduation rates might be beyond the 150 percent method. One college, Arkansas State University – Newport, has a success rate for the 2003 cohort above 50 percent and the statewide average is 40 percent.
- Of the 1,305 students who earned an AA degree at an Arkansas public college in 2002, 58 percent subsequently transferred to a public university, and 64 percent of those who immediately transferred to a university that year earned a baccalaureate degree within 3 years.

Source: ADHE SIS:g\ahceb\april 2006\retgrad through 2004

**Table 22-A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2005 ENTERING COHORTS**

Demographic Characteristic	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year	Six-Year		
			Percent Still Enrolled (%)	Percent Still Enrolled (%)	Graduation Rate (%)	Cohort Success (%)
<b>PUBLIC TOTAL</b>	1992-1998	13,919	63	10	37	47
	1993-1999	14,064	65	10	37	47
	1994-2000	13,057	66	10	38	48
	1995-2001	13,124	67	12	39	51
	1996-2002	13,333	68	12	40	52
	1997-2003	14,061	68	12	40	52
	1998-2004	15,142	68	11	40	51
	1999-2005	15,736	69	10	39	49
	2000-2006	15,149	71			
	2001-2007	15,961	70			
	2002-2008	16,592	69			
	2003-2009	17,649	68			
	2004-2010	17,634	68			
	2005-2011	18,213				
<b>GENDER: Male</b>	1992-1998	6,290	61	10	33	42
	1993-1999	6,523	62	10	33	43
	1994-2000	5,848	63	11	33	44
	1995-2001	5,758	65	12	35	46
	1996-2002	5,887	66	12	35	47
	1997-2003	6,095	65	12	35	47
	1998-2004	6,733	66	11	35	46
	1999-2005	6,852	66	10	34	44
	2000-2006	6,724	69			
	2001-2007	6,891	68			
	2002-2008	7,232	67			
	2003-2009	7,782	65			
	2004-2010	7,768	64			
	2005-2011	8,292				
<b>Female</b>	1992-1998	7,629	65	10	40	50
	1993-1999	7,541	67	10	41	51
	1994-2000	7,209	68	10	42	52
	1995-2001	7,366	69	12	43	55
	1996-2002	7,446	70	12	44	56
	1997-2003	7,966	70	11	44	55
	1998-2004	8,409	70	11	44	56
	1999-2005	8,884	70	10	43	53
	2000-2006	8,425	72			
	2001-2007	9,070	72			
	2002-2008	9,360	71			
	2003-2009	9,867	70			
	2004-2010	9,866	71			
	2005-2011	9,921				

**Table 22-A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2005 ENTERING COHORTS**

Demographic Characteristic	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year	Six-Year		
			Percent Still Enrolled (%)	Percent Still Enrolled (%)	Graduation Rate (%)	Cohort Success (%)
<b>RACE: African-American</b>	1992-1998	2,410	59	11	23	35
	1993-1999	2,519	62	11	25	36
	1994-2000	2,309	61	12	26	38
	1995-2001	2,376	60	14	25	38
	1996-2002	2,447	60	13	27	40
	1997-2003	2,513	64	13	28	41
	1998-2004	2,799	63	13	29	41
	1999-2005	3,014	63	12	27	39
	2000-2006	2,883	65			
	2001-2007	3,019	66			
	2002-2008	3,242	64			
	2003-2009	3,509	61			
	2004-2010	3,630	58			
	2005-2011	3,727				
<b>White</b>	1992-1998	10,842	64	10	40	49
	1993-1999	10,935	66	10	40	50
	1994-2000	10,197	67	10	41	51
	1995-2001	10,257	69	10	42	52
	1996-2002	10,318	70	11	43	53
	1997-2003	10,901	69	10	42	53
	1998-2004	11,639	70	10	43	53
	1999-2005	11,990	70	10	42	52
	2000-2006	11,519	72			
	2001-2007	12,091	72			
	2002-2008	12,392	71			
	2003-2009	13,060	70			
	2004-2010	12,826	70			
	2005-2011	13,070				
<b>Other</b>	1992-1998	667	67	8	35	42
	1993-1999	610	63	6	32	38
	1994-2000	551	67	7	36	43
	1995-2001	491	64	8	33	41
	1996-2002	568	67	7	35	42
	1997-2003	613	62	10	35	46
	1998-2004	623	67	8	29	37
	1999-2005	688	67	10	44	54
	2000-2006	747	69			
	2001-2007	851	69			
	2002-2008	958	66			
	2003-2009	1,080	69			
	2004-2010	1,178	70			
	2005-2011	1,416				

**Table 22-A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2005 ENTERING COHORTS**

Demographic Characteristic	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year	Six-Year		
			Percent Still Enrolled (%)	Percent Still Enrolled (%)	Graduation Rate (%)	Cohort Success (%)
<b>AGE: 17 - 19 (Years)</b>	1992-1998	10,666	69	11	38	49
	1993-1999	11,270	70	12	38	49
	1994-2000	10,822	70	12	39	51
	1995-2001	11,002	71	11	40	51
	1996-2002	11,309	72	12	41	53
	1997-2003	11,894	72	12	42	53
	1998-2004	12,848	73	11	42	53
	1999-2005	13,367	72	10	41	51
	2000-2006	13,184	74			
	2001-2007	13,464	74			
	2002-2008	13,665	73			
	2003-2009	14,149	73			
	2004-2010	14,272	73			
	2005-2011	14,913				
<b>20 - 24</b>	1992-1998	1,385	40	7	28	35
	1993-1999	1,259	40	5	27	32
	1994-2000	1,116	40	6	25	31
	1995-2001	955	40	7	25	32
	1996-2002	959	41	9	24	33
	1997-2003	1,071	38	8	19	27
	1998-2004	1,099	42	10	20	30
	1999-2005	1,059	41	12	23	35
	2000-2006	993	45			
	2001-2007	1,184	46			
	2002-2008	1,338	47			
	2003-2009	1,735	43			
	2004-2010	1,697	44			
	2005-2011	1,734				
<b>25 - 34</b>	1992-1998	1,046	45	4	38	43
	1993-1999	908	44	5	37	42
	1994-2000	707	51	5	40	45
	1995-2001	710	47	6	32	38
	1996-2002	650	46	6	32	37
	1997-2003	676	47	6	33	39
	1998-2004	659	46	6	28	34
	1999-2005	743	53	6	26	32
	2000-2006	579	47			
	2001-2007	785	56			
	2002-2008	974	55			
	2003-2009	1,127	51			
	2004-2010	1,070	49			
	2005-2011	1,022				

**Table 22-A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2005 ENTERING COHORTS**

Demographic Characteristic	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year	Six-Year		
			Percent Still Enrolled (%)	Percent Still Enrolled (%)	Graduation Rate (%)	Cohort Success (%)
<b>35 - 44</b>	1992-1998	521	41	5	41	45
	1993-1999	402	45	3	43	46
	1994-2000	274	45	5	35	40
	1995-2001	300	52	3	40	43
	1996-2002	268	51	5	37	42
	1997-2003	257	56	2	38	40
	1998-2004	308	55	4	44	47
	1999-2005	366	60	2	38	40
	2000-2006	230	57			
	2001-2007	315	56			
	2002-2008	371	58			
	2003-2009	404	53			
	2004-2010	400	52			
	2005-2011	371				
<b>45 - 54</b>	1992-1998	126	34	2	38	40
	1993-1999	110	37	2	46	48
	1994-2000	82	46	4	39	43
	1995-2001	80	56		50	50
	1996-2002	64	48	3	36	39
	1997-2003	86	59	1	49	50
	1998-2004	129	53		40	40
	1999-2005	122	59		45	45
	2000-2006	70	60			
	2001-2007	123	47			
	2002-2008	148	56			
	2003-2009	171	51			
	2004-2010	141	41			
	2005-2011	148				
<b>55 - 80</b>	1992-1998	32	19	6	31	38
	1993-1999	24	29		54	54
	1994-2000	9	22	11	11	22
	1995-2001	17	35		35	35
	1996-2002	17	59	6	47	53
	1997-2003	16	44		13	13
	1998-2004	24	33		33	33
	1999-2005	26	42		38	38
	2000-2006	15	60			
	2001-2007	22	45			
	2002-2008	24	42			
	2003-2009	37	38			
	2004-2010	37	33			
	2005-2011	24				

**Table 22-A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2005 ENTERING COHORTS**

Demographic Characteristic	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year	Six-Year		
			Percent Still Enrolled (%)	Percent Still Enrolled (%)	Graduation Rate (%)	Cohort Success (%)
Unknown	1992-1998	143	66	6	32	38
	1993-1999	91	62	15	41	56
	1994-2000	47	51	9	30	38
	1995-2001	60	50	7	32	38
	1996-2002	66	53	12	26	38
	1997-2003	61	49	10	21	31
	1998-2004	75	51	12	31	43
	1999-2005	53	49	-	-	-
	2000-2006	78	55			
	2001-2007	68	46			
	2002-2008	72	54			
	2003-2009	26	46			
	2004-2010	17	-			
	2005-2011	1				

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**Table 22-B RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC UNIVERSITIES, FALL 1992-2005 ENTERING COHORTS**

Institution	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year Retention Rate (%)		Six-Year Graduation Rate (%)		After Sixth Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
<b>Public Universities</b> <b>ASUJ</b>	1992-1998	1,748	61	70	29	35	11	45
	1993-1999	1,511	67	74	34	40	12	52
	1994-2000	1,499	67	74	33	39	12	51
	1995-2001	1,494	66	76	37	44	12	56
	1996-2002	1,594	67	75	36	43	12	55
	1997-2003	1,693	66	76	39	46	12	59
	1998-2004	1,708	65	75	36	44	11	55
	1999-2005	1,657	66	77	38	45	12	57
	2000-2006	1,591	70	79				
	2001-2007	1,607	67	77				
	2002-2008	1,546	70	79				
	2003-2009	1,433	68	75				
	2004-2010	1,303	65	74				
	2005-2011	1,491						
<b>ATU</b>	1992-1998	825	68	73	36	42	10	52
	1993-1999	845	62	70	31	38	10	48
	1994-2000	838	63	72	32	41	10	51
	1995-2001	757	63	71	37	43	10	53
	1996-2002	668	68	77	41	51	11	62
	1997-2003	724	63	71	37	43	10	53
	1998-2004	823	66	73	38	46	11	57
	1999-2005	1,057	64	75	35	42	11	53
	2000-2006	1,124	65	75				
	2001-2007	1,205	67	77				
	2002-2008	1,170	66	76				
	2003-2009	1,450	65	74				
	2004-2010	1,403	64	73				
	2005-2011	1,460						
<b>HSU</b>	1992-1998	690	64	73	26	35	14	49
	1993-1999	735	63	74	30	39	13	52
	1994-2000	643	58	73	31	42	12	55
	1995-2001	608	63	74	28	37	12	49
	1996-2002	570	64	75	27	37	13	50
	1997-2003	563	62	77	33	45	13	59
	1998-2004	603	66	78	28	37	15	52
	1999-2005	561	59	71	28	36	11	47
	2000-2006	652	64	77				
	2001-2007	646	64	76				
	2002-2008	618	60	72				
	2003-2009	534	63	73				
	2004-2010	587	64	74				
	2005-2011	560						
<b>SAUM</b>	1992-1998	491	60	67	27	36	10	46
	1993-1999	492	57	63	24	29	9	38
	1994-2000	486	54	63	27	34	11	45
	1995-2001	480	58	68	26	32	12	44
	1996-2002	520	61	69	31	37	10	47
	1997-2003	523	60	66	28	34	9	43
	1998-2004	523	65	73	35	43	8	51
	1999-2005	555	66	74	35	42	8	50
	2000-2006	623	67	73				
	2001-2007	571	64	71				
	2002-2008	563	65	74				
	2003-2009	544	63	71				
	2004-2010	647	64	69				
	2005-2011	566						

**Table 22-B RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC UNIVERSITIES, FALL 1992-2005 ENTERING COHORTS**

Institution	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year Retention Rate (%)		Six-Year Graduation Rate (%)		After Sixth Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
UAF	1992-1998	1,598	73	79	44	49	10	58
	1993-1999	2,006	74	81	44	50	10	60
	1994-2000	2,171	74	82	43	51	11	62
	1995-2001	2,248	72	80	43	50	10	60
	1996-2002	2,175	73	81	44	49	11	60
	1997-2003	2,115	74	83	46	46	11	58
	1998-2004	2,463	77	85	51	51	10	61
	1999-2005	2,200	81	87	54	59	9	69
	2000-2006	2,183	81	88				
	2001-2007	2,205	81	88				
	2002-2008	2,157	82	87				
	2003-2009	2,277	82	87				
	2004-2010	2,423	81	87				
2005-2011	2,666							
UAFS*	1992-1998	458	57	59	27	30	8	38
	1993-1999	683	56	63	25	35	9	44
	1994-2000	841	52	60	25	32	10	42
	1995-2001	784	59	63	26	33	8	41
	1996-2002	767	57	64	31	39	9	47
	1997-2003	824	59	64	30	38	10	48
	1998-2004	753	53	59	29	36	9	45
	1999-2005	921	54	62	28	37	9	46
	2000-2006	756	55	61				
	2001-2007	866	57	62				
	2002-2008	1,040	58	63				
	2003-2009	772	59	66				
	2004-2010	833	61	67				
2005-2011	772							
UALR	1992-1998	1,105	60	67	22	29	14	43
	1993-1999	965	59	67	19	26	17	43
	1994-2000	675	59	67	19	27	19	47
	1995-2001	765	63	70	20	26	20	46
	1996-2002	676	60	67	19	25	23	48
	1997-2003	836	64	72	17	26	21	48
	1998-2004	779	67	75	22	29	19	48
	1999-2005	833	62	71	18	24	19	43
	2000-2006	828	67	75				
	2001-2007	709	68	74				
	2002-2008	739	64	72				
	2003-2009	691	59	68				
	2004-2010	761	59	69				
2005-2011	762							
UAM	1992-1998	581	59	65	25	31	11	42
	1993-1999	510	54	59	20	26	12	38
	1994-2000	513	50	58	22	31	10	41
	1995-2001	479	53	63	26	32	11	43
	1996-2002	453	56	66	28	38	10	48
	1997-2003	449	52	66	26	34	8	42
	1998-2004	457	58	69	27	32	10	42
	1999-2005	511	58	67	32	39	10	49
	2000-2006	467	51	59				
	2001-2007	462	54	62				
	2002-2008	528	53	65				
	2003-2009	679	47	55				
	2004-2010	630	47	54				
2005-2011	627							



**Table 22-B RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC UNIVERSITIES, FALL 1992-2005 ENTERING COHORTS**

Institution	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year Retention Rate (%)		Six-Year Graduation Rate (%)		After Sixth Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
<b>UAMS</b>	1992-1998	5	0	0				
<b>UAPB</b>	1992-1998	592	64	67	25	28	9	37
	1993-1999	743	61	65	23	27	10	36
	1994-2000	675	57	64	25	29	11	40
	1995-2001	565	56	62	23	26	10	36
	1996-2002	575	56	63	27	29	11	40
	1997-2003	609	65	72	31	34	10	44
	1998-2004	722	60	67	28	32	10	42
	1999-2005	661	60	65	30	32	8	40
	2000-2006	633	61	67				
	2001-2007	704	64	67				
	2002-2008	718	63	69				
	2003-2009	733	61	65				
	2004-2010	694	56	61				
	2005-2011	714						
<b>UCA</b>	1992-1998	1,941	64	76	30	41	13	54
	1993-1999	1,796	66	78	32	42	14	55
	1994-2000	1,512	65	78	33	44	12	56
	1995-2001	1,442	66	81	34	48	15	62
	1996-2002	1,626	68	81	40	53	13	66
	1997-2003	1,592	66	79	39	53	12	65
	1998-2004	1,575	65	79	38	50	14	64
	1999-2005	1,729	66	79	39	52	12	64
	2000-2006	1,627	69	83				
	2001-2007	1,668	70	83				
	2002-2008	1,766	71	81				
	2003-2009	2,414	70	83				
	2004-2010	2,218	72	82				
	2005-2011	2,424						
<b>Public Four-Year Subtotal</b>	1992-1998	10,034	64	72	30	37	11	49
	1993-1999	10,286	65	72	31	38	12	50
	1994-2000	9,853	63	72	32	40	12	52
	1995-2001	9,622	65	74	33	41	12	53
	1996-2002	9,624	66	75	35	43	12	56
	1997-2003	9,928	65	75	36	43	12	55
	1998-2004	10,406	67	76	37	43	12	55
	1999-2005	10,685	66	76	37	45	11	56
	2000-2006	10,484	69	77				
	2001-2007	10,643	69	77				
	2002-2008	10,845	68	77				
	2003-2009	11,527	68	76				
	2004-2010	11,499	67	75				
	2005-2011	12,042						

**Table 22-C RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2005 ENTERING COHORTS**

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
<b>Public Two-Year ANC</b>	1992-1995	192	48	51	13	13	20	33
	1993-1996	160	52	56	9	10	17	27
	1994-1997	155	55	57	13	13	17	30
	1995-1998	188	45	47	15	15	18	32
	1996-1999	155	52	54	14	14	17	31
	1997-2000	167	43	46	17	17	18	35
	1998-2001	172	44	46	14	15	18	33
	1999-2002	204	53	55	11	11	23	34
	2000-2003	206	44	46	10	10	18	29
	2001-2004	266	52	55	17	18	17	35
	2002-2005	326	50	52	17	17	17	34
	2003-2006	331	38	40				
	2004-2007	336	45	48				
2005-2008	334							
<b>ASUB</b>	1992-1995	447	58	63	17	17	24	42
	1993-1996	379	55	61	17	18	23	41
	1994-1997	388	57	64	16	17	25	42
	1995-1998	474	57	63	19	21	22	42
	1996-1999	407	58	67	23	24	25	49
	1997-2000	477	54	61	17	17	23	40
	1998-2001	536	55	64	19	20	24	44
	1999-2002	476	55	62	20	21	25	45
	2000-2003	473	55	63	23	24	21	44
	2001-2004	433	60	65	24	24	25	49
	2002-2005	521	60	67	21	22	26	48
	2003-2006	653	52	58				
	2004-2007	692	53	60				
2005-2008	755							
<b>ASUMH</b>	1992-1995							
	1993-1996	63	57	65	-	5	32	37
	1994-1997	98	49	60	5	10	29	39
	1995-1998	122	56	62	15	20	20	40
	1996-1999	117	43	51	9	12	23	35
	1997-2000	136	48	54	13	15	22	37
	1998-2001	147	47	52	17	18	19	37
	1999-2002	190	42	47	15	16	21	36
	2000-2003	165	48	56	16	19	28	47
	2001-2004	192	49	56	20	21	22	44
	2002-2005	175	47	57	18	19	26	45
	2003-2006	242	47	53				
	2004-2007	244	45	55				
2005-2008	180							
<b>ASUN</b>	1992-1995	63	25	41	32	32	16	48
	1993-1996	49	53	59	31	31	14	45
	1994-1997	77	43	45	30	31	16	47
	1995-1998	92	37	48	23	28	12	40
	1996-1999	100	49	57	36	39	13	52
	1997-2000	76	50	58	33	33	14	47
	1998-2001	100	64	66	46	46	14	60
	1999-2002	100	61	63	33	33	23	56
	2000-2003	71	56	59	25	27	30	56
	2001-2004	117	54	60	32	34	15	49
	2002-2005	69	59	70	29	32	23	55
	2003-2006	64	52	58				
	2004-2007	103	44	53				
2005-2008	107							

**Table 22-C RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2005 ENTERING COHORTS**

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
<b>BRTC</b>	1992-1995	181	13	16	50	50	7	57
	1993-1996	190	25	29	40	41	12	53
	1994-1997	156	35	37	29	29	17	46
	1995-1998	164	26	27	50	51	9	60
	1996-1999	29	62	62	28	28	10	38
	1997-2000	42	57	60	36	38	12	50
	1998-2001	61	48	48	16	16	20	36
	1999-2002	157	56	61	17	17	29	46
	2000-2003	182	60	64	29	30	23	53
	2001-2004	231	70	74	26	28	25	52
	2002-2005	266	56	61	27	28	17	45
	2003-2006	340	50	54				
	2004-2007	321	48	54				
2005-2008	311							
<b>CCCUA</b>	1992-1995	59	32	32	31	31	5	36
	1993-1996	62	37	42	24	24	13	37
	1994-1997	107	38	41	42	42	8	50
	1995-1998	108	45	50	22	22	10	32
	1996-1999	12	58	67	25	25	42	67
	1997-2000	76	54	61	22	25	16	41
	1998-2001	86	44	56	12	14	29	43
	1999-2002	54	44	54	13	13	15	28
	2000-2003	46	50	54	30	30	15	46
	2001-2004	84	56	62	24	25	18	43
	2002-2005	60	48	55	10	12	15	27
	2003-2006	88	50	52				
	2004-2007	78	56	59				
2005-2008	100							
<b>EACC</b>	1992-1995	132	58	70	13	13	35	48
	1993-1996	305	44	54	11	12	19	31
	1994-1997	49	29	31	4	4	20	24
	1995-1998	247	43	47	15	15	16	31
	1996-1999	209	45	51	10	10	18	28
	1997-2000	250	42	49	8	8	19	28
	1998-2001	187	44	53	14	14	21	35
	1999-2002	209	50	57	18	18	23	41
	2000-2003	163	53	60	13	13	23	36
	2001-2004	254	55	59	10	10	20	30
	2002-2005	243	44	50	12	12	21	34
	2003-2006	252	44	49				
	2004-2007	262	47	50				
2005-2008	231							
<b>MSCC</b>	1992-1995	76	13	14	43	43	3	46
	1993-1996	82	17	17	51	51	4	55
	1994-1997	66	32	41	26	26	14	39
	1995-1998	173	36	38	17	19	13	32
	1996-1999	208	45	52	17	18	25	42
	1997-2000	97	52	61	5	6	30	36
	1998-2001	101	60	63	12	12	19	31
	1999-2002	86	52	60	2	2	27	29
	2000-2003	77	55	57	6	6	25	31
	2001-2004	13	62	62	38	38	15	54
	2002-2005	36	44	47	11	11	17	28
	2003-2006	77	45	56				
	2004-2007	119	50	54				
2005-2008	128							

**Table 22-C RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2005 ENTERING COHORTS**

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
NAC	1992-1995	285	56	64	14	14	27	41
	1993-1996	347	49	53	25	25	18	43
	1994-1997	334	42	45	22	23	15	38
	1995-1998	327	47	53	26	26	15	41
	1996-1999	309	53	59	22	22	18	40
	1997-2000	295	47	57	21	22	17	39
	1998-2001	351	51	62	21	21	22	43
	1999-2002	323	51	59	21	22	20	41
	2000-2003	320	49	58	20	21	19	40
	2001-2004	343	52	59	22	23	20	43
	2002-2005	307	52	59	19	19	23	43
	2003-2006	435	46	52				
	2004-2007	391	46	51				
2005-2008	382							
NPCC	1992-1995	321	44	51	12	12	19	31
	1993-1996	231	45	55	11	12	26	38
	1994-1997	182	48	54	7	7	26	33
	1995-1998	157	49	55	10	10	28	38
	1996-1999	207	46	54	8	9	21	30
	1997-2000	244	43	49	11	11	20	31
	1998-2001	143	52	59	10	10	24	34
	1999-2002	262	48	58	10	11	27	37
	2000-2003	227	47	53	6	6	26	33
	2001-2004	187	41	49	12	12	25	37
	2002-2005	230	47	53	13	13	23	37
	2003-2006	322	41	44				
	2004-2007	335	49	55				
2005-2008	286							
NWACC	1992-1995	98	45	51	26	26	20	46
	1993-1996	184	50	55	8	8	29	37
	1994-1997	134	51	57	11	11	23	34
	1995-1998	124	60	69	8	9	31	40
	1996-1999	142	58	63	6	6	28	34
	1997-2000	129	47	53	9	9	22	31
	1998-2001	243	49	56	11	11	32	43
	1999-2002	334	54	60	11	11	31	42
	2000-2003	369	57	62	10	10	29	38
	2001-2004	431	57	63	8	9	36	45
	2002-2005	410	57	61	5	5	30	36
	2003-2006	465	58	64				
	2004-2007	511	57	60				
2005-2008	516							
OTC	1992-1995	130	27	32	40	41	6	47
	1993-1996	93	30	33	32	34	2	37
	1994-1997	91	33	35	38	40	10	49
	1995-1998	126	42	44	29	29	7	37
	1996-1999	103	39	50	11	13	26	39
	1997-2000	103	44	60	16	17	25	43
	1998-2001	142	44	51	13	13	19	32
	1999-2002	123	46	57	10	10	25	35
	2000-2003	106	40	48	14	15	25	40
	2001-2004	136	58	61	15	17	23	40
	2002-2005	198	45	53	10	11	22	33
	2003-2006	204	48	56				
	2004-2007	189	39	48				
2005-2008	176							

**Table 22-C RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2005 ENTERING COHORTS**

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
<b>OZC</b>	1992-1995	94	32	33	70	70	1	71
	1993-1996	77	25	29	53	55	9	64
	1994-1997	108	29	33	39	43	11	54
	1995-1998	118	32	44	41	43	16	59
	1996-1999	100	48	56	39	40	13	53
	1997-2000	105	57	64	50	50	15	65
	1998-2001	97	64	67	27	28	16	44
	1999-2002	98	48	57	27	28	13	41
	2000-2003	87	48	59	23	26	15	41
	2001-2004	140	51	59	21	22	24	46
	2002-2005	215	51	57	22	24	15	40
	2003-2006	144	51	58				
	2004-2007	149	51	54				
2005-2008	182							
<b>PCC/JA</b>	1992-1995	223	45	52	19	19	17	37
	1993-1996	182	51	57	14	14	25	40
	1994-1997	178	38	51	13	15	17	32
	1995-1998	106	46	48	15	15	19	34
	1996-1999	90	52	60	10	10	23	33
	1997-2000	101	50	57	12	12	25	37
	1998-2001	117	48	56	11	12	19	31
	1999-2002	118	53	56	14	14	28	42
	2000-2003	124	52	59	19	19	23	43
	2001-2004	119	56	61	7	7	35	42
	2002-2005	156	58	66	17	17	22	40
	2003-2006	230	49	55				
	2004-2007	175	63	66				
2005-2008	199							
<b>PTC</b>	1992-1995	542	13	19	43	44	8	51
	1993-1996	506	18	23	45	46	7	53
	1994-1997	206	12	14	46	46	7	52
	1995-1998	164	23	25	41	41	9	50
	1996-1999	148	53	64	16	16	24	41
	1997-2000	239	48	55	11	11	24	36
	1998-2001	454	50	57	12	12	28	40
	1999-2002	527	51	56	14	14	28	42
	2000-2003	527	49	57	13	13	25	38
	2001-2004	577	54	58	18	19	26	45
	2002-2005	544	57	63	10	10	37	47
	2003-2006	707	51	55				
	2004-2007	780	52	57				
2005-2008	994							
<b>RMCC</b>	1992-1995	113	35	40	27	27	8	35
	1993-1996	81	41	47	23	23	17	41
	1994-1997	62	39	44	26	27	19	47
	1995-1998	101	49	51	30	31	11	42
	1996-1999	69	52	64	25	25	25	49
	1997-2000	89	37	47	11	11	24	35
	1998-2001	72	40	47	18	18	28	46
	1999-2002	89	43	51	20	20	17	37
	2000-2003	107	50	58	19	20	30	50
	2001-2004	98	51	54	21	21	14	36
	2002-2005	143	46	50	16	17	12	29
	2003-2006	147	29	37				
	2004-2007	164	35	40				
2005-2008	122							

**Table 22-C RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2005 ENTERING COHORTS**

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
SACC	1992-1995	210	41	46	26	26	17	42
	1993-1996	184	41	52	18	19	23	42
	1994-1997	164	52	56	21	22	23	45
	1995-1998	173	53	57	21	23	23	46
	1996-1999	116	48	57	9	10	28	39
	1997-2000	133	50	51	10	10	26	35
	1998-2001	161	46	55	10	12	24	36
	1999-2002	139	53	59	11	12	27	38
	2000-2003	129	50	59	11	11	26	36
	2001-2004	126	52	57	13	13	25	38
	2002-2005	133	44	51	11	12	24	36
	2003-2006	212	48	54				
	2004-2007	161	45	50				
2005-2008	106							
SAUT	1992-1995	128	44	52	20	21	23	45
	1993-1996	111	52	59	34	35	12	47
	1994-1997	110	51	59	25	26	15	41
	1995-1998	110	47	55	27	29	13	42
	1996-1999	108	41	44	19	19	18	36
	1997-2000	100	51	58	28	29	19	48
	1998-2001	116	53	60	26	26	16	41
	1999-2002	111	41	50	18	20	12	32
	2000-2003	92	50	60	24	24	15	39
	2001-2004	84	60	65	24	25	19	44
	2002-2005	137	56	65	24	26	18	45
	2003-2006	107	55	58				
	2004-2007	129	33	35				
2005-2008	144							
SEAC	1992-1995	78	15	21	45	45	5	50
	1993-1996	46	37	37	30	30	7	37
	1994-1997	76	34	34	41	41	5	46
	1995-1998	114	42	47	14	15	16	31
	1996-1999	85	42	54	13	14	18	32
	1997-2000	116	54	59	17	17	24	41
	1998-2001	145	45	50	15	17	21	38
	1999-2002	175	41	46	10	10	25	34
	2000-2003	176	51	61	12	13	29	41
	2001-2004	177	50	60	29	29	20	49
	2002-2005	242	53	58	19	19	18	38
	2003-2006	261	44	50				
	2004-2007	288	44	49				
2005-2008	165							
TLTC	1992- 1995	71	-	23	-	10	3	13
UACCB	1992-1995	100	12	14	54	55	4	59
	1993-1996	84	20	24	21	24	6	30
	1994-1997	122	22	26	46	46	9	55
	1995-1998	39	21	21	31	31	8	38
	1996-1999	43	49	53	9	9	19	28
	1997-2000	72	57	61	8	10	22	32
	1998-2001	74	54	57	16	16	26	42
	1999-2002	104	61	64	14	15	35	50
	2000-2003	126	53	60	17	19	29	48
	2001-2004	184	52	61	22	23	33	57
	2002-2005	137	45	58	19	22	24	46
	2003-2006	129	57	64				
	2004-2007	161	58	61				
2005-2008	142							

**Table 22-C RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2005 ENTERING COHORTS**

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
<b>UACCH</b>	1992-1995	270	16	19	30	32	11	43
	1993-1996	274	23	27	41	41	11	52
	1994-1997	58	26	26	43	43	7	50
	1995-1998	133	30	32	27	27	2	29
	1996-1999	119	50	53	13	13	19	33
	1997-2000	169	47	56	17	18	15	34
	1998-2001	210	45	53	14	15	20	35
	1999-2002	166	43	54	23	24	17	42
	2000-2003	169	49	54	20	21	22	43
	2001-2004	178	47	55	16	17	24	40
	2002-2005	145	44	50	17	18	22	40
	2003-2006	250	41	47				
	2004-2007	235	40	45				
2005-2008	187							
<b>UACCM</b>	1992-1995	143	48	52	23	23	8	31
	1993-1996	95	42	45	21	21	7	28
	1994-1997	97	44	47	21	21	10	31
	1995-1998	138	47	54	17	17	19	36
	1996-1999	158	37	42	11	11	18	29
	1997-2000	253	51	54	23	23	14	37
	1998-2001	218	46	51	20	21	15	36
	1999-2002	348	61	66	42	42	13	55
	2000-2003	209	43	47	18	18	21	39
	2001-2004	293	48	50	20	21	15	35
	2002-2005	353	48	54	17	18	23	41
	2003-2006	462	47	52				
	2004-2007	312	48	52				
2005-2008	424							
<b>Public Two-Year Subtotal</b>	1992-1995	5,877	25	29	18	19	11	30
	1993-1996	3,785	39	45	25	26	16	42
	1994-1997	3,018	41	46	24	25	17	42
	1995-1998	3,498	44	49	23	24	16	40
	1996-1999	3,034	49	56	16	17	21	38
	1997-2000	3,469	49	55	17	17	20	38
	1998-2001	3,933	50	57	16	17	22	39
	1999-2002	4,393	51	58	18	18	23	42
	2000-2003	4,151	51	58	16	17	24	41
	2001-2004	4,663	54	59	19	19	24	43
	2002-2005	5,046	52	58	16	17	24	40
	2003-2006	6,122	48	53				
	2004-2007	6,135	49	54				
2005-2008	6,171							

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**THE SECRETARY OF EDUCATION'S COMMISSION  
ON THE FUTURE OF HIGHER EDUCATION**

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U.S. Secretary of Education Margaret Spellings announced the formation of a national Commission on the Future of Higher Education in September 2005. The Commission is charged with developing a comprehensive national strategy for postsecondary education that will meet the needs of America's diverse population and also address the economic and workforce needs of the country's future. The four areas of focus include access, accountability, affordability, and quality. A written report with specific findings and recommendations is due to Secretary Spellings by August 1, 2006.

Since September, the Commission has held four meetings and two public hearings. The Commission divided into five subcommittees on the subjects of accessibility, affordability, quality, workforce development, and accountability.

During discussions, some common statements emerged, including:

- Colleges as well as state and federal governments must do better to make higher education available and affordable to all Americans, especially the financially needy and adult students.
- Higher education institutions must make information about their activities and their performance more available.

The Commission heard testimonies from higher education as well as business and community representatives during its public hearings and meetings. Trace Urdan, Robert W. Baird & Company, said that for-profit educational institutions are more responsive to student demands than traditional institutions. He recommended that the commission encourage state lawmakers to allocate funds to colleges based on how well they serve the needs of students.

Other topics the Commission has discussed include educating more minority students, working with business and industry, the need for higher education to adapt to rapidly evolving technologies while applying new research to the classroom, and the benefits of online learning. Some speakers suggested establishing "lifelong-learning accounts", creating a federally supported online college system, and developing a "common core" of courses for high school students. A spokesperson for the Council for Adult and Experiential Learning told the Commission that "the distinction between traditional college students and adult learners is beginning to blur, as more students have to work to pay for their education and cannot attend college full time."



Chairman Charles Miller wrote a memorandum to the Commission members that he “saw a developing consensus over the need for more accountability in higher education”. He said “public reporting of collegiate learning as measured through testing would be greatly beneficial to the students, parents, taxpayers and employers” and he would like to create a national database that includes measures of learning. Mr. Miller said he would like the Commission to determine the skills college students should be learning.

The Commission held a public hearing on March 20, 2006 in Boston and nearly every institutional president and chancellor who attended urged the Commission to recommend an increase in federal student aid and to reject one-size-fits-all accountability measures. A group of students wore buttons to the public hearing that read “Say It Loud: Grant Aid Now” because they felt educational debt is forcing young people from low-income families to forgo college and is discouraging college graduates from entering public-sector jobs.

A topic at the public hearing which received split opinions was Secretary Spellings’ proposal to create a “unit record” data system to track individual students’ academic progress. Some presidents and chancellors were concerned about security and privacy issues while others expressed support of a system with “fail-safe privacy safeguards”.

The most recent Commission meeting was held on April 6 and 7 in Indianapolis. The agenda for the meeting included presentations by individuals on the topics of affordability, accreditation, articulation and accountability. Representatives of organizations including CISCO Systems, RAND Corporation, the College Board, Jobs for the Future, and the American Council of Trustees and Alumni made presentations at the meeting. The Commission has a final meeting scheduled for May 18-19 in Washington D.C. before its final report of recommendations is due on August 1, 2006.

The Commission also released a series of “issue papers” on key topics intended to assist the panel as it prepares to deliver its final report and to stimulate discussion. Commission Chairman Charles Miller and Robert C. Dickeson, a former vice president at the Lumina Foundation and a consultant to the Commission, wrote the majority of the papers. In an email message announcing the release of the papers, the U.S. Department of Education said the reports “are not formal recommendations by the commission, nor are they intended to reflect the views of the U.S. Department of Education.” The release of these papers has sparked national discussion, especially about calling for a single National Accreditation Foundation created by Congress and the President as well as the recommendation to streamline the federal student aid system into only a few federal aid programs compared to the 17 current programs.

The title and a brief description of each report is listed on the next page and the full reports can be found on the Commission’s website at <http://www.ed.gov/about/bdscomm/list/hiedfuture/index.html>.

## Commission on the Future of Higher Education – Issue Papers

### 1. ***Setting the Context*** – Charles Miller and Cheryl Oldham

“American postsecondary education is operating at the confluence of multiple forces: Increased Demand, Diminished Capacity, Economic and Fiscal Stress, Demands for Accountability, and International Competition. . . . As these forces coalesce, the need for a comprehensive national strategy for postsecondary education – Secretary Spellings’ call – has never been greater.”

### 2. ***Accountability / Assessment*** – Charles Miller and Geri Malandra

This paper “sets out many of the problems faced in higher education today, as well as some promising efforts in dealing with those problems. These problem statements provide a decision path by which the Commission in making its recommendations might deal with such problems, with a focus on ‘accountability’.”

### 3. ***Accountability / Consumer Information*** – Charles Miller

“A major objective for the Commission on the Future of Higher Education is to insure that consumer-friendly information about colleges and universities be easily available to the public with little or no cost. The following issue paper/proposal is designed to produce that outcome through a recommendation to implement a free, comprehensive information system about higher education available from the U.S. Department of Education, in consumer-friendly form.”

### 4. ***Assuring Quality in Higher Education: Key Issues and Questions for Changing Accreditation in the United States*** – Vickie Schray

“Accreditation in the United States has evolved over the years in response to the changing higher education environment. There are at least three major changes in the current environment. One is the growing demand for increased accountability. Another is the reduced funding and rising costs and pressures to find more cost-effective solutions in every aspect of higher education. Finally, there is the changing structure and delivery of higher education including new types of educational institutions and the increasing use of distance learning that allows institutions to operate on a national and global scale. This paper seeks to describe the current accreditation system and frame the key issues for discussion.”

### 5. ***The Need for Accreditation Reform*** – Robert C. Dickeson

Accreditation of higher education in the United States is a crazy-quilt of activities, processes and structures that is fragmented, arcane, more historical than logical, and has outlived its usefulness. Most important, it is not meeting the expectations required for the future. This paper distinguishes between the institutional purposes and the public purposes of accreditation, and suggests one significant alternative to the status quo.”

**6. *Frequently Asked Questions About College Costs* – Robert C. Dickeson**

“A great deal is written about rising college costs and the impact this phenomenon has on accessibility. Yet the specific cost drivers – the major factors that induce institutions to spend (and charge) more are often neglected. Such factors are usually hidden from public view. This paper identifies the major cost drivers in higher education and responds to typical questions about what’s being done – about managing college costs and improving affordability.”

**7. *Eliminating Complexity and Inconsistency in Federal Financial Aid Programs For Higher Education Students: Towards a More Strategic Approach* – Barry D. Burgdorf and Kent Kostka**

Several recommendations are made in this paper to simplify the federal financial-aid system, including:

- “Loan-related incentives for early or on-time graduation, such as interest-rate reductions or even discounts on the principal
- A consistent calculation and application of the expected family contribution across all federal student-aid programs. That formula should be developed with an intent to increase access and retention and reduce debt.
- Consolidation of federal aid programs so that only one exists in each major category of aid – grants, loans and tax credits.”

## **ARKANSAS STATEWIDE TRANSFER SYSTEM**

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Act 672 of 2005 created a statewide, comprehensive transfer policy for freshman and sophomore general education courses. In keeping with this legislation, ADHE staff members have been working with Arkansas colleges and universities to adopt a common course index system that will ease the transfer of credit between institutions. This agenda presentation will update AHECB members on progress in developing the Statewide Transfer System.

## LETTERS OF NOTIFICATION

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The Arkansas Department of Higher Education received the following notifications from January 19, 2006, through April 12, 2006.

### **NEW PROGRAM**

Arkansas Northeastern College (July 2006)

Certificate of Proficiency in Service and Retail Applications

Arkansas State University--Mountain Home (Fall 2006)

Technical Certificate in Health Professions

East Arkansas Community College (Fall 2006)

Certificate of Proficiency in Lean Technology

North Arkansas College (Fall 2006)

Certificate of Proficiency in Phlebotomy Technician  
Certificate of Proficiency in Construction Technology

NorthWest Arkansas Community College (Fall 2006)

Certificate of Proficiency in Forensic Science  
Certificate of Proficiency in Crime Prevention and Corrections

Ouachita Technical College (Fall 2006)

Certificate of Proficiency in Electrical Apprenticeship - Basic  
Certificate of Proficiency in Electrical Apprenticeship - Advanced  
Technical Certificate in Medical Coding  
Technical Certificate in Medical Transcription

Phillips Community College of the University of Arkansas (Spring 2006)

Certificate of Proficiency in Medical Professions Education

University of Arkansas at Little Rock (Fall 2006)

Post-Baccalaureate Certificate in Construction Management  
Graduate Certificate in Systems Engineering

University of Central Arkansas (Fall 2006)

Graduate Certificate in Diverse Literatures

**NEW PROGRAM OPTION/Minor**

Arkansas Northeastern College (July 2006)

Service and Retail Business Option in Associate of Applied Science in Business  
Technology (DC 0307)

Arkansas Tech University (Summer 2006)

Early Childhood Option in Master of Education in Elementary Education (DC 5680)

Facilities Management Option in Technical Certificate in Air Conditioning and  
Refrigeration (DC 4310)

Pulaski Technical College (Fall 2006)

Motorcycle/ATV Technology, Marine Technology and Lawn and Garden Technology  
Options in Technical Certificate in Small Engine Technology (DC 4870)

University of Arkansas at Little Rock (Fall 2006)

Graphics, Animation, Multi-Media and Entertainment (GAME) Option in Bachelor of  
Science in Computer Science (DC 2410)

University of Arkansas for Medical Sciences (June 2006)

Clinical and Translational Science Option in Master of Science and Doctor of  
Philosophy in Interdisciplinary Biomedical Sciences (DC 7295)

**NAME CHANGE**

North Arkansas College (Fall 2006)

Technical Certificate in Applied Programming (DC 0222) changed to Windows/Web  
Development Technical Certificate

Associate of Applied Science in Integrated Systems Technology (DC 0460) changed  
to Associate of Applied Science in Industrial Systems Technology

Technical Certificate in Integrated Systems Technology (DC 0360) changed to Industrial Systems Technology Technical Certificate

Associate of Applied Science in Information Technology--Software Support (DC 0355) changed to Associate of Applied Science in Information Technology--Computer Systems Support

Pulaski Technical College (Spring 2006)

Technical Corticated in Small Engine Repair (DC 4870) changed to Technical Certificate in Small Engine Technology

University of Arkansas, Fayetteville (July 2006)

Master of Arts in Comparative Literature changed to Master of Arts in Comparative Literature and Cultural Studies (DC 5270)

Ph.D. in Comparative Literature changed to Ph.D. in Comparative Literature and Cultural Studies (DC 7190)

University of Arkansas at Little Rock (July 2006)

Division of International and Second Languages (DC 1395) changed to Office of International Services

Department of Sociology, Anthropology and Gerontology (DC 2280) changed to Department of Sociology and Anthropology

### **EXISTING PROGRAM OFFERED OFF-CAMPUS**

Southern Arkansas University--Magnolia (Spring 2006)

Bachelor of Science in Education in Inclusive Early Childhood Education (DC 3750) at Rich Mountain Community College

University of Arkansas, Fayetteville (Fall 2006)

Bachelor of Science in Business Administration in General Business (DC 3580) at NorthWest Arkansas Community College

University of Arkansas at Monticello (December 2005)

Bachelor of Arts in Early Childhood (DC 2441) at South Arkansas Community College

## **RECONFIGURATION OF EXISTING DEGREES**

Ouachita Technical College (August 2006)

Associate of Applied Science in Business Information Technology (DC 0290) reconfigured to create Associate of Applied Science in Accounting, Associate of Applied Science in Office Administration, Associate of Applied Science in Management, and Associate of Applied Science in Medical Office Administration

University of Arkansas, Fayetteville (Fall 2006)

Bachelor of Science in Education in Vocational Education reconfigured to include Teacher Licensure in Business Education (DC 3710) and Family and Consumer Sciences Education (DC 4180)

## **CONSOLIDATION OF EXISTING DEGREES**

Arkansas Tech University (Fall 2006)

Technical Certificate in Electronics Technology (DC 4510) combined with Technical Certificate in Automation Maintenance Technology (DC 4644) to create Technical Certificate in Industrial Control Systems

## **NEW ORGANIZATIONAL UNITS**

East Arkansas Community College (July 2006)

Department of Vocational/Technical Education

Pulaski Technical College (Fall 2006)

Transportation Technology Center, Interstate 30 West, Little Rock

University of Arkansas, Fayetteville (July 2006)

Center for Mathematics and Science Education (CMASE)

University of Arkansas at Little Rock (July 2006)

Juvenile Justice Center



**INACTIVE PROGRAMS**

Arkansas Tech University (August 2006)

Technical Certificate in Applied Laboratory Technology (DC 4646)

University of Arkansas, Fayetteville (Spring 2006)

Bachelor of Science in Home Economics Education (DC 4180)

University of Arkansas at Monticello (Fall 2005)

Technical Certificate in Pulp and Paper Science (DC 4789)

Technical Certificate in Industrial Processes Technology (DC 4646)

Associate of Applied Science in Pulp and Paper Technology (DC 0770)

**INACTIVE OPTION**

NorthWest Arkansas Community College (May 2006)

Professional Pilot Option in Associate of Science in Aviation

**REACTIVATE PROGRAM**

University of Arkansas, Fayetteville (August 2006)

Master of Education in Physical Education (DC 5820)

University of Arkansas Community College at Hope (January 2007)

Technical Certificate in Emergency Medical Technician - Paramedics (DC 4520)

**DELETED PROGRAMS**

Black River Technical College (Spring 2006)

Certificate of Proficiency in Early Childhood (DC 0018)

North Arkansas College (August 2007)

Software Support Technical Certificate (DC 4735)

Ouachita Technical College (Fall 2006)

Technical Certificate in Crime Scene Investigation (DC 0386)

## **DELETED ORGANIZATIONAL UNITS**

University of Arkansas, Fayetteville (Spring 2006)

- Superconductivity Research Center (DC 3470)
- Systems Technology Center (DC 3480)
- Center for Robotics and Automation (DC 0400)
- Arkansas Center for Technology Transfer (DC 0110)
- Center for Creative Writing (DC 0260)
- Center for Real Estate Research (DC 0370)
- Entrepreneurial Service Center (DC 2970)
- Institute of Quantitative Archeology (DC 3140)
- Center of Biotechnology (DC 0210)
- Center for Design Media and Environmental Research (DC 0270)
- Center for Plant Breeding and Genetics (DC 0340)
- Productivity Center (DC 3310)

## **INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

**PROGRAM CHANGES** (*Involves program changes of less than 18 hours; no action required*)

### **Course Additions/Deletions**

University of Phoenix

- Bachelor of Science in Criminal Justice Administration (15 hours)
- Master of Information Systems (9 hours)

### **New Program Options**

Capella University

- Project Management option added to existing Master of Business Administration degree (15 quarter credit hours/10 semester credit hours)

- Information Technology Management option added to existing Master of Business Administration degree (15 quarter credit hours/10 semester credit hours)

- Health Care Management option added to existing Master of Business Administration degree (15 quarter credit hours/10 semester credit hours)

**CERTIFICATE OF EXEMPTION ISSUED** (*Information item only, no action*)

### **New Exemptions**

Applied Life Christian College, Hot Springs, AR

Expires March 31, 2008

Associate of Christian Service	Bachelor of Christian Education
Bachelor of Missions	Bachelor of Church Ministries
Bachelor of Christian Broadcast Communications	

Bethel Bible College and Seminary, Jonesboro, AR  
Expires February 29, 2008

Associate of Biblical Studies	Associate of Theology
Bachelor of Biblical Studies	Bachelor of Christian Counseling
Bachelor of Church Business Administration	Master of Biblical Studies
Master of Christian Care and Counseling	Master of Divinity
Master of Religion	Master of Theology
Master of Christian Education	Doctor of Christian Ministry
Doctor of Theology in Pastoral Counseling and Pastoral Psychology	
Doctor of Divinity in Church Administration	

Champion Baptist College and Institute, Hot Springs, AR  
Expires March 31, 2008

Associate of Church Office Administration	Bachelor of Missions
Bachelor of Church Administration	Bachelor of Youth Ministry
Bachelor of Elementary Christian Education	Bachelor of Music Ministry
Bachelor of Secondary Christian Education	Bachelor of Pastoral Studies

Jubilee Christian College, Maumelle, AR  
Expires February 29, 2008

Associate of Biblical Studies	Bachelor of Ministry
Bachelor of Ancient Biblical History	Bachelor of Biblical Studies
Bachelor of Christian Education	Masters of Ancient Biblical History
Masters of Biblical Studies	Masters of Christian Education
Masters of Ministry	Doctor of Christian Education
Doctor of Ancient Biblical History	Doctor of Biblical Studies
Doctor of Ministry	

Lyell College, Fort Smith, AR  
Expires February 29, 2008

Associate of Biblical Studies	Bachelor of Biblical Studies
Bachelor of Theological Studies	Masters of Ministry
Master of Theological Studies	Doctor of Ministry

**Exemption Renewals**

Arkansas College of Natural Health, Waldron, AR  
Expires January 31, 2008

Bachelor of Natural Health	Master of Natural Health
Doctor of Natural Health	Doctor of Natural Medicine

International College of Bible Theology, Sikeston, MO  
Expires January 31, 2008

Associate of Biblical Studies	Bachelor of Biblical Studies
Master of Biblical Studies	Doctor of Biblical Studies
Associate of Practical Ministry	Bachelor of Practical Ministry
Master of Practical Ministry	Doctor of Practical Ministry
Bachelor of Pastoral Studies	Associate of Pastoral Theology

Bachelor of Pastoral Theology  
Doctor of Pastoral Studies  
Master of Theology  
Bachelor of Christian Education  
Doctor of Christian Education  
Master of Religious Education  
Master of Missiology

Master of Pastoral Studies  
Bachelor of Theology  
Doctor of Theology  
Master of Christian Education  
Bachelor of Religious Education  
Doctor of Religious Education  
Doctor of Missiology

**Removals from Exemption List**

Full Counsel Bible Training Center, North Little Rock, AR  
Mid-Continent University, Mayfield, KY  
Phillips Theological Seminary, Tulsa, OK

## LETTERS OF INTENT

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The Arkansas Department of Higher Education received the following notifications from January 19, 2006, through April 12, 2006.

### ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas State University--Beebe

Technical Certificate and Associate of Science in Hospitality Management

Certificate of Proficiency, Technical Certificate and Associate of Applied Science in Pharmacy Technician

Arkansas State University--Newport

Associate of Arts via distance technology

East Arkansas Community College

Associate of Applied Science in Applied Engineering Technology  
Associate of Applied Science in Medical Assisting Technology

National Park Community College

Associate of Applied Science in Hospitality Administration

Ouachita Technical College

Licensed Practical Nurse (LPN) to Associate Degree Nurse (ADN) Program

Pulaski Technical College

Technical Certificate and Associate of Applied Science in Culinary Arts in partnership with Arkansas Culinary School

Technical Certificate in Baking and Pastry Arts in partnership with Arkansas Culinary School

University of Arkansas at Little Rock

Bachelor of Applied Science in Manufacturing Management  
Bachelor of Applied Science in Industrial Computing  
Master of Science in Health Sciences

University of Arkansas Community College at Batesville

Associate of Applied Science in Nursing Online  
Associate of Applied Science in Aviation Maintenance

University of Arkansas for Medical Sciences

Doctor of Philosophy in Health Promotion and Prevention Research

University of Central Arkansas

Master of Arts in Teaching

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

Bryan College, Springfield, MO

Initial Certification of programs to be offered in Rogers, AR  
Associate of Occupational Studies in Business Administration and Management  
Associate of Occupational Studies in Computer Information Systems Networking  
Associate of Occupational Studies in Medical Assisting  
Associate of Occupational Studies in Exercise and Personal Training

Capella University, Minneapolis, MN

Initial Certification  
Bachelor of Science in Information Technology with information security and assurance specialization

Ecclesia College, Elm Springs, AR

Initial Certification  
Associate of General Studies  
Bachelor of Science in Business Administration and Religious Education

Grand Canyon University, Phoenix, AZ

Initial Certification - Online  
Master of Arts in Teaching  
Master of Education in Curriculum and Instruction with option in Reading and Technology  
Master of Education in Educational Administration with options in Organizational Leadership and School Leadership

- Master of Education in Elementary Education
- Master of Education in Secondary Education
- Master of Special Education
- Master of Education Teaching English to Speakers of Other Languages
- Master of Science in Leadership
- Master of Business Administration with options in General Management, Accounting, Finance, Health Systems Management, Leadership, Management of Information Systems, Marketing, and Six Sigma

Indiana State University, Terre Haute, Indiana, Distance Delivery

- Initial Certification

- Baccalaureate Track for Licensed Practical Nurses (LPN-BSN)
- Baccalaureate Track for Registered Nurses (RN-BSN)
- Master of Science in Nursing

Remington College, AR

- Initial Certification

- Associate of Applied Science in Surgical Technology

Saint Joseph's College, Standish, ME

- Recertification

- Bachelor of Science in Radiologic Science
- Bachelor of Science in Nursing (RN to BSN)
- Master of Science in Nursing (RN to MSN)

University of Phoenix Online, AZ

- Initial Certification

- Associate of Arts
- Bachelor of Science in Health Administration with emphasis in Long Term Care

Webster University-Fayetteville, AR

- Decertification

- Master of Arts in Computer Resources and Information Management

- Initial Certification

- Master of Arts in Information Technology Management
- Master of Business Administration with emphasis in Information Technology Management

Webster University-Fort Smith, AR

- Decertification

- Master of Arts in Computer Resources and Information Management

- Initial Certification

- Master of Arts in Information Technology Management
- Master of Business Administration with emphasis in Information Technology Management

Webster University-Little Rock, AR

Recertification

- Master of Arts in Management and Leadership
- Master of Arts in Human Resources Management
- Master of Arts in International Business
- Master of Arts in Marketing
- Master of Arts in Media Communications
- Master of Arts in Business and Organizational Security Management
- Master of Arts in Health Services Management
- Master of Science in Environmental Management
- Master of Science in Finance
- Master of Business Administration

Webster University-Little Rock Air Force Base, AR

Decertification

- Master of Arts in Computer Resources and Information Management
- Master of Business Administration option in Computer Information Management

Recertification

- Master of Arts in Human Resources Development
- Master of Arts in Public Administration
- Master of Business Administration
- Master of Business Administration w/option n Human Resources Development

Initial Certification

- Master of Arts in Information Technology Management
- Master of Business Administration with emphasis in Information Technology Management