

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

**University of Arkansas Division of Agriculture
Lon Mann Cotton Research Station
Highway 1 South
Marianna, AR 72360**

SCHEDULE

Friday, April 25, 2008

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

**Finance Committee
9:15 a.m.**

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

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

**Friday, April 25, 2008
10:00 a.m.**

**University of Arkansas Division of Agriculture
Lon Mann Cotton Research Station in Marianna**

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- *4. Annual Report on Productivity of Recently Approved Programs (Ms. Laura Tyree)
- *5. AHECB Tuition Policy for the 2009-2011 Biennium (Dr. Stan Williams)
- *6. Funding Formula for the 2009-2011 Biennium (Dr. Williams)
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- *8. Annual Report on Retention and Graduation of Intercollegiate Athletes (Ms. Miller)

II. ACADEMIC

- *9. New Program: Associate of Applied Science in Physical Therapy Assistant at Arkansas Tech University (Ms. Cynthia Moten)
- *10. New Program: Master of Business Administration at Southern Arkansas University – Magnolia (Ms. Moten)
- *11. New Program: Master of Engineering Management at Arkansas State University – Jonesboro (Ms. Moten)
- *12. New Program: Associate of Applied Science in Power Plant Technology at Arkansas Northeastern College (Ms. Moten)

*13. Institutional Certification Advisory Committee Report and Resolutions
(Ms. Zanette Douglas)

14. Letters of Notification (Ms. Moten)

15. Letters of Intent (Ms. Moten)

III. FINANCE

16. Information on Higher Education Bond Issues (Dr. Williams)

*17. Economic Feasibility of Bond Issue for Arkansas Tech University – Ozark
(Mr. John Davidson)

*18. Economic Feasibility of Bond Issue for Arkansas Tech University (Mr. Davidson)

*19. Proposed Changes to Higher Education Bond Projects (Ms. Ashley Pettingill)

*20. Distribution of Mineral Lease Funds (Ms. Pettingill)

*21. Economic Feasibility of Bond Issue for University of Arkansas at Fayetteville
(Dr. Williams)

ACADEMIC COMMITTEE

**Arkansas Higher Education Coordinating Board
University of Arkansas Division of Agriculture
Lon Mann Cotton Research Station in Marianna
Friday, April 25, 2008
8:30 a.m.**

Academic Committee

Dr. Dan Grant, Chair
Dr. Charles Allen
Jodie Carter

Phil Ford
Dr. Lynda Johnson
Dick Trammel, Ex officio

CONSENT AGENDA

- *9. New Program: Associate of Applied Science in Physical Therapy Assistant at Arkansas Tech University (Ms. Moten)
- *10. New Program: Master of Business Administration at Southern Arkansas University – Magnolia (Ms. Moten)
- *11. New Program: Master of Engineering Management at Arkansas State University – Jonesboro (Ms. Moten)
- *12. New Program: Associate of Applied Science in Power Plant Technology at Arkansas Northeastern College (Ms. Moten)
- *13. Institutional Certification Advisory Committee Report and Resolutions (Ms. Douglas)
- *14. Letters of Notification (Ms. Moten)
- *15. Letters of Intent (Ms. Moten)

*Numbers refer to main agenda.

FINANCE COMMITTEE

**Arkansas Higher Education Coordinating Board
University of Arkansas Division of Agriculture
Lon Mann Cotton Research Station in Marianna
Friday, April 25, 2008
9:15 a.m.**

Finance Committee

Steve Luelf, Chair
Dr. Joe Bennett
Bob L. Burns
Kaneaster Hodges
David Leech
Dr. Anne Trussell
Dick Trammel, Ex officio

AGENDA

16. Information on Higher Education Bond Issues (Dr. Williams)
- *17. Economic Feasibility of Bond Issue for Arkansas Tech University – Ozark (Mr. Davidson)
- *18. Economic Feasibility of Bond Issue for Arkansas Tech University (Mr. Davidson)
- *19. Proposed Changes to Higher Education Bond Projects (Ms. Pettingill)
- *20. Distribution of Mineral Lease Funds (Ms. Pettingill)
- *21. Economic Feasibility of Bond Issue for University of Arkansas at Fayetteville (Dr. Williams)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting
January 31, 2008

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting on Thursday, January 31, 2008 at the Henderson State University Education Center in Arkadelphia. The purpose of the meeting was to give Coordinating Board members and Presidents/Chancellors an opportunity to discuss various issues with the new Director, Dr. Jim Purcell. The meeting convened at 3:30 p.m. with a quorum present.

Coordinating Board present:

Dick Trammel, Chair (via conference call)
David Leech, Vice Chair
Dr. Charles Allen
Dr. Joe Bennett
Bob Burns
Jodie Carter
Phil Ford
Dr. Dan Grant
Kaneaster Hodges
Steve Luelf (via conference call)

Coordinating Board absent:

Dr. Lynda Johnson, Secretary
Dr. Anne Trussell

Department staff present:

Dr. Jim Purcell, Director
Dr. Steve Floyd, Deputy Director
Dr. Karen Wheeler,
Dale Ellis, Communications Officer
Nichole Abernathy, Administrative Support

Chairman Trammel, who joined the meeting via conference call, thanked Coordinating Board members for participating in the meeting. With no formal agenda, Chairman Trammel stated that no action would be taken at the informal meeting.

While discussing accountability in higher education, David Leech asked Coordinating Board members, as well as presidents and chancellors, to be frank and open.

During his presentation to the Board, Dr. Purcell cited Margaret Spelling's Commission Report. According to the report, American higher education, like any other "mature enterprise," is "risk averse." It faces the potential future of other such industries, "from railroads to manufacturers," that have failed. What is

needed are “aggressive steps” to make higher education more efficient, including “cost cutting and productivity improvements.”

Kaneaster Hodges stated that accountability is difficult because everyone is pointing at someone else. And, regarding affordability, institutions are forced to balance their budgets with tuition increases. Arkansas has to find another way, Hodges stated.

Jodie Carter commented that we need to put forth the same effort in lowering tuition as we did in passing the Higher Education bonds.

Coordinating Board members agreed that their old way of doing business, would no longer work. With the leadership of our new Director Dr. Jim Purcell, we will move Arkansas forward, stated Chairman Trammel.

After numerous comments and a lengthy discussion regarding accountability, the meeting adjourned at 5:00 p.m.

Nichole Abernathy

APPROVED:

Dr. Lynda Johnson, Secretary

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
February 1, 2008**

Minutes of Meeting

The February 1, 2008 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Russell Fine Arts Center on the campus of Henderson State University (HSU) in Arkadelphia. Chairman Trammel called the meeting to order at 10:00 a.m. with a quorum present.

Coordinating Board present:

Dick Trammel, Chair
David Leech, Vice Chair
Dr. Lynda Johnson, Secretary
Dr. Charles Allen
Dr. Joe Bennett
Bob L. Burns
Jodie Carter
Phil Ford
Dr. Dan Grant
Kaneaster Hodges
Steve Luelf
Dr. Anne Trussell

Coordinating Board not present:

Dr. Lynda Johnson, Secretary
Dr. Anne Trussell

Department staff present:

Dr. Steve Floyd, Interim Director
Dr. Karen Wheeler, Associate Director of Academic Affairs
Dr. Stanley Williams, Senior Associate Director for Finance
Laura Tyree, Associate Director for Planning and Accountability
Tara Smith, Coordinator of Financial Aid
Cynthia Moten, Coordinator of Academic Affairs
Christina Miller, Assistant Director for Planning and Accountability
Jeanne Jones, Coordinator of Academic Affairs
Zanette Douglas, Coordinator of Institutional Certification
Alana Boles, Assistant Coordinator of Academic Programs
John Davidson, Financial Manager
Ashley Pettingill, Financial Manager
Charlette Moore, Financial Officer
Dale Ellis, Communications Officer
Nichole Abernathy, Administrative Support

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

Chairman Trammel introduced Dr. Charles Dunn, President of HSU, for a welcome. Dr. Dunn began by thanking everyone for attending the reception and Board meeting, noting that it was an honor to have the Department of Higher Education at his campus.

Chairman Trammel announced that there would be a public hearing on the revised rules and regulations for the Minority Teacher and Minority Masters Fellows programs. He also announced that due to the inclement weather the meeting would be accessible via conference call.

Agenda Item No. 1 Approval of Minutes

Charles Allen moved to approve the minutes of the October 25, 2007 Special Meeting, October 26, 2007 Regular Meeting, November 13, 2007 Special Meeting, December 5, 2007 Special Meeting, December 10, 2007 Joint Meeting of the Education Boards, and December 10, 2007 Special Meeting. Phil Ford seconded the motion, and the Board unanimously approved.

Agenda Item No. 2 Report of the Director

After thanking Dr. Steve Floyd for his work as Interim Director for the Department of Higher Education, Chairman Trammel recognized Dr. Jim Purcell for his Director's Report. Dr. Purcell began by explaining the possibilities for success for Arkansas.

There is a definite relationship between the adult population with a Bachelor's degree and a state's per capita income. No state with a low proportion of Bachelor's degrees has a high per capita income. And currently, Arkansas is on the low end with less than 20%. However, with the right initiatives, it is possible for Arkansas to increase their adult population and per capita income in a short amount of time, stated Purcell.

Dr. Purcell explained how Oklahoma, once ranked 46th and now ranked 42nd, enhanced their production of degrees in only five years. Arkansas and Oklahoma appear to be in line as far as addressing Economic Development, improving the educational experience and increasing awareness, access and opportunity. The biggest difference appears to be in incentivizing institutional performance, stated Purcell. Oklahoma rewards institutions for degree production and on-time graduation, as well as for achieving intermediate benchmarks. Dr. Purcell stated that in order for Arkansas to move forward, this could be a very important tool.

Beginning with FY02, the Oklahoma State Regents have allocated approximately \$2 million a year for funding tied to institutional performance on Brain Gain measures. These measures emphasize degree production, retention rates, and graduation rates. Oklahoma also used Improvement grants, Excellence grants, and Performance Funding measures. Some or all of these measures could be implemented in Arkansas.

In conclusion, nearly all economic growth and prosperity for individuals, families, cities, states, and the country, are now driven by college educated workers. Those with the most education are prospering, while those with the least education are experiencing relative and often absolute economic decline, stated Dr. Purcell.

David Leech asked if Oklahoma used new money or base funding for their performance funding. Dr. Purcell said that new money was used. He noted that if Arkansas uses performance funding, he would like to have a formula that looks at the institution's need and covers their cost. There would also be an additional fund that institutions can work toward.

Report of the Committees

Steve Luelf presented the report of the Finance Committee and moved approval of Agenda Items 3-8, with the exception of the proposed Higher Education Bond Project for Rich Mountain. David Leech seconded the motion, and the Board unanimously approved.

Dr. Dan Grant presented the report of the Academic Committee and moved to adopt Agenda Items 9-18. Jodie Carter seconded the motion, and the Board unanimously approved.

Agenda Item No. 3 Adoption of Rules and Regulations Tax Credits for Contributions to Qualified Research Programs

Sections 3 and 4 of Act 759 of the 1985 General Assembly provide tax credits against a taxpayer's Arkansas corporate or individual income tax for contributions to institutions of higher education for the support of certain expenditures in qualified research programs. This agenda item presents for adoption of the rules governing the contributions for research portions of this legislation.

RESOLVED, That the Arkansas Higher Education Coordinating Board hereby adopts the proposed rules governing contributions to qualified research programs at qualified educational institutions as presented in this agenda item.

Steve Luelf asked if the tax credits were used by a lot of people. John Davidson stated that because the program is managed by ASTA, he didn't have that information. He noted that the Department of Higher Education only provided input regarding the rules.

Steve Luelf asked if the tax credit increase was aimed to encourage the use of the program. John Davidson answered yes.

Kaneaster Hodges moved to recommend Agenda Item No. 3 to the full Board for consideration. Bob Burns seconded, and the Committee unanimously approved.

Agenda Item No. 4
Economic Feasibility of Loan
Cossatot Community College of the University of Arkansas

Cossatot Community College of the University of Arkansas requests approval of a loan of \$2,000,000 with a term of 15 years at an annual interest rate not to exceed 3.2 percent. Proceeds will be used to complete renovations of the Ashdown Center, construct a facility for the agriculture program, and construct a Fine Arts classroom facility. The University of Arkansas's Board of Trustees approved the college's loan application on January 25, 2007.

The debt service on the loan will be supported by sales tax revenue and tuition and fee revenue. Coordinating Board policy regarding debt service for educational and general (E&G) projects provides that sales tax proceeds must be a minimum of 120 percent of the estimated annual debt service. Policy also states that a maximum of 25 percent of tuition and fee revenue may be pledged to debt service.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the loan from the College Savings Bond Revolving Loan Fund to Cossatot Community College of the University of Arkansas for \$2,000,000 with a term of 15 years at an annual interest rate not to exceed 3.2 percent to complete renovations of the Ashdown Center, construct a facility for the agriculture program, and construct a Fine Arts classroom facility.

David Leech questioned if the bonds had already been sold and why Cossatot's interest rate was so low. John Davidson stated that because this is a revolving loan program and not a bond, its interest rate is set based on the yield of the 1-year treasury note. He noted that the interest rate is locked in for 15 years.

Steve Luelf asked John Davidson to briefly explain the Revolving Loan fund. Davidson explained that in the early 1990's, the Revolving Loan fund was started with the remaining proceeds from the College Savings bonds. As a low cost

alternative, the funds would provide short term loans to colleges at low interest rates. Currently there is \$6 million in total assets, with a little over \$2 million remaining in cash. Davidson stated that this loan will almost deplete the cash supply. However, the funds will slowly be replenished as the loans are paid back.

Steve Luelf asked what was considered a small loan. John Davidson responded that a \$2 million loan is considered one of the larger loans. Luelf questioned if there was a lot of competition for the loans because of their low interest rates. Davidson said that there doesn't appear to be any. He explained that the loans are granted on a first come, first serve bases (pending approval). Luelf asked if there were any concerns with Cossatot depleting the cash funds. Davidson said that they weren't aware of any.

David Leech moved to recommend Agenda Item No. 4 to the full Board for consideration. Kaneaster Hodges seconded, and the Committee unanimously approved.

Agenda Item No. 5
Proposed Changes to Higher Education
Bond Projects

The Arkansas Higher Education Coordinating Board approved the list of Higher Education Bond Projects on April 27, 2007. The following revision is requested concerning that list.

Rich Mountain Community College

Renovation of College Facilities - **Renovation.** An amount up to \$1.05 million is provided for the renovation of current facilities to develop a one-stop Student Services Center and facility improvements for instruction. The student services center will include space for Admissions, Financial Aid, Assessment, Counseling and Advising Services, and Administrative support. Other facility improvements include the improvement of other instructional and college space for effective instruction as well as administrative services. This includes updating science labs for increased science and medical related instruction for existing classes and those associated with nursing.

Wickes Instructional Facility - **Purchase/Renovation.** An amount up to \$200,000 is provided for the purchase of property in Wickes. The purchase will include land and a building which will be renovated to provide classroom and office space to serve the student population in the Wickes community.

The project previously approved by the Coordinating Board for Rich Mountain Community College, construction of an Instructional Facility and Library, will be deleted and replaced by the two projects described above.

University of Arkansas - Fayetteville

Laboratory Facility - **Construction/Renovation.** An amount up to \$16 million is provided toward the construction of a laboratory facility that will emphasize nanoscience and technology research. Other critical laboratory needs may also be addressed through this new facility or renovation of existing space.

The project previously approved by the Coordinating Board for the University of Arkansas on February 2, 2007, an addition to Ozark Hall, will be replaced by the project described above.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves and endorses the revision to the proposed Higher Education Bond Project as described in this agenda item and that this project is incorporated in the Plan of Implementation.

FURTHER RESOLVED, That the Director is instructed to transmit to the Governor the plan for capital projects for public institutions of higher education to be funded from the proceeds derived from the sale of Higher Education Bonds.

FURTHER RESOLVED, That all requirements and limitations approved for the Higher Education Bond Projects by the Arkansas Higher Education Coordinating Board on November 4, 2005 apply to these changes.

David Leech asked if the Wicks facility was in Mena. John Davidson stated that it is not. It's approximately 30 miles south of Mena. Leech commented that if the Board approves the Wicks facility, they would essentially be establishing another site. Davidson stated that the Academic Committee would have to approve the off campus site, which has not yet occurred.

Steve Luelf asked John Davidson to explain the project that was previously approved by the Coordinating Board for the U of A on February 2, 2007. Davidson explained that it was an addition to Ozark Hall for classrooms and faculty offices. A Usage Study showed that there was a greater need for more laboratory space than classrooms.

After no objections from the audience, David Leech moved to table the Wickes Instructional Facility and recommend the renovation of college facilities in the amount of \$1.05 million for Rich Mountain Community College and the proposed Higher Education Bond Project for the University of Arkansas at Fayetteville to the full Board for consideration. Kaneaster Hodges seconded, and the Committee unanimously approved.

Agenda Item No. 6
Economic Feasibility of Bond Issue
Arkansas Tech University

Arkansas Tech University requests approval of the economic feasibility of plans to issue bonds not to exceed \$3.3 million with a maximum term of up to 30 years at an estimated annual interest rate of five percent (5%). Proceeds from the bond issue will be used for educational & general (E&G) purposes. The Arkansas Tech University Board of Trustees approved this action at its meeting held on December 15, 2007.

The E & G issue will be approximately \$3.3 million with an annual debt service of \$213,642. Proceeds from the issue will be used to construct a physical plant facility and for various other capital improvements. 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 Tech University to issue bonds for approximately \$3.3 million with a term of 30 years at an estimated annual interest rate of 5% for E&G purposes.

FUTHER 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 and the President of Arkansas Tech University of the Coordinating Board's resolution.

Steve Luelf asked how the interest rates for the bonds were determined and if they were influenced by the economy. Ashley Pettingill stated that the interest rates do fluctuate with the market.

David Leech questioned why ATU has a lower interest rate in Agenda Item No. 7. Ashley Pettingill stated that since it's time for those bonds to sell, the interest rate is locked in at 4.6 percent.

Kaneaster Hodges asked if the schools received different bond ratings. Ashley Pettingill stated that they do. Hodges asked that a list of the institution's bond ratings be provided to the Coordinating Board.

David Leech moved to recommend Agenda Item No. 6 to the full Board for consideration. Kaneaster Hodges seconded, and the Committee unanimously approved.

Agenda Item No. 7
Economic Feasibility of Bond Issue
Arkansas Tech University

Arkansas Tech University (ATU) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$2 million with a term of up to 30 years at an estimated annual interest rate of 4.6 percent. Proceeds from the bond issue will be used for auxiliary purposes. The Arkansas Tech University Board of Trustees approved the bond financing at its meeting on August 16, 2007.

The auxiliary issue will be approximately \$2 million with annual debt service of \$124,500. Proceeds from the issue will be used for costs associated with the Campus Courts student housing facility and for other critical housing maintenance. Coordinating Board policy regarding debt service for auxiliary projects provides that annual net auxiliary revenues should be no less than 120 percent of the total annual auxiliary debt service.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University to issue bonds for approximately \$2 million with a term of up to 30 years at an estimated annual interest rate of 4.6 percent for costs associated with the Campus Courts student housing facility, as requested by the institution.

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 Arkansas Tech University and the President of Arkansas Tech University of the Coordinating Board's resolution.

Kaneaster Hodges moved to recommend Agenda Item No. 7 to the full Board for consideration. David Leech seconded, and the Committee unanimously approved.

Kaneaster Hodges asked what the bond issue would be used for. Ashley Pettingill explained that it would be used for cost associated with the Campus Courts student housing facility and other critical housing maintenance Hodges asked if the resolution's could be more specific when stating what the bond's will be used for.

Agenda Item No. 8
Economic Feasibility of Bond Issue
National Park Community College

National Park Community College requests approval of the economic feasibility of plans to issue bonds not to exceed \$3.8 million with a maximum term of up to 30 years at an estimated annual interest rate of 4.75 percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The National Park Community College Board of Trustees approved this action at its meeting held on November 8, 2007.

The E&G issue will be approximately \$3.8 million with an annual debt service of \$265,000. Proceeds from the issue will be used to construct a new Nursing and Health Services Building. 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 National Park Community College to issue bonds for approximately \$3.8 million with a term of 30 years at an estimated annual interest rate of 4.75 percent for E&G 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 Trustees of National Park Community College of the Coordinating Board's resolution.

Kaneaster Hodges moved to recommend Agenda Item No. 8 to the full Board for consideration. David Leech seconded, and the Committee unanimously approved.

Kaneaster Hodges commented that an institutional representative needed to be present at the Board meetings to answer any questions that may come up regarding their agenda item.

Steve Luelf asked that future Agenda items state whether or not they are recommended by ADHE staff.

Agenda Item No. 9
Associate of Applied Science
In Emergency Administration and Management
Southeast Arkansas College

The administration and Board of Trustees of Southeast Arkansas College (SEARK) seek approval to offer the Associate of Applied Science in Emergency

Administration and Management, effective Fall 2008. SEARK is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The SEARK Board of Trustees approved the program proposal on September 12, 2007.

The proposed degree is designed to prepare students for careers in the public or private sector in disaster and emergency preparedness within law enforcement, government, fire service, and private industry. The program is 62 semester credit hours and includes a minimum of 18 hours in emergency administration and management, covering topics in crisis management, criminal justice, terrorism, and emergency medical technology.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science degree in Emergency Administration and Management (CIP 43.9999) at Southeast Arkansas College, effective Fall 2008.

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 Southeast Arkansas College of this approval.

Agenda Item No. 10
Technical Certificate in Early Childhood Education
Ozarka College

The administration and Board of Trustees of Ozarka College request approval to offer the Technical Certificate in Early Childhood Education, effective Spring 2008. Ozarka College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The Ozarka College Board of Trustees approved the program proposal on September 21, 2006.

The proposed 30-semester credit hour program includes coursework designed to prepare students to become child care workers through training in first aid, nutrition, child development, and program operation. Students seeking this certificate also will be required to complete 400 contact hours in a childcare facility. All courses required for the proposed certificate currently are offered by the College. Program graduates would meet the academic requirements established by the Council for Early Childhood Professional Recognition for the Child Development Associate (CDA) credential. Ozarka College currently offers a Certificate of Proficiency in Early Childhood Development.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Early Childhood Education (CIP 13.1210) at Ozarka College, effective Spring 2008.

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 Ozarka College of this approval.

Dr. Dan Grant asked the difference between a Technical Certificate in Early Childhood Education and a Certificate in Early Childhood Education. Alana Boles stated that the Certificate in Proficiency requires less hours than the Technical Certificate.

Agenda Item No. 11
Associate of Fine Arts in Music
Arkansas State University – Beebe

The administration and Board of Trustees of the Arkansas State University System (ASU) request approval for Arkansas State University—Beebe (ASUB) to offer the Associate of Fine Arts in Music effective Fall 2008. ASUB is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The ASU Board of Trustees approved the program proposal on September 7, 2007.

The proposed program is designed for students who plan to earn a bachelor's degree in music. Students would take a portion of the general education they need for a bachelor's degree and also begin applied music and music theory courses and then be ready to transition directly to their junior year after earning the associate degree. ASUB is working with Henderson State University, Harding University, Arkansas Tech University and Arkansas State University—Jonesboro to obtain program articulation agreements that would allow students the option of transferring to pursue a bachelor's degree in music.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Fine Arts in Music (CIP 50.0901) at Arkansas State University—Beebe, effective Fall 2008.

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 the approval.

Jodie Carter commented that he thought ASU-Beebe already had an articulation agreement with Henderson State University and ASU – Jonesboro. Alana Boles stated that although the Arkansas Course Transfer System (ACTS) deals with general education courses, this particular articulation agreement will only deal with this specific Associate degree.

Dr. Dan Grant asked how the negotiations are going. Alana Boles stated that the agreements are complete with HSU and Harding. Negotiations with ATU – Jonesboro are close to being complete.

Agenda Item No. 12
Bachelor of Arts in Studio Art
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas System (UA) seek approval for the University of Arkansas at Fort Smith (UAFS) to offer the Bachelor of Arts in Studio Art, effective Fall 2008. UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The UA Board of Trustees approved the program proposal on November 16, 2007.

The proposed degree will provide students with knowledge and training in the visual arts of photography, painting, drawing, and printmaking. The students will focus their upper-level studies in studio art classes, studying the fundamentals of different types of art. UAFS currently offers a Bachelor of Science in Graphic Design and the first two years of the degree are similar. The studio art program is broader than the graphic design program that focuses on art in a non-commercial manner.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in Studio Art (CIP 50.0701) at University of Arkansas at Fort Smith, effective Fall 2008.

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 University of Arkansas System, and the Chancellor of the University of Arkansas at Fort Smith of the approval.

Agenda Item No. 13
Bachelor of Arts in Theater
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas System (UA) seek approval for the University of Arkansas at Fort Smith (UAFS) to offer the Bachelor of Arts in Theatre effective Fall 2008. UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The UA Board of Trustees approved the program proposal on November 16, 2007.

The proposed program is 126 semester credit hours and has two tracks in acting/directing and design/production. The students are given a broad education about theatre, through the study of auditioning, stagecraft, dance, directing, and theatre history. Participation in campus dramatic productions both in performing as well as technical and design processes is required. Students pursuing the degree will be equipped to use theatrical training and skills to work in areas such as broadcasting, education, and media production.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in Theatre (CIP 50.0501) at the University of Arkansas at Fort Smith, effective Fall 2008.

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 University of Arkansas System, and the Chancellor of the University of Arkansas at Fort Smith of this approval.

Agenda Item No. 14
Bachelor of Science in Organizational Leadership
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Fort Smith to offer the Bachelor of Science in Organizational Leadership, effective Fall 2008. UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UA Board of Trustees approved the proposal on November 16, 2007.

The proposed 124-semester credit hour bachelor's degree is designed for working adults. Enrollment will be limited to students with the Associate of Arts, Associate of General Studies, and Associate of Applied Science degrees. The program prepares students to become effective organizational leaders in the

workplace, and provides the knowledge and skills necessary for a broad range of organizational and supervisory positions.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Organizational Leadership (CIP 30.9999) at the University of Arkansas at Fort Smith, effective Fall 2008.

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 at Fort Smith of the approval.

Jodie Carter asked what the minimal enrollment was. Dr. Ray Wallace, UAFS Vice Chancellor for Academic Affairs/Provost, explained that after extensive research, ten companies have committed to using the Bachelor of Science in Organizational Leadership as a recommendation for employment. Dr. Wallace stated that due to the non-traditional approaches used to accommodate non-traditional students, they are anticipating the maximum enrollment of 20.

Dr. Joe Bennett asked if UAFS anticipated other institutions duplicating this program like HSU. Dr. Mitchell stated that it's possible, because every institution will be looking for creative ways to graduate as many students as possible.

Agenda Item No. 15
Master of Science in Taxation
University of Arkansas at Little Rock

The administration and the Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Little Rock (UALR) to offer the Master of Science in Taxation (MS) degree program, beginning Summer 2008. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UALR College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International). The UA Board of Trustees will consider the program proposal on January 25, 2008.

The Master of Science in Taxation is a 30-semester credit hour degree program designed to prepare students for careers as professional tax advisors for business, financial, industrial, governmental, and nonprofit organizations. The proposed program builds upon the existing Graduate Certificate in Taxation. The balance of the MS degree will consist of existing courses in accounting, business

and law. The MS in combination with the bachelor's degree in accounting may fulfill the 150 credit hours of education required to take the Uniform Certified Public Accountant (CPA) examination in the state of Arkansas.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Master of Science in Taxation (CIP 52.1601) at the University of Arkansas at Little Rock, effective February 1, 2008.

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 at Little Rock of the approval.

Dr. Dan Grant asked if a thesis is required for this program. Jeanne Jones stated that a thesis is not required.

Jodie Carter questioned the use of adjunct faculty for this program. Jeanne Jones stated allowing the adjunct faculty to coordinate and supervise students, cuts the program cost significantly.

Agenda Item No. 16
Master of Accountancy
University of Arkansas at Little Rock

The administration and the Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Little Rock (UALR) to offer the Master of Accountancy, beginning Summer 2008. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UALR College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International). The UA Board of Trustees will consider the program proposal on January 25, 2008.

The Master of Accountancy is designed to meet the needs of individuals currently working in the profession who wish to obtain an advanced accounting degree. Coursework for the proposed 30-semester credit hour degree program also will satisfy the requirement of upper-level accounting courses required to take the Uniform Certified Public Accountant (CPA) Examination. The proposed program builds on the existing Graduate Certificate in Accountancy.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Master of Accountancy (CIP 52.0301) at the University of Arkansas at Little Rock effective February 1, 2008.

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 at Little Rock of the approval.

Dr. Dan Grant asked if the University of Phoenix had higher standards since they require 36 credit hours for this same program and UALR only requires 30. Jeanne Jones stated that both programs meet the 30 hour minimal requirements for this program. Dr. Robert Levi, UALR Department Chair of Accounting, stated that UALR is trying to be consistent with their other Masters programs, which require 30 hours.

Dr. Charles Allen asked if Master's programs typically require a thesis. Dr. Grant answered that it is the traditional approach. Dr. Allen questioned if not requiring a thesis would be considered watering down the program. Dr. Levi stated that the lack of a thesis has not been an issue. He noted that UALR's efforts are to level the playing field in this competitive world, for their students.

Agenda Item No. 17
Doctor of Physical Therapy
Arkansas State University – Jonesboro

The administration and the Board of Trustees of the Arkansas State University System request approval for Arkansas State University—Jonesboro (ASUJ) to offer the Doctor of Physical Therapy (DPT), effective Fall 2008. ASUJ is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The master's degree in physical therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The proposed program is within the role and scope of the institution. The ASU Board of Trustees approved the proposal on September 7, 2007.

The Doctor of Physical Therapy completes the program evolution that began in 1991 with the Coordinating Board's approval of the baccalaureate degree in physical therapy and subsequent approval of the Master of Physical Therapy (MPT) in 2000. Because the DPT has become the preferred entry-level degree for the physical therapy profession, the proposed degree is designed to meet the new CAPTE standards for continued program accreditation.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Doctor of Physical Therapy (CIP 51.2308) at Arkansas State University—Jonesboro effective Fall 2008.

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—Jonesboro of the approval.

Dr. Dan Grant and Jodie Carter commended ASU for recruiting students from the Delta area. Jeanne Jones stated that feedback shows that students from the Delta area that receive this degree, are being hired.

Agenda Item No. 18
Institutional Certification Advisory Committee
Resolutions

The Institutional Certification Advisory Committee (ICAC) met on January 8, 2008. The following resolutions are presented for Coordinating Board consideration.

Embry-Riddle Aeronautical University, Little Rock Air Force Base

**Recertification
Initial Certification**

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Embry-Riddle Aeronautical University, Little Rock Air Force Base, to offer the following degree programs to Arkansas citizens: Associate of Science in Professional Aeronautics, Bachelor of Science in Professional Aeronautics, Bachelor of Science in Technical Management, and Master of Aeronautical Science. The recertification is for a period of five years and expires on February 1, 2013.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board grants initial program certification to Embry-Riddle Aeronautical University, Little Rock Air Force Base, to offer the Associate of Science in Technical Management to Arkansas citizens. The initial certification is for a period of two years and expires on February 1, 2010.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Embry-Riddle Aeronautical University, Daytona Beach, Florida, that the certification and recertification of the degree programs 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 Embry-Riddle Aeronautical University, Little Rock Air Force Base, 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, Phoenix, Arizona

Initial Certification

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program certification to the University of Phoenix—Online to offer the Master of Science in Accountancy degree program to Arkansas citizens. The certification is for a period of two years and expires on February 1, 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, Phoenix, Arizona, that the certification of the 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 programs 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 statements:

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.

Regis University—Online, Denver, Colorado

Initial Certification

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Regis University to offer the Bachelor of Science in Business Technology Management to Arkansas citizens. The certification is for a period of two years and expires on February 1, 2010.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Regis University, Denver, Colorado, that recertification of the 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 programs in Arkansas.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of Regis 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.

Walden University, Minneapolis, Minnesota

Initial Certification

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Walden University to offer the following online degree programs to Arkansas citizens:

Bachelor of Science in Business Administration, Master of Business Administration, Master of Public Administration, Doctor of Philosophy in Applied Management and Decision Sciences, and Doctor of Philosophy in Public Policy and Administration. The certification is for a period of two years and expires on February 1, 2010.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Walden University, Minneapolis, Minnesota, that the initial certification of these degree programs 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 programs in Arkansas.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of Walden 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 statements:

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 18-5 of the Agenda book.

Agenda Item No. 19 Existing Program Review Report

To assist the Arkansas Higher Education Coordinating Board in the orderly development and expansion of higher education in Arkansas, the Arkansas Department of Higher Education (ADHE) has responsibility for the review of existing programs of higher education. (Arkansas Code §6-61-304)

In 1998, the Coordinating Board approved the program review plan for each institution that includes a 10-year program review schedule. ADHE has received the institutional reports for programs reviewed during the latest two-year review cycle.

Because this is the end of the 10-year review cycle, ADHE staff will meet with the Chief Academic Officers over the next few months to consider changes to the

institutional review plans and the program review process. Any modifications to the plans and the review process will be presented for Coordinating Board approval. Each institution also will submit a new 10-year program review schedule.

Public Hearing

Chairman Trammel declared the meeting a public hearing for the revision of rules and regulations to the Minority Teacher Scholars and the Minority Masters Fellows programs. He called on Tara Smith to present the information.

Agenda Item No. 20 Minority Teacher Scholars Program Rules and Regulations (Revised)

The proposed revisions to the rules and regulations of the Minority Teacher Scholars Program include deleting the use of the term scholarship and using forgivable loan so not to mislead or confuse applicants about the true nature of this program. The revisions include an addition of the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS). In order for the forgiveness policy of the rules that govern this program to stay updated with the current subject shortage areas of the State, the proposed revisions also include changing the current subject list to the critical subject shortage area list published by the Arkansas Department of Education.

General technical changes are proposed to the loan collection section of the rules in order to improve the administrative procedures and also to abide by Amendment 80 of the Arkansas Constitution.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Minority Teacher Scholars Program, to be administered by the Arkansas Department of Higher Education.

FURTHER RESOLVED, That, by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his designee is authorized to promulgate these rules and regulations and to implement them for the spring 2008 semester of the academic year.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education or his designee is authorized to make technical changes and corrections when necessary in the program rules for the Minority Teacher Scholars Program.

Agenda Item No. 21
Minority Masters Fellows Program
Rules and Regulations (Revised)

The proposed revisions to the rules and regulations of the Minority Masters Fellows Scholars Program include deleting the use of the term scholarship and using forgivable loan so not to mislead or confuse applicants about the true nature of this program. The revisions include an addition of the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS). Proposed revisions allow an applicant pursuing a master's degree in any teacher education field other than administration to be eligible for this program.

Feedback has shown that many students have not been eligible for this program because of the requirement to be a recipient of the Minority Teacher Scholars Program (MTSP). Many students did not have the opportunity to participate in the MTSP because he or she was unaware of the program. In order to address this problem, the proposed revisions delete the requirement of being a Minority Teacher Scholars recipient in order to be eligible for the Minority Masters Fellows Program. Many recipients of this program are full-time teachers, therefore, the revisions also allows Minority Masters Fellows recipients to be a part-time student during fall, spring or summer terms.

General technical changes are proposed to the loan collection section of the rules in order to improve the administrative procedures and also to abide by Amendment 80 of the Arkansas Constitution.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Minority Masters Fellows Program, to be administered by the Arkansas Department of Higher Education.

FURTHER RESOLVED, That, by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his designee is authorized to promulgate these rules and regulations and to implement them for the spring 2008 semester of the academic year.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education or his designee is authorized to make technical changes and corrections when necessary in the program rules for the Minority Masters Fellows Program.

Agenda Item No. 22
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 22-A and 22-B offer a general overview of remediation in Arkansas public higher education, while Tables 22-C, 22-D, and 22-E provide institutional detail by discipline for fall terms 2005 through 2007. 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 2007, Arkansas's public institutions enrolled 22,347 first-time students. Of this total, 2,631 entering students were not required to be tested because they pursued coursework in certificate-level programs or were non-degree-seeking.

Agenda Item No. 23
Annual Enrollment Report

Christina Miller presented summary and detailed information about annual enrollment. She noted the total, on-schedule enrollment for fall 2007 in all sectors of Arkansas higher education (public universities, public colleges, and independent colleges and universities) was 150,024 students; representing a 1-year increase of students (3.2 percent).

On-campus, on-schedule enrollment for fall 2007 in all sectors of Arkansas higher education was 135,000 students; representing a 1-year increase of students (2.2 percent).

Agenda Item No. 24
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.

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.

Agenda Item No. 25 and 26
Letters of Notification and Letters of Intent

The Department of Higher Education received notice from institutions on 63 programs not requiring Board approval.

Notification was received on 17 items requiring Board approval.

During this period, the Institutional Certification Advisory Committee received notice of requests for 131 degree programs. The program notice list appears in the Letters of Notification on pages 25-1 through 25-5 and in the Letters on Intent on pages 26-1 through 26-6 of the agenda book.

Chairman Trammel opened the floor for public comments. With no comments, he announced that the next Coordinating Board meeting would be hosted by the University of Arkansas Division of Agriculture at the Lon Mann Cotton Research Station in Marianna. The Annual Trustee Conference would be February 19, 2008 at the Wyndham Riverfront Hotel in North Little Rock.

With no further comments, the meeting adjourned at 11:10 a.m.

Nichole Abernathy

APPROVED:

Dr. Lynda Johnson, Secretary

Agenda Item No. 2
Higher Education Coordinating Board
April 25, 2008

**APPOINTMENT OF NOMINATING COMMITTEE
FOR 2008-09 BOARD OFFICERS**

Chairman Dick Trammel will appoint members of the Arkansas Higher Education Coordinating Board nominating committee at the April 25 meeting. The nominating committee will recommend Board officers for 2008-09 at the July 25 meeting.

AGENCY UPDATE

ADHE Receives \$65,000 Grant From WICHE to Fund Policy Recommendations to Attract Adults Back to College

The Arkansas Department of Higher Education (ADHE) has announced a grant from the Western Interstate Commission for Higher Education (WICHE) to assist the state to increase adult learners' access to and success in postsecondary education. The program; *Non-traditional No More: Policy Solutions for Adult Learners*, will provide \$65,000 in funding to the state over two years to stimulate and guide policy and practice changes that will create a more navigable path to degree attainment for adults.

Arkansas was invited through a competitive process along with two other states, Colorado and Nevada, to participate with WICHE through a grant from the Lumina Foundation intended to help increase degree attainment. The first step will be to identify the state's ready adult population, those who previously have earned a significant number of credit hours, after which the project will assist them in re-entering college and move towards completing their degree through a focus on academic policies, financial aid, student support services, and communications.

ADHE has selected group leaders responsible for assembling work groups in five key areas: Academic Affairs, Financial Aid, Data, Student Support Services, and Media. The core workgroup, consisting of ADHE personnel Dr. Steve Floyd (Project Manager) Dr. Karen Wheeler (Academic Affairs), Tara Smith (Financial Aid), Laura Tyree (Data), Cynthia Moten (Student Support Services), and Dale Ellis (Media), will work with fifty to sixty representatives of Arkansas public higher education institutions, state agencies, and the Governor's Office in developing the strategies and plan of implementation that will assist targeted adults earn their college degrees. Each of the workgroups will be assisted by a facilitator selected by WICHE.

New Personnel

Micah E. Gilbert joined the ADHE staff on March 10, 2008 as a Web Site Coordinator and Data Analyst, working in the Information Technology Department. Micah is a December 2007 graduate of the University of Arkansas at Monticello and the proud father of a brand-new baby girl, Tia Marie.

STAFF ACTIVITIES February-April 2008

Director's Office

Staff Members: Jim Purcell, Steve Floyd, Janet Lawrence, Dale Ellis, and Nichole Abernathy

2/4	Higher Education Retention Graduation Meeting	Jim
2/4	4-yr Workgroup Meeting	Jim
2/5	Meeting with CJRW Staff	Jim
2/5	Aspiring Scholars Grant Press Conference Prep	Dale
2/6	Workforce Education Meeting	Jim – Speaker
2/6	Meeting with Accelerate Arkansas Staff	Jim
2/6	Meeting with John Allen	Jim
2/7	AATYC Subcommittee Meeting of the Task Force on R, R, and GR	Jim
2/8	Aspiring Scholars Matching Grant Press Conference in Conway	Steve, Dale
2/10	Aspiring Scholars Matching Grant Press Conference in Texarkana	Dale
2/11	Emergency Preparedness Forum Pre-meeting with Jeff Aulger	Steve, Julie
2/11	UACCH Press Conference	Jim
2/12	CAO Meeting	Jim – Speaker
2/12	Meeting with Arkansas Business	Jim
2/12	UALR Regionalism Conference	Jim
2/12	Aspiring Scholars Matching Grant Marketing Meeting	Dale
2/13	CAO Meeting	Jim – Speaker
2/13	529 Plan Committee Meeting	Jim, Dale
2/13	Interdepartmental Relations Committee Meeting	Nichole, Delores
2/14	Task Force on Higher Education R, R, and GR	Jim, Steve, Dale
2/14	ALC Personnel Meeting	Jim
2/14	ALC Higher Education Subcommittee	Jim, Steve, Dale
2/15	AATYC Presidents/Chancellors Meeting	Jim
2/15	Meeting with Combs and Company	Jim, Dale
2/15	Meeting with Governor's Staff	Janet
2/18	PTC Dinner	Jim, Steve
2/19	Trustee Conference	Jim, Steve, Dale, Nichole
2/20	Workforce Cabinet Meeting	Jim
2/21	Meeting with Governor's Staff	Jim
2/21	Arkansas Aerospace Meeting	Jim
2/21	Lecture at Clinton School on Closing the Achievement Gap in Arkansas	Steve

2/21	Communications Conference	Dale
2/22	Meeting with Attorney General's Office	Janet
2/25	Arkansas Leadership Academy Partners Meeting	Jim
2/25	UPromise/Aspiring Scholars Grant Conference Call	Dale
2/26	CPI Retreat	Jim – Speaker
2/26	ATU Visit	Jim
2/28	Closing the Gap Commission Meeting	Steve
2/29	Budget Forms Meeting	Jim
3/4	Conway Rotary Club	Jim – Speaker
3/4	Coordination Commission Meeting	Jim – Speaker
3/5	Meeting with Governor and Staff	Jim, Janet
3/5	Scholarship Meeting with Senator Tracy Steele	Steve, Tara
3/5	AATYC Luncheon	Jim, Steve
3/5	Career Readiness Certificate Meeting	Dale
3/6	Legislative Liaisons Luncheon	Jim
3/6	Scholarship Meeting	Jim
3/7	Northwest Chamber of Commerce Luncheon	Jim
3/7	NWACC Visit	Jim
3/10	4-yr Workgroup Meeting	Jim
3/10	ERZ Forum at UAFS	Jim – Speaker
3/11	UAFS Visit	Jim
3/11	Senate/House Education Committee Meeting	Jim, Steve
3/11	Task Force for the 21 st Century Meeting	Jim – Speaker
3/12	Achieving the Dream Meeting	Jim
3/12	Meeting with Governor's Staff	Janet
3/12	ConXPoint Meeting	Jim
3/12	Communications Officers Luncheon	Dale
3/13	ARACRO Placement Meeting	Jim
3/13	529 Gift Plan Meeting	Jim, Dale
3/17	Governor's Proclamation at Philander	Jim
3/18	Governor's Visit to ADHE	ADHE Staff
3/19	Meeting with Jim Applegate, Presenter	Jim, Steve
3/19	Opportunities Grant Planning Meeting	Dale
3/18	Single Parent Scholarship Fund Gala	Jim
3/20	Higher Education Task Force on R, R, and GR	Jim, Steve
3/20	ALC Higher Education Subcommittee Meeting	Jim
3/25	Meeting with Lt. Governor Halter	Jim, Dale
3/26	Meeting with Governor's Staff	Jim, Janet
3/26	Act 474 Meeting with Rep. Stephanie Flowers	Steve
3/27	UPromise Meeting with Dave Ponder	Dale
3/28	Meeting with Lt. Governor Halter	Jim, Dale
3/31	4-yr Subcommittee Meeting	Jim
4/1	Presidents Council Meeting	Jim, Steve, Dale, Nichole

4/1	Presidents/Chancellors Optional Meeting at the UA System Office	Jim, Steve, Dale, Nichole
4/1	UAPB Reception	Jim
4/2	UAPB Educational Access Conference	Jim – Speaker
4/3	PTC Student Symposium	Jim – Speaker
4/3	WICHE Conference Call	Steve
4/3	NWACC Gala	Jim
4/4	Continuing Legal Education at UCA	Janet
4/7	Meeting with Governor’s Staff	Jim
4/7	Student Loan Authority Drawing	Jim
4/7	WICHE Planning Meeting	Steve, Dale
4/8	Higher Education Task Force on R, R, and GR	Jim – Speaker, Steve, Dale
4/8	AIRO Organization Meeting	Jim – Speaker
4/9	ACT Leadership Summit Awards	Jim, Steve
4/10	Opportunity Maine at the Clinton School	Steve, Tara, Phil
4/10	PEER Committee Meeting	Steve
4/10	Legislative Audit	Jim
4/11	ASUMH Groundbreaking	Jim
4/11	Arkansas Association of Colleges for Teacher Education Meeting	Steve
4/11	Meeting with Attorney General’s Staff	Janet
4/11	Career Readiness Certificate Steering Committee Meeting	Dale
4/12	Higher Education Task Force on R, R, and GR	Jim, Steve
4/12	ALC Higher Education Subcommittee Meeting	Jim, Steve
4/14	Meeting with College Board Representatives	Jim
4/15	Task Force on R, R, and GR	Jim
4/16	Aspiring Scholars Grant/Opportunities Grant Meeting with Governor’s Staff	Dale
4/17	United Way Luncheon	Steve
4/17	Governor’s Cup Luncheon	Jim, Steve,
4/17	SREB Conference Call	Steve
4/21	Arkansas STEM Coalition Meeting	Jim – Speaker
4/22	Meeting of the State Education Deputy Director’s	Steve
4/23	UPromise Meeting with Dave Ponder	Dale
4/24-25	AHECB Meeting	Jim, Steve, Dale, Nichole

Academic Affairs

Staff Members: Karen Wheeler, Cynthia Moten, Jeanne Jones, Gloria Venable, Monieca West, Lillian Williams, Zanette Douglas, Alana Boles, Karon Rosa, Kyla Pirani, Connie Nelson, Delores Logan, Suzanne Mitchell, and Lisa Fuller

2/1-2	T ³ Technology Conference-Hot Springs	Suzanne
2/4	Pathways Certification conference call	Karon
2/4-6	Achieving the Dream meeting	Karen
2/5	Arkansas Youth Development Collaborative Workteam at Adult Education	Lillian
2/5	Career Pathways Initiative Program Advisory	Karon, Lisa, Kyla
2/5	Arkansas School of Science, Mathematics and Arts Board Meeting	Cynthia
2/5-6	AR Department of Workforce Education Secondary/Postsecondary Transitions Workshop	Monieca, Gloria
2/6	CC & TANF linkages conference call	Monieca
2/7	Workforce Board Meeting	Gloria, Monieca
2/7	Perkins Next Step Working Group conference call	Monieca
2/7-8	TANF Oversight Board meeting	Karon
2/8	ADHE Institutional Research Staff	Monieca
2/11	Economic Development/Employability visit to CCCUA and RMCC	Kyla
2/11	UAFS technical assistance/site visit	Monieca, Gloria
2/12	Two-year CAO meeting	Karen, Cynthia, Monieca
2/12-14	Site visits-NWACC, NAC, OZC, ASU-Beebe	Gloria
2/13	Career pathways data research meeting	Karon, Kyla
2/13	Four-year CAO meeting	Karen, Cynthia, Monieca
2/13	Chief Student Affairs Officers meeting	Karen, Cynthia, Monieca
2/14	YOU follow up visits/UAPB, UAM	Lillian
2/15	YOU follow up visit-ASU	Lillian
2/18	Poverty Workshop at UACCM	Karen, Monieca, Karon
2/19-21	Site visits/Pocahontas, Blytheville, West Memphis and Forrest City	Gloria
2/19	Trustees Conference	Karen, Cynthia
2/19	Arkansas State Board of Private Career Education meeting	Zanette
2/20	RFP Training for Tobacco Settlement Commission proposals	Karen
2/21	Agency Director's meeting at UACCM	Karon, Kyla
2/21	Transfer Day/OZC	Alana
2/25	Public Hearings-Perkins IV at PTC	Gloria

2/25	UACCM site visit	Gloria
2/26-27	CPI Retreat	Karen, Cynthia, Lillian, Alana
2/27	PCCCUA site visit	Gloria
2/28	New Program Proposal Review Meeting	Cynthia, Karen, Jeanne, Alana
2/29	Information Network of Arkansas meeting	Monieca
2/29	Teacher Education Program Review-ADE	Cynthia, Jeanne
2/29	AEDC meeting	Karen, Cynthia, Monieca
2/29	UACCM Perkins visit	Monieca
3/1-5	National presentation at League for Innovations Annual Conference-Colorado	Gloria, Karen, Karon
3/4	Perkins Public Hearing-Helena	Monieca
3/5	ADHE Institutional Research Staff	Monieca
3/6	Perkins Next Step working group conference call	Monieca
3/5-7	SREB Educational Technology Meeting-Atlanta, GA	Jeanne
3/6	Trainers Creativity Workshop	Monieca, Karen, Lillian
3/7	OTC & NPCC site visits	Gloria
3/10	ASUB & ATU-Ozark site visits	Gloria
3/10	ADHE Institutional Research Staff	Monieca
3/12	EMSI conference call demonstration for Perkins portal	Karen, Monieca
3/12	Achieving the Dream State Policy Group Meeting	Karen, Monieca
3/14	American Public Human Services Association Conference-Washington D.C.	Connie
3/14	Literacy Conference at UAPB	Cynthia
3/17	Employability site visit to SEAC	Kyla
3/17	AR Oral Health Coalition	Lillian
3/19	Perkins consultation with Michael Brustein	Monieca
3/20	CPI Agency Directors' meeting-OTC	Karon, Kyla
3/21	Data sharing meeting with Bruce Bauer	Karon, Kyla
3/21	Suzanne Mitchell consultation on Programs of Study	Monieca
3/24	Title II, Part A NCLB monitoring meeting-ADHE	Suzanne
3/24	AR STEM Coalition Executive Board Meeting- ASTA	Suzanne
3/25	CPI Directors' conference call	Lisa, Karon, Kyla, Connie
3/26	ASUM site visit	Gloria
3/26	LRWIB Youth Council Meeting	Lillian
3/27	Meeting with Artee Williams re: YOU	Lillian
3/27	ADWE meeting	Monieca
3/27	ASUMH site visit	Gloria

3/28	Employability site visit to ASU-Beebe	Kyla
3/31	AR Tobacco Settlement Commission RFP meeting	Karen
3/31	BRTC site visit	Gloria
4/1	Executive Council	Karen, Cynthia
4/1	UACCB, ASUMH site visits	Gloria
4/2	PTC site visit	Gloria
4/2	Employability site visit to NWACC	Kyla
4/2-3	Arkansas New Student Symposium	Zanette
4/3	PTC Conference	Zanette
4/3	ADWE Board meeting	Monieca
4/3	Perkins Next Step Working Group conference call	Monieca
4/3	Employability site visit to MSCC	Kyla
4/3-11	NCTM Annual meeting-Salt Lake City, Utah	Suzanne
4/4	Employability site visit to EACC	Kyla
4/7	AAT Meeting	Karen, Cynthia
4/7	ADWE meeting	Monieca
4/8	Employability site visit to NPCC	Kyla
4/8	Achieving the Dream Statewide Professional Development meeting	Karen, Monieca, Karon
4/8	Special Education Licensure Program Review-SAU/Cossatot	Cynthia
4/8	ICAC meeting	Zanette
4/8	PTC Programs of Study meeting & Secondary Conference at Wyndham	Gloria
4/8	NPCC visit	Kyla
4/8	WIB meeting	Karon
4/9	KeyTrain/WorkKeys pilot meeting	Karen, Monieca, Karon
4/10	Employability site visit to OZC	Kyla
4/11	AR Association of Colleges of Teacher Education	Karen
4/11	AR Council of Women in Higher Education	Delores, Zanette, Jeanne, Lillian, Lisa
4/11	State Workforce Alliance for Growth in the Economy meeting	Kyla
4/12-15	Higher Learning Commission annual meeting-Chicago	Alana
4/14	ATSC Regular Quarterly meeting and RAND special meeting	Karen
4/15	State Board of Private Career Education Meeting	Zanette
4/16-17	Perkins/CPI-Career Pathways Leadership Certification Training	CPI staff, Gloria
4/16-20	Academic Common Market Meeting-Birmingham, AL	Lillian
4/17	United Way campaign celebration	Zanette

4/18	Perkins Coordinator Spring Meeting	Gloria, Monieca
4/18	Webster University, LR, site visit	Zanette
4/21	AR STEM coalition meeting	Suzanne, Karen
4/21-28	CPI budget hearings	Connie, Karon
4/22	UA Fayetteville-Education Program Meeting	Karen, Cynthia
4/24	NPCC Programs of Study Review	Gloria

Information Technology

Staff members: Jeanne Harville, Paul Nations, Bruce Bauer, Paul Graziani, Micah Gilbert

Implementation of public and private wireless connectivity w/in ADHE	Jeanne
Development of comprehensive security policy for wireless and mobile	Jeanne
Secure integrity of all data through network settings and tools	Jeanne
Development of a technology/budget plan for FY09	Jeanne
Performance Reporting System development	Micah, Paul N.
SIS Support	Paul N., Paul G.
Governor's Scholars IT tasks	Paul G.
Academic Challenge IT tasks	Paul N.
FAFSA IT tasks	Paul N.

Institutional Finance

Staff members: Dr. Stan Williams, John Davidson, Ashley Pettingill, Charlette Moore, Charlene Williams

2/6	Meet with PEER Committee Chairs	Stan
2/7	PEER Committee meeting	John, Stan
2/14	Personnel Committee presentations of national survey information on tuition and lottery existence/presentation to Higher Ed Subcommittee on tuition affordability	Stan
2/15	Legislative Council	Stan
2/15	AER-ON Meeting at UA System Office	Stan
2/19	Trustee Conference	Stan
2/25	Meeting with Les Wyatt and Larry Williams on transfer of Marked Tree campus from Jonesboro to ASU-Newport	John, Stan
2/26	Meeting with OPM staff to coordinate biennial personnel recommendations	Stan, John, Ashley, Charlette
2/29	Meeting regarding fund balances-UA System office	John

3/4	Capital visit to Henderson	Stan, John
3/4	Capital visit to AR School for Math, Science & the Arts	Stan, John
3/5	Meet with Chris Thyer and Kevin Anderson regarding fund balances	John
3/11	Capital visit to ASU-Newport	Stan, John, Charlette
3/11	Capital visit to ASU-Jonesboro	Stan, John, Charlette
3/12	Capital visit to CCCUA	Stan, John, Charlette
3/12	Capital visit to UACCH	Stan, John, Charlette
3/12	Design survey for Legislative request re: parking at ASU, UAFS, UALR, and UCA	Stan
3/13	Capital visit to UA Agri Experimental Station at Fayetteville	John, Ashley
3/13	Capital visit to NWACC	John, Ashley
3/14	Capital visit to PCCUA	John, Ashley
3/17	Capital visit to UAMS	John, Ashley
3/17	Compile parking survey results for Legislature	Stan
3/18	Capital visit to UCA	John, Ashley, Charlette
3/18	Capital visit to UA-Fayetteville	John, Ashley, Charlette
3/19	Capital visit to UAFS	John, Ashley, Charlette
3/19	Capital visit to ATU	John, Ashley, Charlette
3/20	Personnel Committee	Charlette
3/20	Capital visit to UAPB	John, Ashley
3/20	Capital visit to SEAC	John, Ashley
3/20	Legislative Subcommittee for Higher Education	Stan
3/24	Capital visit to UAM	Charlette, John
3/25	Capital visit to SAUT	John, Ashley, Charlette
3/25	Capital visit to SAUM	John, Ashley, Charlette
3/26	Capital visit to ASU-Beebe, Searcy, Heber Springs	John, Ashley
3/27	Capital visit to UALR	Stan, John
3/31	Capital visit to ASUMH	John, Ashley, Charlette
3/31	Capital visit to NAC	John, Ashley, Charlette

3/31	Meeting with Les Wyatt to discuss formula changes	Stan
4/1	Presidents Council	John, Ashley
4/1	Meeting with Ps and Cs to discuss Governor's letter and End-of-Term funding	Stan, John
4/1	Meet with University Presidents to discuss proposed formula revisions	Stan, John
4/7	IF staff mtg to review capital requests for 2009-11	Stan, John, Ashley, Charlette
4/7	Prep and distribute revised capital revenue forecast	Stan, John
4/8	IF staff meeting	Stan, John, Ashley, Charlette
4/9	Legislative Review Committee	Stan
4/9	IF staff meeting	Stan, John, Ashley, Charlette
4/10	PEER Committee	Stan
4/10	ARE-ON meeting at UA System office	Stan, Ashley
4/10	IF staff meeting	Stan, John, Ashley, Charlette
4/12	Higher Ed Subcommittee presentation	Stan, John
4/14	IF staff meeting	Stan, John, Ashley, Charlette
4/17	Personnel Committee	Charlette
4/18	Legislative Council meeting	Stan
4/22	IF staff meeting	Stan, John, Ashley, Charlette
4/23	IF staff meeting	Stan, John, Ashley, Charlette
4/24-25	AHECB meeting	Stan, John, Ashley

Financial Aid

Staff members: Tara Smith, Elyse Price, Collin Callaway, Julie Phillips, Phil Axelroth, June Morgan, Margaret Baltz, Lucretia Norris, and Ameddah Munir

2/6	STAR Teacher Ed-Harrison High/Middle Schools	Lucretia
2/6-8	STAR Teacher Ed-Yellville Summit High School	Lucretia
2/7	Financial Aid Workshop-UACCM	Elyse
2/9	Financial Aid Presentation-Mayflower	June
2/12	KATV Interview (7 On Your Side)-LR	Collin
2/12-13	STAR Teacher Ed-CAO meeting-LR	Lucretia
2/13	Chief CSAO meeting presentation at ADHE	Tara

2/12-17	College Goal Sunday Meeting-Charleston S.C.	Elyse
2/18	STAR Teacher Ed-UAFS Teacher's Fair	Lucretia
2/19	GO! Roundtable Discussion-NLR	Tara
2/19	College and Financial Aid Workshop-Mayflower High School	Tara
2/19	STAR Teacher Ed-Harding University-Searcy	Lucretia
2/21	Financial Aid Workshop-Arkadelphia High School	Elyse
2/21	STAR Teacher Ed-ASUN student meeting-Newport	Lucretia
2/21	Financial Aid presentation-Perryville High School	June
2/23	Annual TRIO Day presentation-ASU Beebe	Tara
2/25	AETN Financial Aid presentation	Tara
2/27	ABEA Board meeting-Conway	Tara
2/28	STAR Teacher Ed-ATU	Lucretia
2/29	STAR Teacher Ed-UCA	Lucretia
3/2	College Goal Sunday-UALR	Elyse
3/3	Minority Freshmen Workshop Presentation-UCA	Tara
3/3	Minority Freshmen Workshop-UCA	Julie
3/4	Co-op Directors and Coordination Commission	Lucretia
3/5	STAR Teacher Ed-Teacher's Fair-ASU	Lucretia
3/6	Channel 5 Morning Show (Academic Challenge)	Tara
3/6	Meet with ERZ partners-LR	Lucretia
3/10	Channel 11 Morning Show (Academic Challenge)	Tara
3/11	Financial Aid Workshop-Higgins High School	June
3/12	STAR Teacher Ed Career Educator's Fair-UALR	Lucretia
3/18	Financial Aid presentation-UALR TRIO FA Night	Tara
3/18	UALR TRIO/Financial Aid Night	Julie
3/19-20	40/29 Morning Show Presentation (Academic Challenge)	Tara
3/31	ABEA Board Conference Call	Tara
4/2	STAR Teacher Ed-Career Educators Fair-UAPB	Lucretia
4/2	Spirit of 110 Meeting-Pine Bluff	Elyse
4/9	STAR Teacher Ed-ERZ Director's Meeting - Fayetteville	Lucretia
4/10	Opportunity Maine Presentation-Clinton School	Tara, Phil
4/11	Women in Higher Education meeting-UALR	Ameedah, Margaret

ANNUAL REPORT ON PRODUCTIVITY OF RECENTLY APPROVED PROGRAMS

This agenda item summarizes degree productivity for associate and certificate programs approved between July 1, 2003 and June 30, 2004 and baccalaureate and graduate programs approved between July 1, 2001 and June 30, 2002. There are two methods for determining degree productivity: the number of graduates reported to ADHE for 2006-07 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.

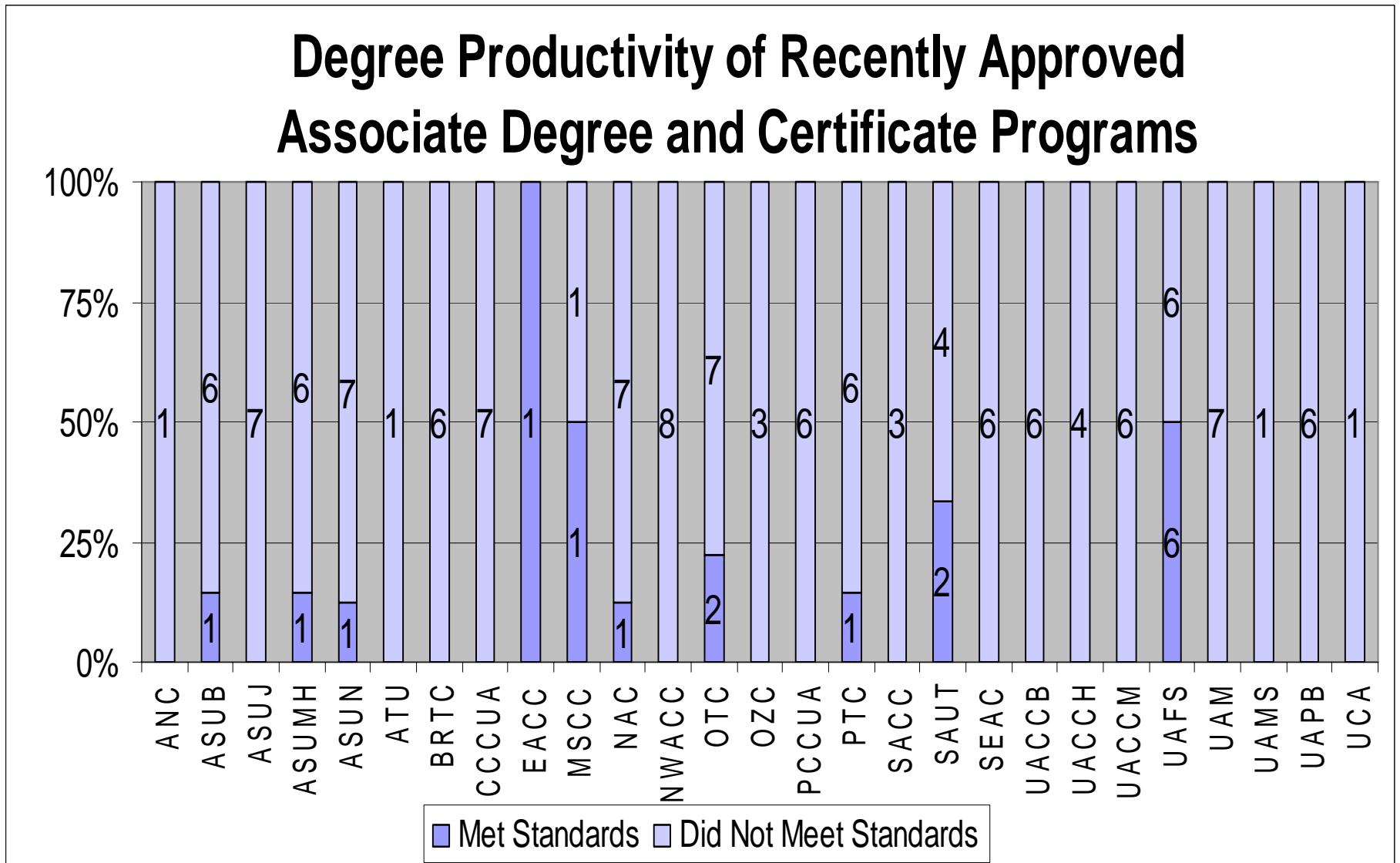
The Arkansas Higher Education Coordinating Board (AHECB) defines productivity standards as the following:

- certificates of proficiency programs – 3 awards per year;
- technical certificate programs – 3 awards per year;
- associate degree programs – 3 awards per year;
- advanced certificate programs – 3 awards per year;
- baccalaureate programs - 3 awards per year;
- post-baccalaureate degrees – 3 awards per year;
- master's degree programs – 2 awards per year;
- specialist degree programs – 2 awards per year;
- doctoral degree programs – 1 award per year; and
- first professional / post-first professional programs – 1 award per year.

Table 4-A summarizes the 163 new certificate/associate level programs approved during 2003-04, and 146 of those remain active while 17 were discontinued. Of the 146 programs still active, 17 (11.6 percent) met the productivity standard of producing an average of 3 graduates for the most recent two years. Out of the 129 active programs that did not meet the standard, 104 (80.6 percent) were in the fields of crime scene investigation or law enforcement administration.

Table 4-B summarizes the 16 new baccalaureate, 13 new master, and 10 new graduate certificate programs approved during 2001-02. At the baccalaureate level, 15 programs remain active and 14 (93.3 percent) of those met the productivity standard of producing an average of 3 graduates for the most recent three years. At the masters level, all 13 programs remain active and 10 (76.9 percent) met the productivity standard of producing an average of 2 graduates for the most recent three years. At the graduate certificate level, 3 programs remain active and 2 (66.6 percent) met the productivity standard of producing an average of 3 graduates for the most recent three years.

ADHE Executive Staff recommend that the AHECB accept this report. However, further study of the new program proposal and approval process should be done. Consideration may need to include industry and economic needs. Current productivity standards may also need further review and evaluation.



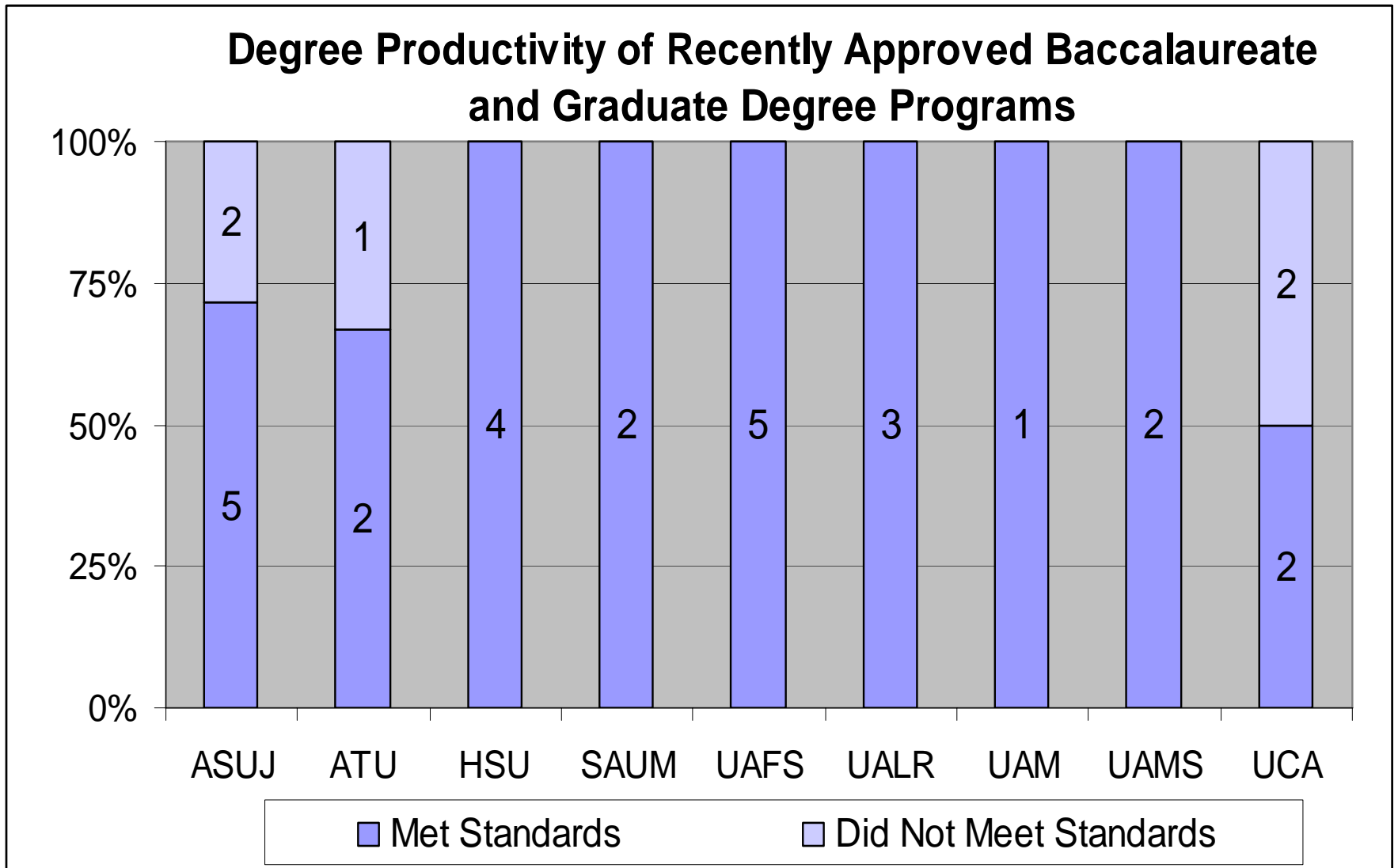


Table 4-A. Degree Productivity of Recently Approved Associate Degree and Certificate Programs

Associate Degree and Certificate Programs Approved during Fiscal Year 2003-04							Degrees/Certificates			Two-Year Avg.	Standards met?
Status	Inst.	Degree Code	CIP Code	Award	Program Name	Approval Date	2005	2006	2007		
A	ANC	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUB	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUB	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUB	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUB	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUB	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUB	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUB	0015	51.0904	CP	Emergency Medical Technician	08/01/03	33	22	22	22	yes
A	ASUJ	0405	19.0505	AAS	Food Technology	02/06/04	0	0	0	0	no
A	ASUJ	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUJ	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUJ	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUJ	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUJ	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUJ	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUMH	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUMH	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUMH	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUMH	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUMH	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUMH	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUMH	0018	51.0906	CP	Phlebotomy	04/30/04	0	19	31	25	yes
A	ASUN	0517	30.9999	AAS	General Technology	08/01/03	1	2	1	1.5	no
A	ASUN	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUN	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUN	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	ASUN	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUN	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUN	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	ASUN	4925	46.0303	TC	High Voltage Lineman Technology	04/30/04	0	11	11	11	yes
A	ATU	0030	43.0104	AA	Criminal Justice	02/06/04	1	1	4	2.5	no
A	BRTC	0388	43.0103	CP	Law Enforcement Administration	08/01/03	4	0	0	0	no

A	BRTC	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	BRTC	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	1	0	0	0	no
A	BRTC	0384	43.0106	CP	Crime Scene Investigation	08/01/03	1	0	1	0.5	no
A	BRTC	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	BRTC	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	CCCUA	1090	24.0102	AS	General Studies	08/01/03	0	2	1	1.5	no
A	CCCUA	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	CCCUA	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	CCCUA	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	CCCUA	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	CCCUA	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	CCCUA	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	EACC	0790	51.0907	AAS	Radiologic Technology	08/01/03	0	12	14	13	yes
A	MSCC	4234	52.1204	CP	Network Associate	02/06/04	8	10	2	6	yes
A	MSCC	4235	52.1204	CP	Network Professional	02/06/04	0	1	1	1	no
A	NAC	4773	11.0101	TC	Geographic Information Systems	08/12/03	1	2	0	1	no
A	NAC	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	NAC	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	NAC	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	NAC	0384	43.0106	CP	Crime Scene Investigation	08/01/03	1	0	0	0	no
A	NAC	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	NAC	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	NAC	4905	48.0508	CP	Welding Technology	08/12/03	9	7	0	3.5	yes
A	NWACC	0018	20.0202	CP	Early Childhood Development Specialist	02/06/04	0	0	0	0	no
A	NWACC	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	NWACC	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	NWACC	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	NWACC	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	NWACC	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	NWACC	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	NWACC	4496	49.0104	CP	Aviation Management	04/30/04	0	1	0	0.5	no
A	OTC	0517	30.9999	AAS	General Technology	02/06/04	0	1	0	0.5	no
A	OTC	0384	43.0106	CP	Crime Scene Investigation	04/30/04	0	0	0	0	no
A	OTC	0387	43.0106	AAS	Crime Scene Investigation	04/30/04	0	0	0	0	no
A	OTC	4895	49.0205	CP	Truck Driver Training	04/30/04	0	5	8	6.5	yes
A	OTC	4731	51.0705	TC	Medical Office Administration	08/01/03	15	4	3	3.5	yes

A	OTC	4746	51.0707	TC	Medical Coding	08/01/03	15	1	1	1	no
A	OTC	4260	52.0301	TC	Accounting	08/01/03	4	0	4	2	no
A	OTC	4850	52.0408	TC	Office Administration	08/01/03	1	1	1	1	no
A	OTC	4590	52.9999	TC	Management	08/01/03	1	1	4	2.5	no
A	OZC	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	OZC	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	OZC	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	PCCUA	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	PCCUA	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	PCCUA	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	PCCUA	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	PCCUA	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	PCCUA	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	PTC	4420	12.0401	TC	Cosmetology	04/30/04	0	19	16	17.5	yes
A	PTC	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	1	0.5	no
A	PTC	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	PTC	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	PTC	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	PTC	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	PTC	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	SACC	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	SACC	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	SACC	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	SAUT	4765	10.0104	CP	Multimedia Broadcasting	10/24/03	0	0	0	0	no
A	SAUT	0314	10.0199	AAS	Multimedia Technology	02/06/04	3	13	10	11.5	yes
A	SAUT	2346	11.9999	TC	Multimedia Web Design & Development	10/24/03	0	0	0	0	no
A	SAUT	4427	11.9999	CP	Linux/Unix	10/24/03	0	0	0	0	no
A	SAUT	4722	15.0603	TC	Manufacturing Technology	10/24/03	0	1	1	1	no
A	SAUT	0389	43.0107	TC	Law Enforcement	04/30/04	313	261	179	220	yes
A	SEAC	0018	20.0202	CP	Early Childhood Paraprofessional Technology	04/30/04	0	1	0	0.5	no
A	SEAC	0387	43.0106	TC	Crime Scene Investigation	08/01/03	1	1	0	0.5	no
A	SEAC	4713	48.0508	CP	Tungsten Inert Gas (TIG) Welding	04/30/04	0	2	0	1	no
A	SEAC	4715	48.0508	CP	Metal Inert Gas (MIG) Welding	04/30/04	0	1	0	0.5	no
A	SEAC	4381	52.0407	CP	Microsoft Office Specialist - Proficient	04/30/04	0	0	0	0	no

A	SEAC	4382	52.0407	CP	Microsoft Office Specialist-Expert	04/30/04	0	0	0	0	no
A	UACCB	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UACCB	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UACCB	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UACCB	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UACCB	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UACCB	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UACCH	0509	12.0301	TC	Funeral Director	04/30/04	0	2	0	1	no
A	UACCH	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	1	0	0.5	no
A	UACCH	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	1	0	0.5	no
A	UACCH	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UACCM	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	1	0.5	no
A	UACCM	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UACCM	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UACCM	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UACCM	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UACCM	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UAFS	0388	43.0103	CP	Law Enforcement Administration	08/01/03	1	0	1	0.5	no
A	UAFS	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UAFS	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UAFS	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	1	0	0.5	no
A	UAFS	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UAFS	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UAFS	4341	47.0604	CP	Automotive Drivetrain Specialist	04/06/04	1	10	2	6	yes
A	UAFS	4342	47.0604	CP	Automotive Undercar Specialist	04/06/04	1	14	1	7.5	yes
A	UAFS	4343	47.0604	CP	Automotive Drivability Specialist	04/06/04	1	8	1	4.5	yes
A	UAFS	0307	52.0402	AAS	Administrative Professional & Office Technology	02/06/04	0	3	10	6.5	yes
A	UAFS	1707	52.0402	CP	Administrative Professional & Office Technology	02/06/04	24	9	0	4.5	yes
A	UAFS	4729	52.0402	TC	Administrative Professional & Office Technology	02/06/04	4	6	1	3.5	yes
A	UAM	0388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UAM	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UAM	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UAM	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UAM	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no

A	UAM	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UAM	1240	52.1201	AC	Computer Information Systems	02/06/04	0	0	1	0.5	no
A	UAMS	3104	51.0907	AC	Diagnostic Medical Dosimetry (also at AHEC Fayetteville)	08/01/03	0	0	0	0	no
A	UAPB	388	43.0103	CP	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UAPB	0389	43.0103	TC	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UAPB	0391	43.0103	AAS	Law Enforcement Administration	08/01/03	0	0	0	0	no
A	UAPB	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UAPB	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UAPB	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
A	UCA	4005	51.1501	TC	Addiction Treatment	10/28/03	0	0	0	0	no
D	ANC	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
D	ANC	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
D	OTC	0386	43.0106	TC	Crime Scene Investigation	04/30/04	0	0	0	0	no
D	OZC	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
D	OZC	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
D	OZC	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
D	SACC	0384	43.0106	CP	Crime Scene Investigation	08/01/03	0	0	0	0	no
D	SACC	0386	43.0106	TC	Crime Scene Investigation	08/01/03	0	0	0	0	no
D	SACC	0387	43.0106	AAS	Crime Scene Investigation	08/01/03	0	0	0	0	no
D	SACC	4617	47.0302	TC	Heavy Equipment Operation	04/30/04	0	0	0	0	no
D	UAFS	9902	.	CP	Automotive Technology	02/06/04	0	0	0	0	no
D	SAUT	1346	11.9999	CP	Multimedia Web Design & Development	10/24/03	0	0	0	0	no
D	SAUT	4719	15.0603	CP	Manufacturing Technology-CIM	10/24/03	0	0	0	0	no
D	SAUT	4721	15.0603	CP	Manufacturing Technology-CNC	10/24/03	0	0	0	0	no
D	SAUT	4676	15.0699	AAS	Industrial Technologies	02/06/04	0	0	0	0	no
D	SAUT	0127	52.0204	CP	Data Entry	10/24/03	0	0	0	0	no
D	UACCM	1060	15.1102	AS	Land Surveying Technology	02/06/04	0	0	0	0	no

Table 4-B. Degree Productivity of Recently Approved Baccalaureate and Graduate Degree Programs

Baccalaureate and Graduate Degree Programs Approved during Academic Year 2001-2002												Three-year Average	Standards met?
Status	Inst.	Degree Code	CIP Code	Award	Program Name	Approval Date	2003	2004	2005	2006	2007		
A	ASUJ	2301	26.0101	BS	Biological Sciences	07/01/01	0	54	62	0	45	35.7	yes
A	ASUJ	2207	31.0504	BS	Sport Management	04/19/02	0	3	15	17	22	18.0	yes
A	ASUJ	2495	31.0505	BS	Exercise Science	07/01/01	16	18	24	31	13	22.7	yes
A	ASUJ	1245	50.0402	BFA	Graphic Design	07/01/01	0	0	6	5	8	6.3	yes
A	ASUJ	7085	51.1604	MSN	Nurse Anesthesia	04/19/02	0	0	10	32	34	25.3	yes
A	ASUJ	6272	51.9999	GC	Health Sciences Education	02/01/02	0	0	0	0	0	0.0	no
A	ASUJ	6273	51.9999	MS	Health Sciences	02/01/02	0	0	0	0	1	0.3	no
A	ATU	2797	11.0501	BS	Information Systems	04/19/02	0	6	7	7	7	7.0	yes
A	ATU	5615	13.1102	MS	College Student Personnel (also by distance)	04/19/02	0	0	17	7	21	15.0	yes
A	ATU	5480	16.0905	MA	Spanish	07/01/01	0	0	1	0	0	0.3	no
A	HSU	5663	13.0301	MSE	Curriculum & Instruction	04/19/02	0	3	15	22	48	28.3	yes
A	HSU	5542	13.1299	MAT	Education	07/01/01	0	6	10	5	13	9.3	yes
A	HSU	2205	31.0503	BS	Athletic Training	07/01/01	3	6	2	7	5	4.7	yes
A	HSU	6458	31.0504	MS	Sports Administration	07/01/01	6	19	23	10	22	18.3	yes
A	SAUM	5542	13.1299	MAT	Teacher Education	02/01/02	0	6	4	5	6	5.0	yes
A	SAUM	2205	31.0503	BS	Athletic Training	07/01/01	0	0	0	8	1	3.0	yes
A	UAFS	2411	11.0101	BS	Information Technology	04/19/02	0	3	13	19	37	23.0	yes
A	UAFS	2440	13.1204	BS	Early Childhood Education	12/05/01	26	48	75	76	81	77.3	yes
A	UAFS	1570	24.0101	BA	Liberal Arts	12/05/01	3	15	19	2	0	7.0	yes
A	UAFS	2320	52.0201	BS	Business Administration	12/05/01	3	30	61	64	67	64.0	yes
A	UAFS	2200	52.0301	BS	Accounting	12/05/01	0	17	17	25	30	24.0	yes
A	UALR	5750	13.0406	MA	College Student Affairs	02/01/02	1	1	2	4	3	3.0	yes
A	UALR	1480	16.0501	BA	German Studies	10/01/01	1	0	4	3	2	3.0	yes
A	UALR	5184	51.2310	GC	Rehabilitation Counseling	02/01/02	0	7	12	10	3	8.3	yes

A	UAM	2720	31.0501	BA/BS	Health, Physical Education, & Exercise Science (non-licensure)	07/01/01	10	13	20	15	14	16.3	yes
A	UAMS	6276	51.2201	GC	Public Health (Post-Baccalaureate)	10/01/01	0	4	5	6	3	4.7	yes
A	UAMS	6277	51.2201	MPH	Public Health	10/01/01	0	11	17	22	12	17.0	yes
A	UCA	5870	13.1001	MSE	Special Education	10/01/01	0	7	5	7	8	6.7	yes
A	UCA	5615	13.1102	MS	College Student Personnel Services & Administration	10/01/01	0	5	14	13	21	16.0	yes
A	UCA	3950	13.1316	BSE	Secondary Science Education	07/01/01	0	0	3	0	3	2.0	no
A	UCA	5480	16.0905	MA	Spanish	10/01/01	0	1	3	0	0	1.0	no
D	UAFS	2410	11.0101	BS	Computer Science	12/05/01	0	16	8	1	2	3.7	yes
D	UAM	5773	13.0401	GC	Educational Leadership	02/01/02	1	3	1	0	0	0.3	no
D	UAM	5771	13.0501	GC	Technology	02/01/02	0	0	0	0	0	0.0	no
D	UAM	5774	13.1001	GC	Special Education	02/01/02	0	0	0	0	0	0.0	no
D	UAM	5776	13.1203	GC	Middle School	02/01/02	0	0	0	0	0	0.0	no
D	UAM	5772	13.1204	GC	Early Childhood	02/01/02	0	0	0	0	0	0.0	no
D	UAM	5775	13.1314	GC	Physical Education	02/01/02	0	0	0	0	0	0.0	no
D	UAM	5770	13.1315	GC	Reading	02/01/02	0	2	0	0	0	0.0	no

AHECB TUITION POLICY FOR THE 2009-2011 BIENNIUM

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 only 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.

2009-11 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. The rapid increases in tuition national have resulted in great consternation for colleges and universities across the country. Nationally, tuition has

increased at an average rate of seven (7) to eight (8) percent for the each of the past four years. 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 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. The average two year increase in four-year tuition was 8.4% and in two-year colleges was 13.7%. To more accurately reflect these average rates of tuition increases were used to project the 2006-07 SREB rates to 2009-11.

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 2009-11 AHECB tuition and fee rate for two-year institutions with a local tax is recommended to be set at \$1,530, seventeen (19.7) percent of the 2007-08 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, twenty-two (22) percent of the 2007-08 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 twenty-five (25) and thirty (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 2009-11 rates for funding purposes are recommended to remain at \$4,710 for undergraduate, at \$5,400 for graduate, and at \$6,360 for doctoral FTE students.

Technical Institutes

The funding formula for the technical institutes that are affiliated with a university is new. Therefore, no AHECB policy has been established concerning tuition for these institutes. Since the technical institute formula is an adaptation of the two-year funding model and the institutes have no local tax, it is the staff recommendation that the technical institute tuition be the same as a two-year college with no local tax.

Professional Schools

The practice of establishing rates for the professional schools (medical, pharmacy, law, and nursing) was discontinued in 2004 since the AHECB had established rates for funding purposes and these rates were no longer used in the funding calculations.

The following chart details the recommended student fee rates to be used for funding purposes for the 2009-11 biennium:

AHECB 2009-11 Tuition Rates		
	Annualized	Per SSCH
Technical Institutes		
All	\$1,950	\$65
Two-Year Institutions		
Local Tax	\$1,530	\$51
No Local Tax	\$1,950	\$65
Four-Year Institutions		
Undergraduate	\$4,710	\$157
Graduate	\$5,400	\$225
Doctoral	\$6,360	\$265

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.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

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 2009-11 funding formulas for colleges and universities.

FUNDING FORMULAS FOR THE 2009-11 BIENNIUM

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- and four-year institutions 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. The two-year, technical institutes and the universities 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 unique mission entities 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 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** – How differences in institutional characteristics and missions affect 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 registrations 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 of the two-year colleges,

technical institutes 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 as 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.

Performance Measures

Since the inception of funding formulas in Arkansas all formulas have been based upon productivity in terms of “census” date enrollment and student semester credit hours (SSCH). The census date information has often drawn criticism from legislators due to the belief that the true measure of productivity is the number of students who complete the semester and earn a grade. Some believe this is the fundamental element in measuring student retention. On the other hand, colleges and universities have maintained that they experience the costs associated with the number of students enrolled on the census date because they must hire faculty to teach the number of students registered, as well as, provide student services such as financial aid and advising; and provide the facilities for the instruction.

ADHE staff requested a SHEEO survey of all states to determine if any state used or had used the end-of-term SSCH production in determining funding for colleges and universities. The results showed that only Minnesota had used the end-of-term productivity. However, the survey showed that five other states were considering using end-of-term credit hour production. Some other states use degree productivity rather than SSCH for funding higher education.

For the first time, Arkansas’s funding formulas for two-year colleges and universities will be based in part on end-of-term productivity. From a national perspective, Arkansas will be taking the lead in recognizing the end-of-term credit hours to determine institutions needs for funding (Minnesota no longer uses the end-of-term in the funding formula). Working with Governor Beebe’s staff, legislators, presidents and chancellors, the Department of Higher Education has developed a plan for including the end-of-term SSCH in determining institutions’ need for funding. The plan has received the consensus of the presidents and chancellors, and Governor Beebe has publicly advocated including the end-of-term SSCH in the funding for higher education as one measure of productivity.

The funding needs of the colleges and universities will be determined by using the formula determined need based upon both the census date SSCH and the end-of-term SSCH. For the 2009-11 biennium, need for funding will be determined using ninety (90) percent of the census date need and ten (10) percent of the end-of-term need.

In the 2007 legislative session there was a great deal of discussion about funding higher education for the behavior that the legislature wanted. In that session, a bill was introduced which called for several performance measures to be included in the determination of higher education funding. Among those was a requirement that the end-of-term SSCH be used in the funding formula. The funding methodology proposed is in response to that legislative interest and the commitment of the Governor to base funding in part on performance measures.

It is of interest to note the impact the legislative attention to the census-date versus end-of-term SSCH has had on institutional behavior. The improvement in the percentage of students completing the semester from 2006 to 2007 went from 87.4% completing in 2006 to 89.3% in 2007 at the universities. At the two-year colleges the improvement was even more dramatic, from 77.5% in 2006 to 82.3% in 2007.

Incentive Funding

Funding initiatives that specifically increase the speed at which degrees are produced is essential if Arkansas is to change the percent of its population that has a college degree. ADHE recommends the State create an incentive funding formula in addition to the institutional funding formula based on institutional need. ADHE requests \$10 million annually to implement the incentive funding formula coordinated by ADHE with the emphasis on increasing the number of associate and bachelor degrees as quickly as possible.

Improving student success, especially student retention, graduation and most importantly degree attainment, should be a priority for higher education institutions. Incentives for increasing institutional performance on these measures have shown to be effective in other states. A similar incentive program in Oklahoma increased associate degree production twenty-eight (28) percent and bachelor degree production twenty-two (22) percent over a five-year period. Arkansas needs to increase institutional productivity; therefore it is recommended that funds be allocated for such a funding formula. The particulars of the proposed structure for the formula would be developed by ADHE in consultation with the leadership from the campuses. It should include both short term and long term measures of satisfactory progression, matriculation and graduation. A small portion of these funds would be used to enhance ADHE's capabilities for monitoring the success of the program; for sponsoring improvement grants for institutions having especially difficult issues with student program completion and statewide training events for institutional staff.

Two-Year Institutions

This Mini-Model used in determining funding needs for the current biennium became Act 1760 of 2005. In 2007 Act 1760 was amended by Act 591 to incorporate the changes you approved on April 28, 2006. There are no new improvements for the two-year college model recommended for the coming biennium. The presidents and chancellors see the modified Mini-Model as a long-term methodology for funding colleges. The components of the Revised Mini-Model found in Act 591 are as follows:

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

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

- 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, seventy (70) percent are considered full-time and thirty (30) percent are considered part-time. The seventy (70) percent that are considered full-time are assigned a full-time salary equal to the projected SREB average for 2009-11. The thirty (30) percent considered part-time are assigned a part-time salary equal to fifty (50) percent of the calculated full-time salary.
 - Institutions with $\geq 3,000$ FTE students
Of the total FTE faculty, fifty (50) percent are considered full-time and fifty (50) percent are considered part-time. The fifty (50) percent that are considered full-time are assigned a full-time salary equal to the projected SREB average for 2009-11. The fifty (50) percent considered part-time are assigned a part-time salary equal to fifty (50) percent of the calculated full-time salary.
- Other Academic Support Categories: The calculation for Academic Support is sixty (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 sixty (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 remaining students above 3,000.
- 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.

SPACE NEEDS MODEL	
Space Type	Calculations
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 2008 Facilities Audit Program (FAP) compared to the model-determined need. When the actual E&G square footage exceeds the model determined space need by more than hundred and fifty (150) percent, a rate of \$1.50 per square foot for any excess square footage will be applied. If the model determined need exceeds the actual E&G square feet, then the rate determined from the latest actual expenditures will be applied to the actual square footage 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 thirty (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.

Technical Institutes (New)

Technical Institutes that merged with universities were funded under the non-formula category in previous biennia. These institutes include the Marked Tree campus of ASU-Jonesboro, the Ozark Campus of Arkansas Tech, and the Crossett and McGehee campuses of UA-Monticello. ADHE staff has developed a funding formula to determine the funding need for these technical institutes. The components of the model are as follows:

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

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

- **Faculty Salaries:** The total FTE faculty generated above is multiplied by the average faculty salary for technical institutes in the SREB region.
- **Other Academic Support Categories:** The calculation for Academic Support is seventy-five (75) percent of Teaching Salaries and currently includes Departmental Operations, Libraries, Museums and Galleries, Organized Activities, Public Service, and Other Academic Support.
- **Student Services:** Student Services is calculated based on a variable rate per FTE. The rates are \$150,000 for the first 200 students and \$495 per FTE for all FTE over 200.
- **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.

SPACE NEEDS MODEL	
Space Type	Calculations
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 2008 Facilities Audit Program (FAP) compared to the model-determined need. The rates and calculations will be exactly like that of the two-year model.

- Institutional Support: Institutional Support is calculated as 21 percent of the total Educational and General Expenditure Function Needs.
- Staff Benefits: Staff Benefits are calculated at thirty (30) percent of salaries. (This is in keeping with the average amount that the state funds its agencies for fringe benefits.)

Universities

This biennium the funding formula for the four-year institutions 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. The ADHE staff proposes two changes to the University funding model which will require the amendment or repeal of Act 1429 of 2005. Those changes deal with the method of calculating the Diseconomy of Scale and increasing the Minority Mission increment from ten (10) percent to (15) percent.

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 is based upon research conducted by the University of Delaware in a study of over 300 institutions, including three from Arkansas.

- Full-Time Equivalent Faculty:** Through the research of the University of North Carolina System (UNCS) and the University of Delaware it was 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 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>
Cost Category I	645	175	130
Cost Category II	480	250	145
Cost Category III	365	160	120
Cost Category IV	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).

- Faculty Salaries:** At this point, the proposed formula departs from the typical funding formula. Most states multiply a university's total FTE faculty by a single mean SREB salary for that institution's SREB classification, in Arkansas's formula 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 2006-07 SREB faculty salary for each level would be inflated to 2009-11 biennium.

- **Other Instructional Support:** Forty-five (45) percent of teaching salaries. The expenditures covered in this calculation are academic departments' operating expenses, staff benefits, and non-credit instruction.
- **Library:** Eleven (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:** Fifty-four (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:** Five (5) percent of the undergraduate teaching salaries, twenty-five (25) percent of the graduate teaching salaries, and fifty (50) percent of the doctoral level teaching salaries generated by the model are the percentages used for research funding. 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:** Three (3) percent of teaching salaries.
- **Special Mission:** Need based funding models must recognize 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 *fifteen (15)* percent of the formula 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 ten (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:** Nationally, a small institution is defined as one with **3,000** FTE or less. The rates are as follows:

<u>FTE Enrollment</u>	<u>Percent to be added the Formula Need</u>
<i>0 to 2,000</i>	<i>10%</i>
<i>2,001 to 2,500</i>	<i>5.0%</i>
<i>2,501 to 3,000</i>	<i>2.1%</i>
<i>3,001 to 3,500</i>	<i>1.0%</i>

- **Operation and Maintenance of Plant:** The Academic Space Needs Model 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 or additional square footage needed, as determined by the space needs model, are funded at a lower rate than that used for existing square footage. This accomplishes two things; it discourages keeping unneeded square footage in the facilities inventory 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, Clinton School, UAMS, 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.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the funding policies described in this agenda item to be used by the institutions and Department in preparing appropriation requests for the 2009-11 biennium.

**7-A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
BY GENDER, RACE/ETHNICITY, AND AGE, FALL OF YEARS 1992 - 2007 ENTERING COHORTS**

DEMOGRAPHIC CHARACTERISTIC	COHORT	# IN COHORT	ONE-YEAR	SIX-YEAR		
			STILL ENROLLED (%)	STILL ENROLLED (%)	GRADUATION RATE (%)	COHORT SUCCESS (%)
PUBLIC						
	1992	12,814	62.9	9.4	30.9	40.3
	1993	14,081	65.0	9.5	29.7	39.3
	1994	12,822	66.2	9.8	30.6	40.4
	1995	13,153	67.2	9.8	30.8	40.6
	1996	13,342	67.9	10.2	31.2	41.5
	1997	14,061	67.8	10.3	31.6	41.9
	1998	15,045	68.6	10.4	32.4	42.8
	1999	15,725	68.8	10.0	33.5	43.5
	2000	15,168	70.5	10.6	33.4	44.1
	2001	15,979	70.3	10.0	34.0	44.0
	2002	16,587	69.3			
	2003	17,634	68.0			
	2004	17,556	68.1			
	2005	18,221	68.3			
	2006	17,911	69.2			
	2007	18,878				
MALE						
	1992	5,800	61.2	9.5	28.1	37.6
	1993	6,535	62.1	9.5	26.3	35.8
	1994	5,774	63.8	10.0	27.0	37.0
	1995	5,771	64.8	9.9	27.1	37.0
	1996	5,890	65.9	10.2	27.9	38.1
	1997	6,095	65.2	10.6	28.5	39.0
	1998	6,689	66.6	10.0	28.4	38.4
	1999	6,845	66.4	10.2	29.7	39.9
	2000	6,736	68.6	10.5	29.9	40.4
	2001	6,903	67.8	10.3	30.2	40.5
	2002	7,243	66.9			
	2003	7,779	65.2			
	2004	7,742	64.4			
	2005	8,293	65.5			
	2006	8,141	66.5			
	2007	8,410				
FEMALE						
	1992	6,950	64.2	9.4	33.2	42.6
	1993	7,546	67.4	9.5	32.8	42.3
	1994	7,048	68.2	9.6	33.6	43.2
	1995	7,382	69.2	9.7	33.7	43.4
	1996	7,452	69.5	10.3	33.8	44.1
	1997	7,966	69.9	10.1	34.0	44.2
	1998	8,356	70.2	10.8	35.6	46.3
	1999	8,880	70.6	9.8	36.4	46.3
	2000	8,432	72.1	10.8	36.2	47.0
	2001	9,076	72.3	9.8	36.9	46.6
	2002	9,344	71.2			
	2003	9,855	70.2			
	2004	9,814	70.9			
	2005	9,928	70.8			
	2006	9,770	71.4			
	2007	10,468				

**7-A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
BY GENDER, RACE/ETHNICITY, AND AGE, FALL OF YEARS 1992 - 2007 ENTERING COHORTS**

DEMOGRAPHIC CHARACTERISTIC	COHORT	# IN COHORT	ONE-YEAR	SIX-YEAR		
			STILL ENROLLED (%)	STILL ENROLLED (%)	GRADUATION RATE (%)	COHORT SUCCESS (%)
AMERICAN INDIAN OR ALASKA NATIVE						
	1992	99	41.4	3.0	29.3	32.3
	1993	114	56.1	7.0	21.9	28.9
	1994	124	60.5	6.5	26.6	33.1
	1995	128	64.8	9.4	24.2	33.6
	1996	165	61.8	10.9	24.2	35.2
	1997	144	62.5	11.1	22.2	33.3
	1998	147	59.2	8.2	23.8	32.0
	1999	164	62.2	9.1	25.6	34.8
	2000	164	67.7	7.3	24.4	31.7
	2001	151	66.2	10.6	26.5	37.1
	2002	179	59.8			
	2003	181	60.2			
	2004	235	64.7			
	2005	234	71.8			
	2006	224	61.6			
	2007	246				
ASIAN OR PACIFIC ISLANDER						
	1992	124	75.0	10.5	35.5	46.0
	1993	152	77.6	10.5	32.2	42.8
	1994	150	82.7	11.3	35.3	46.7
	1995	153	76.5	8.5	37.3	45.8
	1996	158	77.2	10.1	41.1	51.3
	1997	162	77.2	17.9	40.1	58.0
	1998	193	82.4	15.5	38.3	53.9
	1999	185	76.2	10.8	40.5	51.4
	2000	177	78.5	9.6	41.8	51.4
	2001	171	82.5	9.9	35.1	45.0
	2002	185	78.9			
	2003	219	83.6			
	2004	231	81.0			
	2005	258	81.4			
	2006	247	79.8			
	2007	367				
BLACK						
	1992	2,171	59.3	10.7	19.5	30.3
	1993	2,521	61.8	10.6	19.6	30.2
	1994	2,206	60.7	11.9	19.6	31.5
	1995	2,388	60.2	12.9	19.3	32.2
	1996	2,448	60.3	12.3	21.2	33.5
	1997	2,513	63.9	12.7	21.6	34.3
	1998	2,799	63.2	12.8	23.1	35.9
	1999	3,010	63.5	12.0	22.5	34.5
	2000	2,879	65.4	13.7	22.8	36.5
	2001	3,021	65.6	12.5	22.6	35.1
	2002	3,236	63.8			
	2003	3,501	60.8			
	2004	3,590	59.0			
	2005	3,729	60.1			
	2006	3,508	61.2			
	2007	3,773				
HISPANIC						
	1992	60	68.3	13.3	21.7	35.0
	1993	107	57.9	7.5	25.2	32.7
	1994	91	58.2	5.5	22.0	27.5
	1995	91	60.4	7.7	17.6	25.3
	1996	122	70.5	11.5	29.5	41.0
	1997	158	55.1	6.3	27.8	34.2
	1998	174	72.4	10.3	27.6	37.9
	1999	172	65.7	13.4	31.4	44.8
	2000	219	63.9	12.8	26.9	39.7
	2001	234	65.8	9.8	28.6	38.5
	2002	249	65.9			
	2003	313	68.7			
	2004	333	65.5			
	2005	397	68.8			
	2006	465	69.9			
	2007	515				

7-A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE/ETHNICITY, AND AGE, FALL OF YEARS 1992 - 2007 ENTERING COHORTS

DEMOGRAPHIC CHARACTERISTIC	COHORT	# IN COHORT	ONE-YEAR	SIX-YEAR		
			STILL ENROLLED (%)	STILL ENROLLED (%)	GRADUATION RATE (%)	COHORT SUCCESS (%)
NON-RESIDENT ALIEN						
	1992	218	67.4	5.0	21.1	26.1
	1993	229	59.4	1.3	21.4	22.7
	1994	163	66.3	-	25.8	25.8
	1995	82	45.1	1.2	18.3	19.5
	1996	86	65.1	4.7	27.9	32.6
	1997	154	60.4	1.3	24.0	25.3
	1998	141	66.7	2.1	36.9	39.0
	1999	139	66.9	2.9	39.6	42.4
	2000	125	73.6	3.2	37.6	40.8
	2001	137	55.5	1.5	29.2	30.7
	2002	179	50.8			
	2003	148	59.5			
	2004	158	70.9			
	2005	190	64.2			
	2006	222	59.5			
	2007	171				
UNKNOWN						
	1992	79	74.7	8.9	26.6	35.4
	1993	8	37.5	12.5	12.5	25.0
	1994	16	68.8	12.5	25.0	37.5
	1995	36	61.1	13.9	30.6	44.4
	1996	37	62.2	5.4	21.6	27.0
	1997	29	48.3	17.2	13.8	31.0
	1998	40	77.5	7.5	32.5	40.0
	1999	71	78.9	11.3	36.6	47.9
	2000	77	71.4	14.3	18.2	32.5
	2001	170	74.1	9.4	41.2	50.6
	2002	189	77.2			
	2003	219	70.3			
	2004	220	69.5			
	2005	337	76.3			
	2006	335	81.5			
	2007	181				
WHITE						
	1992	10,063	63.5	9.3	33.6	42.9
	1993	10,950	65.8	9.5	32.4	41.9
	1994	10,072	67.3	9.5	33.2	42.7
	1995	10,275	69.0	9.1	33.7	42.8
	1996	10,326	69.7	9.8	33.6	43.4
	1997	10,901	69.0	9.8	34.1	44.0
	1998	11,551	69.7	9.9	34.7	44.6
	1999	11,984	70.1	9.5	36.2	45.7
	2000	11,527	71.8	10.0	36.3	46.2
	2001	12,095	71.6	9.5	37.0	46.5
	2002	12,370	71.0			
	2003	13,053	69.8			
	2004	12,789	70.4			
	2005	13,076	70.2			
	2006	12,910	71.1			
	2007	13,625				

7-A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE/ETHNICITY, AND AGE, FALL OF YEARS 1992 - 2007 ENTERING COHORTS

DEMOGRAPHIC CHARACTERISTIC	COHORT	# IN COHORT	ONE-YEAR	SIX-YEAR		
			STILL ENROLLED (%)	STILL ENROLLED (%)	GRADUATION RATE (%)	COHORT SUCCESS (%)
17 - 19						
	1992	9,749	69.7	10.7	30.9	41.7
	1993	10,890	71.6	10.9	30.7	41.6
	1994	10,277	71.8	10.9	31.9	42.8
	1995	10,725	72.2	10.5	32.6	43.0
	1996	10,991	72.8	10.9	33.2	44.1
	1997	11,593	72.7	11.0	33.9	44.9
	1998	12,439	73.2	11.0	34.9	45.8
	1999	12,987	73.1	10.6	35.7	46.3
	2000	12,806	74.4	11.0	36.1	47.1
	2001	13,098	74.7	10.6	36.7	47.3
	2002	13,267	74.0			
	2003	14,144	73.2			
	2004	14,263	73.0			
	2005	14,899	73.4			
	2006	15,066	73.6			
	2007	15,650				
20 - 24						
	1992	1,283	39.1	6.7	23.7	30.4
	1993	1,590	40.6	5.9	20.1	26.0
	1994	1,400	40.6	5.8	18.7	24.5
	1995	1,220	41.7	8.0	17.1	25.1
	1996	1,263	42.9	8.7	17.5	26.2
	1997	1,340	40.8	9.2	14.2	23.4
	1998	1,409	44.6	11.1	14.6	25.7
	1999	1,413	41.6	9.8	14.3	24.1
	2000	1,375	48.1	10.7	13.7	24.4
	2001	1,549	47.6	8.8	16.2	25.0
	2002	1,715	46.1			
	2003	1,727	42.8			
	2004	1,677	44.4			
	2005	1,735	42.1			
	2006	1,518	42.2			
	2007	1,605				
25 - 35						
	1992	1,065	43.6	4.5	35.6	40.1
	1993	1,031	43.6	4.4	29.7	34.0
	1994	792	49.4	4.2	34.5	38.6
	1995	803	46.3	6.7	25.9	32.6
	1996	739	44.7	5.8	25.7	31.5
	1997	753	47.8	6.0	25.4	31.3
	1998	734	46.2	5.3	21.8	27.1
	1999	829	52.2	6.0	28.6	34.6
	2000	662	48.3	6.8	20.4	27.2
	2001	874	55.1	5.9	27.8	33.8
	2002	1,075	55.1			
	2003	1,177	51.3			
	2004	1,100	49.5			
	2005	1,074	47.6			
	2006	881	49.4			
	2007	990				
35 - 44						
	1992	439	39.4	3.9	39.0	42.8
	1993	353	45.0	2.8	37.1	39.9
	1994	244	45.5	5.3	33.2	38.5
	1995	267	53.6	2.2	34.8	37.1
	1996	241	53.1	4.1	31.5	35.7
	1997	234	53.8	2.6	33.3	35.9
	1998	273	56.4	4.0	39.2	43.2
	1999	328	61.3	2.7	38.1	40.9
	2000	207	57.0	2.4	38.2	40.6
	2001	283	55.1	6.0	27.2	33.2
	2002	340	56.5			
	2003	352	51.7			
	2004	322	52.8			
	2005	319	53.3			
	2006	287	51.6			
	2007	367				

7-A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE/ETHNICITY, AND AGE, FALL OF YEARS 1992 - 2007 ENTERING COHORTS

DEMOGRAPHIC CHARACTERISTIC	COHORT	# IN COHORT	ONE-YEAR	SIX-YEAR		
			STILL ENROLLED (%)	STILL ENROLLED (%)	GRADUATION RATE (%)	COHORT SUCCESS (%)
45 - 54						
	1992	122	32.8	1.6	36.1	37.7
	1993	127	37.8	2.4	41.7	44.1
	1994	82	42.7	3.7	31.7	35.4
	1995	88	54.5	1.1	39.8	40.9
	1996	67	49.3	4.5	29.9	34.3
	1997	91	59.3	1.1	45.1	46.2
	1998	142	52.1	-	33.8	33.8
	1999	130	60.0	-	43.8	43.8
	2000	77	59.7	2.6	36.4	39.0
	2001	132	47.0	-	31.8	31.8
	2002	146	56.8			
	2003	171	50.9			
	2004	140	41.4			
	2005	148	54.7			
	2006	119	54.6			
	2007	205				
55 - 80						
	1992	31	16.1	6.5	32.3	38.7
	1993	26	30.8	-	46.2	46.2
	1994	9	33.3	-		
	1995	20	40.0	-	40.0	40.0
	1996	19	52.6	5.3	42.1	47.4
	1997	17	47.1	-	11.8	11.8
	1998	25	32.0	-	32.0	32.0
	1999	28	39.3	-	35.7	35.7
	2000	17	58.8	5.9	47.1	52.9
	2001	23	43.5	-	34.8	34.8
	2002	27	44.4			
	2003	37	37.8			
	2004	37	32.4			
	2005	24	45.8			
	2006	25	48.0			
	2007	44				
Unknown						
	1992	125	63.2	5.6	27.2	32.8
	1993	64	59.4	10.9	39.1	50.0
	1994	18	38.9	5.6	16.7	22.2
	1995	30	50.0	10.0	26.7	36.7
	1996	22	54.5	9.1	13.6	22.7
	1997	33	51.5	12.1	24.2	36.4
	1998	23	47.8	4.3	30.4	34.8
	1999	10	70.0	-	30.0	30.0
	2000	24	58.3	8.3	33.3	41.7
	2001	20	55.0	5.0	15.0	20.0
	2002	17	47.1			
	2003	26	53.8			
	2004	17	47.1			
	2005	22	77.3			
	2006	15	66.7			
	2007	17				

**TABLE 7-B. RETENTION AND GRADUATION RATES OF FIRST-TIME FRESHMEN
AT ARKANSAS PUBLIC UNIVERSITIES, FALL 1992 - 2007 ENTERING COHORTS**

COHORT YEAR	# IN COHORT	ONE YEAR RETENTION		SIX YEAR GRADUATION		AFTER SIXTH YEAR	
		NATIVE (%)	CUMULATIVE (%)	NATIVE (%)	CUMULATIVE (%)	% STILL ENROLLED	% COHORT SUCCESS
Arkansas State University - Jonesboro							
1992	1,748	60.6	70.3	28.5	33.6	10.7	44.3
1993	1,511	66.9	74.1	33.3	38.6	11.3	49.9
1994	1,503	66.7	73.7	32.5	37.8	11.3	49.1
1995	1,491	66.1	75.5	36.5	43.3	10.9	54.2
1996	1,594	66.9	75.0	35.3	41.9	11.7	53.6
1997	1,693	65.4	75.5	37.6	44.9	11.4	56.3
1998	1,708	65.3	75.2	35.4	43.5	10.7	54.2
1999	1,657	66.0	76.8	38.0	45.1	11.6	56.7
2000	1,591	70.5	78.7	40.1	46.8	11.7	58.5
2001	1,607	67.3	77.2	37.8	45.2	12.8	58.0
2002	1,546	69.9	79.4				
2003	1,433	68.0	75.2				
2004	1,303	65.4	73.6				
2005	1,491	71.8	77.4				
2006	1,663	68.5	76.9				
2007	1,666						
Arkansas Tech University							
1992	825	68.0	73.0	35.4	40.8	9.9	50.8
1993	845	62.5	70.3	31.0	38.0	9.0	47.0
1994	838	62.9	71.8	32.0	39.6	9.8	49.4
1995	756	62.8	71.2	36.4	42.5	8.7	51.2
1996	668	68.4	77.4	40.9	48.8	10.0	58.8
1997	724	62.7	71.1	36.6	42.0	10.1	52.1
1998	823	65.6	72.5	37.4	44.7	10.8	55.5
1999	1,057	63.6	74.6	35.4	42.4	11.0	53.4
2000	1,124	64.5	75.3	37.9	46.6	11.2	57.8
2001	1,205	67.5	77.1	38.5	46.8	10.5	57.3
2002	1,170	65.9	75.6				
2003	1,450	65.0	73.6				
2004	1,403	63.8	73.4				
2005	1,460	65.3	75.3				
2006	1,435	64.2	75.3				
2007	1,552						
Henderson State University							
1992	690	63.9	73.2	25.9	34.2	14.5	48.7
1993	736	62.6	73.6	29.5	38.9	11.1	50.0
1994	644	57.6	72.7	31.1	41.6	10.1	51.7
1995	608	63.3	74.0	28.3	37.0	10.9	47.9
1996	570	63.7	75.3	27.0	36.0	13.0	48.9
1997	563	61.6	76.6	32.9	44.6	12.6	57.2
1998	603	65.5	77.8	27.7	36.8	14.3	51.1
1999	561	59.0	71.3	28.3	36.2	10.5	46.7
2000	652	64.4	76.5	26.5	35.0	14.0	48.9
2001	646	63.9	76.2	31.1	41.6	10.4	52.0
2002	618	60.2	72.2				
2003	534	62.5	73.0				
2004	587	64.2	74.6				
2005	560	56.3	69.8				
2006	588	62.1	75.0				
2007	786						
Southern Arkansas University - Magnolia							
1992	491	60.3	67.0	26.9	35.0	10.0	45.0
1993	497	56.9	63.4	22.5	28.4	8.5	36.8
1994	488	54.3	63.1	26.2	32.6	10.5	43.0
1995	481	57.8	68.0	25.4	32.0	10.8	42.8
1996	520	61.3	69.2	29.8	35.0	9.4	44.4
1997	523	60.2	66.0	28.1	33.7	9.2	42.8
1998	523	65.2	72.8	35.0	42.4	7.5	49.9
1999	555	66.1	73.7	34.6	42.0	8.1	50.1
2000	623	67.4	73.4	37.7	42.9	8.2	51.0
2001	571	63.9	71.3	35.0	42.2	9.1	51.3
2002	579	63.4	71.5				
2003	544	62.9	71.1				
2004	647	63.7	70.8				
2005	566	62.2	70.5				
2006	588	61.4	68.5				
2007	528						

**TABLE 7-B. RETENTION AND GRADUATION RATES OF FIRST-TIME FRESHMEN
AT ARKANSAS PUBLIC UNIVERSITIES, FALL 1992 - 2007 ENTERING COHORTS**

COHORT YEAR	# IN COHORT	ONE YEAR RETENTION		SIX YEAR GRADUATION		AFTER SIXTH YEAR	
		NATIVE (%)	CUMULATIVE (%)	NATIVE (%)	CUMULATIVE (%)	% STILL ENROLLED	% COHORT SUCCESS
University of Arkansas Fayetteville							
1992	1,598	73.3	79.4	43.7	48.4	9.5	57.9
1993	2,009	74.2	81.4	43.7	49.5	9.1	58.6
1994	2,173	73.9	81.9	43.0	49.9	10.2	60.1
1995	2,247	72.1	80.1	42.7	49.7	9.3	59.1
1996	2,175	72.6	80.7	43.3	48.5	10.6	59.0
1997	2,115	74.4	83.0	46.0	51.5	10.6	62.2
1998	2,463	77.0	84.6	50.6	55.3	10.0	65.3
1999	2,200	81.4	87.0	54.3	59.3	9.0	68.2
2000	2,183	81.5	87.7	53.5	59.5	9.3	68.8
2001	2,205	81.1	88.2	55.1	59.3	8.7	68.0
2002	2,157	81.9	87.3				
2003	2,277	82.4	87.3				
2004	2,423	81.1	87.1				
2005	2,666	82.9	88.5				
2006	2,726	82.0	86.8				
2007	2,879						
University of Arkansas - Fort Smith							
1992	458	57.0	59.4	26.2	29.7	7.6	37.3
1993	683	55.9	62.8	23.3	32.7	8.3	41.0
1994	790	54.2	62.0	23.4	30.8	8.9	39.6
1995	784	58.7	62.5	24.0	31.0	8.2	39.2
1996	767	57.4	63.9	28.8	35.5	8.1	43.5
1997	824	58.9	64.3	29.1	36.8	9.3	46.1
1998	753	52.6	58.6	26.7	34.0	8.6	42.6
1999	931	54.0	61.5	30.9	36.6	8.8	45.4
2000	756	55.4	61.1	28.6	37.4	7.9	45.4
2001	866	57.4	62.4	26.2	32.2	8.7	40.9
2002	1,040	57.8	62.9				
2003	772	58.9	66.2				
2004	833	61.3	67.2				
2005	772	61.7	67.6				
2006	802	63.7	69.8				
2007	853						
University of Arkansas at Little Rock							
1993	966	59.5	67.0	19.0	25.1	16.6	41.6
1994	675	59.0	67.4	19.0	26.5	18.4	44.9
1995	763	64.0	70.5	19.4	25.3	19.3	44.6
1996	676	60.4	67.3	18.5	24.4	22.0	46.4
1997	836	63.8	72.5	17.0	25.4	20.8	46.2
1998	779	67.3	75.0	21.4	28.2	19.8	48.0
1999	822	62.7	72.0	18.6	25.2	18.1	43.3
2000	828	67.5	75.8	23.6	29.8	18.5	48.3
2001	709	67.7	74.2	20.0	25.5	21.2	46.7
2002	739	64.3	72.8				
2003	691	59.2	68.7				
2004	761	59.0	69.4				
2005	762	59.3	67.3				
2006	605	59.2	69.6				
2007	814						
University of Arkansas at Monticello							
1992	581	59.4	65.2	25.0	30.5	11.2	41.7
1993	510	54.3	59.4	19.2	24.7	11.4	36.1
1994	513	50.1	57.5	21.1	29.6	9.7	39.4
1995	489	53.2	63.0	26.0	31.5	9.4	40.9
1996	453	56.3	66.4	27.2	34.9	9.7	44.6
1997	449	47.2	56.6	21.6	29.4	9.6	39.0
1998	457	55.6	63.7	26.9	31.5	10.1	41.6
1999	511	57.9	67.1	32.5	39.1	10.4	49.5
2000	467	50.5	59.3	28.5	35.3	8.1	43.5
2001	462	54.1	61.9	29.4	36.8	10.6	47.4
2002	528	54.4	65.7				
2003	679	46.8	54.6				
2004	630	47.5	55.1				
2005	627	47.7	55.0				
2006	633	47.4	57.0				
2007	619						

**TABLE 7-B. RETENTION AND GRADUATION RATES OF FIRST-TIME FRESHMEN
AT ARKANSAS PUBLIC UNIVERSITIES, FALL 1992 - 2007 ENTERING COHORTS**

COHORT YEAR	# IN COHORT	ONE YEAR RETENTION		SIX YEAR GRADUATION		AFTER SIXTH YEAR	
		NATIVE (%)	CUMULATIVE (%)	NATIVE (%)	CUMULATIVE (%)	% STILL ENROLLED	% COHORT SUCCESS
University of Arkansas at Pine Bluff							
1992	592	63.7	66.6	25.0	28.0	9.3	37.3
1993	743	60.2	64.2	23.1	26.1	9.0	35.1
1994	667	56.5	63.4	24.9	28.8	9.9	38.7
1995	565	56.5	62.3	23.2	25.7	9.7	35.4
1996	575	56.3	62.8	27.0	29.0	10.6	39.7
1997	609	65.4	71.6	30.7	33.8	10.2	44.0
1998	722	60.1	66.6	28.4	31.9	10.5	42.4
1999	661	60.7	65.1	30.0	32.1	9.1	41.1
2000	629	60.7	67.2	28.9	31.3	12.4	43.7
2001	704	63.6	66.9	32.5	35.1	9.1	44.2
2002	718	63.4	69.5				
2003	733	61.8	65.8				
2004	694	56.3	61.0				
2005	714	54.3	60.5				
2006	691	57.0	62.7				
2007	788						
University of Arkansas for Medical Sciences							
1992	5	-	-	100.0	100.0	0.0	100.0
University of Central Arkansas							
1992	1,941	64.2	75.6	30.4	40.3	12.8	53.1
1993	1,796	66.3	77.6	31.6	40.3	12.2	52.5
1994	1,513	65.0	77.5	32.8	42.2	11.2	53.4
1995	1,471	66.2	81.2	33.5	45.8	13.5	59.3
1996	1,626	68.5	81.5	40.1	51.1	11.6	62.7
1997	1,592	66.0	79.3	38.8	50.9	11.2	62.2
1998	1,575	65.4	79.2	37.8	48.8	13.8	62.7
1999	1,729	65.6	79.3	40.0	52.5	12.1	64.6
2000	1,627	69.4	82.5	43.1	55.3	11.4	66.7
2001	1,668	69.9	82.7	43.3	54.1	11.7	65.8
2002	1,766	70.8	81.3				
2003	2,414	70.4	82.7				
2004	2,216	72.5	82.4				
2005	2,424	71.3	82.8				
2006	2,352	70.7	83.0				
2007	1,763						
TOTAL							
1992	8,929	64.5	72.2	31.5	37.8	10.9	48.7
1993	10,296	64.5	72.4	30.6	37.2	10.8	48.1
1994	9,804	63.4	72.4	31.7	38.9	10.9	49.8
1995	9,655	64.7	73.8	32.7	40.1	11.1	51.2
1996	9,624	65.7	74.7	34.9	41.9	11.5	53.4
1997	9,928	65.2	74.7	35.2	42.8	11.5	54.3
1998	10,406	66.6	75.5	36.5	43.6	11.5	55.1
1999	10,684	66.5	75.7	37.9	45.0	10.9	55.8
2000	10,480	68.6	77.3	38.8	46.3	11.2	57.5
2001	10,643	68.6	77.2	38.9	45.9	11.0	57.0
2002	10,861	68.4	76.7				
2003	11,527	67.7	75.9				
2004	11,497	67.5	75.5				
2005	12,042	68.5	76.6				
2006	12,083	68.3	76.9				
2007	12,248						

**TABLE 7-C. RETENTION AND GRADUATION RATES OF FIRST TIME FRESHMEN
AT ARKANSAS PUBLIC COLLEGES, 1992 - 2007 ENTERING COHORTS**

COHORT YEAR	# IN COHORT	ONE YEAR RETENTION		THREE YEAR GRADUATION		AFTER THIRD YEAR	
		NATIVE %	CUMULATIVE %	NATIVE %	CUMULATIVE %	% STILL ENROLLED	% COHORT SUCCESS
Arkansas Northeastern College							
1992	192	48.4	50.5	13.0	13.0	20.3	33.3
1993	160	51.9	56.3	9.4	10.0	16.9	26.9
1994	155	54.8	57.4	12.9	12.9	17.4	30.3
1995	188	44.7	47.3	14.9	14.9	17.6	32.4
1996	155	51.6	53.5	14.2	14.2	16.8	31.0
1997	167	43.1	46.1	16.8	16.8	18.0	34.7
1998	172	44.2	45.9	14.0	14.5	18.0	32.6
1999	204	53.4	55.4	11.3	11.3	23.0	34.3
2000	206	43.7	46.1	10.2	10.2	18.4	28.6
2001	266	51.9	55.3	17.3	18.0	16.9	35.0
2002	326	50.0	52.1	16.6	16.9	16.9	33.7
2003	331	37.8	40.2	24.5	24.5	13.9	38.4
2004	336	45.2	48.2	18.5	19.3	19.0	38.4
2005	335	41.5	44.8				
2006	268	34.0	38.8				
2007	286						
Arkansas State University - Beebe							
1992	447	57.7	63.3	16.8	17.4	24.2	41.6
1993	379	54.6	61.5	16.9	17.7	23.5	41.2
1994	388	57.0	63.7	16.5	17.0	24.7	41.8
1995	474	56.5	63.3	19.2	20.9	21.5	42.4
1996	407	58.5	66.8	23.1	24.3	25.1	49.4
1997	477	54.1	61.2	16.8	17.4	23.1	40.5
1998	536	55.0	63.8	19.2	20.1	23.9	44.0
1999	476	55.0	61.8	20.0	20.8	24.6	45.4
2000	473	55.2	63.4	23.0	23.7	20.5	44.2
2001	433	60.0	64.7	23.8	24.0	24.9	49.0
2002	543	60.6	67.4	21.0	22.1	25.8	47.9
2003	653	52.1	57.7	28.8	29.6	22.2	51.8
2004	692	53.2	59.8	35.8	37.1	17.2	54.3
2005	755	51.3	57.7				
2006	742	51.5	56.3				
2007	766						
Arkansas State University - Mountain Home							
1993	63	57.1	65.1	-	4.8	31.7	36.5
1994	98	49.0	60.2	5.1	10.2	28.6	38.8
1995	122	55.7	62.3	14.8	19.7	20.5	40.2
1996	117	42.7	51.3	8.5	12.0	23.1	35.0
1997	146	45.2	50.7	15.8	17.1	20.5	37.7
1998	156	44.9	50.6	17.9	19.2	18.6	37.8
1999	192	41.1	46.4	14.6	15.6	21.4	37.0
2000	173	46.8	54.3	17.9	20.8	27.7	48.6
2001	216	48.1	54.2	24.5	25.5	19.9	45.4
2002	192	43.8	53.1	18.8	20.3	24.5	44.8
2003	242	46.7	52.9	15.3	16.1	17.8	33.9
2004	244	45.5	55.3	20.1	20.5	26.6	47.1
2005	180	50.0	57.2				
2006	166	45.2	50.6				
2007	193						
Arkansas State University - Newport							
1992	63	25.4	41.3	31.7	31.7	15.9	47.6
1993	49	53.1	59.2	30.6	30.6	14.3	44.9
1994	77	42.9	45.5	29.9	31.2	15.6	46.8
1995	92	37.0	47.8	22.8	28.3	12.0	40.2
1996	105	46.7	54.3	37.1	40.0	12.4	52.4
1997	84	46.4	53.6	31.0	31.0	13.1	44.0
1998	104	63.5	65.4	47.1	48.1	13.5	61.5
1999	111	55.9	57.7	36.9	36.9	20.7	57.7
2000	72	56.9	59.7	26.4	27.8	29.2	56.9
2001	126	51.6	57.1	34.9	36.5	14.3	50.8
2002	82	54.9	64.6	26.8	30.5	20.7	51.2
2003	64	51.6	57.8	32.8	34.4	17.2	51.6
2004	99	44.4	55.6	22.2	25.3	16.2	41.4
2005	107	39.3	40.2				
2006	127	51.2	58.3				
2007	121						

**TABLE 7-C. RETENTION AND GRADUATION RATES OF FIRST TIME FRESHMEN
AT ARKANSAS PUBLIC COLLEGES, 1992 - 2007 ENTERING COHORTS**

COHORT YEAR	# IN COHORT	ONE YEAR RETENTION		THREE YEAR GRADUATION		AFTER THIRD YEAR	
		NATIVE %	CUMULATIVE %	NATIVE %	CUMULATIVE %	% STILL ENROLLED	% COHORT SUCCESS
Black River Technical College							
1992	181	13.3	16.0	50.3	50.3	6.6	56.9
1993	190	24.7	28.9	40.0	41.1	11.6	52.6
1994	156	34.6	36.5	28.8	28.8	16.7	45.5
1995	164	26.2	27.4	50.0	51.2	8.5	59.8
1996	109	30.3	30.3	47.7	47.7	3.7	51.4
1997	115	34.8	35.7	53.0	53.9	5.2	59.1
1998	146	33.6	34.2	36.3	37.0	11.6	48.6
1999	226	42.9	46.9	30.5	31.0	20.4	51.3
2000	231	52.8	55.8	33.8	34.6	19.5	54.1
2001	300	59.7	63.0	30.3	31.3	20.0	51.3
2002	311	52.7	56.9	30.9	31.2	14.8	46.0
2003	340	49.7	53.8	27.1	27.9	20.9	48.8
2004	321	47.7	53.9	21.2	22.1	20.6	42.7
2005	311	50.5	52.1				
2006	355	45.1	49.9				
2007	435						
Cossatot Community College of the UA							
1992	59	32.2	32.2	30.5	30.5	5.1	35.6
1993	62	37.1	41.9	24.2	24.2	12.9	37.1
1994	107	38.3	41.1	42.1	42.1	8.4	50.5
1995	108	45.4	50.0	22.2	22.2	10.2	32.4
1996	16	43.8	50.0	43.8	43.8	31.3	75.0
1997	88	47.7	54.5	25.0	27.3	14.8	42.0
1998	125	40.0	48.0	24.8	26.4	20.8	47.2
1999	82	35.4	41.5	22.0	23.2	12.2	35.4
2000	57	47.4	50.9	28.1	28.1	14.0	42.1
2001	98	56.1	63.3	26.5	28.6	17.3	45.9
2002	71	43.7	50.7	14.1	15.5	12.7	28.2
2003	88	50.0	52.3	17.0	18.2	13.6	31.8
2004	78	56.4	59.0	19.2	19.2	19.2	38.5
2005	100	62.0	71.0				
2006	85	51.8	58.8				
2007	133						
East Arkansas Community College							
1992	132	58.3	69.7	12.9	12.9	34.8	47.7
1993	305	43.6	53.8	10.8	12.5	18.7	31.1
1994	49	28.6	30.6	4.1	4.1	20.4	24.5
1995	247	42.9	46.6	15.0	15.0	16.2	31.2
1996	215	44.2	50.2	9.3	10.2	17.2	27.4
1997	260	41.5	47.7	9.2	9.6	18.5	28.1
1998	194	43.3	52.1	15.5	16.0	20.1	36.1
1999	217	48.4	54.8	17.1	17.5	24.0	41.5
2000	171	52.0	58.5	12.9	13.5	22.2	35.7
2001	263	55.1	59.7	9.5	9.9	19.8	29.7
2002	246	44.7	50.0	11.8	12.2	21.1	33.3
2003	252	44.4	49.2	7.1	7.1	16.7	23.8
2004	260	46.9	50.0	11.2	11.2	16.9	28.1
2005	231	52.8	56.7				
2006	248	50.0	54.4				
2007	247						
Mid-South Community College							
1992	76	13.2	14.5	43.4	43.4	2.6	46.1
1993	82	17.1	17.1	51.2	51.2	3.7	54.9
1994	66	31.8	40.9	25.8	25.8	13.6	39.4
1995	173	36.4	38.2	17.3	19.1	12.7	31.8
1996	241	44.0	49.8	17.8	18.7	24.1	42.7
1997	117	47.9	55.6	6.0	6.8	26.5	33.3
1998	128	55.5	58.6	10.9	10.9	17.2	28.1
1999	108	46.3	52.8	2.8	2.8	24.1	26.9
2000	98	52.0	55.1	6.1	6.1	23.5	29.6
2001	18	55.6	55.6	27.8	27.8	16.7	44.4
2002	38	42.1	44.7	10.5	10.5	15.8	26.3
2003	62	51.6	61.3	27.4	27.4	22.6	50.0
2004	119	50.4	53.8	10.9	11.8	15.1	26.9
2005	128	53.1	58.6				
2006	141	42.6	46.8				
2007	150						

**TABLE 7-C. RETENTION AND GRADUATION RATES OF FIRST TIME FRESHMEN
AT ARKANSAS PUBLIC COLLEGES, 1992 - 2007 ENTERING COHORTS**

COHORT YEAR	# IN COHORT	ONE YEAR RETENTION		THREE YEAR GRADUATION		AFTER THIRD YEAR	
		NATIVE %	CUMULATIVE %	NATIVE %	CUMULATIVE %	% STILL ENROLLED	% COHORT SUCCESS
National Park Community College							
1992	321	43.9	51.1	11.5	12.1	19.3	31.5
1993	231	45.0	55.4	10.8	11.7	26.0	37.7
1994	182	48.4	54.4	6.6	7.1	25.8	33.0
1995	157	49.0	54.8	9.6	9.6	28.0	37.6
1996	214	46.3	53.3	8.9	9.3	21.0	30.4
1997	253	43.1	48.6	11.1	11.5	19.4	30.8
1998	152	51.3	57.2	9.2	9.9	24.3	34.2
1999	269	48.3	57.6	10.8	11.2	26.8	37.9
2000	237	46.4	51.9	5.5	5.9	26.6	32.5
2001	195	40.5	47.7	12.3	12.8	25.1	37.9
2002	245	47.3	52.7	12.7	13.5	22.4	35.9
2003	322	41.3	44.4	16.5	16.8	23.0	39.8
2004	335	49.0	54.6	29.0	29.6	14.0	43.6
2005	286	43.7	49.0				
2006	254	48.8	53.1				
2007	307						
North Arkansas College							
1992	285	56.1	63.9	13.7	13.7	27.0	40.7
1993	347	48.7	53.0	25.1	25.1	17.6	42.7
1994	334	41.9	45.2	21.9	22.8	15.0	37.7
1995	327	46.8	52.6	26.3	26.3	15.0	41.3
1996	386	45.1	49.7	24.1	24.4	14.5	38.9
1997	378	41.8	50.0	24.9	26.2	14.6	40.7
1998	450	44.2	52.9	26.4	26.7	18.0	44.7
1999	393	45.0	51.7	24.9	25.7	16.5	42.2
2000	394	47.5	54.1	24.6	25.4	16.2	41.6
2001	423	48.0	54.1	25.3	26.2	16.5	42.8
2002	385	46.2	51.2	22.1	22.3	19.7	42.1
2003	435	46.2	51.5	20.7	21.1	17.2	38.4
2004	391	46.0	51.4	22.5	22.5	20.5	43.0
2005	382	44.0	50.3				
2006	340	48.8	54.1				
2007	400						
Northwest Arkansas Community College							
1992	98	44.9	51.0	25.5	25.5	20.4	45.9
1993	184	50.0	55.4	7.6	7.6	29.3	37.0
1994	134	50.7	57.5	11.2	11.2	23.1	34.3
1995	124	60.5	69.4	8.1	8.9	31.5	40.3
1996	150	57.3	63.3	6.0	6.0	28.7	34.7
1997	132	46.2	51.5	9.1	9.1	21.2	30.3
1998	245	48.6	55.5	10.6	11.0	31.8	42.9
1999	335	54.3	59.7	11.0	11.0	31.3	42.4
2000	375	57.3	62.1	10.1	10.1	28.8	38.9
2001	433	56.4	62.6	8.3	8.8	36.3	45.0
2002	410	56.8	61.2	5.4	5.4	30.5	35.9
2003	465	58.3	64.3	7.1	7.5	35.3	42.8
2004	511	56.6	60.5	6.1	6.1	34.8	40.9
2005	516	51.7	57.2				
2006	552	56.7	60.3				
2007	656						
Ouachita Technical College							
1992	130	26.9	32.3	40.0	40.8	6.2	46.9
1993	93	30.1	33.3	32.3	34.4	2.2	36.6
1994	91	33.0	35.2	38.5	39.6	9.9	49.5
1995	126	42.1	43.7	29.4	29.4	7.1	36.5
1996	137	38.7	46.7	21.2	22.6	21.2	43.8
1997	115	43.5	59.1	16.5	19.1	25.2	44.3
1998	157	45.9	52.2	14.0	14.0	18.5	32.5
1999	134	44.8	55.2	11.2	11.2	23.1	34.3
2000	118	39.8	47.5	16.1	16.9	23.7	40.7
2001	158	54.4	57.0	18.4	19.6	21.5	41.1
2002	222	41.9	48.6	13.1	13.5	20.3	33.8
2003	204	47.5	56.4	24.5	25.5	20.6	46.1
2004	189	39.2	47.6	23.3	24.9	18.5	43.4
2005	176	36.4	43.8				
2006	150	48.7	57.3				
2007	151						

**TABLE 7-C. RETENTION AND GRADUATION RATES OF FIRST TIME FRESHMEN
AT ARKANSAS PUBLIC COLLEGES, 1992 - 2007 ENTERING COHORTS**

COHORT YEAR	# IN COHORT	ONE YEAR RETENTION		THREE YEAR GRADUATION		AFTER THIRD YEAR	
		NATIVE %	CUMULATIVE %	NATIVE %	CUMULATIVE %	% STILL ENROLLED	% COHORT SUCCESS
Ozarka College							
1992	94	31.9	33.0	70.2	70.2	1.1	71.3
1993	77	24.7	28.6	53.2	54.5	9.1	63.6
1994	108	28.7	33.3	38.9	42.6	11.1	53.7
1995	118	32.2	44.1	40.7	43.2	16.1	59.3
1996	137	40.1	46.0	43.8	44.5	10.2	54.7
1997	120	51.7	58.3	49.2	49.2	15.8	65.0
1998	110	63.6	66.4	30.0	30.9	15.5	46.4
1999	111	45.9	55.0	26.1	27.0	11.7	38.7
2000	95	49.5	58.9	26.3	29.5	13.7	43.2
2001	153	54.2	61.4	24.8	26.1	22.2	48.4
2002	250	48.4	54.0	28.8	30.8	13.6	44.4
2003	144	51.4	57.6	15.3	17.4	15.3	32.6
2004	149	51.0	53.7	19.5	20.8	18.1	38.9
2005	182	42.3	46.7				
2006	156	50.6	58.3				
2007	214						
Phillips Community College /UA							
1992	223	45.3	51.6	18.8	19.3	17.5	36.8
1993	182	51.1	57.1	13.7	14.3	25.3	39.6
1994	178	38.2	50.6	13.5	14.6	17.4	32.0
1995	106	46.2	48.1	15.1	15.1	18.9	34.0
1996	110	45.5	51.8	13.6	13.6	20.0	33.6
1997	128	46.1	52.3	19.5	19.5	21.1	40.6
1998	155	45.2	53.5	14.2	14.8	20.6	35.5
1999	183	47.0	50.8	16.4	16.4	24.0	40.4
2000	170	51.2	59.4	22.9	23.5	24.7	48.2
2001	179	54.7	59.8	13.4	13.4	30.2	43.6
2002	200	57.0	64.0	18.0	18.0	20.5	38.5
2003	230	48.7	54.8	16.5	17.4	15.7	33.0
2004	175	62.9	66.3	17.7	18.3	18.9	37.1
2005	199	43.7	51.3				
2006	127	58.3	62.2				
2007	74						
Pulaski Technical College							
1992	542	13.1	19.2	42.6	43.4	7.6	50.9
1993	506	17.6	23.1	44.9	45.7	7.1	52.8
1994	206	12.1	14.1	45.6	45.6	6.8	52.4
1995	164	23.2	25.0	40.9	40.9	9.1	50.0
1996	301	34.6	39.9	31.6	32.2	15.0	47.2
1997	368	41.6	46.2	21.2	21.7	18.5	40.2
1998	584	44.7	50.9	17.6	17.6	24.7	42.3
1999	620	47.4	51.1	18.2	18.4	24.4	42.7
2000	601	46.9	54.2	16.5	16.6	23.0	39.6
2001	648	52.0	55.7	21.5	22.1	24.5	46.6
2002	646	52.3	57.4	14.9	15.3	32.4	47.7
2003	707	51.5	55.0	19.4	19.8	26.9	46.7
2004	779	51.6	56.6	16.7	16.7	27.3	44.0
2005	994	51.2	56.3				
2006	832	48.9	53.5				
2007	892						
Rich Mountain Community College							
1992	113	34.5	39.8	27.4	27.4	8.0	35.4
1993	81	40.7	46.9	23.5	23.5	17.3	40.7
1994	62	38.7	43.5	25.8	27.4	19.4	46.8
1995	101	48.5	51.5	29.7	30.7	10.9	41.6
1996	84	44.0	54.8	34.5	34.5	20.2	54.8
1997	103	32.0	40.8	17.5	17.5	20.4	37.9
1998	80	38.8	46.3	22.5	22.5	25.0	47.5
1999	102	38.2	45.1	23.5	23.5	14.7	38.2
2000	126	46.0	52.4	23.0	23.8	27.0	50.8
2001	126	42.9	46.8	30.2	30.2	11.1	41.3
2002	176	41.5	44.3	21.6	22.2	10.2	32.4
2003	147	28.6	36.7	18.4	19.0	11.6	30.6
2004	164	35.4	39.6	22.0	22.6	12.8	35.4
2005	122	41.8	45.9				
2006	132	43.2	51.5				
2007	115						

**TABLE 7-C. RETENTION AND GRADUATION RATES OF FIRST TIME FRESHMEN
AT ARKANSAS PUBLIC COLLEGES, 1992 - 2007 ENTERING COHORTS**

COHORT YEAR	# IN COHORT	ONE YEAR RETENTION		THREE YEAR GRADUATION		AFTER THIRD YEAR	
		NATIVE %	CUMULATIVE %	NATIVE %	CUMULATIVE %	% STILL ENROLLED	% COHORT SUCCESS
South Arkansas Community College							
1992	210	41.4	46.2	25.7	25.7	16.7	42.4
1993	184	41.3	51.6	17.9	19.0	22.8	41.8
1994	164	51.8	56.1	21.3	22.0	22.6	44.5
1995	173	52.6	57.2	20.8	23.1	23.1	46.2
1996	149	44.3	51.0	10.7	11.4	22.1	33.6
1997	163	44.8	47.2	12.9	13.5	23.3	36.8
1998	182	45.1	52.7	12.1	13.7	23.1	36.8
1999	165	50.3	57.0	13.3	15.2	24.2	39.4
2000	142	50.7	58.5	10.6	10.6	23.9	34.5
2001	149	48.3	53.7	12.8	13.4	24.8	38.3
2002	161	42.9	49.7	12.4	14.3	22.4	36.6
2003	212	47.6	54.2	25.5	27.4	18.4	45.8
2004	161	44.7	50.3	13.0	13.0	23.6	36.6
2005	106	48.1	52.8				
2006	99	50.5	56.6				
2007	127						
Southeast Arkansas College							
1992	78	15.4	20.5	44.9	44.9	5.1	50.0
1993	46	37.0	37.0	30.4	30.4	6.5	37.0
1994	76	34.2	34.2	40.8	40.8	5.3	46.1
1995	114	42.1	47.4	14.0	14.9	15.8	30.7
1996	165	39.4	46.1	12.7	13.3	15.8	29.1
1997	202	47.5	50.5	17.3	17.3	18.3	35.6
1998	222	41.4	45.5	18.0	18.9	18.0	36.9
1999	250	39.6	44.8	12.8	12.8	22.0	34.8
2000	235	47.7	57.0	12.8	13.2	25.1	38.3
2001	250	45.2	53.2	29.6	30.0	18.0	48.0
2002	319	51.1	55.5	20.1	20.4	18.2	38.6
2003	261	44.4	49.8	14.2	14.9	20.7	35.6
2004	231	45.9	51.5	15.6	16.5	17.7	34.2
2005	172	45.9	48.3				
2006	174	44.3	48.9				
2007	215						
Southern Arkansas University - Tech							
1992	128	43.8	52.3	19.5	21.1	23.4	44.5
1993	111	52.3	59.5	34.2	35.1	11.7	46.8
1994	110	50.9	59.1	25.5	26.4	14.5	40.9
1995	110	47.3	54.5	27.3	29.1	12.7	41.8
1996	123	37.4	39.8	22.8	22.8	16.3	39.0
1997	111	48.6	55.9	30.6	31.5	18.0	49.5
1998	130	48.5	56.2	32.3	32.3	14.6	46.9
1999	127	37.0	44.9	26.0	27.6	10.2	37.8
2000	97	48.5	57.7	26.8	26.8	14.4	41.2
2001	89	59.6	65.2	25.8	27.0	18.0	44.9
2002	139	56.1	64.7	24.5	26.6	19.4	46.0
2003	107	55.1	57.9	22.4	22.4	18.7	41.1
2004	129	33.3	35.7	49.6	49.6	10.1	59.7
2005	144	34.7	40.3				
2006	141	26.2	31.2				
2007	196						
UA Community College at Batesville							
1992	100	12.0	14.0	54.0	55.0	4.0	59.0
1993	84	20.2	23.8	21.4	23.8	6.0	29.8
1994	122	22.1	26.2	45.9	45.9	9.0	54.9
1995	39	20.5	20.5	30.8	30.8	7.7	38.5
1996	47	51.1	55.3	10.6	10.6	17.0	27.7
1997	80	53.8	57.5	8.8	10.0	21.3	31.3
1998	84	51.2	53.6	19.0	19.0	23.8	42.9
1999	129	55.8	59.7	16.3	17.8	31.8	49.6
2000	155	52.3	58.1	17.4	18.7	26.5	45.2
2001	224	48.2	57.1	24.1	25.9	30.8	56.7
2002	164	43.3	56.1	23.2	26.8	21.3	48.2
2003	129	57.4	63.6	21.7	24.0	25.6	49.6
2004	149	57.7	61.7	22.1	23.5	22.1	45.6
2005	142	46.5	52.1				
2006	163	58.3	62.6				
2007	220						

**TABLE 7-C. RETENTION AND GRADUATION RATES OF FIRST TIME FRESHMEN
AT ARKANSAS PUBLIC COLLEGES, 1992 - 2007 ENTERING COHORTS**

COHORT YEAR	# IN COHORT	ONE YEAR RETENTION		THREE YEAR GRADUATION		AFTER THIRD YEAR	
		NATIVE %	CUMULATIVE %	NATIVE %	CUMULATIVE %	% STILL ENROLLED	% COHORT SUCCESS
UA Community College at Hope							
1992	270	15.9	19.3	30.0	31.9	11.1	43.0
1993	274	23.4	26.6	40.5	41.2	10.9	52.2
1994	58	25.9	25.9	43.1	43.1	6.9	50.0
1995	133	30.1	31.6	27.1	27.1	1.5	28.6
1996	172	40.7	43.0	18.6	18.6	14.5	33.1
1997	241	42.7	49.8	23.7	24.9	12.0	36.9
1998	265	40.0	46.8	20.8	21.5	17.4	38.9
1999	210	40.0	48.1	25.2	26.2	16.7	42.9
2000	243	42.0	45.7	26.3	27.6	18.5	46.1
2001	261	40.6	48.7	19.5	20.7	18.8	39.5
2002	223	33.2	39.5	20.2	22.0	17.5	39.5
2003	250	40.8	47.2	24.4	26.0	9.6	35.6
2004	235	39.6	45.1	19.1	21.7	20.0	41.7
2005	187	35.3	41.7				
2006	161	46.0	52.8				
2007	249						
UA Community College at Morrilton							
1992	143	47.6	51.7	23.1	23.1	8.4	31.5
1993	95	42.1	45.3	21.1	21.1	7.4	28.4
1994	97	44.3	47.4	20.6	20.6	10.3	30.9
1995	138	47.1	53.6	16.7	16.7	18.8	35.5
1996	178	38.8	43.8	11.2	11.2	15.7	27.0
1997	285	50.5	54.4	24.6	24.6	12.6	37.2
1998	262	45.8	50.0	21.4	22.1	13.7	35.9
1999	397	59.2	63.7	40.3	40.6	11.8	52.4
2000	219	43.8	47.9	19.2	19.6	20.5	40.2
2001	328	46.6	48.5	20.1	20.4	14.3	34.8
2002	377	47.5	53.8	17.5	18.6	21.5	40.1
2003	462	46.5	51.9	22.5	23.2	16.9	40.0
2004	312	48.1	52.2	16.7	17.0	23.7	40.7
2005	424	40.8	48.1				
2006	415	41.0	47.5				
2007	483						
TOTAL							
1992	3,885	35.9	41.4	27.9	28.4	15.2	43.6
1993	3,785	38.8	44.7	25.4	26.2	16.2	42.4
1994	3,018	41.2	46.1	24.1	24.8	16.7	41.6
1995	3,498	44.3	49.2	22.7	23.7	16.2	39.9
1996	3,718	44.5	50.3	20.4	21.1	18.4	39.4
1997	4,133	45.5	51.4	20.0	20.7	18.2	38.9
1998	4,639	46.7	53.0	19.8	20.4	20.4	40.8
1999	5,041	48.2	53.9	20.0	20.5	21.6	42.1
2000	4,688	49.2	55.4	18.5	19.1	22.3	41.4
2001	5,336	51.4	56.7	20.9	21.6	22.1	43.7
2002	5,726	49.6	55.4	18.2	19.1	21.8	40.9
2003	6,107	48.0	53.2	20.1	20.8	20.5	41.3
2004	6,059	48.8	54.0	20.5	21.2	21.2	42.4
2005	6,179	46.9	52.3				
2006	5,828	48.0	53.2				
2007	6,630						

ANNUAL REPORT ON RETENTION AND GRADUATION OF INTERCOLLEGIATE ATHLETES

This report 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 others sports programs. Information related to initial athletic scholarship status also is included. Table 8-A 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.

Methodology

Enrollment patterns over a six-year period have been followed for 15 student-athlete cohorts from the public universities, beginning in 1992-93. It should be noted that students continue to be tracked as part of the cohort 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 (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.

ATHLETIC RETENTION RATES

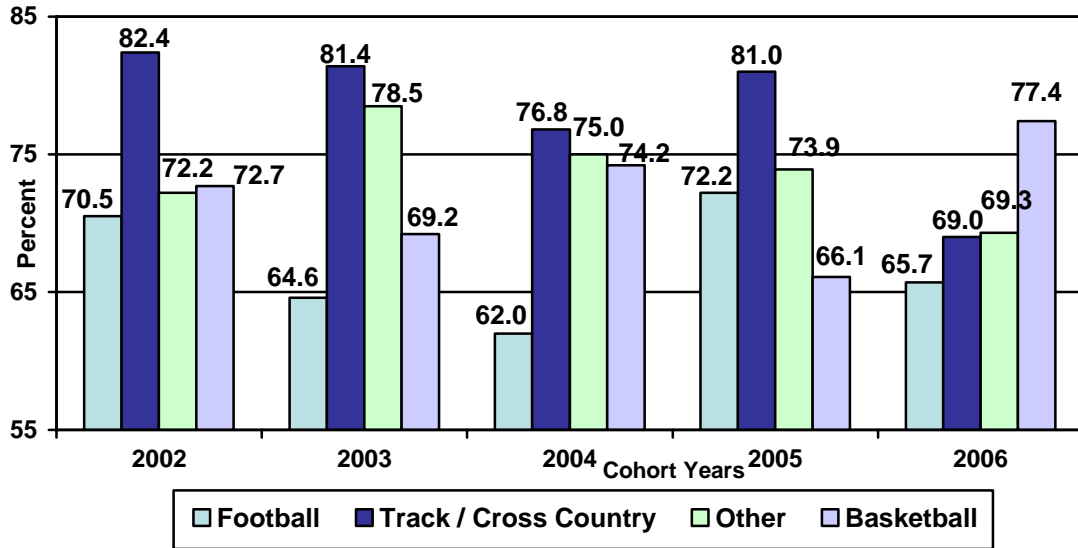
Statewide Overview

The following observations are based on Tables 8-A and 8-B that present statewide summary data for the 15 student-athlete cohorts entering during 1992-93 through 2006-07.

- For all institutions by sport, native retention rates for 2006-07 were highest for men's basketball (80.9 percent), followed by women's basketball (73.9 percent), and other sports (69.3 percent).
- The greatest changes in first-year native retention rates over one year was in men's basketball, which increased by 15.4 percentage points. Track/cross country decreased by 12.0 percentage points from the previous year. Although these appear to be significant changes, it should be noted that

corresponding changes in the small athletic cohort numbers greatly impact the rate percentages.

Native One-Year Retention Rates by Sport



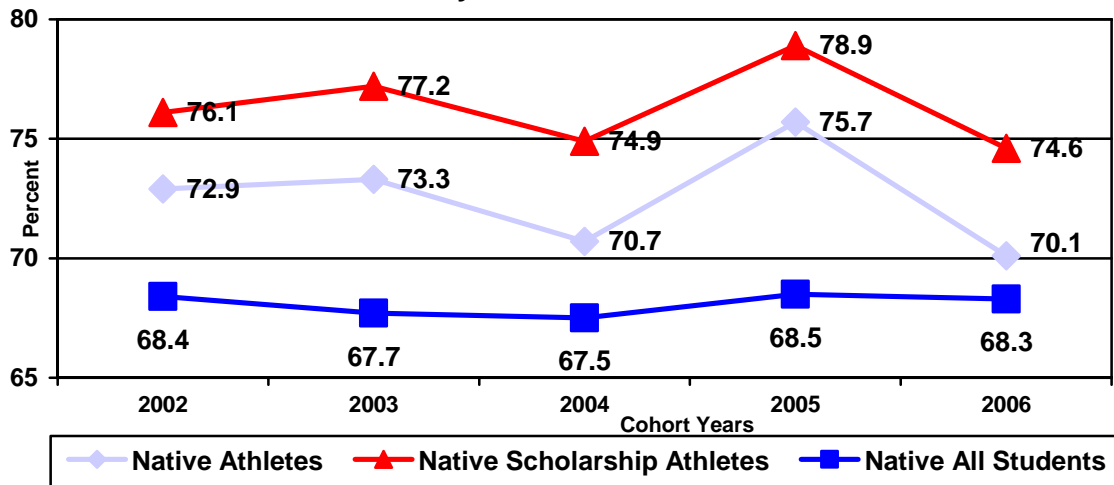
- First-year recipients of athletic aid in 2006-07 had a slightly higher native one-year retention rate (74.5 percent) than that for all native athletes (69.1 percent).

University Summary

The following observations for the athletic retention rates at Arkansas public universities are based on Table 8-C.

- The first-year native retention rate for all sports at public universities in 2006-07 is 70.1 percent, 5.6 percentage points lower than the previous year's cohort. However, that rate slightly exceeds the statewide native retention rate for all entering students at all public universities (68.3 percent).

University Native Retention Rates



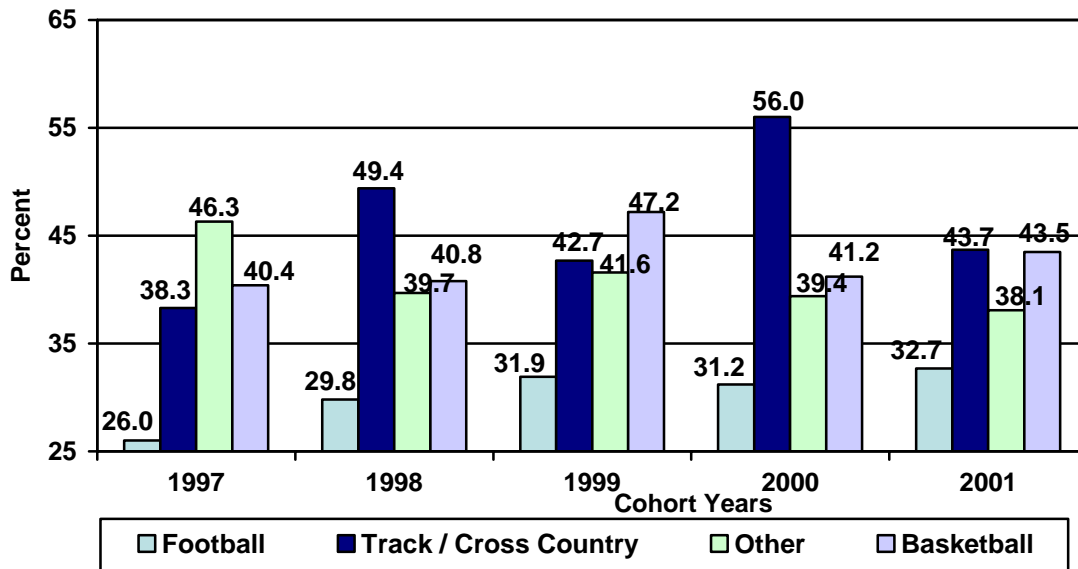
ATHLETIC GRADUATION RATES

Statewide Overview

The following observations are based on Tables 8-A and 8-B that present statewide summary data for the fifteen student-athlete cohorts entering during 1992-93 through 2006-07.

- The native six-year graduation rate for athletic scholarship recipients in all sports for the 2001 cohort was 42.1 percent, 0.2 percentage points higher than last year’s cohort.
- The statewide native six-year graduation rate for all athletes at all institutions was 37.4 percent. This is 1.1 percentage point lower than last year’s cohort.

Native Six-Year Graduation Rates by Sport



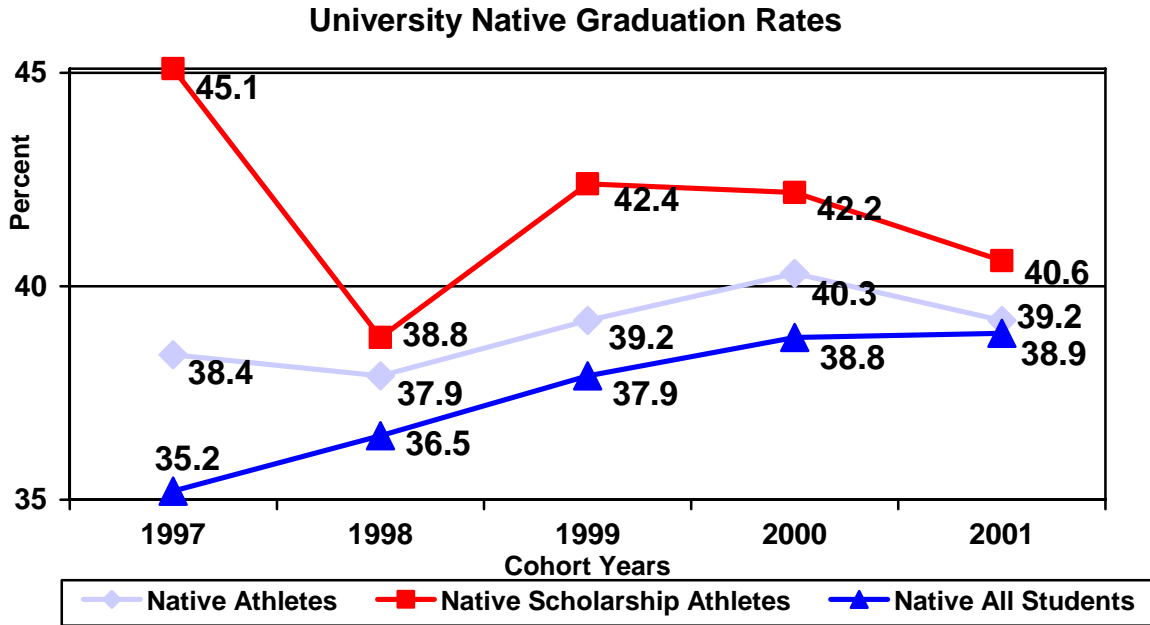
- The highest native six-year graduation rate was for athletes participating in women’s basketball (52.6 percent), followed by track/cross country (43.7 percent). These two sports have consistently had the higher rates over the last ten years.

University Summary

The following observations for the athletic graduation rates at Arkansas public **universities** are based on Table 8-C.

- The statewide six-year university graduation rate across all sports at the native institution was 39.2 percent, a decrease of 1.1 percentage points. This compares to 40.6 percent for scholarship athletes and slightly exceeds the statewide native six-year graduation rate for all entering students at all public universities (38.9 percent).

- Native athletes participating in women’s basketball at public universities recorded the highest six-year graduation rate at 48.1 percent, followed by other sports at 44.2 percent.



- The 2006 six-year national student athletic graduation rates reported by the National Collegiate Athletic Association for the 2000-01 cohorts of all division I schools--making no distinction for sport or demographics -- was 63 percent, while the student-athlete graduation rate for all division II schools was 55 percent.

ADHE Executive Staff recommend that the AHECB accept this report. However, because retention and graduation rates for all athletes and scholarship athletes have remained consistent over the last several years, policies and strategies affecting retention and completion of athletes may need further review to make greater improvement in these rates.

Note: Students transferring to out-of-state institutions are not included in the transfer sections of the following tables.

**NATIVE ONE-YEAR RETENTION RATES FOR ALL ATHLETIC SCHOLARSHIP STUDENTS
ACADEMIC YEARS 2005-06, 2006-07, 2007-08**

UNIVERSITY RETENTION RATES

Institution	Football			Men's Basketball			Women's Basketball			Track & Cross Country			Other Sports			All Sports		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
ASU <small>NCAA I</small>	100.0%	95.0%	94.1%	-----	100.0%	100.0%	75.0%	100.0%	80.0%	78.6%	55.6%	100.0%	81.8%	90.0%	75.0%	84.6%	87.5%	85.4%
UA <small>NCAA I</small>	95.8%	85.0%	85.0%	100.0%	100.0%	100.0%	100.0%	100.0%	50.0%	90.9%	86.7%	55.6%	74.5%	72.1%	83.0%	83.3%	79.3%	79.5%
UALR <small>NCAA I</small>	-----	-----	-----	100.0%	-----	-----	83.3%	80.0%	-----	77.8%	70.6%	-----	56.5%	70.6%	-----	69.0%	71.8%	-----
UAPB <small>NCAA I</small>	83.3%	81.8%	66.7%	100.0%	-----	75.0%	80.0%	-----	50.0%	-----	75.0%	83.3%	71.4%	86.7%	73.3%	71.4%	80.6%	72.2%
ATU <small>NCAA II</small>	72.7%	74.2%	57.7%	50.0%	-----	100.0%	50.0%	100.0%	66.7%	50.0%	100.0%	100.0%	85.7%	82.6%	58.8%	71.7%	80.6%	62.0%
HSU <small>NCAA II</small>	63.6%	90.0%	64.7%	-----	100.0%	100.0%	100.0%	-----	-----	100.0%	100.0%	100.0%	88.0%	76.7%	68.2%	82.5%	81.4%	70.5%
SAU <small>NCAA II</small>	50.0%	50.0%	72.7%	75.0%	100.0%	100.0%	66.7%	-----	85.7%	85.7%	-----	50.0%	75.0%	87.5%	66.7%	65.5%	70.6%	73.5%
UAM <small>NCAA II</small>	-----	78.6%	50.0%	-----	-----	100.0%	-----	-----	-----	-----	100.0%	40.0%	-----	44.4%	58.3%	-----	68.0%	53.3%
UCA <small>NCAA II</small>	60.0%	57.1%	84.0%	-----	100.0%	100.0%	66.7%	83.3%	100.0%	85.7%	92.9%	66.7%	70.0%	77.8%	84.1%	70.0%	77.5%	81.3%
Statewide	71.1%	78.1%	73.0%	81.3%	100.0%	94.4%	76.0%	87.0%	75.0%	78.9%	80.3%	69.8%	75.3%	77.1%	75.1%	74.9%	78.9%	74.6%

COLLEGE RETENTION RATES

Institution	Football			Men's Basketball			Women's Basketball			Track & Cross Country			Other Sports			All Sports		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
NAC	-----	-----	-----	-----	33.3%	50.0%	-----	37.5%	100.0%	-----	-----	-----	-----	-----	-----	-----	36.4%	87.5%
UAFS*	-----	-----	-----	57.1%	25.0%	57.1%	100.0%	60.0%	44.4%	-----	-----	-----	76.2%	72.0%	84.6%	75.8%	64.7%	71.4%
Statewide	-----	-----	-----	50.0%	28.6%	55.6%	100.0%	46.2%	66.7%	-----	-----	-----	76.2%	72.0%	84.6%	73.5%	57.8%	74.0%

* As a four-year university, UAFS competes in athletics at a two-year institutional level.

**NATIVE GRADUATION RATES FOR ALL ATHLETIC SCHOLARSHIP STUDENTS
ACADEMIC YEARS 2005-06, 2006-07, 2007-08**

SIX-YEAR GRADUATION RATE

Institution	Football			Men's Basketball			Women's Basketball			Track & Cross Country			Other Sports			All Sports		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
ASU <small>NCAA I</small>	33.3%	53.8%	55.6%	66.7%	-----	50.0%	-----	-----	50.0%	20.0%	83.3%	75.0%	61.5%	27.8%	53.8%	42.9%	38.6%	56.4%
UA <small>NCAA I</small>	52.4%	29.4%	47.1%	83.3%	-----	-----	75.0%	25.0%	-----	25.0%	54.5%	23.1%	46.4%	55.6%	51.7%	52.4%	46.4%	41.9%
UALR <small>NCAA I</small>	-----	-----	-----	66.7%	-----	20.0%	25.0%	-----	-----	40.0%	-----	33.3%	35.3%	50.0%	26.7%	38.2%	44.4%	24.1%
UAPB <small>NCAA I</small>	21.4%	62.5%	33.3%	100.0%	33.3%	-----	50.0%	-----	50.0%	37.5%	44.4%	44.4%	44.4%	66.7%	60.0%	35.3%	53.3%	47.2%
ATU <small>NCAA II</small>	55.6%	37.5%	23.1%	-----	25.0%	-----	100.0%	80.0%	50.0%	33.3%	40.0%	100.0%	20.0%	75.0%	41.7%	50.0%	47.6%	32.6%
HSU <small>NCAA II</small>	23.1%	11.8%	47.1%	-----	-----	-----	-----	-----	66.7%	66.7%	100.0%	-----	46.4%	31.8%	20.0%	40.0%	27.3%	34.1%
SAU <small>NCAA II</small>	10.0%	43.5%	41.2%	33.3%	100.0%	-----	60.0%	66.7%	80.0%	66.7%	20.0%	-----	28.6%	27.3%	45.5%	31.4%	39.5%	44.4%
UAM <small>NCAA II</small>	33.3%	23.1%	16.7%	50.0%	-----	100.0%	75.0%	-----	-----	-----	100.0%	-----	-----	50.0%	50.0%	42.1%	29.4%	26.7%
UCA <small>NCAA II</small>	31.8%	35.3%	50.0%	40.0%	50.0%	-----	-----	57.1%	50.0%	50.0%	-----	33.3%	56.3%	55.0%	52.9%	41.3%	47.8%	50.0%
Statewide	36.6%	35.5%	38.1%	56.0%	26.3%	25.0%	50.0%	42.3%	50.0%	41.5%	53.7%	36.6%	44.3%	47.0%	44.0%	42.4%	42.2%	40.6%

THREE-YEAR GRADUATION RATE

Institution	Football			Men's Basketball			Women's Basketball			Track & Cross Country			Other Sports			All Sports		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
NAC	-----	-----	-----	66.7%	75.0%	100.0%	25.0%	50.0%	-----	-----	-----	-----	-----	100.0%	-----	50.0%	75.0%	100.0%
UAFS*	-----	-----	-----	50.0%	40.0%	42.9%	62.5%	40.0%	80.0%	-----	-----	-----	45.0%	50.0%	42.9%	50.0%	45.5%	48.5%
Statewide	-----	-----	-----	58.3%	55.6%	50.0%	50.0%	42.9%	80.0%	-----	-----	-----	45.0%	57.1%	42.9%	50.0%	53.3%	50.0%

* As a four-year university, UAFS competes in athletics at a two-year institutional level.

TABLE 8-A. OVERALL AND SCHOLARSHIP RETENTION RATES OF STUDENT ATHLETES AT ARKANSAS PUBLIC INSTITUTIONS FOR ALL SPORTS, 1992 - 2006 ENTERING COHORTS

COHORT YEAR	# in COHORT	RETAINED AT YEAR ONE													
		ALL ATHLETES						SCHOLARSHIP							
		NATIVE		TRANSFER		TOTAL		COHORT		NATIVE		TRANSFER		TOTAL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
OTHER															
1992	239	172	72.0	10	4.2	182	76.2	118	49.4	90	76.3	2	1.7	92	78.0
1993	229	156	68.1	21	9.2	177	77.3	120	52.4	87	72.5	11	9.2	98	81.7
1994	198	122	61.6	19	9.6	141	71.2	105	53.0	76	72.4	3	2.9	79	75.2
1995	209	136	65.1	18	8.6	154	73.7	113	54.1	79	69.9	2	1.8	81	71.7
1996	222	161	72.5	16	7.2	177	79.7	120	54.1	92	76.7	9	7.5	101	84.2
1997	231	173	74.9	16	6.9	189	81.8	117	50.6	100	85.5	2	1.7	102	87.2
1998	320	221	69.1	26	8.1	247	77.2	164	51.3	126	76.8	7	4.3	133	81.1
1999	310	223	71.9	23	7.4	246	79.4	148	47.7	116	78.4	4	2.7	120	81.1
2000	284	185	65.1	23	8.1	208	73.2	145	51.1	109	75.2	4	2.8	113	77.9
2001	278	188	67.6	25	9.0	213	76.6	151	54.3	114	75.5	9	6.0	123	81.5
2002	331	239	72.2	27	8.2	266	80.4	200	60.4	151	75.5	10	5.0	161	80.5
2003	288	226	78.5	6	2.1	232	80.6	191	66.3	153	80.1	1	0.5	154	80.6
2004	292	219	75.0	8	2.7	227	77.7	203	69.5	153	75.4	4	2.0	157	77.3
2005	357	264	73.9	25	7.0	289	81.0	226	63.3	173	76.5	15	6.6	188	83.2
2006	368	255	69.3	30	8.2	285	77.4	215	58.4	164	76.3	7	3.3	171	79.5
TOTAL															
1992	602	439	72.9	34	5.6	473	78.6	294	48.8	233	79.3	9	3.1	242	82.3
1993	646	421	65.2	43	6.7	464	71.8	348	53.9	249	71.6	17	4.9	266	76.4
1994	577	379	65.7	44	7.6	423	73.3	293	50.8	216	73.7	11	3.8	227	77.5
1995	584	397	68.0	41	7.0	438	75.0	338	57.9	243	71.9	14	4.1	257	76.0
1996	653	472	72.3	41	6.3	513	78.6	353	54.1	269	76.2	25	7.1	294	83.3
1997	588	414	70.4	47	8.0	461	78.4	309	52.6	243	78.6	14	4.5	257	83.2
1998	753	549	72.9	55	7.3	604	80.2	386	51.3	302	78.2	22	5.7	324	83.9
1999	751	514	68.4	68	9.1	582	77.5	395	52.6	305	77.2	21	5.3	326	82.5
2000	709	499	70.4	44	6.2	543	76.6	380	53.6	285	75.0	14	3.7	299	78.7
2001	644	441	68.5	53	8.2	494	76.7	361	56.1	274	75.9	18	5.0	292	80.9
2002	721	524	72.7	56	7.8	580	80.4	437	60.6	334	76.4	20	4.6	354	81.0
2003	722	525	72.7	39	5.4	564	78.1	447	61.9	341	76.3	15	3.4	356	79.6
2004	723	509	70.4	33	4.6	542	75.0	428	59.2	320	74.8	17	4.0	337	78.7
2005	787	579	73.6	56	7.1	635	80.7	471	59.8	362	76.9	30	6.4	392	83.2
2006	799	552	69.1	56	7.0	608	76.1	471	58.9	351	74.5	19	4.0	370	78.6

**Table 8-B. Overall and Scholarship, Retention and Graduation Rates of Student Athletes
All Arkansas Public Institutions of Higher Education, for All Sports
1993 - 2007 Entering Cohorts**

COHORT YEAR	# IN COHORT	ALL ATHLETES									SCHOLARSHIP									
		RETAINED AT YEAR ONE					GRADUATED BY YEAR SIX				COHORT	YEAR ONE		GRADUATED BY YEAR SIX						
		NATIVE		TRANSFER		TOTAL	NATIVE		TRANSFER			TOTAL	NATIVE RETAINED		NATIVE		TRANSFER	TOTAL		
#	%	#	%	%	#	%	#	%	%	#	%	#	%	#	%	#	%			
OTHER																				
1992	239	172	72.0	10	4.2	76.2	79	33.1	11	4.6	36.4	118	49.4	90	76.3	45	38.1	3	2.5	39.0
1993	229	156	68.1	21	9.2	77.3	74	32.3	19	8.3	40.2	120	52.4	87	72.5	43	35.8	13	10.8	46.7
1994	198	122	61.6	19	9.6	71.2	71	35.9	15	7.6	43.4	105	53.0	76	72.4	47	44.8	2	1.9	46.7
1995	209	136	65.1	18	8.6	73.7	62	29.7	13	6.2	35.9	113	54.1	79	69.9	42	37.2	4	3.5	40.7
1996	222	161	72.5	16	7.2	79.7	89	40.1	13	5.9	45.9	120	54.1	92	76.7	52	43.3	8	6.7	50.0
1997	231	173	74.9	16	6.9	81.8	107	46.3	13	5.6	51.9	117	50.6	100	85.5	64	54.7	1	0.9	55.6
1998	320	221	69.1	26	8.1	77.2	127	39.7	24	7.5	47.2	164	51.3	126	76.8	72	43.9	12	7.3	51.2
1999	310	223	71.9	23	7.4	79.4	129	41.6	21	6.8	48.4	148	47.7	116	78.4	67	45.3	4	2.7	48.0
2000	284	185	65.1	23	8.1	73.2	112	39.4	17	6.0	45.4	145	51.1	109	75.2	70	48.3	5	3.4	51.7
2001	278	188	67.6	25	9.0	76.6	106	38.1	17	6.1	44.2	151	54.3	114	75.5	67	44.4	3	2.0	46.4
2002	331	239	72.2	27	8.2	80.4						200	60.4	151	75.5					
2003	288	226	78.5	6	2.1	80.6						191	66.3	153	80.1					
2004	292	219	75.0	8	2.7	77.7						203	69.5	153	75.4					
2005	357	264	73.9	25	7.0	81.0						226	63.3	173	76.5					
2006	368	255	69.3	30	8.2	77.4						215	58.4	164	76.3					
TOTAL																				
1992	602	439	72.9	34	5.6	78.6	188	31.2	31	5.1	36.4	294	48.8	233	79.3	116	39.5	10	3.4	42.9
1993	646	421	65.2	43	6.7	71.8	189	29.3	37	5.7	35.0	348	53.9	249	71.6	120	34.5	23	6.6	41.1
1994	577	379	65.7	44	7.6	73.3	194	33.6	28	4.9	38.5	293	50.8	216	73.7	112	38.2	5	1.7	39.9
1995	584	397	68.0	41	7.0	75.0	179	30.7	22	3.8	34.4	338	57.9	243	71.9	115	34.0	9	2.7	36.7
1996	653	472	72.3	41	6.3	78.6	224	34.3	31	4.7	39.1	353	54.1	269	76.2	126	35.7	21	5.9	41.6
1997	588	414	70.4	47	8.0	78.4	220	37.4	37	6.3	43.7	309	52.6	243	78.6	139	45.0	11	3.6	48.5
1998	753	549	72.9	55	7.3	80.2	283	37.6	45	6.0	43.6	386	51.3	302	78.2	156	40.4	23	6.0	46.4
1999	751	514	68.4	68	9.1	77.5	294	39.1	42	5.6	44.7	395	52.6	305	77.2	173	43.8	13	3.3	47.1
2000	709	499	70.4	44	6.2	76.6	273	38.5	37	5.2	43.7	380	53.6	285	75.0	163	42.9	16	4.2	47.1
2001	644	441	68.5	53	8.2	76.7	241	37.4	36	5.6	43.0	361	56.1	274	75.9	152	42.1	12	3.3	45.4
2002	721	524	72.7	56	7.8	80.4						437	60.6	334	76.4					
2003	722	525	72.7	39	5.4	78.1						447	61.9	341	76.3					
2004	723	509	70.4	33	4.6	75.0						428	59.2	320	74.8					
2005	787	579	73.6	56	7.1	80.7						471	59.8	362	76.9					
2006	799	552	69.1	56	7.0	76.1						471	58.9	351	74.5					

TABLE 8-C. OVERALL AND SCHOLARSHIP RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES AT ARKANSAS PUBLIC UNIVERSITIES

COHORT YEAR	# IN COHORT	ALL ATHLETES									SCHOLARSHIP									
		RETAINED AT YEAR ONE					GRADUATED BY YEAR SIX					COHORT #	YEAR ONE		GRADUATED BY YEAR SIX					
		NATIVE		TRANSFER		TOTAL	NATIVE		TRANSFER		TOTAL		NATIVE RETAINED		NATIVE		TRANSFER		TOTAL	
#	%	#	%	%	#	%	#	%	%	#	%	#	%	#	%	#	%	%		
OTHER																				
1992	199	145	72.9	7	3.5	76.4	71	35.7	6	3.0	38.7	101	50.8	74	73.3	41	40.6	-	-	40.6
1993	175	123	70.3	16	9.1	79.4	66	37.7	12	6.9	44.6	106	60.6	76	71.7	41	38.7	8	7.5	46.2
1994	163	107	65.6	16	9.8	75.5	62	38.0	13	8.0	46.0	96	58.9	70	72.9	41	42.7	2	2.1	44.8
1995	168	115	68.5	9	5.4	73.8	56	33.3	8	4.8	38.1	102	60.7	70	68.6	40	39.2	2	2.0	41.2
1996	176	136	77.3	9	5.1	82.4	80	45.5	9	5.1	50.6	108	61.4	85	78.7	50	46.3	6	5.6	51.9
1997	189	150	79.4	8	4.2	83.6	96	50.8	7	3.7	54.5	109	57.7	92	84.4	60	55.0	1	0.9	56.0
1998	255	186	72.9	15	5.9	78.8	107	42.0	17	6.7	48.6	146	57.3	113	77.4	63	43.2	8	5.5	48.6
1999	249	186	74.7	15	6.0	80.7	108	43.4	13	5.2	48.6	131	52.6	101	77.1	58	44.3	2	1.5	45.8
2000	228	161	70.6	14	6.1	76.8	105	46.1	13	5.7	51.8	134	58.8	99	73.9	63	47.0	4	3.0	50.0
2001	208	156	75.0	11	5.3	80.3	92	44.2	8	3.8	48.1	134	64.4	106	79.1	59	44.0	2	1.5	45.5
2002	280	204	72.9	22	7.9	80.7						180	64.3	134	74.4					
2003	266	210	78.9	5	1.9	80.8						177	66.5	143	80.8					
2004	266	202	75.9	7	2.6	78.6						182	68.4	137	75.3					
2005	294	226	76.9	16	5.4	82.3						201	68.4	155	77.1					
2006	283	201	71.0	13	4.6	75.6						189	66.8	142	75.1					
TOTAL																				
1992	518	383	73.9	25	4.8	78.8	165	31.9	19	3.7	35.5	249	48.1	196	78.7	100	40.2	4	1.6	41.8
1993	562	366	65.1	36	6.4	71.5	170	30.2	25	4.4	34.7	317	56.4	227	71.6	112	35.3	16	5.0	40.4
1994	510	339	66.5	39	7.6	74.1	171	33.5	25	4.9	38.4	259	50.8	190	73.4	94	36.3	4	1.5	37.8
1995	510	356	69.8	27	5.3	75.1	159	31.2	14	2.7	33.9	305	59.8	219	71.8	102	33.4	5	1.6	35.1
1996	572	426	74.5	32	5.6	80.1	202	35.3	26	4.5	39.9	317	55.4	247	77.9	114	36.0	19	6.0	42.0
1997	513	370	72.1	33	6.4	78.6	197	38.4	28	5.5	43.9	284	55.4	225	79.2	128	45.1	9	3.2	48.2
1998	652	487	74.7	38	5.8	80.5	247	37.9	35	5.4	43.3	345	52.9	272	78.8	134	38.8	17	4.9	43.8
1999	659	457	69.3	55	8.3	77.7	258	39.2	31	4.7	43.9	354	53.7	273	77.1	150	42.4	8	2.3	44.6
2000	618	452	73.1	31	5.0	78.2	249	40.3	31	5.0	45.3	344	55.7	260	75.6	145	42.2	13	3.8	45.9
2001	548	390	71.2	37	6.8	77.9	215	39.2	24	4.4	43.6	325	59.3	251	77.2	132	40.6	8	2.5	43.1
2002	638	465	72.9	47	7.4	80.3						393	61.6	299	76.1					
2003	679	498	73.3	32	4.7	78.1						417	61.4	322	77.2					
2004	683	483	70.7	31	4.5	75.3						394	57.7	295	74.9					
2005	696	527	75.7	43	6.2	81.9						426	61.2	336	78.9					
2006	680	477	70.1	38	5.6	75.7						421	61.9	314	74.6					

As a four-year university, UAFS competes in athletics at a two-year institution level. Accordingly, UAFS retention and graduation rates are found in the two-year institution section of this agenda item.

TABLE 8-D. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES AT ARKANSAS PUBLIC UNIVERSITIES IN ALL SPORTS, 1992 - 2006 ENTERING COHORTS

Arkansas State University - Jonesboro

COHORT YEARS		# in COHORT		ALL ATHLETES										SCHOLARSHIP									
				RETAINED AT YEAR ONE					GRADUATED BY YEAR SIX					COHORT		YEAR ONE				GRADUATED BY YEAR SIX			
				NATIVE		TRANSFER		TOTAL	NATIVE		TRANSFER		TOTAL			NATIVE RETAINED		NATIVE		TRANSFER		TOTAL	
#	%	#	%	%	#	%	#	%	%	#	%	#	%	#	%	#	%	%					
OTHER																							
1992	18	12	66.7	1	5.6	72.2	3	16.7	1	5.6	22.2	14	77.8	9	64.3	3	21.4	-	-	21.4			
1993	17	13	76.5	-	-	76.5	6	35.3	-	-	35.3	14	82.4	12	85.7	6	42.9	-	-	42.9			
1994	17	13	76.5	2	11.8	88.2	6	35.3	2	11.8	47.1	11	64.7	9	81.8	3	27.3	2	18.2	45.5			
1995	17	16	94.1	-	-	94.1	10	58.8	-	-	58.8	12	70.6	11	91.7	8	66.7	-	-	66.7			
1996	14	12	85.7	-	-	85.7	9	64.3	1	7.1	71.4	8	57.1	7	87.5	5	62.5	-	-	62.5			
1997	20	18	90.0	-	-	90.0	11	55.0	-	-	55.0	15	75.0	14	93.3	9	60.0	-	-	60.0			
1998	12	9	75.0	-	-	75.0	7	58.3	-	-	58.3	8	66.7	5	62.5	4	50.0	-	-	50.0			
1999	15	14	93.3	-	-	93.3	10	66.7	-	-	66.7	13	86.7	12	92.3	8	61.5	-	-	61.5			
2000	27	20	74.1	2	7.4	81.5	9	33.3	2	7.4	40.7	18	66.7	13	72.2	5	27.8	1	5.6	33.3			
2001	20	18	90.0	1	5.0	95.0	11	55.0	-	-	55.0	13	65.0	13	100.0	7	53.8	-	-	53.8			
2002	27	20	74.1	1	3.7	77.8						15	55.6	10	66.7								
2003	17	14	82.4	-	-	82.4						13	76.5	11	84.6								
2004	27	19	70.4	4	14.8	85.2						22	81.5	18	81.8								
2005	32	28	87.5	-	-	87.5						20	62.5	18	90.0								
2006	36	28	77.8	1	2.8	80.6						20	55.6	15	75.0								
TOTAL																							
1992	67	49	73.1	4	6.0	79.1	20	29.9	4	6.0	35.8	41	61.2	29	70.7	14	34.1	2	4.9	39.0			
1993	66	39	59.1	6	9.1	68.2	21	31.8	3	4.5	36.4	44	66.7	30	68.2	19	43.2	1	2.3	45.5			
1994	72	51	70.8	4	5.6	76.4	26	36.1	2	2.8	38.9	46	63.9	33	71.7	16	34.8	2	4.3	39.1			
1995	86	72	83.7	-	-	83.7	38	44.2	-	-	44.2	50	58.1	45	90.0	28	56.0	-	-	56.0			
1996	57	49	86.0	2	3.5	89.5	21	36.8	3	5.3	42.1	35	61.4	29	82.9	14	40.0	2	5.7	45.7			
1997	58	49	84.5	2	3.4	87.9	27	46.6	4	6.9	53.4	38	65.5	34	89.5	21	55.3	2	5.3	60.5			
1998	51	45	88.2	1	2.0	90.2	24	47.1	3	5.9	52.9	31	60.8	26	83.9	14	45.2	1	3.2	48.4			
1999	52	43	82.7	3	5.8	88.5	23	44.2	-	-	44.2	35	67.3	30	85.7	15	42.9	-	-	42.9			
2000	65	51	78.5	3	4.6	83.1	25	38.5	3	4.6	43.1	44	67.7	34	77.3	17	38.6	2	4.5	43.2			
2001	65	52	80.0	2	3.1	83.1	33	50.8	-	-	50.8	39	60.0	33	84.6	22	56.4	-	-	56.4			
2002	73	60	82.2	1	1.4	83.6						39	53.4	31	79.5								
2003	64	55	85.9	1	1.6	87.5						40	62.5	37	92.5								
2004	87	63	72.4	7	8.0	80.5						52	59.8	44	84.6								
2005	98	81	82.7	4	4.1	86.7						56	57.1	49	87.5								
2006	97	74	76.3	2	2.1	78.4						48	49.5	41	85.4								

TABLE 8-D. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES AT ARKANSAS PUBLIC UNIVERSITIES IN ALL SPORTS, 1992 - 2006 ENTERING COHORTS

Arkansas Tech University

COHORT YEARS	# in COHORT	ALL ATHLETES										SCHOLARSHIP									
		RETAINED AT YEAR ONE					GRADUATED BY YEAR SIX					COHORT		YEAR ONE		GRADUATED BY YEAR SIX					
		NATIVE		TRANSFER		TOTAL	NATIVE		TRANSFER		TOTAL			NATIVE RETAINED	NATIVE		TRANSFER		TOTAL		
#	%	#	%	%	#	%	#	%	%	#	%	#	%	#	%	#	%	%			
OTHER																					
1992	17	13	76.5	1	5.9	82.4	8	47.1	3	17.6	64.7	4	23.5	3	75.0	2	50.0	-	-	50.0	
1993	22	17	77.3	5	22.7	100.0	8	36.4	4	18.2	54.5	22	100.0	17	77.3	8	36.4	4	18.2	54.5	
1994	8	5	62.5	2	25.0	87.5	2	25.0	4	50.0	75.0	-	-	-	-	-	-	-	-	-	
1995	11	11	100.0	-	-	100.0	6	54.5	1	9.1	63.6	4	36.4	4	100.0	3	75.0	-	-	75.0	
1996	8	8	100.0	-	-	100.0	3	37.5	2	25.0	62.5	6	75.0	6	100.0	2	33.3	2	33.3	66.7	
1997	19	14	73.7	3	15.8	89.5	12	63.2	2	10.5	73.7	11	57.9	8	72.7	7	63.6	1	9.1	72.7	
1998	21	17	81.0	-	-	81.0	15	71.4	1	4.8	76.2	14	66.7	12	85.7	11	78.6	1	7.1	85.7	
1999	17	15	88.2	-	-	88.2	8	47.1	-	-	47.1	5	29.4	5	100.0	1	20.0	-	-	20.0	
2000	13	11	84.6	1	7.7	92.3	9	69.2	2	15.4	84.6	8	61.5	7	87.5	6	75.0	1	12.5	87.5	
2001	21	16	76.2	2	9.5	85.7	10	47.6	1	4.8	52.4	12	57.1	7	58.3	5	41.7	-	-	41.7	
2002	30	25	83.3	3	10.0	93.3						21	70.0	17	81.0						
2003	51	41	80.4	2	3.9	84.3						28	54.9	23	82.1						
2004	22	19	86.4	1	4.5	90.9						14	63.6	12	85.7						
2005	31	27	87.1	3	9.7	96.8						23	74.2	19	82.6						
2006	32	21	65.6	5	15.6	81.3						17	53.1	10	58.8						
TOTAL																					
1992	33	25	75.8	2	6.1	81.8	14	42.4	3	9.1	51.5	11	33.3	9	81.8	5	45.5	-	-	45.5	
1993	65	48	73.8	7	10.8	84.6	21	32.3	10	15.4	47.7	65	100.0	48	73.8	21	32.3	10	15.4	47.7	
1994	51	33	64.7	9	17.6	82.4	11	21.6	7	13.7	35.3	12	23.5	10	83.3	3	25.0	-	-	25.0	
1995	49	38	77.6	4	8.2	85.7	23	46.9	2	4.1	51.0	24	49.0	18	75.0	11	45.8	1	4.2	50.0	
1996	56	40	71.4	4	7.1	78.6	18	32.1	3	5.4	37.5	38	67.9	26	68.4	11	28.9	3	7.9	36.8	
1997	63	47	74.6	8	12.7	87.3	30	47.6	7	11.1	58.7	38	60.3	29	76.3	19	50.0	3	7.9	57.9	
1998	75	48	64.0	5	6.7	70.7	33	44.0	4	5.3	49.3	37	49.3	27	73.0	21	56.8	3	8.1	64.9	
1999	85	58	68.2	15	17.6	85.9	34	40.0	4	4.7	44.7	38	44.7	31	81.6	19	50.0	-	-	50.0	
2000	77	61	79.2	5	6.5	85.7	34	44.2	8	10.4	54.5	42	54.5	36	85.7	20	47.6	4	9.5	57.1	
2001	85	58	68.2	13	15.3	83.5	28	32.9	9	10.6	43.5	43	50.6	32	74.4	14	32.6	3	7.0	39.5	
2002	88	59	67.0	12	13.6	80.7						53	60.2	37	69.8						
2003	116	78	67.2	8	6.9	74.1						49	42.2	39	79.6						
2004	73	53	72.6	10	13.7	86.3						46	63.0	33	71.7						
2005	79	64	81.0	8	10.1	91.1						62	78.5	50	80.6						
2006	88	58	65.9	12	13.6	79.5						50	56.8	31	62.0						

TABLE 8-D. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES AT ARKANSAS PUBLIC UNIVERSITIES IN ALL SPORTS, 1992 - 2006 ENTERING COHORTS

Henderson State University

COHORT YEARS	# in COHORT	ALL ATHLETES									SCHOLARSHIP									
		RETAINED AT YEAR ONE					GRADUATED BY YEAR SIX					COHORT	YEAR ONE			GRADUATED BY YEAR SIX				
		NATIVE		TRANSFER		TOTAL	NATIVE		TRANSFER		TOTAL		NATIVE RETAINED		NATIVE		TRANSFER		TOTAL	
#	%	#	%	%	#	%	#	%	%	#	%	#	%	#	%	#	%	%		
OTHER																				
1992	43	30	69.8	1	2.3	72.1	15	34.9	-	-	34.9	1	2.3	1	100.0	1	100.0	-	-	100.0
1993	31	26	83.9	2	6.5	90.3	15	48.4	1	3.2	51.6	1	3.2	-	-	-	-	1	100.0	100.0
1994	25	16	64.0	4	16.0	80.0	13	52.0	4	16.0	68.0	10	40.0	8	80.0	6	60.0	-	-	60.0
1995	27	17	63.0	2	7.4	70.4	5	18.5	3	11.1	29.6	5	18.5	3	60.0	2	40.0	-	-	40.0
1996	37	24	64.9	5	13.5	78.4	11	29.7	2	5.4	35.1	17	45.9	12	70.6	8	47.1	1	5.9	52.9
1997	29	19	65.5	2	6.9	72.4	9	31.0	1	3.4	34.5	9	31.0	7	77.8	3	33.3	-	-	33.3
1998	63	37	58.7	3	4.8	63.5	17	27.0	4	6.3	33.3	33	52.4	24	72.7	11	33.3	1	3.0	36.4
1999	55	32	58.2	6	10.9	69.1	17	30.9	4	7.3	38.2	28	50.9	19	67.9	13	46.4	-	-	46.4
2000	40	25	62.5	5	12.5	75.0	11	27.5	4	10.0	37.5	22	55.0	17	77.3	7	31.8	-	-	31.8
2001	40	19	47.5	4	10.0	57.5	7	17.5	3	7.5	25.0	20	50.0	13	65.0	4	20.0	1	5.0	25.0
2002	36	23	63.9	4	11.1	75.0						23	63.9	16	69.6					
2003	40	29	72.5	-	-	72.5						22	55.0	16	72.7					
2004	46	38	82.6	1	2.2	84.8						25	54.3	22	88.0					
2005	50	31	62.0	5	10.0	72.0						30	60.0	23	76.7					
2006	37	23	62.2	1	2.7	64.9						22	59.5	15	68.2					
TOTAL																				
1992	84	56	66.7	5	6.0	72.6	24	28.6	2	2.4	31.0	15	17.9	13	86.7	5	33.3	-	-	33.3
1993	46	39	84.8	2	4.3	89.1	19	41.3	2	4.3	45.7	9	19.6	7	77.8	2	22.2	1	11.1	33.3
1994	53	32	60.4	9	17.0	77.4	22	41.5	6	11.3	52.8	25	47.2	18	72.0	9	36.0	2	8.0	44.0
1995	60	42	70.0	3	5.0	75.0	13	21.7	4	6.7	28.3	25	41.7	18	72.0	10	40.0	-	-	40.0
1996	73	51	69.9	7	9.6	79.5	17	23.3	4	5.5	28.8	34	46.6	25	73.5	11	32.4	2	5.9	38.2
1997	69	45	65.2	9	13.0	78.3	18	26.1	3	4.3	30.4	22	31.9	18	81.8	8	36.4	-	-	36.4
1998	98	59	60.2	6	6.1	66.3	26	26.5	6	6.1	32.7	51	52.0	37	72.5	18	35.3	2	3.9	39.2
1999	88	50	56.8	12	13.6	70.5	25	28.4	8	9.1	37.5	50	56.8	35	70.0	20	40.0	3	6.0	46.0
2000	88	55	62.5	8	9.1	71.6	20	22.7	7	8.0	30.7	44	50.0	32	72.7	12	27.3	2	4.5	31.8
2001	88	44	50.0	11	12.5	62.5	20	22.7	4	4.5	27.3	41	46.6	29	70.7	14	34.1	1	2.4	36.6
2002	70	44	62.9	10	14.3	77.1						41	58.6	30	73.2					
2003	84	54	64.3	3	3.6	67.9						47	56.0	37	78.7					
2004	97	63	64.9	4	4.1	69.1						40	41.2	33	82.5					
2005	88	52	59.1	9	10.2	69.3						43	48.9	35	81.4					
2006	84	50	59.5	4	4.8	64.3						44	52.4	31	70.5					

TABLE 8-D. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES AT ARKANSAS PUBLIC UNIVERSITIES IN ALL SPORTS, 1992 - 2006 ENTERING COHORTS

Southern Arkansas University - Magnolia

COHORT YEARS	# in COHORT	ALL ATHLETES									SCHOLARSHIP									
		RETAINED AT YEAR ONE					GRADUATED BY YEAR SIX					COHORT # %	YEAR ONE			GRADUATED BY YEAR SIX				
		NATIVE #	%	TRANSFER #	%	TOTAL %	NATIVE #	%	TRANSFER #	%	TOTAL %		NATIVE RETAINED #	%	NATIVE #	%	TRANSFER #	%	TOTAL %	
OTHER																				
1992	19	13	68.4	2	10.5	78.9	4	21.1	1	5.3	26.3	2	10.5	1	50.0	1	50.0	-	-	50.0
1993	18	8	44.4	2	11.1	55.6	6	33.3	3	16.7	50.0	2	11.1	2	100.0	2	100.0	-	-	100.0
1994	25	14	56.0	3	12.0	68.0	7	28.0	1	4.0	32.0	1	4.0	1	100.0	1	100.0	-	-	100.0
1995	12	9	75.0	1	8.3	83.3	2	16.7	1	8.3	25.0	1	8.3	1	100.0	1	100.0	-	-	100.0
1996	15	12	80.0	1	6.7	86.7	7	46.7	1	6.7	53.3	4	26.7	4	100.0	2	50.0	-	-	50.0
1997	17	10	58.8	-	-	58.8	7	41.2	1	5.9	47.1	5	29.4	3	60.0	3	60.0	-	-	60.0
1998	32	20	62.5	3	9.4	71.9	13	40.6	1	3.1	43.8	13	40.6	10	76.9	5	38.5	-	-	38.5
1999	35	24	68.6	2	5.7	74.3	9	25.7	3	8.6	34.3	14	40.0	10	71.4	4	28.6	-	-	28.6
2000	29	13	44.8	1	3.4	48.3	13	44.8	1	3.4	48.3	11	37.9	3	27.3	3	27.3	-	-	27.3
2001	22	15	68.2	1	4.5	72.7	7	31.8	2	9.1	40.9	11	50.0	9	81.8	5	45.5	-	-	45.5
2002	12	8	66.7	2	16.7	83.3						5	41.7	4	80.0					
2003	20	15	75.0	-	-	75.0						7	35.0	5	71.4					
2004	33	26	78.8	-	-	78.8						20	60.6	15	75.0					
2005	12	10	83.3	-	-	83.3						8	66.7	7	87.5					
2006	28	17	60.7	1	3.6	64.3						12	42.9	8	66.7					
TOTAL																				
1992	44	33	75.0	2	4.5	79.5	10	22.7	1	2.3	25.0	14	31.8	9	64.3	4	28.6	-	-	28.6
1993	70	32	45.7	2	2.9	48.6	14	20.0	3	4.3	24.3	19	27.1	14	73.7	6	31.6	-	-	31.6
1994	85	47	55.3	5	5.9	61.2	19	22.4	2	2.4	24.7	15	17.6	10	66.7	4	26.7	-	-	26.7
1995	54	36	66.7	6	11.1	77.8	17	31.5	3	5.6	37.0	19	35.2	15	78.9	8	42.1	-	-	42.1
1996	86	55	64.0	1	1.2	65.1	27	31.4	1	1.2	32.6	30	34.9	24	80.0	9	30.0	-	-	30.0
1997	71	41	57.7	1	1.4	59.2	16	22.5	2	2.8	25.4	23	32.4	15	65.2	6	26.1	1	4.3	30.4
1998	79	54	68.4	5	6.3	74.7	29	36.7	3	3.8	40.5	29	36.7	24	82.8	10	34.5	1	3.4	37.9
1999	88	49	55.7	7	8.0	63.6	24	27.3	6	6.8	34.1	35	39.8	22	62.9	11	31.4	1	2.9	34.3
2000	113	78	69.0	2	1.8	70.8	45	39.8	5	4.4	44.2	43	38.1	30	69.8	17	39.5	1	2.3	41.9
2001	73	49	67.1	1	1.4	68.5	26	35.6	3	4.1	39.7	36	49.3	28	77.8	16	44.4	-	-	44.4
2002	61	41	67.2	2	3.3	70.5						32	52.5	25	78.1					
2003	67	51	76.1	1	1.5	77.6						36	53.7	27	75.0					
2004	120	80	66.7	-	-	66.7						58	48.3	38	65.5					
2005	34	23	67.6	1	2.9	70.6						17	50.0	12	70.6					
2006	63	42	66.7	3	4.8	71.4						34	54.0	25	73.5					

TABLE 8-D. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES AT ARKANSAS PUBLIC UNIVERSITIES IN ALL SPORTS, 1992 - 2006 ENTERING COHORTS

University of Arkansas Fayetteville

COHORT YEARS	# in COHORT	ALL ATHLETES										SCHOLARSHIP									
		RETAINED AT YEAR ONE					GRADUATED BY YEAR SIX					COHORT		YEAR ONE		GRADUATED BY YEAR SIX					
		NATIVE		TRANSFER		TOTAL	NATIVE		TRANSFER		TOTAL			NATIVE RETAINED		NATIVE		TRANSFER		TOTAL	
		#	%	#	%	%	#	%	#	%	%	#	%	#	%	#	%	#	%	%	
OTHER																					
1992	44	35	79.5	-	-	79.5	23	52.3	1	2.3	54.5	32	72.7	26	81.3	18	56.3	-	-	56.3	
1993	36	21	58.3	2	5.6	63.9	12	33.3	1	2.8	36.1	23	63.9	13	56.5	9	39.1	1	4.3	43.5	
1994	41	33	80.5	2	4.9	85.4	15	36.6	1	2.4	39.0	33	80.5	28	84.8	14	42.4	-	-	42.4	
1995	45	28	62.2	1	2.2	64.4	20	44.4	-	-	44.4	34	75.6	21	61.8	14	41.2	-	-	41.2	
1996	37	31	83.8	-	-	83.8	17	45.9	1	2.7	48.6	26	70.3	21	80.8	11	42.3	1	3.8	46.2	
1997	34	31	91.2	-	-	91.2	17	50.0	-	-	50.0	25	73.5	23	92.0	12	48.0	-	-	48.0	
1998	47	38	80.9	1	2.1	83.0	28	59.6	1	2.1	61.7	29	61.7	23	79.3	15	51.7	1	3.4	55.2	
1999	41	32	78.0	1	2.4	80.5	22	53.7	-	-	53.7	28	68.3	22	78.6	13	46.4	-	-	46.4	
2000	46	42	91.3	-	-	91.3	26	56.5	1	2.2	58.7	36	78.3	34	94.4	20	55.6	1	2.8	58.3	
2001	46	37	80.4	-	-	80.4	27	58.7	1	2.2	60.9	29	63.0	22	75.9	15	51.7	-	-	51.7	
2002	60	40	66.7	1	1.7	68.3						42	70.0	27	64.3						
2003	54	43	79.6	-	-	79.6						48	88.9	37	77.1						
2004	66	50	75.8	-	-	75.8						51	77.3	38	74.5						
2005	63	48	76.2	1	1.6	77.8						43	68.3	31	72.1						
2006	53	44	83.0	1	1.9	84.9						47	88.7	39	83.0						
TOTAL																					
1992	109	81	74.3	4	3.7	78.0	47	43.1	2	1.8	45.0	62	56.9	54	87.1	34	54.8	-	-	54.8	
1993	87	62	71.3	3	3.4	74.7	26	29.9	2	2.3	32.2	53	60.9	38	71.7	16	30.2	2	3.8	34.0	
1994	114	89	78.1	4	3.5	81.6	48	42.1	3	2.6	44.7	68	59.6	58	85.3	29	42.6	-	-	42.6	
1995	112	75	67.0	3	2.7	69.6	37	33.0	-	-	33.0	76	67.9	52	68.4	21	27.6	-	-	27.6	
1996	122	102	83.6	5	4.1	87.7	54	44.3	2	1.6	45.9	60	49.2	54	90.0	25	41.7	1	1.7	43.3	
1997	87	75	86.2	-	-	86.2	37	42.5	3	3.4	46.0	61	70.1	54	88.5	27	44.3	1	1.6	45.9	
1998	134	113	84.3	4	3.0	87.3	63	47.0	3	2.2	49.3	63	47.0	53	84.1	27	42.9	2	3.2	46.0	
1999	112	93	83.0	2	1.8	84.8	62	55.4	2	1.8	57.1	63	56.3	55	87.3	33	52.4	1	1.6	54.0	
2000	105	88	83.8	1	1.0	84.8	52	49.5	2	1.9	51.4	69	65.7	60	87.0	32	46.4	2	2.9	49.3	
2001	106	86	81.1	-	-	81.1	54	50.9	1	0.9	51.9	62	58.5	48	77.4	26	41.9	-	-	41.9	
2002	126	96	76.2	5	4.0	80.2						76	60.3	58	76.3						
2003	123	101	82.1	2	1.6	83.7						86	69.9	70	81.4						
2004	134	111	82.8	1	0.7	83.6						90	67.2	75	83.3						
2005	139	112	80.6	4	2.9	83.5						82	59.0	65	79.3						
2006	107	85	79.4	2	1.9	81.3						83	77.6	66	79.5						

TABLE 8-D. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES AT ARKANSAS PUBLIC UNIVERSITIES IN ALL SPORTS, 1992 - 2006 ENTERING COHORTS

University of Arkansas at Monticello

COHORT YEARS		# in COHORT		ALL ATHLETES									SCHOLARSHIP													
				RETAINED AT YEAR ONE						GRADUATED BY YEAR SIX						COHORT		YEAR ONE				GRADUATED BY YEAR SIX				
				NATIVE		TRANSFER		TOTAL		NATIVE		TRANSFER		TOTAL				NATIVE RETAINED		NATIVE		TRANSFER		TOTAL		
#	%	#	%	%		#	%	#	%	%		#	%	#	%	#	%	#	%	%						
TOTAL																										
1992	37	20	54.1	5	13.5	67.6	5	13.5	4	10.8	24.3	7	18.9	4	57.1	1	14.3	1	14.3	28.6						
1993	43	19	44.2	3	7.0	51.2	6	14.0	-	-	14.0	10	23.3	6	60.0	3	30.0	-	-	30.0						
1994	32	20	62.5	3	9.4	71.9	8	25.0	3	9.4	34.4	8	25.0	6	75.0	2	25.0	-	-	25.0						
1995	30	17	56.7	4	13.3	70.0	4	13.3	1	3.3	16.7	19	63.3	11	57.9	3	15.8	1	5.3	21.1						
1996	42	21	50.0	7	16.7	66.7	7	16.7	5	11.9	28.6	25	59.5	15	60.0	6	24.0	5	20.0	44.0						
1997	33	15	45.5	3	9.1	54.5	4	12.1	2	6.1	18.2	14	42.4	6	42.9	1	7.1	1	7.1	14.3						
1998	38	27	71.1	3	7.9	78.9	7	18.4	1	2.6	21.1	21	55.3	16	76.2	3	14.3	-	-	14.3						
1999	53	32	60.4	6	11.3	71.7	19	35.8	1	1.9	37.7	19	35.8	15	78.9	8	42.1	-	-	42.1						
2000	28	15	53.6	3	10.7	64.3	8	28.6	2	7.1	35.7	17	60.7	9	52.9	5	29.4	-	-	29.4						
2001	30	16	53.3	8	26.7	80.0	10	33.3	4	13.3	46.7	15	50.0	7	46.7	4	26.7	1	6.7	33.3						
2002	53	34	64.2	8	15.1	79.2						24	45.3	15	62.5											
2003	45	20	44.4	6	13.3	57.8						37	82.2	15	40.5											
2004	6	-	-	2	33.3	33.3						5	83.3	-	-											
2005	37	27	73.0	3	8.1	81.1						25	67.6	17	68.0											
2006	46	20	43.5	4	8.7	52.2						30	65.2	16	53.3											

TABLE 8-D. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES AT ARKANSAS PUBLIC UNIVERSITIES IN ALL SPORTS, 1992 - 2006 ENTERING COHORTS

University of Arkansas at Pine Bluff

COHORT YEARS		# in COHORT		ALL ATHLETES										SCHOLARSHIP									
				RETAINED AT YEAR ONE					GRADUATED BY YEAR SIX					COHORT		YEAR ONE				GRADUATED BY YEAR SIX			
				NATIVE		TRANSFER		TOTAL	NATIVE		TRANSFER		TOTAL			NATIVE RETAINED		NATIVE		TRANSFER		TOTAL	
#	%	#	%	%	#	%	#	%	%	#	%	#	%	#	%	#	%	%					
OTHER																							
1995	4	4	100.0	-	-	100.0	3	75.0	-	-	75.0	4	100.0	4	100.0	3	75.0	-	-	75.0			
1996	1	1	100.0	-	-	100.0	1	100.0	-	-	100.0	-	-	-	-	-	-	-	-	-			
1997	13	10	76.9	-	-	76.9	7	53.8	-	-	53.8	12	92.3	9	75.0	7	58.3	-	-	58.3			
1998	11	10	90.9	1	9.1	100.0	4	36.4	-	-	36.4	8	72.7	7	87.5	2	25.0	-	-	25.0			
1999	10	9	90.0	-	-	90.0	5	50.0	-	-	50.0	9	90.0	8	88.9	4	44.4	-	-	44.4			
2000	10	8	80.0	-	-	80.0	6	60.0	-	-	60.0	9	90.0	7	77.8	6	66.7	-	-	66.7			
2001	17	16	94.1	-	-	94.1	10	58.8	-	-	58.8	15	88.2	14	93.3	9	60.0	-	-	60.0			
2002	18	16	88.9	-	-	88.9						14	77.8	13	92.9								
2003	10	9	90.0	-	-	90.0						8	80.0	7	87.5								
2004	14	9	64.3	-	-	64.3						7	50.0	5	71.4								
2005	25	21	84.0	2	8.0	92.0						15	60.0	13	86.7								
2006	17	13	76.5	1	5.9	82.4						15	88.2	11	73.3								
TOTAL																							
1992	9	6	66.7	1	11.1	77.8	2	22.2	-	-	22.2	9	100.0	6	66.7	2	22.2	-	-	22.2			
1993	63	35	55.6	3	4.8	60.3	16	25.4	-	-	25.4	36	57.1	22	61.1	12	33.3	-	-	33.3			
1994	10	8	80.0	-	-	80.0	2	20.0	-	-	20.0	10	100.0	8	80.0	2	20.0	-	-	20.0			
1995	37	25	67.6	2	5.4	73.0	12	32.4	-	-	32.4	29	78.4	17	58.6	9	31.0	-	-	31.0			
1996	17	16	94.1	-	-	94.1	10	58.8	-	-	58.8	11	64.7	10	90.9	6	54.5	-	-	54.5			
1997	51	36	70.6	4	7.8	78.4	21	41.2	3	5.9	47.1	36	70.6	28	77.8	17	47.2	1	2.8	50.0			
1998	57	45	78.9	4	7.0	86.0	24	42.1	1	1.8	43.9	36	63.2	28	77.8	15	41.7	1	2.8	44.4			
1999	41	27	65.9	-	-	65.9	16	39.0	-	-	39.0	34	82.9	23	67.6	12	35.3	-	-	35.3			
2000	42	35	83.3	-	-	83.3	21	50.0	-	-	50.0	30	71.4	24	80.0	16	53.3	-	-	53.3			
2001	42	35	83.3	-	-	83.3	21	50.0	1	2.4	52.4	36	85.7	30	83.3	17	47.2	1	2.8	50.0			
2002	45	38	84.4	-	-	84.4						36	80.0	30	83.3								
2003	37	26	70.3	1	2.7	73.0						30	81.1	21	70.0								
2004	37	26	70.3	-	-	70.3						21	56.8	15	71.4								
2005	47	38	80.9	2	4.3	85.1						31	66.0	25	80.6								
2006	52	37	71.2	4	7.7	78.8						36	69.2	26	72.2								

TABLE 8-D. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES AT ARKANSAS PUBLIC UNIVERSITIES IN ALL SPORTS, 1992 - 2006 ENTERING COHORTS

University of Central Arkansas

COHORT YEARS	# in COHORT	ALL ATHLETES									SCHOLARSHIP									
		RETAINED AT YEAR ONE					GRADUATED BY YEAR SIX				COHORT #	YEAR ONE		GRADUATED BY YEAR SIX						
		NATIVE #	TRANSFER #	TOTAL %	NATIVE %	TRANSFER %	TOTAL %	NATIVE RETAINED #	TOTAL %	NATIVE #		TRANSFER #	TOTAL %							
OTHER																				
1992	5	5	100.0	-	-	100.0	2	40.0	-	-	40.0	3	60.0	3	100.0	1	33.3	-	-	33.3
1993	16	12	75.0	3	18.8	93.8	9	56.3	2	12.5	68.8	14	87.5	10	71.4	8	57.1	2	14.3	71.4
1994	13	11	84.6	-	-	84.6	10	76.9	-	-	76.9	11	84.6	10	90.9	9	81.8	-	-	81.8
1995	14	13	92.9	-	-	92.9	6	42.9	-	-	42.9	11	78.6	10	90.9	5	45.5	-	-	45.5
1996	37	29	78.4	2	5.4	83.8	20	54.1	2	5.4	59.5	23	62.2	18	78.3	11	47.8	2	8.7	56.5
1997	30	23	76.7	3	10.0	86.7	17	56.7	2	6.7	63.3	13	43.3	11	84.6	7	53.8	-	-	53.8
1998	34	27	79.4	3	8.8	88.2	11	32.4	5	14.7	47.1	18	52.9	14	77.8	6	33.3	2	11.1	44.4
1999	41	32	78.0	6	14.6	92.7	23	56.1	5	12.2	68.3	16	39.0	12	75.0	9	56.3	2	12.5	68.8
2000	51	39	76.5	5	9.8	86.3	26	51.0	3	5.9	56.9	20	39.2	16	80.0	11	55.0	1	5.0	60.0
2001	21	17	81.0	1	4.8	85.7	12	57.1	-	-	57.1	17	81.0	13	76.5	9	52.9	-	-	52.9
2002	50	37	74.0	6	12.0	86.0						32	64.0	25	78.1					
2003	47	38	80.9	3	6.4	87.2						30	63.8	27	90.0					
2004	34	27	79.4	-	-	79.4						20	58.8	14	70.0					
2005	52	42	80.8	2	3.8	84.6						36	69.2	28	77.8					
2006	63	46	73.0	2	3.2	76.2						44	69.8	37	84.1					
TOTAL																				
1992	62	62	100.0	-	-	100.0	20	32.3	2	3.2	35.5	27	43.5	27	100.0	13	48.1	-	-	48.1
1993	74	56	75.7	7	9.5	85.1	34	45.9	4	5.4	51.4	39	52.7	31	79.5	23	59.0	2	5.1	64.1
1994	45	37	82.2	1	2.2	84.4	21	46.7	1	2.2	48.9	33	73.3	27	81.8	18	54.5	-	-	54.5
1995	40	31	77.5	-	-	77.5	11	27.5	1	2.5	30.0	28	70.0	24	85.7	8	28.6	1	3.6	32.1
1996	81	65	80.2	4	4.9	85.2	34	42.0	6	7.4	49.4	51	63.0	40	78.4	19	37.3	4	7.8	45.1
1997	54	40	74.1	6	11.1	85.2	29	53.7	3	5.6	59.3	28	51.9	22	78.6	15	53.6	-	-	53.6
1998	76	61	80.3	7	9.2	89.5	24	31.6	10	13.2	44.7	42	55.3	34	81.0	12	28.6	4	9.5	38.1
1999	90	67	74.4	10	11.1	85.6	39	43.3	6	6.7	50.0	46	51.1	37	80.4	19	41.3	2	4.3	45.7
2000	91	69	75.8	9	9.9	85.7	40	44.0	4	4.4	48.4	46	50.5	35	76.1	22	47.8	2	4.3	52.2
2001	29	25	86.2	1	3.4	89.7	15	51.7	-	-	51.7	24	82.8	20	83.3	12	50.0	-	-	50.0
2002	83	59	71.1	7	8.4	79.5						57	68.7	42	73.7					
2003	100	82	82.0	8	8.0	90.0						56	56.0	49	87.5					
2004	84	56	66.7	5	6.0	72.6						40	47.6	28	70.0					
2005	133	101	75.9	9	6.8	82.7						71	53.4	55	77.5					
2006	143	111	77.6	7	4.9	82.5						96	67.1	78	81.3					

As a four-year university, UAFS competes in athletics at a two-year institution level. Accordingly, UAFS retention and graduation rates are found in the two-year institution section of this agenda item.

**TABLE 8-F. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES
AT ARKANSAS PUBLIC COLLEGES, IN ALL SPORTS 1992 - 2006 ENTERING COHORTS
National Park Community College**

COHORT YEAR	# in COHORT	ALL ATHLETES									SCHOLARSHIP									
		RETAINED AT YEAR ONE					GRADUATED BY YEAR THREE				COHORT # %	YEAR ONE		GRADUATED BY YEAR THREE						
		NATIVE # %	TRANSFER # %	TOTAL %	NATIVE # %	TRANSFER # %	TOTAL %	NATIVE # %	TRANSFER # %	TOTAL %		NATIVE # %	TRANSFER # %	TOTAL %						
OTHER																				
1992	3	2	66.7	-	-	66.7	-	-	-	-	-	3	100.0	2	66.7	-	-	-	-	-
1993	2	-	-	1	50.0	50.0	-	-	-	-	-	2	100.0	-	-	-	-	-	-	-
TOTAL																				
1992	3	2	66.7	-	-	66.7	-	-	-	-	-	3	100.0	2	66.7	-	-	-	-	-
1993	2	-	-	1	50.0	50.0	-	-	-	-	-	2	100.0	-	-	-	-	-	-	-

**TABLE 8-F. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN ATHLETES
AT ARKANSAS PUBLIC COLLEGES, IN ALL SPORTS 1992 - 2006 ENTERING COHORTS
UA Community College at Morrilton**

COHORT YEAR	# in COHORT	ALL ATHLETES						SCHOLARSHIP						
		RETAINED AT YEAR ONE			GRADUATED BY YEAR THREE			COHORT	YEAR ONE		GRADUATED BY YEAR THREE			
		NATIVE	TRANSFER	TOTAL	NATIVE	TRANSFER	TOTAL		NATIVE RETAINED	NATIVE	TRANSFER	TOTAL		
#	%	#	%	%	#	%	%	#	%	#	%	#	%	%
OTHER														
2005	2	1	50.0	1	50.0	100.0								
2006	6	2	33.3	-	-	33.3								
TOTAL														
2005	2	1	50.0	1	50.0	100.0								
2006	6	2	33.3	-	-	33.3								

**ASSOCIATE OF APPLIED SCIENCE IN PHYSICAL THERAPY ASSISTANT
ARKANSAS TECH UNIVERSITY**

The administration and Board of Trustees of Arkansas Tech University (ATU) request approval to offer the Associate of Applied Science in Physical Therapy Assistant effective Fall 2008. ATU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The ATU Board of Trustees approved the proposal on December 15, 2007.

Description of the Program

The proposed 72-semester credit hour physical therapy assistant program is designed to prepare a technically educated health care provider who assists a physical therapist. The licensed Physical Therapy Assistant (PTA) will provide services that help improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Patients include accident victims and individuals with disabling conditions, such as low back pain, arthritis, heart disease, fractures, head injuries, and cerebral palsy. Treatment procedures assigned to PTAs, under the direction of physical therapists, involve exercises, massages, electrical stimulation, paraffin baths, hot and cold packs, traction, and ultrasound. PTAs also record the patient's responses to treatment and report to the physical therapist the outcome of each treatment.

Students applying for admission to the PTA degree program will be required to complete 28-semester credit hours of general education, which include PTA prerequisite courses in medical terminology, and human anatomy and physiology. Student acceptance into the PTA program will be determined by the ACT or CAAP test scores, and at least a 42 percent competency score on the Health Occupation Basic Entrance Test (HOBET). Annual enrollment in the program will be limited to 24 students, with the first year enrollment expected to be 18 students. The program graduation rate is expected to be 15 students (80 percent) based on the student success rate in other Arkansas PTA programs and the past performance of ATU associate degree programs.

Students accepted into the proposed program will complete three semesters of courses in adaptive treatment methods and assessment, and measurement of physical therapy. PTA students will also complete a minimum of 630 clock hours in clinical practice. Students successfully completing the program will be eligible to take the Arkansas licensure examination for Physical Therapy Assistants.

ATU will seek program accreditation from the Commission on Accreditation in Physical Therapy (CAPTE) following AHECB program approval. Courses leading to the PTA degree will be offered on the Russellville and Ozark campuses, and via distance delivery.

Degree Requirements

Associate of Applied Science in Physical Therapy Assistant
Total semester credit hours - 72

Year 1 – Prerequisite Courses

Fall Semester – 15 semester credit hours

ENGL 1013 Composition I

MATH 1113 College Algebra

BUS 1303 Introduction to Computers *or*

COMS 1003 Introduction to Computer Based Systems *or*

COMS 2003 Microcomputer Applications

BIOL 1014 Introduction to Biological Science

Spring Semester – 15 semester credit hours

ENGL 1023 Composition II

PSY 2003 General Psychology

BIOL 1013 Introduction to Human Anatomy

BUS 2233 Medical Terminology

BIOL 2283 Human Anatomy and Physiology

Students apply for admission to the PTA program

Summer Term – 14 semester credit hours

PTA 1112 Introduction to Physical Therapy

PTA 1122 Communication and Ethics

PTA 1132 Theory and Treatment Techniques

PTA 1142 Massage Therapy

PTA 1113 Clinical I

PTA 1123 Patient Handling and Wound Care

Year 2

Fall Semester - 15 semester credit hours

PTA 1213 Clinical II

PTA 1223 Applied Pathophysiology

PTA 1233 Prescribed Exercise Therapy

PTA 1243 Neurophysiology

PTA 1253 Adaptive Treatment Methods

Spring Semester – 15 semester credit hours

PTA 1313 Clinical III

PTA 1323 Administration and Documentation

PTA 1333 Movement and Analysis

PTA 1343 Assessment and Measurement of Physical Therapy

PTA 1353 Psychological Effects of Injury and Trauma

Need for the Program

The US Department of Labor projects the need for trained, licensed PTAs will grow nationwide by 29 percent between 2006 and 2016. As the need for physical therapy services increase Physical Therapists are expected to hire PTAs to reduce the cost of physical therapy services. Currently, Arkansas has approximately 725 licensed PTAs. By 2014, the US Department of Labor and the Arkansas Department of Workforce Services projects that approximately 1,000 additional PTAs will be a needed to meet the state's growing physical therapy needs. Approximately 350 students are currently enrolled in PTA programs offered at Arkansas State University—Jonesboro, NorthWest Arkansas Community College, and South Arkansas Community College.

Due to inquiries regarding the availability of a physical therapy-related program, ATU conducted a business and community survey to determine if there was a need and interest for a PTA degree program in the following counties: Pope, Johnson, Franklin, Logan, Sebastian, and Yell. Two hundred surveys were distributed to physical therapists, hospitals, nursing homes, and other healthcare related agencies. Of the 151 responses received, 149 indicated a definite need and interest in a PTA degree program.

ATU has worked with a Physical Therapy Advisory Committee during the development of the proposed degree program. Members of the Advisory Committee represent Sparks Hospital, Fort Smith; The Physical Therapy Center, Van Buren; Summit Medical Center, Van Buren; Cooper Clinic, Fort Smith; Saint Edwards Hospital, Fort Smith; Ozark Physical Therapy, Ozark; F&S Physical Therapy, Alma; Turner Memorial Hospital, Ozark; Performance Physical Therapy, Fort Smith; Ozark Nursing Home, Ozark; River Valley Rehab, Fort Smith; and Johnson County Hospital, Clarksville.

The institution has received letters of support for the program, and commitments for 30 clinical spaces from physical therapy providers in the area.

Program Costs

New program costs are expected to be \$100,985 for the first year, and increase to \$154,349 by the third year. Total equipment costs for the first three years of the program are projected at \$25,000 for treatment tables, parallel bars, treatment mats, and other equipment required to furnish the physical therapy laboratory in keeping with CAPTE standards. Initial salary costs are projected at \$74,385 for the Program Director (\$64,800) and one faculty (\$9,585) for the

summer term of the first year. Second year salaries (the first full year of program operation) are projected at \$128,424 for the Program Director, one full-time faculty, and one adjunct faculty, increasing to \$132,277 for the third year.

Revenues from student tuition/fees, projected at \$65,104 in the first program year and increasing to \$131,008 in year three, and state general revenue projected at \$67,878 in the first year and increasing to \$90,504 by year three, will cover program expenses.

Program Duplication

Similar degree programs are offered at Arkansas State University—Jonesboro, NorthWest Arkansas Community College, and South Arkansas Community College.

Desegregation

African American student enrollment in undergraduate programs is 5.4 percent and other minority student enrollment is 7.9 percent.

Degree Productivity

In 2005-06, 9 of 13 (69 percent) associate degree programs offered at ATU met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Physical Therapy Assistant (CIP 51.0806) at Arkansas Tech University, effective Fall 2008.

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

**MASTER OF BUSINESS ADMINISTRATION
SOUTHERN ARKANSAS UNIVERSITY—MAGNOLIA**

The administration and Board of Trustees of Southern Arkansas University (SAU) request approval to offer the Master of Business Administration (MBA) at Southern Arkansas University—Magnolia (SAUM) effective Fall 2008. SAUM is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The SAUM College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The SAU Board of Trustees approved the proposal on February 28, 2008.

Description of the Program

The proposed 30-semester credit hour Master of Business Administration degree program is designed to prepare students with an undergraduate degree in business for careers in mid- and upper-level management. The curriculum includes courses in accounting, economics, finance, organizational theory, quantitative analysis, marketing, strategic management, and management information systems.

Four courses will be offered during the fall and spring semesters and two courses during the summer term, allowing students the opportunity to complete the program in one year. Students may choose to enroll in only online courses or only night courses offered by SAUM and can complete the program in two years. SAUM uses *Blackboard* courseware for online course delivery.

Degree Requirements

Master of Business Administration
Total semester credit hours - 30

Fall Semester – 12 semester credit hours
ACCT 6xx3 Accounting for Decision Making
ECON 6xx3 Managerial Economics
MKTG 6XX3 Strategic Marketing
MGMT 6XX3 Human Behavior in Organizations

Spring Semester – 12 semester credit hours

FIN 6xx3 Managerial Finance

MGMT 6xx3 Quantitative Methods

MIS 6xx3 Information Systems Management

MGMT 6xx3 Strategic and Planning Analysis

Summer Term – 6 semester credit hours

MGMT 6xx3 Special Topics in Management

MGMT 6xx3 Creativity, Innovation, and Entrepreneurship

Need for the Program

Currently, the University of Arkansas at Little Rock offers an online MBA program to students in Magnolia and El Dorado; however, the institution is no longer enrolling new students and plans to discontinue the program once the six (6) students currently enrolled in the program complete their remaining courses. The nearest on-campus MBA program for Magnolia citizens is at Henderson State University in Arkadelphia, which is approximately 80 miles from Magnolia.

SAUM has surveyed business students and the employees of business and industry members of the Magnolia and El Dorado Chambers of Commerce to determine the student and community need and interest for the MBA program. Of the 126 responses received from 200 surveys distributed, 40 came for SAUM business majors. Over 80 percent of all respondents indicated an interest in the MBA program, and many indicated they were planning to pursue an advanced degree in business within the next two to three years. SAUM expects 12 students to enroll in the MBA program with the majority of the students coming from its undergraduate business programs. The program graduation rate is expected to be seven (7) students based on the past performance of SAUM master's degree programs.

Program Costs

Administrative and other program-related costs required for the proposed program are available in the current budget. Two new faculty positions, included in the current College of Business budget, will be filled in Summer 2008 at a total cost of \$134,000. These individuals will teach graduate and undergraduate business classes. The SAUM Library budget includes \$9,000 to purchase three (3) e-book collections for the proposed MBA. Stipends for MBA students qualifying for assistantships will come from the Office of Graduate Studies annual budget. Qualifying students may receive up to \$2,000 per semester. Tuition and fees and state general revenue funds for the first year of the program implementation will be approximately \$128,000.

Program Duplication

Similar degree programs are offered at Arkansas State University—Jonesboro, Henderson State University, the University of Arkansas, Fayetteville, the University of Arkansas at Little Rock, and the University of Central Arkansas.

Desegregation

African American graduate student enrollment is 27.4 percent and other minority graduate student enrollment is 4.4 percent.

Degree Productivity

In 2006-07, 8 of 8 (100 percent) master's degree programs offered at SAUM met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Master of Business Administration (CIP 52.0201) at Southern Arkansas University—Magnolia, effective Fall 2008.

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

**MASTER OF BUSINESS ADMINISTRATION
SOUTHERN ARKANSAS UNIVERSITY—MAGNOLIA**

The administration and Board of Trustees of Southern Arkansas University (SAU) request approval to offer the Master of Business Administration (MBA) at Southern Arkansas University—Magnolia (SAUM) effective Fall 2008. SAUM is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The SAUM College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The SAU Board of Trustees approved the proposal on February 28, 2008.

Description of the Program

The proposed 30-semester credit hour Master of Business Administration degree program is designed to prepare students with an undergraduate degree in business for careers in mid- and upper-level management. The curriculum includes courses in accounting, economics, finance, organizational theory, quantitative analysis, marketing, strategic management, and management information systems.

Four courses will be offered during the fall and spring semesters and two courses during the summer term, allowing students the opportunity to complete the program in one year. Students may choose to enroll in only online courses or only night courses offered by SAUM and can complete the program in two years. SAUM uses *Blackboard* courseware for online course delivery.

Degree Requirements

Master of Business Administration
Total semester credit hours - 30

Fall Semester – 12 semester credit hours
ACCT 6xx3 Accounting for Decision Making
ECON 6xx3 Managerial Economics
MKTG 6XX3 Strategic Marketing
MGMT 6XX3 Human Behavior in Organizations

Spring Semester – 12 semester credit hours
FIN 6xx3 Managerial Finance
MGMT 6xx3 Quantitative Methods
MIS 6xx3 Information Systems Management
MGMT 6xx3 Strategic and Planning Analysis

Summer Term – 6 semester credit hours
MGMT 6xx3 Special Topics in Management
MGMT 6xx3 Creativity, Innovation, and Entrepreneurship

Need for the Program

Currently, the University of Arkansas at Little Rock offers an online MBA program to students in Magnolia and El Dorado; however, the institution is no longer enrolling new students and plans to discontinue the program once the six (6) students currently enrolled in the program complete their remaining courses. The nearest on-campus MBA program for Magnolia citizens is at Henderson State University in Arkadelphia, which is approximately 80 miles from Magnolia.

SAUM has surveyed business students and the employees of business and industry members of the Magnolia and El Dorado Chambers of Commerce to determine the student and community need and interest for the MBA program. Of the 126 responses received from 200 surveys distributed, 40 came for SAUM business majors. Over 80 percent of all respondents indicated an interest in the MBA program, and many indicated they were planning to pursue an advanced degree in business within the next two to three years. SAUM expects 12 students to enroll in the MBA program with the majority of the students coming from its undergraduate business programs. The program graduation rate is expected to be seven (7) students based on the past performance of SAUM master's degree programs.

Program Costs

Administrative and other program-related costs required for the proposed program are available in the current budget. Two new faculty positions, included in the current College of Business budget, will be filled in Summer 2008 at a total cost of \$134,000. These individuals will teach graduate and undergraduate business classes. The SAUM Library budget includes \$9,000 to purchase three (3) e-book collections for the proposed MBA. Stipends for MBA students qualifying for assistantships will come from the Office of Graduate Studies annual budget. Qualifying students may receive up to \$2,000 per semester. Tuition and fees and state general revenue funds for the first year of the program implementation will be approximately \$128,000.

Program Duplication

Similar degree programs are offered at Arkansas State University—Jonesboro, Henderson State University, the University of Arkansas, Fayetteville, the University of Arkansas at Little Rock, and the University of Central Arkansas.

Desegregation

African American graduate student enrollment is 27.4 percent and other minority graduate student enrollment is 4.4 percent.

Degree Productivity

In 2006-07, 8 of 8 (100 percent) master's degree programs offered at SAUM met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Master of Business Administration (CIP 52.0201) at Southern Arkansas University—Magnolia, effective Fall 2008.

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

**MASTER OF ENGINEERING MANAGEMENT
ARKANSAS STATE UNIVERSITY—JONESBORO**

The administration and Board of Trustees of the Arkansas State University System (ASU) seek approval for Arkansas State University—Jonesboro (ASUJ) to offer the Master of Engineering Management effective Fall 2008. ASUJ is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ASU Board of Trustees approved the proposal on December 7, 2007.

Description of the Program

The Master of Engineering Management is designed for engineers pursuing management positions. It is a 30-semester credit hour program for students pursuing professional engineering licensing or project manager positions. A three-credit hour capstone project with an oral presentation is an optional course for managers.

Eight new courses have been created for the Master of Engineering Management program. These courses cover topics such as engineering statistics, law and regulations, research and human relations. The curriculum has been developed in collaboration with ASUJ's Graduate School of Business and includes existing coursework in management, information systems, economics, and accounting.

Degree Requirements

Master of Engineering Management
Total semester credit hours - 30

Fall Semester – 12 semester credit hours
EGRM 6023 Engineering Management I
EGRM 6003 Engineering Statistics
MBA 500V Survey of Accounting
MBA 501V Survey of Finance
MBA 504V Survey of Management
MBA 505V Survey of Information Systems

Spring Semester – 12 semester credit hours
EGRM 6033 Engineering Management II
EGRM 6013 Quality Control and Improvement
MBA 506V Survey of Marketing
MBA 507V Survey of Law
Elective Course

Summer Semester – 6 semester credit hours
EGRM 6043 Operations Research
Elective Course

Need for the Program

The American Society of Civil Engineers and the National Council of Examiners for Engineering and Surveying are requiring 30 credit hours beyond a bachelor's degree or a master's degree for professional licensure. The licensure requirement will take effect in 2015.

An Engineering Advisory Council made up of ASUJ alumni and regional employers was formed in 2000. This group was surveyed in 2006 regarding the need for a master's program. Eighty-three percent of those surveyed indicated that a Master of Engineering Management program would provide needed skills for potential employees. Another survey was conducted in July 2007 of regional engineering employers; 62 current employees were interested in the program. ASUJ expects 10 students to enroll the first year, based on the new requirements by the two accrediting bodies and interest among students currently in the undergraduate engineering program. The program graduation rate is expected to be 5 students.

Program Costs

New costs for the Master in Engineering Management program will be minimal since more than half of the program is already in place. Funds from tuition and from state general revenue will be sufficient to cover \$87,000 in new costs. This includes \$9,000 for one adjunct faculty member, \$39,000 for administrative costs, \$18,000 for two graduate assistants, \$13,000 for clerical support, \$3,000 for faculty development and travel, and \$5,000 for supplies and printing. Student tuition and fees and state general revenue funds will be \$118,000 for the first year.

Program Duplication

Similar programs are offered at Arkansas Tech University and the University of Arkansas, Fayetteville.

Desegregation

African American student enrollment in graduate programs is 13 percent and other minority student enrollment is 10 percent.

Degree Productivity

In 2006-2007, 40 of 51 (78 percent) master's degrees at ASUJ met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Engineering Management (CIP 15.1501) at Arkansas State University—Jonesboro effective Fall 2008.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized 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 the Coordinating Board's resolution.

**ASSOCIATE OF APPLIED SCIENCE IN POWER PLANT TECHNOLOGY
ARKANSAS NORTHEASTERN COLLEGE**

The administration and Board of Trustees of Arkansas Northeastern College (ANC) seek approval to offer the Associate of Applied Science in Power Plant Technology effective Spring 2009. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ANC Board of Trustees approved the proposal on December 19, 2007.

Description of the Program

The Associate of Applied Science degree in Power Plant Technology will provide students with the electrical, mechanical, and chemical engineering fundamentals for employment in power plant operation. The program consists of 63 semester credit hours: 15 hours of general education, 9 hours of business and management courses, and 39 hours of technical courses.

Ten new courses will be added at ANC for this program. The courses cover topics such as thermodynamics, power plant equipment, and environmental management. The curriculum was developed in consultation with Dynegy, a company building a new coal-fired power plant in Osceola, and Associated Electric, a company operating a natural gas-based power plant in Dell.

Degree Requirements

Associate of Applied Science in Power Plant Technology
Total semester credit hours - 63

First Semester – 15 semester credit hours

EN 12003	English Composition I
CP 04803	Intermediate Algebra or MA 14043 College Algebra
CS 11033	Computer Fundamentals
PW 1xxx3	The Electric Industry
EL 15003	Basic Electricity I

Second Semester – 17 semester credit hours

EN12013	English Composition II
BU 11023	Decision Strategies
PW 1xxx3	Thermodynamics
PW 1xxx3	Energy Sources & Conversion
EL 15013	Basic Electricity II
ME 15002	Blueprint Reading

Third Semester – 16 semester credit hours

PW 2xxx3 Power Plant Equipment
PW 2xxx3 Electrical System Components
PW 2xxx3 Boiler Operation
ES 15003 Industrial Safety Administration
ES 2xxx3 Environmental Management
IS 15031 Failure Mode & Effects Analysis

Fourth Semester – 15 semester credit hours

PW 2xxx3 Steam Turbine Systems
PW 2xxx3 Gas Turbine Systems
EL 2xxx3 Control Systems & Instrumentation
MG 21063 Leadership/Teamwork
SP 22063 Human Relations

Need for the Program

Two companies, Associated Electric and Dynegy, are in the process of building new power plants in Mississippi County. These new plants will create 75 new employment opportunities for those in the surrounding areas. Associated Electric has agreed to provide adjunct faculty when needed and will consider paying tuition if employees want to pursue the degree. Dynegy will give program graduates first consideration for positions.

Twenty part-time students are expected to enroll the first year, and the program graduation rate is expected to be 5 students based on the student success rate in other ANC associate degree programs.

Program Costs

The costs for the program are \$56,500 for the first year, which includes \$45,000 for a new faculty member, \$2,750 for part-time faculty, and \$8,750 for demonstration training equipment, instructional materials, and travel. Other program equipment and library resources are already in place. Student tuition and fees for the first year will total \$19,200 and state general revenue will be \$66,260.

Program Duplication

No similar degree is offered in the state.

Desegregation

African American student enrollment is 26 percent and other minority student enrollment is 2.8 percent.

Degree Productivity

In 2006-2007, 7 of 12 (58 percent) associate degrees at ANC met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Power Plant Technology (CIP 15.0503) at Arkansas Northeastern College effective Spring 2009.

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

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE
RESOLUTIONS**

The Institutional Certification Advisory Committee (ICAC) met on April 8, 2008. ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolutions.

**American Public University System, Charles Town, West Virginia
Online**

Initial Certification

- Associate of Arts in General Studies
- Bachelor of Arts in Business Administration
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in Management
- Bachelor of Arts in Psychology

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to American Public University System to offer the following degree programs to Arkansas citizens: Associate of Arts in General Studies, Bachelor of Arts in Business Administration, Bachelor of Arts in Criminal Justice, Bachelor of Arts in Management, Bachelor of Arts in Psychology. The certification is for a period of two years and expires on April 25, 2010.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of American Public University System, Charles Town, West Virginia, that the certification of the degree programs 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 American Public University System, Charles Town, West Virginia, 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.

ITT-Technical Institute, Little Rock, Arkansas

Initial Certification

Associate of Applied Science in Criminal Justice

Associate of Applied Science in Visual Communication

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to ITT-Technical Institute, Little Rock, Arkansas, to offer the following degree programs to Arkansas citizens: Associate of Applied Science in Criminal Justice and Associate of Applied Science in Visual Communication. The certification is for a period of two years and expires on April 25, 2010.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of ITT-Technical Institute, Little Rock, Arkansas, that the certification of the 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 programs 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.

Remington College-Little Rock, Arkansas

Recertification

Associate of Applied Science in Criminal Justice

Associate of Applied Science in Computer and Network Administration

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Remington College-Little Rock, Arkansas, to offer the following degree programs to Arkansas citizens: the Associate of Applied Science in Criminal Justice and the Associate of Applied

Science in Computer and Network Administration. The certification is for a period of two years and expires on April 25, 2010.

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, Arkansas, that recertification of the 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 programs in Arkansas.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of Remington 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.

Saint Joseph’s College of Maine—Online, Standish, Maine

Decertification

- Associate of Science in Management
- Bachelor of Arts in Liberal Studies
- Bachelor of Science in Adult Education and Training
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Professional Arts

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board decertifies the Associate of Science in Management, Bachelor of Arts in Liberal Studies, Bachelor of Science in Adult Education and Training, Bachelor of Science in Criminal Justice and Bachelor of Science in Professional Arts online degree programs to Arkansas citizens offered by Saint Joseph’s College of Maine—Online. The program decertifications are effective on April 25, 2008.

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE REPORT

The Institutional Certification Advisory Committee (ICAC) met on April 8, 2008, for its regular quarterly meeting.

ICAC members present at the meeting were as follows: Ms. Deborah Germany, Mr. Ken Hoppe, Mr. Ron Kelton and Mr. Kent Schroeder. Dr. Walter Roettger and Dr. Jack Lassiter attended the meeting via conference call. Ms. Dee Cox, Mr. Dan Jordan, and Dr. Jeff Olson were unable to attend.

Institutional representatives and ADHE staff present at the meeting: Dr. Frank McCluskey, American Public University System, Ms. Edna Higgins, Remington College; Mr. Paul Love and Mr. Steve Edler, University of Phoenix—Little Rock, and Ms. Betty Boyd, Arkansas Department of Higher Education.

Ms. Zquette Douglas, ICAC Coordinator, called the meeting to order. Ms Douglas welcomed ICAC members and institutional representatives. The meeting adjourned at 3:30 p.m.

Program Certifications

American Public University System

American Public University System submitted application for the initial certification of the following programs:

- Associate of Arts in General Studies
- Bachelor of Arts in Business Administration
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in Management
- Bachelor of Arts in Psychology

Proposed effective date: May 1, 2008

Institutional History

The American Public University System (APUS) consists of two online universities: American Public University (APU) and American Military University (AMU).

APUS was founded in 1991 with the establishment of the American Military University, a 100 percent online university designed to meet the specialized educational needs of military personnel who are mobile, working adults seeking academic programs not readily available at most institutions. The university incorporated programs that included traditional courses of study as well as highly specialized programs that

focused on counterterrorism, military intelligence, and other disciplines related to military and security operations.

In 2002, AMU launched the American Public University (APU). APU was designed to extend the system's outreach to meet the needs of those interested in public service-related programs, such as criminal justice, public safety, and national security. AMU and APU was combined into the American Public System (APUS) representing the merger of traditional academic disciplines with contemporary specialized programs offered worldwide via instructional technology.

The American Public University System is accredited by the Distance Education and Training Council and the Higher Learning Commission of the North Central Association of Colleges and Schools.

APUS serves members of the military and national security communities and other scholars in the public and private sectors. Students study from locations in all 50 states, as well as from more than 130 countries. Over 50 undergraduate and graduate degree programs are offered. Many of the faculty members hold executive positions in business, non-profit organizations, and governmental agencies, including the State Department, Department of Defense, Department of Homeland Security, CIA, FEMA, and the United Nations.

Most of the students are adult learners holding positions within every branch and specialty within the military and state and federal agencies. While a variety of students seek liberal arts and professional studies degrees, specialized programs that focus in the areas of homeland security, national security and public safety have the highest enrollment. Currently, there is an 80/20 ratio of male to female students with an average age of 36.

Program Delivery

APUS delivers courses in an online, asynchronous environment. Students are expected to spend 8-12 hours per week participating in the online class activities. All APUS students are required to log into their online classroom during the first week of class and may then login times and days to fit their schedules.

APUS has a rolling academic year. The calendar year has four terms (semesters). There are three start dates in each term, 12 start dates per year. Courses are normally offered in 8 and 16 week formats and are usually 3 credit hours. Students may take a combination of 8 and 16 week classes, and may overlap class beginning dates to fit their individual schedules.

APU offers one associate degree. The Associate of Arts in General Studies degree is designed for students who seek a two-year degree as the foundation for further study at the bachelor's level. Students must possess a high school diploma or its equivalent to be admitted to the program. Within the General Studies degree are several concentrations.

The bachelor's degree programs are open to students who possess a high school diploma or its equivalent. This minimum 120 to 124 credit hour program is the standard four-year undergraduate degree and prepares students for graduate study.

APUS accepts students for graduate-level study who have earned a bachelor's degree or have previously earned graduate credit at an institution accredited by a recognized accrediting body. To earn a master's degree, students must complete course work and take a final comprehensive examination, thesis option, or capstone/applied research project at the end of all course work.

APUS offers a graduate certificate program, which is a five-course, focused program of study on a particular topic or set of issues. The certificate program is open to students who already possess a master's degree and seek specific knowledge in a subject area or students who possess a bachelor's degree and seek graduate-level knowledge and credentials without completing an entire graduate degree.

Faculty Development

A variety of workshops for faculty members are offered to enhance professional development and teaching effectiveness. In partnership with the Sloan-C consortium, faculty can enroll in workshops from the Sloan-C Online Workshop Series. These workshops (ranging in duration from one week to three weeks) bring together key researchers and practitioners in the field and utilize asynchronous learning networks and other advanced online education practices to provide an effective online learning environment. Special topics include best practices in online learning, dynamic discussion and facilitation practices, workload management strategies, curriculum and course development, assessment, rubrics, adult literacy, and retention in online education.

Faculty can also enroll in workshops that have been developed specifically for APUS faculty. These workshops (ranging in duration from one to two weeks) include special topics on educator training, the Online Library, traits of successful APUS faculty and students, and the effective use of discussion boards in APUS courses.

Student Learning Outcomes

To identify what students are learning and improve the student learning environment through courses and academic programs, APUS uses four levels of student learning outcomes. They describe the knowledge, skills, and values it expects of undergraduate students who complete its academic programs; institutional, degree program, general education, and classroom level.

The institutional outcomes are the broad and overarching student learning outcomes that are represented within every degree program, including all program levels and all academic disciplines. The five institutional learning outcomes; academic skill, communication, critical thinking, lifelong learning, and information literacy reflect the University System's published mission document, vision, and core values. In addition

to the institutional learning outcomes, undergraduate students are expected to achieve specific learning outcomes in the general education program.

Assessment Results

Another way that APUS endeavors to be transparent is to share assessment results and provide evidence of student learning to the public. This information is also utilized for internal use. The measures used are: Measure of Academic Proficiency and Progress (MAPP), sponsored by Educational Testing Service; the Major Field Test, examinations designed to assess mastery of concepts and principles as well as knowledge expected of students at the conclusion of a major in specific subject areas; and, surveys, which are used in obtaining feedback from its constituents and are relied upon for improvement in both academic and student services. Students are surveyed at many points in the program to assess if stated goals are met and for student feedback in improving the online classroom and education experience.

Accreditation and Licensure

Licensure

The American Public University System is licensed by the West Virginia Higher Education Policy Commission and is certified to operate as an out-of-state institution by the State Council on Higher Education for Virginia.

Regional Accreditation

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

National Accreditation

The American Public University System is accredited by the Accrediting Commission of the Distance Education and Training Council.

Program Summaries

General Education Requirements for Associate and Bachelor Degrees

Both the associate and bachelor degrees require 38 semester hours in general education. The general education requirements are listed below. COL100, Foundation of Online Learning curriculum is a requirement for all students. Arkansas students are required to take 8 hours of science to be in compliance with Arkansas general education requirements.

APUS is in the process of realigning their courses and issuing new course numbers. The second course number and/or title listed will be the new one assigned to the courses.

General Education Requirements 38 semester hours

Computer Applications/Foundations

RQ295 / COL 100 Foundations of Online Learning (3 semester hours)

English Composition (6 semester hours)

EN101 / ENG 101 - Proficiency in Writing (Required)

EN102 / ENG 102 - Effectiveness in Writing or

EN202 / ENG 200 - English Composition and Literature

Mathematics (3 semester hours)

MA110 / MA112 / MAT 110 - Introduction to College Algebra and Trigonometry / College Algebra, or

MA111 / MA113 / MAT 111 - College Algebra and Trigonometry / College Trigonometry, or

MA125 / MAT 125 - Math for Liberal Arts Majors, or

MA225 / MAT 225 - Calculus

Science (8 semester hours including required 1 hour lab)

SC100 / SCI 100 - Introduction to Biology

SC198 / SCI 100 L - Introduction to Biology Lab

SC101 / SCI 110 - Introduction to Chemistry

SC199 / SCI 110 L - Introduction to Chemistry Lab

SC102 / SCI 102 - Introduction to Human Anatomy & Physiology

SC122 / SCI 102 L - Introduction to Human Anatomy & Physiology Lab

SC103 / SCI 103 - Introduction to Physics

SC123 / SCI 103 L - Introduction to Physics Lab

SC104 / SCI 104 - Introduction to Astronomy

SC124 / SCI 104 L - Introduction to Astronomy Lab

SC106 / SCI 106 - Introduction to Oceanography

SC126 / SCI 106 L - Introduction to Oceanography Lab

SC107 / SCI 107 - Introduction to Meteorology

SC127 / SCI 107 L - Introduction to Meteorology Lab

History (6 semester hours)

HS101 / HIS 101 - American History to 1877

HS102 / HIS 102 - American History since 1877

HS111 / HIS 111 - World Civilization I

HS112 / HIS 112 - World Civilization II

HS121 / HIS 121 - Western Civilization Before The Thirty Years War

HS122 / HIS 122 - Western Civilization Since Thirty Years War

HS215 / HIS 223 - History of the American Indian

HS217 / HIS 221 - African-American History before 1877

HS218 / HIS 222 - African-American History since 1877

Social Sciences (6 semester hours)

SS111 / GEO 101 - Introduction to Geography

SS133 / SOC 111 - Introduction to Sociology

SS134 / PSY 101 - Introduction to Psychology

SS190 / ANT 100 - Introduction to Anthropology

SS210 / CFD 220 - Human Sexuality

SO220 / SOC 220 - American Popular Culture

Humanities (3 semester hours)

HM101 / SPA 100 - Spanish I

HM102 / SPA 101 - Spanish II (Prerequisite: HM101)-Or other foreign language

HM200 / MUS 200 - Music Appreciation
HM230 / REL 201 - Introduction to World Religions
HM240 / ART 200 - Art Appreciation
HM277 / PHI 200 - Introduction to Ethics
PH101 / PHI 101 - Introduction to Philosophy

Literature (3 semester hours)

HM201 / LIT 220 - American Literature before the Civil War
HM202 / LIT 221 - American Literature from Civil War to Present
HM221 / LIT 210 - English Literature: Beowulf to 18th Century
HM222 / LIT 211 - English Literature: 18th Century to Present
HM211 / LIT 201 - World Lit through the Renaissance
HM212 / LIT 202 - World Lit since the Renaissance

Political Science (3 semester hours)

SS121/ POL 210 - American Government I
SS131/ INR 210 - International Relations I

The **Associate of Arts in General Studies** degree is designed for students who seek a two-year degree as the foundation for further academic achievement. Several concentration options provide students an opportunity to focus on courses that develop knowledge, skills, and abilities in their chosen areas. Students must complete the 38 semester hours of general education and 24 semester hours comprised of lower (100-200) level courses not taken to fulfill other degree requirements.

Similar programs are offered at Arkansas public universities.

A review of faculty credentials indicates that the current program faculty members have the appropriate credentials for the courses they are assigned to teach.

Associate Degree Credit Requirements - 62 semester hours

General Education Requirements - 38 semester hours (courses listed above)

Elective Requirements (24 semester hours)

Students must complete 24 semester hours comprised of lower (100-200) level courses not taken to fulfill the general education requirements.

The **Bachelor of Arts in Business Administration** from American Public University System provides education that leads to a profession in the business world. Increasingly, organizations are relying on well-rounded individuals with demonstrated knowledge, skills, and abilities that are complemented by a solid educational background. This degree leads to careers in financial management, consulting, marketing management and research, and business law.

Similar programs are offered at Arkansas public universities.

A review of faculty credentials indicates that the current program faculty members have the appropriate credentials for the courses they are assigned to teach.

Bachelor's Degree Credit Requirements - 125 semester hours General Education Requirements (38 semester hours)

Business Administration Core Courses (39 semester hours)

GM229 / ACC 100 - Accounting I

GM304 / GM317/ BUS 310 - Business Law / Law and Ethics in the Business Environment

SS101 / ECO 101 - Microeconomics

SS102 / ECO 102 - Macroeconomics (Prerequisite: SS101)

GM306 / BUS 311 - Business Theory

GM401 / BUS 312 - Operations Research (Prerequisite: MA 110 or College Algebra)

GM402 / ACC 311 - Principles of Financial Management

GM407 / HRM 312 - Human Resource Management

GM414 / GM328 / BUS 313 - Business Strategy / Global and Competitive Strategy

MC300 / MGT 310 - Principles and Theory of Management

MC302 / COS 315 - Management Information Systems

MC306 / MAT 302 - Applied Statistics (Prerequisite: MA 110)

MK300 / MKT 310 - Principles and Theory of Marketing

Major Concentration Courses (12 semester hours)

Students may select any four (4) courses from the courses listed below. Although not required, students who wish to focus in a particular area of business administration must take all four (4) courses in the same concentration.

GM307 / MGT 312 - Leadership and Motivation

GM310 / MGT 311 - Organizational Behavior

MC468 / COS 416 - Virtual Management

MC304 / MGT 315 - Management Communications

GM489 / BUS 490 - Business Administration Independent Study

Concentration in Entrepreneurial/Small Business Management

GM404 / BUS 316 - Fundamentals of Entrepreneurship

GM485 / BUS 415 - Small Business Growth & Development

MC307 / ACC 331 - Budget Development and Execution

MK408 / MKT 407 - Consumer Behavior

Concentration in International Business Management

GM309 / BUS 419 - International Business Management and Multicultural Relations
(Required)

GM427 / HRM 422 - International Human Resource Management

MC478 / ACC 412 - International Finance

MK477 / MKT 415 - International Marketing

Concentration in Information Technology Management

GM314 / COS 310 - Contemporary Internet Topics

GM315 / GM329 / COS 311 - Information Technology Infrastructure / Internet Concepts

MC345 / COS316 - Information Technology Project Management

MC468 / COS 416 - Virtual Management

Concentration in Marketing

MK406 / MKT417 – Marketing Strategy

GM440 / BUS320 - Principles of E business

MK408 / MKT407 - Consumer Behavior

MK405 / MKT414 - Marketing Research

Capstone Course (3 semester hours)

GM498 / BUS 499 - Senior Seminar in Business Administration

Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment.

Electives (30 semester hours)

Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

The **Bachelor of Arts in Criminal Justice** degree prepares students for a career in law enforcement or corrections. The degree program provides students with knowledge in the areas of U.S. law enforcement, criminology, criminal investigation and community relations. Areas of study help students focus on juvenile issues, causes of crime and criminal behavior, corrections and incarceration, investigative procedures and/or forensics, and investigative techniques. A concentration is also available providing students with greater knowledge in the specific area of interest. The criminal justice program provides the student with an understanding of the United States criminal justice system. The curriculum offers educational experience and academic skills for students who wish to pursue graduate study or possibly a career as a police or corrections officer, criminal investigator, probation officer, customs officer, secret service officer or special agent. Positions in patrol, crime investigation, criminal and terrorist profiling, civilian intelligence operations, communications operations, cyber-crime and other technological applications are added within law enforcement agencies on a regular basis.

Similar programs are offered at Arkansas public universities.

A review of faculty credentials indicates that the current program faculty members have the appropriate credentials for the courses they are assigned to teach.

Bachelor's Degree Credit Requirements - 125 semester hours
General Education Requirements - 38 semester hours (courses listed above)**Criminal Justice Core Courses (30 semester hours)**

CJ301 / CRJ 201 - Criminal Justice Administration
CJ300 / CRJ 300 - Research Methods of Criminal Justice & Security
CJ302 / CRJ 302 - U.S. Law Enforcement
CJ303 / CRJ 303 - Criminology
CJ306 / CRJ 306 - Criminal Investigation
CJ308 / CRJ 308 - Ethics in Criminal Justice
CJ316 / CRJ 316 - Corrections and Incarceration
CJ330 / LST 301 - Constitutional Law
CJ331 / LST 302 - Criminal Law
CJ305 / LST 400 - Criminal Evidence and Legal Process

Major Courses (15 Semester hours)

Criminal Justice majors must take five (5) courses from any of the courses listed below. Students who wish to focus their study in the Forensics Concentration must take five forensics courses. A concentration is optional.

CJ100 / CRJ 100 - Introduction to Law Enforcement
CJ101 / CRJ 101 - Evidence and Procedures
CJ102 / CRJ 102 - Introduction to Federal Law Enforcement Agencies

CJ200 / CRJ 200 - Police and Society
CJ312 / CRJ 202 - Stress Management in Law Enforcement
 CJ333/CJ203/CRJ203 - Patrol Procedures/**Patrol Methodologies & Community Policing**
CJ368 / CRJ 205 - Rape and Sexual Violence
PY359 / CRJ 206 - Juvenile Delinquency
CJ309 / CRJ 309 - Judicial Process
CJ310 / CRJ 310 - Drug Dynamics in Criminal Justice
CJ314 / CRJ 314 - Contemporary Criminal Justice Issues
CJ317 / CRJ 317 - Probation and Parole
CJ320 / CRJ 320 - Law Enforcement Intelligence Applications
CJ322 / CRJ 322 - Crime and the Family
CJ324 / CRJ 324 - The History of Organized Crime
CJ327 / CRJ 327 - Gang Theory, Practice, & Suppression
CJ329 / CRJ 329 - Criminal Profiling
CJ341 / CRJ 341 - Criminalistics
CJ335 / CRJ 401 - Crime Analysis
CJ304 / CRJ 402 - The Pathology of Death Investigations
CJ490 / CRJ 490 - Independent Study: Criminal Justice
CJ319 / SCM319 - Global Terrorism
CJ370 / SCM 370 - Principles and Theory of Security Issues

Concentration in Forensics

CJ368 / CRJ 205 - Rape and Sexual Violence
CJ329 / CRJ 329 - Criminal Profiling
CJ341 / CRJ 341 - Criminalistics
CJ335 / CRJ 401 - Crime Analysis
CJ304 / CRJ 402 - The Pathology of Death Investigation

Electives (39 semester hours)

Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

The **Bachelor of Arts in Management** degree prepares students for careers in managing organizational resources in government, profit and non-profit organizations, and graduate study. The task of the manager is to coordinate the activities of people and resources to accomplish organizational objectives. The manager must perform a variety of roles for the organization to achieve its goals; planner, leader, motivator, innovator, problem-handler, decision-maker and critical thinker. Since the manager is focused on people and processes, the management program is designed to provide its students with a solid grounding in people skills, communication skills, and organizational skills. Graduates typically go on to employment in various industries to include wholesale and retail services, the military, and all levels of the government. Concentration is available in human resource management.

Similar programs are offered at Arkansas public universities.

A review of faculty credentials indicates that the current program faculty members have the appropriate credentials for the courses they are assigned to teach.

Bachelor's Degree Credit Requirements - 125 semester hours
General Education Requirements - 38 semester hours (courses listed above)

Management Core Courses (27 semester hours)

GM304 / **GM317**/ BUS 310 - Business Law / **Law and Ethics in the Business Environment**
GM310 / MGT 311 - **Organizational Behavior**
MC300 / MGT 310 - **Principles and Theory of Management**
MC301 / MGT 314 - **Management Ethics**
MC302 / COS 315 - **Management Information Systems**
MC304 / MGT 315 - **Management Communications**
MC306 / MAT 302 - **Applied Statistics** (Prerequisite: MA110)
MC482 / MGT 410 - **Strategic Management**
MC483 / MGT 495 - **Senior Seminar in Management**

Major Courses (15 semester hours) Five (5) courses from the list below:

General Concentration

GM301 / MGT 313 - **Organizational Change**
GM306 / BUS 311 - **Business Theory**
GM307 / MGT 312 - **Leadership and Motivation**
GM402 / ACC 311 - **Principles of Financial Management**
GM404 / BUS 316 - **Fundamentals of Entrepreneurship**
GM407 / HRM 312 - **Human Resource Management**
GM411 / HRM 411 - **Dispute Resolution**
GM412 / HRM 422 - **Bargaining and Negotiation**
GM414 / GM328 / BUS 313 - **Business Strategy / Global and Competitive Strategy**
GM415 / HRM 412 - **Compensation and Benefits**
GM416 / HRM 413 - **Employment and Labor Relations**
GM418 / HRM 415 - **Human Resource Management Information Systems**
GM419 / HRM 416 - **Human Resource Development**
GM422 / HRM 419 - **Recruitment and Staffing**
MC305 / MGT 414 - **Strategic Planning**

Concentration in Human Resource Management

GM407 / HRM 312 - **Human Resource Management**
GM415 / HRM 412 - **Compensation and Benefits**
GM416 / HRM 413 - **Employment and Labor Relations**
GM418 / HRM 415 - **Human Resource Management Information Systems**
GM419 / HRM 416 - **Human Resource Development**

Electives (42 semester hours)

Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

The **Bachelor of Arts in Psychology** will allow students to examine the theories and history of the workings of the human mind. They study aspects of developmental, organizational and abnormal psychology. Graduates of this program are inclined toward professions that involve a high level of human interaction, such as politics, law, counseling, human services, education, law enforcement, military service, and public management.

Similar programs are offered at Arkansas public universities.

A review of faculty credentials indicates that the current program faculty members have the appropriate credentials for the courses they are assigned to teach.

Bachelor's Degree Credit Requirements - 126 semester hours
General Education Requirements - 38 semester hours (courses listed above)

Psychology Core Courses (34 semester hours)

SS134 / PSY 101 - Introduction to Psychology

SC100 / SCI 100 - Introduction to Biology and SC198 / SCI 100 L - Introduction to Biology Lab

MC306 / MAT 302 - Applied Statistics (3SH) (Prerequisite: MA110)

SS234 / PSY 221 - Personality Theories

PY303 / PSY 303 - Learning and Cognition

PY304 / PSY 304 - Perception

PY300 / PSY 305 - History and Systems of Psychology

PY311 / PSY 326 - Abnormal Psychology

PY342 / CFD 342 - Human Life Span Development

PY400 / PSY 400 - Experimental Psychology I

PY401 / PSY 401 - Experimental Psychology II (Prerequisite: PY400)

Major Concentration Courses (15 semester hours) Students enrolled in Psychology will take five (5) courses from any of the categories below. Students interested in a specific concentration of study should select courses from one or two categories.

Biological/Cognitive Psychology

PY409 / PSY 409 - Principles of Psychology Measurement

PY444 / PY446 / PSY 440 - Biological Psychology / Physiological Psychology

PY445 / PSY 445 - Psychology of Judgment and Decision Making Social/Developmental

Psychology

SS251 / CFD 215 - Introduction to Child Development

SS210 / PSY 220 - Human Sexuality

PY307 / PY313 / CFD 307 - Child Psychology / Child and Adolescent Development

PY377 / CFD 308 - Infant-Toddler Development

PY302 / PSY 301 - Advanced Social Psychology

PY343 / PSY 343 - Adult Development

PY403 / PY404 / PSY 403 - Prejudice and the Minority Experience/Psychology of Ethnic and Cultural Diversity

Clinical/Forensic/Applied Psychology

PY306 / PSY 306 - Organizational Psychology

PY324 / PY325 / PSY 324 - Addictions and Addictive Behavior/ Psychology of Addiction and

Substance Abuse

PY372 / PY350 / PSY 350 - Professional Development / Vocational Counseling and Professional Development

IS324 / PSY 360 - Psychology of Terrorism

PY402 / PSY 402 - Psychology and the Law

PY431 / PSY 431 - Psychology of Disaster

PY432 / PSY 432 - Psychology of Combat

PY460 / PSY 460 - Sports Psychology

Capstone Course (3 semester hours)

PY498 / PSY 498 - Senior Seminar in Psychology

(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment)

Electives (33 semester hours)

Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

Student Support Services

Registration and Admission

Students may complete all administrative actions online. Prospective students may contact admissions counselors by phone or email to discuss specific questions or obtain additional information. Students may apply for admission online and receive notification of acceptance or additional requirements within 24 hours.

Students accepted for admission must proceed to an online orientation, which must be completed before being allowed to register online for upcoming courses. Financial aid counselors are available to assist students with questions pertaining to financial aid programs, such as military tuition assistance, federal employee tuition reimbursement, corporate education benefits, Veterans Administration entitlements, and Title IV. Students with specific program questions may speak with dedicated academic advisors, who specialize in specific program advisement.

Academic Advising

Academic advising supports students by assisting in planning programs leading to graduation, evaluating and encouraging student progress, and updating and informing students of university policies and procedures. Each student is assigned a student advisor who can answer questions about academic program requirements, transfer credit, and administrative matters. Students may also consult with the chairperson of their academic department or members of the faculty to get advice or counsel about specific academic programs and the relationship between their academic and career goals. In addition, students may work with members of the registrar's staff, admissions representatives, or student support specialists when they have questions or issues that are best resolved or answered by one of those staff members.

Career Services

The Office of Alumni and Career Services provides a comprehensive array of services to assist students and alumni with information on preparing for employment advancement or transition. Individual counseling and assistance is provided to those seeking additional assistance online.

Advisory Groups

APUS has established a number of Industry Advisory Councils that advise the university on matters of curriculum, particularly in the fields of intelligence services and information technology. In addition, APUS has executive-level representation on the Council of Colleges and Military Educators, thereby assuring that those university programs designed specifically to serve military personnel are consistent with the needs, expectations, and logistical considerations unique to that population.

Library Services

The online library is designed as a teaching facility, and gives all students advanced skills and support of modern Web-based research. Its primary role is the provision of electronic resources for research and classroom use. The university's library provides access to millions of pages of resources from the web. Article databases connect to

expanding digital runs with over 17,000 scholarly journals. Books/E-Books offer an online catalog, a small land-based collection, and more than 70,000 electronic volumes from Ebrary, NetLibrary, and ACLS's History Book Project. Services for interlibrary loan requests, as well as special pages dedicated to archival repositories, government documents, military libraries, and hundreds of thousands of open access texts are available. Students are provided with licenses to electronic books and professional journals from the Deep Web materials that are vital for college-level work, but unavailable directly through Google or the other normal Web search engines.

Department study portals are dedicated research launch zones developed by faculty and tailored to the specific needs of each of the university's fields of study.

Library services are linked from every classroom and available 24/7. Those new to virtual libraries are given background information on entrance into the online library and assistance with using the resource.

A Tutorial Center features a training section on information literacy and collegiate writing with resume assistance specialized instructional modules for academic studies and access to personalized Web training services. A series of departmental study portals offer tailored links for research in advanced sites on the Open and Invisible Web.

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that the American Public University System degree proposals meet the criteria for program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE recommends a two-year certification, expiring April 25, 2010, for the following programs:

- Associate of Arts in General Studies
- Bachelor of Arts in Business Administration
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in Management
- Bachelor of Arts in Psychology

The motion to recommend initial certification of the degree program was made by Mr. Ron Kelton with a second by Mr. Kent Schroder.

ITT-Technical Institute

ITT-Technical Institute (ITT-Tech) submitted application for initial certification of the following degree programs offered to Arkansas citizens:

- Associate of Applied Science in Criminal Justice
- Associate of Applied Science in Visual Communication

Proposed effective date: June 2008

A campus visit was conducted by Zanette Douglas, ADHE Coordinator of Institutional Certification in September 2007.

Institutional History

ITT-Technical Institute in Little Rock is one of a nationwide system of technical institutes operated by ITT Educational Services, Inc. located in Carmel, Indiana. The college system is focused on technology-oriented programs of study. Over 100 ITT-Technical Institutes operate in 34 states that predominantly provide career-focused, degree programs to approximately 40,000 students. ITT-Tech has been actively involved in the higher education community in the United States since 1969.

ITT-Technical Institute opened in Little Rock, Arkansas in September 1993 offering electronics engineering technology education. ITT-Tech now offers associate of applied science degree programs in computer and electronics engineering technology, computer drafting and design and management, criminal justice, digital entertainment and game design, electronics and communications engineering technology, information systems security, software engineering technology, and technical project management.

The programs employ traditional (class lecture), applied, and adult-learning pedagogies and are delivered through traditional, accelerated, and distance methodologies.

Total enrollment at the Little Rock campus is 463 students.

Program Delivery

Course credits are based on the quarter hour system.

Arkansas students enroll in courses that meet the Arkansas applied associate requirements of 22.5 quarter credit hours (15 semester hours). Students complete a total of 32 quarter credit hours (21.4 semester hours) of general education courses at the Little Rock campus. They may also take courses online from the main campus in Indianapolis, Indiana.

Based on the typical class schedule of a full-time student, the associate degree programs of study are eight quarters in length. Each course is taught for the traditional 12 weeks. A typical class session lasts approximately four to five hours. Class sessions are generally available in the morning, afternoon and evening, depending on student enrollment. A number of courses in this program of study may be taught online over the Internet rather than in residence at the ITT-Technical Institute.

All courses in both of these programs are available online as well as on-site; however, students will generally take two classes (eight quarter credit hours/ 5.3 semester credit hours) in residence and typically a third general education class.

Accreditation/ Licensure

Licensure

ITT - Tech is licensed by the Arkansas State Board of Private Career Education as a post-secondary career school to offer courses leading to occupational careers.

National Accreditation

The institution is accredited by the Accrediting Council for Independent Colleges and Schools as a branch of ITT-Technical Institute, Thornton, Colorado.

Certification

ITT-Tech has offered programs in Arkansas since 1993. The Coordinating Board granted initial certification allowing ITT-Tech to offer bachelor's programs in Arkansas in 2003.

Program Summaries - Initial Certification

The **Associate of Applied Science in Criminal Justice** degree program requires 96 quarter credit hours (64 semester credit hours) with 28 (18.6 semester hours) of these hours meeting Arkansas general education requirements.

The Bachelor of Science in Criminal Justice was initially certified in Arkansas in July 2005 and recertified in August 2007. The coursework for the **Associate of Applied Science in Criminal Justice** degree is comprised of the lower-level courses approved for the Bachelor of Science degree.

The associate of applied science degree was developed in an effort to provide students with multiple options in their choice of study. This program is an initial degree in criminal justice that would be foundational if they chose to continue their studies in criminal justice and receive a bachelor's degree.

Admission to the program requires that an individual have a high school diploma, G.E.D., or equivalent; pass an admissions test or have scored a minimum of 17 on the ACT; or earned 36 quarter credit hours (24 semester credit hours) with a cumulative grade point average of 2.0 from an accredited educational institution.

The associate of applied science degree program in criminal justice offered at ITT-Tech teaches fundamentals of the criminal justice system. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The curriculum contains both theory and application in the field.

Graduates of this program may pursue career opportunities in a variety of entry-level positions involving law enforcement, community corrections, private investigation and security.

**Associate of Applied Science in Criminal Justice
96 quarter credit hours (64 semester credit hours)**

Each course is 4 quarter credit hours (2.6 semester credit hours)

General Education Courses 32 quarter hours (21.4 semester hours)

GE117 English Composition I

GE217 English Composition II

GE361 Writing and Critical Analysis

GE127 College Mathematics I

GE184 Problem Solving

GE172 State and Local Government

GE273 Microeconomics

TB150 Computing and Productivity Software

Technical courses 64 quarter hours (42.6 semester hours)

CJ121 Courts and the Criminal Justice System

CJ131 Introduction to Criminal Justice

CJ132 Criminal Justice Organization and Administration

CJ133 Criminology

CJ151 Principles of Policing and Law Enforcement

CJ152 Law Enforcement Reporting and Recording

CJ211 Correctional Programs: Probation and Parole

CJ241 Criminal Investigation

CJ242 Forensics and Crime Scene Investigation

CJ243 The Criminalistics of Cybercrime

CJ253 Policing Techniques: Interviewing and Interrogation

CJ261 Essentials of Security

CJ263 Emergency Procedures

CJ264 Transportation Security

TB133 Strategies for the Technical Professional

TB332 Professional Procedures and Portfolio Development

Faculty Credentials

A review of faculty educational credentials indicates that the ITT-Tech program faculty meet the Arkansas educational credential requirements for the courses they teach.

Student Enrollment

It is projected that 30 students will be enrolled in 2008, 36 in 2009, and 40 in 2010 based on program enrollment at other campuses.

The Associate of Applied Science in Criminal Justice degree has been approved in the following states:

Arizona	California	Colorado	Florida	Idaho
Illinois	Indiana	Louisiana	Michigan	Missouri
New Mexico	Oklahoma	Ohio	Pennsylvania	Utah
Virginia	Washington			

The **Associate of Applied Science in Visual Communication** degree program requires 96 quarter credit hours (64 semester credit hours) with 28 (18.6 semester hours) of the hours meeting Arkansas general education requirements.

Admission to the program requires that an individual have a high school diploma, G.E.D., or equivalent; pass an admissions test or have scored a minimum of 17 on the ACT; or earned 36 quarter credit hours (24 semester credit hours) with a cumulative grade point average of 2.0 from an accredited educational institution.

The purpose of this program is to help students prepare for entry-level positions in visual communications related professions. The curriculum of the program consists of a foundation core of design and general education courses, followed by studies in multimedia applications. The visual communications program can help graduates prepare to perform tasks associated with designing and creating interactive multimedia communications and print communications. Additional curriculum topics, investigated through classroom and laboratory experiences, include graphic design, multimedia applications and other related technical subjects.

Graduates of this program may pursue careers in a variety of entry-level positions involving the design and production of digital media, print media, and a variety of applications used in corporate and public communications.

The Associate of Applied Science in Visual Communications can lead to a Bachelor of Science in Digital Entertainment and Game Design.

Associate of Applied Science in Visual Communications 96 quarter credit hours (64 semester credit hours)

Each course is 4 quarter credit hours (2.6 semester credit hours)

General Education courses 36 quarter hours (24 semester hours)

GE117English Composition I

GE217 English Composition II

GE361Writing and Critical Analysis

GE127College Mathematics I

GE192College Mathematics II

GE184Problem Solving

GE347Group Dynamics

GE273 Microeconomics

TB143Introduction to Personal Computers

Technical courses 60 quarter hours (40 semester hours)

CD140Rapid Visualization

IT212Broadcast Graphics

IT309Animation I

IT311Animation II

VC100Introduction to Design

VC110Typography

- VC130 Digital Type and Image Manipulation**
- VC210 Modeling in 3D**
- VC215 Interactive Communication Design**
- VC220 Graphic Design Production Processes**
- VC230 Digital Prepress**
- VC240 Visual Design for the Web**
- VC250 Design Project**
- TB133 Strategies for the Technical Professional**
- TB332 Professional Procedures and Portfolio Development**

Faculty Credentials

A review of faculty educational credentials indicates that the ITT-Tech program faculty meet the Arkansas educational credential requirements for the courses they teach.

Student Enrollment

It is projected that 15 students will be enrolled in 2008, 25 in 2009, and 30 in 2010 based on enrollment at other campuses.

The associate degree in visual communications has been approved in the following states:

Arizona	California	Colorado	Florida	Idaho
Indiana	Kentucky	Louisiana	Michigan	Minnesota
Missouri	New Mexico	Oklahoma	Ohio	Utah
Virginia	Washington	Wisconsin		

Student Support Services

Instructional Resources

The Learning Resource Center and Virtual Library provide information in a variety of formats. The Virtual Library provides access to selected electronic resources that provide a mix of searching and information to the students. There are over 24,000 online books, 12,000 magazines and professional journals, abstracts and indexing, and news articles from over 500 newspapers and newswires as well as many other resources.

The Learning Resource Center is designed and equipped to support technical and career goals. It provides access to a collection of print publications, AV materials and software applications, as well as computer workstations, printers, and other equipment.

To provide students access to the latest computer equipment, 10 to 15 percent of the computer equipment used by students is upgraded or replaced each year.

Career Services

The school's career services provide assistance in obtaining employment both while in the program and after graduation.

Advisory Committees

The college will form a local advisory committee of industry professionals. Matters such as local employer expectations, changing technology, and student outcomes are reviewed at the advisory committee meetings.

ADHE Staff Recommendation

The Arkansas Department of Higher Education staff (ADHE) has determined that the ITT-Technical Institute, Little Rock, Arkansas, degree proposals meet the criteria for program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification, expiring April 25, 2010, for the following programs:

Associate of Applied Science in Criminal Justice
Associate of Applied Science in Visual Communication

The motion to recommend certification of the degree program was made by Ms. Deborah Germany with a second by Mr. Ken Hoppe.

Remington College

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 and Network Administration

Proposed effective date: April 28, 2008

A campus visit was conducted by Zanette Douglas, ADHE Coordinator of Institutional Certification, in November 2007.

Institutional History

Remington College-Little Rock Campus began operations as a branch of Remington College – Mobile, Alabama in July 1998 that was part of Education America. In May 2003, the name of the company was changed from Education America-Southeast College of Technology, Inc. to Remington College, Inc. The campus name was changed from Education America-Southeast College of Technology-Little Rock to Remington College-Little Rock Campus.

Remington College offers degree and non-degree (diploma) programs of study intended to provide adult students with the education and training needed for entry-level positions in a variety of career fields.

Licensed by the Arkansas State Board of Private Career Education that has responsibility for oversight of private post-secondary career schools that provide

education that leads to occupational careers, Remington College-Little Rock offers the following diploma programs: medical assisting, medical insurance and coding, and pharmacy technician.

Approximately 10,000 students currently attend the 20 Remington College campuses located in 11 states. Total enrollment at the Arkansas campus is 300 students. Current enrollment in the associate degree programs is 80 students. The typical Remington student is a working adult, 25 to 34 years of age.

Remington College has campus locations in the following states: Alabama, Arizona, Arkansas, California, Colorado, Florida, Hawaii, Louisiana, Ohio, Tennessee, and Texas.

Program Delivery

Course credits are based on the quarter hour system. The classes are assigned either 6.75 or 12 quarter credit hours (4.5 or 8 semester hours) providing a block course schedule and course content that permits focused learning. Students generally take one 12-quarter credit hour (8 semester hour) course or two 6.75 credit hour courses (4.5 semester hours) each quarter. The block schedule allows students to concentrate on one or two subject areas. Remington College endorses this model for their students as being conducive for learning compared to offering three 4 semester credit courses or four 3 semester credit courses each quarter that may cover three or four subject areas at one time.

Classes for the associate degree programs meet Monday, Tuesday, and Thursday, 8:00 a.m. to 12:30 p.m., and 5:30 p.m. to 10:00 p.m. Students have an option of attending either day or evening classes.

The programs are delivered in a system of eight three-month quarters. Based on the typical class schedule of a full-time student, associate degree programs can be completed in 24 months.

Accreditation/Licensure

Certification

Remington College-Little Rock has been certified to offer associate of applied science degrees since 2004 by the Arkansas Higher Education Coordination Board.

Licensure

Remington College-Little Rock is licensed to offer career and technical programs by the Arkansas State Board of Private Career Education.

Accreditation

Remington College-Little Rock is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSC) through August 2008, at which time application for renewal will be made.

Program Summaries - Recertification

The **Associate of Applied Science in Criminal Justice** degree was initially certified by the Arkansas Higher Education Coordinating Board in April 2004 and recertified in April 2006.

Students enrolling in the criminal justice program include current law enforcement professionals seeking a degree for career advancement and individuals wanting to enter entry-level positions.

The objective of this degree program is to prepare graduates for entry-level positions in such fields as loss prevention, field investigation, private investigation, victim services, hotel security, corrections, and security and professions such as correction officer, police officer, law clerk, juvenile correction officer, and crime scene technician.

The program requires completion of a minimum of 99 quarter hours (66 semester hours). The program is delivered in a system of eight three-month quarters. Each class meets five hours per week for 12 weeks.

Modifications to the criminal justice program to update and standardize the general education courses were approved by ADHE in July 2007. There was no change in total credit or clock hours at that time.

Associate of Applied Science in Criminal Justice 99.5 quarter credit hours (66.3 semester credit hours)

Each general education course is 6.75 quarter credit hours (4.5 semester credit hours)

General Education 34.25 quarter hours (22.8 semester hours)

GE 1436 English Composition
GE 1536 English Composition II

GE 1336 College Algebra
GE1136 Introduction to Psychology
BN1058 Computer Packaged Application

Each technical course is 6.00 quarter credit hours (4 semester credit hours)

Technical Courses 65.25 quarter hours (43.5 semester hours)

CJ1508 Survey of Criminal Justice Systems
CJ1518 Substantive Criminal Law
CJ1528 Constitutional Law
CJ1538 Criminal Investigations and Evidence Processing
CJ1548 Survey of Correctional Systems
CJ1558 Law Enforcement Operations and Community Policing
CJ1568 Survey of Forensic Science
CJ2708 Liability and Ethics for the Criminal Justice Professional
CJ2718 Communications for the Criminal Justice Professional
CJ2728 Security Management
CJ2738 Criminology and Victimology

Faculty Credentials

A review of faculty educational credentials indicates that program faculty members meet the Arkansas educational credential requirements for the courses taught in the program.

Student Enrollment

Forty-eight students are currently enrolled in the program.

Forty-eight students have graduated with the Associate of Applied Science degree in Criminal Justice since the last recertification in April 2006. An estimated 22 students were placed in jobs.

The **Associate of Applied Science in Computer Network and Administration** degree was initially certified in 2001 as the Associate of Applied Science in Computer Networking Technology degree and was recertified in 2004 and 2006. The degree title change was approved in July 2007. The program provides training in computer networking including: how to install, configure, maintain, and support local area networks (LAN); wide area networks (WAN); internet systems; and, wireless configurations that use a diversity of network operating systems. The program also includes training in fundamental security practices and a number of Microsoft Active Directory principles. The curriculum includes a study of general computer science, including computer architecture, networking principles, and desktop and server operating systems and applications.

The objective of this program is to prepare graduates for entry-level positions in network operations, network support technician, computer help desk specialist, computer support specialist, and information technology support specialist.

The program requires completion of a minimum of 99 quarter credit hours (66 semester hours). The program is delivered in a system of eight three-month quarters. Each class meets five hours per week for 12 weeks.

Since the last recertification, the Associate of Applied Science in Computer Network and Administration degree was revised and modifications were made to update the program and increase emphasis on training for students in Microsoft certifications. The update parallels the curriculum inclusion into the Microsoft Academy. There was no change in the total credit or clock hours. The curriculum changes were approved in July 2007.

Associate of Applied Science in Computer Network and Administration
99 quarter credit hours (66 semester credit hours)

Each general education course is 6.75 quarter credit hours (4.5 semester credit hours) except for the one indicated

General Education	39 quarter hours	(26 semester hours)
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GE 1436 English Composition
 GE 1256 English Composition II

GE 1336 College Algebra
GE1136 Introduction to Psychology
CN1170 Computer Support

	12 quarter hours	(8 semester hours)
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Each technical course is 6.00 quarter credit hours (4 semester credit hours) except for the one indicated

Technical Courses	60 quarter hours	(40 semester hours)
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CN1180 Linux Support		
CN1260 Client Operating Systems		
CN1270 Network Implementation and Support I	12 quarter hours	(8 semester hours)
CN2170 Email Systems		
CN2180 SQL Server and Network Scripting		
CN2280 Network Implementation and Support II		
CN2456 Computer Architecture/Software I		
CN2466 Computer Architecture/Software II		
CN2668 Routers and Switches		

Faculty Credentials

A review of faculty educational credentials indicates that program faculty meet the Arkansas educational credential requirements for the courses they teach in this program.

Student Enrollment

There are currently 121 students enrolled in the program.

Since April 2006, 60 students have graduated, and 42 students have been placed in a job.

Student Support Services

Online Computer Systems

Remington College has updated the computer systems with additional memory.

Library

The library has been converted from a wireless to a wired environment to increase the speed for information retrieval. Periodicals and texts have been updated in each area of study.

Advisory Committee

Advisory committees for each program meet at least twice a year to share and exchange information about current trends in the industry and recommend curriculum updates so that 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.

Businesses, agencies and local organizations currently represented on advisory committees for the programs being considered for recertification include: North Little

Rock Police Department, Little Rock Police Department, Searcy Police Department, U.S. Army, Wal-Mart, Clear Pointe Technology Network, Metropolitan Career & Technical School, and Paralegal and Juvenile Court.

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that Remington College-Little Rock degree proposals meet the criteria for program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification, expiring April 25, 2010, for the following programs:

Associate of Applied Science in Criminal Justice
Associate of Applied Science in Computer and Network Administration

The motion to recommend recertification of the degree program was made by Mr.-Ken Hoppe with a second by Mr. Ron Kelton.

Program Decertifications

Saint Joseph's College of Maine—Online

Saint Joseph's College of Maine requests the decertification of the following programs:

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

The **Associate of Science in Management** degree program served as a foundation for the Bachelor of Science in Business Administration. The program needs of the students will be met in the business administration management specialization program. There are no Arkansas students enrolled in the program.

The **Bachelor of Science in Adult Education and Training** degree program was designed for students planning to develop, organize, and teach programs for adults. Adult education and training will now be a specialization under the Bachelor of Science in General Studies degree. There are no Arkansas students are enrolled in the adult education and training program.

Bachelor of Science in Criminal Justice degree program was designed for students currently working or planning to pursue a career in law enforcement. Courses prepared 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. Criminal justice will now be a specialization program under the Bachelor of Science in General Studies degree. There are no Arkansas students are enrolled in the criminal justice program.

The **Bachelor of Science in Professional Arts** degree was designed for students with licensure/certification in health-related professions. The program provided an opportunity for advanced study in one of the following concentrations: business administration, health care administration, human services, or psychology. There are no Arkansas students enrolled in the 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. Students currently in the program will be allowed to complete the degree. There are no Arkansas students enrolled in the program.

ADHE Staff Recommendation

The Arkansas Department of Higher Education staff (ADHE) has determined that Saint Joseph's College of Maine has discontinued degree program offerings in Arkansas according to the Rules and Regulations of the Institutional Certification Advisory Committee and recommends decertification for the following degree programs, effective April 25, 2008:

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

The motion to recommend decertification of the degree programs was made by Mr. Jack Lassiter with a second by Ms. Deborah Germany.

LETTERS OF NOTIFICATION

The Arkansas Department of Higher Education received the following notifications from January 16, 2008, to March 14, 2008.

NEW PROGRAMS

Arkansas State University—Beebe (Fall 2008)

Certificate of Proficiency in Wildlife Enforcement - traditional and online
(9 credit hours)

Certificate of Proficiency in Law Enforcement- traditional and online (9 credit hours)

Certificate of Proficiency in Community Corrections- traditional and online
(9 credit hours)

Certificate of Proficiency in Criminal Investigation Science- traditional and online
(11 credit hours)

Certificate of Proficiency in Computer and Networking Fundamentals - traditional
and online (12 credit hours)

Certificate of Proficiency in Computer Fundamentals - traditional and online
(12 credit hours)

Certificate of Proficiency in 2-D Mechanical CAD Drafting - traditional and online
(8 credit hours)

Mid-South Community College (Fall 2008)

Certificate of Proficiency for Computer Numerical Control Machine Operator
(15 credit hours)

North Arkansas College (Fall 2008)

Certificate of Proficiency in Applied Programming (18 credit hours)

Certificate of Proficiency in Software Development (18 credit hours)

NorthWest Arkansas Community College (Fall 2008)

Certificate of Proficiency in Tax Specialist (16 credit hours)

Certificate of Proficiency in Environmental Management/GIS Technician
(16 credit hours)

Technical Certificate in Accounting Technology (30 credit hours)

Technical Certificate in Business Management (27 credit hours)

Technical Certificate in General Business (30 credit hours)

Technical Certificate in Logistics Management (27 credit hours)

Ouachita Technical College (Fall 2008)

Certificate of Proficiency in Medical Terminology (10 credit hours)

Rich Mountain Community College (Fall 2008)

Certificate of Proficiency in Machine Tool Technology (10 credit hours)

Southeast Arkansas College (Fall 2008)

Technical Certificate in Health Sciences (30 credit hours)

Southern Arkansas University—Tech (Fall 2008)

Technical Certificate in Automotive Technology (28 credit hours)

University of Arkansas at Little Rock (Fall 2008)

Graduate Certificate in Information Quality (12 credit hours)

NEW PROGRAM OPTION/MINOR

North Arkansas College (Fall 2008)

Game Development emphasis in Associate of Applied Science in Information Technology

Southern Arkansas University-Magnolia (Fall 2008)

Criminal Justice option in Master of Public Administration

Social Justice option in Master of Public Administration

Medical Technology transfer option in Bachelor of Science in General Science

University of Arkansas, Fayetteville (Fall 2008)

Minor in Interior Design

PROGRAM CONSOLIDATION

Southeast Arkansas College (Fall 2008)

Consolidate Technical Certificates in Information Systems Technology and Internet Web Technology into a new Technical Certificate in Computer Information Systems Technology (33 hours)

Consolidate the Associate of Applied Science in Information Systems Technology and Internet Web Technology into a new Associate of Applied Science in Computer Information Systems Technology (66 hours)

NAME CHANGE

Arkansas State University—Beebe (Fall 2008)

Technical Certificate in Corrections (DC 4865) changed to Technical Certificate in Community Corrections

Technical Certificate in Forensics (DC 1382) changed to Technical Certificate in Criminal Investigation Science

Arkansas State University-Jonesboro

Department of Computer Information changed to Department of Computer Science (May 2008)

College of Agriculture changed to College of Agriculture and Technology (January 2009)

Arkansas Tech University (Fall 2008)

Department of Accounting changed to Department of Accounting and Economics

Department of Business and Economics changed to Department of Management and Marketing

North Arkansas College (Fall 2008)

Associate of Applied Science in Information Technology emphasis in Network Technology changed to Network/Systems Administration

Ouachita Technical College (Fall 2008)

Associate Degree in Nursing (LPN to RN) changed to Associate Degree in Nursing (LPN/Paramedic to RN)

Southern Arkansas University—Magnolia (Fall 2008)

Religious Studies minor changed to Philosophy and Religious Studies

EXISTING PROGRAMS OFFERED AT OFF-CAMPUS LOCATION

University of Central Arkansas (Fall 2008)

Bachelor of Science in Addiction Studies at Mid-South Community College

EXISTING COURSES OFFERED AT OFF-CAMPUS LOCATION

Rich Mountain Community College (Spring 2008)

General Education courses offered at Wickes

EXISTING PROGRAMS OFFERED BY DISTANCE TECHNOLOGY

Arkansas State University—Beebe (Fall 2008)

Technical Certificate in Law Enforcement
Technical Certificate in Community Corrections
Certificate of General Studies
Associate of General Education

University of Arkansas, Fayetteville (Fall 2008)

Education Specialist in Curriculum and Instruction
Master of Education in Special Education

RECONFIGURATION OF EXISTING DEGREES

Arkansas State University—Jonesboro (Fall 2008)

Bachelor of Science in Engineering with concentrations in civil, electrical and mechanical engineering reconfigured to create the Bachelor of Science in Civil Engineering, Bachelor of Science in Electrical Engineering, and Bachelor of Science in Mechanical Engineering

University of Arkansas, Fayetteville (Fall 2008)

Consolidate Fitness Specialist and Exercise Science Pre-Athletic Training concentrations to create Applied Exercise Science concentration in the Bachelor of Science in Education in Kinesiology

CURRICULUM MODIFICATIONS

Pulaski Technical College (Fall 2008)

Associate of Applied Science in Occupational Therapy Assistant increased from 74 to 77 semester credit hour

Southern Arkansas University—Magnolia (Fall 2008)

Modified the Bachelor of General Studies concentration in Natural Science to include nursing courses

Changed the name of the Inclusive Early Childhood Education concentration to Education in the Bachelor of General Studies

Nine (9) semester credit hours of general education elective courses from the disciplines of psychology, philosophy, fine arts and foreign languages added to the Bachelor of Science in Education in Inclusive Early Childhood Education

Modified the Master of Education in Elementary and Secondary Education non-licensure focus in Curriculum and Instruction to align with the National Board of Professional Teaching Standards

Added a technology in literacy course to the Master of Education in Elementary and Secondary Education non-licensure focus in Reading

Digital Media Production option revised to add digital technology elective courses in the Bachelor of Arts in Mass Communications

Pre-admission examination (oral/written communications and mathematics) required for Associate Degree in Nursing

Minimum program admission requirements changed to 2.5 GPA for Bachelor of Arts in Music

ACADEMIC REORGANIZATION

Arkansas State University System (July 2008)

Non-credit programs at Arkansas State University Technical Center in Marked Tree and Jonesboro transferred to Arkansas State University—Newport

Arkansas State University—Jonesboro

Department of Computer Information and Technology separated into Department of Computer Information and Department of Technology (May 2008)

College of Business (May 2008)

Department of Accounting (accounting and computer information and technology courses)

Department of Economics and Finance (economics, finance, and law courses)

Department of Management and Marketing (management and marketing courses)

College of Agriculture, Engineering, and Science and Mathematics separated into College of Agriculture and Technology, College of Engineering, College of Science and Mathematics (January 2009)

College of Agriculture and Technology (January 2009)

Department of Agriculture

Department of Technology

College of Engineering (January 2009)

Department of Civil Engineering

Department of Mechanical Engineering

Department of Electrical Engineering

College of Science and Mathematics (January 2009)

Department of Biological Sciences

Department of Chemistry and Physics

Department of Mathematics and Statistics
Department of Computer Science
Ecotoxicology Research Facility

Bachelor of Applied Science transferred from College of Agriculture to the University College (Fall 2008)

Arkansas Tech University (July 2008)

School of Business
Department of Accounting and Economics
Department of Management and Marketing

Southern Arkansas University—Magnolia (July 2008)

College of Education Department of Curriculum
Department of Teacher Education
Department of Advanced Educational Studies
Department of Professional Studies

INACTIVE PROGRAMS

University of Arkansas Community College at Hope (Spring 2008)

Associate of Science in Agriculture, Food, and Life Sciences

DELETED OPTIONS

North Arkansas College

Manufacturing and Electronics emphases in the Associate of Applied Science in Industrial Systems Technology

University of Arkansas, Fayetteville

Community Health concentration in the Master of Science in Health Science (Fall 2008)

Exercise Science-Exercise Physiology/Biomechanics concentration in the Bachelor of Science in Kinesiology (Fall 2011)

DELETED PROGRAMS

North Arkansas College

Technical Certificate in Windows Development

South Arkansas Community College (January 2008)

Associate of Applied Science in Clinical Laboratory Science

University of Arkansas, Fayetteville (Fall 2010)

Master of Science in Telecommunications Engineering

University of Central Arkansas (Spring 2012)
Bachelor of Science in Education in English

LETTERS OF INTENT

The Arkansas Department of Higher Education received the following notifications from January 17, 2008, through April 9, 2008.

ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas State University—Beebe

Associate of Fine Arts in Theatre

Arkansas State University—Jonesboro

Associate of Arts
Associate of Science

Cossatot Community College of the University of Arkansas

Technical Certificate in Agriculture Management

Mid-South Community College

Technical Certificate in Pharmacy Technician
Associate of Applied Science in Respiratory Therapy
Associate of Applied Science in Medical Assistant

NorthWest Arkansas Community College

Technical Certificate in Dental Assisting
Technical Certificate in Veterinary Assisting

Ozarka College

Technical Certificate in Construction Technology
Associate of Applied Science in Construction Technology

Pulaski Technical College

Associate of Applied Science in Transportation Facilities Management

South Arkansas Community College

Associate of Applied Science in Respiratory Therapy

University of Arkansas, Fayetteville

Doctor of Philosophy in Education Policy

University of Arkansas at Little Rock

Bachelor of Science in Nursing Completion Program

Master of Science in Systems Engineering

Doctor of Philosophy in Criminal Justice

Doctor of Philosophy in Reading

University of Arkansas at Monticello

Technical Certificate in Health Information Technology

Bachelor of Liberal Arts

University of Arkansas at Pine Bluff

Certificate in Evaluation

Master's in Evaluation

Role and Scope Change – Doctor of Philosophy in Aquaculture/Fisheries

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

American Public University/American Military University, West Virginia

Initial Certification—Online

Bachelor of Arts in Child and Family Development

Bachelor of Arts in Emergency and Disaster Management

Bachelor of Arts in English

Bachelor of Arts in History

Bachelor of Arts in Homeland Security

Bachelor of Arts in Hospitality Management

Bachelor of Arts in Intelligence Studies

Bachelor of Arts in International Relations

Bachelor of Arts in Legal Studies

Bachelor of Arts in Marketing

Bachelor of Arts in Middle Eastern Studies

Bachelor of Arts in Military History

Bachelor of Arts in Military Management and Program Acquisition

Bachelor of Arts in Philosophy

Bachelor of Arts in Religion

Bachelor of Arts in Security Management

Bachelor of Arts in Sociology
Bachelor of Arts in Transportation Logistics Management
Bachelor of Science in Environmental Studies
Bachelor of Science in Fire Science Management
Bachelor of Science in Information Technology Management
Bachelor of Science in Public Health
Bachelor of Science in Space Studies
Bachelor of Science in Sports and Health Sciences
Master of Business Administration
Master of Public Administration
Master of Public Health
Master of Arts in Criminal Justice
Master of Arts in Emergency and Disaster Management
Master of Arts in History
Master of Arts in Homeland Security
Master of Arts in Humanities
Master of Arts in International Relations and Conflict Resolutions
Master of Arts in Management
Master of Arts in Military History
Master of Arts in Military Studies
Master of Arts in National Security Studies
Master of Arts in Political Science
Master of Arts in Security Management
Master of Arts in Transportation and Logistics Management
Master of Science in Environmental Policy and Management
Master of Science in Space Studies
Master of Science in Sports Management
Master of Strategic Intelligence
Air Warfare Graduate Certificate
American History Graduate Certificate
American Revolution Studies Graduate Certificate
Ancient and Classical History Graduate Certificate
Athletic Administration Graduate Certificate
Civil War Studies Graduate Certificate
Competitive Intelligence Graduate Certificate
Criminal Justice Graduate Certificate
Emergency and Disaster Management Graduate Certificate
European History Graduate Certificate
Homeland Security Graduate Certificate
Intelligence Analysis Graduate Certificate
Intelligence Studies Graduate Certificate
Joint Warfare Graduate Certificate
Land Warfare Graduate Certificate
Logistics Management Graduate Certificate
National Security Studies Graduate Certificate
Naval Warfare Graduate Certificate

Organizational Management Graduate Certificate
Security Management Graduate Certificate
Space Studies Graduate Certificate
Sports Management Graduate Certificate
Strategic Leadership Graduate Certificate
Terrorism Studies Graduate Certificate
Unconventional Warfare Graduate Certificate
World War II Studies Graduate Certificate

Capella University, Minneapolis, Minnesota

Initial Recertification—Online

Master of Science in Information Technology: Business Analysis and Enterprise
Software Architecture Specializations

Decertification

Bachelor of Science in Information Technology: Graphics and Multimedia
Specialization
Master of Science in Information Technology: System Design and Development
Specialization

Chamberlain College of Nursing, Chicago, Illinois

Initial Certification—Online

Associate of Science in Nursing
(*Pending approval by the Arkansas State Board of Nursing-ASBN*)
Bachelor of Science in Nursing (*Pending approval by the ASBN*)

Ecclesia College, Springdale Arkansas

Initial Certification

Bachelor of Science in Organizational Communication Degree
Bachelor of Science in Sport Management Degree
Bachelor of Science in Emergency Management Degree

Graceland University, Independence, Missouri

Initial Certification

Master of Education in Mild/Moderate Special Education
(*Pending approval by the Arkansas Department of Education-ADE*)

Grand Canyon University, Phoenix, Arizona

Initial Certification—Online

The following degree programs will be considered by ICAC *pending approval by ADE*:

Master of Special Education
Master of Education Teaching English to Speakers of Other Languages
Master of Education in Curriculum and Instruction with an option in Reading

Kaplan University, Fort Lauderdale, Florida

Initial Certification—Online

- Associate of Applied Science in Accounting
- Associate of Applied Science in Business Administration/Management
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Bachelor of Science in Information Technology
- Bachelor of Science in Management
- Bachelor of Science in Software Development
- Bachelor of Science in Legal Studies
- Master of Business Administration
- Master of Science in Management

Nova Southeastern University, Fort Lauderdale, Florida

Initial Certification—Online

- Master of Business Administration

St. Joseph's College of Maine

Initial Certification—Online

- Bachelor of Arts in Theological Studies

Recertification—Online

- Bachelor of Science in Business Administration
- Bachelor of Science in Health Administration
- Bachelor of Science in Radiologic Science Administration
- Bachelor of Science in Nursing
- Bachelor of Science in General Studies
- Master of Science in Nursing
- Master of Health Administration

University of Phoenix, Arizona

Initial Certification—Online

- Associate of Arts/Information Technology in Visual Communication
- Master of Science in Nursing/Specialization in Informatics
- Doctor of Philosophy in Higher Education Administration
- Master of Science in Nursing/Nurse Practitioner (*Pending approval by ASBN*)

The following degree programs will be considered by ICAC *pending approval by ADE*:

- Bachelor of Science in Education in Elementary Education
- Master of Arts in Education/Special Education, Cross Categorical
- Master of Arts in Education/Administration & Supervision
- Master of Arts in Education/Adult Education & Training
- Master of Arts in Education/Curriculum & Instruction
- Master of Arts in Education/Curriculum & Instruction/Computer Education
- Master of Arts in Education/Early Childhood Education

Master of Arts in Education/Elementary Teacher Education
Master of Arts in Education/Secondary Teacher Education
Master of Arts in Education/Curriculum & Instruction/English & Language Arts Education

Initial Certification—New location in Texarkana, Arkansas
Bachelor of Science in Business
Master of Business Administration

Vincennes University, Indiana

Initial Certification—Onsite at Camp Robinson, Arkansas
Associate of Applied Science in General Studies

Initial Certification—Online
Associate of Applied Science in General Studies

Walden University, Minneapolis, Minnesota

Initial Certification—Online
High-Tech Master of Business Administration
Master of Public Health
Master of Science in Computer Engineering
Master of Science in Computer Science
Master of Science in Education (*Pending approval by ADE*)
Master of Science in Electrical Engineering
Master of Science in Engineering Management
Master of Science in Nursing (*Pending approval by ASBN*)
Master of Science in Psychology
Master of Science in Software Engineering
Master of Science in Systems Engineering
Master of Science in Mental Health Counseling (*Pending approval by Arkansas Board of Counseling Examiners*)
Doctor of Education in Education
Doctor of Philosophy in Education
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Health

Webster University—Fort Smith, Arkansas

Recertification
Master of Business Administration
Master of Arts in Human Resource Management
Master of Arts in Information Technology Management

Webster University—Fayetteville, Arkansas

Recertification

- Master of Business Administration
- Master of Management & Leadership
- Master of International Business
- Master of Arts in Human Resource Management
- Master of Arts in Human Resource Development
- Master of Arts in Information Technology Management

William Woods University, Fulton, Missouri

Initial Certification—Online

The following degree programs will be considered by ICAC *pending approval by ADE*:

- Master of Education in Administration
- Master of Education in Elementary Education
- Master of Education in Secondary Education
- Master of Education in Special Education Director
- Specialist of Education in Administration
- Specialist of Education in Curriculum Leadership

INFORMATION ON HIGHER EDUCATION BOND ISSUES

Bonds issued by institutions are called Municipal Bonds. There are typically two types, General Obligation (GO) and Revenue. GO bonds are a pledge of all the resources of the institution. Revenue bonds pledge a specific source of funds toward the retirement of the bonds. For example, bonds for student housing pledged housing revenue.

Tax Status of an Issue

Most municipal bonds are tax-exempt. To be tax-exempt, bonds must be issued by an income tax-exempt organization or for a governmental purpose (benefit to the taxpayers). Rules affecting the amount and use of arbitrage proceeds also can affect the tax-exempt status. The planned use of a facility can affect the tax-exempt status of bonds. If an issue is to build a cafeteria or bookstore that are to be outsourced, the bond issue must in most cases be taxable bonds.

Recently, the federal government ruled that the involvement of a business with a college or university for joint research purposes would not jeopardize the tax-exempt when the purpose was the development of new businesses. In such instances, the bonds are tax-exempt.

Selection of Underwriters and Bond Council

In Arkansas, most institutions select their bond council based upon their past experiences with the firms. Some institutions put out Requests For Proposal for both bond council and underwriters when they are doing their first bond issue. After that, they tend to select the same bond council and underwriters for subsequent. Bond insurance firms are often selected based upon competitive bids. Recently, some institutions have had unfortunate experiences when selecting the low bid on bond insurance.

Maximum Term

The maximum term for bonds issued by the institutions is set by law at 30 years. In the sixties, some bonds were issued with a 40 year term which presented many difficulties for succeeding administrations at an institution.

Bond Ratings

Bond ratings are similar to the credit rating a person might go through when applying for a mortgage. The rating agencies give a rating based on their knowledge and analysis of the institutions financial statements and ability to pay back the debt. There are three main rating agencies: Moody, Standard & Poors, and Fitch.

Only two Arkansas institutions have uninsured or underlying ratings, UA and UCA. The UA rating applies to all of its campuses. An underlying rating is a rating given by the agency assuming bonds that are insured were uninsured. Ratings can be improved by purchasing bond insurance. Bond insurance protects the bond buyer from default risk. Insured bond ratings take on the highest rating of either the guarantor or published underlying rating of the issuer. Ratings for a specific bond issue are not usually determined until a few days or weeks before the sale of the bonds. The ratings of Arkansas institutions and the definition of Moody's ratings follow:

Institution	Rating
Arkansas State University (includes all campuses)	Aaa (Insured)*
Arkansas Tech University	Aaa (Insured)*
Southern Arkansas University	Aaa (Insured)*
University of Arkansas (includes all campuses)	Aa3
University of Central Arkansas	A2 / Aaa (Insured)*
National Park Community College	A3 / Aaa (Insured)
Northwest Arkansas Community College	Aaa (Insured)*
Pulaski Technical College	Aaa (Insured)*

Municipal Long-Term Rating Definitions

Aaa - Issuers or issues rated Aaa demonstrate the strongest creditworthiness relative to other US municipal or tax-exempt issuers or issues.

Aa - Issuers or issues rated Aa demonstrate very strong creditworthiness relative to other US municipal or tax-exempt issuers or issues.

A - Issuers or issues rated A present above-average creditworthiness relative to other US municipal or tax-exempt issuers or issues.

Baa - Issuers or issues rated Baa represent average creditworthiness relative to other US municipal or tax-exempt issuers or issues.

Ba - Issuers or issues rated Ba demonstrate below-average creditworthiness relative to other US municipal or tax-exempt issuers or issues.

B - Issuers or issues rated B demonstrate weak creditworthiness relative to other US municipal or tax-exempt issuers or issues.

Caa - Issuers or issues rated Caa demonstrate very weak creditworthiness relative to other US municipal or tax-exempt issuers or issues.

Ca - Issuers or issues rated Ca demonstrate extremely weak creditworthiness relative to other US municipal or tax-exempt issuers or issues.

C - Issuers or issues rated C demonstrate the weakest creditworthiness relative to other US municipal or tax-exempt issuers or issues.

Factors Impacting Interest Rates

- **Timing** - Nearness to the closing date.
- **Institution's Board Policy** - policy/legal advice may require that the interest rate be less than what is approved by AHECB and so the institution seeks approval for the worst case scenario for the rate for agenda item.
- **Bond Rating** - institutions receives bond rating based on financial ratios, type of bonds (revenue or G.O.), enrollment trend, net tuition revenue trend, liquidity, fund balances, etc. (**Fund balances:** *Amount and composition (e.g., unreserved and undesignated). Standard and Poor's (S&P's) Rating Service (February, 1999) says a strong total general fund balance is greater than or equal to 15% with no cash flow borrowing over the fiscal year. An adequate total balance is 5% to 15% and a low balance is 0 to 5%.*) (NACUBO's statement on Reserve Accounts/Fund Balances. *An institution should adopt a policy to maintain a prudent level of financial resources to protect against the need to reduce service levels or raise taxes and fees due to temporary revenue shortfalls or unpredicted one-time expenditures. (NACSLB Practice 4.1) Most college and university business officers recommend maintaining unrestricted net assets (fund balance) minimally at 10 to 15 percent of total expenses. Maintaining reserves at this level provides a certain assurance that institutions will have funds in reserve to protect against revenue shortfalls or unforeseen expenditures. Considerations in determining the appropriate level of reserves to maintain include (a) prevailing economic conditions and climate, (b) stability of major revenue sources, (c) cash flow requirements, (d) expense flexibility and controllability, and (e) other associated factors.*)
- **Bond Insurance** - one may have bond insurance while another does not. Bond insurance will enhance the bond rating. An institution must weigh the cost of the bond insurance against the costs associate with a higher interest rate for an uninsured issue.
- **Market Factors** - the amount of the institutions bond issue and amount of other municipal bond issues in a short time frame can affect the ability to sell bonds to investors which, ultimately affects the interest rate.
- **Term to Maturity** - generally a longer term equals a higher rate.
- **Other** - bond features, such as call provisions, will also affect the interest rate.

**ECONOMIC FEASIBILITY OF BOND ISSUE
ARKANSAS TECH UNIVERSITY - OZARK**

Arkansas Tech University - Ozark Campus requests approval of the economic feasibility of plans to issue bonds not to exceed \$2.13 million with a maximum term of up to 30 years at an estimated annual interest rate of five percent (5%). Proceeds from the bond issue will be used for educational & general (E&G) purposes to construct a student services facility and for various other capital improvements on the Ozark Campus. The Arkansas Tech University Board of Trustees approved this action at its meeting held on February 28, 2008.

The E & G issue will be approximately \$2.13 million with annual debt service of \$137,613. 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.

Relevant data follows:

Budgeted 2007-08 Tuition and Fee Revenue.....	\$	746,640
Maximum Allowable Debt Service (\$ 746,640 x 25%) ..		186,660
Existing Debt Service.....		0
Estimated Debt Service for Proposed Issue.....		137,613
Tuition & Fee Revenue Remaining for Additional Debt Service.....	\$	49,047

The above data demonstrates that Arkansas Tech University- Ozark Campus has sufficient revenue to support a bond issue of approximately \$2.13 million with a term of 30 years at an estimated annual interest rate of five percent (5%).

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University- Ozark Campus to issue bonds for approximately \$2.13 million with a term of 30 years at an estimated annual interest rate of 5% for E&G purposes.

FUTHER 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.

**ECONOMIC FEASIBILITY OF BOND ISSUE
ARKANSAS TECH UNIVERSITY**

Arkansas Tech University requests approval of the economic feasibility of plans to issue bonds not to exceed \$8 million with a maximum term of up to 30 years at an estimated annual interest rate of five percent (5%). Proceeds from the bond issue will be used for educational & general (E&G) purposes to construct an academic/advising facility and for various other capital improvements. The Arkansas Tech University Board of Trustees approved this action at its meeting held on February 28, 2008.

The E & G issue will be approximately \$8 million with annual debt service of \$500,682. 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.

Relevant data follows:

Budgeted 2007-08 Tuition and Fee Revenue.....	\$	27,572,649
Maximum Allowable Debt Service (\$ 27,572,649 x 25%)		6,893,162
Existing Debt Service.....		1,918,058
Estimated Debt Service for Proposed Issue.....		500,632
Tuition & Fee Revenue Remaining for Additional Debt Service.....	\$	4,474,472

The above data demonstrates that Arkansas Tech University has sufficient revenue to support a bond issue of approximately \$8 million with a term of 30 years at an estimated annual interest rate of five percent (5%).

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University to issue bonds for approximately \$8 million with a term of 30 years at an estimated annual interest rate of 5% for E&G purposes.

FUTHER 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.

PROPOSED CHANGES TO HIGHER EDUCATION BOND PROJECTS

The Arkansas Higher Education Coordinating Board approved the list of Higher Education Bond Projects on April 27, 2007. The following revision is requested concerning that list.

Rich Mountain Community College

Renovation of College Facilities - **Renovation.** An amount up to \$1.25 million is provided for the renovation of current facilities to develop a one-stop Student Services Center and facility improvements for instruction. The student services center will include space for Admissions, Financial Aid, Assessment, Counseling and Advising Services, and Administrative support. Other facility improvements include the improvement of other instructional and college space for effective instruction as well as administrative services. This includes updating science labs for increased science and medical related instruction for existing classes and those associated with nursing.

This project was previously approved by the Coordinating Board to be funded at \$1.05 million.

University of Arkansas – Fort Smith

Vines Building - **Renovation.** An amount up to \$1.45 million is provided for the planning, design, and renovation of the existing facility. Renovation of this facility provides additional instructional classroom space to meet the needs generated by growth in enrollment realized since joining the UA System in 2002. Renovation of this facility also addresses ADA compliance issues with the replacement of the elevator at the east end of the building and additionally provides ADA access to the second floor of the adjacent Gardner Building.

This project was originally approved for \$1.25 million by the Coordinating Board. The University requests to delete the Academic Building project and reallocate the funds to the above project.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves and endorses the revision to the proposed Higher Education Bond Project as described in this agenda item and that this project is incorporated in the Plan of Implementation.

FURTHER RESOLVED, That the Director is instructed to transmit to the Governor the plan for capital projects for public institutions of higher education to be funded from the proceeds derived from the sale of Higher Education Bonds.

FURTHER RESOLVED, That all requirements and limitations approved for the Higher Education Bond Projects by the Arkansas Higher Education Coordinating Board on November 4, 2005 apply to these changes.

DISTRIBUTION OF MINERAL LEASE FUNDS

According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Department of Higher Education. Act 1229 of 2007 provides that after the sum of \$13,200,000 has been deposited into the Higher Education Building Maintenance Fund, the next \$10,000,000, or as much as is collected, is to be transferred to the Higher Education Research Development Fund to be used as provided by law.

“The Arkansas Research Development Fund shall be administered by the Director of the Department of Higher Education..... Funds may be made available for administration of the Arkansas Development Research Program, for purchasing state-of-the-art equipment, for minor renovations of laboratory space, for publication of findings, for employing scientist or research assistants, and for providing any other assistance to scientists in order to develop a continuing research capacity in this state which is recognized as exemplary.”

The floor for the Research Development Fund was reached in September 2006, and statute requires that the funds be disbursed by the Director of the Department of Higher Education in accordance with the recommendation of the Arkansas Higher Education Coordinating Board after review by Legislative Council.

Higher Education Research Development Fund:

The current balance in the Higher Education Research Development Fund is \$1 million which is available for distribution in fiscal 2008. The current biennium's appropriation is sufficient to allow for the distribution of these funds.

Recommendation: Since the Arkansas Research and Education Optical Network (ARE-ON) represents a very essential tool for research and development in the publicly supported universities of Arkansas, it is the recommendation of the Department of Higher Education that the Higher Education Research Development Fund be designated for maintenance and operation expenses of the ARE-ON projects for the universities.

It is recommended that the current balance in the Higher Education Research Development Fund of \$1 million be allocated to the University of Arkansas, Fayetteville for expenses associated with the connection and expansion of ARE-ON to all public universities in the state.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That after review by the Legislative Council, the Director of the Arkansas Department of Higher Education is authorized to distribute the Higher Education Research Development Fund for ARE-ON's annual operating and maintenance costs at such time as the institutions begin to those expenses.

FURTHER RESOLVED, That \$1 million be allocated in Fiscal 2008 to the University of Arkansas, Fayetteville for expenses associated with the connection of all public universities to ARE-ON.

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 \$51 million with a term of up to 30 years. Portions of the bond issue will be taxable resulting in differing interest rates. Currently, the interest rate is estimated to be 5.9 percent on the taxable issue and 5.1 percent on the tax-exempt issue. Proceeds from the bond issue will be used for auxiliary and educational and general purposes. The auxiliary issue will be utilized to construct a 1500-space parking garage with student-oriented retail space and a surface parking lot; to finance improvements to the Harmon Avenue Parking Garage; and to purchase properties for the facilities. The educational and general portions of the bonds are for the purchase of property and the renovation of a facility for KUAF, the National Public Radio station operated by the university. The University of Arkansas Board of Trustees approved this action at its meeting held on March 28, 2008.

Auxiliary Bond Issues

The auxiliary issue will be funded with both taxable and tax-exempt bonds. The retail space included in the parking garage requires that the construction of that space be financed with taxable bonds. The taxable bonds will have a 20 year term while the tax exempt bonds will have a 30 year term. A portion of the auxiliary bond issue will be use to pay the debt service during the construction phase of the parking garage by capitalizing the interest. Since the debt service for both new issue and existing bonds are not level, it is necessary to show a number of years estimated income and debt service to demonstrate the feasibility of the auxiliary issue, rather than using the typical bond feasibility format. The auxiliary feasibility is illustrated in Table 21-1.

The data in Table 1 demonstrate that University of Arkansas has sufficient revenue to support the auxiliary bond issues of approximately \$44.85 million with terms of 20 and 30 years at estimated annual interest rates of 5.1 and 5.9 percent.

Educational and General Bond Issue

The educational and general portion of the issue will be \$6.15 million at an estimated annual interest rate of 5.1 percent and a term of 20 years with a 7 year call option. The funds will be used to renovate space for KUAF and for the purchase of property.

Relevant data follows:

Estimated Tuition and Fee Income for 2008-09	\$120,113,245
Maximum Annual Debt Service (25%)	30,028,311
Existing Debt Service	\$10,414,087
Proposed New Debt Service for 2008-09	162,869*
Remaining Debt Service Capacity	\$19,451,355

**Subsequent year's debt service will be higher but will not significantly impact the debt service capacity*

The data presented illustrates that the educational and general bond issue of \$6.15 million is feasible.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas, Fayetteville to issue bonds for approximately \$51 million with terms of 20 and 30 years at estimated annual interest rates of 5.1 and 5.9 percent for the construction of a 1500-space parking garage with student-oriented retail space and a surface parking lot; to finance improvements to the Harmon Avenue Parking Garage; to purchase properties for the facilities; purchase of property and the renovation of a facility for KUAF, as requested by the institution.

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.

Table 21-1. Feasibility Data for the University of Arkansas Auxiliary Bond Issues

	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Revenue Estimates															
Net Available Annual Parking Revenue	\$2,849,930	\$2,843,789	\$3,499,301	\$3,863,116	\$4,192,633	\$4,365,888	\$4,504,532	\$4,695,245	\$4,896,072	\$5,110,860	\$5,333,584	\$5,524,399	\$5,770,129	\$6,028,967	\$6,304,616
Net Bookstore and Retail Revenue	\$373,000	\$472,674	\$1,131,210	\$1,164,489	\$1,198,849	\$1,234,327	\$1,219,535	\$1,218,668	\$1,201,684	\$1,183,538	\$1,164,186	\$1,143,582	\$1,137,427	\$1,114,171	\$1,089,514
Total Net Current Revenue	\$3,222,930	\$3,316,463	\$4,630,511	\$5,027,605	\$5,391,482	\$5,600,215	\$5,724,067	\$5,913,913	\$6,097,756	\$6,294,398	\$6,497,770	\$6,667,981	\$6,907,556	\$7,143,138	\$7,394,130
Cumulative Parking Income Reserves	\$2,935,787	\$4,086,630	\$3,934,144	\$4,026,674	\$4,318,553	\$4,601,813	\$4,970,936	\$5,401,804	\$5,882,394	\$6,421,817	\$7,414,202	\$8,544,010	\$10,191,123	\$12,032,241	\$13,819,415
Total Net Available Funds	\$6,158,717	\$7,403,093	\$8,564,655	\$9,054,279	\$9,710,035	\$10,202,028	\$10,695,004	\$11,315,717	\$11,980,150	\$12,716,215	\$13,911,972	\$15,211,991	\$17,098,679	\$19,175,380	\$21,213,545
Debt Service Capacity															
Based On Current Revenue	\$2,685,775	\$2,763,719	\$3,858,759	\$4,189,671	\$4,492,902	\$4,666,846	\$4,770,056	\$4,928,261	\$5,081,463	\$5,245,332	\$5,414,809	\$5,556,651	\$5,756,297	\$5,952,615	\$6,161,775
Based on Available Parking Funds	\$5,132,264	\$6,169,244	\$7,137,213	\$7,545,232	\$8,091,696	\$8,501,690	\$8,912,503	\$9,429,764	\$9,983,458	\$10,596,845	\$11,593,310	\$12,676,659	\$14,248,899	\$15,979,483	\$17,677,954
Annual Debt Service															
Existing Debt Service	\$2,067,601	\$2,109,632	\$2,164,228	\$2,214,630	\$2,267,384	\$2,358,644	\$2,360,779	\$2,361,109	\$2,360,228	\$2,361,680	\$2,068,692	\$2,069,495	\$1,747,902	\$1,747,885	\$2,003,721
Proposed Debt Service	\$1,149,385	\$2,298,770	\$2,618,769	\$2,720,445	\$2,832,219	\$2,958,311	\$2,994,165	\$3,121,937	\$3,256,937	\$3,393,296	\$3,436,693	\$3,468,678	\$3,512,540	\$3,554,136	\$3,603,236
Total Debt Service	\$3,216,986	\$4,408,402	\$4,782,997	\$4,935,075	\$5,099,603	\$5,316,955	\$5,354,944	\$5,483,046	\$5,617,165	\$5,754,976	\$5,505,385	\$5,538,173	\$5,260,442	\$5,302,020	\$5,606,957
Less Debt Service Paid by Capitalized Interest	(\$1,121,391)	(\$2,242,782)													
Total Debt Service	\$2,095,595	\$2,165,620	\$4,782,997	\$4,935,075	\$5,099,603	\$5,316,955	\$5,354,944	\$5,483,046	\$5,617,165	\$5,754,976	\$5,505,385	\$5,538,173	\$5,260,442	\$5,302,020	\$5,606,957
Excess Debt Service Capacity															
Using Current Revenues	\$590,180	\$598,099	(\$924,238)	(\$745,405)	(\$606,701)	(\$650,109)	(\$584,888)	(\$554,785)	(\$535,702)	(\$509,644)	(\$90,577)	\$18,478	\$495,854	\$650,595	\$554,818
Using Available Parking Funds	\$3,036,669	\$4,003,625	\$2,354,215	\$2,610,157	\$2,992,093	\$3,184,735	\$3,557,559	\$3,946,719	\$4,366,293	\$4,841,870	\$6,087,924	\$7,138,486	\$8,988,457	\$10,677,463	\$12,070,998