

The seal of the State of Arkansas is a circular emblem. It features a central figure, likely a personification of Justice or Liberty, holding a scale and a sword. The figure is surrounded by a wreath and a banner. The outer ring of the seal contains the text "GREAT SEAL OF THE STATE OF ARKANSAS".

Arkansas Higher Education Coordinating Board

Regular Quarterly Meeting

April 30, 2004

Arkansas Department of Higher Education
114 East Capitol Ave., Little Rock, Arkansas 72201 (501) 371-2000

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

**Black River Technical College
Auditorium - Randolph County Development Center
Highway 304 East
Pocahontas, Arkansas 72455**

SCHEDULE

Friday, April 30, 2004

**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 Finance Committee meeting

ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

**Friday, April 30, 2004
10:00 a.m.**

**Black River Technical College
Auditorium - Randolph County Development Center
Highway 304 East
Pocahontas, Arkansas 72455**

TABLE OF CONTENTS

- *1. Approve Minutes of Regular Meeting on February 6, 2004.
2. Report of the Director (Dr. Beene)
- *3. Existing Program at Off-Campus Location: Technical Certificate in Practical Nursing at Warren by South Arkansas Community College. (Ms. Moten)
- *4. New Program: Certificate of Proficiency, Technical Certificate and Associate of Applied Science in Crime Scene Investigation Offered by Ouachita Technical College. (Ms. Moten)
- *5. New Program: Technical Certificate in Law Enforcement with the Arkansas Law Enforcement Training Academy by Southern Arkansas University-Tech. (Ms. Moten)
- *6. New Program: Technical Certificate in Heavy Equipment Operation at Warren by South Arkansas Community College. (Ms. Moten)
- *7. New Program: Technical Certificate in Cosmetology by Pulaski Technical College. (Ms. Moten)
- *8. Existing Program at Off-Campus Location: Online Associate of Arts by NorthWest Arkansas Community College. (Ms. Strode)
- *9. New Program: Bachelor of Arts/Bachelor of Science in Theatre by the University of Central Arkansas. (Ms. Strode)

- *10. New Program: Master of Science in Nursing by the University of Arkansas, Fayetteville. (Ms. Strode)
- *11. New Program: Bachelor of Arts in History/Historical Interpretation by the University of Arkansas at Fort Smith. (Ms. Strode)
- *12. Existing Programs at Off-Campus Location: Online Master of Education in Elementary or Secondary Education by Southern Arkansas University-Magnolia. (Ms. Strode)
- *13. New Program: Technical Certificate in High Voltage Lineman Technology by Arkansas State University-Newport. (Ms. Jones)
- *14. Existing Programs at Off-Campus Location: Online Bachelor of Arts in Liberal Arts and Online Bachelor of Arts in Criminal Justice by the University of Arkansas at Little Rock. (Ms. Jones)
- *15. Consolidation of Existing Programs: Bachelor of Arts in Behavioral and Social Sciences by Southern Arkansas University-Magnolia. (Ms. Moten)
- *16. Existing Programs at Off-Campus Location: Online Associate of Arts and Online Associate of Applied Science in Criminal Justice by Ouachita Technical College. (Ms. Moten)
- *17. New Option: Diagnostic Medical Sonography Option in the Bachelor of Science in Imaging Sciences by the University of Arkansas at Fort Smith. (Ms. Moten)
- *18. Approval of Recommendations of the Institutional Certification Advisory Committee. (Ms. Strode)
- *19. Approval of Revisions to the State Minimum Core Curriculum. (Ms. Moten)
- *20. New Program: Doctor of Philosophy in Interdisciplinary Biomedical Sciences by the University of Arkansas for Medical Sciences. (Dr. Wheeler)
- *21. New Program: Doctor of Philosophy in Communication Sciences and Disorders by the University of Arkansas for Medical Sciences, University of Arkansas at Little Rock, and University of Central Arkansas. (Dr. Wheeler)
- *22. AHECB Tuition Policy for the 2005-2007 Biennium. (Ms. Fleming)
- *23. Funding Formulas for the 2005-2007 Biennium. (Ms. Fleming)
- *24. Economic Feasibility of Bond Issue. (Ms. Fleming)

- *25. Approval of Amended Rules and Regulations State Teacher Assistance Resource (STAR) Program. (Public Hearing) (Ms. Goff)
- 26. Report on College Financial Assistance Programs. (Ms. Goff)
- 27. Appointment of Nominating Committee for Board Officers for 2004-2005. (Mr. Ford)
- 28. Letters of Notification. (Ms. Moten)
- 29. Annual Report of Student Retention and Graduation. (Mr. Harrell)
- *30. Economic Feasibility of Loan. (Ms. Fleming)

*Action Item

ACADEMIC COMMITTEE
Arkansas Higher Education Coordinating Board
Black River Technical College
Auditorium - Randolph County Development Center
Highway 304 East
Pocahontas, Arkansas 72455
Friday, April 30, 2004
8:30 a.m.

Academic Committee:
Dr. Dan Grant, Chair
Jodie Carter
Kaneaster Hodges
Dr. Lynda Johnson
Betsy Thompson
Phil Ford, Ex officio

CONSENT AGENDA

- *3. Existing Program at Off-Campus Location: Technical Certificate in Practical Nursing at Warren by South Arkansas Community College. (Ms. Moten)
- *4. New Program: Certificate of Proficiency, Technical Certificate and Associate of Applied Science in Crime Scene Investigation Offered by Ouachita Technical College. (Ms. Moten)
- *5. New Program: Technical Certificate in Law Enforcement with the Arkansas Law Enforcement Training Academy by Southern Arkansas University-Tech. (Ms. Moten)
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- *9. New Program: Bachelor of Arts/Bachelor of Science in Theatre by the University of Central Arkansas. (Ms. Strode)

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- *18. Approval of Recommendations of the Institutional Certification Advisory Committee. (Ms. Strode)
- *19. Approval of Revisions to the State Minimum Core Curriculum. (Ms. Moten)
- 28. Letters of Notification. (Ms. Moten)

REGULAR AGENDA

- *20. New Program: Doctor of Philosophy in Interdisciplinary Biomedical Sciences by the University of Arkansas for Medical Sciences. (Dr. Wheeler)
- *21. New Program: Doctor of Philosophy in Communication Sciences and Disorders by the University of Arkansas for Medical Sciences, University of Arkansas at Little Rock, and University of Central Arkansas. (Dr. Wheeler)

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FINANCE COMMITTEE

**Arkansas Higher Education Coordinating Board
Black River Technical College
Auditorium - Randolph County Development Center
Highway 304 East
Pocahontas, Arkansas 72455
Friday, April 30, 2004
9:15 a.m.**

Finance Committee
David Leech, Chair
Bob Cheyne
David Damron
Bill Johnson
Dr. Anne Trussell
Phil Ford, Ex officio

AGENDA

- *22. AHECB Tuition Policy for the 2005-2007 Biennium. (Ms. Fleming)
- *23. Funding Formulas for the 2005-2007 Biennium. (Ms. Fleming)
- *24. Economic Feasibility of Bond Issue. (Ms. Fleming)
- *30. Economic Feasibility of Loan. (Ms. Fleming)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
February 6, 2004

Minutes of Meeting

The February 6, 2004 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Donaghey Student Center on the campus of the University of Arkansas at Little Rock in Little Rock, Arkansas. Chairman Phil Ford called the meeting to order at 10:20 a.m. with a quorum of Board members present.

Coordinating Board present:

Phil Ford, Chair
Dr. Dan Grant, Vice Chair
Betsy Thompson, Secretary
Jodie Carter
Bob Cheyne
David Damron
Kaneaster Hodges
Bill Johnson
Dr. Lynda Phillips Johnson
David Leech
Dr. Anne Trussell

Department staff present:

Dr. Linda Beene, Director
Dr. Steve Floyd, Deputy Director
Rita Fleming, Senior Associate Director
Dr. Karen Wheeler, Associate Director of Academic Affairs
Ron Harrell, Assistant Director for Planning and Accountability
Vikki Moore, Agency Fiscal Manager
Cynthia Moten, Coordinator of Academic Affairs
Jeanne Jones, Assistant Coordinator of Academic Affairs
Dr. Gene Aist, Coordinator of Federal Programs
Shelia Mauppin, Coordinator of Federal Programs
Patsy Strode, Coordinator of Institutional Certification
Julie Bates, Coordinator of Institutional Finance
Scott Trotter, Financial Manager
Judy McAinsh, Coordinator of Health Education Grant Programs
Christina Miller, Coordinator of General Administration
Mary Fedrick, Administrative Assistant

Minutes of Meeting

February 6, 2004

Presidents, chancellors, other institutional representatives, members of the press, and guests were also present. Chairman Ford introduced Dr. Joel Anderson, Chancellor of the University of Arkansas at Little Rock. Dr. Anderson welcomed the Coordinating Board, department staff, and others to the campus and provided the Board a brief history on the institution and its activities. Chairman Ford expressed on behalf of the Board the appreciation of the Board members for all the hard work of Dr. Anderson and his staff in arranging this meeting, and proceeded to introduce special guests Joey Hughes (Jodie Carter's guest) and Dr. James Hendren, Blue Ribbon Committee member.

Chairman Ford stated that the Board had received a letter of resignation from Board member Sandra Kennett. She was unable to attend the meeting but would be presented a plaque privately to thank her for her service to the Coordinating Board.

Agenda Item No. 1
Approval of Minutes

David Leech moved approval of the minutes of the regular meeting on October 24, the Special Meeting on December 5, and the special teleconference meeting on January 6, 2004. Jodie Carter seconded the motion, which was unanimously approved by the Coordinating Board. Chairman Ford confirmed that the January 6 meeting was a transcript due to the hearing in the matter of the Southern College of Naturopathic Medicine.

Chairman Ford reminded the campuses of the importance of adhering to the deadlines for submitting program proposals and agenda items in an effort to avoid calling special meetings. He then welcomed Dr. Linda Beene to present her Director's report.

Agenda Item No. 2
Report of the Director

Dr. Beene commented on the status of the 60-day Special Legislative Session and the several hundred bills currently being tracked and analyzed that affect higher education. Dr. Beene thanked Dr. Steve Floyd and other Higher Education senior staff members for their roles during the legislative session. Dr. Beene also recognized and thanked the institutional liaisons that helped get the tax revenue bill passed.

Minutes of Meeting

February 6, 2004

She then reported a successful audit of funds for the Youth Opportunities Unlimited (Y.O.U.) program, which provides services for at-risk students. Dr. Beene extended a special thank you to LeAnne Bird for her hard work and involvement in this program. She also thanked Melissa Goff, Financial Aid Manager who was out of town, and recognized Elyse Price for their efforts on the eighteen scholarship programs, specifically the Academic Challenge Scholarship Program. Dr. Beene congratulated Dr. Fred Taylor on his retirement and Dr. Jack Lassiter's appointment as President of the University of Arkansas at Magnolia. She then introduced Mary Fedrick as a new staff member providing administrative support to Dr. Beene and Dr. Floyd.

Dr. Dan Grant presented the report of the Academic Committee and Dr. Lynda Johnson moved approval of Agenda Item Nos. 3-16, 18, and 24. Kaneaster Hodges seconded and the Coordinating Board unanimously approved the motion.

David Leech presented the report of the Finance Committee and moved approval of Agenda Item Nos 19-22. Dr. Trussell seconded the motion and the Coordinating Board unanimously approved.

Agenda Item No. 3
Associate of Applied Science in Nursing at Paragould
by Arkansas Northeastern College

The administration and Board of Trustees of Arkansas Northeastern College (ANC) request approval to offer their existing Associate of Applied Science (A.A.S.) in nursing at the ANC Allied Health Center in Paragould, effective fall 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of Arkansas Northeastern College approved the proposal on October 8, 2003. The State Board of Nursing approved the program on January 15, 2004.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science degree in nursing (CIP 51.1601) to be offered at Paragould by Arkansas Northeastern College effective fall 2004.

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

Minutes of Meeting

February 6, 2004

Agenda Item No. 4
Associate of Applied Science in Food Technology
Arkansas State University—Jonesboro

The administration and Board of Trustees of Arkansas State University-- Jonesboro (ASUJ) request approval to offer the Associate of Applied Science (A.A.S.) in food technology effective fall 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of Arkansas State University-Jonesboro approved the proposal on December 19, 2003.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science degree in food technology (CIP 01.1002) to be offered at Arkansas State University-Jonesboro, effective fall 2004.

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

Agenda Item No. 5
Technical Certificate in Practical Nursing at Clinton by the
University of Arkansas Community College at Morrilton

The administration and Board of Trustees of the University of Arkansas request approval for the University of Arkansas Community College at Morrilton (UACCM) to offer the existing Technical Certificate in practical nursing at Clinton, effective fall 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed off-campus degree program is consistent with the mission statement of UACCM. The Board of Trustees of the University of Arkansas approved the proposal on September 19, 2003. The State Board of Nursing approved the program on November 13, 2003.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the existing Technical Certificate in practical nursing (CIP 51.1613) to be offered at Clinton by the University of Arkansas Community College at Morrilton, effective fall 2004.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform

the President and Chair of the Board of Trustees of University of Arkansas, and the Chancellor of the University of Arkansas Community College at Morrilton of this approval.

Agenda Item No. 6
Associate of Applied Science in Multimedia Technology
Southern Arkansas University-Tech

The administration and Board of Trustees of Southern Arkansas University request approval for Southern Arkansas University-Tech (SAUT) to offer the Associate of Applied Science (A.A.S.) in multimedia technology effective fall 2004. SAUT is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of Southern Arkansas University approved the proposal on November 13, 2003.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in multimedia technology (CIP 11.0899) to be offered at Southern Arkansas University-Tech, effective fall 2004.

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

FURTHER RESOLVED, That the Coordinating Board instructs the Director to delete the existing A.A.S. degrees in multimedia audio/video production (DC 0136, CIP 13.050), multimedia graphics technology (DC 0312, CIP 50.0402), and multimedia web design and e-commerce (DC 0346, CIP 11.9999) from the list of approved academic degree and certificate programs, effective summer 2004.

Agenda Item No. 7
Associate of Arts in Criminal Justice
Arkansas Tech University

The administration and Board of Trustees of Arkansas Tech University (ATU) request approval to offer an Associate of Arts (A.A.) degree program in criminal justice effective summer term 2004. The program is consistent with the mission of ATU. The institution is fully accredited by the Higher Learning Commission of

the North Central Association of Colleges and Schools. The Board of Trustees of ATU approved the proposal on November 20, 2003.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Arts in Criminal Justice (CIP: 43.0104) at Arkansas Tech University, effective spring semester 2004.

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

Agenda Item No. 8
Associate of Applied Science in General Technology
Ouachita Technical College

The administration and Board of Trustees of Ouachita Technical College (OTC) request approval to offer an Associate of Applied Science degree program in general technology, effective summer term 2004. The program is consistent with the mission of OTC. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of OTC approved the proposal in November 2003.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science degree program in general technology (CIP 30.9999) at Ouachita Technical College, effective summer term 2004.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Ouachita Technical College of this approval.

Agenda Item No. 9
Bachelor of Professional Studies
Arkansas Tech University

The administration and Board of Trustees of Arkansas Tech University (ATU) request approval to offer the Bachelor of Professional Studies (BPS) degree program with concentrations in agriculture business, early childhood education, information technology, industrial/organizational psychology, criminal justice, or

Minutes of Meeting

February 6, 2004

public relations effective summer term 2004. The program is consistent with the mission of ATU. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of ATU approved the proposal on November 20, 2003.

Bill Johnson questioned the change in the title name of the program and Dr. Aist responded that the new degree program title was more appropriate for what Arkansas Tech wanted to accomplish. Dr. Aist also confirmed there was no change in the general education requirements. Dr. Lynda Johnson added that she felt this was an excellent program.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Professional Studies (CIP: 30.9999) at Arkansas Tech University, effective summer term 2004.

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

Agenda Item No. 10

Associate of Science in Land Surveying Technology
University of Arkansas Community College at Morrilton

The administration and Board of Trustees of the University of Arkansas request approval to offer an Associate of Science (A.S.) degree program in land surveying technology at the University of Arkansas Community College at Morrilton (UACCM) effective in August 2004. The program is consistent with the mission of UACCM. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Arkansas approved the proposal on November 14, 2003.

Dr. Grant asked if there was already an AAS degree in Surveying and Dr. Aist responded that this degree gives the option to transfer into a Bachelor's program in Surveying.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Science degree program in land surveying technology (CIP15.1102) at the University of Arkansas Community College at Morrilton, effective in August 2004.

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

Agenda Item No. 11
Master of Arts in Teaching English
to Speakers of Other Languages (Tesol)
Arkansas Tech University

The administration and the Board of Trustees of Arkansas Tech University (ATU) request approval to offer the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) on the ATU campus, effective Summer I 2004. The program is consistent with the mission of the institution. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of ATU approved the proposal on November 20, 2003.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (CIP 13.1401) at Arkansas Tech University, effective Summer I 2004.

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

Agenda Item No. 12
Bachelor of Science in Chemistry With
Physical Science/Earth Science Teacher Licensure
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas request approval for the University of Arkansas at Fort Smith (UAFS) to offer a Bachelor of Science degree in chemistry with physical science/earth science teacher licensure, effective fall semester 2004. UAFS is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This degree proposal is within the role and scope of the institution. The Board of Trustees approved the proposal on May 15, 2003.

Dr. Lynda Johnson asked about incentives for students to enter programs such as Chemistry and Dr. Steve Floyd reminded the Board of the STAR Loan Forgiveness Program.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in chemistry with physical science/earth science license option (CIP 13.1323) at the University of Arkansas at Fort Smith, effective in the fall semester 2004.

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

Agenda Item No. 13
Associate of Applied Science in Industrial Technologies
Southern Arkansas University-Tech

The administration and Board of Trustees of Southern Arkansas University request approval for Southern Arkansas University-Tech (SAUT) to consolidate the existing associate degree programs in electronics technology, industrial technology, and manufacturing technology into one degree program, the Associate of Applied Science in industrial technologies, effective in the fall of 2004. The proposed program is within the role and scope established for the institution and was approved by SAU Board of Trustees on November 13, 2003. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science degree program in industrial technologies (CIP 15.0699) with options in electronics, industrial maintenance, and manufacturing at Southern Arkansas University-Tech, effective fall semester of 2004.

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

FURTHER RESOLVED, That the Coordinating Board instructs the Director to delete the existing A.A.S. in electronics technology, (DC

0445, CIP 150402), industrial technology (DC 0615, CIP 470303), and manufacturing technology (DC 0340, CIP 150603), from the list of approved academic degree programs, effective summer 2004.

Agenda Item No. 14

Associate of Applied Science in Administrative Professional
Technical Certificate in Administrative Assistant
Certificate of Proficiency in Office Assistant
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas at Fort Smith (UAFS) to offer administrative professional programs providing students the option of a Certificate of Proficiency in office assistant, a Technical Certificate in administrative assistant, or an Associate of Applied Science in administrative professional, effective in the fall of 2004. The proposed program is within the role and scope established for the institution. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It was noted that this program would replace the office administration program.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency in office assistant, Technical Certificate in administrative assistant and Associate of Applied Science in administrative professional (CIP 52.0402) at University of Arkansas at Fort Smith, effective fall semester of 2004.

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

FURTHER RESOLVED, That the Coordinating Board instructs the Director to deleted the existing Technical Certificate in office administration (DC 4850, CIP 52.0401) and A.A.S. in office administration (DC 0820, CIP 52.0401) from the list of approved academic degree and certificate programs, effective summer 2004.

Agenda Item No. 15
Bachelor of Science in Imaging Sciences
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas System request approval to offer the Bachelor of Science (B.S.) in imaging sciences at the University of Arkansas at Fort Smith (UAFS), effective in the fall of 2004. The proposed program is within the role and scope established for the institution. UAFS is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the management specialty in the Bachelor of Science in imaging sciences (CIP 51.0911) at University of Arkansas at Fort Smith, effective fall semester of 2004.

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

Agenda Item No. 16
Bachelor of Science in Landscape Architecture Studies
University of Arkansas, Fayetteville

The administration and Board of Trustees of the University of Arkansas System request approval to offer the Bachelor of Science (B.S.) in landscape architecture studies at the University of Arkansas, Fayetteville (UAF), effective in the fall of 2004. The proposed program is within the role and scope established for the institution. UAF is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in landscape architecture studies (CIP 04.0601) at the University of Arkansas, Fayetteville, effective in the fall of 2004.

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

Minutes of Meeting

February 6, 2004

Arkansas System, and the Chancellor of the University of Arkansas, Fayetteville, of this approval.

Agenda Item No. 17

Master of Public Service and Graduate Certificate of Public Service at the Clinton School of Public Service-University of Arkansas, Fayetteville, University of Arkansas at Little Rock and University of Arkansas for Medical Sciences

The administration and Board of Trustees of the University of Arkansas System request approval to offer the Master of Public Service and Graduate Certificate of Public Service at the Clinton School of Public Service (UACS) through the University of Arkansas, Fayetteville (UAF), University of Arkansas at Little Rock (UALR), and the University of Arkansas for Medical Sciences (UAMS). The first class of students will be enrolled in the fall of 2005. The proposed program is within the role and scope established for each institution. UAF, UALR, and UAMS are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The University of Arkansas Board of Trustees approved the program at its January 2004 meeting.

Dr. Karen Wheeler introduced the program for the Clinton School and stated that students who wish to complete a graduate degree have the option of receiving a graduate certificate in public service upon completion of 13-hour core curriculum. She stated the school would serve as the organizational unit that administers the program of the three institutions. The need for this program would benefit students, communities and the state of Arkansas. Dr. Wheeler asked Dr. Alan Sugg, President of the University of Arkansas System, to present information regarding the proposal.

Dr. Alan Sugg stated that President Clinton decided in 1997 that he would like for the University of Arkansas System to be affiliated with the library and school. Dr. Sugg then requested approval for the Clinton School to be part of the UA System. Dr. Tom Bruce, who is leading the Clinton School efforts, then provided information regarding the planning process and answered questions from the Board.

Chairman Ford asked about access and if partnership agreements would be created across campuses. Dr. Bruce stated the school would provide a unique learning experience and would share programs and lectures, etc. to all campuses and high schools through distance learning.

Mr. Hodges commented on the enormous potential for the program and asked Dr. Bruce to elaborate on the initial funding challenges, a 5-year plan, private funds, how the program will be nurtured, and who would be the chief administrator of the school. Dr. Bruce stated that research had been conducted and the resources are available but that it will take time as the program evolves. He stated that by July 2004 a permanent dean would be named and funds are in place for that position along with other staff. Other funding resources would

include corporations, matching funds, private funding as well as general assembly funding. Mr. Damron asked about a 5-10 year plan for finances and degree programs. Dr. Bruce stated that initial funding sources would be considered for possibly the first two years of operation, which would allow time for core faculty development and availability of additional funding. He said there was no plan for additional degrees at this time. Mr. Hodges moved to approve the resolution, Mr. Carter seconded and the Board unanimously approved.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Clinton School of Public Service as an organizational unit of the University of Arkansas System.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Public Service (CIP 44.9999) and the Graduate Certificate of Public Service (CIP 44.9999) through the Clinton School of Public Service at the University of Arkansas, Fayetteville, the University of Arkansas at Little Rock, and the University of Arkansas for Medical Sciences effective in the fall of 2004.

FURTHER RESOLVED, That the Board instructs the Director of the Arkansas Department of Higher Education to notify the President and Chair of the Board of Trustees of the University of Arkansas System and the chancellors of the University of Arkansas, Fayetteville, the University of Arkansas at Little Rock, and the University of Arkansas for Medical Sciences of this approval.

Agenda Item No. 18
Approval of Revisions to the State Minimum Core Curricula

In April 1990, the Arkansas Higher Education Coordinating Board adopted guidelines for the development of state minimum core curricula in response to A.C.A. §6-61-218. This legislation provides that courses within the core shall

apply toward the general education core curriculum requirements for baccalaureate degrees at state-supported institutions and shall be fully transferable between state institutions.

The Board has approved state minimum core curricula for two- and four-year colleges and universities. Proposed curricula revisions must be submitted for Coordinating Board approval and are listed in the agenda book.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the revised curricula for Arkansas Tech University, Henderson State University, University of Arkansas, Fayetteville, University of Arkansas at Fort Smith, University of Arkansas at Little Rock, University of Arkansas at Monticello, University of Central Arkansas, Arkansas Northeastern College, Arkansas State University – Beebe, Arkansas State University – Mountain Home, Arkansas State University – Newport, East Arkansas Community College, North Arkansas College, NorthWest Arkansas Community College, Ouachita Technical College, Ozarka College, University of Arkansas Community College at Batesville, University of Arkansas Community College at Hope, and the University of Arkansas Community College at Morrilton.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to distribute the state minimum core curricula to all state colleges and universities. David Leech presented the report of the Finance Committee and moved approval of Agenda Item Nos. 19-22. Dr. Trussell seconded the motion and the Coordinating Board approved.

Agenda Item No. 19
Statewide Conference on Higher Education
Cash Account Guidelines

The Department of Higher Education (ADHE) maintains an exempt cash fund entitled "Statewide Conference on Higher Education." The primary focus of this account is for collection of fees for conferences hosted by DHE and for payment of conference expenses. Surplus funds could be used to support the department's activities and its Board members; therefore, we submit these guidelines for approval.

Mr. Damron explained to the Board that excess funds occur when the fees for conferences are more than the expenses. Mr. Cheyne motioned for adoption of

Minutes of Meeting

February 6, 2004

the cash fund guidelines, Dr. Trussell seconded the motion and the Coordinating Board unanimously approved.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the guidelines presented in this agenda item for the Statewide Conference on Higher Education cash account administered by the Department of Higher Education.

FURTHER RESOLVED, That, by the adoption of these guidelines presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to expend funds for the benefit of ADHE, its employees and its Board members.

Agenda Item No. 20
Amendment To The Alternate Retirement Plan Policy For
ADHE Employees for Compliance With the Economic Growth and Tax Relief
Reconciliation Act of 2001 (EGTRRA)

On July 14, 1967, the State Board of Higher Education, now the Arkansas Higher Education Coordinating Board (AHECB), approved the Arkansas Department of Higher Education (ADHE) employee participation in the Alternate Retirement Plan through the Teachers Insurance and Annuity Association (TIAA) and the College Retirement Equities Fund (CREF) [A.C.A. Title 24, Chapter 7, Subchapter 8].

Mr. Damron motioned to approve the amendment of the ARP Policy to comply with the EGTRRA of 2001, Mr. Cheyne seconded the motion and the Coordinating Board unanimously approved. The proposed amendment to the Alternate Retirement Plan Policy for ADHE Employees is listed in the agenda book.

RESOLVED, That the Arkansas Department of Higher Education herein amends the Alternate Retirement Plan Policy in the form attached hereto for compliance with the Economic Growth and Tax Relief Reconciliation Act of 2001 (EGTRRA):

FURTHER RESOLVED, That the Director of the Department of Higher Education or his/her designee is authorized and directed to take such further action as may be necessary or advisable to

Minutes of Meeting

February 6, 2004

effectuate the foregoing resolution, including, but not limited to, providing notification to certain interested parties of such amendments.

Agenda Item No. 21

Amendment to the Alternate Retirement Plan Policy for ADHE Employees
for Compliance With Regulations of the Internal Revenue Code

On July 14, 1967, the State Board of Higher Education, now the Arkansas Higher Education Coordinating Board (AHECB), approved the Arkansas Department of Higher Education (ADHE) employee participation in the Alternate Retirement Plan through the Teachers Insurance and Annuity Association (TIAA) and the College Retirement Equities Fund (CREF) [A.C.A. Title 24, Chapter 7, Subchapter 8].

Mr. Johnson motioned to approve amendment of the ARP Plan Policy to comply with the new regulations of the Internal Revenue Code, Dr. Trussell seconded the motion and the Coordinating Board unanimously approved.

RESOLVED, That the Arkansas Department of Higher Education herein amends the Alternate Retirement Plan Policy, to comply with the final and temporary regulations under Section 401(a)(9) of the Code, relating to minimum distribution effective for calendar years beginning with the 2003 calendar year.

FURTHER RESOLVED, That the Director of the Department of Higher Education or his/her designee is authorized and directed to take such further action as may be necessary or advisable to effectuate the foregoing resolution, including, but not limited to, providing notification to certain interested parties of such amendments.

Agenda Item No. 22

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

Minutes of Meeting

February 6, 2004

board duties after following certain procedures set out by Act 1211 of 1995 (A.C.A. §25-16-901 et seq.).

Mr. Damron motioned for approval of reimbursement for each board member and member of ICAC for performance of official board duties, Dr. Trussell seconded the motion and the Coordinating Board unanimously approved.

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

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

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

Agenda Item No. 23
State Board of Higher Education Foundation
Election of Supervisory Committee

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

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

The terms for these members have lapsed, requiring a re-election or new appointments.

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

Minutes of Meeting

February 6, 2004

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

Mr. Leech motioned, Mr. Grant seconded the motion and the Board unanimously approved to re-elect current members to serve as the Higher Education Foundation Supervisory Committee.

Agenda Item No. 24
Recommendations of the
Institutional Certification Advisory Committee

The Institutional Certification Advisory Committee (ICAC) met January 6, 2004, to consider applications for initial certification, recertification, and decertification. The following resolutions are presented to the Coordinating Board to implement the recommendations adopted by the Institutional Certification Advisory Committee.

RESOLVED, That the Arkansas Higher Education Coordinating Board grants certification to ITT Technical Institute, Little Rock, Arkansas, to offer on site the Bachelor of Science in electronics and communications engineering technology, Bachelor of Science in data communication systems technology, Bachelor of Science in information systems security, and the Bachelor of Science in software engineering technology. This initial certification is granted under Arkansas Code §6-61-301 for a period of two years and expires February 6, 2006.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of ITT Technical Institute that this certification 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) change in the method of operation of the institution's program in Arkansas.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of the ITT Tech Institute that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas

Minutes of Meeting

February 6, 2004

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 minimum standards have been met under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301”.

Agenda Item No. 25
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 sub score 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 25-1 and -2 offer a general overview of remediation in Arkansas public higher education, while Tables 25-3, -4, and -5 provide institutional detail by discipline for fall terms 2001 through 2003. In all tables, remedial data are based on students who meet two criteria: not meeting the board’s cut-off score and being assigned to developmental-level coursework. Note that University of Arkansas, Fort Smith became a four-year institution in January 2002 and is counted as a four-year institution throughout this agenda item.

Mr. Harrell noted that Page 25-1 should report a decrease in remediation by 0.4 opposed to an increase of 1.4 as reported. He stated efforts in K-12 may strengthen curriculum with the enactment of Smart Core and expressed it is remarkable that remediation stayed flat considering how much enrollment increased and better prepared students was one reason. Mr. Cheyne asked what the future targets were and Mr. Harrell stated the target for the next five (5) years is that figures will decrease by 25%. Mr. Carter asked about numbers for the best state and Mr. Harrell expressed that some states have a statewide remediation program and it is difficult to compare.

Agenda Item No. 26
Annual Report on Fall Enrollment

On-campus enrollment for fall 2003 in all sectors of Arkansas higher education was 125,739 students; representing a 1-year increase of 4,267 students (+3.5

Minutes of Meeting

February 6, 2004

percent), see Table 26-1. Five-year comparisons: Comparing current data to data for fall 1999, enrollments were up by 15,735 students (+14.3 percent). Public institutions accounted for 90 percent of the on-campus total. In 1999, the universities enrolled 67.0 percent of the students enrolled in public higher education; in 2003, the proportion continued the declining trend to 63.5 percent. The following summarizes more specific changes by sector: NOTE: University of Arkansas, Fort Smith became a four-year institution in January 2002 and is counted as a four-year institution throughout this agenda item.

Mr. Harrell distributed handouts for Agenda items 25 and 26 that included fall enrollment information as well as remediation. He stated enrollment was at an all time high of 125,739 or 3-5% in one year, which includes on- and off-campus enrollment. Mr. Hodges stated that thinking and planning for K-12 needs to begin earlier in the curriculum.

Agenda Item No. 27
Annual Report on Productivity of
Recently Approved Programs

This agenda item summarizes degree productivity for associate and certificate programs approved in AY 2000 and baccalaureate and graduate programs approved in AY 1998. Either of two methods for determining degree productivity is used: the number of graduates reported to ADHE for 2002-2003 only, or the average number of graduates since the program was approved. Because programs need time to develop and produce graduates, productivity for associate programs is measured after three years, while baccalaureate and higher programs are assessed five years after approval.

Agenda Item No. 28
Public Comment by Presidents/Chancellors

Dr. Phil Shirley commented that the Board policy manual has been provided on the Department's website. He urged presidents and chancellors to download the manual regarding staff/faculty policies for their records. Dr. Shirley commended Dr. Beene on behalf of the presidents and chancellors for the Department of Higher Education's tremendously well-done job and for making the manual available via the Internet. Dr. Beene thanked Katherine Corcoran for her work in getting the policies updated and available for the public.

Agenda Item No. 29

Minutes of Meeting

February 6, 2004

Letters of Notification

Between October 15, 2003 and January 23, 2004, the Department of Higher Education received notice from institutions of nine program deletions, six new certificate programs, two program name changes, three new options, and one new organizational unit, none of which require Board approval. Notification of items requiring Board approval included eight certificate programs, six associate degree programs, five master degree programs, five bachelor programs, and one new program at an off-campus location. Also in this category was one Doctor of Philosophy at University of Arkansas for Medical Sciences. During this period the Institutional Certification Advisory Committee received notice of requests for initial certification for three degrees, recertification of one degree program, and the decertification of another degree program. The complete list of these notices is in the agenda book. Mr. Hodges motioned to accept Letters of Notification received October 15, 2003 to January 23, 2004, Dr. Trussell seconded the motion, and the Board unanimously approved.

Chairman Ford announced that Barbara Anderson was out of the hospital and home doing well. He also asked members about moving the next meeting at Black River Technical College in Pocahontas one week later to April 30, 2004. Mr. Hodges moved, Mr. Carter seconded and the Board unanimously approved the Board meeting date change.

Upon motion of Mr. Carter, which was seconded by Dr. Trussell, the Board unanimously approved adjournment at 11:20 a.m.

Mary Fedrick

APPROVED:

Betsy Thompson, Secretary

REPORT OF THE DIRECTOR

Governor & SREB Launch Ways In Mentor

Governor Mike Huckabee, chairman of the Southern Regional Education Board, announced on February 25 a new Southern Regional Education Board (SREB) online initiative for adults needing help to obtain more education to get a job, keep a job, or earn a degree. Mark Musick, President of SREB, also attended the event. The Ways In Mentor Web site, at www.waysinmentor.org, provides a number of specific services for adults seeking further education, including help in finding courses, applying to colleges and obtaining financial aid.

Huckabee said the site is especially designed for adults and electronic learners, providing one-stop help and resources for people who need a GED, a college course or a degree program. The site is the product of a partnership between the SREB and California-based Xap Corporation. Similar Mentor sites have been developed in 11 SREB states and 35 states nationally. The site will tie in with SREB's *Electronic Campus*, which in six years has grown to more than 8,000 courses and 380 degree programs delivered electronically from colleges and universities in all 16 SREB states.

The Governor stated that it was appropriate to launch the event at the University of Arkansas at Little Rock campus since it is one of Arkansas' active members in SREB's *Electronic Campus*. Other currently active members are Arkansas State University, Southern Arkansas University Tech and Cossatot Community College of the University of Arkansas; colleges previously offering *Electronic Campus* courses are Arkansas Tech University, Ouachita Technical College, Phillips Community College of the University of Arkansas, University of Arkansas Community College at Batesville, University of Arkansas Community College at Hope and the University of Arkansas at Fort Smith.



Financial Aid Update

The General Assembly amended the STAR (State Teacher Assistance Resource) Program to allow AAT students to participate. When the program was created, the phenomenal growth in the AAT programs this year was unanticipated. AAT students are natural choices to be recruited into the field of teaching to help Arkansas fulfill the critical need for teachers. ADHE staff members are working on a public information project to promote the STAR Program.

The Workforce Improvement Grant program for non-traditional students has had a very successful year. All funds have been awarded & over 500 students have received the grant. There is a strong need for more funding for this program to serve our "working poor" non-traditional students and we will continue to monitor and work on further funding for the program.

The Academic Challenge Scholarship is at full speed and to date a record number of applications have been received. Going on-line with the scholarship has allowed students to apply quicker than before. Funding will be available for every eligible student.

Higher Education Coordinating Board Awards \$733,336 in Grants to Higher Education Institutions to Improve Teaching



The Arkansas Higher Education Coordinating Board has granted \$733,336 to higher education institutions and partner local education agencies to improve subject matter competence and instructional skills of prospective and

current Arkansas elementary and secondary school teachers. Designed to increase the number of highly qualified teachers, especially in the subjects of mathematics and science, several of the projects include activities to strengthen content and instructional skills. Other programs integrate the use of technology to increase the number of teachers served, especially those who work in rural areas. The programs focus on districts and schools with a high percentage of students from low-income families, or that have many non-licensed teachers. Funding for the projects is provided to the Coordinating Board under Title II of the omnibus federal No Child Left Behind Act of 2001.

SREB Presentation to Higher Education Subcommittee

Mark Musick, President of the Southern Regional Education Board headquartered in Atlanta, presented to the Legislative Higher Education Subcommittee on March 24. The title of his presentation was "Funding Public Colleges: What State Budgets, Enrollment Growth and Inflation Mean for the Bottom Line and for Student Costs". The presentation included information about full-time equivalent enrollment and funding, financial aid, operating expenses and state appropriations for Arkansas and the 16 member states of the SREB.



AETN Money for College Call-In Program

The Arkansas Association of Student Financial Aid Administrators sponsored an hour-long call-in program to help answer questions and explain how education after high school can be financed. The program included testimonies from college freshmen as well as a panel of Financial Aid Administrators from Arkansas' colleges and universities. Other Financial Aid Professionals were available to answer phone calls received on the toll-free number provided to viewers during the program. Information about state-funded and institutional scholarships, student loans, grants and federal financial support were discussed. Some warnings about potential scholarship scans were also provided. The program was a success and numerous calls were received.



Blue Ribbon Committee on Higher Education Update

The Blue Ribbon Committee on Higher Education has held five monthly meetings beginning on December 4 and is now focusing its efforts on recommendation development. The March meeting focused on Economic Development with Larry Walther, Director of the Department of Economic Development, as the guest speaker. The April meeting was held at the Capitol with the Legislative Higher Education Subcommittee. A small subcommittee with Scott Ford serving as Chair was formed to further develop a pyramid flowchart discussed at the April 6 meeting. The Committee will continue to have facilitated discussions to further develop their recommendations to be presented to Governor Huckabee in June.



Two-Year College and Technical Institute Study Committee

Act 1791 of 2003 created the Two-Year College and Technical Study Committee with the purpose of making recommendations to the Arkansas Higher Education Coordinating Board on the mission, role, and scope of the technical institutes and two-year colleges in the state. Members of the Committee include Dr. Linda Beene, Director of the Department of Higher Education; Dr. Ed Franklin, Director of the Arkansas Association of Two-Year Colleges; Dr. Steve Franks, Director of the Department of Workforce Education; Dr. Coy Grace, President of East Arkansas Community College; Dr. Janet Smith, President of Rich Mountain Community College; Kaneaster Hodges, Member of the Arkansas Higher Education Coordinating Board; and private business representatives. A first meeting was held April 7 and the three Directors presented information about the history and current status of the two-year colleges and technical institutes.

Commission for Coordination of Education Efforts

House Bill 1034 of the Second Extraordinary Session of 2003 created the Commission for Coordination of Education Efforts. Governor Huckabee vetoed the bill in part because of his concern for unfunded mandates, but both houses overrode the Governor's veto and House Bill 1034 became Act 109. The Department of Higher Education will be responsible for providing staff support for this Commission. Membership includes several higher education representatives, four of which require appointment by the Presidents Council and are listed below. Other membership positions must be appointed by the Governor, Speaker of the House, President Pro Tempore and other organizations. A first meeting is planned for the near future.

- One President or Chancellor of a four-year university
- One President or Chancellor of a two-year college or two-year branch of a four-year university
- One member of the board of trustees of a four-year university or system of colleges and universities
- One member of the board of trustees of a two-year college or branch
- Director, ADHE
- VP for Agriculture at UA
- One representative of a predominantly black college or university in Arkansas appointed by the Speaker of the House of Representatives

Activities of the Director

- February 5-6 AHECB Meeting, UALR
- February 11 Economic Development Foundation Luncheon, Little Rock
- February 12 Legislative Committee on Higher Education
- February 18 NGA Grant “Pathways to Advancement” Meeting, Little Rock
- February 25 “Ways In Mentor” Press Release, UALR
- Financial Aid Programs in Arkansas, AETN, Conway
- March 2 Blue Ribbon Committee Meeting, UA System Office
- March 10-12 SREB Meeting, Tampa, FL
- March 15 Tobacco Settlement Commission Meeting
- March 16 SHEEO Accountability Committee Conference Call
- March 23 NGA Grant Meeting, Little Rock
- Governor’s Cabinet Meeting
- March 24 Legislative Committee on Higher Education,
Mark Musick Presentation
- AATYC Meeting, Little Rock
- Higher Education Legislative Liaison Meeting
- March 25 UAMS Faculty Meeting (Speaker)
- March 31 TEA Board Meeting, Little Rock
- April 1 SBWECO Meeting, Hot Springs
- April 2 Council for Women in Higher Education, Little Rock
- April 6 Four-Year Institution Funding Formula Meeting
- Executive Council Meeting
- Blue Ribbon Committee and Legislative Committee on
Higher Education Meeting, Capitol
- April 7 Two-Year College and Technical Institute Study Committee
- UAMS Dedication (College of Public Health)
- April 13 Workforce Investment Board Meeting
- April 21 NGA Grant “Pathways to Advancement” Meeting, Little Rock
- April 22 Arkansas College Personnel Association (Speaker), Conway
- Conway Rotary (Speaker)
- April 26 Presentation: “I Can Learn” Math Program
- April 27 Perkins Accountability Conference (Welcome), Little Rock
- April 28 Governor’s Cup Awards Banquet
- Tobacco Settlement Meeting
- April 29 Southern Growth Policies Board Focus Group, Pocahontas

**TECHNICAL CERTIFICATE IN PRACTICAL NURSING
OFFERED AT WARREN BY
SOUTH ARKANSAS COMMUNITY COLLEGE**

The administration and Board of Trustees of South Arkansas Community College (SACC) request approval to offer the existing Technical Certificate in practical nursing, effective Spring, 2004 at Warren. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of South Arkansas Community College approved the proposal on June 17, 2003. The Arkansas State Board of Nursing approved the program for SACC on May 5, 2003.

Description of the Program

The Arkansas Higher Education Coordinating Board approved a practical nursing certificate program to be offered in Warren by Southern Arkansas University--Tech (SAU-Tech) in October 1999. Since that time 39 students have successfully completed the program.

South Arkansas Community College and SAU-Tech agreed to a change in their respective service areas to better meet community needs. SAU-Tech now serves Columbia County and South Arkansas Community College serves Bradford County.

As a result of the change in service areas, SAU-Tech discontinued the practical nursing program at Warren and South Arkansas Community College agreed to continue to offer the program to meet the local need.

Program Costs

Appropriately credentialed faculty is on staff to teach and conduct clinicals. One full-time registered nurse and a part-time registered nurse will be hired to manage student admissions, teach, and supervise clinicals. The existing classroom, laboratory equipment and facilities will be utilized and costs for the students will remain the same. Program costs, which are estimated at \$66,717, include instructor salaries and benefits, travel, supplies and small equipment. Tuition, fees and state general revenues will cover the costs associated with the program.

Program Duplication

Twenty-two institutions in Arkansas offer practical nursing programs.

Desegregation

African-American students comprise 26.3% of the enrollment at South Arkansas Community College.

Degree Productivity

South Arkansas Community College offered 10 technical certificates in 2002-2003, two (20%) of which met Board degree productivity guidelines.

The following resolution is presented for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in practical nursing (CIP 51.1613) to be offered by South Arkansas Community College at Warren, effective May, 2004.

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

**CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE AND ASSOCIATE
OF APPLIED SCIENCE IN CRIME SCENE INVESTIGATION OFFERED
THROUGH A PARTNERSHIP BETWEEN
OUACHITA TECHNICAL COLLEGE AND THE CRIMINAL JUSTICE INSTITUTE**

The administration and Board of Trustees of Ouachita Technical College (OTC) request approval to offer the Certificate of Proficiency, Technical Certificate and Associate of Applied Science degree in crime scene investigation, effective Fall 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of Ouachita Technical College approved the proposal on January 4, 2004.

The Arkansas Higher Education Coordinating Board approved the Certificate of Proficiency, Technical Certificate and Associate of Applied Science in crime scene investigation at 18 colleges and universities in August 2003. Ouachita Technical College would like to offer the certificate and degree programs as outlined in the approved program. The Forensic Sciences and Computer Education Center, a division of the Criminal Justice Institute, will offer the crime scene investigation courses. OTC will offer the courses required to complete the associate degree.

A survey of local law enforcement agencies indicated that approximately 15 students would initially enroll in the program.

The following resolution is presented for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency, Technical Certificate and Associate of Applied Science degree in crime scene investigation (CIP 43.0106) offered through a partnership between Ouachita Technical College and the Criminal Justice Institute, effective Fall 2004.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Ouachita Technical College of this approval.

TECHNICAL CERTIFICATE IN LAW ENFORCEMENT SOUTHERN ARKANSAS UNIVERSITY--TECH

The administration and Board of Trustees of Southern Arkansas University request approval to offer the Technical Certificate in law enforcement at Southern Arkansas University--Tech (SAU-Tech), effective May 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of Southern Arkansas University approved the proposal on November 13, 2003. The Arkansas Commission on Law Enforcement Standards and Training approved the partnership with SAU-Tech to offer the proposed Technical Certificate on January 8, 2004.

Description of the Program

The 28-credit hour program would enable students to earn college credit while pursuing law enforcement training. SAU-Tech and the Arkansas Law Enforcement Training Academy (ALETA) have developed a partnership that would allow students to earn a technical certificate for law enforcement training taken through ALETA. Students entering the ALETA program are required to complete 480 contact hours of instruction. The ALETA curriculum was reviewed and evaluated by SAU-Tech's Curriculum Committee, and the contact hours have been converted to meet higher education course requirements for a technical certificate in law enforcement training.

Need for the Program

Basic training certification is required for police chiefs, municipal police officers, marshals, highway police officers, state police officers, deputies, college department of public safety officers and drug task force officers. In addition to the basic training certification, the program would provide accessibility for law enforcement officers to complete college course work and earn a technical certificate. At present, Arkansas does not have an abundance of police officers with college degrees. Earning the technical certificate would provide participants with 28 credit hours that may be applied toward an Associate of Applied Science degree (A.A.S.) in technology at SAU-Tech. Currently, approximately 300 cadets per year complete the ALETA training. As is customary for all of SAU-Tech's programs, students who receive a technical certificate would complete the necessary placement testing and be subject to existing college policy.

Program Costs

There are no new program costs. The administration, faculty and support staff is in place at both ALETA and SAU-Tech. Existing personnel will provide all activities from admission to completion. ALETA faculty will continue to teach courses within

the proposed technical certificate. Existing faculty at SAU-Tech will teach the courses that are required for the completion of the A.A.S. degree in technology.

Program Duplication

There are 18 technical certificates offered in law enforcement administration in Arkansas.

Desegregation

As of Fall 2003, African-American enrollment at SAU-Tech was 32.6%.

Degree Productivity

SAU-Tech offered 10 technical certificates in 2002-2003, four (40%) of which met Board degree productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate program in law enforcement (CIP 43.0107) to be offered at Southern Arkansas University--Tech in partnership with the Arkansas Law Enforcement Training Academy, effective May, 2004.

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

**TECHNICAL CERTIFICATE IN HEAVY EQUIPMENT OPERATION
OFFERED AT WARREN BY
SOUTH ARKANSAS COMMUNITY COLLEGE**

The administration and Board of Trustees of South Arkansas Community College request approval to offer the Technical Certificate in heavy equipment operation effective, May 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of South Arkansas Community College approved the proposal on March 18, 2003.

Description of the Program

This 38-semester hour program is designed to train students to operate heavy equipment, to become proficient in safety procedures and to provide short-term re-training to existing heavy equipment operators. When students complete the program, they will earn a Technical Certificate in heavy equipment operation and be certified as heavy equipment operators through the National Center of Construction Education and Research (NCCER) and the Associated General Contractors group in Arkansas.

The faculty is certified by the National Center of Construction Education and Research. They also receive training and re-training through the National Caterpillar Training Center. In addition, they are Red Cross certified trainers for CPR and First Aid.

The program will be located in Warren. A new facility to house the program opened in August 2003. In addition to state-of-the-art facilities and instructional materials, students have 40 acres of land for fieldwork.

Need for the Program

From 1999 through 2003, 1000 students have enrolled in non-credit heavy equipment operator classes offered by the Arkansas Heavy Equipment Operator Training Academy through the Southeast Arkansas Community Based Education Center (SEACBEC) in Warren. ACT 683 of 2003 merged the Training Academy with South Arkansas Community College.

The program is a statewide effort to meet industry needs. Industry partners include J.A. Riggs Tractor Company, Arkansas Department of Highway and Transportation, Arkansas Timber Producers, Arkansas Judges Association, Arkansas Department of Economic Development, Southeast Arkansas Community Based Education Center

and Arkansas Department of Workforce Education. A survey conducted by the University of Arkansas at Little Rock indicated that trained equipment operators are among the top three occupations that are in the greatest demand in Arkansas.

Program Costs

There are no new costs for the program since non-credit training courses have been offered in Warren since 1999. Additional funds will come from tuition and fees from initial certifications, training upgrade fees, legislative funding, and partnerships/donations. There is a separate appropriation for program operation.

Program Duplication

North Arkansas College offers a Technical Certificate program in construction equipment operation that trains heavy equipment operators.

Desegregation

African-American students comprise 20% of the enrollment in the existing program offered at the Training Academy and 26.3% of South Arkansas Community College's enrollment.

Degree Productivity

South Arkansas Community College offered 10 technical certificates in 2002-2003, two (20%) of which met Board degree productivity guidelines.

The following resolution is presented for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate program in heavy equipment operation (CIP 47.0302) to be offered by South Arkansas Community College at the Arkansas Heavy Equipment Operator Training Academy in Warren, effective May, 2004.

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

**TECHNICAL CERTIFICATE IN COSMETOLOGY
OFFERED AT BAUXITE BY PULASKI TECHNICAL COLLEGE**

The administration and Board of Trustees of Pulaski Technical College request approval to offer the Technical Certificate in cosmetology, effective Summer 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the Pulaski Technical College approved the proposal on January 26, 2004.

Description of the Program

This program is a course of study in the basic services, theories, and principles of cosmetology arts and sciences. The Technical Certificate in cosmetology is designed to provide cosmetology education to meet the requirements of government agencies and the skills standards set for entry-level cosmetologists and nail technicians.

Students would complete the technical certificate and be eligible to take the cosmetology-licensing exam through the State Board of Cosmetology. The program will be offered at the Saline County Career Center in Bauxite. The center houses a fully equipped, state-of-the-art facility for teaching cosmetology.

Need for the Program

A survey conducted among Saline County residents and phone calls to the Saline County Career Center indicated that over 90 students were interested in pursuing a course of study in cosmetology. According to the Occupational Outlook Handbook and U.S. Department of Labor, employment for cosmetologists is projected to grow 10 to 20% through 2010.

Program Costs

Tuition and fees will cover the costs of the program. As required by the Arkansas State Board of Cosmetology, 25 students must enroll to open the program.

Program Duplication

Three higher education institutions offer cosmetology programs: Ouachita Technical College, Phillips Community College of the University of Arkansas, and Arkansas Tech University.

Desegregation

In 2003, the percentage of African-American students enrolled at Pulaski Technical College was 41.7%.

Degree Productivity

Pulaski Technical College offered 22 technical certificate programs, 13 (59%) of which met Board degree productivity guidelines.

The following resolution is presented for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in cosmetology (CIP 12.0401) to be offered by Pulaski Technical College at Bauxite, effective Summer, 2004.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Pulaski Technical College of this approval.

**EXISTING ASSOCIATE OF ARTS
OFFERED BY DISTANCE TECHNOLOGY
NORTHWEST ARKANSAS COMMUNITY COLLEGE**

The administration and Board of Trustees of NorthWest Arkansas Community College (NWACC) request approval to offer the existing Associate of Arts degree program via distance technology, effective June 1, 2004. NWACC is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA). The Board of Trustees of NorthWest Arkansas Community College approved the proposal on November 10, 2003.

Description of the Program

The 62-hour program is designed for transfer and meets the general education requirements of the bachelor's degree. Courses have been developed for online delivery in accordance with the "best practices for electronically offered degree and certificate programs" established by the eight regional United States accrediting commissions. The degree specifies 50 credits in the following areas: English (6), communications (3), mathematics (3), fine arts and humanities (9), lab sciences (8), American government or history (3), world civilization (3), and health and wellness (2).

The online Associate of Arts degree program offers online student services equal to those offered to on-campus students which include orientation, advising, testing service referrals, career planning, registration, tutoring, library resources, help desk, financial aid, and fee payment. HLC/NCA will conduct an on-site focused visit regarding the proposed online Associate of Arts after Coordinating Board approval is granted.

NWACC has a consortial agreement with 15 Arkansas two-year colleges to offer some of the course sections of the online Associate of Arts requested by Wal-Mart for its employees. A pilot semester is currently in progress.

Need for the Program

From 1997 to Spring 2003, there were over 2,400 enrollments in distance learning offerings at NWACC. The fastest growing of distance learning offerings is web-based and 80% of NWACC students report having computers at home. Wal-Mart has 1.2 million employees in the United States, which indicates future potential demand.

Arkansas colleges offering an online Associate of Arts degree are Arkansas State University--Beebe, Cossatot Community College of the University of Arkansas, Ouachita Technical College, Pulaski Technical College, Southern Arkansas

University--Tech, and University of Arkansas at Fort Smith. In 2003 the African-American enrollment at NWACC was 111 (1.6% of total enrollment). NWACC offered 26 associate degree programs in 2002-2003, 46% of which met Board productivity guidelines. During this period, 147 students were awarded an Associate of Arts degree.

Program Costs

NWACC estimates the one-time expenditures for the first year of the program to be \$258,573, which includes technical consulting fees, equipment, and software and learning resources. Estimated continuing personnel and annual maintenance agreements total \$81,373. The primary source of funding will be millage tax receipts, \$327,946, and student tuition, \$12,000.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the existing Associate of Arts (CIP 24.0101) to be offered online by NorthWest Arkansas Community College, effective June 1, 2004.

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

**BACHELOR OF ARTS AND
BACHELOR OF SCIENCE IN THEATRE
UNIVERSITY OF CENTRAL ARKANSAS**

The administration and Board of Trustees of the University of Central Arkansas (UCA) request approval to offer the Bachelor of Arts and the Bachelor of Science in theatre, effective July 1, 2004. UCA is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Central Arkansas approved the proposal on February 20, 2004.

Description of the Program

The Bachelor of Arts and the Bachelor of Science in theatre requires 124 semester credit hours. The student must have 40 hours within the major--27 hours of required theatre courses, 9 hours of electives, and 4 hours of application courses in theatre production and performance. The theatre student must also select a minor field of study. The program focuses on the stage where classroom knowledge is applied in hands-on training and experience. The program promotes active student involvement in all areas of production including acting, stage management, scenery, costumers, lights, sound, props, and management. An emphasis in theatre currently is offered in the bachelor's degree in speech. Approval of this program will create separate degrees in theatre and speech.

Some graduates with the theatre emphasis pursue a career in entertainment and others have been prepared to enter the fields of education the law and business. The UCA theatre program is nationally accredited by the National Association of Schools of Theatre (NAST).

Need for the Program

Currently, 80 students are enrolled in the theatre emphasis, which indicates a sufficient enrollment and interest in a theatre major to support the degree. The proposed degree will more accurately reflect the job market description of the field and the student's course of study. The separation of speech and theatre programs will clarify the administrative control and accountability for the theatre curriculum, and will allow for the appropriate degree designation on the transcript.

Program Costs

There are no new program costs as the program will require no new courses or additional resources for implementation. Housed in the Silas D. Snow Fine Arts Center, the theatre program has two performance spaces, three classroom/rehearsal spaces,

and scheduled access to the Reynolds Performance Hall. Existing faculty, equipment, facilities and library resources are sufficient.

Program Duplication

The following Arkansas colleges offer the Bachelor of Arts in theatre arts: Henderson State University, Southern Arkansas University--Magnolia, University of Arkansas at Little Rock, and Arkansas State University--Jonesboro.

Desegregation

Undergraduate enrollment in the Fall 2003 included 1,441 (16.8%) African American students.

Degree Productivity

UCA offered 68 bachelor's degree programs in 2002-2003, 52 (76%) of which met Board degree productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts and the Bachelor of Science (CIP 50.0501) in theatre to be offered at the University of Central Arkansas, effective July 1, 2004.

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

**MASTER OF SCIENCE IN NURSING
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas, Fayetteville (UAF), to offer the Master of Science in Nursing (MSN), effective August 2004. The University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Arkansas System approved the proposal on April 2, 2004.

Description of the Program

Graduates of the proposed program must complete a minimum of 41 semester credit hours (44 for the thesis option), including 15 credit hours in the graduate nursing core, 9 hours in the advanced practice core, 14 hours in the clinical specialist core, and an option of a research project (3 hours) or a thesis (6 hours). MSN students complete a total of 540 hours of clinical practicum.

The MSN graduate curriculum is based on the American Association of Colleges of Nursing (1996) *Essentials of Master's Education for Advanced Practice Nursing*. Graduates from the program will be eligible for national certification as Clinical Nurse Specialists in Medical-Surgical nursing and licensure as advanced practice nurses in Arkansas. Program objectives focus on the roles of expert clinician, consultant, educator, manager, and researcher.

The program offers a nursing education option, which requires 9 additional credits of course work, based on the Southern Regional Education Board *Competencies for Nurse Educators*.

The MSN degree builds on the foundation of baccalaureate education. The UAF Bachelor of Science in Nursing (BSN) program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the National League for Nursing Accrediting Commission (NLNAC). Accreditation of the MSN program will be pursued through the CCNE. Arkansas State Board of Nursing approval is required for registered nursing programs, but is not required for the MSN program.

Need for the Program

Arkansas faces a critical nursing shortage and a shortage of qualified nurse educators. According to the National League for Nursing, in 2003 there were an estimated 475 budgeted, but unfilled full-time positions for nurse educators in the south and 406 programs (43%) also reported vacancies in the adult health/medical-surgical area. In 2002, the Arkansas Legislative Commission on Nursing reported

17 unfilled full-time faculty positions in Arkansas schools of nursing. Graduates of the proposed MSN program will help meet the need for leaders in clinical practice and in a variety of nursing education programs. They will also be potential candidates for enrollment in UAMS doctoral nursing programs.

According to the 2003 Arkansas statewide health workforce vacancy study: (1) the expected number of vacancies within the next five years for master's prepared nurses in clinical settings in the state is 208; (2) current vacancies for nurses (LPN through PhD) in Arkansas totaled 2,389; and (3) current vacancies included 7 master's prepared nurses in the Northwest AHEC region with had a total of 165 nursing vacancies.

Northwest Arkansas, ranked by the U.S. Census Bureau as being the sixth fastest - growing metro area in the nation, should plan for growth in the nursing workforce in the area. Two of the three largest health care systems in northwest Arkansas recently opened new facilities and a third new major medical facility is scheduled to open in the area in 2004. Through personal communications with UAF nursing faculty, nurse executives representing Mercy Health Systems, Washington Regional Medical Center, and Northwest Health System stated they preferred to hire persons with a master's degree when possible.

Responding to the UAF Eleanor Mann School of Nursing Needs Assessment in 2002 that was conducted of registered nurses in the northwest Arkansas region, 228 expressed an interest in pursuing a graduate degree in nursing. Additionally, 224 respondents expressed interest in pursuing the nurse educator option. Through UAF surveys and contact with the faculty, over 200 senior BSN students and graduates of the BSN program requested notice of the starting date for the graduate program.

The addition of the graduate program in nursing will help create a synergy among faculty, graduate and undergraduate students through participation in research projects, interaction in practice setting, and involvement in service projects.

Program Costs

The primary library resource will be the UAF Mullins Library; additional library resources will be needed in the area of medical surgical nursing and to support the programs of research for new faculty. Electronic nursing journals and databases will also require additional funds. Faculty and students may also use the library resources at AHEC—Northwest, St. Mary's Hospital—Mercy System, Veterans Administration Hospital, and Community Health and Wellness at the Jones Center for Families. Classroom, laboratory and office space will be shared with the BSN program. One additional faculty will be recruited for 2004; and one and one half additional faculty will be recruited for 2005. Current BSN faculty members are qualified to provide instruction in the proposed MSN program.

Additional program costs are estimated at \$135,516 in 2004-2005, \$250,772 in 2005-2006, and \$223,056 in 2006-2007. Costs include faculty and additional staff support for maintenance of student records and budget management, additional library research materials, and faculty course development for web-enhancements.

The primary source of funds will be student tuition, estimated at \$102,144 for the first year and \$204,288 for years two and three, which is based on 12 full-time and 20 part-time students. Once the program is implemented, faculty will seek funding from sources such as the Nurse Reinvestment funds and other support administered by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA).

Full-time students selecting the nurse educator option are also eligible for the Arkansas Rural Advanced Nursing Practice and Nurse Education Student Loan and Scholarship Program which allows conversion of loans to scholarships if the graduate agrees to teach full-time in a school of nursing in Arkansas.

Program Duplication

The following campuses in Arkansas offer graduate and undergraduate programs in nursing: Arkansas State University, University of Central Arkansas, and the University of Arkansas for Medical Sciences.

Desegregation

As of 2002-2003, UAF reported the African-American graduate student enrollment to be 130, which was 5.1% of the total graduate enrollment.

Degree Productivity

The University of Arkansas, Fayetteville offered 90 master's degree programs in 2002-2003, 79 (83%) of which met Board degree productivity guidelines. There were 27 BSN graduates in 2002 with a graduation rate of 87%; in 2003, there were 27 graduates with a graduation rate of 84%.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Nursing (CIP 51.1616) to be offered at the University of Arkansas, Fayetteville, effective Fall, 2004.

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

**BACHELOR OF ARTS IN HISTORY/HISTORICAL INTERPRETATION
UNIVERSITY OF ARKANSAS AT FORT SMITH**

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas at Fort Smith (UAFS) to offer the Bachelor of Arts in history/historical interpretation, effective fall 2004. UAFS is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Arkansas System approved the proposal on January 29, 2004.

Description of the Program

Designed in collaboration with the Chief Historian and Chief of Interpretation of the United States National Park Service (NPS), the program will train students in the field of historical interpretation which describes the historical significance of a site to visitors and other interested parties. The degree requires 128 semester credit hours, including 36 hours of history courses and 32 hours of courses in interpretation. Other courses designed to meet specific needs of historical interpreters include 9 hours of psychology, 3 hours in the history of American music, and 9 hours in rhetoric and writing. The program includes courses that prepare students for the NPS GS-5 certifications and the National Association of Interpretation's (NAI) Certified Interpreter Guide certification. Graduates of the program will be prepared for employment as interpreters in the NPS or other organizations.

Need for the Program

There are 2,025 full time interpreters employed by NPS, with turnover at approximately 2 percent per year. Temporary and part-time interpreters number 2,100 with a 25 percent turnover per year. According to the national director of NPS Interpretive Services, future interpretive positions will increase over the next decade as a significant number of employees retire. The government adds new park units to the system each year, the majority of which are historical sites or are otherwise historical in nature.

Graduates of the proposed program would be eligible to enter the management-training program with the Arkansas State Parks system, which has an average of four openings per year. Additional employment opportunities include statewide historical attractions.

Responding to an informal survey, 36 percent of the 324 UAFS students enrolled in history classes expressed interest in the program. Currently there are 70 students with declared majors in the Bachelor of Arts in liberal arts with a history emphasis. It

is expected that 35 (50%) of these students will choose to pursue the historical interpretation degree option.

UAFS received letters of support for the program from the Regional Director and the Chief Historian of the U.S. Department of the Interior, NPS; the Administrator of Program Services, Arkansas State Parks; and the Historian and the Superintendent, Fort Smith National Historic Site.

The UAFS History Department utilizes classrooms and offices in the Gardner Building and classrooms in the math-science building. The NPS will allow the second floor of the historic Frisco Station in downtown Fort Smith to be used for the classes and labs in historical interpretation, giving UAFS an additional 5,000 square feet of instructional and office space.

Program Costs

Total program costs are estimated at \$90,820, which includes library materials, instructional materials, janitorial services, supplies, and one new faculty member who holds the NPS GS-5 certifications and the NAI's Certified Interpretive Trainer designation.

The primary source of funds, student tuition/fee revenue, is estimated at \$70,200 for the first year; \$79,907 for the second year; and \$95,799 for the third year. Because the program is a partnership between UAFS and the National Park Service, the NPS can request funding through their "Parks as Classrooms" program. The University also anticipates that funds may be available through the Arkansas Endowment for the Humanities, the Arkansas State Parks system, and other funding sources within the NPS.

Since receiving university status, UAFS has hired many new faculty members holding the Ph.D. and established numerous programs. UAFS has been able to fund additional positions and programs through administrative cuts and through attrition.

Program Duplication

Arkansas Tech University offers an interpretive naturalist emphasis in the Bachelor of Science program in parks, recreation and hospitality administration. No students are currently enrolled in the interpretive naturalist emphasis.

Desegregation

Enrollment at UAFS in the Fall 2003 included 259 (4.2%) African Americans.

Degree Productivity

UAFS offered five bachelor's degree programs in 2002-2003, four (80%) of which met Board degree productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in history/historical interpretation (CIP 54.0101) to be offered at the University of Arkansas at Fort Smith, effective Fall 2004.

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

**MASTER OF EDUCATION IN ELEMENTARY OR SECONDARY EDUCATION
OFFERED BY DISTANCE TECHNOLOGY
SOUTHERN ARKANSAS UNIVERSITY--MAGNOLIA**

The administration and Board of Trustees of the Southern Arkansas University request approval for Southern Arkansas University--Magnolia (SAUM) to offer via distance technology the existing Master of Education in elementary or secondary education, effective January 2005. The University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA). On March 30, 2004, the Board of Trustees of Southern Arkansas University approved the proposed program.

Description of the Program

To enroll in the program the student must be qualified to hold a standard teaching certificate or license in elementary or secondary education. Students will be admitted into a cohort group that will progress through the sequenced courses required of all students; each cohort will have a minimum of 9 and a maximum of 15 students. Students who are not cohort members will be allowed to enroll in online courses if there are spaces available after the cohort enrollment is complete.

The 36 credit hour program includes 18 hours of core courses and 18 hours of the specialization area of curriculum and instruction. The program will promote individual change within the professional practice of the educators and extend their prior knowledge and experiences of research, research methods, learning, and practices that support learning. Emphasis is directed toward the critical analysis of the philosophical, historical, and empirical foundations of curriculum development and the impact of diverse cultural influences on teaching and learning. Graduates of the program will be able to demonstrate competencies outlined by the National Board of Professional Teaching Standards as well the competencies established for graduate programs at SAUM. Education programs offered by SAUM are accredited by the National Council for Accreditation of Teacher Education (NCATE). The proposed program follows the Southern Regional Education Board's Principles of Good Practice (for online courses) and is designed to meet HLC/NCA guidelines.

Need for the Program

A survey of 50 current graduate students revealed that they would elect to take some or all of their course work via distance delivery if available. When surveyed in the fall of 2003, four graduate advisors indicated that a high percentage of students request information about the availability of online courses. The SAUM Graduate School conducted an in-depth analysis in the spring of 2003 of a comparable graduate

program at a regional institution with similar characteristics as SAUM. This institution experienced 700% growth within their Master of Education program following implementation of their online degree in 2001.

The master's degree in elementary or secondary education is offered at seven public universities in Arkansas, but none offer the degree online. In 2002-2003, SAUM reported that the African-American enrollment at the master's program level was 23, which was 14.6% of the total enrollment. Southern Arkansas University--Magnolia offered seven master's degree programs in 2002-2003, 100% of which met Board degree productivity guidelines.

Program Costs

At this time there are no new costs for infrastructure (development, delivery, library support) or new personnel associated with this program. Current faculty will be sufficient to deliver the program to the initial cohort. The SAUM administration is committed to funding additional fully qualified faculty to teach in this program once multiple cohorts are enrolled.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the existing Master of Education in elementary (CIP 13.1202) or secondary education (CIP 13.1205) to be offered by Southern Arkansas University--Magnolia via distance technology, effective January 2005.

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

TECHNICAL CERTIFICATE IN HIGH VOLTAGE LINEMAN TECHNOLOGY ARKANSAS STATE UNIVERSITY--NEWPORT

The administration and Board of Trustees of Arkansas State University request approval for Arkansas State University--Newport (ASU-Newport) to offer the Technical Certificate in high voltage lineman technology, beginning in August 2004. The program is within the role and scope of the institution. ASU-Newport is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Arkansas State University Board of Trustees approved the program at its December 19, 2003 meeting.

Description of the Program

The Technical Certificate in high voltage lineman technology program is the result of an arrangement between the 17 members of the Arkansas Electric Cooperative, Inc., and ASU-Newport. Electric Cooperatives included in the partnership are Arkansas Valley Electric Cooperative, Ashley-Chicot Electric Cooperative, C&L Electric Cooperative, Carroll Electric Cooperative, Clay County Electric Cooperative, Craighead Electric Cooperative, Farmers Electric Cooperative, North Arkansas Electric Cooperative, Ouachita Electric Cooperative, Ozarks Electric Cooperative, Petit Jean Electric Cooperative, Rich Mountain Electric Cooperative, Southwest Arkansas Electric Cooperative, South Central Arkansas Electric Cooperative, First Electric Cooperative, Woodruff Electric Cooperative, and Mississippi County Electric Cooperative.

The 36 semester credit hour program, developed in consultation with the Arkansas Electrical Cooperatives, will consist of 12 hours of general education courses that include technical math, technical writing, psychology, and technical computer applications. The remaining 24 hours will involve coursework and hands-on training in the following areas: safety, electrical systems, high voltage distribution systems, climbing, and heavy equipment operation. In the final semester students will complete an internship at their local Electric Cooperative, as their capstone course. All courses, except the capstone course, will be conducted on the ASU-Newport campus.

Students enrolling in the year-long program will receive instruction and training in the following areas related to high voltage technology: electrical systems and safety, heavy construction equipment, AC/DC circuit analysis, the expectations and roles of the members of the climbing team, pole framing, overhead distribution systems, high voltage distribution system operational principles, underground distribution, safety procedures, and pole climbing. Upon completion of the coursework, students will be assigned to their local cooperative for the capstone course as an apprentice to gain on-the-job experience.

The program at ASU-Newport will be the foundation for the on-the-job training for new employees. Presently, a new employee is hired as a first-year apprentice, and is promoted to second-year, and third-year apprentice as he/she masters skills necessary to perform the higher-level job duties of the lineman and requires less supervision to perform those duties. Upon the completion of the ASU-Newport program, the student will be eligible, upon meeting local job requirements, to be hired at the second- or third-year apprentice level.

Need for Program

The program was developed in response to a training need identified by the Electric Cooperatives to assist them with employee training and pre-hire training for future employees. Currently, there are similar programs in Oklahoma, Utah, and North Carolina but no formal program is available for Arkansas citizens.

The Board of Directors of the Arkansas Electric Cooperative, Inc., passed a resolution showing their support for the arrangement between ASU-Newport and the Cooperatives during their fall 2003 meeting. Each of the participating Electric Cooperatives have committed to fund a full scholarship for one student from their service area each for the next five years, essentially ensuring at least 17 students will enroll in the program through 2009.

Program Costs

At least one new faculty member will be required for the program. Program faculty will be required to have a baccalaureate degree with teaching experience, and work experience in a related field. Certifications in training, climbing, first aid, and safety procedures will be preferred qualifications.

Instructional equipment will be provided by the Electric Cooperatives, with the exception of electrical poles that will be purchased by ASU-Newport.

Faculty and equipment costs will be covered through tuition, which will be paid by the Electric Cooperatives. The tuition for the program will be \$3000 per student. This amount includes tuition, fees, and student supplies. The expected enrollment of 17 students per year will result in an income of \$51,000 per year.

Program Duplication

There are no similar programs in Arkansas.

Desegregation

In fall 2003, 19.1 percent of the ASU-Newport student body was African-American.

Degree Productivity

ASU-Newport offered five technical certificate programs in 2002-03. Two (40 percent) of those programs met Board degree productivity guidelines.

The following resolution is presented for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in high voltage lineman technology (CIP 46.0303) at Arkansas State University--Newport, effective August 2004.

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

**ONLINE BACHELOR OF ARTS IN LIBERAL ARTS AND
ONLINE BACHELOR OF ARTS IN CRIMINAL JUSTICE
UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas at Little Rock (UALR) to offer the existing Bachelor of Arts in liberal arts and Bachelor of Arts in criminal justice online, beginning in May 2004. The programs are within the role and scope of the institution. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The University of Arkansas Board of Trustees approved the programs at its April 2, 2004 meeting.

Description of the Programs

The online bachelor's degree programs are offered as degree completion programs for students obtaining the Associate of Arts degree online. The Bachelor of Arts in liberal arts is an interdisciplinary program that will allow students to combine aspects of several academic disciplines into one best suited to their educational and career needs. Students in the online degree will consult with a program advisor to develop an individualized program of study. The 124 semester credit hour program requires 60 semester hours of upper-level coursework that includes a course in reasoning across subject areas, and a senior-level seminar in one of the following disciplines: English, history, international study, philosophy, political science, psychology, religion, sociology, art history and appreciation, or rhetoric and writing. In addition, students choose 18 hours in three concentrations (54 hours total), two of which must be within the College of Arts, Humanities, and Social Sciences. Initially, courses in psychology, history, political science, sociology, professional and technical writing, criminal justice, and speech communication will be available online to meet program requirements. Additional disciplines will be added as the courses become available for online delivery, and student demand dictates.

The online Bachelor of Arts in criminal justice will provide students employed in, or pursuing careers in law enforcement, corrections, security, and juvenile and adult courts the option of completing program requirements online as well as on the UALR campus. The 124 semester credit hour program requires 30 hours of study in the major that includes the following courses: Introduction to Criminal Justice, Corrections Survey, Criminal Justice Administration and Management, Crime and Behavior, and Research in Criminal Justice.

Students in the online programs will have access to all online library resources at UALR, including indexes and databases, electronic journal and books, Internet references and access to interlibrary loan. Students will also be provided technical

support to insure they are able to access the information needed to complete course assignments.

Need for Program

The online bachelor's degree programs are part of three UALR initiatives: inclusion in the SREB Electronic Campus; providing educational opportunities for students completing the Associate of Arts degree online at community colleges throughout the state; and making the online bachelor's degrees available to Wal-Mart employees participating in the online degree program offered by NorthWest Arkansas Community College.

Students enrolling in the online bachelor's programs will be able to complete their studies in the same time frame as students attending the on-campus program, typically two years. In 2002-03, 74 students in liberal arts and 70 students in criminal justice were awarded bachelor's degrees through the on-campus program. UALR offers approximately 50 online courses each semester with an enrollment of 3386 during 2003-04.

Program Costs

While existing faculty will be available to teach online courses, it is anticipated that six additional faculty in liberal arts will be added over the next three years, depending on the increase in enrollment in the different disciplines. An additional tenured-track faculty member will be added to the Criminal Justice Department in August 2004. The position is included in the current budget. Program costs will be covered by regular tuition & fees, and the additional \$25 per credit hour fee charged to students taking online courses.

The following resolution is presented for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the online Bachelor of Arts in liberal arts (CIP 24.0101) and online Bachelor of Arts in criminal justice (CIP 43.0104) at the University of Arkansas at Little Rock, effective May 1, 2004.

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

**BACHELOR OF ARTS IN BEHAVIORAL AND SOCIAL SCIENCES
SOUTHERN ARKANSAS UNIVERSITY--MAGNOLIA**

The administration and Board of Trustees of Southern Arkansas University request approval for Southern Arkansas University--Magnolia (SAUM) to consolidate three existing ~~B~~bachelor's degrees of Arts programs in ~~C~~riminal ~~J~~justice, ~~P~~psychology, and sociology into a single degree, the Bachelor of Arts in ~~B~~behavioral and social ~~S~~ciences, effective in the fall of 2004. The proposed program is within the role and scope established for the institution and was approved by the SAU Board of Trustees on November 13, 2003. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Description of the Program

This proposal consolidates the existing ~~Bachelor of Arts in C~~riminal ~~J~~justice, ~~SP~~psychology, and sociology degree programs into a single bachelor's degree, ~~a Bachelor of Arts~~ in ~~B~~behavioral and social ~~S~~ciences with options for a specialization in each field of study ~~in Criminal Justice, Sociology, and Psychology.~~ The proposed program is designed to give students a broad foundation in behavioral and social sciences. Students would complete a 124 semester credit hour program ~~(Maybe I did the math wrong--I know this isn't enough for a BA.)~~ that includes 46 credit hours of general education coursework ~~(I was a little confused about the foreign language requirement--It says "6 hours above the freshman level"--Does this also count the 2 or 3 hours at the freshman level? If so, I have left out 2-3 hours of the foreign language hours for general education.)~~ 21 credit ~~credit~~ hours of ~~s of B~~behavioral and social ~~S~~ciences core courses ~~coursework~~ and 24 credit hours in the area of specialization.

Need for the Program

~~I am not clear on the reason for consolidation.~~
Introductory courses in each field are included in the core to allow for student exposure prior to the selection of a major field of study. Currently, the combined enrollment in the three programs is 194, with 115 students in criminal justice, 61 in psychology, and 18 in sociology. In 2002-2003, 18 students were awarded a bachelor's degree in criminal justice, 11 in psychology, and 10 in sociology.

Program Costs

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Institutional funds currently allocated for the three existing programs are sufficient to support the consolidated program.

Program Duplication

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Four [institutions offer a bachelor's degree in criminal justice, seven in psychology, and eight in sociology.](#) [No other public institution in Arkansas offers a bachelor's degree in behavioral and social sciences.](#)

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Desegregation

[In the fall of 2003, African American student enrollment was 24.9 percent. Currently, 83 \(42.8%\) African American students are enrolled in the existing bachelor's degree programs in criminal justice, psychology, and sociology.](#)

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Degree Productivity

[SAUM offered 44 bachelor's degree programs in 2002-03, 22 \(50%\) of which met Board degree productivity guidelines.](#)

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[The following resolution is presented for Board consideration.](#)

RESOLVED. [That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in behavioral and social sciences degree program \(CIP 45.0101\) at Southern Arkansas University--Magnolia, effective fall semester of 2004.](#)

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FURTHER RESOLVED, [That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Southern Arkansas University of this approval.](#)

FURTHER RESOLVED, [That the Coordinating Board instructs the Director to delete the existing bachelor's degrees in criminal justice \(DC 1360, DC 2405, CIP 43.0104\), psychology \(DC 1710, DC 3070, CIP 42.0101\), and sociology \(DC 1780, DC 3190, CIP 45.1101\), from the list of approved academic degree programs, effective summer 2004.](#)

**EXISTING ASSOCIATE OF ARTS AND
ASSOCIATE OF APPLIED SCIENCE IN CRIMINAL JUSTICE
OFFERED BY DISTANCE TECHNOLOGY
OUACHITA TECHNICAL COLLEGE**

The administration and Board of Trustees of Ouachita Technical College (OTC) request approval to offer the existing Associate of Arts and Associate of Applied Science in criminal justice via distance technology, effective in the fall of 2004. The degree programs are consistent with the role and scope of institution. OTC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. A focused visit for the online degree programs will be conducted in August 2004. The institutional Board of Trustees approved the online associate degree programs on January 27, 2004.

Description of the Programs

The 62-hour Associate of Arts program is designed for transfer and meets the general education requirements of the bachelor's degree. The 60-hour Associate of Applied Science in criminal justice program is designed to meet the needs of students who wish to pursue a career in law enforcement or corrections, and also meets the educational requirements for career advancement.

All of the online courses were developed in accordance with the Higher Learning Commission guidelines for distance education and the WebCT course rubric. Faculty will be trained in online pedagogical techniques and WebCT.

Final exams will be administered on-campus by the instructor or proctored by a certified test proctor at an approved test site. Students must present a picture I.D. prior to taking a final exam. Other course exams will be administered online via WebCT. Science laboratory requirements will be met by using special software to simulate specific lab experiments.

The following academic and student support services will be provided online: advising, tutoring, bill paying, bookstore purchasing, career counseling, financial aid, library resources, and job placement assistance.

Need for the Programs

Currently, 623 students are enrolled in the Associate of Arts degree program offered on-campus, and 18 students are enrolled in the criminal justice program. OTC offered 45 courses online with 782 student enrollments during 2002-03. The proposed online degree programs will allow students to continue their education even with the demands of work and family, and to complete an associate degree in a

timely manner at their convenience. Students enrolled full-time can complete the online associate degrees in a two-year period.

Program Costs

Program funds will come from student tuition and fees and state general revenues. Students will be assessed a technology fee of \$6 per credit hour. ~~have an unduplicated headcount enrollment of 272. The duplicated headcount was 421.~~

~~Students will be able to receive o~~The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Associate of Arts (CIP 24.0101) and Associate of Applied Science in criminal justice (CIP 43.0104) via distance technology by Ouachita Technical College, effective Fall 2004.

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 Ouachita Technical College of this approval.

**NEW OPTION IN DIAGNOSTIC MEDICAL SONOGRAPHY
BACHELOR OF SCIENCE IN IMAGING SCIENCES
UNIVERSITY OF ARKANSAS AT FORT SMITH**

The administration and Board of Trustees of the University of Arkansas System (UA) request approval to offer a new option in diagnostic medical sonography (DMS) in the existing Bachelor of Science in imaging sciences at the University of Arkansas at Fort Smith (UA-Fort Smith), effective in the fall of 2004. The proposed program option is within the role and scope established for the institution. UA-Fort Smith is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UA Board of Trustees approved the imaging sciences degree program with options in management and DMS on November 14, 2003.

Description of the Program

The program is designed for registered radiographers to receive 40 hours of academic credit toward the bachelor's degree in imaging sciences. Initially, the 134-credit hour degree completion program will include two specialty areas: diagnostic medical sonography (DMS) and management. The management specialty was approved by the Coordinating Board in February 2004. The proposed DMS specialty will include the general education and upper-level imaging science core courses, and 39 hours of upper-level sonography and clinical courses. All DMS courses will be added to the curriculum. To be admitted to the program, a student must have completed an approved program in radiologic technology with a grade of C or better in radiography coursework, and hold a current radiography certification and license.

The degree program was developed in consultation with the UA-Fort Smith Radiography Advisory Committee, which is composed of area physicians, medical imaging department heads, clinical staff, hospital administrators, and a radiography student representative. UA-Fort Smith will seek sonography program accreditation through the Commission on Accreditation of Allied Health Education Programs, Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Need for the Program

With the increasing complexity of the healthcare setting and the advances in imaging sciences, the need for lifelong learning exists. A survey conducted by the American Hospital Association in 2002 concluded that registered radiographers (RTs) have the highest average vacancy rate of any hospital profession and that hospitals report a great need for ultrasound technologists. Hospitals in the Fort Smith area employ 70 RTs. With advanced education or credentials in more than one imaging specialty, RTs will have better employment opportunities as employers seek ways to control

healthcare costs. In Arkansas, 72 percent (2,622) of RTs hold the diploma or associate degree in radiography. Program graduates would hold positions as shift supervisors, department directors, hospital administrators, and diploma or associate degree program faculty.

In October 2002, UA-Fort Smith surveyed 220 RTs in the region. Of this group, 84 percent (185) would continue their education if not required to relocate; 57 percent (125) would choose a specialty in ultrasound or management; and 25 percent (55) needed more education for future employment opportunities. Twenty students currently enrolled in the associate degree program also expressed an interest in the B.S. program. Based on these findings, 24 students are expected to enroll in the management speciality program. Eight students will be admitted to the DMS specialty annually.

Consultant Review of the Proposal

The Arkansas Department of Higher Education employed Ms. Joie Burns, Chair and Sonography Program Director at Boise State University, to review the proposed DMS curriculum to determine its appropriateness (in accordance with accreditation guidelines), adequacy of program resources, and the need for professionals in the field. Ms. Burns made the following comments:

- There is a nationwide shortage of sonographers due to an aging general population, retiring sonographers, and growth in ultrasound diagnostic applications in hospitals and OB/GYN offices.
- The program admission requirements eliminate the need to teach basic patient care and assessment skills.
- The curriculum sequence is logically ordered. A course in general pathophysiology should be added. *(An existing pathophysiology course offered in the College of Health Sciences has been added to the DMS curriculum as a prerequisite or co-requisite course.)*
- There appears to be excellent classroom and faculty instructional resource availability. *(Two new ultrasound machines and supporting scanning and digital imaging accessory equipment have been purchased.)*
- Increased ongoing financial support will be required to maintain a current library collection. *(Funds for library acquisitions have been included in the budget for both the institutional library and DMS program.)*
- The DMS program must be administered by a director who holds sonography credentials from the American Registry of Diagnostic Medical Sonographers (ARDMS) or the American Registry of Radiologic Technologists. *(The job*

announcement states that the ultrasound coordinator must hold at least a master's degree and be appropriately credentialed as a sonographer, ARDMS preferred.)

- The DMS program director may not serve as the clinical coordinator when eight or more major clinical sites are utilized, and a doctor (M.D.) must be appointed as the program medical director. *(Initially, only six clinical training sites will be used. A local doctor has been employed as an adjunct faculty member and has volunteered to serve as the DMS program medical director.)*
- Strengthening the computer application aspect of medical imaging may be necessary as all medical imaging modalities move to digital formats that use PACS (picture archiving computer systems) and RIS (radiography information systems). *(The laboratory facilities will include two dual-monitor computer stations complete with a digital PACS information management system. Computer competency is required and will be assessed throughout the program.)*
- A natural extension of this program should include the addition of options in vascular technology and echocardiography as demand and resources dictate. *(The new ultrasound equipment has vascular and cardiology capability.)*
- The proposed DMS specialty is balanced and reasonably complete. It will be an asset to Arkansas and the surrounding area.

Program Costs

New program expenditures are expected to be \$189,245 for faculty salaries, library resources, clerical support and instructional materials. Funds to cover new expenses will come from student tuition and fees (\$112,320) and state general revenue funds (\$97,872). One full-time faculty member with certification in ultrasound will be employed to teach in the DMS specialty and will be certified in ultrasound. Another full-time faculty member will be employed to teach in the associate degree program. Two part-time faculty members will teach the clinical courses. The current radiography program director will teach in the management specialty and administer the associate and bachelor's degree programs.

The imaging sciences program will be housed in the new Health Sciences building which has classrooms, faculty offices, two radiography labs, one sonography lab, five skills labs, three computer labs, a compressed video conference room, learning resource center and study room. Current library resources in imaging sciences will be expanded with textbooks, manuals, periodicals and basic core titles. The current medical databases are adequate.

Program Duplication

Bachelor's degree programs in radiologic sciences are offered at Arkansas State University--Jonesboro, the University of Arkansas for Medical Sciences, and the University of Central Arkansas.

Desegregation

African American enrollment at UA-Fort Smith is four percent. Currently, two (4.8 percent) African American students are enrolled in the associate degree in radiography.

Degree Productivity

In 2002-2003, four (80%) of the five bachelor's degree programs offered at UA-Fort Smith met Board degree productivity guidelines. The associate degree in radiography also meets degree productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the diagnostic medical sonography (DMS) specialty in the existing Bachelor of Science in imaging sciences (CIP 51.0911) at the University of Arkansas at Fort Smith, effective fall semester of 2004.

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

**APPROVAL OF RECOMMENDATIONS OF THE
INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

The Institutional Certification Advisory Committee (ICAC) met Tuesday, March 16, 2004, to consider applications for initial certifications, recertifications, and decertifications. The following resolutions are presented to the Coordinating Board to implement the recommendations adopted by the Institutional Certification Advisory Committee.

Franklin University, Columbus, Ohio

Initial Certification, Bachelor of Science in Management

Initial Certification, Bachelor of Science in Information Technology

RESOLVED, That the Arkansas Higher Education Coordinating Board grants initial certification to Franklin University of Columbus, Ohio, to offer through the Community College Alliance institutions in Arkansas via distance education, a Bachelor of Science in Management and a Bachelor of Science in Information Technology. This initial certification is granted under Arkansas Code §6-61-301 for two years and will expire April 30, 2006.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Franklin University of Columbus, Ohio, that this certification 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) change 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 Franklin University of Columbus, Ohio, 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 minimum standards have been met 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 Program Certification****Bachelor of Science in Digital Entertainment and Game Design**

RESOLVED, That the Arkansas Higher Education Coordinating Board grants initial certification to ITT Technical Institute, Little Rock, Arkansas, to offer on site the Bachelor of Science in Digital Entertainment and Game Design. This initial certification is granted under Arkansas Code §6-61-301 for a period of two years and expires April 30, 2006.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of ITT Technical Institute, Little Rock, Arkansas, that this certification 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) change in the method of operation of the institution's program in Arkansas.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of the ITT Technical Institute, Little Rock, Arkansas, 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 minimum standards have been met under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

Remington College, Little Rock Campus, Little Rock, Arkansas**Recertification****Associate of Applied Science, Computer Networking Technology**

RESOLVED, That the Arkansas Higher Education Coordinating Board grants recertification to Remington College, Little Rock Campus, Little Rock, Arkansas, to offer the Associate of Applied Science in Computer Networking Technology. This recertification is granted under Arkansas Code §6-61-301 for a period of two years, to expire April 30, 2006.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Department of Higher Education to notify the administration of Remington College, Little Rock Campus, Little Rock, Arkansas, that this certification 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) change in the method of operation of the institution's program in Arkansas.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of Remington College, Little Rock Campus, Little Rock, Arkansas, 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 minimum standards have been met under the rules and regulations implementing institutional and program certification as defined in Arkansas Code Annotated §6-6-301.

Remington College, Little Rock Campus, Little Rock, Arkansas

Program Decertification

Associate of Applied Science, Business Information Systems

Associate of Applied Science, Electronic Engineering Technology

RESOLVED, That the Arkansas Higher Education Coordinating Board grants decertification to Remington College, Little Rock Campus, Little Rock, Arkansas, of the following degree programs offered on site: Associate of Applied Science in Business Information Systems and Associate of Applied Science in Electronic Engineering Technology. This decertification is granted under Arkansas Code §6-61-301 and is effective April 30, 2004.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Department of Higher Education to notify the administration of Remington College, Little Rock Campus, Little Rock, Arkansas, that this decertification requires the institution to cease enrollment of students who are residents of Arkansas and to assist currently enrolled students who are residents of Arkansas in the completion of the currently selected program.

OTHER BUSINESS

▪ **Report on AHECB Agenda Item 4, October 24, 2003**

The ICAC recommended the repeal of Rule 8 (Exemptions) of the Rules and Regulations for Institutional and Program Certification to the Coordinating Board at the Board's October 2003 meeting. Action on the repeal was tabled and an Attorney General's opinion on Rule 8 was requested. The Attorney General's office notified ADHE that, at this time, it is unable to respond to the Board's questions because issues raised by the Board are likely to be addressed either administratively or judicially in pending litigation.

A motion was made by Dr. Williams to recommend to the Coordinating Board that Rule 8 be referred to the ICAC for further study. Following a second by Dr. Harris, the motion carried unanimously.

Therefore, the following resolution is submitted for Board consideration.

RESOLVED, THAT the Arkansas Higher Education Coordinating Board refers the issues of the repeal of Rule 8 (Exemptions) of the Rules and Regulations for Institutional and Program Certification in Arkansas back to the Institutional Certification Advisory Committee for further study.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to communicate this action to the Institutional Certification Advisory Committee.

▪ **Appreciation Expressed to Former Members of the Institutional Certification Advisory Committee**

Arkansas Code Annotated § 6-61-301 empowers the Arkansas Higher Education Coordinating Board to appoint individuals to the Institutional Certification Advisory Committee (ICAC). The law designates several institutional categories which must have representation on the committee. Each member is appointed to a term of nine years, with the term of one member expiring annually.

Dr. Fred Taylor

Dr. Fred J. Taylor, Chancellor of the University of Arkansas at Monticello, has generously served since January 2002 as a member of the Institutional Certification Advisory Committee in a position representing chief administrators of public four-year institutions. Dr. Taylor will retire as Chancellor of UAM effective June 30, 2004.

Therefore, the following resolution is submitted for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board expresses appreciation to Dr. Fred Taylor for his service as a member of the Institutional Certification Advisory Committee.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to communicate this appreciation to Dr. Taylor.

Ms. Cellestine Mayweather

Ms. Cellestine Mayweather of Camden, Arkansas, has generously served since 2002 as a member of the Institutional Certification Committee in a position requiring that the individual be a legal resident of the state of Arkansas who is not officially affiliated with any postsecondary institution in any state. Ms. Mayweather resigned from the ICAC due to increased job responsibilities.

Therefore, the following resolution is submitted for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board expresses appreciation to Ms. Cellestine Mayweather for her years of service as a member of the Institutional Certification Advisory Committee.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to communicate this appreciation to Ms. Mayweather.

REPORT OF THE INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

The Institutional Certification Advisory Committee (ICAC) met at the Arkansas Department of Higher Education on March 16, 2004, to consider applications for certification, recertification, and decertification.

ICAC committee members in attendance were Rev. Charles Attebery, Garland Hankins, Dr. Shirlene Harris, Ron Kelton, and Dr. Larry Williams. Sylvia Orton, Dr. Trudie Kibbe-Reed and Dr. Fred Taylor were absent. Emil Mackey, ex-officio member, was present; Brenda Germann, ex-officio member, was absent. ADHE staff members present were Dr. Karen Wheeler, Cynthia Moten, Jeanne Jones, Mandy Manosittisak, Lila McCauley, Monieca West, and Patsy C. Strode.

Institutional guests included the following:

- Franklin University, Columbus, Ohio—Malinda Moloney, available via telephone
- ITT Technical Institute, Little Rock—Tom Crawford, Director; Dr. Pat Hunnicutt, Educational Director; and Stori Stringer, Assistant Educational Director.
- Remington College, Little Rock Campus—David Cunningham, President; and Bill Orlicek, Educational Director. Remington Administrative Services—Dr. Linda Coyle Director of Accreditation and Licensing; and Dr. Mike Lanouette, Remington Administrative Services, Inc.

The following information was submitted by certified institutions as notification of changes:

- University of Phoenix, Phoenix, Arizona. Online program, Bachelor of Science in Health Care Services name changed to Bachelor of Science in Health Administration. No curriculum changes are involved. The program is based in the School of Nursing and Health Sciences.
- University of Phoenix. Onsite program in Little Rock, Arkansas. Master's of Organizational Management name changed to Master's of Management. No students have enrolled in the program in Little Rock. The College reported minimum curriculum changes.
- ITT Technical Institute, Little Rock, Arkansas. On-site program, adding online delivery for General Education core courses which will be delivered by ITT Tech faculty and under the responsibility of ITT, Little Rock.
- ITT Technical Institute, Little Rock, Arkansas. On-site program. Information Technology—Computer Network Systems program. ITT Tech reported one course change, IT236 Novell NetWare replaced with IT301, Linux System Administration
- ITT Technical Educational Services, Indianapolis, Indiana. February 26, 2004, ADHE received notice from ITT corporate headquarters in Indianapolis, Indiana, of the federal investigation being conducted at ITT Educational Services, Inc. and certain ITT Technical Institutes, which did not include the Little Rock campus.

ITT Corporate reported that all of their colleges are open and it is business as usual. Tom Crawford, Director of ITT Tech, Little Rock, Arkansas, also phoned to report no changes at the Little Rock campus.

- Remington College, Little Rock Campus, Little Rock, Arkansas. Remington's address changed because a new name was assigned to the road. The new address is 19 Remington Road, Little Rock
- Webster University, Fort Smith, Arkansas. Webster's Advisory Committee was formed to address a contingency placed on recertification granted by Arkansas Higher Education Coordinating Board on August 1, 2004. Recently the Advisory Committee presented a plan of action regarding the Fort Smith, Arkansas, campus to officials at Webster University, St. Louis, Missouri, for review.

The following reports on applications for certification were presented to the Institutional Certification Advisory Committee for consideration of their recommendation to the Arkansas Higher Education Coordinating Board.

Franklin University, Columbus, Ohio

Initial Certification, Bachelor of Science in Management

Initial Certification, Bachelor of Science in Information Technology

Franklin University presented an application for initial certification of the Bachelor of Science in Management and the Bachelor of Science in Information Technology to be offered through the Community College Alliance as distance education, degree-completion programs in Arkansas.

The Community College Alliance (CCA) is collaboration between the community college member and Franklin University to allow students, via distance education, to complete a Bachelor of Science degree. Franklin University degrees currently certified by the Arkansas Higher Education Coordinating Board include the Bachelor of Science in the following: Accounting, Business Administration, Digital Communications, Health Care Management, Public Safety Management, Applied Management, Computer Science, and Management Information Sciences.

The Alliance

Arkansas educational institutions which are members of the CCA include: Arkansas Northeastern College, Blytheville; Cossatot Community College/University of Arkansas, DeQueen; Mid-South Community College, West Memphis; Northwest Arkansas Community College, Bentonville; Ouachita Technical College, Malvern; and Southern Arkansas University Tech, Camden.

The History

Franklin is a private, not-for-profit institution that was founded in 1902 as a Young Men's Christian Association's sponsored School of Commerce. In 1964 Franklin University ended its affiliation with the YMCA. In 1998, Franklin University created the Community College Alliance.

The Programs

The Bachelor of Science degree program includes (1) completion of the associate's degree from the community college (or 60 hours of coursework), (2) the bridge courses (20-24 hours of general education courses or prerequisite courses for upper division coursework), and (3) the Franklin University web-based courses. The degree requires a minimum of 124 semester hours and there is a 40-hour minimum requirement at Franklin University.

Courses from currently certified programs will be used in the curriculum for the two new degree programs. The proposed Bachelor of Science in Management requires one new course, which is a capstone course. Other courses in the curriculum are either electives in Business Management or required courses in other majors.

Two new courses, a capstone courses and a principles course, are combined with courses from Computer Science and Management Information Services as the curriculum for the Bachelor of Science in Information Technology.

Accreditation

Franklin University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools; the next accreditation review is in 2008. Franklin operates under the State of Ohio's Board of Regents Certificate of Institutional Authorization and is also affiliated with the International Assembly for Collegiate Business Education.

The Students

Potential students learn about the CCA through their two-year campus. Students are expected to mirror the demographics of community college students in participating CCA institutions in Arkansas.

Comments from Arkansas Community College Alliance Members

Staff conducted a telephone poll of the representatives for the CCA members in Arkansas. Responses documented that the institutions were aware of Franklin University's current application for certification of the two new degrees. CCA members in Arkansas had received campus visits from Franklin Regional Directors who worked with staff members, faculty members, and prospective students.

Staff recommended a two-year initial certification of the Bachelor of Science in Management and the Bachelor of Science in Information Technology to be offered by Franklin University through the Community College Alliance as distance education, degree-completion programs in Arkansas. The motion to recommend initial certification of the two Bachelor of Science programs was made by Rev. Attebery, with a second by Mr. Hankins. Motion carried.

ITT Technical Institute, Little Rock, Arkansas
Initial Program Certification
Bachelor of Science in Digital Entertainment and Game Design

ITT Technical Institute of Little Rock, Arkansas, submitted an application for initial certification of the Bachelor of Science in Digital Entertainment and Game Design to be offered on site.

The Institution

ITT Technical Institute is one of 74 institutions in the ITT Educational Services, Inc. system of proprietary schools that is a network of co-educational, non-denominational private career schools owned and operated by ITT Educational Services, Inc., of Delaware.

ITT Technical Institute of Little Rock is accredited by the Accrediting Council for Independent Colleges and Schools as a branch of ITT Technical Institute, Thornton, Colorado. In August 2002, the ACICS granted the accreditation for the institution through December 31, 2006. The Little Rock campus is licensed by the Arkansas State Board of Private Career Education.

The Program

The Digital Entertainment and Game Design degree program offers a minor in Computer Drafting and Design or Multimedia. Upon completion of eight quarters the student may elect to graduate with an Associate of Applied Science in the minor field. The program requires 180-quarter hours for graduation. Courses are offered in twelve-week quarter sessions with the full-time student enrolling in three courses per quarter.

The Students

Students are expected to be currently enrolled students at ITT Technical Institute who wish to continue their education to complete a bachelor's degree.

Certification in Arkansas

ITT Technical Institute, Little Rock, Arkansas, received initial certification from the Arkansas Higher Education Coordinating Board to offer programs in Arkansas in 1994, with recertifications in 1996, 1998 and 2000. Associate of Applied Science programs in Information Technology, Computer and Electronics Engineering Technology, and Computer Drafting and Design were recertified by the Coordinating Board in July 2002.

The institution was granted certification to offer its first Bachelor of Science degree, Technical Project Management, in 2003. In February 2004 the college received certification for the Bachelor of Science in the following programs: Electronics and Communications Engineering Technology, Data Communication Systems Technology, Information Systems Security, and Software Engineering Technology.

Summary

At the request of the ICAC, ITT Technical Institute provided additional information regarding human resources and other resources necessary to support the Bachelor of Science in Digital Entertainment and Game Design program. Staff recommended initial certification of the Bachelor of Science in Digital Entertainment and Game Design to be offered on site by ITT Technical Institute, Little Rock.

The motion to grant initial certification for two years was made by Dr. Harris with a second by Mr. Kelton. Motion carried.

Remington College, Little Rock Campus, Little Rock, Arkansas **Program Recertification** **Associate of Applied Science in Computer Networking Technology**

In October 2003, Remington College, Little Rock Campus, Little Rock, Arkansas, submitted an application for recertification of the Associate of Applied Science in Computer Networking Technology (CNT).

A Review Team visited Remington on Friday, February 27, 2004. Team members included: Chairperson, Elisa Seitz, Collegiate and Quality Manager, Army National Guard, Camp Robinson; Gary Oden, Executive Vice Chancellor for Academic Affairs, Southern Arkansas University–Tech; David Harris, Chief Information Officer, Pulaski Technical College; Lisa Romine, Unix System Engineer, Axcion Corporation; Lillian Williams, Assistant Coordinator of Financial Aid, ADHE; Linda Zambrano, Business Instructor, University of Arkansas Community College at Morrilton. Jeanne Jones and Cynthia Moten from ADHE also attended the review.

The following is the team Report:

The Institution

Remington College, Little Rock Campus, operates as a branch of Remington College–Mobile, Alabama. The College is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSC) through August 2008. The CNT program is included in the college's record of accreditation. The Arkansas State Board of Private Career Education issued a license renewal for Remington College on September 1, 2003, that included the associate degree program.

Program Summary

The Associate of Applied Sciences in computer networking technology was initially certified by the Arkansas Higher Education Coordinating Board in February 2000 and recertified in February 2002 for a two-year period. The program schedule was changed in 2002 from an 18- to a 24-month program by reducing the number of credits students are required to complete per quarter from 16 to 12. This change resulted in more class and lab time for students.

Upon successful completion of the 99-quarter credit hour (66-semester credit hour) degree program, students are able to install, configure, maintain and troubleshoot local area networks, wide area networks and intranets using DOS and Windows-based network operating systems. Graduates are prepared for such entry-level positions as network operator, network support technician, computer help desk specialist, computer support specialist, and information technology support specialist. Student costs for the program include tuition, books, tools, supplies, and a laptop computer.

Enrollment and Graduation

Students who apply to the computer networking technology program are required to score 13 or higher on the Wonderlic Scholastic Level Exam, which measures cognitive ability (ability to learn), a predictor of training and job success.

Average quarterly enrollment in the program during the current certification period, 2002-2004, was 22 students. Thirty-eight (38) students graduated from the Computer Networking Technology program during the last two years.

Library Resources

Library resources available to support the CNT program include print and electronic media. Electronic/computer/CD ROM equipment is available as well as Internet access. Remington subscribes to the Jones e-global Library and maintains an up-to-date collection of magazine subscriptions and reference materials related to the computer networking technology program. Library resources are selected by the Librarian, the Corporate Director of Information Resources, and the Director of Education in consultation with the program faculty.

Equipment

All computer equipment was updated during the College's 2003 move to the new facilities. Currently, the equipment is updated or replaced on a 12-18 month schedule.

The Review Team listed the following strengths and concerns:

Strengths

1. The institution has excellent facilities and equipment.
2. A faculty professional development program is in place.
3. Faculty and students have a positive attitude about the institution and the program.
4. Based on the student interviews, the faculty appears to be good mentors and is willing to help them succeed.
5. Financial aid records are in good order.

Concerns

1. There should be better communication with students to inform them of academic advising and job placement services.
2. Faculty records should be updated quarterly to indicate new certifications, degrees, licenses, or other professional development.

3. The Computer Networking Technology Advisory Committee should have more input on program content, indicating the knowledge and skills needed in the local market. There also should be more involvement from the business and industry community in the development of internships and job opportunities. Faculty should be more involved with the Computer Networking Technology Advisory Committee to gain insight that will help them better prepare their students for the workplace.
4. An updated catalog should be available prior to the expiration of the previous catalog.

Recommendation

The Review Team recommended recertification of the Associate of Applied Science in Computer Networking Technology offered by Remington College, Little Rock Campus. The recertification will be for a period of two years to expire April 30, 2006.

The motion to recommend a two-year recertification of the AAS in Computer Networking Technology program offered at Remington College was made by Dr. Williams with a second by Dr. Harris. Motion carried.

Remington College, Little Rock Campus, Little Rock, Arkansas

Program Decertification

Associate of Applied Science, Business Information Systems

Associate of Applied Science, Electronic Engineering Technology

Remington College, Little Rock Campus, requested the decertification of the following degree programs offered on site: Associate of Applied Science in Business Information Systems and the Associate of Applied Science in Electronic Engineering Technology.

Teach-out plans for the 33 students enrolled in the programs will allow the students to complete the required courses. Where necessary, the College will make individual accommodations in order to accomplish each student's goal.

Staff recommended decertification of the programs as requested.

The motion to recommend decertification of the AAS in Business Information Systems and the AAS in Electronic Engineering Technology was made by Mr. Hankins with a second by Rev. Attebery. Motion carried.

Other Business

Dr. Fred Taylor, a member of the Institutional Certification Advisory Committee, will retire from the University of Arkansas at Monticello on June 30, 2004. The motion was made by Dr. Harris, with a second by Dr. Williams, to recognize Dr. Taylor for his work with the ICAC. Motion carried.

Cellestine Mayweather, an ICAC member since 2001, resigned her position due to increased job responsibilities. The motion was made by Dr. Williams, with a second by

Mr. Hankins, to accept her resignation and to recognize Ms. Mayweather for her work done with the ICAC. Motion carried.

Staff will present a draft copy of the revised Rules and Regulations for Institutional and Program Certification in Arkansas to ICAC members prior to the June 2004 meeting. Draft copies of proposed rules will also be sent to the certified institutions and other interested individuals after that date.

Staff reported that the Arkansas Attorney General's office notified ADHE that, at this time, it is unable to respond to the Arkansas Higher Education Coordinating Board's questions concerning the Attorney General's Opinion 2001-163 (Rule 8—Exemptions of the Rules and Regulations for Institutional and Program Certification in Arkansas). The Attorney General's office stated that because issues related to Rule 8 will likely be addressed either administratively or judicially in pending litigation, an opinion could violate the principle of separation of powers.

Because the Board tabled action on Rule 8 at its October 2003 meeting, a motion was made by Dr. Williams to recommend to the Coordinating Board that Rule 8 be referred to the ICAC for further study. Following a second by Dr. Harris, the motion carried unanimously.

Letters of Notification

Letters of Notification for the August 2004 Coordinating Board meeting were received from the following:

- Grantham University, Slidell, Louisiana
Initial Institution Certification. Satellite campus at El Dorado, Arkansas.
- Grantham University, Slidell, Louisiana
Initial Program Certification. Online programs. *Associate of Science degrees in Business Administration, Engineering Management, Information Systems, Software Engineering Technology, Computer Science, Computer Engineering Technology, Electronics Engineering Technology, and Criminal Justice.
*Bachelor of Science degrees online in Business Administration, Engineering Management, Information Systems, Software Engineering Technology, Computer Science, Computer Engineering Technology, Electronics Engineering Technology, and Criminal Justice. *Master of Science in Information Management, Information Management in Project Management, and Information Management Technology. Master of Business Administration.
- Memphis Theological Seminary, Memphis, Tennessee
Initial Program Certification. Master of Divinity, Master of Arts in Religion, Doctor of Ministry, to be offered at Philander Smith College in Little Rock

- Tulane University, School of Public Health and Tropical Medicine Decertification. Master in Public Health offered in cooperation with UAMS
- Webster University—Little Rock Metropolitan Campus, Little Rock, Arkansas Initial Certification. Master of Arts in Business and Organizational Security Management, Master of Arts in Media Communications, Master of Science in Finance to be offered on site.

Next Meeting Date

ICAC members will be polled to select the next ICAC meeting date for June 2004.

Announcements

The April 30, 2004, Arkansas Higher Education Coordinating Board meeting will be at Black River Technical College in Pocahontas, Arkansas. Institutions were reminded that they should view and/or print the agenda for the Coordinating Board meeting. The web site is www.arkansashighered.com

Adjournment

The ICAC meeting adjourned at 3:05 p.m.

**APPROVAL OF REVISIONS TO THE STATE MINIMUM CORE CURRICULUM
PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS**

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

Proposed revisions to the institutional core curriculum must be approved by the Coordinating Board. The revised curriculum for Phillips Community College of the University of Arkansas appears on the following pages. (Revisions are indicated in **bold** and *italics*.)

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the revised core curriculum for Phillips Community College of the University of Arkansas.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to distribute the state minimum core curriculum to all state colleges and universities.

STATE MINIMUM CORE CURRICULUM

Phillips Community College of the University of Arkansas

English/Communications

Nine (9) hours required from the following:

EH	113	Freshman English I
EH	123	Freshman English II
SP	243	Fundamentals of Speech

Math

Three (3) hours required from the following:

MS	123	College Algebra
MS	133	Trigonometry
MS	215	Calculus I

Science

Four (4) hours required from the following:

BY	114	General Biology I
BY	124	General Biology II
BY	134	Zoology
BY	144	Botany
BY	154	Anatomy and Physiology I
BY	164	Anatomy and Physiology II

Four (4) hours from the following:

CY	114	General Chemistry I
CY	124	General Chemistry II
PS	114	Physical Science
PS	215	General Physics
PS	225	General Physics

**Phillips Community College of the University of Arkansas
Page 2**

Fine Arts/Humanities

Three (3) hours required from the following:

EH	233	World Literature I
EH	243	World Literature II

Three (3) hours from the following:

EH	233	World Literature I
EH	243	World Literature II
EH	263	African American Literature
FA	213	Fine Arts
FA	223	Fine Arts
MSC	223	Music Appreciation
PHIL	153	Introduction to Philosophy
SP	123	Introduction to Theatre

Social Sciences

Three (3) hours required from the following:

HY	213	United States History to 1877
HY	223	United States History since 1877
PLS	213	American Federal Government

Six (6) additional hours required from the following:

ES	213	Principles of Macroeconomics
ES	223	Principles of Microeconomics
GEOG	213	Introduction to Geography
HY	113	History of Western Civilization to 1600
HY	123	History of Western Civilization since 1600
HY	153	Arkansas History
HY	223	United States History since 1877
PLS	223	State and Local Government
PSY	213	General Psychology
SY	213	Fundamentals of Sociology

Revised: April 30, 2004

**PH.D. IN INTERDISCIPLINARY BIOMEDICAL SCIENCES
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas for Medical Sciences (UAMS) to offer the Doctor of Philosophy (Ph.D.) in Interdisciplinary Biomedical Sciences, effective in the fall 2004. The program is within the role and scope established for the institution. The Board of Trustees of the University of Arkansas approved the program in January 2004.

Description of the Program

The proposed Ph.D. in Interdisciplinary Biomedical Sciences (IBS) is a reconfiguration of existing courses into a multi-departmental program. Existing courses will be drawn from the departments of anatomy and neurobiology, biochemistry and molecular biology, microbiology and immunology, pharmacology and toxicology, pathology, and physiology and biophysics. A director, who will be appointed from existing UAMS graduate faculty, will coordinate the new program.

Similar to existing Ph.D. programs at UAMS, students enrolled in the first year of the program will take courses and perform research rotations in laboratories of individual graduate faculty members. By the end of the first year, students can elect to continue with an existing departmentally based Ph.D. or enter an interdisciplinary, specialized track of the IBS program. Students who choose a specialized track of the IBS program will receive in-depth and integrated training in focal areas of biomedical science. The six specialized tracks are in the broad, interdisciplinary areas of Aging, Cancer, Cell Biology, Immunopathology, Infectious Disease, and Pathophysiology, and will require the addition of seven courses to those currently being taught in the departmentally based programs.

All IBS students will be required to complete six foundation courses in the following areas:

- Molecular biology
- Gene expression
- Cell biology
- Biochemistry
- Pathobiology
- Scientific ethics and communication

In addition to the foundation courses, an IBS seminar and at least three research rotations will also be required. After the first year of study, each track will require students to take electives that are offered in subjects important to the focus area.

Existing departmentally based Ph.D. degree programs will continue to be autonomous and operate according to their individual policies and procedures. Ultimately, the students will receive their doctoral degrees in either IBS or a selected departmentally based discipline.

Need for the Program

The Graduate Research, Education and Training (GREAT) Group of the American Association of Medical Colleges (AAMC) has been promoting the development of interdisciplinary graduate training programs for several years, and programs similar to the one proposed have been developed across the country. The need for the new program is dictated, in part, by the changing nature of biomedical research in the U.S. and the fact that graduate colleges on health sciences campuses are developing interdisciplinary programs in order to compete for qualified students.

Funding trends of the National Institutes of Health (NIH) and the National Science Foundation (NSF) indicate that these entities have a strong interest in interdisciplinary research. For example, the Integrated Graduate Education and Research Training (IGERT) programs of NSF focus on collaborative research crossing disciplinary lines in order to develop a diverse, engaged workforce; and NIH research is requiring the integration and application of knowledge gained from molecular and cellular research. Changes in the scientific climate indicate that doctoral graduates will be better served by degree programs that provide a core; interdisciplinary knowledge base followed by dissertation research that applies multi-disciplinary technical and experimental approaches.

When preparing this proposal, UAMS faculty and administrators discussed the three primary questions listed below:

- How does this program affect existing graduate degree programs on campus?
- Does the rearrangement of existing courses to fit this program adversely affect student progress or education, faculty time and effort, or established degree programs?
- Are there sufficient resources, intramural and extramural, to support the new program?

The UAMS Graduate Council and administrators considered each of these concerns and concluded that the new program is educationally sound, adequately supported, and will not adversely affect existing degree programs. Unless new extramural funding is obtained, the total number of Ph.D. graduates from UAMS will not significantly increase; however, the IBS program will produce better-prepared graduates because of its integrated and multi-disciplinary approach.

Reviewer's Report

Dr. Cary W. Cooper, Professor and Dean of the Graduate School of Biomedical Science, University of Texas Medical Branch, served as reviewer with ADHE staff for the IBS proposal. Dr. Cooper supported the need for the program by citing research skills and training that are now in demand. He said that finding solutions for complex scientific problems typically requires a team of scientists with different but complementary expertise. And, in response, many graduate schools of biomedical science have implemented interdisciplinary coursework and training so that graduates can work effectively with such teams.

Graduate schools on medical campuses that have endorsed the creation of interdisciplinary curricula believe that such training is needed. It supports collaborative science and produces graduates who are not automatically identified with a narrow scientific discipline. According to Dr. Cooper, graduate schools that have interdisciplinary training have found that applications to graduate school increase significantly when students have an option to enter uncommitted for one year.

The reviewer found that the proposed program fulfills the requirements for a quality program. The number of faculty members for each track are suitable to support the program and they have sufficient funding to conduct quality research. A major strength of the program is that it will increase the options for incoming students so that in addition to the six departmental tracks, they will have an additional six interdisciplinary tracks from which to select. Another strength is the flexibility of the IBS program and the students' ability to tailor the tracks with a variety of elective courses.

Program Costs

Support for the proposed program will be derived from existing graduate program funds provided by the UAMS College of Medicine. The program requires no additional faculty, library resources, facilities, equipment, or distance delivery costs. New costs, totaling approximately \$45,000 annually, will be used for program administration, office supplies, and student recruitment. Of the \$45,000 in new costs, \$10,000 will be designated as a salary supplement for the IBS Program Director.

Program Duplication

Health sciences campuses in surrounding states are representative of the national trend, with approximately one-half of the institutions offering some form of interdisciplinary biomedical sciences degree. The University of Oklahoma Health Sciences Center, the University of Tennessee Health Science Center, and the University of Missouri-Kansas City offer programs similar to the proposed Ph.D. in Interdisciplinary Biomedical Sciences. In contrast, the University of

Mississippi Medical Center, Louisiana Health Sciences Center-Shreveport, and Louisiana State University Health Sciences Center-New Orleans offer more traditional, departmentally based degrees.

Desegregation

Minority student enrollment represents approximately 7 percent of the graduate student enrollment in the master's and doctoral programs at UAMS. The institution anticipates that 10-15 percent of those enrolled in the IBS program will be minority students.

Degree Productivity

In 2002-03, 6 of the 7 (86 percent) doctoral programs offered by the University of Arkansas for Medical Sciences met Coordinating Board degree productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Ph.D. in Interdisciplinary Biomedical Sciences (CIP 30.0101) at the University of Arkansas for Medical Sciences, effective August 2004.

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 for Medical Sciences of this approval.

**PH.D. IN COMMUNICATION SCIENCES AND DISORDERS
OFFERED BY THE
UNIVERSITY OF ARKANSAS AT LITTLE ROCK,
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES,
AND THE UNIVERSITY OF CENTRAL ARKANSAS**

The administration and Board of Trustees of the University of Arkansas System and the University of Central Arkansas request approval for a consortium of the University of Arkansas-Little Rock (UALR), University of Arkansas for Medical Sciences (UAMS), and University of Central Arkansas (UCA) to offer the Doctor of Philosophy (Ph.D.) in Communication Sciences and Disorders (CSD). Student recruitment, selection, and admission will occur during the 2004-05 academic year and classes will begin in fall 2005. Each member of the consortium is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of UCA and UA approved the program in May and September 2002, respectively. If approved, this consortium program will be added to the role and scope of UCA and UALR.

History of the Proposed Program

UALR and UAMS began operating as a consortium to produce Master of Science degree graduates in communicative disorders more than 30 years ago. The result of this arrangement has been one department with one faculty that shares resources from both campuses and reports to deans on each campus. The UALR/UAMS existing master's program is accredited in both audiology and speech-language pathology through the Council on Academic Accreditation in Audiology and Speech-Language pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) and holds ASHA continuing education accreditation.

In 1998, representatives of the UALR/UAMS speech pathology program asked other master's program representatives in the state about their interest in creating a collaborative Ph.D. in Communication Sciences and Disorders. UALR/UAMS, UCA, and the University of Arkansas, Fayetteville (UAF) expressed interest in forming a consortium. Arkansas State University (ASU) declined the invitation to participate because the institution planned to submit a doctoral proposal independently.

In March 1999, UALR/UAMS, UCA, and UAF program chairs met with ADHE staff and affirmed each institution's commitment to the CSD consortium, and in the summer of that year notified ADHE of its intent to develop a doctoral proposal. Planning meetings continued for the purpose of identifying areas of faculty expertise and research strengths, developing the curriculum, and establishing a plan for program delivery.

Letters of notification for doctoral proposals were received from several institutions over the next few months and ASU submitted its proposal for a Ph.D. in CSD. In February 2000, AHECB expressed concern about the proliferation of doctoral programs in light of limited resources and invited external consultants to present recommendations on graduate education in the state.

At the AHECB meeting in July 2000, the review of ASU's CSD doctoral proposal was delayed and a moratorium was placed on new doctoral program proposals until January 2003; however, the AHECB agreed that the CSD consortium could submit its proposal because of the work that had been completed. The consortium was asked to prepare a preliminary proposal that described state and regional needs, new costs, and administrative support. In July 2000, ASU decided to join the consortium rather than continue to pursue approval independently.

The required preliminary program proposal was submitted to ADHE in November 2000, and after an external review, ADHE staff instructed the consortium to proceed with the full proposal. Representatives attended planning meetings and faculty retreats from all four institutions in 2001. Then, in January 2002, UAF withdrew from the consortium citing lack of support and time to devote to program development. ASU, UALR, UAMS, and UCA reaffirmed their determination to proceed with the proposal.

The CSD doctoral proposal was submitted to ADHE in July 2002. A review team that included faculty and administrators from the University of South Florida, the University of North Carolina-Chapel Hill, and the Medical University of South Carolina expressed reservations about the proposal and concluded that a site visit was not necessary. In January 2003, ADHE staff informed the consortium that more program development work was needed, particularly related to logistics, and the group decided to withdraw the proposal from AHECB consideration. In July 2003, ASU informed ADHE staff that priorities had changed and the institution was no longer interested in participating in the CSD program consortium.

A new CSD doctoral proposal was developed by the current consortium members and submitted to ADHE in September 2003. A new Review Team was recruited from the University of Cincinnati and the University of Louisiana at Lafayette. Team members conducted a site visit in November 2003 and filed their team report in December 2003.

Description of Program

Two programs in the state, the current UAMS/UALR consortium program in audiology and speech pathology and the UCA program in speech-language pathology, are proposing a doctoral program in communication sciences and disorders. The proposed program is a research-based doctoral program leading to the Ph.D. degree and is intended to prepare graduates to work as faculty and researchers at institutions of higher education (the teacher-scholar model). The consortium has designed a curriculum that is rigorous in its research base; yet, broadly framed to allow for several different areas of specialization in related disciplines. Graduates will be prepared for teaching, research, grant writing, and supervision through classroom, internship, and mentoring activities.

The program curriculum was developed on principles delineated in the *Handbook of Research Education in Communication Sciences and Disorders* published by American Speech-Language-Hearing Association (ASHA) and includes 70 credit hours of coursework that will allow full-time students to complete degree requirements in three to four years. The curriculum is designed to provide (1) advanced content study in the discipline; (2) immediate and sustained experience with research (design, implementation, publication); (3) academic and “hands-on” training in grantsmanship; and (4) coursework and internships related to teaching, supervision, and other aspects of professional development.

After completion of the required coursework, students will be required to take a comprehensive examination that includes both written and oral sections. Students must demonstrate mastery of knowledge at the doctoral level and receive an overall grade on both the written and oral examinations of at least 80 percent in order to progress to the dissertation. After students’ dissertation research is completed, they must orally defend it before the doctoral dissertation committee and other interested members of the consortium graduate faculty. Students must receive an overall grade of “pass” on the oral defense.

Admission to the program will require a master’s degree and a Certificate of Clinical Competency in speech-language pathology (CCC-SLP) or audiology (CCC-A). Student applications will be forwarded to the consortium office at the host campus (UAMS) for review by the program Admissions Committee. Student semester hours will be credited to the campus sponsoring each course and degrees-awarded will be reported to ADHE by consortium members on an annual basis. Due to Higher Learning Commission (North Central Association) restrictions on the conferring of degrees by consortia, UAMS will issue all diplomas to program graduates.

Strong areas of interdisciplinary research will be built between the consortium members. UALR and UAMS campuses will capitalize on interdisciplinary medical and rehabilitation work with their proximity and formal linkages to Arkansas Children’s Hospital and the Arkansas Veteran’s Health Care System. The UCA campus will offer strength for research in rehabilitation sciences, having interdisciplinary laboratories with its physical therapy, occupational

therapy, nursing, psychology, and special education programs. The four areas in behavioral neurosciences where collaborative research will initially begin are fluency and geriatrics/aging, dysphasia, craniofacial anomalies, and child language.

Need for the Program

Over the past two decades, movement of speech-language pathologists beyond school-based service into rehabilitation has resulted in an increased demand for practitioners. In states such as Arkansas, with high geriatric and at-risk populations, the demand for audiology and speech-language pathology services is particularly great.

To meet these demands, graduate programs across the country have been challenged to produce a sufficient number of competently prepared master's-level professionals while preserving the academic integrity of their curricula. Although accreditation standards of the CAA mandate that "a sufficient core of qualified, full-time speech, language, hearing doctoral-level faculty is essential for accreditation," it is becoming more difficult to maintain master's programs due to a severe shortage of doctoral-level faculty in communication sciences and disorders.

Nationally, during academic year 2000-2001, there was an anticipated need for 157 faculty positions in communication sciences and disorders with the number of projected doctoral graduates at only 83. There are approximately two academic openings for each new doctoral graduate, and to complicate matters, doctoral-level personnel are often recruited by medical, clinical, and research facilities where compensation is generally higher. In 2000, only 45 percent of doctoral graduates accepted faculty positions. This increased to 65 percent in 2001, but 48 percent of the faculty searches were still unsuccessful. Oller (2003) reported that the number of unfilled tenure-track positions in the field doubled from 1998 to 2000.

Speech-language pathology and audiology are ranked in the top 25 health professions with projected growth of 51% in a ten-year period. However, an insufficient number of doctoral faculty will eventually reduce the number of entry-level clinicians that can be trained by the programs in the state. This will result in a shortage of speech-language pathologists and audiologists both regionally and nationally.

University academic programs are not the sole employers of doctoral-trained speech-language pathologists and audiologists. Approximately 50% of ASHA members holding doctorates are employed by hospitals and clinics; rehabilitation agencies; and public preschool, elementary, and secondary schools. All three of these sources in Arkansas were surveyed in preparation of this proposal—public school administrators (n=135), hospital administrators (n=102), and rehabilitation agency administrators (n=6). All respondents indicated a desire for doctoral-level personnel. Of the 135 Arkansas school administrators surveyed, 27 indicated

that they would hire a doctoral-level speech-language pathologist. Survey results also indicated the need for eight doctoral-level practitioners to fill Arkansas' current needs in medical settings, such as hospitals, clinics, and rehabilitation agencies.

The factors detailed above—a documented shortage of individuals with doctoral-level training in communication sciences and disorders, a need for doctoral-level personnel across multiple settings, and an expressed desire to hire doctoral-level personnel—are paralleled by strong interest and demand for doctoral-level education by potential students. Fifteen hundred (1500) surveys were sent to individual clinical practitioners across a variety of settings. Of the 554 Arkansans who returned the questionnaire, nearly 60% (320) were interested in doctoral-level education. Commonly cited reasons for their interest included a desire to increase knowledge about communication disorders, increased job marketability, and increased job security.

Currently, doctoral programs at the University of Memphis, University of Oklahoma Health Sciences Center, and University of Missouri-Columbia are the nearest options for students in Arkansas wishing to pursue doctoral education. These traditional programs emphasize the research model found at many doctoral programs in these disciplines with limited emphasis on teaching and supervision. This proposed program differs from programs in the region because it addresses the need for faculty who provides instruction and conduct research. In other words, the proposed teacher-scholar model uniquely differs from other models because of its strong components in instruction, clinical supervision, and grant writing.

New Program Costs

Net new program costs will be approximately \$336,000 in Year 1 and \$405,000 in each of the next three years. The consortium members will contribute equally to support a half-time consortium program director and a full-time administrative assistant. Other new program costs include additional personnel (2 FTE doctoral faculty), maintenance and operation, equipment, and student stipends.

Consultants' Team Report

Dr. Nancy Creaghead, Chair of Communication Sciences and Disorders at the University of Cincinnati, and Dr. John Oller, Chair of Communicative Disorders and Director of the Doris B. Hawthorne Center for Special Education and Communicative Disorders at the University of Louisiana-Lafayette, served with ADHE staff on the site review team. Four essential questions were addressed during the course of the review. Is there a need for the Ph.D. program in Arkansas? Is there sufficient budgetary commitment for the proposed Ph.D. program? Is the administrative structure for the proposed Ph.D. program feasible? Does the consortium have faculty with sufficient research agendas to launch a Ph.D. program and maintain it into the foreseeable future?

With regard to the first question, the Review Team found several reasons to support the need for the program in Arkansas.

- To prepare educators of service providers (especially professors for the four master's granting institutions in Arkansas);
- To expand health care currently provided by the state;
- To maximize the research capabilities of the medical training centers of the state and better utilize existing grants and databases generated by them;
- To provide a model for consolidation and non-duplication in educational institutions throughout the state of Arkansas and the nation at large; and
- To help meet the national growing need for researchers/professors in communication sciences and disorders.

The Review Team found that a quality team of faculty consisting of 22 doctoral level professors in addition to a substantial support staff of clinicians and clinical supervisors across the state has been assembled. The Team identified three key strengths that will enable the consortium to deliver the proposed Ph.D. program. Those strengths are as follows: (1) Institutional commitment is evident based on the resources that have been designated for the existing Speech Pathology master's degrees and the proposed CSD doctoral program; (2) Leadership is in place and on the same page with respect to advocacy and willingness to deliver the program; and (3) Faculty research agendas show that excellent Ph.D. training is attainable.

The Review Team reported a list of 15 specific program strengths. These strengths related to faculty readiness and research endeavors, program ownership and responsibility, efficient and effective use of state funds, and the wealth of scholarly opportunities that will be offered to students. Challenges included program policy development, day-to-day logistics of the program, and the relatively few number of faculty who have directed dissertations. Finally, the Team recommended that the program needs to consider how to focus on areas of strength and how to develop new areas as faculty expertise and resources become available.

Program Duplication

Of 300 academic programs in communication sciences and disorders in the United States, 61 offer a research Ph.D. Doctoral programs in communication sciences and disorders located in adjoining states include the University of Missouri-Columbia, University of Oklahoma Health Sciences Center, University of Memphis, Vanderbilt University, University of Tennessee, University of Texas (Austin and Dallas), Louisiana State University, Southeastern Louisiana University, and University of Louisiana-Lafayette.

Desegregation

Current minority student enrollment in the speech pathology departments of consortium members ranges from 10 to 13 percent, while minority student enrollment institution-wide ranges from 17 to 31 percent.

Degree Productivity

In 2002-03, 10 of the 11 (91 percent) doctoral programs offered by the consortium institutions met Coordinating Board degree productivity guidelines.

The following resolution is presented for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Ph.D. in Communicating Sciences and Disorders (CIP 51.0204) offered by the University of Arkansas-Little Rock, the University of Arkansas for Medical Sciences, and the University of Central Arkansas consortium, effective fall 2004.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board add the Ph.D. in Communicative Sciences and Disorders to the role and scope of the University of Central Arkansas.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board add the Ph.D. in Communicative Sciences and Disorders to the role and scope of the University of Arkansas at Little Rock.

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; the Chancellors of the University of Arkansas-Little Rock and the University of Arkansas for Medical Sciences; and the Chair of the Board of Trustees and President at the University of Central Arkansas of this approval.

AHECB TUITION POLICY FOR THE 2005-2007 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 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.

2005-07 Tuition and Mandatory Fee Recommendations

Increasing enrollment demands and declining state funding have resulted in an increasing tuition and fee burden upon the students in Arkansas as well as in the SREB region. In order for the AHECB tuition policy to maintain relevancy, adjustments in the current rates are recommended to more closely reflect that reality. In previous

biennia, the Higher Education Price Index (HEPI) was used to project the latest available average SREB tuition rates into the coming biennium and then Arkansas rates were based on a combination of student burden percentage and average SREB rates. However, tuition increases in the SREB region have outpaced HEPI. To more accurately reflect these increases, an inflation rate of 6.8 percent (calculated from a three-year compounded average from the SREB information) was used in order to project the 2002-03 SREB rates to 2005-07.

Two-Year Institutions

In keeping with AHECB policy that rates at two-year institutions with a local tax should be approximately 15 to 20 percent of the cost of education, the 2005-07 AHECB tuition and fee amount for two-year institutions with a local tax is recommended at \$1,230 (20 percent of the 2002-03 educational and general (E&G) expenditures per full-time equivalent (FTE) student). For institutions without a local tax, the rate is recommended at \$1,560 (25 percent of the 2002-03 E&G expenditures per FTE student).

Four-Year Institutions

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

Again, in keeping with the AHECB policy that undergraduate students bear between 25 and 30 percent of the cost of education for undergraduates and that tuition and fee rates for graduate education be higher than undergraduate rates in reflection of the higher cost of graduate education, the 2005-07 rates for funding purposes are recommended at \$3,900 for undergraduate, at \$4,560 for graduate, and at \$5,520 for doctoral FTE students.

Professional Schools

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

The following chart details the recommended student fee rates to be used for funding purposes for the 2005-07 biennium:

AHECB 2005-07 Tuition Rates		
	Annualized	/SSCH
Two-Year Institutions		
Local Tax	\$1,230	\$41
No Local Tax	1,560	52
Four-Year Institutions		
Undergraduate	3,900	130
Graduate	4,560	190
Doctoral	5,520	230

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

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

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the tuition and mandatory fee recommendations described in this agenda item, recognizing that these amounts are established as required by A.C.A. §6-61-215 for use in the 2005-07 funding formulas for colleges and universities.

FUNDING FORMULAS FOR THE 2005-07 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. Both the two- and four-year institutions have need-based formulas that recognize the differences in student semester credit hour (SSCH) production by discipline with the more expensive programs generating higher funding levels; the four-year 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.
- **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- and four-year institutions 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.
- **Restoration of Base Losses** – The two-year institutions will include restoration of WorkForce 2000 and RSA base funding.

Two-Year Institutions

This Mini-Model is seen as a long-term methodology for funding colleges and has been used in the two previous biennia for funding calculations. The components of the Mini-Model are as follows:

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

General Education	22 students / 660 SSCH
Technical Education	16 students / 480 SSCH
Basic Skills	16 students / 480 SSCH
Allied Health	14 students / 420 SSCH

Small School Adjustment: If an institution does not generate a minimum of 26 FTE faculty using actual SSCH production, a small school adjustment is made using the minimum of 26 FTE faculty. This adjustment was not used for the 2003-05 biennium because no institution generated less than 26 FTE faculty.

- **Faculty Salaries:** The total FTE faculty generated above is **adjusted for part-time faculty** and faculty salaries are calculated as illustrated below.
 - **Institutions with < 1,500 FTE students**
Of the total FTE faculty, 70 percent are considered full-time and 30 percent are considered part-time. The 70 percent that are considered full-time are assigned a full-time salary equal to the projected SREB average for 2005-07. The 30 percent considered part-time are assigned a part-time salary equal to 50 percent of the calculated full-time salary.

- **Institutions with $\geq 1,500$ FTE students**
Of the total FTE faculty, 60 percent are considered full-time and 40 percent are considered part-time. The 60 percent that are considered full-time are assigned a full-time salary equal to the projected SREB average for 2005-07. The 40 percent considered part-time are assigned a part-time salary equal to 50 percent of the calculated full-time salary.
- **Other Academic Support Categories:** The calculation for Academic Support is 60 percent of Teaching Salaries and currently includes Departmental Operations, Libraries, Museums and Galleries, Organized Activities, Public Service, and Other Academic Support. In addition, for all institutions, \$35,000 is added to the 60 percent aggregate for a staff salary in public service.
- **Student Services:** Student Services is calculated based on a variable rate per student using the mean of FTE students and headcount. The rates are \$650 each for the first 750 students, \$450 each for the next 2,250 students, \$250 each for the next 7,000 students.
- **Physical Plant:** Physical Plant is calculated at a rate of \$4.85 per square foot of educational and general (E&G) space as reported in the 2004 Facilities Audit Program (FAP), which includes space that will be on-line by mid-biennium at the latest.

Maximum Square Footage Allowed. When an institution exceeds the two-year college standard of 161 square feet per FTE student the Physical Plant calculation sets a maximum recommendation (or a cap) using the lesser of the institution's actual E&G square footage or 150 percent of the square foot amount generated by multiplying the institution's latest FTE by 161. (An institution will not be funded for square footage greater than 150 percent of the standard square feet per FTE student.)

Intensity Factor for Square Footage Below Standard. When an institution has fewer square feet per FTE student than the two-year college standard of 161 square feet per FTE student, an intensity factor is calculated using the ratio of FTE times 161 to actual square footage. In this case, institutions receive additional funding when they have less than 161 square feet per FTE.

- **Institutional Support:** Institutional Support is calculated at 18 percent of E&G expenditures.
- **Staff Benefits:** Staff Benefits are calculated at 26 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 for the first 10,000 non-credit contact hours, \$7 for the next 10,000 non-credit contact hours, and \$6 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.

Four-Year Institutions

This biennium the funding formula for the four-year institutions will be a need-based formula rather than a distribution mechanism for the allocation of new state revenues available for higher education. This is a change from the past two biennia where the Student Production Model was used as the distribution formula for the allocation of additional available funds.

Beginning last summer meetings were held with university presidents, chancellors and legislators that identified the necessity for a new funding model that would do two things. First, the formula would fund the same level and discipline of student semester credit hours (SSCH) at the same amount for all universities (e.g., a freshman English course would be funded at the same level at UAF as at HSU, a college algebra course would be funded at the same level at ASUJ as at UAM) and then, the formula would determine some minimum level of funding needed for each university.

During development of this need-based funding formula, ADHE staff research found that the University of Delaware, Office of Institutional Research has been and continues reviewing the expenditures of colleges and universities by academic program and by level. Three Arkansas institutions, the University of Arkansas at Fayetteville, the University of Arkansas at Little Rock, and Arkansas State University, are among the 175 institutions that participate in the data collection. ADHE staff research also found that the University of North Carolina System (UNCS) uses the results of the Delaware study to determine the funding needs of all the universities in its system.

While use of the UNCS model would accomplish the goal of depicting each university's need for an adequate funding level, it would not provide the same funding for the same type and level of SSCH. To achieve this goal required modifications to the UNCS model. The faculty load factors and the cost relationships of the expenditure functions provided by the Delaware study would provide an empirical basis for a new need-based funding model; however, to give each institution the same funds for freshman English would require two departures

from the UNCS formula. Those departures would have to be in the average teaching salary used as the basis for the model and in the local tuition and mandatory fees used to provide part of the identified funding need.

- Full-Time Equivalent Faculty:** The UNCS determined that the 52 academic disciplines normally used to classify instructional programs could be grouped into four categories on the basis of similarity of program costs/expenditures. The UNCS also determined that the traditional levels (lower level undergraduate, upper level undergraduate, masters, specialist, first-professional, and doctoral) could be reduced to three levels in terms of cost differentials, undergraduate, graduate, and doctoral. North Carolina combined the lower and upper levels of undergraduate into one group to discourage the tendency to classify a course as upper level simply to generate higher funding recommendations and to encourage institutions to use better-qualified faculty, hence higher paid, to teach those freshman general education classes, which are so critical to the eventual success of entering students (retention improvement measure). This resulted in a 12-cell matrix with all SSCH being distributed into four cost categories at three levels, undergraduate, graduate, and doctoral.

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

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

	<u>Undergraduate</u>	<u>Graduate</u>	<u>Doctoral</u>
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) just as they are in the UNCS model.

- Faculty Salaries:** At this point, the proposed formula departs from the UNCS formula. Where UNCS multiplies a university’s total FTE faculty by a single mean SREB salary for that institution’s SREB type, in Arkansas each institution’s subtotal of FTE at each level (undergraduate, graduate, and doctoral) is multiplied by the SREB mean faculty salary that is specific to that level. Thus, each institution receives the same faculty salary amount per its

SSCH in the four cost categories and at each level. Since the other expenditure function computations are a percentage of faculty salaries all institutions receive the same funding recommendation for the same kind of SSCH. The 2002-03 SREB faculty salary for each level would be inflated to 2005-07 biennium.

- **Other Instructional Support:** 45 percent of teaching salaries. The expenditures covered in this calculation are academic departments' operating expenses, staff benefits, and non-credit instruction.
- **Library:** 11 percent of the sum of teaching salaries and other instructional costs. The expenditures covered in this calculation are library staff salaries and benefits, operating expenses, collections acquisitions, and information technology.
- **General Institutional Support:** 54 percent of the sum of teaching salaries and other instructional support. The expenditures covered in this calculation are Other Academic Support, Student Services, and General Institutional Support.
- **Research:** 5 percent of the undergraduate teaching salaries, 25 percent of the graduate teaching salaries, and 50 percent of the doctoral level teaching salaries generated by the model are the percentages used for research funding. The UNCS model did not address research funding because North Carolina funds only the needs resulting from enrollment increases. These proposed percentages for the research function were determined by the faculty release time for research mandated by accrediting agencies for graduate and doctoral programs. The goal of equal funding across disciplines and levels is maintained by this research formula.
- **Public Service:** 3 percent of teaching salaries. This is a deviation from the UNCS model because they fund annual enrollment changes only (enrollment changes do not translate into changes in Public Service expenditures).
- **Special Mission:** The UNCS formula also recognizes unique missions of institutions and provides non-enrollment driven funding for institutions with special missions. The special missions recognized in the UNCS model were a historically minority/disadvantaged student mission and a declared undergraduate liberal arts mission. For Arkansas institutions the following special missions were used:
 - **Historically Minority Mission** – An amount equal to 10 percent of the FTE generated funding is added to UAPB in recognition of its historical minority/disadvantaged student mission, which is consistent with mission specific funding in North Carolina and other states.

- Land Grant Mission** – Again, because the UNCS formula is driven by new, additional enrollment only, the UNCS formula does not recognize the research efforts driven by the federal status of a land-grant institution. An amount equal to 10 percent of the teaching salaries generated by the formula is added to the total funding need for UAF and UAPB.
- Small School Diseconomy of Scale Adjustment** – In North Carolina a small institution is 3,000 FTE or less and the adjustment is 10 percent of the SSCH generated funding. This did not fit the Arkansas experience. An adjustment for 3,500 FTE students was determined to be more applicable for Arkansas and a per capita measure on a decreasing scale was determined to be more applicable than a percentage of total funding. The rates are as follows:

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

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

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

The Academic Space Needs Model defines an institution’s square footage needs in five areas: Teaching, Library, Research, Office, and Academic Support. The Academic Space need is determined for the academic discipline and level of the institution’s SSCH produced. After the Academic Space needs are determined the Institutional Support square footage needs

for student services, financial aid, counselors, computer staff, administrative personnel, etc., are determined as a percentage of the academic space. Whether an institution has excess square footage or a shortage of square footage is determined by subtracting the projected space needs from the institution's actual square footage. Excess square footage and additional square footage needed are funded at half the rate for existing needed square footage. This accomplishes two things; it discourages keeping unneeded square footage on the books to get additional funding and it gives some relief to institutions who are experiencing higher maintenance costs as a result of the intensity of use of the facilities.

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

Non-Formula

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

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

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the funding policies described in this agenda item to be used by the institutions and Department in preparing appropriation requests for the 2005-07 biennium.

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

The University of Central Arkansas requests approval of the economic feasibility of plans to issue bonds totaling approximately \$20.5 million with terms of up to 30 years at an interest rate of approximately five percent for both educational and general (E&G) and auxiliary purposes. The University of Central Arkansas Board of Trustees approved this bond issue on March 16, 2004.

The \$16 million auxiliary bond issue will consist of an \$11 million, 30-year bond for construction of a 70,000 square-foot Residence Hall. The remaining \$5 million, 20-year bond would be used to purchase an apartment building and renovate university-owned apartment buildings. Housing and food service revenues will secure to the debt service.

The E&G issue of a \$4.5 million 10-year bond will be used for technology infrastructure improvements. Tuition and fee revenue will secure the debt service.

Debt service for the bond issue will be funded from two sources of income: tuition and fee revenue for the E&G portion and net revenues from housing and food service for the auxiliary portion. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to E&G debt service. In addition, Coordinating Board policy on debt service for auxiliary purposes states that annual net auxiliary revenues should be no less than 120 percent of the total annual auxiliary debt service.

Relevant data follow:

<u>Educational and General Portion</u>	
Actual 2002-03 Tuition and Fee Revenue.....	\$ 29,827,411
Maximum Allowable Debt Service	
(\$29,827,411 x 25%).....	7,456,853
Existing Debt Service.....	1,426,904
Estimated Debt Service for Proposed Issue.....	540,000
Total E&G Debt Service.....	1,966,904
Tuition and Fee Revenue Remaining for	
Additional Debt Service.....	\$5,489,949

Auxiliary Portion

Projected 2004-05 Net Auxiliary Profit.....	\$3,292,777
Maximum Annual Debt Service (\$3,292,777/120%).....	2,743,981
Existing Debt Service.....	1,528,383
Estimated Debt Service for Proposed Issue.....	1,040,000
Auxiliary Revenue Remaining for Additional Debt Service.....	\$175,598

The above data demonstrates that the University of Central Arkansas has sufficient revenue to support a bond issue of approximately \$20.5 million, with terms of up to 30 years at an interest rate of approximately five percent to be funded from both E&G and auxiliary revenue.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Central Arkansas to issue housing funded bonds of approximately \$11 million with a term of up to 30 years at an interest rate of approximately five percent, another housing issue of approximately \$5 million with a term of up to 20 years and an interest rate of approximately five percent and an E&G funded issue of approximately \$4.5 million with a term of up to 10 years at an annual interest rate of approximately five percent.

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

**APPROVAL OF AMENDED RULES AND REGULATIONS
STATE TEACHER ASSISTANCE RESOURCE (STAR) PROGRAM**

This agenda item presents amended rules and regulations for the Arkansas State Teacher Assistance Resource (STAR) Program, which are necessary to comply with Act 48 of 2003 of the Second Extraordinary Session of 2003. The Financial Aid Division of ADHE will administer this program.

The STAR Program was created by the 2003 Arkansas General Assembly as a loan forgiveness program to serve as an incentive to induce Arkansans to enter the field of teaching, particularly in high-need areas. The STAR Program replaces the current Emergency Secondary Education Loan (ESEL) Program, by expanding and enhancing the provisions of ESEL, which is also a teacher loan forgiveness program. Set to begin in the Fall semester of 2004, ADHE began accepting applications for the STAR Program in March 2004.

The rules and regulations for the STAR Program currently have the following provisions:

- Provides \$3000 per year to recipients going into a subject shortage area or \$3000 per year for those agreeing to teach in a geographic shortage area or academically distressed school district. The program will pay up to \$6000 per year for students who agree to do both.
- Awards will be prioritized based on subject shortage area, then geographic shortage area and academically distressed areas, with applicants ranked according to major and cumulative college GPA.
- Sets aside money for repayment of loans for recent teacher Ed graduates in a subject area beginning with those graduating after April 30, 2004.
- Creates the STAR Program Commission to replace the ESEL Advisory Committee.
- Program will be heavily marketed to high school seniors, freshmen and sophomore students, with awards beginning upon admittance to a teacher ed program. ADHE will also be targeting other student populations to recruit students into the field of teaching.

- To have loan forgiven, recipients shall teach in their subject or shortage area in an Arkansas public school one year for every year loan funds were received.

The amendments to the program will have the following effects on the program:

- Allow sophomore students who have been admitted into a teacher education program AND sophomore students in AAT programs to participate
- Allow students who are pursuing the MAT to participate
- Deletes requirement for monitoring whether student has taken the rising junior test
- Changes credit hour requirements
- Allows ADHE the flexibility to extend the deadline if needed
- Clarifies eligibility requirements to meet legislative intent
- Provides ADHE with additional options for tracking teacher employment

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the amended rules and regulations that will govern the Arkansas State Teacher Assistance Resource (STAR) Program. The hearing will be held on April 30, 2004, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the amended rules and regulations presented in this agenda item for the Arkansas State Teacher Assistance Resource (STAR) Program administered by the Arkansas Department of Higher Education.

FURTHER RESOLVED, That, by the adoption of these amended rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2004-05 academic years.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas State Teacher Assistance Resource (STAR) Program.

**STATE TEACHER ASSISTANCE RESOURCE (STAR)
PROGRAM
RULES AND REGULATIONS**

RULE 1 – ORGANIZATION AND STRUCTURE

- I. The Arkansas Department of Higher Education (ADHE) shall administer the State Teacher Assistance Resource (STAR) Program, hereafter known as STAR, within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.

- II. State Teacher Assistance Resource (STAR) Program Commission
 - A. The 11-member STAR Program Commission shall consist of the following:
 - 1. The Lieutenant Governor, or his or her designee;
 - 2. The chairperson of the State Board of Education, or his or her designee;
 - 3. Three (3) persons appointed by the Governor;
 - 4. Three (3) persons appointed by the President Pro Tempore of the Senate; and
 - 5. Three (3) persons appointed by the Speaker of the House of Representatives.

 - B. The appointed commission members shall be:
 - 1. Individuals who have demonstrated a commitment to education; and
 - 2. Residents of the State of Arkansas at the time of appointment and throughout his or her term.

 - C. In 2003, three (3) members shall be appointed by the Speaker of the House of Representatives as follows:
 - 1. One (1) for a term to expire June 30, 2005;
 - 2. One (1) for a term to expire June 30, 2006; and
 - 3. One (1) for a term to expire June 30, 2007.

 - D. In 2003, three (3) members shall be appointed by the President Pro Tempore of the Senate as follows:

1. One (1) for a term to expire June 30, 2005;
 2. One (1) for a term to expire June 30, 2006; and
 3. One (1) for a term to expire June 30, 2007.
- E. In 2003, three (3) members shall be appointed by the Governor as follows:
1. One (1) for a term to expire June 30, 2005;
 2. One (1) for a term to expire June 30, 2006; and
 3. One (1) for a term to expire June 30, 2007.
- F. Subsequent appointments are for a term of four (4) years. If a vacancy occurs in an appointed position, for any reason, the vacancy shall be filled by appointment by the official that made the appointment. The new appointee shall serve for the remainder of the unexpired term.
- G. The Lieutenant Governor or his or her designee shall serve as the chairperson.
- H. The commission shall meet at times and places the chairperson deems necessary, but no meetings shall be held outside of the State of Arkansas. A majority of the members of the commission shall constitute a quorum for the purpose of transacting business. All actions of the commission shall be by a majority vote of the full membership of the commission. The commission shall promote the STAR Program, encourage participation by high school students, and select the recipients for the STAR forgivable loans.
- III. The Arkansas Department of Higher Education shall provide staff and office space to the commission.
- IV. When functioning under Act 1804 of 2003, and any subsequent legislation, ADHE shall follow provisions of the Administrative Procedures Act.

RULE 2 - LOAN ELIGIBILITY CRITERIA

- I. Eligibility Criteria
 - A. Applicants must be bona fide Arkansas residents, as defined by the Arkansas Department of Higher Education, for at least six months prior to the application deadline.
 - B. Applicants must be a citizen of the United States or a permanent resident alien.

- C. Applicants must be admitted to an approved program in an approved Arkansas institution resulting in teacher licensure and:
 - 1. enrolled full-time; and
 - 2. entering his or her ~~junior or senior~~ **sophomore or subsequent** year.
- D. Applicants must have a minimum 2.75 cumulative grade point average on a 4.0 scale.
- E. ~~Applicants must have taken the standardized rising junior test provided for in § 6-61-114.~~
- F. Any recipient of an Emergency Secondary Education Loan (ESEL) may qualify for a forgivable loan under State Teacher Assistance Resource Program, and shall continue to fulfill any existing obligation under the terms of any loans received under the ESEL Program.

II. Continued Eligibility

The Arkansas Department of Higher Education will renew awards for a ~~second~~ **subsequent** academic year to recipients who meet the criteria set forth in Rule 2, Paragraphs I, A-E; and who **have** completed at least ~~27 semester credit hours during the first full academic year and a total of at least 30 semester credit hours thereafter~~ **24 semester credit hours per academic year.** **Students enrolled in a graduate program must complete a minimum of 18 credit hours per academic year.**

RULE 3 – SELECTION PROCESS

I. Applications

- A. Solicitation of Applicants
 - 1. Program information and applications are mailed to the following:
 - a. Colleges/Schools/Departments of Education
 - b. Deans/Chairpersons of the Colleges/Schools/Departments of Education

- c. Financial Aid Directors/Officers
 - d. Teacher Certifying Officials
 - e. Other campus personnel, such as advisors, etc. who express an interest in disseminating applications to prospective students.
 - f. Applications are also available upon request from the Arkansas Department of Higher Education.
2. The Arkansas Department of Higher Education staff will disseminate program information through workshops, meetings, press releases, the Departmental newsletter, and other means deemed appropriate.
- B. The application deadline is ~~May 1 each year~~ **shall be stated on the application form each year. The ADHE shall have the authority to extend the deadline as needed to ensure a quality applicant pool so long as sufficient public notice is provided.**
- C. Upon receipt by ADHE, applications are reviewed to ensure that all pertinent data is included. A letter is mailed to each applicant confirming the receipt and completeness of the application. For those whose application is either incomplete or ineligible, a notice will be sent identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information. Before an applicant can be considered for an award, the corrected/missing information must be received by the ADHE by the deadline indicated in the Incomplete/Ineligible Notice.
- II. Ranking of Applicants
- Applications are ranked according to a combination of components including, but not limited to:
- A. Cumulative grade point average,
 - B. Major grade point average,
 - C. Subject area of teacher licensure being sought;
 - D. Geographical area of the state the applicant plans to teach; and

- E. The applicant is a prior recipient. If a prior recipient remains qualified, he/she will be given priority for any future awards.
- F. Graduates of AAT programs who pass the Praxis I, **or students in a two-year teacher education program; or**
- G. **Students who are enrolled in a Master of Arts in Teaching Program.**

III. Selection and Notification of Loan Recipients

- A. The STAR Program Commission shall review ranked applicants and select recipients for the STAR Program forgivable loans.
- B. Selected forgivable loan recipients will be mailed award notices stating their eligibility for the program and the conditions for continued eligibility. This award, when combined with the recipient's other sources of financial aid, may not exceed the total cost of education **attendance.**
- C. Prior to the disbursement of funds, loan recipients will receive a promissory note for the purpose of entering into a loan agreement with ADHE. The terms of the loan agreement will include the general purpose, repayment and deferment procedures, interest calculations, and a schedule of advances. The promissory note shall be signed by the loan recipient and by a co-maker of eligible age. Modifications to any award amounts will be confirmed through the issuance of a new promissory note.

IV. Disbursement of Forgivable Loan

The forgivable loan will be disbursed equally for the Fall and Spring terms. Funds will be sent to the institution indicated by the student. After verification of full-time enrollment for the loan recipient, funds will be disbursed in accordance with the institution's disbursement policy.

RULE 4 - LIMITATIONS OF LOAN AWARDS

- I. The State Teacher Assistance Resource (STAR) Program shall be used to provide:
 - A. A two-year forgivable loan if the recipient is in a four-year teacher education program, or a three-year forgivable loan if the recipient is in a five-year teacher education program, in the amount of three

thousand dollars (\$3,000) per year for a junior or senior admitted to a teacher education program who commits to teach in a public school located in a geographical area of the state designated as having a critical shortage of teachers OR in a subject matter area designated as having a critical shortage of teachers.

- B. A two-year forgivable loan if the recipient is in a four-year teacher education program, or a three-year forgivable loan if the recipient is in a five-year teacher education program, in the amount of six thousand dollars (\$6,000) per year for a junior or senior admitted to a teacher education program that commits to teach in a public school located in a geographical area of the state designated as having a critical shortage of teachers AND in a subject matter area designated as having a critical shortage of teachers.
- C. A loan repayment for federal student loans in the amount of three thousand dollars (\$3,000) per year for each year a certified teacher, who graduated from a teacher education program after April 2004, teaches in a public school located in a geographical area of the state designated as having a critical shortage of teachers **or in a subject matter area designated as having a critical shortage of teachers**. Total term of federal student loan repayment shall not exceed three years.
- D. A loan repayment for federal student loans in the amount of six thousand dollars (\$6,000) per year for each year a certified teacher, who graduated from a teacher education program after April 2004, teaches in a public school located in a geographical area of the state designated as having a critical shortage of teachers AND in a subject matter designated as having a critical shortage of teachers. Total term of federal student loan repayment shall not exceed three years.
- E. A student may receive the STAR and Academic Challenge or Governor's Distinguished Scholarships, to the extent the receipt of both awards would not violate the provisions of § 6-80-105.
- F. No student may participate in more than one (1) forgivable loan program supported with state money.

RULE 5 - REPAYMENT OF LOAN

- I. Terms of Repayment
 - A. The ADHE shall forgive one (1) year of the loan for each consecutive year the recipient teaches full-time in a shortage area in accordance with the terms of the recipient's initial commitment commencing no later than nine (9) months from the date of graduation.
 - B. The forgivable loan may be terminated if the recipient withdraws from school or does not meet the standards set by the ADHE.
 - C. Verification of the loan recipient's employment will be conducted once a year, in June, through the school superintendent's office in the recipient's employment district **or through records on file with the Arkansas Department of Education.**
 - D. Loan recipients who do not teach full-time in a public school located in geographical area of the state designated as having a critical shortage of teachers or in a subject matter designated as having a critical shortage of teachers shall begin repayment in nine (9) months of completion of the teacher education program. The loan(s) shall be repaid within a maximum of five (5) years, plus accrued interest according to an interest and repayment schedule.
- II. Interest on Loan
 - A. Interest will begin accruing on September 1 after completion of the program, or immediately after termination of the forgivable loan, whichever is earlier.
 - B. Interest will not accrue and installments need not be paid when an official deferment has been approved by the Arkansas Department of Higher Education. Any recipient who wishes a deferment must submit an application for deferment to ADHE for approval.
- III. Deferment of Loan
 - A. At the discretion of ADHE scheduled loan repayments may be deferred if it is determined by ADHE that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:

1. The recipient is engaged in a full-time graduate or doctoral program after completion of a four-year or five-year teacher education program. This must be verified by the Registrar's Office.
 2. The recipient is seeking and unable to find employment as a teacher in an approved shortage field for a single period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for employment. ADHE will verify this information with the superintendent's office in that school district.
 3. The recipient is temporarily totally disabled, for a period not to exceed three years, as established by sworn affidavit from a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
 4. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
 5. The recipient is engaged in active duty as a member of a uniformed service. The recipient must provide their Uniformed Service Serial Number, Branch of Service and a copy of their military orders.
 6. Other extraordinary circumstances that would prevent the recipient from repaying the debt within the contractual obligations of the note may be considered.
- B. To qualify for a deferment, a recipient must notify ADHE of their claim for the deferment and provide supporting documentation on a Request for Deferment form that will be supplied by ADHE upon request. The Request for Deferment form must be completed and returned to ADHE by the recipient. The recipient will be notified within ten (10) days of approval or disapproval of any application for a deferment.

IV. Cancellation of Loan

ADHE will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or
- B. On the basis of a death certificate or other evidence of death, that is conclusive under state law, the recipient has died.

V. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal and all interest accrued thereon.

VI. Grace Period

There will exist a nine-month grace period following completion of the teacher education program graduation before the recipient must begin teaching in a public school in the state in accordance with the student's initial commitment or shall begin repayment of the loan in accordance with the terms of the note executed.

VII. Failure to Repay

Loan recipients required to repay their loan(s) who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt and shall have their teaching license in Arkansas revoked by the State Board of Education.

RULE 6 - INSTITUTIONAL RESPONSIBILITIES

I. College/University Responsibilities

A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the State Teacher Assistance Resource Program and to receive all communications, forms, etc. This representative is responsible for program disbursement, completing all forms, verification data, and complying with all program rules and regulations. The institution must comply with these responsibilities in order to maintain continued eligibility status.

B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of these funds.

C. Institutional Verification

The institution shall provide certification to ADHE each semester after registration, giving the names of the program loan recipients who are officially enrolled as full-time students. This information is reported on a verification roster. The certifying official is responsible for completing the verification roster two times a year. The verification roster will be mailed to the financial aid director at the time of registration for each term. The signed STAR verification roster should be returned to ADHE by November 1 for the Fall term and May 1 for the Spring term. The verification roster is an alphabetical listing by institution of all persons receiving STAR loans for a given academic semester. Students who are not enrolled full-time in the current term shall not receive loan benefits in that term.

D. Deadlines for Check Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding warrants or electronic funds transfers not disbursed must be returned to the Arkansas Department of Higher Education.

E. Refund Policy

It is the institution's responsibility to notify ADHE of the names of any persons owing a refund, the date of the withdrawal, and the refund amount. This information should be placed on the institution's verification roster before returning it to ADHE.

F. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by ADHE on any current or former loan recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the State Teacher Assistance Resource Program. The Arkansas Department of Higher Education will periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

RULE 7 - LOAN RECIPIENT'S RESPONSIBILITY

I. Recipient's Responsibility

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

Change in name;

Change in residence;

Change in institution;
Change in full-time status;

Change in course of study; and/or

Change in employment.

Failure to notify the Arkansas Department of Higher Education of a change in status will affect future eligibility or collection status.

RULE 8 - COLLECTION OF LOAN

I. Collection of Loan

Accounts will be retained by ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment. The account will be turned over to a vendor for repayment. The student will be notified by mail that their account is being placed with a vendor for collections and they will be sent a loan amortization schedule along with the letter. The account will remain with the vendor until repaid or 120 days past due. Loan recipients who are determined by ADHE to be 120 days delinquent will be mailed their first letter of notification ten (10) days after the installment payment is due. The co-signer will be notified at the same time. If payment is not forthcoming within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring their account is delinquent and requesting that the account be immediately brought up to date. If the loan recipient has not responded within 90 days from the original payment due date, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not made within 30 days.

II. Skip Tracing Mechanisms

ADHE will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:

- A. Contact the Motor Vehicle Division of the Arkansas Department of Finance and Administration;
- B. Contact references listed on the recipient's application;
- C. Utilize telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address;
- D. Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended;
- E. Contact creditors, such as credit card companies, credit bureaus, or GSL lender;
- F. Contact recipient's field of study--professional organization, union, or licensing board;
- G. Contact post office;
- H. Contact utility companies; and,
- I. Contact Chamber of Commerce.

III. Credit Reporting Agencies

Defaulted recipients and/or co-signers will be reported to the following Credit Reporting Agencies:

- A. CSC Credit Reporting Services, Inc.
- B. T R W Credit Data
- C. Trans Union Credit Reporting

Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. ADHE will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.

IV. State Income Tax Set Off

By the authority of Act 345 of 1993, the Department of Higher Education has been included as a claimant agency for the setoff of debts against state tax refunds.

V. Litigation

No sooner than 30 days after sending the third letter of notification, ADHE shall institute a civil suit against the recipient and co-signer for repayment of the loan. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.01, ADHE must use Circuit Court. If the account is \$3,000.01 or above, ADHE may choose to use Small Claims Courts and waive the difference because of the expense involved in going to Circuit Court. If ADHE chooses to waive the difference, it cannot later try to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Courts are requested from the recipient's and/or co-signer's county of residence.

VI. Write-Offs

State Teacher Assistance Resource loans may be written off as uncollectible if ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:

- A. The cost of litigation would exceed the likely recovery if litigation were commenced; or
- B. The recipient and/or co-signer do not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collection activities must be submitted to the Administrator of the Department of Finance and Administration and approval from the Administrator must be received before STAR accounts may be written off.

VII. Nonpayment Penalties

- A. Loan recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

- B. Loan recipients who fail to meet their repayment obligations shall have their teaching license in Arkansas revoked by the State Board of Education.

RULE 9 - PROGRAM DEFINITIONS

The following definitions are used in the State Teacher Assistance Resource Program:

Academic Year	A measure of the academic work to be accomplished by the recipient. The academic year is defined as Fall and Spring semesters.
Approved Institution	An Arkansas postsecondary public or private college or university school that is currently accredited by a nationally recognized accrediting agency or association that has a teacher licensure program where those courses are directly creditable toward teacher licensure in a baccalaureate institution. The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws. The institution must have a signed administrative agreement with ADHE.
Award Year	The award year begins on July 1 of one calendar year, and extends to June 30 of the next calendar year.
Cancellation	ADHE shall cancel a recipient's repayment obligation if it determines: on the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under State law, that the scholar has died.

Cost of Attendance	The student's cost of attendance as defined by statute. It includes tuition and fees, books and supplies, room and board and other student's living expenses while attending school.
Default	Failure to repay the STAR in accordance with the terms of the Promissory Note provided that this failure persists for 180 days for monthly payments.
Deferment	This is a postponement of repayments and interest does not accrue while in this status. ADHE shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments during the time he or she is in deferment status.
Due Diligence	This process refers to those steps ADHE takes to collect STAR funds when a recipient enters repayment status. It includes: billing the scholar, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of all changes in the STAR Program that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.
Five-year Teacher Education Program	A program within a regionally accredited institution of higher education in Arkansas that will lead to obtaining a teacher certification and designated for completion in five (5) years with an award of a master's degree in education.
Four-year Teacher Education Program	A program within a regionally accredited institution of higher education in Arkansas that will lead to obtaining a teacher

certification and designated for completion in four (4) years with an award of a baccalaureate degree in education.

Full-time Student

A student enrolled in an approved Arkansas institution who is enrolled for a minimum of 12 semester credit hours ~~the first semester of their junior year at a college/ university and 15 semester credit hours~~ **in** each semester thereafter. Students must complete at least ~~27~~ **24** semester credit hours during the first full academic year and a total of at least 30 semester credit hours per academic year thereafter to remain eligible for the STAR Program. **Students enrolled in a graduate program must enroll in a minimum of 9 credit hours each term.**

Geographical Areas of the State Designated as Having Critical Shortages of Teachers

Any Arkansas school districts designated by the Arkansas Department of Education as having critical teacher shortages.

Grace Period

A nine-month period of time following the graduation of a recipient before the recipient must either take employment in a public school located in a geographical area of the state designated as having a critical shortage of teachers and/or in a subject matter designated as having a critical shortage of teachers or begin repayment of the loan.

Master of Arts in Teaching

A program within a regionally accredited institution of higher education in Arkansas that will allow graduate students to teach in a middle or secondary school while obtaining licensure. The Master of Arts in Teaching Program shall also be defined to include persons who are pursuing licensure in Arkansas through a program of nontraditional licensure.

Permanent Resident Alien

An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for

other than a temporary purpose with the intention of becoming a citizen or permanent

resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.

Promissory Note

The Promissory Note is a legal document obligating the recipient to repay the loan if he or she does not teach in a public school located in a geographical area of the state designated as having a critical shortage of teachers and/or in a subject matter designated as having a critical shortage of teachers one year for each year the student receives the STAR. The recipient's rights and responsibilities will be stated on the promissory note.

Satisfactory Academic Progress

To be maintaining satisfactory academic progress the recipient must maintain a minimum 2.75 cumulative grade point average on a 4.0 scale. Students must complete at least ~~27~~ **24** semester credit hours during the first full academic year and a total of at least 30 semester credit hour per academic year thereafter to remain eligible for the STAR Program. **Students enrolled in a graduate program must enroll in a minimum of 9 credit hours each term.**

Skip Tracing

A process for locating a recipient who is in repayment status. ADHE's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.

Subject Matter Designated as Critical Needs in the State of

Annually the Arkansas Department of Education certifies subject matter areas

Arkansas	based upon the results of surveys obtained from school districts in the state of Arkansas. This information is submitted to the U. S. Department of Education; hence, subject shortage areas are certified for the state of Arkansas for purposes of forgiveness of student loans, etc. The STAR Commission will accept these subject matter areas for the STAR Program.
Teach on a Full-time Basis	Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency in which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.
<u>Two-Year Teacher Education Program</u>	A program within a regionally accredited institution of higher education in Arkansas that will introduce students to the profession of teaching.
U.S. Citizen or National	The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory- Palau. The term "national" includes citizens of American Samoa or Swain's Island.

REPORT ON COLLEGE FINANCIAL ASSISTANCE PROGRAMS

The Arkansas Department of Higher Education administers seventeen financial assistance programs, serving 16,000 students with a projected \$43 million in 2003-04. Over the past years, ADHE has made various reports on a number of the scholarship programs and provided data to the Governor and legislators as they have decided how to make changes in the programs in past legislative sessions. As the staff developed the strategic plan for the agency, it was decided that one of the performance measures would be the issuance of a comprehensive report of the financial assistance programs the department administers. The report is contained in this agenda item.

The report contains the following information:

- A comparison, from 1990-2003, of the number of Arkansas high school graduates who have completed the college core curriculum;
- A comparison, from 1990-2003, of the college-going rate in Arkansas;
- A comparison, from 1996-2003, of the number of Arkansas students who scored 32 or higher on the ACT and have attended college in Arkansas;
- Retention and graduation rates of students who participate in the Academic Challenge Scholarship, the Governor's Scholars and Governor's Distinguished Scholars programs;
- A ten-year comparison of the number of minority college graduates from Arkansas colleges who were licensed to teach in Arkansas;
- A ten-year comparison of the number of college graduates from Arkansas who were licensed to teach in Arkansas in critical need areas as defined by the Arkansas Department of Education
- Recommendations regarding the improvement of these financial assistance programs.

This report requires no action on the part of the Board. Some of the recommendations in the report may be brought back for Board consideration and action at a future meeting.

The report will be submitted to the appropriate legislative committees in the next several months.

**Report on
College Financial Assistance
Arkansas Department of Higher Education
April 2004**

Introduction

For more than ten years, the State of Arkansas has invested in financial assistance programs for several strategic purposes, which include:

- Increase the access to higher education for a greater number of students
- Improve academic preparation of high school students
- Improve the retention and graduation rates of students
- Improve the state's workforce by targeting financial assistance programs for critical need jobs
- Increase economic development as the result of a better trained workforce

In 1991, ADHE administered nine (9) financial assistance programs which supported 11,000 students and spent \$5.4 million. In 2003-04, those numbers have increased to seventeen (17) scholarship programs supporting 16,000 students and approximately \$43 million will be spent. Thus, the state has increased its financial resources committed to providing educational opportunities for Arkansas students.

This report will examine the impact that the prominent programs have had upon the level of preparation of high school graduates for college, upon the retention and graduation rates of the recipients of these financial assistance programs, and the ability of institutions of higher education to address the need for teachers in Arkansas.

Report

This report examines the three types of financial assistance for students: need-based, merit-based, and targeted programs. The ADHE financial assistance programs are categorized as follows:

Need-based

- Academic Challenge Scholarship (ACS)
- Student Assistance Grant (SAG)
- Workforce Improvement Grant (WIG)

Merit-based

- Governor's Scholars (GS)
- Governor's Distinguished Scholars (GDS)
- Second Effort Scholarship

Targeted

- Arkansas Health Education Grant (ARHEG)
- SREB Doctoral Scholars
- Missing in Action/Killed in Action Dependents Scholarship
- Law Enforcement Officers' Dependents Scholarship
- National Guard Tuition Assistance Program
- Faculty Administrator Development Fellows

Targeted-Teacher Education Programs

- State Teacher Assistance Resource (STAR)
- Minority Teacher's Scholarships
- Minority Masters Fellows
- Arkansas Geographical Critical Needs Scholarship
- Teacher Administrator Grant

See Appendix A for descriptions of each ADHE financial aid program.

Academic Success

It is encouraging to note the significant improvement in the preparation of Arkansas high school students for post-secondary education. This has resulted in improved ACT scores, increased college going rate, lower remediation rates and increased retention and graduation rates.

1. One of the greatest successes attributed to financial assistance programs has been the change in course-taking behavior of high school students. Since the implementation of the Academic Challenge Scholarship, the percentage of students completing the college core curriculum has almost doubled. From 1990 until 2003, there has been a 95% increase (40% in 1990 and 78% in 2003) of seniors who have taken the more rigorous high school courses. This is due in large part to the fact that the primary eligibility criteria for the ACS program includes completing the high school courses included in the core curriculum for college preparation. (See Appendix B)

While the number of high school seniors completing the core curriculum has dramatically increased, the percentage of students being required to take remedial courses in college has decreased. In 1990 fall semester, 60% of high school seniors who entered an Arkansas public college or university were enrolled in at least one remedial course. For the 2003 fall semester, that percentage had decreased to 50% of high school seniors. During this same period of time, the number of students who have taken the ACT exam has increased by 25%.

2. Since 1990, the college going rate has increased from 48% to 61%. The college going rate measures the proportion of only Arkansas public high school graduates enrolling as full-time students in an Arkansas public or independent college or university during the fall semester immediately after finishing high school. Since most students enroll in college immediately after completing high school, the percentage of high school graduates making an immediate transition from high school to college is an indicator of the total proportion that will ever enroll in post-secondary education. The percentage, therefore, reflects the affordability and accessibility of higher education as well as the students' assessment of the value of attending college when compared to working, entering the military, traveling, or following other pursuits. In that the ACS was implemented during the time frame referenced, an inference can be made that the ACS has had an impact on the increase in the state's college going rate.
3. The Arkansas Governor's Distinguished Scholarship was established in 1997 as a means of encouraging Arkansas' best and brightest high school seniors to attend college at an Arkansas college or university. In 1996-97, the year before the GDS was implemented, 38% of Arkansas seniors who scored 32 or higher on the ACT enrolled in an Arkansas institution of higher education. From 1997 to 2003, 84% of these students enrolled in Arkansas colleges and universities. Clearly, the GDS has had the effect of convincing many more of the state's brightest students to seek their baccalaureate degree in their home state. It should be noted that prior to 2001, the percent remaining in the state was slightly higher. Originally, the GDS paid full tuition, mandatory fees, and room and board at any Arkansas public or private college or university. Beginning with 2002, the scholarship amount was capped at \$10,000 per year. The capped scholarship amount and the uncertainty of funds availability in 2002 and 2003 caused the success rate to drop minimally.

Retention and Graduation Rates

1. The retention and graduation rates of recipients of the Academic Challenge Scholarship and students in the Governor's Scholars and Governor's Distinguished Scholars Programs indicate that these students have a higher first-year retention rate and graduate at a significantly higher graduation rate than students who do not participate in the programs. Appendix C has detailed information concerning first-year retention rates for the three programs.

In the most current year, the 1997 high school graduates who received the ACS and attended an Arkansas public university had a 53% graduation rate after six years, compared to 41% of those 1997 high school

graduates who did not receive the scholarship and 43% for the general student body. The graduation rate for the 1992 through 1997 cohort years appears in Table 1 and a more detailed spreadsheet appears as Appendix D.

TABLE 1 Six-Year ACS Graduation Rate at Arkansas Public Universities by Cohort Year:

	1992	1993	1994	1995	1996	1997
ACS Récipients	59	55	56	58	56	53
Non-ACS Recipients	33	35	37	37	39	41
General Students	37	38	40	41	42	43

In the 2001 and 2003 sessions of the Arkansas General Assembly, concerns were expressed as to why the graduation rates were not higher for ACS students, given the scholarship requires full-time enrollment. In 2001, the General Assembly increased the academic requirements of the program by requiring a high school core GPA of 2.75 to receive the scholarship at a two-year college and a high school core GPA of 3.00 to receive the scholarship at a four-year college. In addition, the 2001 General Assembly raised the college enrollment requirements to fifteen (15) credit hours per semester and raised the college GPA requirement from 2.50 to 2.75. In order to address the concern of the first-year dropout rate, the 2003 General Assembly instituted a graduated award amount to provide an incentive for students to fulfill the increased academic standards. The ACS award amount now begins at \$2,000 for the freshmen year and increases each year the student remains in the program.

- Table 2 shows the six-year graduation rate for each of the public universities and each of the independent institutions. The number of students receiving the ACS award and the number of students graduating within six years is also indicated. The combined six-year graduation for the most recent group of ACS recipients is 55%.

TABLE 2 Six-Year ACS Graduation Rate at Arkansas Public and Independent Institutions for the 1997 Cohort Year:

ACS Public Six-Year Graduation Rate			
	1997		
<i>Institution</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>
ASUJ	344	191	56
ATU	170	94	55
HSU	115	70	61
SAUM	59	31	53
UAF	385	198	51
UALR	109	41	38
UAM	59	26	44
UAPB	42	28	67
UCA	340	189	56
ACS GradRate	1,623	868	53
General Student Grad Rate			43

ACS Independent Six-Year Graduation Rate			
	1997		
<i>Institution</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>
CBC	17	9	53
HC	64	47	73
HU	55	39	71
JBU	20	6	30
LC	27	15	56
OBU	50	36	72
UO	26	14	54
WBC	31	21	68
ACS GradRate	290	187	64
General Student Grad Rate			57

3. The graduation rates of the Arkansas Governor’s Scholars Program are impressive. The Governor’s Scholars Program is a competitive scholarship where students who rank highest in their county receive a \$4,000 per year scholarship if they do not qualify for the \$10,000 GDS. As Table 3 indicates, at public colleges the six-year graduation rate is 82% and even higher, 92%, at Arkansas’ independent colleges. These figures are even more impressive when you look at actual numbers. Because the actual numbers are small, the impact of small changes on the graduation rate is significant. See Appendix E for more detailed information.

TABLE 3 Six-Year GS Graduation Rate at Arkansas Public Universities by Cohort Year:

GS Grad Rate	1995	1996	1997
Public Institutions	82	92	82
Independent Institutions	--	--	92
Combined Grad Rate	--	--	87
General Student Grad Rate at Public Institutions	41	42	43

4. Although the GDS graduation rates are not as high as the Governor’s Scholars Program, it is important to note that there are some differences between these two groups. The GDS students receive up to \$10,000 per year towards their education, compared to \$4,000 per year for the GS. Most GDS students have the opportunity to spend a year studying abroad and/or are highly sought after to participate in university sponsored coop or internship programs while working on the baccalaureate degree. Hence, GDS students typically take longer to achieve the first college degree. The six-year graduation rate is 80% at the public institutions and 82% at the independent institutions. Table 4 below shows the graduation rate at the six-, five- and four-year intervals for the public and independent institutions. The difference in the graduation rates of GDS versus the general student population rate is significant. See Appendix F for more detailed information concerning the graduation rate by institution and year.

TABLE 4 Six-Year GDS Graduation Rate at Arkansas Public Universities by Cohort Year:

	Six-Year Grad Rate	Five-Year Grad Rate	Four-Year Grad Rate
GDS Grad Rate	1997	1998	1999
Public Institutions	80	67	47
Independent Institutions	82	82	68
Combined Grad Rate	81	74	57
General Student Grad Rate At Public Institutions	43	35	18

5. The retention and graduation rates for the SAG program cannot be calculated to make a true comparison with ACS, GS, & GDS due to the way the program is structured. This is a program where students must re-qualify every year, so the student pool changes every year, unlike Academic Challenge and the Governor’s Scholars Program where scholarships are renewed from year to year.

Teacher Preparation Programs

1. The public schools in Arkansas have difficulty in hiring licensed teachers in critical subject areas, such as mathematics, science, foreign language, and special education. Clearly, Arkansas universities are not producing the number of teachers needed in these critical subject areas. For example, from 1994-2003, there have been 2,484 graduates in physical education and only 4 in physics, 9 in French, 24 in chemistry, 37 in Spanish, 120 in biology, and 343 in math. (See Appendix G)
2. For the ten year period (1994-2003), 66% of those who completed a teaching baccalaureate degree are licensed AND teaching in Arkansas in 2003-04. The number and percentage of African-American students licensed to teach has been increasing slowly (up from 5% in 1994) with 8% of the currently licensed teachers being comprised of African-Americans who earned a teaching degree in the past ten years. African-American teachers are underrepresented since 15.7% of the state population is African-American according to the 2000 census. See Appendix H for more detailed information concerning licensure and teaching rates.

In an attempt to address this critical problem, the State Teacher Assistance Resource (STAR) Program was created through Act 1804 of 2003. This program will be implemented in fall of 2004 and will replace the existing Emergency Secondary Education Loan (ESEL) Program. While the ESEL Program was only for students who agreed to teach in secondary education in the subject shortage areas of math, science, foreign language, and special education, the STAR program goes beyond those areas and also includes teaching in schools that have been designated as having a critical shortage of teachers. It is anticipated that the STAR Program will serve as a strong recruitment tool to induce Arkansans to enter the field of teaching.

3. Minority Teacher Programs

Arkansas has two minority teacher loan forgiveness programs, called the Minority Teacher Scholarship and the Minority Masters' Fellows Program. Both programs appear to be highly effective in terms of the success of those who are entered the programs. ADHE data show that most recipients are fulfilling their agreements to teach in Arkansas. The data indicates the following:

Minority Teacher Scholarship

- In 2000-01, 92 students were recipients of this scholarship. By 2002-03, 85 of these students earned their bachelor degree.

- In 2001-02, 84 students were in the programs and 65 received a bachelor degree and 2 students also completed the master's degree by the 2002-03 year.
- In 2002-03, there were 65 recipients and by 2002-03, 36 received the bachelor degree.

Minority Masters Fellow's Program

- In 2000-01, 19 students were in the program and by 2003, 14 had earned the masters degree.
- In 2001-02, 41 students were recipients of the fellowship and by 2003, 20 had completed the masters' degree program.
- In 2002-03, of the 42 students enrolled in the program, 7 had received their degree and 31 were still enrolled in the current academic year.

There is concern is that the applicant pool has been steadily decreasing for the past few years. This is troubling when there is a need for more minority teachers in the public schools. Perhaps the rise in state teacher salaries will help alleviate this concern in the following years.

Recommendations

1. The Academic Challenge Scholarship has been successful because the scholarship has changed student behavior regarding high school preparation thereby increasing the college graduation rate of traditional students. Within the ADHE, due to the complexity of the program, the administration is difficult and inefficient. Recently, a legislative audit, despite its favorable report of the program's success, also cited the following inefficiencies.

A. High School and College Transcripts

ADHE recommends that high schools and colleges be required to provide transcripts through electronic media.

Currently, ADHE staff must physically handle each high school transcript to determine whether not a student has taken all courses in the college core curriculum and input grades to verify GPA. There have been no standardized course titles on high school transcripts and some high school transcripts are written in illegible handwriting. Legislative audit found that, while ADHE staff does well in administering the program with the resources available, the

review of the high school transcripts and other administrative functions of the program could be compromised by: 1) the use of temporary, inexperienced staff to review high school transcripts, and 2) the disparities in the way courses are reported on the paper versions of the high school transcripts. When the legislative audit committee met to review the program audit, several legislators advised ADHE to get the high school transcripts automated (and offered to draft legislation) in order to prevent inconsistencies in scholarship application review.

It is promising to note that the Arkansas Department of Education has recently completed developing a common course numbering system for all high school courses taught in Arkansas. This accomplishment lays the foundation for creating high school electronic transcripts.

Further, ADHE staff currently collects college transcript information in multiple ways. For students who complete eligibility requirements by the spring semester, the process is automatic. However, with the 2001 increase in academic standards for renewal (higher GPA and credit hour requirements), more and more students are using the "courtesy period," whereby they are allowed to use summer school hours and grades to make up academic deficiencies. ADHE requires the students to send paper copies of their college transcripts (most of which come from multiple colleges at different times) to prove their eligibility. Greater service could be provided to our students if ADHE would receive college transcripts electronically. This method of receiving college transcripts would result in faster service to the students in acknowledging renewal of the scholarship and a reduced margin for error through loss of paper transcripts or the application of combining GPAs from multiple colleges.

Other states such as Texas, Florida, Georgia, and Louisiana use electronic high school and/or college transcripts to review state scholarships and ADHE staff recommends that Arkansas follow suit and require that high school and college transcripts be transmitted through electronic means.

B. Parental Income Information

ADHE recommends that students should be required to submit financial information via the Free Application for Federal Student Aid (FAFSA) form.

Currently ADHE collects two years worth of family federal income tax returns to determine financial eligibility for the Academic Challenge Scholarship Program. This is an extremely labor intensive process and results in an extraordinary amount of staff time spent matching tax returns that are very often sent after applications are received either on-line or after a series of correspondence with the applicant.

Since the inception of the program in 1991, ADHE has averaged family income over a two-year period to calculate financial need. The initial justification for using two years of financial data was to compensate for farming incomes that can have extreme variances from year to year. However, a recent review of applications shows that using two years of financial information adversely affected only 4% of the applicants. The income figure that is used to evaluate financial need is the adjusted gross income, which not only can be obtained by the federal tax returns, but also by the Free Application for Federal Financial Aid (FAFSA), the federal form used to determine Pell Grant eligibility.

When the state of Georgia began requiring the FAFSA for the Hope Scholarship (which has similarities to Academic Challenge), it realized a 25% increase in the number of Pell Grant recipients. ADHE believes the same can hold true for Arkansas. As a more efficient means of administering the Academic Challenge Scholarship and potentially helping our financially needy college students receive more funds for college, the staff recommends that the FAFSA be used to determine financial eligibility for the Academic Challenge Scholarship. Because families only report one year of adjusted gross income information on the FAFSA, procedures could be instituted to allow families to submit the previous year's financial data if the situation warrants. Aside from helping students earn more funds for college, it would help ADHE staff operate the scholarship program more efficiently because the U.S. Dept. of Education will supply FAFSA information to ADHE in an electronic format, thereby eliminating over 35,000 pieces of paper the staff must process. To implement this initiative will require a statutory change to the program, as well as an amendment to the current rules and regulations of the program.

2. The Second Effort Scholarship

ADHE recommends this small scholarship program be absorbed into the Arkansas Workforce Improvement Grant.

This scholarship program was created in 1991 to encourage students who earn high scores on the General Educational Development (GED) Test to enter college. The ADHE is required to award \$1,000 per year scholarships to the top ten students in the state who score highest on the GED test. The appropriation level is \$20,000 per year. To date, only four (4) students have either earned a degree or received the scholarship for four years. In 1995, attempts were made to increase the participation rate of the program by dropping the requirement that recipients remain enrolled full-time. The results have not improved. Many Arkansans who rank highest on the GED Test are home-schooled high school age students or persons who are incarcerated. ADHE recommends that the Second Effort Scholarship Program be absorbed into the Arkansas Workforce Improvement Grant (WIG) Program. The WIG Program was created by the 2003 General Assembly to assist the "working poor" college student who are (24) years of age or older earn a college degree. If funded appropriately, the WIG program should capture any Arkansan who would have qualified for the Second Effort Scholarship.

3. Student Assistance Program

ADHE recommends discussion take place to consider increasing the award amount of this program or absorbing the SAG Program into the Arkansas Workforce Improvement Grant Program.

The Student Assistance Grant (SAG) Program was created in 1977 to assist financially needy students to attend college. Currently, the award amount is \$600 per year or \$300 per semester. Originally the amount of the award was intended to pay at least one-half (1/2) the price of tuition. This amount has been in effect since FY 1990 and no longer has a significant impact on whether a student attends or remains in college, given that the price of tuition and fees now averages \$3,876 per year at a public four-year college. ADHE administers this program by using student data provided on the Free Application for Federal Student Aid (FAFSA). The U.S. Department of Education allows ADHE to download the information on Arkansas residents. Then ADHE awards Arkansas students who are Pell Grant qualified a SAG grant on a first-come, first-serve basis until all funds are exhausted. It is not a very precise method in that ADHE must project or "gamble" on how many applicants will either decide not to enroll in college, attend college part-time (only full-time students may currently participate), or attend college out-of-state. Although an April 15 deadline is posted, ADHE typically exhausts the funds by the end of February.

Funding for the SAG program has decreased over the last decade, from almost \$4 million in FY 1990 to \$2.7 million in FY 2003. During this same time period, tuition has risen over 100%. Most of this decreased funding

can be attributed to the growth of the Academic Challenge Scholarship. The Challenge Scholarship only applies to traditional college students, those enrolling in college straight from high school. Only about 20-25% of Challenge recipients also receive the SAG and over 50% of SAG recipients are non-traditional, or independent students. These statistics would suggest that the other 25-30% of recipients are traditional students who could not meet the academic requirements of the Challenge scholarship, since there is no merit component to SAG. Students must only meet satisfactory academic requirements at the college or university they attend to participate in SAG.

Of primary concern to ADHE staff is the method by which grantees are selected. By using a "first-come, first-served" methodology, it appears that two groups of students are ensured of receiving a grant: (1) high school students who have the benefit of quality guidance counseling to notify them to apply early, and (2) "knowledgeable" students who understand the federal financial aid process and know about the importance of applying early. This process leaves out deserving needy students who may not be able to make an early decision as to whether they can attend college.

Another significant concern is the small award amount. The grant of \$300 per semester for full-time enrollment will generally not make the difference in whether a student will be able to attend college. Originally the Student Assistance Grant covered almost 50% of the tuition costs; today it barely covers 15%.

In that the state has a strong financial assistance program for traditional students in the Arkansas Academic Challenge Scholarship Program, it would make sense to dedicate this need-based program to non-traditional, or independent students. In 2003, the General Assembly created the Workforce Improvement Grant Program to assist non-traditional students over the age of twenty-four (24), but only appropriated \$500,000 per year. When allocating this amount of money to thirty-three (33) institutions, the number of grants is very small. In the Workforce Improvement Grant, funds are allocated to each public institution based on the previous year's enrollment of students aged twenty-five (25) or above and the funds are targeted to Arkansans designated as "working poor." Each institution provides awards to students based on the student's inability to pay for the college education, according to federal methodology. Absorbing SAG funds into the Workforce Improvement Grant would ensure the state's commitment to help the most needy students that comprise over a third of the state's college student population to earn a college degree. This report should serve as a starting point to facilitate discussions on recommending changes to the SAG program. There are several other factors to consider, such as ensuring that the state can continue to receive federal funding for making this change and evaluating the success of the

Workforce Improvement Grant Program, which has only been in existence for less than a year. It makes sense to allocate more resources to help our non-traditional “working poor” students for the following reasons:

- 1) Arkansas continues to rank last or near last in the number of adults per capita with a college degree;
- 2) Increasing the number of adult Arkansans with a college degree will ensure substantial growth in the economy due to increased earning power of its citizens.

APPENDIX A

Summary of ADHE Financial Assistance Programs

ACADEMIC CHALLENGE SCHOLARSHIP

Summary: Scholarship requires academic achievement on ACT and in pre-collegiate core curricula, as well as financial need. Application deadline is June 1 following the senior year in high school. Students can apply on-line at www.ArkansasChallenge.com.

Funding Range: \$2,000 for freshmen, \$2,250 for sophomore, \$2,500 for junior year, \$3,000 for senior year

FACULTY ADMINISTRATOR DEVELOPMENT FELLOWS

Summary: Financial assistance program designed to increase the number of minority faculty members at Arkansas' state supported higher education institutions, by assisting them in earning a doctoral degree. Applicants must be Arkansas residents who are faculty members at, or alumni of, an Arkansas public institution of higher education. In return for the fellowship, the applicant must commit to return to the sponsoring institution as a faculty member for 3 years. Interested individuals do not apply directly to the Arkansas Department of Higher Education (ADHE); the sponsoring institution nominates them.

Funding Range: Varies

GEOGRAPHICAL CRITICAL NEEDS PROGRAM

Summary: Scholarship for minority students who agree to teach in the Delta or a geographical area of the state in which there exists a critical shortage of teachers. Applicants must attend an approved 2-year or 4-year public or private institution of higher education in Arkansas with an approved teacher licensure program or an accredited state-supported community college. Recipients may receive the scholarship for a maximum of four (4) academic years or until they have completed teacher licensure requirements. Recipients will receive \$1,500 per academic year for full-time attendance or \$750 per academic year for part-time attendance. After graduation, recipients are required to teach one year for each year of scholarship assistance received.

Application deadlines: July 15 (Fall semester); November 15 (Spring semester)

Funding Range: \$1,500 per academic year for full-time attendance, up to 4 academic years; \$750 per academic year for part-time attendance, up to 4 academic years.

GOVERNOR'S SCHOLARS

Summary: Competitive scholarship for high school seniors with at least an ACT score of 27 OR an SAT score of 1220 OR a grade point average of 3.50.

Awarded to up to 75 high school seniors for outstanding academic achievement and leadership. Governor's Distinguished Scholarships will be given to maximum of 250 students who achieve 32 or above on the ACT or 1410 or above on the SAT and have a 3.50 academic grade point average OR are a National Merit

Finalist or National Achievement Finalist. Application deadline is February 1 of senior year in high school.

Application deadline is February 1 of senior year in high school.

Funding Range: \$4,000 per academic year for Governor's Scholarship and up to \$10,000 per year for Governor's Distinguished Scholarships

HEALTH EDUCATION GRANT PROGRAM

Summary: Assistance for students attending certain out-of-state accredited health and medical professional schools for graduate or professional programs that are not available in Arkansas. Such assistance is currently provided for students of dentistry, veterinary medicine, optometry, osteopathic medicine, podiatric medicine and chiropractic medicine.

Funding Range: Assistance varies depending on the field, whether the institution is public or private, in the Southern Regional Education Board Regional Contract Program or outside it. If the institution is in the SREB Regional Contract Program, a select number of grant recipients may attend professional school at resident or reduced tuition. For participating institutions outside the SREB Regional Contract Program, annual grants currently range from \$5,000 to \$14,600 per student depending on the field and the participating institution.

LAW ENFORCEMENT OFFICERS DEPENDENTS' SCHOLARSHIP

Summary: Scholarship program for undergraduates who are dependent children or spouses of persons killed or permanently disabled in the line of duty as a law enforcement officer, fireman, forester, correctional officer, Community Punishment Department employee, or Transportation Department employee.

Scholarship limited to 8 semesters or until dependent child becomes 23.

Application deadlines: August 1, December 1, May 1 & July 1.

Funding Range: Waiver of in-state tuition, on-campus room and mandatory fees at an Arkansas Institution of Higher Education.

MINORITY TEACHERS SCHOLARS PROGRAM

Summary: Scholarship for minority college students enrolled full-time; have completed at least 60 semester credit hours; have been admitted to an approved program resulting in teacher certification; and have at least a 2.50 cumulative GPA. After graduation, recipients are required to teach full-time in a public school in Arkansas for 5 years to receive full loan forgiveness. The teaching requirement is 3 years for guidance counseling, teaching in one of the 42 Arkansas Delta counties, math, science, foreign languages, or for African-American males teaching at the elementary level. Application deadline is June 1.

Funding Range: \$ 5,000.00 per academic year

MINORITY MASTERS FELLOWS PROGRAM

Summary: College financial aid for students in the 5th year of a teacher education program who were recipients of the Minority Teachers Scholars Program and prior recipients of the Minority Teacher Scholars Program. Students must be enrolled full-time during Fall/Spring; can go part-time for 3

summers. After graduation, recipients must teach full-time in an Arkansas public school or public institution of higher education for 2 years to receive total forgiveness of the loan. Application deadline is June 1.

Funding Range: \$7,500.00 for full-time students; \$2,500.00 for part-time summer students

MIA/KIA DEPENDENTS' SCHOLARSHIP

Summary: Scholarship for dependent children or spouses of persons who were declared killed in action, missing in action or prisoners of war 1960 or after. The scholarship enables student to receive bachelor's degree or certificate of completion. A student may pursue a professional degree if the undergraduate education was not received in Arkansas.

Application deadlines: August 1, December 1, May 1 & July 1.

Funding Range: Waiver of in-state tuition, on-campus room/board and mandatory fees at an Arkansas Institution of Higher Education.

NATIONAL GUARD TUITION ASSISTANCE PROGRAM

Summary: Tuition assistance program for active members of the Arkansas Army or National Guard. Qualified applicants may obtain an application by contacting their unit commander.

Funding Range: \$2,000 per academic year

STUDENT ASSISTANCE GRANT

Summary: Awarded to full-time undergraduates and high school seniors with financial need. The Free Application for Federal Student Aid (FAFSA) is used to determine eligibility. Students can apply on-line at <http://www.fafsa.ed.gov>.

Grant is awarded on a first-come, first served basis according to financial need.

Apply as soon as possible after January 1.

Funding Range: \$600 per academic year

SECOND EFFORT SCHOLARSHIP PROGRAM

Summary: Scholarship Program for students who score in the top 10 of the GED in a calendar year. Students do not apply, nor request to apply. ADHE directly contacts those who qualify.

Funding Range: up to \$1,000 per academic year

SREB DOCTORAL SCHOLARS PROGRAM

Summary: Forgivable loan program to assist minority students who desire entry into a Ph.D. program in mathematics, science, engineering, or foreign language. Loans will be forgiven at a rate of one-year, full-time teaching in an Arkansas public school or public institution of higher education for one year of receiving a forgivable loan.

Funding Range: Individual awards include a tuition and fees waiver and \$17,000 annually in benefits.

STATE TEACHER ASSISTANCE RESOURCE PROGRAM

Summary: Forgivable student loan program for full-time undergraduate or graduate students pursuing secondary education teaching certification in foreign languages, math, sciences, or special education **or** are willing to teach in a school district with a critical shortage of teachers. The award amount will be \$3,000 per year or \$6,000 per year if a recipient chooses to teach in both a subject and geographic shortage area. Repayment of loan is forgiven at the rate of one year for each year taught in one of the approved subject shortage or one year for each year taught in an Arkansas secondary school after graduation or certification. Application deadline is June 1.

Funding Range: \$3,000 to \$6,000 per academic year

TEACHER ADMINISTRATOR GRANT PROGRAM

Summary: College tuition reimbursement program designed for Arkansas teachers and administrators who plan to pursue additional college instruction directly related to their employment. Only summer courses are reimbursable. First funding priority goes to teachers and administrators taking math and natural science courses, and those taking courses funded by the Dwight D. Eisenhower Program. Second funding priority goes to certified teachers and administrators who currently have full-time assignments in a subject area in which they are not fully certified or endorsed. Third funding priority goes to certified teachers and administrators taking courses that apply toward a master's, specialist or doctoral degree. Application deadline is April 1.

Funding Range: Tuition and mandatory fees for 3-hour course, not to exceed cost of highest public college

WORKFORCE IMPROVEMENT GRANT PROGRAM

Summary: Grant for students aged 24 and older who are deemed "working poor" and attend a public college or university. Students apply by filling out the Free Application for Federal Student Aid (FAFSA) by July 15. Institutions select the recipients.

Funding range: Up to \$1,800 per year

* IMPORTANT NOTE: This information is current as of the date of publication and is provided for informational purposes only. The eligibility requirements and rules governing these programs are subject to legislative and regulatory amendments subsequent to the date of this publication. Applicants are responsible for determining the program requirements at the time of application and should not rely on this publication as a full disclosure of all qualifications required for award. Awards for all programs are always **contingent upon the availability of funds**.

Appendix B

Academic Challenge Academic Requirements

Core Course Requirements:

English - four units with emphasis on writing skill (not to include courses in oral communication)

Natural Science - Two units, with laboratories, chosen from two of the following: Biology, Chemistry, or Physics and Physical Science

Mathematics - Three units: Algebra I, Algebra II and Geometry and a fourth unit of Mathematics beyond Algebra II

Social Studies - Three units, including one of American History, one of World History, and at least one-half unit of Civics or American Government

Foreign Language - Two units in one foreign language

A unit is defined as the credit received for completion of one (1) year of a course in high school. One semester is equal to one-half (1/2) unit.

Academic Requirements:

ACT SCORE	CORE CURRICULUM GPA
25-36	2.50 and above, if attending a 4-year institution, 2.25 and above, if attending a 2-year institution
20-24	2.75 and above, if attending a 4-year institution, 2.50 and above, if attending a 2-year institution
19	3.00 and above, if attending a 4-year institution, 2.75 and above, if attending a 2-year institution
15-18	3.25 and above, if attending a 4-year institution, 3.00 and above, if attending a 2-year institution

**Arkansas Department of Higher Education
Retention Rate of Academic Challenge Scholarship Recipients by High School Graduation Year
April 13, 2004**

ACS Public One-Year Retention Rate															
	1992			1993			1994			1995			1996		
<i>Institution</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>
ASUJ	261	204	78	280	207	74	277	209	75	325	235	72	302	215	71
ATU	153	126	82	154	125	81	134	102	76	173	137	79	170	127	75
HSU	118	89	75	133	104	78	133	86	65	109	87	80	116	86	74
SAUM	55	44	80	54	39	72	67	49	73	59	47	80	51	38	75
UAF	389	312	80	387	303	78	406	318	78	395	300	76	390	301	77
UALR	117	94	80	124	90	73	107	71	66	78	58	74	91	66	73
UAM	61	54	89	50	38	76	44	31	70	53	41	77	52	36	69
UAPB	31	24	77	42	39	93	38	30	79	28	23	82	54	45	83
UCA	350	263	75	337	243	72	296	209	71	303	222	73	292	228	78
Retention Rate	1,535	1,210	79	1,561	1,188	76	1,502	1,105	74	1,523	1,150	76	1,518	1,142	75
General One-Year Retention Rate			64			64			63			65			66

ACS Public One-Year Retention Rate															
	1997			1998			1999			2000			2001		
<i>Institution</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>
ASUJ	344	220	64	335	259	77	633	471	74	675	506	75	486	331	68
ATU	170	120	71	164	139	85	447	334	75	487	359	74	401	304	76
HSU	115	80	70	109	88	81	226	163	72	258	192	74	177	130	73
SAUM	59	43	73	38	32	84	129	101	78	170	139	82	103	77	75
UAF	385	281	73	349	273	78	816	668	82	800	667	83	491	404	82
UALR	109	81	74	105	88	84	210	157	75	194	150	77	132	98	74
UAM	59	37	63	47	34	72	140	109	78	120	78	65	86	67	78
UAPB	42	36	86	49	41	84	58	54	93	51	43	84	54	42	78
UCA	340	217	64	280	214	76	704	518	74	640	476	74	449	354	79
Retention Rate	1,623	1,115	69	1,476	1,168	79	3,363	2,575	77	3,395	2,610	77	2,379	1,807	76
General One-Year Retention Rate			65			66			66			68			69

ACS Independent Six-Year Graduation Rate															
	1997			1998			1999			2000			2001		
<i>Institution</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>	<i>Awards</i>	<i>Retained</i>	<i>Retention Rate</i>
CBC	17	13	76	29	17	59	37	29	78	49	38	78	28	18	64
HC	64	47	73	54	45	83	82	64	78	85	61	72	57	49	86
HU	56	46	82	30	22	73	95	75	79	119	97	82	70	65	93
JBU	11	11	100	20	15	75	38	26	68	36	29	81	33	26	79
LC	27	18	67	26	16	62	74	60	81	70	58	83	43	38	88
OBU	49	38	78	45	41	91	120	101	84	107	80	75	64	50	78
UO	27	18	67	31	23	74	55	35	64	65	43	66	52	32	62
WBC	31	23	74	30	19	63	67	40	60	70	53	76	63	34	54
Retention Rate	282	214	76	265	198	75	568	430	76	601	459	76	410	312	76
General Student Grad Rate			74			75			75			75			75

NOTES: ACS Grad Rate: The denominator is the number of ACS Awards by institution. The numerator is the number of students retained at the same institution for one year.

ACS was not awarded to the 2002 high school graduating class.

SOURCE: ADHE, AHEIS, Challenge Cohort Table for ACS Grad Rates and Fall Cohort Table for Non-ACS Grad Rates

G:\Retention\Scholarships\ACS\ACS 1YR Retention Rate

Arkansas Department of Higher Education
Retention Rate of Governor's Scholars by High School Graduation Year
April 13, 2004

Public Institutions

GS Public One-Year Retention Rate													
Inst.	1995			1996			1997			1998			
	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	
ASUJ	11	10	91	11	10	91	4	3	75	5	4	80	
ATU	2	1	50	4	4	100	5	5	100				
HSU	1	1	100	3	2	67							
SAUM	2	2	100	1	1	100	2	2	100				
UAF	39	37	95	38	37	97	13	13	100	9	8	89	
UALR	1	1	100	1	0	0	1	0	0	2	2	100	
UAM	1	1	100				1	1	100				
UCA	5	5	100	7	7	100	2	2	100	3	3	100	
Retention Rate	62	58	94	65	61	94	28	26	93	19	17	89	

GS Public One-Year Retention Rate													
Inst.	1999			2000			2001			2002			
	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	
ASUJ	6	5	83	3	2	67	2	2	100	4	4	100	
ATU	3	3	100	1	1	100	3	3	100	3	3	100	
HSU	3	2	67				1	1	100				
SAUM	1	1	100	1	1	100	1	1	100	2	2	100	
UAF	4	4	100	7	7	100	10	9	90	34	33	97	
UALR				1	1	100	0	0	0				
UAM	1	1					2	2	100	1	1	100	
UCA	6	6	100	5	3	60	5	5	100	11	11	100	
Retention Rate	24	22	92	19	15	79	24	23	96	55	54	98	

Independent Institutions

GS Public One-Year Retention Rate							
Inst.	1997			1998			
	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	
CBC	0	0	0	0	0	0	
HC	4	4	100	3	3	100	
HU	1	0	0	1	1	100	
JBU				1			
LC	1		0	2	2	100	
OBU	6	6	100	2	2	100	
UO	1	1	100				
WBC							
Retention Rate	13	11	85	9	8	89	

GS Public One-Year Retention Rate													
Inst.	1999			2000			2001			2002			
	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	
CBC										1	1		
HC	1	0	0	1		0	2	2	100	4	4	100	
HU	2	0	0	2	1	50	1	1	100	4	4	100	
JBU										1	1		
LC	2	1	50	2	1	50	1	1	100	6	6	100	
OBU	4	3	75	6	5	83	6	5	83	6	6	100	
UO							1	1	100	1	1	100	
WBC													
Retention Rate	9	4	44	11	7	64	11	10	91	22	22	100	

SOURCE: ADHE, Governors Scholarship Cohort Table (03.26.04)
G:\Retention\Scholarships\GS\Retention Rate for GS 4.13.04

NOTES: GS Grad Rate: The denominator is the Number of GS Awards by Institution. The numerator is the number of students retained at the same institution for one year.

Arkansas Department of Higher Education
Retention Rate of Governor's Distinguished Scholars by High School Graduation Year
April 13, 2004

Public Institutions

Inst.	GDS Public One-Year Retention Rate														
	1997			1998			1999			2000			2001		
	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate
ASUJ	9	8	89	7	6	86	7	5	71	8	7	88	9	8	89
ATU	1	1	100	1	1	100	3	3	100	1	1	100	9	9	100
HSU	1	1	100	1	1	100	2	2	100						
SAUM	1	1	100	1	1	100							2	2	100
UAF	44	40	91	89	85	96	63	58	92	105	97	92	91	76	84
UALR	2	2	100	3	1	33	2	2	100	6	6	100	1	4	0
UAM	1	1	100	2	2	100	1	1	100	1	1	100			
UCA	12	11	92	16	12	75	11	8	73	11	10	91	12	12	100
Retention Rate	71	65	92	120	109	91	89	79	89	132	122	92	124	111	90

Independent Institutions

Inst.	GDS Public One-Year Retention Rate														
	1997			1998			1999			2000			2001		
	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate	Awards	Retained	Retention Rate
CBC										1	1	100			
HC	25	21	84	55	51	93	59	42	71	58	52	90	36	33	92
HU	14	13	93	15	14	93	15	15	100	22	22	100	5	5	100
JBU	1	1	100	4	4	100	5	5	100	14	14	100	8	8	100
LC	3	3	100	6	4	67	10	9	90	3	3	100	5	5	100
OBU	8	7	88	16	16	100	4	4	100	15	12	80	12	12	100
UO															
WBC				1	1	100	1	1	100				1	1	100
Retention Rate	51	45	88	97	90	93	94	76	81	112	103	92	67	64	96

SOURCE: ADHE, Governors Scholarship Cohort Table (03.26.04)

G:\Retention\Scholarships\GDS\Retention Rate for GDS 4.13.04

NOTES: GDS Grad Rate: The denominator is the Number of GDS Awards by Institution. The numerator is the number of students retained at the same institution for one year.

**Arkansas Department of Higher Education
Graduation Rates of Academic Challenge Scholarship Recipients
by High School Graduation Year
April 8, 2004**

ACS Public Six-Year Graduation Rates																				
<i>Institution</i>	1992			1993			1994			1995			1996			1997				
	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>		
ASUJ	261	157	60	280	157	56	277	147	53	325	185	57	302	171	57	344	191	56		
ATU	153	97	63	154	96	62	134	81	60	173	111	64	170	108	64	170	94	55		
HSU	118	66	56	133	74	56	133	65	49	109	64	59	116	57	49	115	70	61		
SAUM	55	37	67	54	32	59	67	38	57	59	34	58	51	27	53	59	31	53		
UAF	389	217	56	387	214	55	406	243	60	395	232	59	390	206	53	385	198	51		
UALR	117	57	49	124	56	45	107	39	36	78	35	45	91	33	36	109	41	38		
UAM	61	37	61	50	23	46	44	29	66	53	31	58	52	23	44	59	26	44		
UAPB	31	19	61	42	29	69	38	25	66	28	20	71	54	37	69	42	28	67		
UCA	350	211	60	337	175	52	296	174	59	303	165	54	292	185	63	340	189	56		
ACS GradRate	1,535	898	59	1,561	856	55	1,502	841	56	1,523	877	58	1,518	847	56	1,623	868	53		
Non-ACS Grad Rate			33			35			37			37			39			41		
General Student Grad Rate			37			38			40			41			42			43		

ACS Independent Six-Year Graduation Rate			
1997			
<i>Institution</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>
CBC	17	9	53
HC	64	47	73
HU	55	39	71
JBU	20	6	30
LC	27	15	56
OBU	50	36	72
UO	26	14	54
WBC	31	21	68
ACS GradRate	290	187	64
General Student Grad Rate			57

ACS Public Five-Year Graduation Rate			
1998			
<i>Institution</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>
ASUJ	335	171	51
ATU	164	74	45
HSU	109	44	40
SAUM	38	14	37
UAF	349	165	47
UALR	105	38	36
UAM	47	25	53
UAPB	49	24	49
UCA	280	138	49
ACS GradRate	1,476	693	47
General Student Grad Rate			

ACS Independent Five-Year Graduation Rate			
1998			
<i>Institution</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>
CBC	29	16	55
HC	54	37	69
HU	30	21	70
JBU	20	9	45
LC	26	17	65
OBU	45	32	71
UO	31	16	52
WBC	30	18	60
ACS GradRate	265	166	63
General Student Grad Rate			57

ACS Public Four-Year Graduation Rate			
1999			
<i>Institution</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>
ASUJ	633	170	27
ATU	447	119	27
HSU	226	52	23
SAUM	129	30	23
UAF	816	244	30
UALR	210	30	14
UAM	140	40	29
UAPB	58	24	41
UCA	704	166	24
ACS GradRate	3,363	875	26
General Student Grad Rate			

ACS Independent Four-Year Graduation Rate			
1999			
<i>Institution</i>	<i>Awards</i>	<i>Completions</i>	<i>ACS Grad Rate</i>
CBC	29	14	48
HC	54	28	52
HU	30	13	43
JBU	11	5	45
LC	26	10	38
OBU	45	17	38
UO	29	10	34
WBC	30	15	50
ACS GradRate	254	112	44
General Student Grad Rate			39

NOTES: ACS Grad Rate: The denominator is the number of ACS Awards by institution. The numerator is the number of completions earned at ANY Arkansas institution by ACS recipients.

SOURCE: ADHE, AHEIS, Challenge Cohort Table for ACS Grad Rates and Fall Cohort Table for Non-ACS Grad Rates
G:\Retention\Scholarships\ACS\ACS Graduation Rates and Non-ACS Graduation Rates 2004 DRAFT

Arkansas Department of Higher Education
 Graduation Rates of Governor's Scholars by High School Graduation Year
 March 26, 2004

GS Public Six-Year Graduation Rate											
1995				1996				1997			
Inst.	Awards	Completions	GS Grad Rates		Awards	Completions	GS Grad Rates		Awards	Completions	GS Grad Rates
ASUJ	11	8	73		11	10	91		4	3	75
ATU	2	2	100		4	4	100		5	5	100
HSU	1	1	100		3	2	67				
SAUM	2	2	100		1	1	100		2	2	100
UAF	39	33	85		38	37	97		13	10	77
UALR	1	1	100		1	1	100		1		0
UAM	1	1	100						1	1	100
UCA	5	3	60		7	5	71		2	2	100
GS Grad Rate	62	51	82		65	60	92		28	23	82

GS Independent Six-Year Graduation Rate			
1997			
Inst.	Awards	Completions	GS Grad Rates
HC	4	4	100
HU	1	1	100
JBU			
LC	1		0
OBU	6	6	100
UO	1	1	100
WBC			
GS Grad Rate	13	12	92

GS Public Five-Year Graduation Rate			
1998			
Inst.	Awards	Completions	GS Grad Rates
ASUJ	5	4	80
ATU			
HSU			
SAUM			
UAF	9	9	100
UALR	2	2	100
UAM			
UCA	3	3	100
GS Grad Rate	19	18	95

GS Independent Five-Year Graduation Rate			
1998			
Inst.	Awards	Completions	GS Grad Rates
HC	3	3	100
HU	1	1	100
JBU	1		
LC	2	1	50
OBU	2	2	100
UO			
WBC			
GS Grad Rate	9	7	78

GS Public Four-Year Graduation Rate			
1999			
Inst.	Awards	Completions	GS Grad Rates
ASUJ	6	3	50
ATU	3	2	67
HSU	3	2	67
SAUM	1	1	100
UAF	4	2	50
UALR			
UAM	1		
UCA	6	2	33
GS Grad Rate	24	12	50

GS Independent Four-Year Graduation Rate			
1999			
Inst.	Awards	Completions	GS Grad Rates
HC	1		0
HU	2	1	50
JBU			
LC	2	1	50
OBU	4	3	75
UO			
WBC			
GS Grad Rate	9	5	56

SOURCE: ADHE, Governors Scholarship Cohort Table (03.26.04)
 G:\Retention\Scholarships\GS\Grad Rate for GS 03.26.04

NOTES: GS Grad Rate: The denominator is the Number of GS Awards by Institution. The numerator is the number of completions earned at any Arkansas institution by GS recipients.

Arkansas Department of Higher Education
 Graduation Rates of Governor's Distinguished Scholars by High School Graduation Year
 March 26, 2004

GDS Public Six-Year Graduation Rate			
1997			
Inst.	Awards	Completions	GDS Grad Rates
ASUJ	9	8	89
ATU	1	1	100
HSU	1	1	100
SAUM	1		
UAF	44	35	80
UALR	2	2	100
UAM	1	1	100
UCA	12	9	75
GDS Grad Rate	71	57	80

GDS Independent Six-Year Graduation Rate			
1997			
Inst.	Awards	Completions	GDS Grad Rates
HC	25	21	84
HU	14	10	71
JBU	1	1	100
LC	3	2	67
OBU	8	8	100
WBC			
GDS Grad Rate	51	42	82

GDS Public Five-Year Graduation Rate			
1998			
Inst.	Awards	Completions	GDS Grad Rates
ASUJ	7	5	71
ATU	1	1	100
HSU	1	1	
SAUM	1	1	100
UAF	89	63	71
UALR	3	1	33
UAM	2	1	50
UCA	15	7	47
GDS Grad Rate	119	80	67

GDS Independent Five-Year Graduation Rate			
1998			
Inst.	Awards	Completions	GDS Grad Rates
HC	55	44	80
HU	15	15	100
JBU	4	3	75
LC	6	4	67
OBU	16	14	88
WBC	1	0	0
GDS Grad Rate	97	80	82

GDS Public Four-Year Graduation Rate			
1999			
Inst.	Awards	Completions	GDS Grad Rates
ASUJ	7		0
ATU	3	2	67
HSU	2		
SAUM			
UAF	63	34	54
UALR	2	1	50
UAM	1	0	0
UCA	11	5	45
GDS Grad Rate	89	42	47

GDS Independent Four-Year Graduation Rate			
1999			
Inst.	Awards	Completions	GDS Grad Rates
HC	59	38	64
HU	15	13	87
JBU	5	3	60
LC	10	8	80
OBU	4	2	50
WBC	1	0	0
GDS Grad Rate	94	64	68

SOURCE: ADHE, Governors Scholarship Cohort Table (3.26.04)
 G:\Retention\Scholarships\GDS\Grad Rate for GDS 3.26.04

NOTES: GDS Grad Rate: The denominator is the Number of GDS Awards by Institution. The numerator is the number of completions earned at any Arkansas institution by GDS recipients.

Arkansas Department of Higher Education
 Education Baccalaureate Degrees Awarded by Public and Independent Institutions
 March 26, 2004

CIP	Program Area	1994			1995			1996			1997			1998			1999			2000			2001			2002			2003						
		Public	Indep	Total	Public	Indep	Total	Public	Indep	Total	Public	Indep	Total	Public	Indep	Total	Public	Indep	Equiv	Total	Public	Indep	Equiv	Total	Public	Indep	Equiv	Total							
0101	Education, General																			0		5		5	0	3	0	3	0	0	0	0			
0401	Education Administration and Supervision, General																																		
0405	Elementary, Middle and Secondary Education Administration																																		
1001	Special Education, General	63		63	77	3	80	101	5	106	76	4	80	63	6	69	55	3	58	63	7	70	51	2	53	36	1	0	37	3	0	0	3		
1003	Education of the Deaf and Hearing Impaired	6		6	7		7	9		9	7		7	7		7	6		6	5		5	4		4	0		0	0	0	0	0			
1006	Education of the Mentally Handicapped																										3		3	0	0	0	0		
1011	Special Education - Mildly Handicapped		15	15		17	17			13	13		31	31		15	15		14	14		9		9	11	11	0	0	0	0	0	0			
1012	Education of the Speech Impaired		7	7		13	13			0					0				0					1	1	0	0	0	0	0	0	0			
1099	Special Education, Other	11		11	17		15			15	13		13	21		21	14		14	15		15	9		9	3	0	3	3	7	0	10			
1101	Services				1		1																	0	0	0	0	0	0	0	0	0			
1201	Adult and Continuing Teacher Education																																		
1202	Elementary Teacher Education	658	132	790	638	146	784	655	160	815	526	128	654	553	151	704	516	137	653	549	164	713	577	141	1	719	311	84	0	395	131	22	1	154	
1203	Junior High/Intermediate/Middle School Teacher Educ					0		12	12			0			0		0		11		11	1		1	108	3	0	111	97	25	0	122			
1204	Education	134	4	138	140	3	143	153	10	163	161	2	163	148		148	145	2	147	131		131	130		130	175	42	0	217	458	84	0	542		
1205	Secondary Teacher Education	52		52	74		74	53		53	14		14	2		2				1		1			0	0	31	31	0	0	32	32			
1299	General Teacher Education, Other					0		0		0			2	2		0			1		1			0	0	0	0	0	0	0	0	0			
1301	Agricultural Teacher Education (vocational)	16		16	19		19	17		17	17		17	16		16	18		18	17		17	18		18	24	0	24	33	0	0	33			
1302	Art Teacher Education	23	10	33	12		12	20	3	23	11	6	17	14	6	20	8	4	12	8	3	6	17	7	3	2	12	8	2	3	13	1	2	4	7
1303	Business Teacher Education (vocational)	41	9	50	36	5	41	41	6	47	40	6	46	27	3	30	29	2	31	26		1	27	21		21	21	0	21	18	1	0	19		
1305	English Teacher Education	49	35	84	56	17	73	40	8	48	52	20	72	49	17	66	34	11	45	37	22	15	74	37	23	16	76	45	9	1	55	23	2	0	25
1306	Foreign Languages Teacher Education	2		2	1		1	2		2	1		1	1		1	2		2	1		1	2		2	1	0	1	4	0	0	4			
1307	Health Teacher Education	10		10	11		11	11		11	12		12	7		7	2		2	2		2	6		6	5	0	5	0	0	0	0			
1308	Home Economics Teacher Education (vocational)	12	3	15	16	1	17	20		20	12		12	6	1	7	7		7	9		9	3		3	4	1	0	5	4	0	9			
1309	Teacher Education	8		8	5		5	8		8	9		9	2		2	2		2	1		1			0	1	0	1	0	0	0	0			
1311	Mathematics Teacher Education	31	10	41	31	5	36	31	6	37	21	2	23	33	13	46	24	7	31	20	9	5	34	25	8	7	40	24	6	1	31	16	6	2	24
1312	Music Teacher Education	56	14	70	41	12	53	43	15	58	42	16	58	45	15	60	27	23	50	27	10	13	50	22	15	10	47	22	15	11	48	24	18	20	62
1313	Business Teacher Education					0		0		0					0			1	1			0			0	0	0	0	0	0	0	0	0	0	
1314	Physical Education Teaching and Coaching	205	57	262	227	45	272	231	48	279	234	42	276	235	32	267	194	48	242	200	52	252	167	51	218	172	17	42	231	124	27	34	185		
1316	Science Teacher Education, General	3	1	4	3		3	4	1	5	1		1	5		5			1		1	2	3		3	6	1	2	0	3	0	6	0	6	
1317	Social Science Teacher Education	30	3	33	30	2	32	18	6	24	34	6	40	16	3	19	36	6	42	29	4	1	34	23	10	4	37	19	0	19	16	0	0	16	
1318	Social Studies Teacher Education	15	4	19	22	4	26	25	2	27	34		34	18	4	22	26	4	30	34	4		38	24	4	28	31	11	0	42	10	5	1	16	
1320	Trade and Industrial Teacher Education (vocational)	1		1	1		1						21		21	30		30	33			33	56		56	35	0	35	44	0	0	44			
1322	Biology Teacher Education	8	1	9	10	2	12	11	4	15	14	2	16	10	2	12	8	3	11	7	4	2	13	9	4	4	17	10	0	10	5	0	0	5	
1323	Chemistry Teacher Education		8	8	1		1	1	1	2				1	1	2	2		2	2	2	2	6	2		2	1	0	1	0	0	0	0		
1325	French Language Teacher Education	1		1	2		2	2		2									2			2	2		2	0	0	0	0	0	0	0	0	0	
1326	German		3	3			0	1	1			0			0				0			0			0	0	0	0	0	0	0	0	0	0	
1328	History Teacher Education					0		1	1		1	1		9	9		1	1		5	6	11		4	5	9	0	2	0	2	0	4	0	4	
1329	Physics Teacher Education	1		1						1		1										0			0	1	0	1	1	0	0	0	1		
1330	Spanish Language Teacher Education	3		3	5	3	8	3		3	4	4	8			4	4				2	2	2		2	4	4	0	4	1	0	0	1		
1331	Speech Teacher Education	2		2			4			4				3		3	2		2	1	1		2	1		1	2	2	0	2	0	0	1	1	
9999	Programs, Other				1		1															0			0	0	0	0	0	0	0	0	0	0	0
9999	Education, Other	4		4	5		5	3		3	2		2	2	1	3	2		2			0	3		1	4	1	0	1	1	0	0	1		
	TOTAL	1445	316	1,761	1489	278	1,767	1521	302	1,823	1338	270	1,608	1305	281	1,586	1193	266	1,459	1220	308	55	1,583	1203	283	57	1,543	1065	201	89	1,355	1018	220	95	1,333

NOTES:
 1. Equiv.: Baccalaureate degrees in a content area plus courses appropriate to teacher education.
 2. Includes Baccalaureate degrees awarded at UAF prior to beginning MAT.

G:Education: Teacher Qual/Educ BAC Degrees Public Indep by CIP and Year
 Source: AHEIS, Graduated Student Files for Public Institutions and IPEDS Reports for Independent Institutions, rdt

Teacher Licensure

Education Graduates		Ed Grads Licensed to Teach			Ed Grads Licensed to Teach & Teach in AR		Ed Grads Licensed to Teach & Teach in AR -by Race							Ed Grads Licensed to Teach & Teach in AR in Critical Areas							(Ed Grads Licensed to Teach & Teach in AR in Critical Areas) - DIVIDED BY - (Ed Graduates Licensed & Teaching In Arkansas)		
Academic Year	Graduates of Public Institutions	Yes	No	% Certified	Ed Graduates Licensed & Teaching In Arkansas	% of Ed Graduates Who Are Licensed & Teaching In Arkansas	White		Black		Other		Total	Math	Science		Foreign Language		Special Ed		Total Teaching in Critical Areas	% Licensed & Teaching in AR in Critical Areas	
1994	1,331	891	440	67%	620	70%	565	91%	34	5%	21	3%	620	25	23%	9	8%	6	5%	71	64%	111	18%
1995	1,402	904	498	64%	644	71%	566	88%	56	9%	22	3%	644	28	25%	13	11%	4	4%	69	61%	114	18%
1996	1,421	967	454	68%	737	76%	654	89%	51	7%	32	4%	737	32	25%	19	15%	-	0%	79	61%	130	18%
1997	1,247	1,068	179	86%	619	58%	548	89%	48	8%	23	4%	619	22	26%	12	14%	4	5%	48	56%	86	14%
1998	1,215	1,059	156	87%	652	62%	576	88%	48	7%	28	4%	652	33	33%	12	12%	2	2%	53	53%	100	15%
1999	1,111	982	129	88%	596	61%	531	89%	46	8%	19	3%	596	31	32%	8	8%	4	4%	53	55%	96	16%
2000	1,189	1,012	177	85%	624	62%	540	87%	62	10%	22	4%	624	39	38%	12	12%	5	5%	48	46%	104	17%
2001	1,148	957	191	83%	653	68%	567	87%	69	11%	17	3%	653	36	38%	14	15%	6	6%	39	41%	95	15%
2002	1,050	836	214	80%	593	71%	522	88%	53	9%	18	3%	593	33	46%	10	14%	3	4%	26	36%	72	12%
2003	1,015	726	289	72%	484	67%	426	88%	49	10%	9	2%	484	50	88%	2	4%	3	5%	2	4%	57	12%
Grand Total	12,129	9,402	2,727	78%	6,222	66%	5,495	88%	516	8%	211	3%	6,222	329	34%	111	12%	37	4%	488	51%	965	16%

FINANCE COMMITTEE

**Arkansas Higher Education Coordinating Board
Black River Technical College
Auditorium - Randolph County Development Center
Highway 304 East
Pocahontas, Arkansas 72455
Friday, April 30, 2004
9:15 a.m.**

Finance Committee
David Leech, Chair
Bob Cheyne
David Damron
Bill Johnson
Dr. Anne Trussell
Phil Ford, Ex officio

AGENDA

- *22. AHECB Tuition Policy for the 2005-2007 Biennium. (Ms. Fleming)
- *23. Funding Formulas for the 2005-2007 Biennium. (Ms. Fleming)
- *24. Economic Feasibility of Bond Issue. (Ms. Fleming)
- *30. Economic Feasibility of Loan. (Ms. Fleming)

*Numbers refer to main agenda.

LETTERS OF NOTIFICATION

The Arkansas Department of Higher Education received the following notifications from January 24, 2004, through April 14, 2004.

ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas Northeastern College

Conversion of 12 vocational programs resulting from merger with
Cotton Boll Technical Institute

Arkansas State University--Beebe

Conversion of 14 vocational programs resulting from merger with
Foothills Technical Institute

Arkansas State University--Jonesboro

Bachelor of Science in Early Care and Education
Master of Arts in Heritage Studies
Reorganization of the College of Business

Arkansas State University--Mountain Home

Associate of Applied Science in Respiratory Therapy

Arkansas Tech University

Online Bachelor of Science in Emergency Administration and Management
Online Bachelor of Science in Early Childhood Education
Online Associate of Science in Early Childhood Education
Online Master of Science in College Student Personnel

Conversion of 17 vocational programs resulting from merger with
Arkansas Valley Technical Institute

National Park Community College

Technical Certificate in Industrial Maintenance Technology

Conversion of 10 vocational programs resulting from merger with
Quapaw Technical Institute

Ozarka College

Associate of Applied Science in Hospitality/Culinary Arts

Southern Arkansas University--Tech

Online Associate of Science in Business Administration

Online Associate of Science in Fire Science Management

Online Associate of Applied Science in General Technology (Law Enforcement)

Online Associate of Applied Science in Environmental Science

University of Arkansas Community College at Batesville

Associate of Applied Science, Technical Certificate and Certificate of Proficiency in Hospitality/Restaurant Management

University of Arkansas Community College at Morrilton

Associate Degree in Nursing (LPN-to-RN) offered by Arkansas Rural Nursing Education Consortium institutions: Arkansas State University--Newport, Black River Technical College, Cossatot Community College of the University of Arkansas, Ozarka College, South Arkansas Community College, and the University of Arkansas Community College at Morrilton

University of Arkansas, Fayetteville

Master of Science in Biomedical Engineering

Master of Information Systems at Wal-Mart in Bentonville

Professional and Technical Education concentration in the Bachelor of Science in Education in Vocational Education

Master of Science in Operations Management at various locations using a variety of technology-mediated methods

Master of Science in Engineering at various locations using a variety of technology-mediated methods

Bachelor of Science in Education in Elementary Education in partnership with NorthWest Arkansas Community College

University of Arkansas at Fort Smith

Bachelor of Science in Biology

Bachelor of Science in Chemistry

Bachelor of Science in Mathematics

Associate of Applied Science in Early Childhood Education
Bachelor of Science in English (Teacher Licensure Option)
Bachelor of Science in Spanish (Teacher Licensure Option)
Bachelor of Science in History (Teacher Licensure Option in Social Studies)

Bachelor of Applied Science offered at University of Arkansas Community College at Batesville and Cossatot Community College of the University of Arkansas

University of Arkansas at Monticello

Conversion of 18 vocational programs resulting from the merger with Great Rivers and Forest Echoes Technical Institutes

University of Arkansas for Medical Sciences

Ph.D. in Bioinformatics in cooperation with University of Arkansas at Little Rock

Doctor of Audiology in cooperation with University of Arkansas at Little Rock

Bachelor of Science and Advanced Certificate in Diagnostic Medical Sonography at UAMS Area Health Education Center--Northwest

Doctor of Medicine/Master of Business Administration (MD/MBA) joint degree program with the University of Arkansas at Little Rock

University of Central Arkansas

Bachelor of Applied Science
Bachelor of Arts in African and African-American Studies

Master of Science in Community and Economic Development offered in China and Taiwan

Institutional Certification Advisory Committee

Grantham University, Slidell, Louisiana

Initial Certification of Institution. Satellite campus at El Dorado, Arkansas.

Grantham University, Slidell, Louisiana

Program--Initial Certification. *Associate of Science* degrees online in Business Administration, Engineering Management, Information Systems, Software Engineering Technology, Computer Science, Computer Engineering Technology, Electronics Engineering Technology, and Criminal Justice.

Bachelor of Science degrees online in Business Administration, Engineering Management, Information Systems, Software Engineering Technology, Computer Science, Computer Engineering Technology, Electronics Engineering

Technology, and Criminal Justice. *Master of Science* in Information Management, Information Management in Project Management, and Information Management Technology. *Master of Business Administration* online.

Memphis Theological Seminary, Memphis, Tennessee
Initial Certification. Master of Divinity, Master of Arts in Religion and Doctor of Ministry offered at Philander Smith College in Little Rock

Tulane University, School of Public Health and Tropical Medicine.
Decertification. Master in Public Health in cooperation with University of Arkansas for Medical Sciences

Webster University--Little Rock Metropolitan Campus, Little Rock, Arkansas
Initial Certification. Master of Arts in Business and Organizational Security Management, Master of Arts in Media Communications, Master of Science in Finance

INFORMATION ITEMS

NOTIFICATION OF NEW PROGRAM

Arkansas State University--Beebe (Spring 2004)

Certificate of Proficiency in Emergency Medical Technician at Arkansas State University--Searcy (CIP 51.094)

Arkansas State University--Jonesboro (August 2004)

Graduate Certificate in Criminal Justice (CIP 43.0103)

Arkansas State University--Mountain Home (Fall 2004)

Certificate of Proficiency in Phlebotomy (CIP 51.1009)

NorthWest Arkansas Community College (Fall 2004)

Certificate of Proficiency in Aviation Management (CIP 49.0104)

Ouachita Technical College (Spring 2004)

Certificate of Proficiency in Truck Driver Training (CIP 49.0205)

Southeast Arkansas College (Fall 2004)

Certificate of Proficiency

- Early Childhood Paraprofessional Technology (CIP 19.0709)
- Business Technology--Microsoft Office Specialist--Proficient (CIP 52.0407)
- Business Technology--Microsoft Office Specialist--Expert (CIP 52.0407)
- Welding Technology--Metal Inert Gas (MIG) Welding (CIP 48.0508)
- Welding Technology--Tungsten Inert Gas (TIG) Welding (CIP 48.0508)

University of Arkansas Community College at Hope (Spring 2004)

Funeral Director Technical Certificate (CIP 12.0302)

NOTIFICATION OF NEW PROGRAM OPTION

Arkansas State University--Jonesboro (August 2004)

Global History option in Master of Arts in History

Endorsement in Special Education in Bachelor of Science in Education--
Early Childhood Education/P4

NorthWest Arkansas Community College (Spring 2004)

Aviation Safety courses in Certificate of Proficiency in Safety and Health and
Technical Certificate in Environmental and Regulatory Sciences

Southern Arkansas University--Magnolia (July 2004)

Two Management options (organizational management and management
information systems) in Bachelor of Business Administration

College Student Affairs option in Master of Education in Counseling and
Guidance, effective May 2004

University of Arkansas, Fayetteville (Fall 2004)

Human Resources Development option in the Bachelor of Science in Education
in Vocational Education

Clothing and Textiles option in the Master of Science in Human Environmental
Sciences

NOTIFICATION OF NAME CHANGE

Southeast Arkansas College (Fall 2004)

Associate of Applied Science in Early Childhood Development Technology (DC 0485, CIP 20.0202) changed to Early Childhood Paraprofessional Technology (CIP 19.0709)

Southern Arkansas University--Magnolia (Fall 2004)

Bachelor of Arts in Spanish (DC 1800, CIP 16.0905) changed to Bachelor of Arts in Foreign Language (CIP 16.0900) with options in Spanish and French

Master of Education in Counseling and Guidance changed to Master of Education in School Counseling (DC 5640, CIP 13.1101)

Master of Education in Agency Counseling (DC 5620, CIP 13.1101) changed to Master of Science in Counseling (CIP 13.1199), effective May 2004

Southern Arkansas University--Tech (Spring 2004)

Associate of Applied Science in Computer Technology changed to Computer Information Technology (DC 0545, CIP 11.0701)

University of Arkansas, Fayetteville (Fall 2004)

Master of Science in Computer Systems Engineering changed to Computer Engineering (DC 6620, CIP 14.0901)

Computer Systems Engineering option changed to Computer Engineering in the Ph.D. in Engineering

NOTIFICATION OF NEW ORGANIZATIONAL UNITS

University of Arkansas, Fayetteville (2003)

Establishment of Office for Education Policy in the Department of Educational Leadership, Counseling and Foundations

NOTIFICATION OF ACADEMIC REORGANIZATION

Southern Arkansas University--Magnolia (July 2004)

College of Business

- Department of Accounting and Computer Information Systems changed to Department of Accounting, Finance and Economics
- Department of Management and Marketing changed to Department of Management, Marketing, and Management Information Systems
- Department of Economics and Finance deleted

University of Arkansas, Fayetteville (July 2004)

Bachelor of Science in Computer Science from the Fulbright College of Arts and Sciences to the College of Engineering

NOTIFICATION OF INACTIVE PROGRAMS

Black River Technical College (Spring 2004)

Certificate of Proficiency in Gerontology (DC 4752, CIP 51.1614)
Certificate of Proficiency in Pharmacy Technician (DC 6382, CIP 51.0805)

Cossatot Community College of the University of Arkansas (Fall 2004)

Associate of Applied Science in Environmental Technology
(DC 0475, CIP 15.0507)

Southern Arkansas University--Tech (Spring 2004)

Associate of Applied Science in Networking Technology
(DC 0345, CIP 11.9999)

NOTIFICATION OF DELETED PROGRAMS

Southern Arkansas University—Magnolia (July 2004)

Computer Information Systems option in Bachelor of Business Administration
deleted

University of Arkansas, Fayetteville (Fall 2004)

Master of Education in Physical Education (DC 5820, CIP 13.1314)

ANNUAL REPORT ON STUDENT RETENTION AND GRADUATION

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

Methodology and Definitions

Retention and graduation rates are based on enrollment and completion activities for eleven successive cohorts of first-time, full-time, degree-seeking students who began in fall semesters, 1992 through 2002. The percentages on the attached tables indicate the proportion of the original cohort that was retained or completed a program of study one year after entry. Data are differentiated according to whether the accomplishment occurred at either the original institution (identified as the native location) or at another in-state public institution (identified as the transfer campus). The same reporting scheme is used again for identifying a student's status at six years after entry (for the universities) and three years (for the colleges). These time intervals mark the commonly recognized "150%" point after entry for evaluating student success in completing the baccalaureate or associate degree respectively.

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

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

Statewide Overview

Table 29-1 Part A presents statewide one-year retention rates for each of the eleven entering cohorts and then tracks them for up to six years. Rates also are provided according to each cohort's demographic characteristics of gender, race, and age.

- For the public four- and two-year institutions collectively, the first-year cumulative retention rate of 69.0 percent, is a decrease of 1.3% from last year. Until this year, the retention rate has increased steadily with each entering cohort since Fall 1992 (Column 1). By contrast, the proportion of the cohort completing a certificate program during the first year remains low 1.0 percent (Column 1).
- Analysis by demographic groups reveals patterns that are fairly consistent across the entering cohorts. Retention rates for women are greater than those for men. White students persist at higher rates than black students, and the highest retention rates by age are associated with students aged 17 - 19 years.

Four-Year Institutional Data

- For Arkansas freshmen, 68.3 percent of the full-time, entering freshmen at the public universities returned one year after entry to their native institution (Table 29-2 Part A, Column 1), a decrease of 0.3 percent. ACT reported in 2003 a retention rate of 69.8 for four-year public institutions nationally. The National Information Center (NIC) reported a national retention rate, including both public and private institutions, of 73.6 percent.
- The highest native retention rate (82 percent) was documented for the University of Arkansas, Fayetteville. Additionally, the largest improvement (+2.6 percent) was reported for Arkansas State University-Jonesboro.
- A sizable proportion of university students enrolled in another institution within the first year (Column 6). For the 2002 entering cohort, the Student Information System located 8.3 percent of the students enrolled the subsequent year at some institution other than their original one.
- When the Arkansas native university retention rate of 68.3 percent and the transfer retention rate of 8.3 percent are added together, a combined, one-year retention rate of 76.6 percent is achieved, a decline of 0.5 percent.
- Moving to six years after entry (Table 29-2 Part B), the cumulative graduation rate for the universities' 1997 entering cohort at native and transfer institutions is presented in Column 77. At the 150% point after entry, the cumulative completion rate was 42.7 percent, up by 0.9 percent from the previous year. ACT reports that the national *five-year* completion rate for public four-year campuses was 38.2 percent in 2003. The

National Information Center (NIC) reports a national graduation rate for universities, including both public and private institutions, of 54.4 percent. The highest Arkansas graduation rate is 51.3 percent for UCA, followed by University of Arkansas, Fayetteville (51.1%).

- Success Rates (Column 78) are defined as the sum of the graduation rate plus the 6-year retention rate. This measure gives a picture of what future graduation rates might be beyond the 150% method. Two universities have a success rate above 60 percent and the statewide average is 54.8 percent.
- 12.1 percent of the 1997 cohort continued to be enrolled in one of Arkansas' public institutions six (6) years after entry (Column 76).

Two-Year Institutional Data

- The first-year native retention rate for cohorts at the two-year colleges is 49.6 percent, a decrease of 1.9 percent since the previous year (see Table 29-3, Part A, Column 1). This was 2.2 percentage points lower than national data from ACT of 52.8 percent. The National Information Center (NIC) reported a national retention rate, including both public and private institutions, of 54.8 percent. Additionally, 5.8 percent of the cohort enrolled in another public college or university (Column 6) during the first year for a cumulative retention rate of 55.4 percent, a decrease of 1.3 percent from the previous year.
- Arkansas State University-Beebe had the highest 1-year native retention rate at 60.6 percent and eight other colleges experienced native retention rates of 50% or higher.
- As for cumulative graduation rates at the two-year institutions, SIS has tracked nine cohorts to their 150% time for completion (Table 19-3, Part B). 18.9 percent of the most recent cohort completed a degree or certificate after three years (Column 38), while an additional 22.3 percent continued to be enrolled. These totals are based on activity at both the native and transfer institutions. The graduation rate for two-year public colleges nationally declined by 1.5 percent to 30.1 percent according to the 2003 annual ACT report. The National Information Center (NIC) reported a national graduation rate, including both public and private institutions, of 29.2 percent. Black River Technical College produced the highest graduation rate of 34.6 percent, followed by Ozarka College with 29.5 percent.
- 22.3 percent of the 2000 cohort continued to be enrolled in one of the Arkansas public institutions three years after entry (Column 38), up 1.7 percent from the previous year.
- Success Rates (Column 39) are defined as the sum of the graduation rate plus the 3-year retention rate. This measure gives a picture of what future graduation rates might be beyond the 150% method. Three two-year colleges have a success rate above 50 percent and the statewide average is 41.2 percent.

- Of the 1,095 students who earned an AA degree at an Arkansas two-year public institution in 2000, 76 percent subsequently transferred at a public four-year institution, and 54 percent of those who transferred earned a baccalaureate degree within three years.

Table 29-1 Part A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2002 ENTERING COHORTS (Part A)

Demographic Characteristic	Fall Cohort Year	Fall Cohort #	# Enr.	AFTER ONE YEAR										
				# Completed				% Enr. (1)	First Year % Completed				% 1st Year Grad. (6)	% 1st Year Cohort Success (7)
				Cert.	Assoc.	Adv C	Bacc.		Cert. (2)	Assoc. (3)	Adv. C. (4)	Bacc. (5)		
PUBLIC TOTAL	1992	13,919	8,794	615	14	0	0	63.2	4.4	0.1	0.0	0.0	4.5	67.7
	1993	14,065	9,109	440	24	0	1	64.8	3.1	0.2	0.0	0.0	3.3	68.1
	1994	13,057	8,584	302	18	0	0	65.7	2.3	0.1	0.0	0.0	2.5	68.2
	1995	13,124	8,763	221	8	1	0	66.8	1.7	0.1	0.0	0.0	1.8	68.5
	1996	13,333	9,008	191	22	0	0	67.6	1.4	0.2	0.0	0.0	1.6	69.2
	1997	13,874	9,341	169	3	0	0	67.3	1.2	0.0	0.0	0.0	1.2	68.6
	1998	14,910	10,107	189	10	0	0	67.8	1.3	0.1	0.0	0.0	1.3	69.1
	1999	15,573	10,606	173	5	0	0	68.1	1.1	0.0	0.0	0.0	1.1	69.2
	2000	15,149	10,636	130	2	0	0	70.2	0.9	0.0	0.0	0.0	0.9	71.1
	2001	15,961	11,221	162	16	0	0	70.3	1.0	0.1	0.0	0.0	1.1	71.4
	2002	16,592	11,448	170	5	0	0	69.0	1.0	0.0	0.0	0.0	1.1	70.1
GENDER: Male	1992	6,290	3,859	315	5	0	0	61.4	5.0	0.1	0.0	0.0	5.1	66.4
	1993	6,524	4,032	247	10	0	0	61.8	3.8	0.2	0.0	0.0	3.9	65.7
	1994	5,848	3,690	142	4	0	0	63.1	2.4	0.1	0.0	0.0	2.5	65.6
	1995	5,758	3,696	134	4	1	0	64.2	2.3	0.1	0.0	0.0	2.4	66.6
	1996	5,887	3,853	107	5	0	0	65.4	1.8	0.1	0.0	0.0	1.9	67.4
	1997	5,996	3,865	99	1	0	0	64.5	1.7	0.0	0.0	0.0	1.7	66.1
	1998	6,635	4,347	106	4	0	0	65.5	1.6	0.1	0.0	0.0	1.7	67.2
	1999	6,778	4,452	99	3	0	0	65.7	1.5	0.0	0.0	0.0	1.5	67.2
	2000	6,724	4,580	77	0	0	0	68.1	1.1	0.0	0.0	0.0	1.1	69.3
	2001	6,891	4,667	95	6	0	0	67.7	1.4	0.1	0.0	0.0	1.5	69.2
	2002	7,232	4,830	96	2	0	0	66.8	1.3	0.0	0.0	0.0	1.4	68.1
Female	1992	7,629	4,935	300	9	0	0	64.7	3.9	0.1	0.0	0.0	4.1	68.7
	1993	7,541	5,077	193	14	0	1	67.3	2.6	0.2	0.0	0.0	2.8	70.1
	1994	7,209	4,894	160	14	0	0	67.9	2.2	0.2	0.0	0.0	2.4	70.3
	1995	7,366	5,067	87	4	0	0	68.8	1.2	0.1	0.0	0.0	1.2	70.0
	1996	7,446	5,155	84	17	0	0	69.2	1.1	0.2	0.0	0.0	1.4	70.6
	1997	7,878	5,476	70	2	0	0	69.5	0.9	0.0	0.0	0.0	0.9	70.4
	1998	8,275	5,760	83	6	0	0	69.6	1.0	0.1	0.0	0.0	1.1	70.7
	1999	8,793	6,152	74	2	0	0	70.0	0.8	0.0	0.0	0.0	0.9	70.8
	2000	8,425	6,056	53	2	0	0	71.9	0.6	0.0	0.0	0.0	0.7	72.5
	2001	9,070	6,554	67	10	0	0	72.3	0.7	0.1	0.0	0.0	0.8	73.1
	2002	9,360	6,658	74	3	0	0	71.1	0.8	0.0	0.0	0.0	0.8	72.0
RACE: Black	1992	2,410	1,429	74	0	0	0	59.3	3.1	0.0	0.0	0.0	3.1	62.4
	1993	2,519	1,558	56	2	0	0	61.8	2.2	0.1	0.0	0.0	2.3	64.2
	1994	2,309	1,396	26	3	0	0	60.5	1.1	0.1	0.0	0.0	1.3	61.7
	1995	2,376	1,422	28	0	0	0	59.8	1.2	0.0	0.0	0.0	1.2	61.0
	1996	2,447	1,474	27	2	0	0	60.2	1.1	0.1	0.0	0.0	1.2	61.4
	1997	2,499	1,590	21	0	0	0	63.6	0.8	0.0	0.0	0.0	0.8	64.5
	1998	2,782	1,749	35	1	0	0	62.9	1.3	0.0	0.0	0.0	1.3	64.2
	1999	2,997	1,888	29	0	0	0	63.0	1.0	0.0	0.0	0.0	1.0	64.0
	2000	2,883	1,881	22	0	0	0	65.2	0.8	0.0	0.0	0.0	0.8	66.0
	2001	3,019	1,983	32	0	0	0	65.7	1.1	0.0	0.0	0.0	1.1	66.7
	2002	3,242	2,064	19	1	0	0	63.7	0.6	0.0	0.0	0.0	0.6	64.3
White	1992	10,842	6,920	533	14	0	0	63.8	4.9	0.1	0.0	0.0	5.0	68.9
	1993	10,936	7,169	379	22	0	1	65.6	3.5	0.2	0.0	0.0	3.7	69.2
	1994	10,197	6,819	270	15	0	0	66.9	2.6	0.1	0.0	0.0	2.8	69.7
	1995	10,257	7,030	190	8	1	0	68.5	1.9	0.1	0.0	0.0	1.9	70.5
	1996	10,318	7,152	160	20	0	0	69.3	1.6	0.2	0.0	0.0	1.7	71.1
	1997	10,762	7,374	137	3	0	0	68.5	1.3	0.0	0.0	0.0	1.3	69.8
	1998	11,505	7,938	151	9	0	0	69.0	1.3	0.1	0.0	0.0	1.4	70.4
	1999	11,888	8,258	141	5	0	0	69.5	1.2	0.0	0.0	0.0	1.2	70.7
	2000	11,519	8,238	103	2	0	0	71.5	0.9	0.0	0.0	0.0	0.9	72.4
	2001	12,091	8,653	129	15	0	0	71.6	1.1	0.1	0.0	0.0	1.2	72.8
	2002	12,392	8,792	149	3	0	0	70.9	1.2	0.0	0.0	0.0	1.2	72.2
Other	1992	667	445	8	0	0	0	66.7	1.2	0.0	0.0	0.0	1.2	67.9
	1993	610	382	5	0	0	0	62.6	0.8	0.0	0.0	0.0	0.8	63.4
	1994	551	369	6	0	0	0	67.0	1.1	0.0	0.0	0.0	1.1	68.1
	1995	491	311	3	0	0	0	63.3	0.6	0.0	0.0	0.0	0.6	64.0
	1996	568	382	4	0	0	0	67.3	0.7	0.0	0.0	0.0	0.7	68.0
	1997	613	377	11	0	0	0	61.5	1.8	0.0	0.0	0.0	1.8	63.3
	1998	623	420	3	0	0	0	67.4	0.5	0.0	0.0	0.0	0.5	67.9
	1999	688	460	3	0	0	0	66.9	0.4	0.0	0.0	0.0	0.4	67.3
	2000	747	517	5	0	0	0	69.2	0.7	0.0	0.0	0.0	0.7	69.9
	2001	851	585	1	1	0	0	68.7	0.1	0.1	0.0	0.0	0.2	69.0
	2002	958	632	2	1	0	0	66.0	0.2	0.1	0.0	0.0	0.3	66.3

Table 29-1 Part A. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2002 ENTERING COHORTS (Part A)

Demographic Characteristic	Fall Cohort Year	#	# Enr.	AFTER ONE YEAR										
				# Completed				% Enr. (1)	First Year % Completed				% 1st Year Grad. (6)	% 1st Year Cohort Success (7)
				Cert.	Assoc.	Adv C	Bacc.		Cert. (2)	Assoc. (3)	Adv. C. (4)	Bacc. (5)		
AGE: 17 - 19 (Years)	1992	10,666	7,410	175	3	0	0	69.5	1.6	0.0	0.0	0.0	1.7	71.1
	1993	11,271	7,919	105	4	0	0	70.3	0.9	0.0	0.0	0.0	1.0	71.2
	1994	10,822	7,594	83	3	0	0	70.2	0.8	0.0	0.0	0.0	0.8	71.0
	1995	10,982	7,805	77	3	0	0	71.1	0.7	0.0	0.0	0.0	0.7	71.8
	1996	10,985	7,960	66	8	0	0	72.5	0.6	0.1	0.0	0.0	0.7	73.1
	1997	11,417	8,243	69	1	0	0	72.2	0.6	0.0	0.0	0.0	0.6	72.8
	1998	12,301	8,912	74	5	0	0	72.4	0.6	0.0	0.0	0.0	0.6	73.1
	1999	12,827	9,290	74	3	0	0	72.4	0.6	0.0	0.0	0.0	0.6	73.0
	2000	12,795	9,481	67	1	0	0	74.1	0.5	0.0	0.0	0.0	0.5	74.6
	2001	13,084	9,766	68	9	0	0	74.6	0.5	0.1	0.0	0.0	0.6	75.2
	2002	13,254	9,795	75	2	0	0	73.9	0.6	0.0	0.0	0.0	0.6	74.5
20 - 24	1992	1,385	557	146	2	0	0	40.2	10.5	0.1	0.0	0.0	10.7	50.9
	1993	1,260	507	117	7	0	0	40.2	9.3	0.6	0.0	0.0	9.8	50.1
	1994	1,118	442	85	5	0	0	39.5	7.6	0.4	0.0	0.0	8.1	47.6
	1995	972	389	55	1	1	0	40.0	5.7	0.1	0.1	0.0	5.9	45.9
	1996	1,261	536	47	9	0	0	42.5	3.7	0.7	0.0	0.0	4.4	46.9
	1997	1,333	536	40	2	0	0	40.2	3.0	0.2	0.0	0.0	3.2	43.4
	1998	1,407	611	38	2	0	0	43.4	2.7	0.1	0.0	0.0	2.8	46.3
	1999	1,414	579	28	1	0	0	40.9	2.0	0.1	0.0	0.0	2.1	43.0
	2000	1,372	653	17	1	0	0	47.6	1.2	0.1	0.0	0.0	1.3	48.9
	2001	1,545	734	40	3	0	0	47.5	2.6	0.2	0.0	0.0	2.8	50.3
	2002	1,715	793	33	1	0	0	46.2	1.9	0.1	0.0	0.0	2.0	48.2
25 - 34	1992	1,046	468	162	6	0	0	44.7	15.5	0.6	0.0	0.0	16.1	60.8
	1993	907	398	117	8	0	1	43.9	12.9	0.9	0.0	0.1	13.9	57.8
	1994	705	361	86	6	0	0	51.2	12.2	0.9	0.0	0.0	13.0	64.3
	1995	714	331	51	3	0	0	46.4	7.1	0.4	0.0	0.0	7.6	53.9
	1996	700	313	47	3	0	0	44.7	6.7	0.4	0.0	0.0	7.1	51.9
	1997	716	337	32	0	0	0	47.1	4.5	0.0	0.0	0.0	4.5	51.5
	1998	692	321	34	2	0	0	46.4	4.9	0.3	0.0	0.0	5.2	51.6
	1999	778	404	41	1	0	0	51.9	5.3	0.1	0.0	0.0	5.4	57.3
	2000	628	297	24	0	0	0	47.3	3.8	0.0	0.0	0.0	3.8	51.1
	2001	831	458	29	3	0	0	55.1	3.5	0.4	0.0	0.0	3.9	59.0
	2002	1,043	570	30	1	0	0	54.7	2.9	0.1	0.0	0.0	3.0	57.6
35 - 44	1992	521	216	100	2	0	0	41.5	19.2	0.4	0.0	0.0	19.6	61.0
	1993	402	181	65	5	0	0	45.0	16.2	1.2	0.0	0.0	17.4	62.4
	1994	274	123	36	2	0	0	44.9	13.1	0.7	0.0	0.0	13.9	58.8
	1995	301	158	27	0	0	0	52.5	9.0	0.0	0.0	0.0	9.0	61.5
	1996	278	143	24	1	0	0	51.4	8.6	0.4	0.0	0.0	9.0	60.4
	1997	267	146	18	0	0	0	54.7	6.7	0.0	0.0	0.0	6.7	61.4
	1998	318	171	25	1	0	0	53.8	7.9	0.3	0.0	0.0	8.2	61.9
	1999	380	231	17	0	0	0	60.8	4.5	0.0	0.0	0.0	4.5	65.3
	2000	236	135	10	0	0	0	57.2	4.2	0.0	0.0	0.0	4.2	61.4
	2001	326	180	14	1	0	0	55.2	4.3	0.3	0.0	0.0	4.6	59.8
	2002	389	227	19	1	0	0	58.4	4.9	0.3	0.0	0.0	5.1	63.5
45 - 54	1992	126	43	22	1	0	0	34.1	17.5	0.8	0.0	0.0	18.3	52.4
	1993	110	41	25	0	0	0	37.3	22.7	0.0	0.0	0.0	22.7	60.0
	1994	82	38	11	2	0	0	46.3	13.4	2.4	0.0	0.0	15.9	62.2
	1995	80	45	5	1	0	0	56.3	6.3	1.3	0.0	0.0	7.5	63.8
	1996	68	34	5	1	0	0	50.0	7.4	1.5	0.0	0.0	8.8	58.8
	1997	91	54	7	0	0	0	59.3	7.7	0.0	0.0	0.0	7.7	67.0
	1998	144	75	13	0	0	0	52.1	9.0	0.0	0.0	0.0	9.0	61.1
	1999	130	78	11	0	0	0	60.0	8.5	0.0	0.0	0.0	8.5	68.5
	2000	77	46	7	0	0	0	59.7	9.1	0.0	0.0	0.0	9.1	68.8
	2001	132	62	10	0	0	0	47.0	7.6	0.0	0.0	0.0	7.6	54.5
	2002	147	83	13	0	0	0	56.5	8.8	0.0	0.0	0.0	8.8	65.3
55 - 80	1992	32	6	8	0	0	0	18.8	25.0	0.0	0.0	0.0	25.0	43.8
	1993	24	7	6	0	0	0	29.2	25.0	0.0	0.0	0.0	25.0	54.2
	1994	9	2	0	0	0	0	22.2	0.0	0.0	0.0	0.0	0.0	22.2
	1995	17	6	3	0	0	0	35.3	17.6	0.0	0.0	0.0	17.6	52.9
	1996	19	10	2	0	0	0	52.6	10.5	0.0	0.0	0.0	10.5	63.2
	1997	17	8	2	0	0	0	47.1	11.8	0.0	0.0	0.0	11.8	58.8
	1998	25	8	3	0	0	0	32.0	12.0	0.0	0.0	0.0	12.0	44.0
	1999	28	11	1	0	0	0	39.3	3.6	0.0	0.0	0.0	3.6	42.9
	2000	17	10	4	0	0	0	58.8	23.5	0.0	0.0	0.0	23.5	82.4
	2001	23	10	0	0	0	0	43.5	0.0	0.0	0.0	0.0	0.0	43.5
	2002	27	12	0	0	0	0	44.4	0.0	0.0	0.0	0.0	0.0	44.4
Unknown	1992	143	94	2	0	0	0	65.7	1.4	0.0	0.0	0.0	1.4	67.1
	1993	91	56	5	0	0	0	61.5	5.5	0.0	0.0	0.0	5.5	67.0
	1994	47	24	1	0	0	0	51.1	2.1	0.0	0.0	0.0	2.1	53.2
	1995	58	29	3	0	0	0	50.0	5.2	0.0	0.0	0.0	5.2	55.2
	1996	22	12	0	0	0	0	54.5	0.0	0.0	0.0	0.0	0.0	54.5
	1997	33	17	1	0	0	0	51.5	3.0	0.0	0.0	0.0	3.0	54.5
	1998	23	9	2	0	0	0	39.1	8.7	0.0	0.0	0.0	8.7	47.8
	1999	16	13	1	0	0	0	81.3	6.3	0.0	0.0	0.0	6.3	87.5
	2000	24	14	1	0	0	0	58.3	4.2	0.0	0.0	0.0	4.2	62.5
	2001	20	11	1	0	0	0	55.0	5.0	0.0	0.0	0.0	5.0	60.0
	2002	16	7	0	0	0	0	43.8	0.0	0.0	0.0	0.0	0.0	43.8

Table 29-1 Part B. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2002 ENTERING COHORTS (Part B)

Demographic Characteristic	Fall Cohort Year	Fall Cohort #	# Enr.	AFTER THREE YEARS				% Enr. (15)	Cumulative % Completed				% Cumul. Grad. (20)	% Cumulative Cohort Success (21)
				# Completed					Cumulative % Completed					
				Cert.	Assoc.	Adv C	Bacc.		Cert. (16)	Assoc. (17)	Adv. C. (18)	Bacc. (19)		
PUBLIC TOTAL	1992	13,919	5,727	58	298	0	33	41.1	5.9	3.4	0.0	0.3	9.6	50.7
	1993	14,065	5,933	55	326	5	30	42.2	4.6	3.8	0.0	0.3	8.7	50.9
	1994	13,057	5,719	66	311	0	40	43.8	3.6	4.0	0.1	0.3	8.0	51.8
	1995	13,124	5,889	66	400	0	20	44.9	3.2	4.8	0.0	0.2	8.2	53.0
	1996	13,333	6,086	85	381	0	16	45.6	3.0	4.8	0.0	0.1	7.9	53.5
	1997	13,874	6,124	69	486	0	33	44.1	3.0	5.4	0.0	0.2	8.6	52.7
	1998	14,910	6,826	87	494	0	42	45.8	2.8	5.3	0.0	0.3	8.4	54.2
	1999	15,573	7,274	89	542	0	31	46.7	2.8	6.1	0.0	0.2	9.1	55.8
	2000	15,149	7,333	85	553	0	36							
	2001	15,961												
	2002	16,592												
GENDER: Male	1992	6,290	2,453	20	85	0	14	39.0	6.5	2.4	0.0	0.2	9.2	48.2
	1993	6,524	2,616	22	109	5	15	40.1	5.1	2.7	0.1	0.3	8.2	48.3
	1994	5,848	2,467	31	89	0	20	42.2	3.5	2.9	0.1	0.4	6.8	49.0
	1995	5,758	2,526	21	129	0	5	43.9	3.6	3.5	0.0	0.1	7.2	51.1
	1996	5,887	2,587	15	125	0	7	43.9	2.8	3.5	0.0	0.1	6.5	50.5
	1997	5,996	2,621	21	156	0	7	43.7	2.9	4.0	0.0	0.1	7.1	50.8
	1998	6,635	2,990	26	164	0	7	45.1	2.8	3.7	0.0	0.1	6.6	51.7
	1999	6,778	3,131	27	168	0	8	46.2	2.9	4.2	0.0	0.1	7.3	53.5
	2000	6,724	3,143	22	174	0	5	46.7	2.4	3.9	0.0	0.1	6.3	53.1
	2001	6,891												
	2002	7,232												
Female	1992	7,629	3,229	38	213	0	19	42.3	5.4	4.2	0.0	0.3	9.9	52.2
	1993	7,541	3,317	33	217	0	15	44.0	4.3	4.7	0.0	0.3	9.2	53.2
	1994	7,209	3,252	35	222	0	20	45.1	3.6	4.9	0.1	0.3	8.9	54.1
	1995	7,366	3,363	45	271	0	15	45.7	2.9	5.8	0.0	0.2	8.9	54.6
	1996	7,446	3,499	70	256	0	9	47.0	3.1	5.7	0.0	0.1	9.0	56.0
	1997	7,878	3,503	48	330	0	26	44.5	3.0	6.4	0.0	0.3	9.8	54.3
	1998	8,275	3,836	61	330	0	35	46.4	2.9	6.6	0.0	0.4	9.9	56.2
	1999	8,793	4,143	62	374	0	23	47.1	2.7	7.6	0.0	0.3	10.6	57.7
	2000	8,425	4,190	63	379	0	31	49.7	2.1	6.7	0.0	0.4	9.2	59.0
	2001	9,070												
	2002	9,360												
RACE: Black	1992	2,410	877	7	18	0	1	36.4	3.9	1.1	0.0	0.0	5.1	41.5
	1993	2,519	955	7	25	0	1	37.9	3.1	1.8	0.0	0.0	5.0	42.9
	1994	2,309	883	10	32	0	2	38.2	2.2	2.1	0.1	0.1	4.5	42.7
	1995	2,376	928	12	35	0	1	39.1	2.4	1.9	0.0	0.0	4.4	43.4
	1996	2,447	1,005	15	32	0	4	41.1	2.3	1.8	0.0	0.2	4.3	45.4
	1997	2,499	1,117	16	37	0	2	44.7	2.1	2.0	0.0	0.1	4.2	48.9
	1998	2,782	1,206	11	45	0	2	43.4	2.4	2.4	0.0	0.1	4.9	48.2
	1999	2,997	1,312	15	51	0	0	43.8	2.4	2.5	0.0	0.0	4.9	48.7
	2000	2,883	1,269	15	55	0	3	44.0	1.7	2.2	0.0	0.1	4.0	48.0
	2001	3,019												
	2002	3,242												
White	1992	10,842	4,596	50	261	0	17	42.4	6.6	3.8	0.0	0.2	10.6	53.0
	1993	10,936	4,748	45	289	5	15	43.4	5.2	4.3	0.0	0.2	9.6	53.1
	1994	10,197	4,602	55	270	0	15	45.1	4.0	4.5	0.1	0.1	8.7	53.9
	1995	10,257	4,752	51	350	0	18	46.3	3.5	5.5	0.0	0.2	9.2	55.5
	1996	10,318	4,830	68	335	0	11	46.8	3.2	5.5	0.0	0.1	8.9	55.7
	1997	10,762	4,753	51	438	0	29	44.2	3.2	6.3	0.0	0.3	9.7	53.9
	1998	11,505	5,359	76	434	0	39	46.6	3.1	6.1	0.0	0.3	9.5	56.1
	1999	11,888	5,669	70	471	0	25	47.7	2.9	7.1	0.0	0.2	10.2	57.9
	2000	11,519	5,725	70	476	0	30	49.7	2.5	6.3	0.0	0.3	9.1	58.8
	2001	12,091												
	2002	12,392												
Other	1992	667	254	1	19	0	15	38.1	1.8	4.3	0.0	2.5	8.7	46.8
	1993	610	230	3	12	0	14	37.7	1.8	2.5	0.0	3.3	7.5	45.2
	1994	551	234	1	9	0	23	42.5	1.6	2.5	0.0	4.9	9.1	51.5
	1995	491	209	3	15	0	1	42.6	1.4	4.3	0.0	0.2	5.9	48.5
	1996	568	251	2	14	0	1	44.2	1.4	4.0	0.0	0.2	5.6	49.8
	1997	613	254	2	11	0	2	41.4	3.3	2.9	0.0	0.3	6.5	48.0
	1998	623	261	0	15	0	1	41.9	0.6	4.5	0.0	0.2	5.3	47.2
	1999	688	294	4	20	0	6	42.7	2.0	6.1	0.0	0.9	9.0	51.7
	2000	747	339	0	22	0	3	45.4	0.7	4.8	0.0	0.4	5.9	51.3
	2001	851												
	2002	958												

Table 29-1 Part B. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2002 ENTERING COHORTS (Part B)

AFTER THREE YEARS														
Demographic Characteristic	Fall Cohort Year	Fall Cohort #	# Enr.	# Completed				% Enr. (15)	Cumulative % Completed				% Cumul. Grad. (20)	% Cumulative Cohort Success (21)
				Cert.	Assoc.	Adv C	Bacc.		Cert. (16)	Assoc. (17)	Adv. C. (18)	Bacc. (19)		
AGE: 17 - 19 (Years)	1992	10,666	5,117	44	181	0	18	48.0	2.6	2.6	0.0	0.2	5.4	53.4
	1993	11,271	5,420	30	240	3	17	48.1	1.8	3.2	0.0	0.2	5.2	53.3
	1994	10,822	5,318	48	215	0	21	49.1	1.7	3.3	0.0	0.2	5.2	54.4
	1995	10,982	5,515	49	301	0	15	50.2	1.6	4.1	0.0	0.1	5.9	56.1
	1996	10,985	5,614	49	292	0	12	51.1	1.6	4.4	0.0	0.1	6.1	57.2
	1997	11,417	5,692	47	381	0	26	49.9	1.7	5.0	0.0	0.2	6.9	56.7
	1998	12,301	6,362	59	368	0	36	51.7	1.7	4.7	0.0	0.3	6.6	58.4
	1999	12,827	6,777	49	408	0	27	52.8	1.5	5.1	0.0	0.2	6.9	59.7
	2000	12,795	6,800	61	445	0	29	53.1	1.5	5.2	0.0	0.2	7.0	60.1
	2001	13,084												
	2002	13,254												
	0													
20 - 24	1992	1,385	256	8	34	0	9	18.5	13.6	4.0	0.0	0.6	18.2	36.7
	1993	1,260	224	8	24	0	12	17.8	12.5	4.0	0.0	1.2	17.6	35.4
	1994	1,118	194	7	27	0	18	17.4	9.5	4.6	0.2	2.0	16.2	33.5
	1995	972	177	7	23	0	2	18.2	9.0	4.6	0.1	0.2	13.9	32.1
	1996	1,261	285	18	28	0	1	22.6	6.5	4.4	0.1	0.1	11.1	33.7
	1997	1,333	254	9	35	0	3	19.1	5.8	4.1	0.0	0.2	10.1	29.2
	1998	1,407	299	17	38	0	4	21.3	4.8	4.6	0.0	0.3	9.7	31.0
	1999	1,414	291	17	56	0	3	20.6	4.5	5.9	0.0	0.2	10.7	31.3
	2000	1,372	327	8	40	0	4	23.8	3.4	4.1	0.1	0.3	7.9	31.7
	2001	1,545												
	2002	1,715												
	0													
25 - 34	1992	1,046	182	2	45	0	6	17.4	18.8	7.2	0.0	0.7	26.7	44.1
	1993	907	160	9	32	1	1	17.6	17.3	7.1	0.1	0.3	24.8	42.4
	1994	705	134	7	49	0	0	19.0	16.9	10.8	0.3	0.0	27.9	47.0
	1995	714	123	8	42	0	1	17.2	12.3	9.7	0.0	0.1	22.1	39.4
	1996	700	129	9	32	0	2	18.4	11.6	7.6	0.0	0.3	19.4	37.9
	1997	716	117	9	39	0	3	16.3	10.8	9.6	0.0	0.4	20.8	37.2
	1998	692	112	5	46	0	1	16.2	9.2	9.8	0.0	0.1	19.2	35.4
	1999	778	130	12	32	1	0	16.7	12.6	11.2	0.1	0.0	23.9	40.6
	2000	628	134	9	36	0	0	21.3	7.8	9.1	0.0	0.0	16.9	38.2
	2001	831												
	2002	1,043												
	0													
35 - 44	1992	521	88	3	30	0	0	16.9	23.4	9.2	0.0	0.0	32.6	49.5
	1993	402	72	3	23	1	0	17.9	20.1	10.7	0.2	0.2	31.3	49.3
	1994	274	45	4	14	0	1	16.4	16.4	8.4	1.1	0.4	26.3	42.7
	1995	301	45	1	21	0	2	15.0	16.9	11.6	0.0	0.7	29.2	44.2
	1996	278	44	7	21	0	1	15.8	15.1	11.9	0.0	0.4	27.3	43.2
	1997	267	41	2	22	0	1	15.4	15.4	13.1	0.0	0.4	28.8	44.2
	1998	318	34	6	23	0	1	10.7	17.3	17.6	0.0	0.3	35.2	45.9
	1999	380	65	6	33	0	0	17.1	10.5	22.6	0.0	0.0	33.2	50.3
	2000	236	42	3	26	0	1	17.8	11.4	14.0	0.0	0.4	25.8	43.6
	2001	326												
	2002	389												
	0													
45 - 54	1992	126	12	1	7	0	0	9.5	23.0	10.3	0.0	0.0	33.3	42.9
	1993	110	11	3	3	0	0	10.0	33.6	6.4	0.0	0.0	40.0	50.0
	1994	82	11	0	5	0	0	13.4	17.1	14.6	0.0	0.0	31.7	45.1
	1995	80	8	0	11	0	0	10.0	17.5	25.0	0.0	0.0	42.5	52.5
	1996	68	9	2	5	0	0	13.2	13.2	13.2	0.0	0.0	26.5	39.7
	1997	91	11	1	8	0	0	12.1	26.4	17.6	0.0	0.0	44.0	56.0
	1998	144	16	0	16	0	0	11.1	14.6	16.0	0.0	0.0	30.6	41.7
	1999	130	6	4	12	0	0	4.6	21.5	26.9	0.0	0.0	48.5	53.1
	2000	77	18	4	3	0	0	23.4	22.1	10.4	0.0	0.0	32.5	55.8
	2001	132												
	2002	147												
	0													
55 - 80	1992	32	0	0	0	0	0	0.0	28.1	3.1	0.0	0.0	31.3	31.3
	1993	24	5	0	1	0	0	20.8	29.2	4.2	0.0	0.0	33.3	54.2
	1994	9	1	0	0	0	0	11.1	0.0	22.2	0.0	0.0	22.2	33.3
	1995	17	1	0	2	0	0	5.9	17.6	17.6	0.0	0.0	35.3	41.2
	1996	19	2	0	3	0	0	10.5	26.3	15.8	0.0	0.0	42.1	52.6
	1997	17	2	0	0	0	0	11.8	11.8	0.0	0.0	0.0	11.8	23.5
	1998	25	0	0	1	0	0	0.0	28.0	8.0	0.0	0.0	36.0	36.0
	1999	28	1	0	1	0	0	3.6	14.3	17.9	0.0	0.0	32.1	35.7
	2000	17	2	0	2	0	1	11.8	29.4	11.8	0.0	5.9	47.1	58.8
	2001	23												
	2002	27												
	0													
Unknown	1992	143	72	0	1	0	0	50.3	1.4	0.7	0.0	0.0	2.1	52.4
	1993	91	41	2	3	0	0	45.1	8.8	4.4	0.0	0.0	13.2	58.2
	1994	47	16	0	1	0	0	34.0	2.1	6.4	0.0	0.0	8.5	42.6
	1995	58	20	1	0	0	0	34.5	10.3	0.0	0.0	0.0	10.3	44.8
	1996	22	3	0	2	0	0	13.6	4.5	9.1	0.0	0.0	13.6	27.3
	1997	33	7	1	1	0	0	21.2	9.1	3.0	0.0	0.0	12.1	33.3
	1998	23	3	0	2	0	0	13.0	8.7	13.0	0.0	0.0	21.7	34.8
	1999	16	5	1	0	0	0	31.3	12.5	6.3	0.0	0.0	18.8	50.0
	2000	24	9	0	1	0	1	37.5	4.2	4.2	0.0	4.2	12.5	50.0
	2001	20												
	2002	16												

Table 29-1 Part C. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2002 ENTERING COHORTS (Part C)

AFTER SIX YEARS														
Demographic Characteristic	Fall Cohort Year	Fall Cohort #	# Enr.	# Completed				% Enr. (36)	Cumulative % Completed				% Cumul. Grad. (41)	% Cumulative Cohort Success (42)
				Cert.	Assoc.	Adv C	Bacc.		Cert. (37)	Assoc. (38)	Adv. C. (39)	Bacc. (40)		
PUBLIC TOTAL	1992	13,919	1,259	22	82	0	775	9.0	6.6	6.2	0.0	23.5	36.4	45.4
	1993	14,065	1,325	25	87	0	813	9.4	5.3	6.8	0.0	24.4	36.5	46.0
	1994	13,057	1,248	28	73	0	771	9.6	4.4	7.1	0.1	25.7	37.2	46.8
	1995	13,124	1,273	25	104	0	716	9.7	4.1	8.3	0.0	25.5	37.9	47.6
	1996	13,333	1,457	32	112	0	807	10.9	3.7	8.3	0.0	26.8	38.8	49.7
	1997	13,874	1,491	27	119	0	774	10.7	3.6	9.2	0.0	26.3	39.1	49.9
	1998	14,910												
	1999	15,573												
	2000	15,149												
	2001	15,961												
	2002	16,592												
GENDER: Male	1992	6,290	565	8	28	0	371	9.0	7.1	4.2	0.0	21.2	32.5	41.5
	1993	6,524	612	11	25	0	403	9.4	5.6	4.6	0.1	22.0	32.3	41.6
	1994	5,848	578	10	19	0	369	9.9	4.0	5.2	0.1	23.1	32.4	42.3
	1995	5,758	557	8	33	0	349	9.7	4.3	6.1	0.0	23.0	33.4	43.1
	1996	5,887	630	14	35	0	381	10.7	3.3	6.0	0.0	24.5	33.8	44.5
	1997	5,996	655	5	26	0	369	10.9	3.3	6.5	0.0	24.3	34.0	44.9
	1998	6,635												
	1999	6,778												
	2000	6,724												
	2001	6,891												
	2002	7,232												
Female	1992	7,629	695	14	54	0	411	9.1	6.2	7.9	0.0	25.5	39.6	48.7
	1993	7,541	713	14	62	0	410	9.5	5.0	8.7	0.0	26.5	40.2	49.7
	1994	7,209	670	18	54	0	402	9.3	4.7	8.6	0.1	27.7	41.2	50.5
	1995	7,366	716	17	71	0	367	9.7	4.0	10.1	0.0	27.4	41.5	51.2
	1996	7,446	827	18	77	0	426	11.1	4.1	10.1	0.0	28.6	42.7	53.9
	1997	7,878	836	22	93	0	405	10.6	3.9	11.3	0.0	27.8	43.0	53.7
	1998	8,275												
	1999	8,793												
	2000	8,425												
	2001	9,070												
	2002	9,360												
RACE: Black	1992	2,410	263	4	9	0	131	10.9	4.5	2.7	0.0	16.1	23.2	34.1
	1993	2,519	265	6	13	0	136	10.5	4.0	3.9	0.0	17.1	25.0	35.5
	1994	2,309	264	8	9	0	144	11.4	3.6	3.9	0.1	17.9	25.4	36.9
	1995	2,376	308	9	9	0	110	13.0	3.5	3.7	0.0	17.1	24.4	37.4
	1996	2,447	312	5	17	0	150	12.8	3.2	4.1	0.0	19.2	26.5	39.3
	1997	2,499	325	5	20	0	158	13.0	3.0	4.8	0.0	19.8	27.7	40.7
	1998	2,782												
	1999	2,997												
	2000	2,883												
	2001	3,019												
	2002	3,242												
White	1992	10,842	948	17	69	0	635	8.7	7.4	7.0	0.0	25.2	39.5	48.2
	1993	10,936	1,025	19	74	0	648	9.4	5.7	7.6	0.1	26.1	39.5	48.9
	1994	10,197	951	20	63	0	600	9.3	4.7	8.0	0.1	27.3	40.0	49.3
	1995	10,257	929	16	93	0	585	9.1	4.4	9.5	0.0	27.5	41.3	50.4
	1996	10,318	1,090	27	89	0	626	10.6	4.0	9.3	0.0	28.5	41.8	52.4
	1997	10,762	1,102	21	95	0	584	10.2	3.7	10.5	0.0	27.8	42.0	52.3
	1998	11,505												
	1999	11,888												
	2000	11,519												
	2001	12,091												
	2002	12,392												
Other	1992	667	48	1	4	0	21	7.2	2.4	7.3	0.0	25.0	34.8	42.0
	1993	610	35	0	0	0	29	5.7	1.8	3.8	0.0	25.7	31.3	37.0
	1994	551	33	0	1	0	27	6.0	2.2	4.9	0.0	28.5	35.6	41.6
	1995	491	36	0	2	0	21	7.3	2.4	6.3	0.0	23.2	32.0	39.3
	1996	568	55	0	6	0	31	9.7	1.8	7.0	0.0	27.6	36.4	46.1
	1997	613	64	1	4	0	32	10.4	3.8	5.1	0.0	26.6	35.4	45.8
	1998	623												
	1999	688												
	2000	747												
	2001	851												
	2002	958												

Table 29-1 Part C. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2002 ENTERING COHORTS (Part C)

AFTER SIX YEARS														
Demographic Characteristic	Fall Cohort Year	#	# Enr.	# Completed				% Enr. (36)	Cumulative % Completed				% Cumul. Grad. (41)	% Cumulative Cohort Success (42)
				Cert.	Assoc.	Adv C	Bacc.		Cert. (37)	Assoc. (38)	Adv. C. (39)	Bacc. (40)		
AGE: 17 - 19 (Years)	1992	10,666	1,088	18	69	0	721	10.2	3.3	5.6	0.0	28.2	37.1	47.3
	1993	11,271	1,197	20	65	0	774	10.6	2.4	6.0	0.0	28.8	37.3	47.9
	1994	10,822	1,139	20	63	0	738	10.5	2.5	6.4	0.0	29.5	38.4	48.9
	1995	10,982	1,154	21	94	0	690	10.5	2.4	7.7	0.0	29.3	39.4	50.0
	1996	10,985	1,284	23	95	0	756	11.7	2.3	7.8	0.0	31.3	41.4	53.0
	1997	11,417	1,313	21	109	0	736	11.5	2.3	9.1	0.0	30.8	42.1	53.6
	1998	12,301												
	1999	12,827												
	2000	12,795												
	2001	13,084												
	2002	13,254												
		0												
	20 - 24	1992	1,385	92	0	7	0	20	6.6	14.2	6.4	0.0	7.1	27.7
1993		1,260	62	0	11	0	16	4.9	12.7	7.1	0.0	6.7	26.6	31.5
1994		1,118	59	7	3	0	16	5.3	10.6	6.4	0.2	7.8	25.0	30.2
1995		972	63	3	4	0	14	6.5	9.9	7.6	0.1	6.7	24.3	30.8
1996		1,261	112	7	9	0	36	8.9	7.5	7.8	0.1	7.0	22.3	31.2
1997		1,333	121	3	5	0	25	9.1	6.2	5.8	0.0	6.3	18.3	27.4
1998		1,407												
1999		1,414												
2000		1,372												
2001		1,545												
2002		1,715												
		0												
25 - 34		1992	1,046	44	3	4	0	20	4.2	19.7	9.8	0.0	8.8	38.2
	1993	907	40	2	8	0	10	4.4	18.2	12.2	0.1	6.0	36.5	40.9
	1994	705	31	1	6	0	16	4.4	17.6	15.2	0.3	7.2	40.3	44.7
	1995	714	45	1	3	0	4	6.3	14.1	13.2	0.0	4.2	31.5	37.8
	1996	700	42	2	6	0	10	6.0	13.0	12.9	0.0	3.9	29.7	35.7
	1997	716	46	1	5	0	13	6.4	11.7	14.4	0.0	6.3	32.4	38.8
	1998	692												
	1999	778												
	2000	628												
	2001	831												
	2002	1,043												
		0												
	35 - 44	1992	521	23	1	1	0	5	4.4	24.0	11.7	0.0	4.8	40.5
1993		402	13	2	2	0	8	3.2	21.1	14.7	0.2	6.0	42.0	45.3
1994		274	13	0	1	0	1	4.7	16.8	12.8	1.1	4.7	35.4	40.1
1995		301	8	0	3	0	6	2.7	18.3	16.6	0.0	5.0	39.9	42.5
1996		278	13	0	2	0	4	4.7	15.8	15.5	0.0	5.8	37.1	41.7
1997		267	6	1	0	0	5	2.2	16.5	16.9	0.0	3.4	36.7	39.0
1998		318												
1999		380												
2000		236												
2001		326												
2002		389												
		0												
45 - 54		1992	126	2	0	0	0	1	1.6	23.8	11.1	0.0	3.2	38.1
	1993	110	2	1	0	0	0	1.8	35.5	10.0	0.0	0.9	46.4	48.2
	1994	82	3	0	0	0	0	3.7	19.5	18.3	0.0	1.2	39.0	42.7
	1995	80	0	0	0	0	0	0.0	17.5	28.8	0.0	3.8	50.0	50.0
	1996	68	3	0	0	0	0	4.4	16.2	16.2	0.0	2.9	35.3	39.7
	1997	91	1	1	0	0	1	1.1	27.5	20.9	0.0	2.2	50.5	51.6
	1998	144												
	1999	130												
	2000	77												
	2001	132												
	2002	147												
		0												
	55 - 80	1992	32	2	0	0	0	0	6.3	28.1	3.1	0.0	15.6	46.9
1993		24	0	0	0	0	0	0.0	29.2	20.8	0.0	4.2	54.2	54.2
1994		9	0	0	0	0	0	0.0	11.1	22.2	0.0	0.0	33.3	33.3
1995		17	0	0	0	0	0	0.0	17.6	17.6	0.0	0.0	35.3	35.3
1996		19	1	0	0	0	1	5.3	26.3	15.8	0.0	5.3	47.4	52.6
1997		17	0	0	0	0	0	0.0	11.8	0.0	0.0	0.0	11.8	11.8
1998		25												
1999		28												
2000		17												
2001		23												
2002		27												
		0												
Unknown		1992	143	8	0	1	0	8	5.6	2.1	3.5	0.0	31.5	37.1
	1993	91	11	0	1	0	5	12.1	8.8	8.8	0.0	24.2	41.8	53.8
	1994	47	3	0	0	0	0	6.4	2.1	12.8	0.0	12.8	27.7	34.0
	1995	58	3	0	0	0	2	5.2	10.3	1.7	0.0	20.7	32.8	37.9
	1996	22	2	0	0	0	0	9.1	4.5	13.6	0.0	0.0	18.2	27.3
	1997	33	3	0	0	0	0	9.1	9.1	6.1	0.0	9.1	24.2	33.3
	1998	23												
	1999	16												
	2000	24												
	2001	20												
	2002	16												

Table 29-2 Part A. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part A)

AFTER ONE YEAR																
Institution	Fall Cohort Year	Fall Cohort #	NATIVE		NATIVES				TRANSFERS				% 1st Year Ret. (11)	% 1st Year Grad. (12)	% 1st Year Cohort Success (13)	
			# Enr.	% Enr. (1)	First Year % Completed				% Enr. (6)	First Year % Completed						
					Cart. (2)	Assoc. (3)	Adv. C. (4)	Bacc.+ (5)		Cart. (7)	Assoc. (8)	Adv. C. (9)				Bacc.+ (10)
Public Four-Year ASUJ	1992	1,748	1,059	60.6	0.0	0.0	0.0	0.0	9.7	0.1	0.0	0.0	0.0	70.3	0.1	70.3
	1993	1,511	1,011	66.9	0.0	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	74.1	0.0	74.1
	1994	1,499	1,000	66.7	0.0	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	73.4	0.0	73.4
	1995	1,494	990	66.3	0.0	0.0	0.0	0.0	9.2	0.0	0.0	0.0	0.0	75.4	0.0	75.4
	1996	1,594	1,066	66.9	0.0	0.0	0.0	0.0	7.8	0.0	0.0	0.0	0.0	74.7	0.0	74.7
	1997	1,693	1,109	65.5	0.0	0.0	0.0	0.0	9.6	0.0	0.0	0.0	0.0	75.1	0.0	75.1
	1998	1,708	1,115	65.3	0.0	0.0	0.0	0.0	9.6	0.0	0.0	0.0	0.0	74.9	0.0	74.9
	1999	1,657	1,094	66.0	0.0	0.0	0.0	0.0	10.1	0.0	0.0	0.0	0.0	76.2	0.0	76.2
	2000	1,591	1,121	70.5	0.0	0.0	0.0	0.0	7.9	0.0	0.0	0.0	0.0	78.4	0.0	78.4
	2001	1,607	1,082	67.3	0.0	0.0	0.0	0.0	9.8	0.1	0.0	0.0	0.0	77.2	0.1	77.2
	2002	1,546	1,080	69.9	0.0	0.0	0.0	0.0	9.5	0.1	0.0	0.0	0.0	79.4	0.1	79.4
	2003	1,433														
	ATU	1992	825	561	68.0	0.0	0.0	0.0	0.0	5.0	0.1	0.0	0.0	0.0	73.0	0.1
1993		845	528	62.5	0.0	0.0	0.0	0.0	7.8	0.0	0.0	0.0	0.0	70.3	0.0	70.3
1994		838	527	62.9	0.0	0.0	0.0	0.0	8.7	0.0	0.0	0.0	0.0	71.6	0.0	71.6
1995		757	476	62.9	0.0	0.0	0.0	0.0	7.7	0.0	0.0	0.0	0.0	70.5	0.0	70.5
1996		668	457	68.4	0.0	0.0	0.0	0.0	8.8	0.0	0.0	0.0	0.0	77.2	0.0	77.2
1997		724	454	62.7	0.0	0.0	0.0	0.0	8.3	0.1	0.0	0.0	0.0	71.0	0.1	71.1
1998		823	540	65.6	0.0	0.0	0.0	0.0	6.4	0.0	0.0	0.0	0.0	72.1	0.0	72.1
1999		1,057	672	63.6	0.0	0.0	0.0	0.0	10.7	0.0	0.0	0.0	0.0	74.3	0.0	74.3
2000		1,124	724	64.4	0.0	0.0	0.0	0.0	10.7	0.0	0.0	0.0	0.0	75.1	0.0	75.1
2001		1,205	813	67.5	0.0	0.0	0.0	0.0	9.6	0.0	0.0	0.0	0.0	77.1	0.0	77.1
2002		1,170	770	65.8	0.0	0.0	0.0	0.0	9.7	0.0	0.0	0.0	0.0	75.6	0.0	75.6
2003		1,338														
HSU		1992	690	441	63.9	0.0	0.0	0.0	0.0	9.3	0.0	0.0	0.0	0.0	73.2	0.0
	1993	735	461	62.7	0.0	0.0	0.0	0.0	10.7	0.0	0.0	0.0	0.0	73.5	0.0	73.5
	1994	643	372	57.9	0.0	0.0	0.0	0.0	14.8	0.0	0.0	0.0	0.0	72.6	0.0	72.6
	1995	608	385	63.3	0.0	0.0	0.0	0.0	10.5	0.0	0.0	0.0	0.0	73.8	0.0	73.8
	1996	570	363	63.7	0.0	0.0	0.0	0.0	10.9	0.0	0.0	0.0	0.0	74.6	0.0	74.6
	1997	563	347	61.6	0.0	0.0	0.0	0.0	14.6	0.2	0.0	0.0	0.0	76.2	0.2	76.4
	1998	603	395	65.5	0.0	0.0	0.0	0.0	12.3	0.0	0.0	0.0	0.0	77.8	0.0	77.8
	1999	561	331	59.0	0.0	0.0	0.0	0.0	12.1	0.0	0.0	0.0	0.0	71.1	0.0	71.1
	2000	652	419	64.3	0.0	0.0	0.0	0.0	12.1	0.0	0.0	0.0	0.0	76.4	0.0	76.4
	2001	646	413	63.9	0.0	0.0	0.0	0.0	12.2	0.0	0.0	0.0	0.0	76.2	0.0	76.2
	2002	618	372	60.2	0.0	0.0	0.0	0.0	12.0	0.0	0.0	0.0	0.0	72.2	0.0	72.2
	2003	534														
	SAUM	1992	491	296	60.3	0.0	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	67.0	0.0
1993		492	282	57.3	0.0	0.0	0.0	0.0	6.1	0.0	0.0	0.0	0.0	63.4	0.0	63.4
1994		487	266	54.6	0.0	0.0	0.0	0.0	8.6	0.2	0.0	0.0	0.0	63.2	0.2	63.4
1995		481	282	58.6	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	68.6	0.0	68.6
1996		520	320	61.5	0.0	0.0	0.0	0.0	7.5	0.2	0.0	0.0	0.0	69.0	0.2	69.2
1997		523	315	60.2	0.0	0.0	0.0	0.0	5.7	0.2	0.0	0.0	0.0	66.0	0.2	66.2
1998		523	341	65.2	0.0	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	72.3	0.0	72.3
1999		555	367	66.1	0.0	0.0	0.0	0.0	7.6	0.0	0.0	0.0	0.0	73.7	0.0	73.7
2000		623	420	67.4	0.0	0.0	0.0	0.0	5.9	0.0	0.0	0.0	0.0	73.4	0.0	73.4
2001		571	365	63.9	0.0	0.0	0.0	0.0	7.4	0.0	0.0	0.0	0.0	71.3	0.0	71.3
2002		563	366	65.0	0.0	0.0	0.0	0.0	8.0	0.0	0.0	0.0	0.0	73.0	0.0	73.0
2003		544														
UAF		1992	1,598	1,172	73.3	0.0	0.0	0.0	0.0	6.1	0.0	0.0	0.0	0.0	79.4	0.0
	1993	2,007	1,491	74.3	0.0	0.0	0.0	0.0	7.0	0.0	0.0	0.0	0.0	81.3	0.0	81.3
	1994	2,171	1,606	74.0	0.0	0.0	0.0	0.0	7.7	0.0	0.0	0.0	0.0	81.7	0.0	81.7
	1995	2,248	1,621	72.1	0.0	0.0	0.0	0.0	7.5	0.0	0.0	0.0	0.0	79.6	0.0	79.7
	1996	2,175	1,579	72.6	0.0	0.0	0.0	0.0	7.8	0.0	0.0	0.0	0.0	80.4	0.0	80.4
	1997	1,928	1,433	74.3	0.0	0.0	0.0	0.0	8.2	0.0	0.0	0.0	0.0	82.5	0.0	82.5
	1998	2,231	1,703	76.3	0.0	0.0	0.0	0.0	7.5	0.0	0.0	0.0	0.0	83.9	0.0	83.9
	1999	2,037	1,648	80.9	0.0	0.0	0.0	0.0	5.3	0.0	0.0	0.0	0.0	86.2	0.0	86.2
	2000	2,168	1,761	81.2	0.0	0.0	0.0	0.0	6.1	0.0	0.0	0.0	0.0	87.3	0.0	87.3
	2001	2,187	1,777	81.3	0.0	0.0	0.0	0.0	7.0	0.0	0.0	0.0	0.0	88.3	0.0	88.3
	2002	2,145	1,759	82.0	0.0	0.0	0.0	0.0	5.4	0.0	0.0	0.0	0.0	87.4	0.0	87.4
	2003	2,277														
	UAFS*	1992	458	261	57.0	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	0.0	59.4	0.0
1993		683	360	52.7	0.0	0.0	0.0	0.0	6.9	0.0	0.0	0.0	0.0	59.6	0.0	59.6
1994		841	440	52.3	0.1	0.0	0.0	0.0	7.0	0.0	0.0	0.0	0.0	59.3	0.1	59.5
1995		784	460	58.7	0.0	0.0	0.0	0.0	3.4	0.0	0.0	0.0	0.0	62.1	0.0	62.1
1996		767	440	57.4	0.9	0.0	0.0	0.0	6.0	0.0	0.0	0.0	0.0	63.4	0.9	64.3
1997		824	483	58.6	0.2	0.0	0.0	0.0	5.3	0.0	0.0	0.0	0.0	64.0	0.2	64.2
1998		753	396	52.6	0.1	0.3	0.0	0.0	5.4	0.0	0.0	0.0	0.0	58.0	0.4	58.4
1999		931	501	53.8	0.4	0.0	0.0	0.0	7.0	0.0	0.0	0.0	0.0	60.8	0.4	61.2
2000		756	417	55.2	0.3	0.1	0.0	0.0	5.3	0.0	0.0	0.0	0.0	60.4	0.4	60.8
2001		866	497	57.4	0.6	0.1	0.0	0.0	5.0	0.0	0.0	0.0	0.0	62.4	0.7	63.0
2002		1,040	601	57.8	0.7	0.0	0.0	0.0	5.1	0.0	0.0	0.0	0.0	62.9	0.7	63.6
2003		765														

Table 29-2 Part A. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part A)

Institution	Fall Cohort Year	Cohort #	AFTER ONE YEAR													
			NATIVE		NATIVES				TRANSFERS				% 1st Year Ret. (11)	% 1st Year Grad. (12)	% 1st Year Cohort Success (13)	
			# Enr.	% Enr. (1)	First Year % Completed				% Enr. (6)	First Year % Completed						
					Cert. (2)	Assoc. (3)	Adv. C. (4)	Bacc.+ (5)		Cert. (7)	Assoc. (8)	Adv. C. (9)	Bacc.+ (10)			
UALR	1992	1,105	666	60.3	0.0	0.0	0.0	0.0	6.6	0.0	0.0	0.0	0.0	66.9	0.0	66.9
	1993	965	574	59.5	0.0	0.0	0.0	0.0	7.4	0.0	0.0	0.0	0.0	66.8	0.0	66.8
	1994	675	396	58.7	0.0	0.0	0.0	0.0	8.3	0.0	0.0	0.0	0.0	67.0	0.0	67.0
	1995	765	484	63.3	0.0	0.0	0.0	0.0	6.1	0.0	0.0	0.0	0.0	69.4	0.0	69.4
	1996	676	408	60.4	0.0	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	67.0	0.0	67.0
	1997	836	532	63.6	0.0	0.0	0.0	0.0	8.5	0.0	0.0	0.0	0.0	72.1	0.0	72.1
	1998	779	522	67.0	0.0	0.0	0.0	0.0	7.4	0.0	0.0	0.0	0.0	74.5	0.0	74.5
	1999	833	514	61.7	0.0	0.0	0.0	0.0	9.4	0.0	0.0	0.0	0.0	71.1	0.0	71.1
	2000	828	555	67.0	0.0	0.0	0.0	0.0	8.1	0.0	0.0	0.0	0.0	75.1	0.0	75.1
	2001	709	479	67.6	0.0	0.0	0.0	0.0	6.5	0.0	0.0	0.0	0.0	74.0	0.0	74.0
	2002	739	470	63.6	0.0	0.0	0.0	0.0	8.5	0.0	0.0	0.0	0.0	72.1	0.0	72.1
2003	691															
UAM	1992	581	345	59.4	0.0	0.0	0.0	0.0	5.9	0.0	0.0	0.0	0.0	65.2	0.0	65.2
	1993	510	277	54.3	0.0	0.0	0.0	0.0	5.1	0.0	0.0	0.0	0.0	59.4	0.0	59.4
	1994	513	257	50.1	0.0	0.0	0.0	0.0	7.4	0.0	0.0	0.0	0.0	57.5	0.0	57.5
	1995	479	253	52.8	0.0	0.0	0.0	0.0	9.8	0.0	0.0	0.0	0.0	62.6	0.0	62.6
	1996	453	255	56.3	0.0	0.0	0.0	0.0	9.9	0.0	0.0	0.0	0.0	66.2	0.0	66.2
	1997	449	212	47.2	0.0	0.0	0.0	0.0	9.1	0.0	0.0	0.0	0.0	56.3	0.0	56.3
	1998	457	254	55.6	0.0	0.0	0.0	0.0	7.9	0.0	0.0	0.0	0.0	63.5	0.0	63.5
	1999	511	296	57.9	0.0	0.0	0.0	0.0	9.2	0.0	0.0	0.0	0.0	67.1	0.0	67.1
	2000	467	235	50.3	0.0	0.0	0.0	0.0	8.4	0.0	0.0	0.0	0.0	58.7	0.0	58.7
	2001	462	250	54.1	0.0	0.0	0.0	0.0	7.8	0.0	0.0	0.0	0.0	61.9	0.0	61.9
	2002	528	287	54.4	0.0	0.0	0.0	0.0	11.4	0.0	0.0	0.0	0.0	65.7	0.0	65.7
2003	679															
UAMS	1992	5	-	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
(No first-time entering students reported since 1992.)																
UAPB	1992	592	377	63.7	0.0	0.0	0.0	0.0	2.9	0.0	0.0	0.0	0.0	66.6	0.0	66.6
	1993	743	450	60.6	0.0	0.0	0.0	0.0	4.0	0.0	0.0	0.0	0.0	64.6	0.0	64.6
	1994	675	384	56.9	0.0	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	63.6	0.0	63.6
	1995	565	319	56.5	0.0	0.0	0.0	0.0	5.8	0.0	0.0	0.0	0.0	62.3	0.0	62.3
	1996	575	324	56.3	0.0	0.0	0.0	0.0	6.4	0.0	0.0	0.0	0.0	62.8	0.0	62.8
	1997	609	398	65.4	0.0	0.0	0.0	0.0	6.2	0.0	0.0	0.0	0.0	71.6	0.0	71.6
	1998	722	434	60.1	0.0	0.0	0.0	0.0	6.5	0.0	0.0	0.0	0.0	66.6	0.0	66.6
	1999	661	399	60.4	0.0	0.0	0.0	0.0	4.2	0.0	0.0	0.0	0.0	64.6	0.0	64.6
	2000	633	386	61.0	0.0	0.0	0.0	0.0	6.5	0.0	0.0	0.0	0.0	67.5	0.0	67.5
	2001	704	448	63.6	0.0	0.0	0.0	0.0	3.3	0.0	0.0	0.0	0.0	66.9	0.0	66.9
	2002	718	455	63.4	0.0	0.0	0.0	0.0	6.1	0.0	0.0	0.0	0.0	69.5	0.0	69.5
2003	733															
UCA	1992	1,941	1,246	64.2	0.0	0.0	0.0	0.0	11.4	0.1	0.1	0.0	0.0	75.6	0.1	75.7
	1993	1,796	1,191	66.3	0.0	0.0	0.0	0.0	11.3	0.0	0.0	0.0	0.0	77.6	0.0	77.6
	1994	1,512	982	64.9	0.0	0.0	0.0	0.0	12.4	0.0	0.0	0.0	0.0	77.3	0.0	77.3
	1995	1,442	945	65.5	0.0	0.0	0.0	0.0	14.6	0.0	0.0	0.0	0.0	80.2	0.0	80.2
	1996	1,626	1,113	68.5	0.0	0.0	0.0	0.0	12.5	0.0	0.0	0.0	0.0	80.9	0.0	80.9
	1997	1,592	1,050	66.0	0.0	0.0	0.0	0.0	12.9	0.1	0.0	0.0	0.0	78.9	0.1	79.0
	1998	1,575	1,026	65.1	0.0	0.0	0.0	0.0	13.3	0.0	0.1	0.0	0.0	78.5	0.1	78.5
	1999	1,729	1,136	65.7	0.0	0.0	0.0	0.0	12.8	0.0	0.0	0.0	0.0	78.5	0.0	78.5
	2000	1,627	1,128	69.3	0.0	0.0	0.0	0.0	12.6	0.0	0.0	0.0	0.0	81.9	0.0	81.9
	2001	1,668	1,160	69.5	0.0	0.0	0.0	0.0	12.8	0.1	0.0	0.0	0.0	82.4	0.1	82.5
	2002	1,766	1,236	70.0	0.0	0.0	0.0	0.0	10.5	0.1	0.0	0.0	0.0	80.5	0.1	80.5
2003	2,414															
Public Four-Year Subtotal	1992	10,034	6,424	64.0	0.0	0.0	0.0	0.0	7.5	0.0	0.0	0.0	0.0	71.5	0.1	71.6
	1993	10,287	6,625	64.4	0.0	0.0	0.0	0.0	7.8	0.0	0.0	0.0	0.0	72.2	0.0	72.2
	1994	9,854	6,230	63.2	0.0	0.0	0.0	0.0	8.8	0.0	0.0	0.0	0.0	72.0	0.0	72.0
	1995	9,623	6,215	64.6	0.0	0.0	0.0	0.0	8.7	0.0	0.0	0.0	0.0	73.3	0.0	73.3
	1996	9,624	6,325	65.7	0.1	0.0	0.0	0.0	8.6	0.0	0.0	0.0	0.0	74.3	0.1	74.4
	1997	9,741	6,333	65.0	0.0	0.0	0.0	0.0	9.2	0.0	0.0	0.0	0.0	74.2	0.1	74.2
	1998	10,174	6,726	66.1	0.0	0.0	0.0	0.0	8.7	0.0	0.0	0.0	0.0	74.8	0.0	74.9
	1999	10,532	6,958	66.1	0.0	0.0	0.0	0.0	8.9	0.0	0.0	0.0	0.0	75.0	0.0	75.0
	2000	10,469	7,166	68.4	0.0	0.0	0.0	0.0	8.5	0.0	0.0	0.0	0.0	76.9	0.0	76.9
	2001	10,625	7,284	68.6	0.0	0.0	0.0	0.0	8.6	0.0	0.0	0.0	0.0	77.1	0.1	77.2
	2002	10,833	7,396	68.3	0.1	0.0	0.0	0.0	8.3	0.0	0.0	0.0	0.0	76.6	0.1	76.7
2003	11,408															

Notes:

UAFS became a four-year institution on January 1, 2002.

% Annual Retention = proportion of the cohort that continues to be enrolled either as a native or transfer student in a given year.

% Cumulative Graduation = proportion of the cohort that completed a certificate or degree program at the original and transfer institutions for all years.

% 1st Year Cohort Success and Cumulative Cohort Success = most recent annual retention rates at the original and transfer institutions + the cumulative total of students awarded a certificate or degree at the original and transfer institutions as a proportion of the number in the original cohort.

Cohorts = students who are first-time, full-time, award/degree-seeking, on- and/or off-campus.

Enr. = Enrolled

Natives = students continuing to enroll in original institution.

Transfers = students continuing to enroll in an institution other than original college/university.

Cert. = Certificates of Proficiency + Tech Certificate

Assoc. = Associate Degree

Adv. C. = Advanced Certificate

Source: ADHE SIS; S:\P & AIR_P2\Enrollment Book\EnrollBk-2003\Instret.xls

Table 29-2 PartB. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part B)

AFTER SIX YEARS																	
Institution	Fall Cohort Year	Cohort #	NATIVE		NATIVES				TRANSFERS					% Annual Ret. (76)	% Cumul. Grad. (77)	% Cumulative Cohort Success (78)	
			# Enr.	% Enr. -68.0	First Year % Completed				% Enr. (71)	First Year % Completed							
					Cart. (67)	Assoc. (68)	Adv. C. (69)	Bacc.+ (70)		Cart. (72)	Assoc. (73)	Adv. C. (74)	Bacc.+ (75)				
Public Four-Year ASUJ	1992	1,748	110	6.3	0.0	3.0	0.0	25.1	3.6	1.4	1.7	0.0	2.4	9.9	33.6	43.5	
	1993	1,511	102	6.8	0.0	3.0	0.0	30.3	4.5	0.8	1.7	0.0	2.8	11.3	38.6	49.8	
	1994	1,499	105	7.0	0.0	2.1	0.0	30.6	4.0	0.9	1.5	0.0	2.3	11.0	37.4	48.4	
	1995	1,494	99	6.6	0.0	2.8	0.0	33.8	4.2	1.0	2.7	0.0	2.8	10.8	43.1	53.9	
	1996	1,594	115	7.2	0.0	1.8	0.0	33.6	5.3	1.0	2.3	0.0	3.1	12.5	41.7	54.2	
	1997	1,693	108	6.4	0.0	2.6	0.0	35.5	6.0	0.5	3.2	0.0	3.5	12.3	45.4	57.7	
	1998	1,708															
	1999	1,657															
	2000	1,591															
	2001	1,607															
	2002	1,546															
	2003	1,433															
	ATU	1992	825	48	5.8	0.4	1.9	0.0	33.0	3.5	0.7	1.5	0.0	3.4	9.3	40.8	50.2
		1993	845	42	5.0	0.1	0.5	0.0	30.4	3.9	0.7	2.1	0.0	4.1	8.9	38.0	46.9
1994		838	44	5.3	0.1	0.7	0.0	31.1	4.4	1.1	1.9	0.0	4.5	9.7	39.5	49.2	
1995		757	28	3.7	0.0	0.7	0.0	35.8	5.3	0.7	2.0	0.0	3.2	9.0	42.3	51.3	
1996		668	41	6.1	0.0	1.2	0.0	39.7	5.1	0.6	3.0	0.0	4.6	11.2	49.1	60.3	
1997		724	44	6.1	0.4	1.0	0.0	35.2	4.1	0.8	1.2	0.0	3.5	10.2	42.1	52.3	
1998		823															
1999		1,057															
2000		1,124															
2001		1,205															
2002		1,170															
2003	1,338																
HSU	1992	690	45	6.5	0.0	0.0	0.0	25.9	7.0	1.3	1.9	0.0	5.1	13.5	34.2	47.7	
	1993	735	33	4.5	0.0	0.0	0.0	29.5	6.7	0.5	3.5	0.1	5.0	11.2	38.8	49.9	
	1994	643	29	4.5	0.0	0.3	0.0	30.8	5.6	1.7	2.8	0.2	5.6	10.1	41.4	51.5	
	1995	608	32	5.3	0.0	0.0	0.0	28.1	5.6	1.5	2.1	0.0	4.9	10.9	36.7	47.5	
	1996	570	34	6.0	0.0	0.0	0.0	27.0	7.4	1.2	3.9	0.0	4.0	13.3	36.1	49.5	
	1997	563	29	5.2	0.0	0.0	0.0	32.9	8.3	1.6	4.4	0.0	6.0	13.5	44.9	58.4	
	1998	603															
	1999	561															
	2000	652															
	2001	646															
	2002	618															
2003	534																
SAUM	1992	491	21	4.3	0.0	4.1	0.0	22.6	4.1	3.1	2.2	0.0	2.9	8.4	34.8	43.2	
	1993	492	35	7.1	0.0	4.1	0.0	19.1	3.3	1.8	1.0	0.2	2.4	10.4	28.7	39.0	
	1994	487	41	8.4	0.0	4.9	0.0	22.4	4.3	2.5	2.3	0.0	1.6	12.7	33.7	46.4	
	1995	481	32	6.7	0.0	3.7	0.0	21.8	4.4	1.9	2.1	0.0	2.5	11.0	32.0	43.0	
	1996	520	30	5.8	0.0	3.3	0.0	26.9	4.0	1.2	2.7	0.0	2.3	9.8	36.3	46.2	
	1997	523	20	3.8	0.0	2.5	0.0	25.8	5.4	1.3	3.1	0.0	1.1	9.2	33.8	43.0	
	1998	523															
	1999	555															
	2000	623															
	2001	571															
	2002	563															
2003	544																
UAF	1992	1,598	74	4.6	0.0	0.0	0.0	43.8	3.9	0.1	1.2	0.0	3.5	8.6	48.6	57.1	
	1993	2,007	97	4.8	0.0	0.1	0.0	43.6	4.1	0.2	1.5	0.0	4.1	8.9	49.5	58.4	
	1994	2,171	137	6.3	0.0	0.0	0.0	43.1	3.9	0.2	1.9	0.0	4.5	10.2	49.7	59.9	
	1995	2,248	118	5.2	0.0	0.0	0.0	42.3	3.9	0.4	1.8	0.0	4.4	9.1	49.0	58.1	
	1996	2,175	126	5.8	0.0	0.0	0.0	43.3	5.3	0.2	1.7	0.0	3.1	11.1	48.2	59.4	
	1997	1,928	124	6.4	0.0	0.0	0.0	45.6	4.7	0.4	1.2	0.0	3.9	11.1	51.1	62.2	
	1998	2,231															
	1999	2,037															
	2000	2,168															
	2001	2,187															
	2002	2,145															
2003	2,277																
UAFS*	1992	458	24	5.2	3.3	22.9	0.0	0.0	2.4	0.0	0.0	0.0	0.0	7.6	26.2	33.8	
	1993	683	26	3.8	1.9	20.5	0.0	0.0	4.5	0.3	0.3	0.0	9.2	8.3	32.2	40.6	
	1994	841	35	4.2	1.7	21.2	0.0	0.0	4.5	0.1	0.5	0.0	6.5	8.7	30.0	38.6	
	1995	784	32	4.1	2.4	21.6	0.0	0.0	4.0	0.3	0.1	0.0	6.5	8.0	30.9	38.9	
	1996	767	43	5.6	2.9	26.1	0.0	0.0	3.1	0.0	0.4	0.0	5.6	8.7	34.9	43.7	
	1997	824	51	6.2	2.5	26.5	0.0	0.0	3.6	0.4	0.4	0.0	6.9	9.8	36.7	46.5	
	1998	753															
	1999	931															
	2000	756															
	2001	866															
	2002	1,040															
2003	765																

Table 29-2 PartB. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part B)

AFTER SIX YEARS																	
Institution	Fall Cohort Year	Cohort #	NATIVE				NATIVES				TRANSFERS				% Annual Ret. (76)	% Cumul. Grad. (77)	% Cumulative Cohort Success (78)
			# Enr.	% Enr. -68.0	First Year % Completed			% Enr. (71)	First Year % Completed								
					Cert. (67)	Assoc. (68)	Adv. C. (69)		Bacc.+ (70)	Cert. (72)	Assoc. (73)	Adv. C. (74)	Bacc.+ (75)				
UALR	1992	1,105	100	9.0	0.0	1.7	0.0	20.1	4.5	0.9	1.4	0.0	4.1	13.6	28.1	41.7	
	1993	965	105	10.9	0.0	1.6	0.0	17.5	5.7	0.6	1.0	0.0	4.6	16.6	25.3	41.9	
	1994	675	84	12.4	0.0	2.2	0.0	16.6	5.8	0.9	1.5	0.0	5.2	18.2	26.4	44.6	
	1995	765	99	12.9	0.0	2.1	0.0	17.1	6.3	0.9	0.8	0.0	4.2	19.2	25.1	44.3	
	1996	676	106	15.7	0.0	1.3	0.0	17.0	7.4	0.9	2.1	0.0	2.8	23.1	24.1	47.2	
	1997	836	129	15.4	0.0	1.7	0.0	15.4	6.0	1.0	3.5	0.0	4.2	21.4	25.7	47.1	
	1998	779															
	1999	833															
	2000	828															
	2001	709															
	2002	739															
2003	691																
UAM	1992	581	40	6.9	0.0	1.4	0.0	23.6	3.8	1.4	1.0	0.0	3.1	10.7	30.5	41.1	
	1993	510	22	4.3	0.0	2.2	0.0	17.1	7.1	2.0	0.4	0.0	3.1	11.4	24.7	36.1	
	1994	513	22	4.3	0.0	1.6	0.0	19.5	5.5	2.5	2.1	0.0	3.9	9.7	29.6	39.4	
	1995	479	18	3.8	0.0	2.5	0.0	23.0	5.8	1.5	2.1	0.0	1.9	9.6	30.9	40.5	
	1996	453	30	6.6	0.0	3.5	0.0	23.6	3.5	2.2	1.3	0.0	4.4	10.2	35.1	45.3	
	1997	449	26	5.8	0.2	3.1	0.0	18.5	4.2	2.2	2.0	0.0	3.6	10.0	29.6	39.6	
	1998	457															
	1999	511															
	2000	467															
	2001	462															
	2002	528															
2003	679																
UAMS	1992	5	-	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	
(No first-time entering students reported since 1992.)																	
UAPB	1992	592	31	5.2	0.0	0.0	0.0	25.0	4.1	0.5	0.5	0.0	2.0	9.3	28.0	37.3	
	1993	743	38	5.1	0.0	0.0	0.0	23.4	3.9	1.5	0.9	0.0	0.5	9.0	26.4	35.4	
	1994	675	29	4.3	0.0	0.0	0.0	25.2	5.3	2.4	0.7	0.0	0.4	9.6	28.7	38.4	
	1995	565	28	5.0	0.0	0.0	0.0	23.2	4.8	0.9	0.7	0.0	0.7	9.7	25.5	35.2	
	1996	575	25	4.3	0.0	0.0	0.0	27.0	6.3	0.5	0.9	0.0	0.3	10.6	28.7	39.3	
	1997	609	34	5.6	0.0	0.0	0.0	30.7	4.6	0.8	0.8	0.0	1.5	10.2	33.8	44.0	
	1998	722															
	1999	661															
	2000	633															
	2001	704															
	2002	718															
2003	733																
UCA	1992	1,941	88	4.5	0.0	0.3	0.0	30.1	6.8	1.1	2.3	0.0	6.5	11.3	40.2	51.6	
	1993	1,796	88	4.9	0.0	0.3	0.0	31.3	7.2	1.1	2.1	0.0	6.1	12.1	40.8	52.9	
	1994	1,512	58	3.8	0.0	0.5	0.0	32.3	7.1	1.3	1.7	0.0	6.3	11.0	42.2	53.2	
	1995	1,442	84	5.8	0.0	1.5	0.0	32.1	7.7	0.8	4.1	0.0	7.3	13.5	45.8	59.3	
	1996	1,626	73	4.5	0.0	0.9	0.0	39.1	8.6	1.1	3.3	0.0	6.7	13.1	51.0	64.1	
	1997	1,592	49	3.1	0.0	1.1	0.0	37.9	8.8	0.8	4.1	0.0	7.3	11.9	51.3	63.1	
	1998	1,575															
	1999	1,729															
	2000	1,627															
	2001	1,668															
	2002	1,766															
2003	2,414																
Public Four-Year Subtotal	1992	10,034	557	5.6	0.1	1.2	0.0	27.8	4.5	1.0	1.5	0.0	3.8	10.0	35.3	45.4	
	1993	10,287	588	5.7	0.1	2.4	0.0	28.1	5.1	0.8	1.6	0.0	4.3	10.8	37.4	48.2	
	1994	9,854	584	5.9	0.2	2.8	0.0	28.7	4.9	1.1	1.7	0.0	4.3	10.9	38.7	49.6	
	1995	9,623	570	5.9	0.2	2.9	0.0	29.5	5.1	0.8	2.1	0.0	4.3	11.0	39.8	50.8	
	1996	9,624	623	6.5	0.2	3.0	0.0	31.7	5.8	0.8	2.2	0.0	3.9	12.3	41.8	54.1	
	1997	9,741	614	6.3	0.3	3.4	0.0	31.4	5.8	0.8	2.5	0.0	4.5	12.1	42.7	54.8	
	1998	10,174	-														
	1999	10,532	-														
	2000	10,469	-														
	2001	10,625	-														
	2002	10,833	-														
2003	11,408	-															

Notes:

UAFS became a four-year institution on January 1, 2002.

% Annual Retention = proportion of the cohort that continues to be enrolled either as a native or transfer student in a given year.

% Cumulative Graduation = proportion of the cohort that completed a certificate or degree program at the original and transfer institutions for all years.

% 1st Year Cohort Success and Cumulative Cohort Success = most recent annual retention rates at the original and transfer institutions + the cumulative total of students awarded a certificate or degree at the original and transfer institutions as a proportion of the number in the original cohort.

Cohorts = students who are first-time, full-time, award/degree-seeking, on- and/or off-campus.

Enr. = Enrolled

Natives = students continuing to enroll in original institution.

Transfers = students continuing to enroll in an institution other than original college/university.

Cert. = Certificates of Proficiency + Tech Certificate

Assoc. = Associate Degree

Adv. C. = Advanced Certificate

Source: ADHE SIS; S:\P & AIR_P2\Enrollment Book\EnrollBk-2003\Instret.xls

Table 29-3 Part A. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part A)

Institution	Fall Cohort Year	#	AFTER ONE YEAR										% 1st Year Ret. (11)	% 1st Year Grad. (12)	% 1st Year Cohort Success (13)
			NATIVES					TRANSFERS							
			% Enr. (1)	First Year % Completed				% Enr. (6)	First Year % Completed						
Ret. (2)	Assoc. (3)	Adv. C. (4)	Bacc.+ (5)	Ret. (7)	Assoc. (8)	Adv. C. (9)	Bacc.+ (10)								
Public Two-Year ANC	1992	192	48.4	0.0	0.0	0.0	0.0	2.1	0.0	0.0	0.0	0.0	50.5	0.0	50.5
	1993	160	51.9	0.0	0.0	0.0	0.0	4.4	0.0	0.0	0.0	0.0	56.3	0.0	56.3
	1994	155	54.8	0.0	0.0	0.0	0.0	2.6	0.0	0.0	0.0	0.0	57.4	0.0	57.4
	1995	188	44.7	0.0	0.0	0.0	0.0	2.7	0.0	0.0	0.0	0.0	47.3	0.0	47.3
	1996	155	51.6	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	52.9	0.0	52.9
	1997	167	43.1	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	46.1	0.0	46.1
	1998	172	44.2	0.0	0.0	0.0	0.0	1.7	0.0	0.0	0.0	0.0	45.9	0.0	45.9
	1999	204	53.4	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	55.4	0.0	55.4
	2000	206	43.7	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	0.0	46.1	0.0	46.1
	2001	266	51.9	0.0	0.4	0.0	0.0	3.4	0.0	0.0	0.0	0.0	55.3	0.4	55.6
	2002	326	50.0	0.0	0.0	0.0	0.0	2.1	0.0	0.0	0.0	0.0	52.1	0.0	52.1
	2003	331													
	ASUB	1992	447	57.7	0.0	0.2	0.0	0.0	5.6	0.0	0.0	0.0	0.0	63.3	0.2
1993		377	54.9	0.0	0.3	0.0	0.0	6.4	0.0	0.0	0.0	0.0	61.3	0.3	61.5
1994		388	57.0	0.0	0.0	0.0	0.0	5.9	0.0	0.0	0.0	0.0	62.9	0.0	62.9
1995		474	56.5	0.0	0.0	0.0	0.0	6.3	0.0	0.0	0.0	0.0	62.9	0.0	62.9
1996		407	58.5	0.2	0.0	0.0	0.0	7.4	0.0	0.0	0.0	0.0	65.8	0.2	66.1
1997		477	54.1	0.0	0.0	0.0	0.0	6.9	0.0	0.0	0.0	0.0	61.0	0.0	61.0
1998		536	55.0	0.0	0.0	0.0	0.0	8.0	0.0	0.0	0.0	0.0	63.1	0.0	63.1
1999		476	55.0	0.0	0.2	0.0	0.0	6.7	0.0	0.0	0.0	0.0	61.8	0.2	62.0
2000		473	55.2	0.0	0.0	0.0	0.0	7.6	0.0	0.0	0.0	0.0	62.8	0.0	62.8
2001		433	60.0	0.2	0.0	0.0	0.0	4.6	0.0	0.0	0.0	0.0	64.7	0.2	64.9
2002		543	60.6	0.0	0.0	0.0	0.0	6.8	0.0	0.0	0.0	0.0	67.4	0.0	67.4
2003		532													
ASUMH		1992	-	-	-	-	-	-	-	-	-	-	-	-	-
	1993	63	57.1	0.0	0.0	0.0	0.0	7.9	0.0	0.0	0.0	0.0	65.1	0.0	65.1
	1994	98	49.0	0.0	0.0	0.0	0.0	10.2	0.0	0.0	0.0	0.0	59.2	0.0	59.2
	1995	122	55.7	3.3	0.0	0.0	0.0	6.6	0.0	0.0	0.0	0.0	62.3	3.3	65.6
	1996	117	42.7	0.0	0.0	0.0	0.0	8.5	0.0	0.0	0.0	0.0	51.3	0.0	51.3
	1997	146	45.2	3.4	0.7	0.0	0.0	5.5	0.0	0.0	0.0	0.0	50.7	4.1	54.8
	1998	156	44.9	6.4	0.0	0.0	0.0	5.8	0.0	0.0	0.0	0.0	50.6	6.4	57.1
	1999	192	41.1	2.6	0.0	0.0	0.0	4.7	0.0	0.0	0.0	0.0	45.8	2.6	48.4
	2000	173	46.8	2.3	0.0	0.0	0.0	7.5	0.0	0.0	0.0	0.0	54.3	2.3	56.6
	2001	216	48.1	1.4	0.0	0.0	0.0	6.0	0.0	0.0	0.0	0.0	54.2	1.4	55.6
	2002	193	44.0	1.0	0.0	0.0	0.0	9.3	0.0	0.0	0.0	0.0	53.4	1.0	54.4
	2003	225													
	ASUN	1992	63	25.4	17.5	0.0	0.0	0.0	15.9	0.0	0.0	0.0	0.0	41.3	17.5
1993		49	53.1	14.3	0.0	0.0	0.0	6.1	0.0	0.0	0.0	0.0	59.2	14.3	73.5
1994		77	42.9	10.4	0.0	0.0	0.0	2.6	0.0	0.0	0.0	0.0	45.5	10.4	55.8
1995		92	37.0	8.7	0.0	0.0	0.0	9.8	1.1	0.0	0.0	0.0	46.7	9.8	56.5
1996		105	46.7	7.6	0.0	0.0	0.0	7.6	0.0	0.0	0.0	0.0	54.3	7.6	61.9
1997		84	46.4	1.2	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	53.6	1.2	54.8
1998		104	63.5	0.0	1.9	0.0	0.0	1.9	0.0	0.0	0.0	0.0	65.4	1.9	67.3
1999		111	55.9	6.3	0.9	0.0	0.0	0.9	0.0	0.0	0.0	0.0	56.8	7.2	64.0
2000		72	56.9	0.0	0.0	0.0	0.0	2.8	0.0	0.0	0.0	0.0	59.7	0.0	59.7
2001		126	51.6	4.8	0.0	0.0	0.0	5.6	0.0	0.0	0.0	0.0	57.1	4.8	61.9
2002		85	55.3	1.2	0.0	0.0	0.0	10.6	0.0	0.0	0.0	0.0	65.9	1.2	67.1
2003		56													
BRTC		1992	181	13.3	43.6	0.0	0.0	0.0	2.8	0.0	0.0	0.0	0.0	16.0	43.6
	1993	190	24.7	28.4	1.1	0.0	0.0	4.2	0.0	0.0	0.0	0.0	28.9	29.5	58.4
	1994	156	34.6	17.3	0.0	0.0	0.0	1.9	0.0	0.0	0.0	0.0	36.5	17.3	53.8
	1995	164	26.2	35.4	0.0	0.0	0.0	1.2	0.0	0.0	0.0	0.0	27.4	35.4	62.8
	1996	109	30.3	29.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	30.3	29.4	59.6
	1997	115	34.8	31.3	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	35.7	31.3	67.0
	1998	146	33.6	18.5	0.0	0.0	0.0	0.7	0.0	0.0	0.0	0.0	34.2	18.5	52.7
	1999	226	42.9	15.9	0.0	0.0	0.0	3.5	0.0	0.0	0.0	0.0	46.5	15.9	62.4
	2000	231	52.8	10.4	0.0	0.0	0.0	2.2	0.0	0.0	0.0	0.0	55.0	10.4	65.4
	2001	300	59.7	7.7	0.3	0.0	0.0	3.3	0.0	0.0	0.0	0.0	63.0	8.0	71.0
	2002	310	52.9	6.1	0.0	0.0	0.0	4.2	0.0	0.0	0.0	0.0	57.1	6.1	63.2
	2003	253													

Table 29-3 Part A. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part A)

Institution	Fall Cohort Year	#	AFTER ONE YEAR										% 1st Year Ret.	% 1st Year Grad.	% 1st Year Cohort Success
			NATIVES					TRANSFERS							
			% Enr.	First Year % Completed				% Enr.	First Year % Completed						
				Cert.	Assoc.	Adv. C.	Bacc.+		Cert.	Assoc.	Adv. C.	Bacc.+			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)			
CCCUA	1992	59	32.2	18.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	32.2	18.6	50.8	
	1993	62	37.1	0.0	0.0	0.0	0.0	4.8	0.0	0.0	0.0	41.9	0.0	41.9	
	1994	107	38.3	15.9	6.5	0.0	0.0	2.8	0.0	0.0	0.0	41.1	22.4	63.6	
	1995	108	45.4	4.6	0.0	0.0	0.0	4.6	0.0	0.0	0.0	50.0	4.6	54.6	
	1996	7	71.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	71.4	0.0	71.4	
	1997	88	47.7	5.7	0.0	0.0	0.0	6.8	0.0	0.0	0.0	54.5	5.7	60.2	
	1998	125	40.0	12.0	0.8	0.0	0.0	8.0	0.0	0.0	0.0	48.0	12.8	60.8	
	1999	82	35.4	13.4	0.0	0.0	0.0	6.1	0.0	0.0	0.0	41.5	13.4	54.9	
	2000	57	57.9	1.8	0.0	0.0	0.0	3.5	0.0	0.0	0.0	61.4	1.8	63.2	
	2001	98	56.1	1.0	0.0	0.0	0.0	7.1	0.0	0.0	0.0	63.3	1.0	64.3	
	2002	71	43.7	4.2	0.0	0.0	0.0	7.0	0.0	0.0	0.0	50.7	4.2	54.9	
	2003	77													
	EACC	1992	132	58.3	0.0	0.0	0.0	0.0	11.4	0.0	0.0	0.0	69.7	0.0	69.7
1993		302	44.0	1.0	0.0	0.0	0.0	9.3	0.0	0.0	0.0	53.3	1.0	54.3	
1994		235	47.2	0.0	0.0	0.0	0.0	6.4	0.0	0.0	0.0	53.6	0.0	53.6	
1995		247	42.9	2.4	0.0	0.0	0.0	3.6	0.0	0.0	0.0	46.6	2.4	49.0	
1996		215	44.2	0.0	0.0	0.0	0.0	6.0	0.0	0.0	0.0	50.2	0.0	50.2	
1997		260	41.2	0.0	0.0	0.0	0.0	5.8	0.0	0.0	0.0	46.9	0.0	46.9	
1998		194	43.3	0.0	0.0	0.0	0.0	8.2	0.0	0.0	0.0	51.5	0.0	51.5	
1999		217	48.4	0.0	0.0	0.0	0.0	6.5	0.0	0.5	0.0	54.8	0.5	55.3	
2000		171	52.0	0.0	0.0	0.0	0.0	6.4	0.0	0.0	0.0	58.5	0.0	58.5	
2001		263	55.1	0.0	0.0	0.0	0.0	4.6	0.0	0.0	0.0	59.7	0.0	59.7	
2002		246	44.7	0.0	0.0	0.0	0.0	5.3	0.0	0.0	0.0	50.0	0.0	50.0	
2003		247													
MSCC		1992	76	13.2	40.8	0.0	0.0	0.0	1.3	0.0	0.0	0.0	14.5	40.8	55.3
	1993	82	17.1	42.7	1.2	0.0	0.0	0.0	0.0	0.0	0.0	17.1	43.9	61.0	
	1994	66	31.8	16.7	0.0	0.0	0.0	9.1	0.0	0.0	0.0	40.9	16.7	57.6	
	1995	173	36.4	6.4	0.0	0.0	0.0	1.7	0.0	0.0	0.0	38.2	6.4	44.5	
	1996	241	44.0	3.3	5.0	0.0	0.0	5.8	0.0	0.0	0.0	49.8	8.3	58.1	
	1997	117	47.9	0.0	0.0	0.0	0.0	7.7	0.0	0.0	0.0	55.6	0.0	55.6	
	1998	128	55.5	0.0	0.0	0.0	0.0	3.1	0.0	0.0	0.0	58.6	0.0	58.6	
	1999	108	46.3	0.0	0.0	0.0	0.0	6.5	0.0	0.0	0.0	52.8	0.0	52.8	
	2000	98	55.1	0.0	0.0	0.0	0.0	3.1	0.0	0.0	0.0	58.2	0.0	58.2	
	2001	18	55.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	55.6	0.0	55.6	
	2002	38	42.1	0.0	0.0	0.0	0.0	2.6	0.0	0.0	0.0	44.7	0.0	44.7	
	2003	75													
	NAC	1992	285	56.1	0.0	0.4	0.0	0.0	7.7	0.0	0.0	0.0	63.9	0.4	64.2
1993		347	48.7	4.0	0.0	0.0	0.0	4.3	0.0	0.0	0.0	53.0	4.0	57.1	
1994		334	41.9	6.3	0.0	0.0	0.0	3.0	0.6	0.0	0.0	44.9	6.9	51.8	
1995		331	46.8	5.7	0.0	0.0	0.0	6.0	0.0	0.0	0.0	52.9	5.7	58.6	
1996		386	45.1	4.7	0.0	0.0	0.0	4.4	0.0	0.0	0.0	49.5	4.7	54.1	
1997		378	41.8	5.3	0.0	0.0	0.0	7.9	0.0	0.0	0.0	49.7	5.3	55.0	
1998		450	44.2	6.9	0.0	0.0	0.0	8.0	0.0	0.0	0.0	52.2	6.9	59.1	
1999		393	45.0	4.1	0.0	0.0	0.0	6.1	0.0	0.0	0.0	51.1	4.1	55.2	
2000		394	47.2	3.3	0.0	0.0	0.0	6.3	0.0	0.0	0.0	53.6	3.3	56.9	
2001		423	48.0	4.5	0.0	0.0	0.0	6.1	0.0	0.0	0.0	54.1	4.5	58.6	
2002		385	46.2	5.5	0.0	0.0	0.0	4.9	0.0	0.0	0.0	51.2	5.5	56.6	
2003		350													
NPCC		1992	321	43.9	0.3	0.3	0.0	0.0	7.2	0.0	0.0	0.0	51.1	0.6	51.7
	1993	231	45.0	0.0	0.0	0.0	0.0	10.4	0.0	0.0	0.0	55.4	0.0	55.4	
	1994	182	48.4	0.0	0.0	0.0	0.0	6.0	0.0	0.0	0.0	54.4	0.0	54.4	
	1995	157	49.0	0.0	0.0	0.0	0.0	4.5	0.0	0.0	0.0	53.5	0.0	53.5	
	1996	214	46.3	0.0	0.0	0.0	0.0	7.0	0.0	0.0	0.0	53.3	0.0	53.3	
	1997	253	43.1	0.0	0.0	0.0	0.0	5.5	0.0	0.0	0.0	48.6	0.0	48.6	
	1998	152	51.3	0.0	0.0	0.0	0.0	5.9	0.0	0.0	0.0	57.2	0.0	57.2	
	1999	269	48.7	0.7	0.0	0.0	0.0	8.9	0.0	0.0	0.0	57.6	0.7	58.4	
	2000	237	46.4	0.8	0.0	0.0	0.0	5.5	0.4	0.0	0.0	51.9	1.3	53.2	
	2001	195	40.5	1.5	1.0	0.0	0.0	7.2	0.0	0.0	0.0	47.7	2.6	50.3	
	2002	283	46.3	1.1	0.4	0.0	0.0	7.1	0.0	0.0	0.0	53.4	1.4	54.8	
	2003	247													
	NWACC	1992	98	44.9	1.0	3.1	0.0	0.0	6.1	0.0	0.0	0.0	51.0	4.1	55.1
1993		184	50.0	0.0	0.5	0.0	0.0	5.4	0.0	0.0	0.0	55.4	0.5	56.0	
1994		134	50.7	0.0	0.0	0.0	0.0	6.7	0.0	0.0	0.0	57.5	0.0	57.5	
1995		124	60.5	0.0	0.0	0.0	0.0	6.5	0.0	0.0	0.0	66.9	0.0	66.9	
1996		150	57.3	0.0	0.7	0.0	0.0	5.3	0.0	0.0	0.0	62.7	0.7	63.3	
1997		132	46.2	0.0	0.0	0.0	0.0	4.5	0.0	0.0	0.0	50.8	0.0	50.8	
1998		343	49.9	0.0	0.3	0.0	0.0	5.8	0.0	0.0	0.0	55.7	0.3	56.0	
1999		335	54.3	0.6	0.0	0.0	0.0	5.4	0.0	0.0	0.0	59.7	0.6	60.3	
2000		375	57.3	0.5	0.0	0.0	0.0	4.3	0.0	0.0	0.0	61.6	0.5	62.1	
2001		433	56.4	0.0	0.0	0.0	0.0	6.2	0.0	0.0	0.0	62.6	0.0	62.6	
2002		411	56.9	0.2	0.2	0.0	0.0	4.4	0.0	0.0	0.0	61.3	0.5	61.8	
2003		465													

Table 29-3 Part A. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part A)

Institution	Fall Cohort Year	#	AFTER ONE YEAR										% 1st Year Ret. (11)	% 1st Year Grad. (12)	% 1st Year Cohort Success (13)
			NATIVES					TRANSFERS							
			% Enr. (1)	First Year % Completed				% Enr. (6)	First Year % Completed						
				Cert. (2)	Assoc. (3)	Adv. C. (4)	Bacc.+ (5)		Cert. (7)	Assoc. (8)	Adv. C. (9)	Bacc.+ (10)			
OTC	1992	130	26.9	28.5	0.0	0.0	0.0	5.4	0.0	0.0	0.0	0.0	32.3	28.5	60.8
	1993	92	30.4	23.9	0.0	0.0	0.0	2.2	0.0	0.0	0.0	0.0	32.6	23.9	56.5
	1994	91	33.0	24.2	1.1	0.0	0.0	2.2	0.0	1.1	0.0	0.0	35.2	26.4	61.5
	1995	126	42.1	0.8	0.0	0.0	0.0	1.6	0.0	0.0	0.0	0.0	43.7	0.8	44.4
	1996	137	38.7	0.7	0.0	0.0	0.0	8.0	0.0	0.0	0.0	0.0	46.7	0.7	47.4
	1997	115	43.5	0.9	0.0	0.0	0.0	15.7	0.0	0.0	0.0	0.0	59.1	0.9	60.0
	1998	157	45.9	0.0	0.0	0.0	0.0	5.7	0.0	0.0	0.0	0.0	51.6	0.0	51.6
	1999	134	44.8	0.7	0.0	0.0	0.0	9.7	0.0	0.0	0.0	0.0	54.5	0.7	55.2
	2000	118	39.8	0.0	0.0	0.0	0.0	7.6	0.0	0.0	0.0	0.0	47.5	0.0	47.5
	2001	158	55.7	0.6	0.0	0.0	0.0	2.5	0.0	0.0	0.0	0.0	58.2	0.6	58.9
	2002	222	41.9	0.5	0.0	0.0	0.0	6.8	0.0	0.0	0.0	0.0	48.6	0.5	49.1
	2003	176													
OZC	1992	94	31.9	42.6	0.0	0.0	0.0	1.1	0.0	0.0	0.0	0.0	33.0	42.6	75.5
	1993	77	24.7	35.1	0.0	0.0	0.0	3.9	0.0	1.3	0.0	0.0	28.6	36.4	64.9
	1994	108	28.7	22.2	0.9	0.0	0.0	4.6	0.0	0.9	0.0	0.0	33.3	24.1	57.4
	1995	118	32.2	16.1	5.9	0.0	0.0	11.9	0.0	0.0	0.0	0.0	44.1	22.0	66.1
	1996	137	40.1	13.9	5.8	0.0	0.0	5.1	0.0	0.0	0.0	0.0	45.3	19.7	65.0
	1997	120	51.7	10.0	1.7	0.0	0.0	6.7	0.0	0.0	0.0	0.0	58.3	11.7	70.0
	1998	110	63.6	0.0	0.0	0.0	0.0	2.7	0.0	0.0	0.0	0.0	66.4	0.0	66.4
	1999	111	45.9	0.0	0.0	0.0	0.0	9.0	0.0	0.0	0.0	0.0	55.0	0.0	55.0
	2000	95	49.5	1.1	0.0	0.0	0.0	8.4	0.0	0.0	0.0	0.0	57.9	1.1	58.9
	2001	153	54.2	0.0	0.0	0.0	0.0	7.2	0.0	0.0	0.0	0.0	61.4	0.0	61.4
	2002	250	48.4	1.6	0.8	0.0	0.0	5.6	0.0	0.0	0.0	0.0	54.0	2.4	56.4
	2003	129													
PCC/UA	1992	223	45.3	4.5	0.9	0.0	0.0	6.3	0.0	0.0	0.0	0.0	51.6	5.4	57.0
	1993	182	51.1	0.5	0.0	0.0	0.0	6.0	0.0	0.0	0.0	0.0	57.1	0.5	57.7
	1994	178	38.2	2.8	0.0	0.0	0.0	12.4	0.0	0.0	0.0	0.0	50.6	2.8	53.4
	1995	106	46.2	0.9	0.0	0.0	0.0	1.9	0.0	0.0	0.0	0.0	48.1	0.9	49.1
	1996	110	45.5	4.5	0.0	0.0	0.0	5.5	0.0	0.0	0.0	0.0	50.9	4.5	55.5
	1997	128	46.1	4.7	0.0	0.0	0.0	6.3	0.0	0.0	0.0	0.0	52.3	4.7	57.0
	1998	155	45.2	3.9	0.0	0.0	0.0	8.4	0.0	0.0	0.0	0.0	53.5	3.9	57.4
	1999	183	47.0	3.3	0.0	0.0	0.0	3.8	0.0	0.0	0.0	0.0	50.8	3.3	54.1
	2000	170	51.2	4.7	0.0	0.0	0.0	8.2	0.0	0.0	0.0	0.0	59.4	4.7	64.1
	2001	179	54.7	2.8	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	59.8	2.8	62.6
	2002	200	57.0	1.5	0.0	0.0	0.0	7.0	0.0	0.0	0.0	0.0	64.0	1.5	65.5
	2003	160													
PTC	1992	542	13.1	37.3	0.2	0.0	0.0	6.1	0.0	0.0	0.0	0.0	19.2	37.5	56.6
	1993	505	17.6	35.6	2.0	0.0	0.0	5.3	0.0	0.0	0.0	0.0	23.0	37.6	60.6
	1994	206	12.1	39.3	0.0	0.0	0.0	1.5	0.0	0.0	0.0	0.0	13.6	39.3	52.9
	1995	164	23.2	31.1	0.0	0.6	0.0	1.8	0.0	0.0	0.0	0.0	25.0	31.7	56.7
	1996	301	34.6	19.6	0.0	0.0	0.0	5.3	0.0	0.0	0.0	0.0	39.9	19.6	59.5
	1997	368	41.6	10.9	0.0	0.0	0.0	4.6	0.0	0.0	0.0	0.0	46.2	10.9	57.1
	1998	583	44.6	8.4	0.0	0.0	0.0	6.2	0.0	0.0	0.0	0.0	50.8	8.4	59.2
	1999	620	47.4	6.1	0.0	0.0	0.0	3.7	0.0	0.0	0.0	0.0	51.1	6.1	57.3
	2000	601	46.9	5.3	0.0	0.0	0.0	7.0	0.0	0.0	0.0	0.0	53.9	5.3	59.2
	2001	648	52.0	6.0	0.0	0.0	0.0	3.7	0.0	0.0	0.0	0.0	55.7	6.0	61.7
	2002	646	52.3	7.1	0.0	0.0	0.0	5.1	0.0	0.0	0.0	0.0	57.4	7.1	64.6
	2003	586													
RMCC	1992	113	34.5	15.0	0.0	0.0	0.0	5.3	0.0	0.0	0.0	0.0	39.8	15.0	54.9
	1993	81	40.7	8.6	0.0	0.0	0.0	6.2	0.0	0.0	0.0	0.0	46.9	8.6	55.6
	1994	62	38.7	12.9	0.0	0.0	0.0	4.8	0.0	0.0	0.0	0.0	43.5	12.9	56.5
	1995	101	48.5	3.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	51.5	3.0	54.5
	1996	84	44.0	8.3	0.0	0.0	0.0	10.7	0.0	0.0	0.0	0.0	54.8	8.3	63.1
	1997	103	32.0	1.9	0.0	0.0	0.0	8.7	0.0	0.0	0.0	0.0	40.8	1.9	42.7
	1998	80	38.8	0.0	0.0	0.0	0.0	6.3	0.0	0.0	0.0	0.0	45.0	0.0	45.0
	1999	102	38.2	4.9	1.0	0.0	0.0	6.9	0.0	0.0	0.0	0.0	45.1	5.9	51.0
	2000	126	46.0	0.8	0.0	0.0	0.0	6.3	0.0	0.0	0.0	0.0	52.4	0.8	53.2
	2001	126	42.9	1.6	0.0	0.0	0.0	4.0	0.0	0.0	0.0	0.0	46.8	1.6	48.4
	2002	176	41.5	2.8	0.0	0.0	0.0	2.8	0.0	0.0	0.0	0.0	44.3	2.8	47.2
	2003	127													
SACC	1992	210	41.4	12.9	0.0	0.0	0.0	4.8	0.0	0.0	0.0	0.0	46.2	12.9	59.0
	1993	184	41.3	0.5	0.0	0.0	0.0	10.3	0.0	0.0	0.0	0.0	51.6	0.5	52.2
	1994	164	51.8	2.4	0.0	0.0	0.0	4.3	0.0	0.0	0.0	0.0	56.1	2.4	58.5
	1995	173	52.6	0.6	0.0	0.0	0.0	4.0	0.0	0.0	0.0	0.0	56.6	0.6	57.2
	1996	149	44.3	1.3	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	51.0	1.3	52.3
	1997	163	44.8	1.2	0.0	0.0	0.0	2.5	0.0	0.0	0.0	0.0	47.2	1.2	48.5
	1998	182	45.1	1.6	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	52.2	1.6	53.8
	1999	165	50.3	0.0	0.0	0.0	0.0	6.1	0.0	0.0	0.0	0.0	56.4	0.0	56.4
	2000	142	50.7	1.4	0.0	0.0	0.0	6.3	0.0	0.0	0.0	0.0	57.0	1.4	58.5
	2001	149	48.3	2.0	0.0	0.0	0.0	5.4	0.0	0.0	0.0	0.0	53.7	2.0	55.7
	2002	161	42.9	0.6	0.0	0.0	0.0	6.8	0.0	0.0	0.0	0.0	49.7	0.6	50.3
	2003	177													

Table 29-3 Part A. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part A)

Institution	Fall Cohort Year	#	AFTER ONE YEAR										% 1st Year Ret. (11)	% 1st Year Grad. (12)	% 1st Year Cohort Success (13)
			NATIVES					TRANSFERS							
			% Enr. (1)	First Year % Completed				% Enr. (6)	First Year % Completed						
				Cert. (2)	Assoc. (3)	Adv. C. (4)	Bacc.+ (5)		Cert. (7)	Assoc. (8)	Adv. C. (9)	Bacc.+ (10)			
SAUT	1992	128	43.8	0.0	0.0	0.0	0.0	8.6	0.0	0.0	0.0	0.0	52.3	0.0	52.3
	1993	111	52.3	0.9	0.0	0.0	0.0	7.2	0.0	0.0	0.0	0.0	59.5	0.9	60.4
	1994	110	50.9	3.6	0.0	0.0	0.0	7.3	0.0	0.0	0.0	0.0	58.2	3.6	61.8
	1995	110	47.3	4.5	0.0	0.0	0.0	7.3	0.0	0.0	0.0	0.0	54.5	4.5	59.1
	1996	123	37.4	4.9	0.0	0.0	0.0	2.4	0.0	0.0	0.0	0.0	39.8	4.9	44.7
	1997	111	48.6	5.4	0.0	0.0	0.0	7.2	0.0	0.0	0.0	0.0	55.9	5.4	61.3
	1998	130	48.5	9.2	0.0	0.0	0.0	6.9	0.0	0.0	0.0	0.0	55.4	9.2	64.6
	1999	127	37.0	10.2	0.0	0.0	0.0	7.9	0.0	0.0	0.0	0.0	44.9	10.2	55.1
	2000	97	48.5	4.1	0.0	0.0	0.0	9.3	0.0	0.0	0.0	0.0	57.7	4.1	61.9
	2001	89	60.7	3.4	0.0	0.0	0.0	5.6	0.0	0.0	0.0	0.0	66.3	3.4	69.7
	2002	139	56.1	0.0	0.0	0.0	0.0	8.6	0.0	0.0	0.0	0.0	64.7	0.0	64.7
	2003	103													
	SEAC	1992	78	15.4	41.0	0.0	0.0	0.0	5.1	0.0	0.0	0.0	0.0	20.5	41.0
1993		46	37.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	37.0	0.0	37.0
1994		76	34.2	10.5	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	34.2	11.8	46.1
1995		114	42.1	2.6	0.0	0.0	0.0	4.4	0.0	0.0	0.0	0.0	46.5	2.6	49.1
1996		165	39.4	2.4	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	46.1	2.4	48.5
1997		202	47.5	3.5	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	50.5	3.5	54.0
1998		222	41.4	5.0	0.0	0.0	0.0	4.1	0.0	0.0	0.0	0.0	45.5	5.0	50.5
1999		250	39.6	2.8	0.0	0.0	0.0	5.2	0.0	0.0	0.0	0.0	44.8	2.8	47.6
2000		235	47.2	1.7	0.0	0.0	0.0	9.4	0.0	0.0	0.0	0.0	56.6	1.7	58.3
2001		250	45.2	6.0	2.4	0.0	0.0	8.0	0.0	0.0	0.0	0.0	53.2	8.4	61.6
2002		310	50.6	3.2	0.0	0.0	0.0	4.2	0.0	0.0	0.0	0.0	54.8	3.2	58.1
2003		209													
TLTC		1992	71	0.0	0.0	0.0	0.0	0.0	22.5	0.0	0.0	0.0	0.0	22.5	0.0
			(TLTC merged with NAC.)												
UACCB	1992	100	12.0	45.0	1.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	14.0	46.0	60.0
	1993	84	20.2	8.3	1.2	0.0	0.0	3.6	0.0	0.0	0.0	0.0	23.8	9.5	33.3
	1994	122	22.1	32.8	4.1	0.0	0.0	4.1	0.0	0.0	0.0	0.0	26.2	36.9	63.1
	1995	39	20.5	12.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.5	12.8	33.3
	1996	47	51.1	0.0	0.0	0.0	0.0	4.3	0.0	0.0	0.0	0.0	55.3	0.0	55.3
	1997	80	53.8	1.3	0.0	0.0	0.0	3.8	0.0	0.0	0.0	0.0	57.5	1.3	58.8
	1998	84	51.2	1.2	1.2	0.0	0.0	2.4	0.0	0.0	0.0	0.0	53.6	2.4	56.0
	1999	129	55.0	3.1	0.0	0.0	0.0	3.9	0.0	0.0	0.0	0.0	58.9	3.1	62.0
	2000	147	52.4	4.8	0.7	0.0	0.0	6.1	0.0	0.0	0.0	0.0	58.5	5.4	63.9
	2001	224	48.2	4.5	2.2	0.0	0.0	8.9	0.0	0.0	0.0	0.0	57.1	6.7	63.8
	2002	164	43.3	10.4	0.0	0.0	0.0	12.8	0.0	0.0	0.0	0.0	56.1	10.4	66.5
	2003	120													
	UACCH	1992	270	15.9	21.5	0.4	0.0	0.0	3.3	0.0	0.7	0.0	0.0	19.3	22.6
1993		274	23.4	28.8	2.6	0.0	0.0	3.3	0.0	0.0	0.0	0.4	26.6	31.8	58.4
1994		58	25.9	31.0	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.9	32.8	58.6
1995		133	30.1	12.8	0.8	0.0	0.0	1.5	0.0	0.0	0.0	0.0	31.6	13.5	45.1
1996		172	40.7	7.0	0.6	0.0	0.0	2.3	0.0	0.0	0.0	0.0	43.0	7.6	50.6
1997		241	42.7	7.1	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	49.8	7.1	56.8
1998		265	40.0	8.3	0.0	0.0	0.0	6.8	0.0	0.0	0.0	0.0	46.8	8.3	55.1
1999		210	40.0	6.2	0.5	0.0	0.0	8.1	0.0	0.0	0.0	0.0	48.1	6.7	54.8
2000		243	42.0	8.2	0.0	0.0	0.0	3.7	0.0	0.0	0.0	0.0	45.7	8.2	53.9
2001		261	40.6	6.1	0.0	0.0	0.0	8.0	0.4	0.0	0.0	0.0	48.7	6.5	55.2
2002		223	33.2	9.0	0.4	0.0	0.0	6.3	0.0	0.0	0.0	0.0	39.5	9.4	48.9
2003		172													
UACCM		1992	143	47.6	3.5	0.0	0.0	0.0	4.2	0.0	0.0	0.0	0.0	51.7	3.5
	1993	95	42.1	2.1	0.0	0.0	0.0	3.2	0.0	0.0	0.0	0.0	45.3	2.1	47.4
	1994	97	44.3	0.0	0.0	0.0	0.0	3.1	0.0	0.0	0.0	0.0	47.4	0.0	47.4
	1995	138	47.1	1.4	0.0	0.0	0.0	6.5	0.0	0.0	0.0	0.0	53.6	1.4	55.1
	1996	178	38.8	0.6	0.0	0.0	0.0	5.1	0.0	0.0	0.0	0.0	43.8	0.6	44.4
	1997	285	50.5	0.7	0.0	0.0	0.0	3.9	0.0	0.0	0.0	0.0	54.4	0.7	55.1
	1998	262	45.8	0.4	0.4	0.0	0.0	4.2	0.0	0.0	0.0	0.0	50.0	0.8	50.8
	1999	397	59.2	0.8	0.0	0.0	0.0	4.3	0.0	0.0	0.0	0.0	63.5	0.8	64.2
	2000	219	43.8	0.9	0.0	0.0	0.0	4.1	0.0	0.0	0.0	0.0	47.9	0.9	48.9
	2001	328	46.6	1.2	0.0	0.0	0.0	1.8	0.0	0.0	0.0	0.0	48.5	1.2	49.7
	2002	377	47.5	1.1	0.0	0.0	0.0	6.4	0.0	0.0	0.0	0.0	53.8	1.1	54.9
	2003	432													

Table 29-3 Part A. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part A)

AFTER ONE YEAR															
Institution	Fall Cohort Year	#	NATIVES					TRANSFERS					% 1st Year Ret.	% 1st Year Grad.	% 1st Year Cohort Success
			% Enr.	First Year % Completed				% Enr.	First Year % Completed						
				Cert.	Assoc.	Adv. C.	Bacc.+		Cert.	Assoc.	Adv. C.	Bacc.+			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)			
Public Two-Year Subtotal	1992	3,885	42.7	15.6	0.3	0.0	0.0	5.8	0.0	0.1	0.0	0.0	48.4	16.0	64.4
	1993	3,778	38.9	11.6	0.6	0.0	0.0	5.7	0.0	0.0	0.0	0.0	44.6	12.3	56.9
	1994	3,204	41.8	9.3	0.5	0.0	0.0	4.8	0.1	0.1	0.0	0.0	46.6	9.9	56.6
	1995	3,502	44.3	6.3	0.2	0.0	0.0	4.6	0.0	0.0	0.0	0.0	48.9	6.5	55.5
	1996	3,709	44.6	4.9	0.6	0.0	0.0	5.5	0.0	0.0	0.0	0.0	50.1	5.5	55.6
	1997	4,133	45.4	3.9	0.1	0.0	0.0	5.9	0.0	0.0	0.0	0.0	51.3	4.0	55.3
	1998	4,736	46.8	4.0	0.1	0.0	0.0	5.9	0.0	0.0	0.0	0.0	52.8	4.1	56.9
	1999	5,041	48.2	3.4	0.1	0.0	0.0	5.5	0.0	0.0	0.0	0.0	53.8	3.5	57.2
	2000	4,680	49.3	2.7	0.0	0.0	0.0	6.0	0.0	0.0	0.0	0.0	55.3	2.8	58.0
	2001	5,336	51.5	2.9	0.3	0.0	0.0	5.2	0.0	0.0	0.0	0.0	56.7	3.2	59.9
	2002	5,759	49.6	2.8	0.1	0.0	0.0	5.8	0.0	0.0	0.0	0.0	55.4	2.9	58.3
2003	5,249														
Total Public Four & Two-Year	1992	13,919	58.1	4.4	0.1	0.0	0.0	7.0	0.0	0.0	0.0	0.0	65.1	4.5	69.6
	1993	14,065	57.5	3.1	0.2	0.0	0.0	7.2	0.0	0.0	0.0	0.0	64.8	3.3	68.1
	1994	13,058	58.0	2.3	0.1	0.0	0.0	7.8	0.0	0.0	0.0	0.0	65.8	2.5	68.2
	1995	13,125	59.2	1.7	0.1	0.0	0.0	7.6	0.0	0.0	0.0	0.0	66.8	1.8	68.6
	1996	13,333	59.8	1.4	0.2	0.0	0.0	7.8	0.0	0.0	0.0	0.0	67.6	1.6	69.2
	1997	13,874	59.2	1.2	0.0	0.0	0.0	8.2	0.0	0.0	0.0	0.0	67.4	1.2	68.6
	1998	14,910	60.0	1.3	0.1	0.0	0.0	7.8	0.0	0.0	0.0	0.0	67.8	1.3	69.2
	1999	15,573	60.3	1.1	0.0	0.0	0.0	7.8	0.0	0.0	0.0	0.0	68.1	1.1	69.2
	2000	15,149	62.5	0.9	0.0	0.0	0.0	7.7	0.0	0.0	0.0	0.0	70.2	0.9	71.1
	2001	15,961	62.9	1.0	0.1	0.0	0.0	7.4	0.0	0.0	0.0	0.0	70.3	1.1	71.4
	2002	16,592	61.8	1.0	0.0	0.0	0.0	7.5	0.0	0.0	0.0	0.0	69.2	1.1	70.3
2003	16,657														

Notes:

UAFS became a four-year institution on January 1, 2002.

% Annual Retention = proportion of the cohort that continues to be enrolled either as a native or transfer student in a given year.

% Cumulative Graduation = proportion of the cohort that completed a certificate or degree program at the original and transfer institutions for all years.

% 1st Year Cohort Success and Cumulative Cohort Success = most recent annual retention rates at the original and transfer institutions + the cumulative total of students awarded a certificate or degree at the original and transfer institutions as a proportion of the number in the original

Cohorts = students who are first-time, full-time, award/degree-seeking, on- and/or off-campus.

Enr. = Enrolled

Natives = students continuing to enroll in original institution.

Transfers = students continuing to enroll in an institution other than original college/university.

Cert. = Certificates of Proficiency + Tech Certificate

Assoc. = Associate Degree

Adv. C. = Advanced Certificate

Source: ADHE SIS; S:\P & AIR_P2\Enrollment Book\EnrollBk-2003\Instret.xls

Table 29-3 Part B. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part B)

AFTER THREE YEARS																
Institution	Fall Cohort Year	#	NATIVES					TRANSFERS					% Annual Ret. (37)	% Cumul. Grad. (38)	% Cohort Success (39)	
			% Enr. (27)	First Year % Completed				% Enr. (32)	% Enr. (33)	First Year % Completed						
				Cert. (28)	Assoc. (29)	Adv. C. (30)	Bacc.+ (31)			Cert. (34)	Assoc. (35)	Adv. C. (36)				Bacc.+ (36)
Public Two-Year ANC	1992	192	10.9	0.0	13.0	0.0	0.0	8.9	0.0	0.0	0.0	0.0	19.8	13.0	32.8	
	1993	160	13.8	0.0	9.4	0.0	0.0	3.1	0.0	0.6	0.0	0.0	16.9	10.0	26.9	
	1994	155	11.0	0.0	12.9	0.0	0.0	5.8	0.0	0.0	0.0	0.0	16.8	12.9	29.7	
	1995	188	12.8	0.0	14.9	0.0	0.0	4.8	0.0	0.0	0.0	0.0	17.6	14.9	32.4	
	1996	155	11.0	1.3	12.9	0.0	0.0	5.8	0.0	0.0	0.0	0.0	16.8	14.2	31.0	
	1997	167	13.8	0.6	16.2	0.0	0.0	4.2	0.0	0.0	0.0	0.0	18.0	16.8	34.7	
	1998	172	14.5	0.0	14.0	0.0	0.0	3.5	0.0	0.6	0.0	0.0	18.0	14.5	32.6	
	1999	204	16.2	0.0	11.3	0.0	0.0	6.9	0.0	0.0	0.0	0.0	23.0	11.3	34.3	
	2000	206	14.1	1.0	9.2	0.0	0.0	4.4	0.0	0.0	0.0	0.0	18.4	10.2	28.6	
	2001	266														
	2002	326														
	2003	331														
	ASUB	1992	447	9.6	0.0	16.8	0.0	0.0	12.8	0.0	0.7	0.0	0.0	22.4	17.4	39.8
		1993	377	7.2	0.0	17.0	0.0	0.0	14.9	0.5	0.3	0.0	0.0	22.0	17.8	39.8
1994		388	8.8	0.0	16.5	0.0	0.0	13.4	0.3	0.3	0.0	0.0	22.2	17.0	39.2	
1995		474	9.1	0.2	19.0	0.0	0.0	11.4	0.8	0.6	0.0	0.2	20.5	20.9	41.4	
1996		407	11.5	0.2	22.9	0.0	0.0	11.5	0.7	0.5	0.0	0.0	23.1	24.3	47.4	
1997		477	10.3	0.0	16.8	0.0	0.0	11.9	0.6	0.0	0.0	0.0	22.2	17.4	39.6	
1998		536	12.5	0.2	19.0	0.0	0.0	10.6	0.6	0.4	0.0	0.0	23.1	20.1	43.3	
1999		476	12.2	0.0	20.0	0.0	0.0	12.4	0.2	0.6	0.0	0.0	24.6	20.8	45.4	
2000		473	8.9	0.4	22.6	0.0	0.0	11.6	0.2	0.4	0.0	0.0	20.5	23.7	44.2	
2001		433														
2002		543														
2003		532														
ASUMH		1992	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		1993	63	14.3	0.0	0.0	0.0	0.0	17.5	0.0	4.8	0.0	0.0	31.7	4.8	36.5
	1994	98	5.1	2.0	3.1	0.0	0.0	20.4	1.0	4.1	0.0	0.0	25.5	10.2	35.7	
	1995	122	11.5	5.7	9.0	0.0	0.0	8.2	0.8	4.1	0.0	0.0	19.7	19.7	39.3	
	1996	117	12.8	1.7	6.8	0.0	0.0	10.3	0.0	3.4	0.0	0.0	23.1	12.0	35.0	
	1997	146	10.3	5.5	10.3	0.0	0.0	10.3	0.7	0.7	0.0	0.0	20.5	17.1	37.7	
	1998	156	7.7	8.3	9.6	0.0	0.0	10.9	0.6	0.6	0.0	0.0	18.6	19.2	37.8	
	1999	192	13.5	6.3	8.3	0.0	0.0	8.3	0.5	0.5	0.0	0.0	21.9	15.6	37.5	
	2000	173	9.2	4.6	13.3	0.0	0.0	18.5	1.2	1.7	0.0	0.0	27.7	20.8	48.6	
	2001	216														
	2002	193														
	2003	225														
	ASUN	1992	63	6.3	28.6	3.2	0.0	0.0	9.5	0.0	0.0	0.0	0.0	15.9	31.7	47.6
		1993	49	6.1	18.4	12.2	0.0	0.0	8.2	0.0	0.0	0.0	0.0	14.3	30.6	44.9
1994		77	7.8	14.3	15.6	0.0	0.0	7.8	0.0	1.3	0.0	0.0	15.6	31.2	46.8	
1995		92	7.6	14.1	8.7	0.0	0.0	3.3	1.1	4.3	0.0	0.0	10.9	28.3	39.1	
1996		105	3.8	20.0	17.1	0.0	0.0	8.6	0.0	2.9	0.0	0.0	12.4	40.0	52.4	
1997		84	6.0	8.3	22.6	0.0	0.0	7.1	0.0	0.0	0.0	0.0	13.1	31.0	44.0	
1998		104	4.8	12.5	34.6	0.0	0.0	6.7	0.0	0.0	0.0	1.0	11.5	48.1	59.6	
1999		111	12.6	12.6	24.3	0.0	0.0	8.1	0.0	0.0	0.0	0.0	20.7	36.9	57.7	
2000		72	12.5	4.2	22.2	0.0	0.0	16.7	0.0	1.4	0.0	0.0	29.2	27.8	56.9	
2001		126														
2002		85														
2003		56														
BRTC		1992	181	5.0	49.2	1.1	0.0	0.0	1.7	0.0	0.0	0.0	0.0	6.6	50.3	56.9
		1993	190	4.7	35.8	4.2	0.0	0.0	5.8	0.5	0.5	0.0	0.0	10.5	41.1	51.6
	1994	156	9.6	23.1	5.8	0.0	0.0	6.4	0.0	0.0	0.0	0.0	16.0	28.8	44.9	
	1995	164	4.3	43.3	6.7	0.0	0.0	3.0	0.0	1.2	0.0	0.0	7.3	51.2	58.5	
	1996	109	1.8	44.0	3.7	0.0	0.0	0.9	0.0	0.0	0.0	0.0	2.8	47.7	50.5	
	1997	115	2.6	45.2	7.8	0.0	0.0	1.7	0.0	0.9	0.0	0.0	4.3	53.9	58.3	
	1998	146	7.5	28.8	7.5	0.0	0.0	4.1	0.7	0.0	0.0	0.0	11.6	37.0	48.6	
	1999	226	8.0	23.0	7.5	0.0	0.0	12.8	0.0	0.4	0.0	0.0	20.8	31.0	51.8	
	2000	231	11.3	17.7	16.0	0.0	0.0	8.2	0.0	0.9	0.0	0.0	19.5	34.6	54.1	
	2001	300														
	2002	310														
	2003	253														

Table 29-3 Part B. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part B)

AFTER THREE YEARS																
Institution	Fall Cohort Year	#	NATIVES					TRANSFERS					% Annual Ret. (37)	% Cumul. Grad. (38)	% Cohort Success (39)	
			% Enr. (27)	First Year % Completed				% Enr. (32)	% Enr. (33)	First Year % Completed						
				Cert. (28)	Assoc. (29)	Adv. C. (30)	Bacc.+ (31)			Cert. (34)	Assoc. (35)	Adv. C. (36)				Bacc.+ (36)
CCCUA	1992	59	3.4	23.7	6.8	0.0	0.0	1.7	0.0	0.0	0.0	0.0	5.1	30.5	35.6	
	1993	62	8.1	11.3	9.7	3.2	0.0	4.8	0.0	0.0	0.0	0.0	12.9	24.2	37.1	
	1994	107	5.6	19.6	14.0	0.0	0.0	2.8	0.0	0.0	0.0	0.0	8.4	33.6	42.1	
	1995	108	6.5	10.2	12.0	0.0	0.0	3.7	0.0	0.0	0.0	0.0	10.2	22.2	32.4	
	1996	7	14.3	0.0	28.6	0.0	0.0	14.3	0.0	0.0	0.0	0.0	28.6	28.6	57.1	
	1997	88	11.4	8.0	17.0	0.0	0.0	3.4	0.0	0.0	0.0	2.3	14.8	27.3	42.0	
	1998	125	12.0	18.4	8.8	0.0	0.0	8.0	1.6	0.0	0.0	0.0	20.0	28.8	48.8	
	1999	82	8.5	20.7	3.7	0.0	0.0	3.7	1.2	0.0	0.0	0.0	12.2	25.6	37.8	
	2000	57	7.0	5.3	12.3	0.0	0.0	7.0	0.0	0.0	0.0	0.0	14.0	17.5	31.6	
	2001	98														
	2002	71														
	2003	77														
EACC	1992	132	20.5	0.0	12.9	0.0	0.0	13.6	0.0	0.0	0.0	0.0	34.1	12.9	47.0	
	1993	302	8.9	1.3	9.6	0.0	0.0	8.9	0.3	1.0	0.0	0.0	17.9	12.3	30.1	
	1994	235	14.0	0.4	10.6	0.0	0.0	4.7	0.0	0.4	0.0	0.0	18.7	11.5	30.2	
	1995	247	9.7	2.4	12.6	0.0	0.0	6.1	0.0	0.0	0.0	0.0	15.8	15.0	30.8	
	1996	215	8.8	0.0	9.3	0.0	0.0	7.9	0.5	0.5	0.0	0.0	16.7	10.2	27.0	
	1997	260	12.3	0.4	8.5	0.4	0.0	6.2	0.0	0.0	0.0	0.4	18.5	9.6	28.1	
	1998	194	10.3	2.6	12.9	0.0	0.0	9.8	0.5	0.0	0.0	0.0	20.1	16.0	36.1	
	1999	217	16.1	0.0	17.1	0.0	0.0	7.8	0.0	0.5	0.0	0.0	24.0	17.5	41.5	
	2000	171	15.2	0.6	12.3	0.0	0.0	7.0	0.0	0.6	0.0	0.0	22.2	13.5	35.7	
	2001	263														
	2002	246														
	2003	247														
MSCC	1992	76	1.3	42.1	1.3	0.0	0.0	1.3	0.0	0.0	0.0	0.0	2.6	43.4	46.1	
	1993	82	3.7	42.7	8.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.7	51.2	54.9	
	1994	66	12.1	22.7	3.0	0.0	0.0	1.5	0.0	0.0	0.0	0.0	13.6	25.8	39.4	
	1995	173	11.0	9.8	7.5	0.0	0.0	1.7	0.0	1.7	0.0	0.0	12.7	19.1	31.8	
	1996	241	18.7	5.0	12.9	0.0	0.0	5.4	0.0	0.8	0.0	0.0	24.1	18.7	42.7	
	1997	117	18.8	2.6	3.4	0.0	0.0	7.7	0.0	0.9	0.0	0.0	26.5	6.8	33.3	
	1998	128	19.5	3.1	6.3	0.0	0.0	2.3	0.0	0.0	0.0	0.0	21.9	9.4	31.3	
	1999	108	13.9	0.0	3.7	0.0	0.0	10.2	0.0	0.0	0.0	0.0	24.1	3.7	27.8	
	2000	98	12.2	0.0	3.1	0.0	0.0	11.2	0.0	0.0	0.0	0.0	23.5	3.1	26.5	
	2001	18														
	2002	38														
	2003	75														
NAC	1992	285	10.2	1.8	11.9	0.0	0.0	15.1	0.0	0.0	0.0	0.0	25.3	13.7	38.9	
	1993	347	8.4	13.3	11.8	0.0	0.0	8.4	0.0	0.0	0.0	0.0	16.7	25.1	41.8	
	1994	334	6.9	10.8	11.1	0.0	0.0	7.5	0.6	0.3	0.0	0.0	14.4	22.8	37.1	
	1995	331	6.9	11.8	14.2	0.0	0.0	8.8	0.0	0.0	0.0	0.0	15.7	26.0	41.7	
	1996	386	6.5	9.3	14.8	0.0	0.0	7.3	0.0	0.3	0.0	0.0	13.7	24.4	38.1	
	1997	378	4.8	10.1	14.8	0.0	0.0	9.3	0.3	0.8	0.0	0.3	14.0	26.2	40.2	
	1998	450	9.6	12.4	13.8	0.2	0.0	7.3	0.2	0.0	0.0	0.0	16.9	26.7	43.6	
	1999	393	8.9	9.7	15.3	0.0	0.0	8.1	0.0	0.8	0.0	0.0	17.0	25.7	42.7	
	2000	394	8.9	10.4	14.2	0.0	0.0	7.4	0.5	0.0	0.0	0.3	16.2	25.4	41.6	
	2001	423														
	2002	385														
	2003	350														
NPCC	1992	321	10.3	3.4	8.1	0.0	0.0	9.0	0.3	0.0	0.0	0.3	19.3	12.1	31.5	
	1993	231	11.3	3.0	7.8	0.0	0.0	14.3	0.9	0.0	0.0	0.0	25.5	11.7	37.2	
	1994	182	14.8	0.5	6.0	0.0	0.0	10.4	0.0	0.5	0.0	0.0	25.3	7.1	32.4	
	1995	157	15.3	1.3	8.3	0.0	0.0	12.1	0.0	0.0	0.0	0.0	27.4	9.6	36.9	
	1996	214	11.2	1.4	7.5	0.0	0.0	9.3	0.5	0.0	0.0	0.0	20.6	9.3	29.9	
	1997	253	10.3	0.4	10.7	0.0	0.0	9.1	0.4	0.0	0.0	0.0	19.4	11.5	30.8	
	1998	152	17.1	1.3	7.2	0.0	0.0	7.2	0.0	0.7	0.0	0.0	24.3	9.2	33.6	
	1999	269	10.4	2.2	8.6	0.0	0.0	16.4	0.0	0.0	0.0	0.0	28.8	10.8	37.5	
	2000	237	15.6	1.3	4.2	0.0	0.0	11.0	0.4	0.0	0.0	0.4	26.6	6.3	32.9	
	2001	195														
	2002	283														
	2003	247														
NWACC	1992	98	10.2	3.1	22.4	0.0	0.0	9.2	0.0	0.0	0.0	0.0	19.4	25.5	44.9	
	1993	184	15.2	0.5	7.1	0.0	0.0	12.5	0.0	0.0	0.0	0.0	27.7	7.6	35.3	
	1994	134	14.9	0.7	10.4	0.0	0.0	6.7	0.0	0.0	0.0	0.0	21.6	11.2	32.8	
	1995	124	19.4	0.8	7.3	0.0	0.0	8.1	0.0	0.8	0.0	0.0	27.4	8.9	36.3	
	1996	150	16.0	1.3	4.7	0.0	0.0	12.0	0.0	0.0	0.0	0.0	28.0	6.0	34.0	
	1997	132	7.6	0.8	8.3	0.0	0.0	12.9	0.0	0.0	0.0	0.0	20.5	9.1	29.5	
	1998	343	18.4	1.7	7.6	0.0	0.0	12.8	0.6	0.0	0.0	0.0	31.2	9.9	41.1	
	1999	335	16.7	2.1	9.0	0.0	0.0	14.6	0.0	0.0	0.0	0.0	31.3	11.0	42.4	
	2000	375	18.1	1.6	8.5	0.0	0.0	10.7	0.0	0.0	0.0	0.0	28.8	10.1	38.9	
	2001	433														
	2002	411														
	2003	465														

Table 29-3 Part B. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part B)

AFTER THREE YEARS															
Institution	Fall Cohort Year	#	NATIVES					TRANSFERS					% Annual Ret. (37)	% Cumul. Grad. (38)	% Cohort Success (39)
			% Enr. (27)	First Year % Completed				% Enr. (32)	First Year % Completed						
				Cert. (28)	Assoc. (29)	Adv. C. (30)	Bacc.+ (31)		Cert. (33)	Assoc. (34)	Adv. C. (35)	Bacc.+ (36)			
OTC	1992	130	0.8	35.4	4.6	0.0	0.0	5.4	0.8	0.0	0.0	0.0	6.2	40.8	46.9
	1993	92	2.2	27.2	5.4	0.0	0.0	0.0	0.0	1.1	0.0	1.1	2.2	34.8	37.0
	1994	91	5.5	26.4	12.1	0.0	0.0	4.4	0.0	1.1	0.0	0.0	9.9	39.6	49.5
	1995	126	4.8	15.9	13.5	0.0	0.0	2.4	0.0	0.0	0.0	0.0	7.1	29.4	36.5
	1996	137	9.5	14.6	6.6	0.0	0.0	10.9	0.7	0.7	0.0	0.0	20.4	22.6	43.1
	1997	115	10.4	4.3	12.2	0.0	0.0	14.8	1.7	0.9	0.0	0.0	25.2	19.1	44.3
	1998	157	10.2	3.2	10.8	0.0	0.0	7.6	0.0	0.0	0.0	0.0	17.8	14.0	31.8
	1999	134	11.2	3.0	8.2	0.0	0.0	12.7	0.0	0.0	0.0	0.0	23.9	11.2	35.1
	2000	118	13.6	5.1	11.0	0.0	0.0	10.2	0.0	0.8	0.0	0.0	23.7	16.9	40.7
	2001	158													
	2002	222													
2003	176														
OZC	1992	94	1.1	69.1	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	70.2	71.3
	1993	77	2.6	48.1	5.2	0.0	0.0	6.5	0.0	1.3	0.0	0.0	9.1	54.5	63.6
	1994	108	2.8	28.7	10.2	0.0	0.0	7.4	0.9	2.8	0.0	0.0	10.2	42.6	52.8
	1995	118	2.5	22.9	17.8	0.0	0.0	13.6	0.8	1.7	0.0	0.0	16.1	43.2	59.3
	1996	137	5.1	21.2	22.6	0.0	0.0	5.8	0.0	0.0	0.0	0.0	10.9	43.8	54.7
	1997	120	5.8	20.8	28.3	0.0	0.0	10.0	0.0	0.0	0.0	0.0	15.8	49.2	65.0
	1998	110	9.1	9.1	20.9	0.0	0.0	5.5	0.0	0.9	0.0	0.0	14.5	30.9	45.5
	1999	111	4.5	8.1	18.0	0.0	0.0	7.2	0.0	0.9	0.0	0.0	11.7	27.0	38.7
	2000	95	5.3	7.4	18.9	0.0	0.0	8.4	3.2	0.0	0.0	0.0	13.7	29.5	43.2
	2001	153													
	2002	250													
2003	129														
PCC/U	1992	223	10.8	4.9	13.9	0.0	0.0	5.8	0.0	0.4	0.0	0.0	16.6	19.3	35.9
	1993	182	15.9	2.2	11.5	0.0	0.0	8.2	0.0	0.5	0.0	0.0	24.2	14.3	38.5
	1994	178	9.0	2.8	10.7	0.0	0.0	8.4	0.0	1.1	0.0	0.0	17.4	14.6	32.0
	1995	106	12.3	1.9	13.2	0.0	0.0	6.6	0.0	0.0	0.0	0.0	18.9	15.1	34.0
	1996	110	16.4	6.4	7.3	0.0	0.0	3.6	0.0	0.0	0.0	0.0	20.0	13.6	33.6
	1997	128	11.7	12.5	7.0	0.0	0.0	9.4	0.0	0.0	0.0	0.0	21.1	19.5	40.6
	1998	155	15.5	3.9	10.3	0.0	0.0	5.2	0.0	0.6	0.0	0.0	20.6	14.8	35.5
	1999	183	16.4	7.7	8.7	0.0	0.0	7.7	0.0	0.0	0.0	0.0	24.0	16.4	40.4
	2000	170	12.9	10.6	12.4	0.0	0.0	11.8	0.0	0.0	0.0	0.6	24.7	23.5	48.2
	2001	179													
	2002	200													
2003	160														
PTC	1992	542	3.5	40.6	2.0	0.0	0.0	4.1	0.4	0.4	0.0	0.0	7.6	43.4	50.9
	1993	505	4.0	39.0	5.7	0.2	0.0	3.0	0.2	0.6	0.0	0.0	6.9	45.7	52.7
	1994	206	3.9	43.2	2.4	0.0	0.0	2.9	0.0	0.0	0.0	0.0	6.8	45.6	52.4
	1995	164	5.5	36.6	3.7	0.6	0.0	3.7	0.0	0.0	0.0	0.0	9.1	40.9	50.0
	1996	301	9.6	26.6	4.3	0.7	0.0	5.3	0.0	0.7	0.0	0.0	15.0	32.2	47.2
	1997	368	10.9	17.4	3.8	0.0	0.0	7.6	0.3	0.3	0.0	0.0	18.5	21.7	40.2
	1998	583	14.2	11.1	6.5	0.0	0.0	10.1	0.0	0.0	0.0	0.0	24.4	17.7	42.0
	1999	620	16.9	10.8	7.4	0.0	0.0	7.4	0.0	0.2	0.0	0.0	24.4	18.4	42.7
	2000	601	14.3	9.0	7.5	0.0	0.0	8.7	0.0	0.2	0.0	0.0	23.0	16.6	39.6
	2001	648													
	2002	646													
2003	586														
RMCC	1992	113	2.7	15.9	11.5	0.0	0.0	5.3	0.0	0.0	0.0	0.0	8.0	27.4	35.4
	1993	81	8.6	8.6	14.8	0.0	0.0	8.6	0.0	0.0	0.0	0.0	17.3	23.5	40.7
	1994	62	8.1	12.9	12.9	0.0	0.0	9.7	1.6	0.0	0.0	0.0	17.7	27.4	45.2
	1995	101	6.9	16.8	12.9	0.0	0.0	4.0	1.0	0.0	0.0	0.0	10.9	30.7	41.6
	1996	84	2.4	20.2	14.3	0.0	0.0	17.9	0.0	0.0	0.0	0.0	20.2	34.5	54.8
	1997	103	9.7	7.8	9.7	0.0	0.0	10.7	0.0	0.0	0.0	0.0	20.4	17.5	37.9
	1998	80	8.8	6.3	16.3	0.0	0.0	16.3	0.0	0.0	0.0	0.0	25.0	22.5	47.5
	1999	102	7.8	4.9	18.6	0.0	0.0	6.9	0.0	0.0	0.0	0.0	14.7	23.5	38.2
	2000	126	13.5	10.3	12.7	0.0	0.0	13.5	0.0	0.8	0.0	0.0	27.0	23.8	50.8
	2001	126													
	2002	176													
2003	127														
SACC	1992	210	7.6	19.0	6.7	0.0	0.0	9.0	0.0	0.0	0.0	0.0	16.7	25.7	42.4
	1993	184	10.9	13.0	4.9	0.0	0.0	12.0	0.0	1.1	0.0	0.0	22.8	19.0	41.8
	1994	164	12.8	12.2	9.1	0.0	0.0	9.8	0.0	0.6	0.0	0.0	22.6	22.0	44.5
	1995	173	13.3	13.9	6.9	0.0	0.0	9.2	0.6	1.7	0.0	0.0	22.5	23.1	45.7
	1996	149	11.4	6.7	4.0	0.0	0.0	10.7	0.0	0.7	0.0	0.0	22.1	11.4	33.6
	1997	163	15.3	5.5	7.4	0.0	0.0	8.0	0.0	0.6	0.0	0.0	23.3	13.5	36.8
	1998	182	12.1	4.4	7.7	0.0	0.0	10.4	1.1	0.5	0.0	0.0	22.5	13.7	36.3
	1999	165	19.4	5.5	7.9	0.0	0.0	4.8	1.2	0.6	0.0	0.0	24.2	15.2	39.4
	2000	142	14.1	2.1	8.5	0.0	0.0	9.9	0.0	0.0	0.0	0.0	23.9	10.6	34.5
	2001	149													
	2002	161													
2003	177														

Table 29-3 Part B. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part B)

AFTER THREE YEARS																
Institution	Fall Cohort Year	#	NATIVES					TRANSFERS					% Annual Ret. (37)	% Cumul. Grad. (38)	% Cohort Success (39)	
			% Enr. (27)	First Year % Completed				% Enr. (32)	% Enr. (33)	First Year % Completed						
				Cert. (28)	Assoc. (29)	Adv. C. (30)	Bacc.+ (31)			Cert. (34)	Assoc. (35)	Adv. C. (36)				Bacc.+ (36)
SAUT	1992	128	10.9	2.3	17.2	0.0	0.0	12.5	0.8	0.8	0.0	0.0	23.4	21.1	44.5	
	1993	111	2.7	4.5	29.7	0.0	0.0	8.1	0.9	0.0	0.0	0.0	10.8	35.1	45.9	
	1994	110	6.4	4.5	20.9	0.0	0.0	8.2	0.9	0.0	0.0	0.0	14.5	26.4	40.9	
	1995	110	3.6	7.3	20.0	0.0	0.0	9.1	1.8	0.0	0.0	0.0	12.7	29.1	41.8	
	1996	123	7.3	8.1	14.6	0.0	0.0	8.9	0.0	0.0	0.0	0.0	16.3	22.8	39.0	
	1997	111	13.5	10.8	19.8	0.0	0.0	4.5	0.9	0.0	0.0	0.0	18.0	31.5	49.5	
	1998	130	6.9	14.6	17.7	0.0	0.0	6.9	0.0	0.0	0.0	0.0	13.8	32.3	46.2	
	1999	127	5.5	21.3	4.7	0.0	0.0	4.7	0.0	1.6	0.0	0.0	10.2	27.6	37.8	
	2000	97	7.2	4.1	22.7	0.0	0.0	7.2	0.0	0.0	0.0	0.0	14.4	26.8	41.2	
	2001	89														
	2002	139														
	2003	103														
SEAC	1992	78	2.6	44.9	0.0	0.0	0.0	2.6	0.0	0.0	0.0	0.0	5.1	44.9	50.0	
	1993	46	6.5	23.9	6.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.5	30.4	37.0	
	1994	76	2.6	28.9	11.8	0.0	0.0	2.6	0.0	0.0	0.0	0.0	5.3	40.8	46.1	
	1995	114	6.1	9.6	4.4	0.0	0.0	8.8	0.9	0.0	0.0	0.0	14.9	14.9	29.8	
	1996	165	10.3	7.3	5.5	0.0	0.0	5.5	0.0	0.6	0.0	0.0	15.8	13.3	29.1	
	1997	202	11.4	8.4	8.9	0.0	0.0	6.9	0.0	0.0	0.0	0.0	18.3	17.3	35.6	
	1998	222	12.2	8.1	9.9	0.0	0.0	5.4	0.5	0.5	0.0	0.0	17.6	18.9	36.5	
	1999	250	13.6	7.6	5.2	0.0	0.0	8.4	0.0	0.0	0.0	0.0	22.0	12.8	34.8	
	2000	235	12.3	5.5	7.2	0.0	0.0	12.8	0.0	0.4	0.0	0.0	25.1	13.2	38.3	
	2001	250														
	2002	310														
	2003	209														
TLTC	1992	71	0.0	0.0	0.0	0.0	0.0	2.8	0.0	0.0	0.0	0.0	2.8	9.9	12.7	
			(TLTC merged with NAC.)													
UACCB	1992	100	2.0	52.0	2.0	0.0	0.0	2.0	0.0	1.0	0.0	0.0	4.0	55.0	59.0	
	1993	84	2.4	13.1	8.3	0.0	0.0	3.6	1.2	1.2	0.0	0.0	6.0	23.8	29.8	
	1994	122	4.1	36.9	9.0	0.0	0.0	4.1	0.0	0.0	0.0	0.0	8.2	45.9	54.1	
	1995	39	5.1	17.9	12.8	0.0	0.0	2.6	0.0	0.0	0.0	0.0	7.7	30.8	38.5	
	1996	47	8.5	6.4	4.3	0.0	0.0	8.5	0.0	0.0	0.0	0.0	17.0	10.6	27.7	
	1997	80	7.5	3.8	5.0	0.0	0.0	10.0	1.3	0.0	0.0	0.0	17.5	10.0	27.5	
	1998	84	11.9	6.0	13.1	0.0	0.0	9.5	0.0	0.0	0.0	0.0	21.4	19.0	40.5	
	1999	129	13.2	9.3	7.0	0.0	0.0	18.6	0.0	1.6	0.0	0.0	31.8	17.8	49.6	
	2000	147	10.9	6.8	10.9	0.0	0.0	15.6	0.7	0.0	0.0	0.7	26.5	19.0	45.6	
	2001	224														
	2002	164														
	2003	120														
UACCH	1992	270	5.9	27.4	2.6	0.0	0.0	5.2	0.4	1.5	0.0	0.0	11.1	31.9	43.0	
	1993	274	6.9	33.9	6.6	0.0	0.0	4.0	0.0	0.4	0.0	0.4	10.9	41.2	52.2	
	1994	58	6.9	36.2	6.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.9	43.1	50.0	
	1995	133	1.5	19.5	7.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5	27.1	28.6	
	1996	172	7.6	11.6	7.0	0.0	0.0	7.0	0.0	0.0	0.0	0.0	14.5	18.6	33.1	
	1997	241	4.6	12.0	11.6	0.0	0.0	7.5	0.4	0.8	0.0	0.0	12.0	24.9	36.9	
	1998	265	8.7	14.0	6.8	0.0	0.0	8.3	0.0	0.4	0.0	0.4	17.0	21.5	38.5	
	1999	210	4.8	9.0	16.2	0.0	0.0	11.9	0.5	0.5	0.0	0.0	16.7	26.2	42.9	
	2000	243	9.9	13.2	13.2	0.0	0.0	8.6	0.4	0.4	0.0	0.4	18.5	27.6	46.1	
	2001	261														
	2002	223														
	2003	172														
UACCM	1992	143	2.8	14.7	8.4	0.0	0.0	5.6	0.0	0.0	0.0	0.0	8.4	23.1	31.5	
	1993	95	5.3	11.6	9.5	0.0	0.0	2.1	0.0	0.0	0.0	0.0	7.4	21.1	28.4	
	1994	97	8.2	17.5	3.1	0.0	0.0	2.1	0.0	0.0	0.0	0.0	10.3	20.6	30.9	
	1995	138	10.1	6.5	10.1	0.0	0.0	8.7	0.0	0.0	0.0	0.0	18.8	16.7	35.5	
	1996	178	10.1	6.2	5.1	0.0	0.0	5.1	0.0	0.0	0.0	0.0	15.2	11.2	26.4	
	1997	285	7.7	14.4	10.2	0.0	0.0	4.9	0.0	0.0	0.0	0.0	12.6	24.6	37.2	
	1998	262	8.0	8.0	13.4	0.0	0.0	5.7	0.4	0.4	0.0	0.0	13.7	22.1	35.9	
	1999	397	5.8	12.6	27.7	0.0	0.0	6.0	0.3	0.0	0.0	0.0	11.8	40.6	52.4	
	2000	219	12.8	6.8	12.3	0.0	0.0	7.8	0.0	0.5	0.0	0.0	20.5	19.6	40.2	
	2001	328														
	2002	377														
	2003	432														

Table 29-3 Part B. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part B)

AFTER THREE YEARS															
Institution	Fall Cohort Year #	% Enr. (27)	NATIVES				TRANSFERS				% Annual Ret. (37)	% Cumul. Grad. (38)	% Cumulative Cohort Success (39)		
			First Year % Completed				First Year % Completed								
			Cert. (28)	Assoc. (29)	Adv. C. (30)	Bacc.+ (31)	% Enr. (32)	Cert. (33)	Assoc. (34)	Adv. C. (35)				Bacc.+ (36)	
Public Two-Year Subtotal	1992	3,885	9.0	19.6	9.2	0.0	0.0	8.9	0.2	0.3	0.0	0.0	17.9	29.2	47.1
	1993	3,778	7.9	15.9	9.4	0.1	0.0	7.7	0.2	0.5	0.0	0.1	15.6	26.3	41.9
	1994	3,204	8.7	12.8	10.3	0.0	0.0	7.4	0.2	0.5	0.0	0.0	16.1	23.9	40.0
	1995	3,502	8.7	10.8	11.8	0.0	0.0	7.0	0.3	0.7	0.0	0.0	15.8	23.7	39.4
	1996	3,709	10.0	9.3	10.9	0.1	0.0	7.9	0.2	0.5	0.0	0.0	17.9	20.9	38.9
	1997	4,133	9.7	8.4	11.6	0.0	0.0	8.3	0.3	0.3	0.0	0.1	17.9	20.7	38.6
	1998	4,736	11.9	7.7	11.8	0.0	0.0	8.4	0.3	0.2	0.0	0.0	20.3	20.1	40.4
	1999	5,041	12.1	7.6	12.5	0.0	0.0	9.6	0.1	0.3	0.0	0.0	21.7	20.6	42.3
	2000	4,680	12.3	6.1	12.2	0.0	0.0	10.0	0.2	0.3	0.0	0.1	22.3	18.9	41.2
	2001	5,336													
	2002	5,759													
2003	5,249														
Total Public Four & Two-Year	1992	13,919	31.6	5.5	2.9	0.0	0.2	9.6	0.4	0.3	0.0	0.0	41.1	9.4	50.5
	1993	14,065	32.2	4.4	3.3	0.0	0.3	10.0	0.3	0.5	0.0	0.0	42.2	8.7	50.9
	1994	13,058	33.6	3.2	3.6	0.0	0.3	10.2	0.4	0.4	0.0	0.0	43.8	7.9	51.8
	1995	13,125	34.1	3.0	4.2	0.0	0.1	10.8	0.3	0.5	0.0	0.0	44.9	8.2	53.1
	1996	13,333	35.6	2.7	4.2	0.0	0.1	10.1	0.3	0.6	0.0	0.0	45.7	7.9	53.6
	1997	13,874	34.0	2.6	4.8	0.0	0.2	10.2	0.3	0.6	0.0	0.0	44.2	8.6	52.8
	1998	14,910	35.3	2.5	4.7	0.0	0.3	10.4	0.3	0.6	0.0	0.0	45.8	8.4	54.2
	1999	15,573	35.5	2.6	5.5	0.0	0.2	11.2	0.2	0.7	0.0	0.0	46.7	9.1	55.8
	2000	15,149	37.2	2.0	4.9	0.0	0.2	11.2	0.3	0.6	0.0	0.1	48.4	8.0	56.4
	2001	15,961													
	2002	16,592													
2003	16,657														

Notes:

UAFS became a four-year institution on January 1, 2002.

% Annual Retention = proportion of the cohort that continues to be enrolled either as a native or transfer student in a given year.

% Cumulative Graduation = proportion of the cohort that completed a certificate or degree program at the original and transfer institutions for all years.

% 1st Year Cohort Success and Cumulative Cohort Success = most recent annual retention rates at the original and transfer institutions + the cumulative total of students awarded a certificate or degree at the original and transfer institutions as a proportion of the number in the original

Cohorts = students who are first-time, full-time, award/degree-seeking, on- and/or off-campus.

Enr. = Enrolled

Natives = students continuing to enroll in original institution.

Transfers = students continuing to enroll in an institution other than original college/university.

Cert. = Certificates of Proficiency + Tech Certificate

Assoc. = Associate Degree

Adv. C. = Advanced Certificate

Source: ADHE SIS; S:\P & AIR_P2\Enrollment Book\EnrollBk-2003\Instret.xls

Table 29-4 Part C. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part C)

AFTER SIX YEARS																
Institution	Fall Cohort Year	#	NATIVES					TRANSFERS					% Annual Ret. (76)	% Cumul. Grad. (77)	% Cohort Success (78)	
			% Enr. (68.0)	First Year % Completed				% Enr. (71)	First Year % Completed							
				Cert. (67)	Assoc. (68)	Adv. C. (69)	Bacc.+ (70)		Cert. (72)	Assoc. (73)	Adv. C. (74)	Bacc.+ (75)				
Public Two-Year ANC	1992	192	2.1	0.0	19.8	0.0	0.0	2.1	0.0	1.0	0.0	2.1	4.2	22.9	27.1	
	1993	160	2.5	0.0	15.6	0.0	0.0	2.5	0.0	0.6	0.0	1.9	5.0	18.1	23.1	
	1994	155	6.5	0.6	18.7	0.0	0.0	2.6	0.0	1.3	0.0	1.3	9.0	21.9	31.0	
	1995	188	7.4	0.5	18.6	0.0	0.0	1.1	0.0	0.0	0.0	2.1	8.5	21.3	29.8	
	1996	155	5.2	1.3	21.3	0.0	0.0	3.9	0.0	0.6	0.0	3.9	9.0	27.1	36.1	
	1997	167	9.0	0.6	25.1	0.0	0.0	1.2	0.0	0.0	0.0	1.8	10.2	27.5	37.7	
	1998	172														
	1999	204														
	2000	206														
	2001	266														
	2002	326														
	2003	331														
	ASUB	1992	447	3.8	0.0	22.4	0.0	0.0	7.2	1.3	0.9	0.0	5.4	11.0	30.0	40.9
		1993	377	2.7	0.0	21.0	0.0	0.0	5.8	1.6	1.3	0.0	6.6	8.5	30.5	39.0
1994		388	3.1	0.0	20.4	0.0	0.0	4.6	1.3	1.3	0.0	5.2	7.7	28.1	35.8	
1995		474	2.3	0.2	26.6	0.0	0.0	3.6	1.7	0.8	0.0	4.4	5.9	33.8	39.7	
1996		407	2.7	0.2	28.7	0.0	0.0	6.6	1.2	1.0	0.0	5.4	9.3	36.6	45.9	
1997		477	2.5	0.4	25.6	0.0	0.0	6.5	1.3	1.3	0.0	4.4	9.0	32.9	41.9	
1998		536														
1999		476														
2000		473														
2001		433														
2002		543														
2003		532														
ASUMH		1992	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		1993	63	1.6	0.0	6.3	0.0	0.0	7.9	0.0	7.9	0.0	11.1	9.5	25.4	34.9
	1994	98	3.1	2.0	4.1	0.0	0.0	4.1	2.0	8.2	0.0	11.2	7.1	27.6	34.7	
	1995	122	4.1	7.4	12.3	0.0	0.0	3.3	0.8	9.0	0.0	2.5	7.4	32.0	39.3	
	1996	117	2.6	4.3	13.7	0.0	0.0	4.3	0.0	3.4	0.0	4.3	6.8	25.6	32.5	
	1997	146	6.8	6.8	15.8	0.0	0.0	1.4	0.7	2.7	0.0	2.1	8.2	28.1	36.3	
	1998	156														
	1999	192														
	2000	173														
	2001	216														
	2002	193														
	2003	225														
	ASUN	1992	63	3.2	30.2	11.1	0.0	0.0	0.0	0.0	0.0	0.0	6.3	3.2	47.6	50.8
		1993	49	0.0	18.4	18.4	0.0	0.0	2.0	0.0	0.0	2.0	8.2	2.0	46.9	49.0
1994		77	0.0	15.6	19.5	0.0	0.0	3.9	0.0	2.6	0.0	0.0	3.9	37.7	41.6	
1995		92	1.1	15.2	15.2	0.0	0.0	5.4	1.1	6.5	0.0	1.1	6.5	39.1	45.7	
1996		105	1.0	21.0	21.0	0.0	0.0	0.0	1.0	3.8	0.0	5.7	1.0	52.4	53.3	
1997		84	2.4	8.3	29.8	0.0	0.0	7.1	0.0	1.2	0.0	2.4	9.5	41.7	51.2	
1998		104														
1999		111														
2000		72														
2001		126														
2002		85														
2003		56														
BRTC		1992	181	0.6	50.3	1.7	0.0	0.0	0.6	0.0	0.6	0.0	0.0	1.1	52.5	53.6
		1993	190	1.6	36.8	5.8	0.0	0.0	2.1	0.5	1.1	0.0	0.5	3.7	44.7	48.4
	1994	156	3.2	23.7	7.7	0.0	0.0	4.5	0.0	0.6	0.0	3.2	7.7	35.3	42.9	
	1995	164	1.2	44.5	8.5	0.0	0.0	1.2	0.0	1.2	0.0	1.8	2.4	56.1	58.5	
	1996	109	1.8	45.0	5.5	0.0	0.0	0.9	0.0	0.9	0.0	0.0	2.8	51.4	54.1	
	1997	115	1.7	46.1	8.7	0.0	0.0	0.0	0.0	1.7	0.0	1.7	1.7	58.3	60.0	
	1998	146														
	1999	226														
	2000	231														
	2001	300														
	2002	310														
	2003	253														

Table 29-4 Part C. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part C)

AFTER SIX YEARS															
Institution	Fall Cohort Year	#	NATIVES					TRANSFERS					% Annual Ret. (76)	% Cumul. Grad. (77)	% Cumulative Cohort Success (78)
			% Enr. (68.0)	First Year % Completed				% Enr. (71)	First Year % Completed						
				Cert. (67)	Assoc. (68)	Adv. C. (69)	Bacc.+ (70)		Cert. (72)	Assoc. (73)	Adv. C. (74)	Bacc.+ (75)			
CCCUA	1992	59	0.0	27.1	6.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.9	33.9
	1993	62	1.6	11.3	12.9	3.2	0.0	1.6	1.6	0.0	0.0	1.6	3.2	30.6	33.9
	1994	107	3.7	20.6	16.8	0.0	0.0	0.0	0.9	0.0	0.0	1.9	3.7	40.2	43.9
	1995	108	2.8	12.0	12.0	0.0	0.0	5.6	1.9	0.0	0.0	2.8	8.3	28.7	37.0
	1996	7	0.0	14.3	28.6	0.0	0.0	0.0	0.0	0.0	0.0	14.3	0.0	57.1	57.1
	1997	88	3.4	8.0	21.6	0.0	0.0	3.4	0.0	0.0	0.0	5.7	6.8	35.2	42.0
	1998	125													
	1999	82													
	2000	57													
	2001	98													
	2002	71													
	2003	77													
	EACC	1992	132	3.8	1.5	21.2	0.0	0.0	3.0	0.8	1.5	0.0	4.5	6.8	29.5
1993		302	4.0	1.3	15.6	0.0	0.0	3.6	0.3	2.0	0.0	3.0	7.6	22.2	29.8
1994		235	3.4	0.4	18.7	0.0	0.0	4.3	0.0	0.9	0.0	2.6	7.7	22.6	30.2
1995		247	3.2	2.4	17.0	0.0	0.0	3.2	0.4	0.8	0.0	3.2	6.5	23.9	30.4
1996		215	2.8	0.0	14.4	0.0	0.0	4.7	0.5	0.5	0.0	4.2	7.4	19.5	27.0
1997		260	3.1	0.4	14.6	0.4	0.0	3.8	0.4	0.0	0.0	4.2	6.9	20.0	26.9
1998		194													
1999		217													
2000		171													
2001		263													
2002		246													
2003		247													
MSCC		1992	76	1.3	42.1	1.3	0.0	0.0	1.3	0.0	0.0	0.0	0.0	2.6	43.4
	1993	82	1.2	42.7	8.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	51.2	52.4
	1994	66	0.0	22.7	9.1	0.0	0.0	1.5	0.0	0.0	0.0	1.5	1.5	33.3	34.8
	1995	173	6.4	10.4	12.1	0.0	0.0	1.7	0.0	1.7	0.0	0.6	8.1	24.9	32.9
	1996	241	4.1	5.8	17.4	0.0	0.0	2.5	1.2	1.2	0.0	2.5	6.6	28.2	34.9
	1997	117	7.7	2.6	6.8	0.0	0.0	4.3	0.0	0.9	0.0	10.3	12.0	20.5	32.5
	1998	128													
	1999	108													
	2000	98													
	2001	18													
	2002	38													
	2003	75													
	NAC	1992	285	2.1	3.9	18.6	0.0	0.0	3.2	0.0	0.7	0.0	7.4	5.3	30.5
1993		347	2.0	14.1	15.0	0.3	0.0	3.2	0.0	0.3	0.0	3.5	5.2	33.1	38.3
1994		334	2.4	11.1	14.4	0.0	0.0	1.8	0.9	0.3	0.0	4.8	4.2	31.4	35.6
1995		331	1.5	12.4	18.4	0.0	0.0	3.0	0.0	0.6	0.0	3.9	4.5	35.3	39.9
1996		386	3.1	10.4	17.1	0.0	0.0	2.6	0.3	0.5	0.0	4.9	5.7	33.2	38.9
1997		378	1.9	10.6	18.8	0.0	0.0	2.4	0.3	1.3	0.0	5.8	4.2	36.8	41.0
1998		450													
1999		393													
2000		394													
2001		423													
2002		385													
2003		350													
NPCC		1992	321	3.1	4.0	12.1	0.0	0.0	4.0	0.9	0.6	0.0	5.3	7.2	23.1
	1993	231	3.5	3.0	13.9	0.0	0.0	5.6	1.3	0.9	0.0	6.1	9.1	25.1	34.2
	1994	182	6.6	1.6	14.3	0.0	0.0	3.8	0.5	0.5	0.0	4.9	10.4	22.0	32.4
	1995	157	4.5	1.9	19.7	0.0	0.0	3.8	0.0	0.6	0.0	5.1	8.3	27.4	35.7
	1996	214	8.9	2.3	12.1	0.0	0.0	7.0	0.9	0.9	0.0	2.8	15.9	19.2	35.0
	1997	253	7.5	1.2	16.6	0.0	0.0	3.6	0.4	0.4	0.0	4.7	11.1	23.3	34.4
	1998	152													
	1999	269													
	2000	237													
	2001	195													
	2002	283													
	2003	247													
	NWACC	1992	98	6.1	3.1	24.5	0.0	0.0	4.1	0.0	0.0	0.0	6.1	10.2	33.7
1993		184	2.7	1.1	11.4	0.0	0.0	7.6	0.0	1.1	0.0	4.9	10.3	18.5	28.8
1994		134	1.5	1.5	15.7	0.0	0.0	3.0	0.0	0.0	0.0	5.2	4.5	22.4	26.9
1995		124	5.6	0.8	12.1	0.0	0.0	3.2	0.0	0.8	0.0	3.2	8.9	16.9	25.8
1996		150	5.3	1.3	10.0	0.0	0.0	5.3	0.0	0.0	0.0	8.7	10.7	20.0	30.7
1997		132	4.5	0.8	12.9	0.0	0.0	4.5	0.0	0.0	0.0	5.3	9.1	18.9	28.0
1998		343													
1999		335													
2000		375													
2001		433													
2002		411													
2003		465													

Table 29-4 Part C. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part C)

AFTER SIX YEARS															
Institution	Fall Cohort Year	#	NATIVES					TRANSFERS					% Annual Ret. (76)	% Cumul. Grad. (77)	% Cohort Success (78)
			% Enr. (68.0)	First Year % Completed				% Enr. (71)	First Year % Completed						
				Cert. (67)	Assoc. (68)	Adv. C. (69)	Bacc.+ (70)		Cert. (72)	Assoc. (73)	Adv. C. (74)	Bacc.+ (75)			
OTC	1992	130	0.8	36.9	4.6	0.0	0.0	3.1	0.8	1.5	0.0	0.0	3.8	43.8	47.7
	1993	92	2.2	27.2	6.5	0.0	0.0	0.0	0.0	1.1	0.0	1.1	2.2	35.9	38.0
	1994	91	3.3	26.4	13.2	0.0	0.0	0.0	0.0	1.1	0.0	0.0	3.3	40.7	44.0
	1995	126	4.8	17.5	16.7	0.0	0.0	5.6	0.8	0.0	0.0	0.0	10.3	34.9	45.2
	1996	137	2.2	16.1	8.8	0.0	0.0	3.6	1.5	0.7	0.0	5.8	5.8	32.8	38.7
	1997	115	3.5	5.2	15.7	0.0	0.0	6.1	1.7	2.6	0.0	3.5	9.6	28.7	38.3
	1998	157													
	1999	134													
	2000	118													
	2001	158													
	2002	222													
	2003	176													
OZC	1992	94	0.0	69.1	2.1	0.0	0.0	2.1	0.0	0.0	0.0	0.0	2.1	71.3	73.4
	1993	77	2.6	48.1	5.2	0.0	0.0	3.9	0.0	1.3	0.0	2.6	6.5	57.1	63.6
	1994	108	1.9	28.7	11.1	0.0	0.0	3.7	0.9	5.6	0.0	4.6	5.6	50.9	56.5
	1995	118	1.7	23.7	20.3	0.0	0.0	0.8	1.7	4.2	0.0	5.9	2.5	55.9	58.5
	1996	137	3.6	21.9	27.0	0.0	0.0	2.2	0.7	0.7	0.0	1.5	5.8	51.8	57.7
	1997	120	0.0	21.7	30.0	0.0	0.0	5.0	0.8	1.7	0.0	4.2	5.0	58.3	63.3
	1998	110													
	1999	111													
	2000	95													
	2001	153													
	2002	250													
	2003	129													
PCC/U	1992	223	2.7	6.3	19.3	0.0	0.0	1.3	0.0	0.9	0.0	1.3	4.0	27.8	31.8
	1993	182	5.5	3.3	20.9	0.0	0.0	1.1	0.0	1.1	0.0	2.7	6.6	28.0	34.6
	1994	178	2.8	4.5	15.2	0.0	0.0	3.9	0.0	1.7	0.0	3.9	6.7	25.3	32.0
	1995	106	3.8	4.7	22.6	0.0	0.0	0.0	0.9	0.0	0.0	4.7	3.8	33.0	36.8
	1996	110	4.5	7.3	11.8	0.0	0.0	0.0	0.0	0.0	0.0	3.6	4.5	22.7	27.3
	1997	128	6.3	13.3	10.9	0.0	0.0	5.5	0.0	1.6	0.0	3.1	11.7	28.9	40.6
	1998	155													
	1999	183													
	2000	170													
	2001	179													
	2002	200													
	2003	160													
PTC	1992	542	1.3	40.8	2.4	0.0	0.0	2.6	0.4	0.7	0.0	0.6	3.9	44.8	48.7
	1993	505	2.2	39.8	7.3	0.2	0.0	1.6	0.2	0.6	0.0	0.8	3.8	48.9	52.7
	1994	206	1.5	43.7	2.9	0.0	0.0	2.9	0.5	0.0	0.0	0.0	4.4	47.1	51.5
	1995	164	4.9	38.4	4.3	0.6	0.0	2.4	0.0	0.6	0.0	0.0	7.3	43.9	51.2
	1996	301	2.3	28.6	7.0	0.7	0.0	4.3	0.3	1.7	0.0	1.7	6.6	39.9	46.5
	1997	368	3.0	18.5	7.3	0.0	0.0	4.9	0.5	0.3	0.0	1.9	7.9	28.5	36.4
	1998	583													
	1999	620													
	2000	601													
	2001	648													
	2002	646													
	2003	586													
RMCC	1992	113	5.3	15.9	13.3	0.0	0.0	4.4	0.0	0.0	0.0	1.8	9.7	31.0	40.7
	1993	81	3.7	8.6	14.8	0.0	0.0	1.2	0.0	0.0	0.0	6.2	4.9	29.6	34.6
	1994	62	1.6	14.5	14.5	0.0	0.0	4.8	1.6	1.6	0.0	6.5	6.5	38.7	45.2
	1995	101	5.0	16.8	13.9	0.0	0.0	1.0	1.0	1.0	0.0	2.0	5.9	34.7	40.6
	1996	84	4.8	21.4	19.0	0.0	0.0	4.8	0.0	0.0	0.0	7.1	9.5	47.6	57.1
	1997	103	3.9	9.7	12.6	0.0	0.0	6.8	0.0	1.9	0.0	3.9	10.7	28.2	38.8
	1998	80													
	1999	102													
	2000	126													
	2001	126													
	2002	176													
	2003	127													
SACC	1992	210	2.4	21.4	10.5	0.0	0.0	3.3	0.0	1.0	0.0	4.8	5.7	37.6	43.3
	1993	184	3.8	16.3	12.5	0.0	0.0	2.2	0.0	2.7	0.0	6.0	6.0	37.5	43.5
	1994	164	3.0	14.6	15.9	0.0	0.0	1.2	0.6	3.0	0.0	1.2	4.3	35.4	39.6
	1995	173	2.9	18.5	9.8	0.0	0.0	3.5	2.3	2.9	0.0	4.0	6.4	37.6	43.9
	1996	149	4.7	7.4	7.4	0.0	0.0	3.4	0.0	0.7	0.0	6.0	8.1	21.5	29.5
	1997	163	1.8	6.7	12.9	0.0	0.0	4.3	0.6	1.8	0.0	3.1	6.1	25.2	31.3
	1998	182													
	1999	165													
	2000	142													
	2001	149													
	2002	161													
	2003	177													

Table 29-4 Part C. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part C)

AFTER SIX YEARS															
Institution	Fall Cohort Year	Cohort #	NATIVES					TRANSFERS					% Annual Ret. (76)	% Cumul. Grad. (77)	% Cumulative Cohort Success (78)
			% Enr. (68.0)	First Year % Completed				% Enr. (71)	First Year % Completed						
				Cert. (67)	Assoc. (68)	Adv. C. (69)	Bacc.+ (70)		Cert. (72)	Assoc. (73)	Adv. C. (74)	Bacc.+ (75)			
SAUT	1992	128	2.3	2.3	22.7	0.0	0.0	2.3	1.6	2.3	0.0	5.5	4.7	34.4	39.1
	1993	111	2.7	4.5	33.3	0.0	0.0	6.3	1.8	0.0	0.0	2.7	9.0	42.3	51.4
	1994	110	0.9	7.3	22.7	0.0	0.0	5.5	1.8	0.9	0.0	2.7	6.4	35.5	41.8
	1995	110	0.0	8.2	24.5	0.0	0.0	2.7	1.8	0.0	0.0	2.7	2.7	37.3	40.0
	1996	123	2.4	8.9	17.9	0.0	0.0	1.6	0.8	0.0	0.0	3.3	4.1	30.9	35.0
	1997	111	1.8	11.7	25.2	0.0	0.0	2.7	0.9	0.0	0.0	0.9	4.5	38.7	43.2
	1998	130													
	1999	127													
	2000	97													
	2001	89													
	2002	139													
	2003	103													
	SEAC	1992	78	2.6	44.9	0.0	0.0	0.0	1.3	0.0	0.0	1.3	0.0	3.8	46.2
1993		46	2.2	28.3	6.5	0.0	0.0	2.2	0.0	0.0	0.0	0.0	4.3	34.8	39.1
1994		76	3.9	28.9	11.8	0.0	0.0	5.3	0.0	0.0	0.0	0.0	9.2	40.8	50.0
1995		114	1.8	11.4	5.3	0.0	0.0	3.5	0.9	0.0	0.0	0.9	5.3	18.4	23.7
1996		165	6.1	10.3	9.7	0.0	0.0	4.8	1.2	0.6	0.0	1.8	10.9	23.6	34.5
1997		202	6.4	11.4	11.9	0.0	0.0	3.5	0.0	1.0	0.0	3.0	9.9	27.2	37.1
1998		222													
1999		250													
2000		235													
2001		250													
2002		310													
2003		209													
TLTC		1992	71	2.8	0.0	0.0	0.0	0.0	1.4	8.5	1.4	0.0	0.0	4.2	9.9
			(TLTC merged with NAC.)												
UACCB	1992	100	2.0	52.0	2.0	0.0	0.0	2.0	0.0	1.0	0.0	0.0	4.0	55.0	59.0
	1993	84	1.2	13.1	9.5	0.0	0.0	2.4	1.2	3.6	0.0	0.0	3.6	27.4	31.0
	1994	122	0.8	37.7	9.0	0.0	0.0	0.8	0.0	0.8	0.0	0.0	1.6	47.5	49.2
	1995	39	7.7	17.9	12.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.7	30.8	38.5
	1996	47	4.3	8.5	8.5	0.0	0.0	10.6	0.0	0.0	0.0	6.4	14.9	23.4	38.3
	1997	80	2.5	5.0	7.5	0.0	0.0	8.8	2.5	1.3	0.0	10.0	11.3	26.3	37.5
	1998	84													
	1999	129													
	2000	147													
	2001	224													
	2002	164													
	2003	120													
	UACCH	1992	270	2.6	28.5	4.4	0.0	0.0	3.3	0.4	3.0	0.0	1.1	5.9	37.4
1993		274	1.8	35.4	10.2	0.0	0.0	1.5	0.0	2.6	0.0	1.1	3.3	49.3	52.6
1994		58	0.0	37.9	10.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	48.3	48.3
1995		133	0.0	21.1	9.0	0.0	0.0	2.3	0.0	0.0	0.0	0.0	2.3	30.1	32.3
1996		172	0.6	11.6	12.2	0.0	0.0	3.5	0.6	1.2	0.0	3.5	4.1	29.1	33.1
1997		241	1.7	12.4	13.3	0.0	0.0	1.7	1.2	1.2	0.0	5.0	3.3	33.2	36.5
1998		265													
1999		210													
2000		243													
2001		261													
UACCM	1992	143	1.4	14.7	9.1	0.0	0.0	4.2	0.0	0.0	0.0	2.8	5.6	26.6	32.2
	1993	95	3.2	11.6	10.5	0.0	0.0	1.1	0.0	2.1	0.0	0.0	4.2	24.2	28.4
	1994	97	1.0	18.6	7.2	0.0	0.0	2.1	1.0	0.0	0.0	1.0	3.1	27.8	30.9
	1995	138	1.4	10.9	13.8	0.0	0.0	4.3	0.0	1.4	0.0	2.9	5.8	29.0	34.8
	1996	178	1.1	7.9	9.6	0.0	0.0	1.7	0.0	0.0	0.0	2.8	2.8	20.2	23.0
	1997	285	2.1	14.7	13.0	0.0	0.0	2.8	0.0	0.0	0.0	1.8	4.9	29.5	34.4
	1998	262													
	1999	397													
	2000	219													
2001	328														
2002	377														
2003	432														

Table 29-4 Part C. RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC INSTITUTIONS, FALL 1992-2002 ENTERING COHORTS (Part C)

AFTER SIX YEARS															
Institution	Fall Cohort Year	Cohort #	NATIVES					TRANSFERS					% Annual Ret. (76)	% Cumul. Grad. (77)	% Cumulative Cohort Success (78)
			% Enr. (66.0)	First Year % Completed				% Enr. (71)	First Year % Completed						
			Cert. (67)	Assoc. (68)	Adv. C. (69)	Bacc.+ (70)	Cert. (72)	Assoc. (73)	Adv. C. (74)	Bacc.+ (75)					
Public Two-Year Subtotal	1992	4,343	3.0	20.5	13.8	0.0	0.0	3.5	0.4	0.9	0.0	2.9	6.5	38.5	45.0
	1993	3,778	2.6	16.6	13.3	0.1	0.0	3.1	0.4	1.3	0.0	3.1	5.8	34.8	40.6
	1994	3,204	2.8	13.5	14.1	0.0	0.0	3.1	0.6	1.2	0.0	3.2	5.9	32.6	38.5
	1995	3,502	3.2	12.0	16.1	0.0	0.0	2.9	0.7	1.3	0.0	2.8	6.1	32.9	39.0
	1996	3,709	3.5	10.3	15.3	0.1	0.0	3.8	0.6	0.9	0.0	4.0	7.3	31.1	38.4
	1997	4,133	3.6	9.1	16.3	0.0	0.0	4.0	0.5	0.9	0.0	3.9	7.6	30.8	38.4
	1998	4,736													
	1999	5,041													
	2000	4,680													
	2001	5,336													
	2002	5,759													
2003	5,249														
Total Public Four & Two-Year	1992	14,377	4.8	5.8	4.7	0.0	20.1	4.2	0.8	1.3	0.0	3.5	9.1	36.2	45.3
	1993	14,065	4.9	4.6	5.3	0.0	20.6	4.6	0.7	1.5	0.0	4.0	9.5	36.7	46.2
	1994	13,058	5.2	3.4	5.5	0.0	21.7	4.5	0.9	1.6	0.0	4.0	9.6	37.2	46.9
	1995	13,125	5.2	3.3	6.4	0.0	21.6	4.5	0.8	1.9	0.0	3.9	9.7	37.9	47.6
	1996	13,333	5.6	3.0	6.4	0.0	22.9	5.3	0.7	1.8	0.0	3.9	10.9	38.8	49.7
	1997	13,874	5.5	2.9	7.2	0.0	22.0	5.2	0.7	2.0	0.0	4.3	10.7	39.2	49.9
	1998	14,910													
	1999	15,573													
	2000	15,149													
	2001	15,961													
	2002	16,592													
2003	16,657														

Notes:

UAFS became a four-year institution on January 1, 2002.

% Annual Retention = proportion of the cohort that continues to be enrolled either as a native or transfer student in a given year.

% Cumulative Graduation = proportion of the cohort that completed a certificate or degree program at the original and transfer institutions for all years.

% 1st Year Cohort Success and Cumulative Cohort Success = most recent annual retention rates at the original and transfer institutions + the cumulative total of students awarded a certificate or degree at the original and transfer institutions as a proportion of the number in the original

Cohorts = students who are first-time, full-time, award/degree-seeking, on- and/or off-campus.

Enr. = Enrolled

Natives = students continuing to enroll in original institution.

Transfers = students continuing to enroll in an institution other than original college/university.

Cert. = Certificates of Proficiency + Tech Certificate

Assoc. = Associate Degree

Adv. C. = Advanced Certificate

Source: ADHE SIS; S:\P & AIR_P2\Enrollment Book\EnrollBk-2003\Instret.xls

Agenda Item No. 30
Meeting of the Coordinating Board
April 30, 2004

**ECONOMIC FEASIBILITY OF LOAN
OUACHITA TECHNICAL COLLEGE**

Ouachita Technical College requests approval of a loan of \$430,000 with a term of 5 years at an annual interest rate of approximately 4.5 percent to purchase a new student information and college administration system. The Ouachita Technical College Board of Trustees approved the college's loan application on January 27, 2004.

The debt service on the loan will be supported by tuition and fee revenue. Coordinating Board policy regarding debt service for educational and general (E&G) projects provides that a maximum of 25 percent of tuition and fee revenue may be pledged to debt service.

Relevant data follow:

Actual 2002-03 Tuition and Fee Revenue.....	\$1,492,443
Maximum Allowable Debt Service (\$1,492,443 x 25%).....	373,111
Existing Debt Service.....	0
Estimated Debt Service for Proposed Issue.....	97,950
Tuition and Fee Revenue Remaining for Additional Debt Service.....	\$275,161

The above data demonstrate that Ouachita Technical College has sufficient tuition and fee revenue to support a loan of \$430,000 with a term of five years at an annual interest rate of approximately 4.5 percent.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Ouachita Technical College to borrow \$430,000 with a term of 5 years at an interest rate of approximately 4.5 percent.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of Ouachita Technical College.