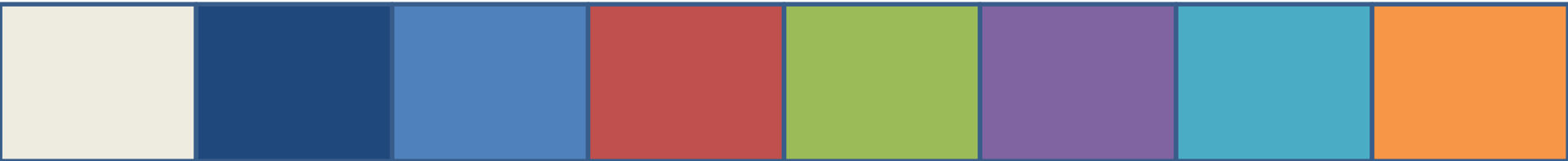# REGULAR MEETING OF THE ARKANSAS HIGHER EDUCATION COORDINATING BOARD

April 19, 2019

Nick Fuller
Deputy Director

AGENDA ITEM NO. 8:
DISTRIBUTION OF MINERAL LEASE FUNDS

Distribution of Mineral Lease Funds

- It is recommended that up to $500,000 be allocated (from the H.E. Research Development Fund) to the University of Arkansas, Fayetteville for continuing personal services and operating expenses associated with ARE-ON.

- $12,275,390.05 has been distributed since May 2007, the first transfer of funds

- The current balance of the Research Development Fund is $169,941.57.

Agenda Item No. 8
Higher Education Coordinating Board
April 19, 2019
Distribution of Mineral Lease Funds

David L. Merrifield

Interim Executive Director & Chief Technology Officer

Arkansas Research and Education Optical Network

56 Member Institutions and Locations Serving Higher Education and Healthcare in Arkansas.

AREON Mineral Lease Funds Disbursement History
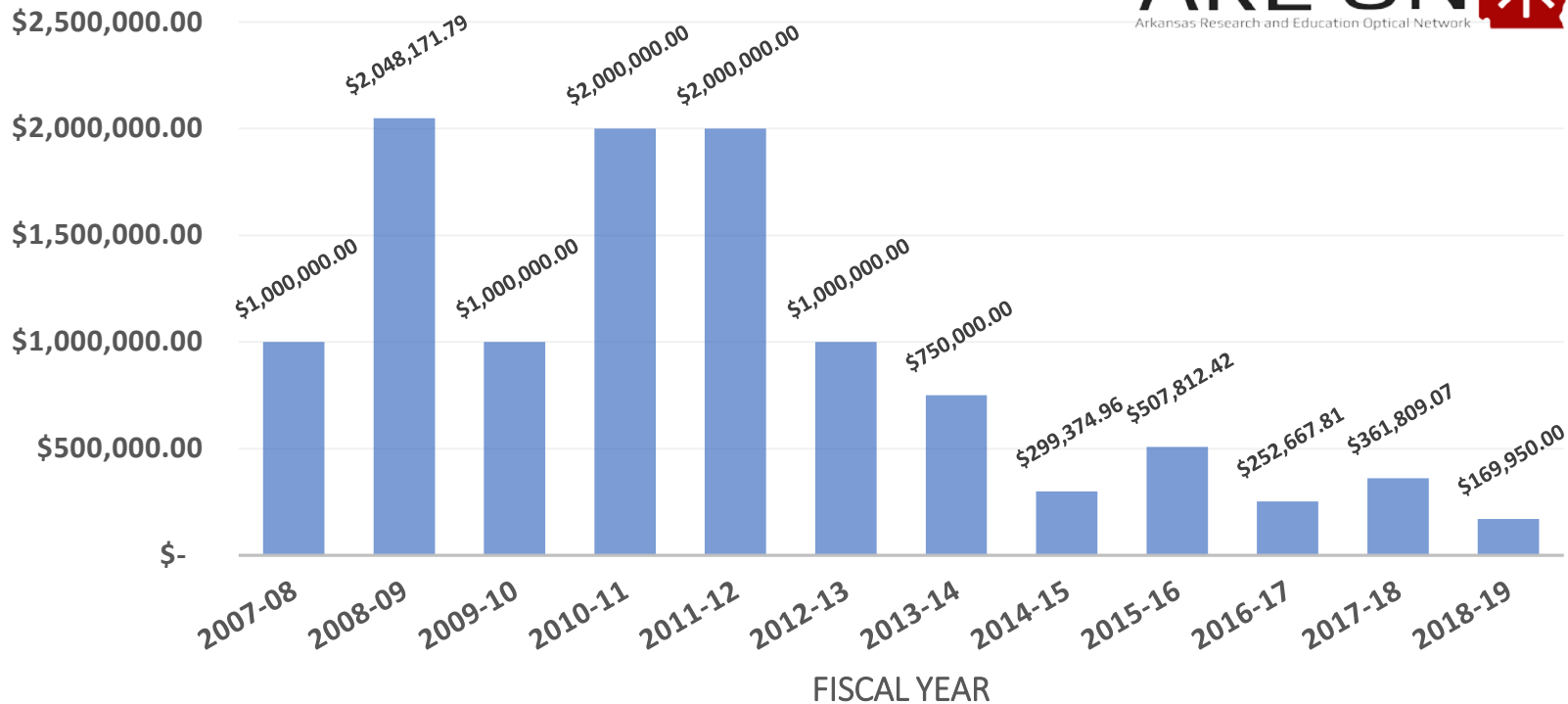
Nick Fuller
Deputy Director

AGENDA ITEM NO. 9:
ECONOMIC FEASIBILITY OF A BOND ISSUE FOR UNIVERSITY OF CENTRAL ARKANSAS

UNIVERSITY OF
CENTRAL
ARKANSAS™

Relevant Information

- $20 million with a term of thirty (30) years @ a rate not to exceed 5.00%

- Educational and general purposes (E&G)

- Revenue Funding Source: Tuition & Fee Revenue

- Proceeds from the bond issue will be used to proceed with the planning, design, and construction of an approximately 114,000 sq. ft., $45 million Fine & Performing Arts Building.

Dr. Jessie J Walker, Academic Affairs

ACADEMIC COMMITTEE CONSENT AGENTA ITEMS

Consent Items

*10.   Phillips Community College of the University of Arkansas
Certificate of Proficiency, Technical Certificate, and
Associate of Applied Science in Construction Technology

*11.   Southern Arkansas University
Bachelor of Science in Cyber Criminology

*12.   Southern Arkansas University
Role and Scope Change
Doctor of Education in Rural and Diverse Educational
Leadership

*Numbers refer to main agenda

Consent Items

*13. Henderson State University
        Role and Scope Change
        Doctor of Education in Instructional Leadership

 14. Henderson State University
        Post MSN Doctor of Nursing Practice (Informational Item)

*15. University of Arkansas, Fayetteville
        Master of Education in Educational Equity

*Numbers refer to main agenda

Alana Boles

Program Director of Private Career and Out-of-State Education

AGENDA ITEM NO. 16 INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE: RESOLUTIONS

Institutional Certification Advisory Committee (ICAC)

- 3 Colleges and Universities
- 15 Programs

Lillian Williams
Academic Affairs

AGENDA ITEM NO. 17
LETTERS OF NOTIFICATION

Letters of Notification

- Programs approved by the ADHE Director

- Programs must be included on the AHECB agenda prior to initiation

- Programs are reasonable and moderate extensions of existing certificates and degrees

Lillian Williams
Academic Affairs

AGENDA ITEM NO. 18
LETTERS OF INTENT

Letters of Intent

- Notification of institutional plans to offer new programs or organizational units that require Coordinating Board approval

- Chief academic officers and chief executive officers can comment on the proposals before consideration by AHECB

Approval of Minutes

- January 25 Regular Meeting

Institutional Leadership

Dr. Terisa Riley has been recommended as the next chancellor for the University of Arkansas at Fort Smith. Riley currently serves as the senior vice president for student affairs and university administration at Texas A&M University – Kingsville.

Dr. Martin Eggensperger has been named the president of Black River Technical College. Eggensperger currently serves as the vice chancellor for academic affairs at the Arkansas State University Mountain Home.

Recognition of Members

o **Sam Sicard** was appointed to the Coordinating Board in 2014 and is currently serving a term that will expire in May 2019.

o Sam is the President/CEO of First Bank Corp.

o He currently serves on the Fort Smith Boys and Girls Club Board of Directors, the UAFS Foundation Board of Directors and the Fort Smith Regional Chamber of Commerce.

o **Dr. Charles Allen** was appointed to the Coordinating Board in 2007 and is currently serving his second term that will expire in May 2019.

o Serves as a business and industry representative on the board.

o Is the chief administrative officer for the Correction's School System of Arkansas.

o Has 40 years of experience as an educator and has served as superintendent for three Arkansas school districts, a county school supervisor, a high school principal, and an educational supervisor with the Arkansas Department of Education.

Senate Bill 619

AMENDED THE MEMBERSHIP REQUIREMENTS FOR THE ARKANSAS HIGHER EDUCATION COORDINATING BOARD.

- No term limits

- No longer requires current or recent membership of a public board

- No longer sets a limit on the number of members with an undergraduate degree from the same Arkansas institution

AHECB

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

Current Membership

Category	Name	Ark Public Institution	District	Term
Qualified Elector	Chris Gilliam	SAU	4	1
Qualified Elector	Al Brodell	UCA	1	1
Qualified Elector	Dr. Michael Stanton	UCA	2	1
Qualified Elector	Lori Griffin	ASU	3	1
Qualified Elector	Dr. Charles Allen	ASU	2	2
Qualified Elector	Sam Sicard	UAF	3	1
Business, Industry, etc.	Keven Anderson		3	1
Business, Industry, etc.	Greg Revels		4	1
Business, Industry, etc.	Sherrel Johnson		4	1
Business, Industry, etc.	Dr. Jim Carr		2	1
Business, Industry, etc.	Dr. Olin Cook		3	2
Business, Industry, etc.	VACANT			

Application For Appointment

Application For Appointment

1. Information about the Appointment Application Process

Thank you for your interest in being considered for an appointment to a position in Arkansas state government. Only citizens of the State of Arkansas may serve in an appointed position.

If you have submitted an application under a previous administration, were appointed under a previous administration, or are applying for reappointment, you must fill out the current application. Application updates are required for Governor Hutchinson's appointments.

If at any time you close your browser window prior to submitting your application, you will lose all information you entered on the application. If you navigate away from the application page prior to submitting your application, you may lose all information you have entered on the application.

Please do not copy and paste from a word document. This will create undesirable characters to be entered and you will be prompted to correct the entry.

If you are unable to complete the application online, please contact the Boards and Commissions staff at 501-682-3570.
For technical assistance, click here | Online Technical Support

Steps

Instructions

Boards & Applicant Profile

Background Highlights

Vetting

Certifications

Confirmation

Finish

What is LIFE?

LIFE is more than just a basic college readiness program for high school students who want to attend college. We engage students who are mostly first generation and often do not have adequate support at home to take the leap into higher education. Students leave our program with something that goes far beyond basic guidance – it's a powerful experience which creates a ripple effect impacting our entire community!

2012

2013

"Near-Peer Mentoring is the heart of LIFE"

We also:
- Work closely with parents
- LIFE Quiz, an academic competition held every fall
- LIFE Line, small gatherings held several times a semester
- LIFE Lounge, a space on campus to bring students together

2014

2015

LIFE Today!

2016

2017

2018

LIFE was started in 2012 with 85 attendees and this summer we are expecting close to 300! Our highlight activity is a 2 or 3 day Summer Program where we work together with not only our college staff but also our community to help empower students!

What Students Are Saying About LIFE

It's been a privilege to have been a part of the LIFE Program this year. I've made some incredible <u>friendships</u> while meeting some incredible individuals. Not only were we a <u>team</u>, but we now are a <u>family</u> and we still keep in contact even after this program ended. I'm looking forward to seeing most of them this <u>upcoming fall</u>. You all have <u>inspired</u> me in so many ways. This program really opened my eyes, I see the <u>potential</u> within myself and I can do it. I can accomplish my dream but I'll have to work very hard for it, but in the end, the reward will be far greater.

-Isabella Nannie-

Thank You!

Strengthening Career and Technical Education for the 21st Century

Reauthorization of the Carl D. Perkins CTE Act

Monieca West, Federal Program Manager

Purpose

- ❑ Increase learner access to high quality CTE programs that include rigorous academic knowledge and technical skills
- ❑ Address performance gaps among special populations who are chronically unemployed or underemployed
- ❑ Establish stronger connections between secondary, postsecondary, and business and industry needs
- ❑ Align with other federal programs: WIOA, ESSA

- ❑ Limited to Associate and below CTE programs
- ❑ Recipients include all two-year colleges plus ATU, UAFS, UAM

Funding 2008-2019

Cumulative State Funding
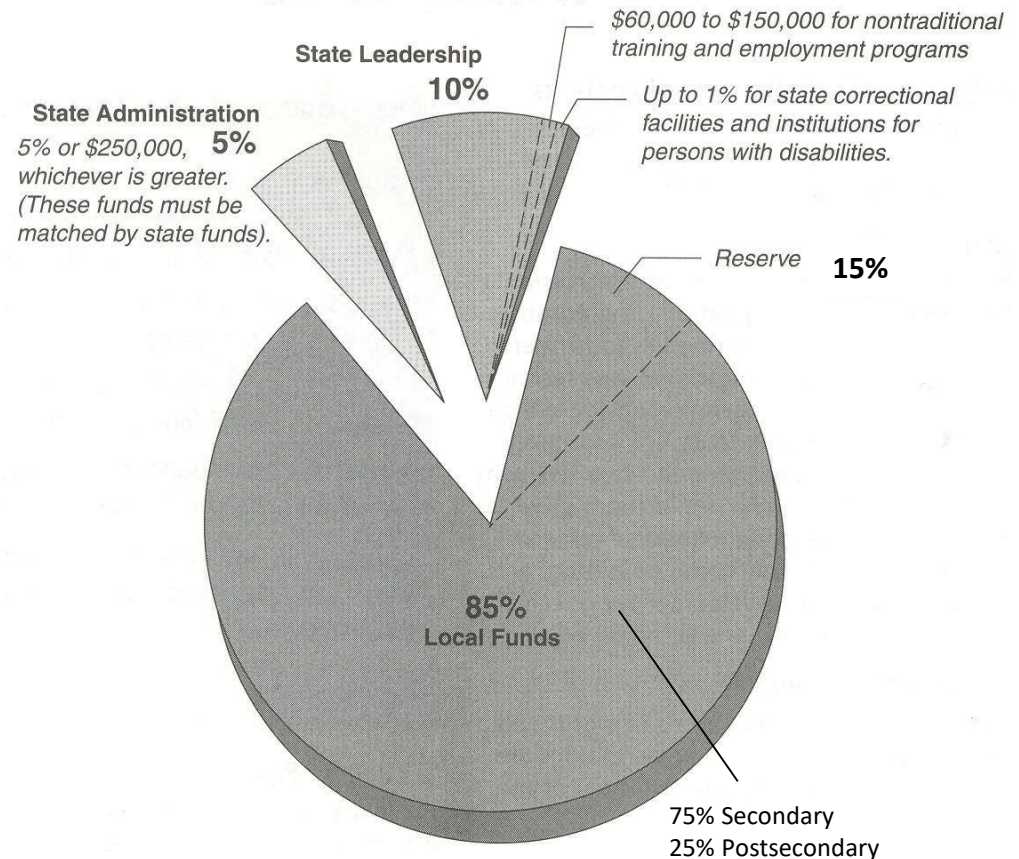$130,493,904

Cumulative Postsecondary
$31,482,349

Postsecondary Annual Average
$2,623,529

Local Grant Range
$42,000 - $188,908

State Administration
5% or $250,000, **5%**
whichever is greater.
(These funds must be
matched by state funds).

**State Leadership
10%**

$60,000 to $150,000 for nontraditional
training and employment programs

Up to 1% for state correctional
facilities and institutions for
persons with disabilities.

Reserve   **15%**

**85%
Local Funds**

75% Secondary
25% Postsecondary

Perkins V Process

Comprehensive Needs Assessment → Consultation → Local Application → Annual Plan

Analysis	Stakeholders	4-Year Plan	Annual Projects
• Student performance • Labor market alignment • CTE program quality • Programs of study • Equity and access • Funding priorities	• CTE faculty and staff • Secondary • Business/Industry • Students • Special populations • Youth serving agencies • Other	• Development of 4-year plan based on the needs assessment and stakeholder input • How Perkins funds address areas identified in the needs assessment • Performance targets for 4 years	• Annual plan for use of funds that support the objectives in the 4-year plan

PERFORMANCE INDICATORS

1P1: Post-Program Retention and Placement	2P1: Earned Postsecondary Credential	3P1: Nontraditional Program Concentration
• Retained in college/advanced training • Employment • Military • National & Community Service Act • Peace Corps	• Industry recognized credential • Apprenticeship completion • State/Federal licensure • Academic degree	• CTE students who are in programs that lead to nontraditional fields • Nontraditional fields are those where 25% or less of the employees are of a single gender

Perkins V Timeline

Technical Assistance → Comprehensive Needs Assessment and Baseline Performance → Consultation with Stakeholders → 4-Year Local Application → 2020-2021 Annual Plan

| April-June | July-February | March-May | June |

Date	STATE TASKS
April 15-June 15, 2019	State Plan stakeholder meetings
June-July 2019	Analyze data required for State Plan; draft State Plan
August-December 31, 2019	Various public comment periods and revisions to State Plan
January 2020	Governor review of State Plan
March 1, 2020	State Plan submitted to U.S. Department of Education for approval
July 1, 2020	Perkins V begins

Summary and Questions

Brinda Berry
ADHE Federal Program Manager
501.371.2098
brinda.berry@adhe.edu

Monieca West
ADHE Federal Program Manager
501.371.2018
monieca.west@adhe.edu

Financial Aid Updates

Jonathan Coleman, Financial Aid Manager

Deadline Updates

- Application Deadlines
  - July 1 for fall 2019

- Renewal Deadline
  - October 1, 2019

- Fall 2019 Hold Requests and Transfers
  - October 1, 2019

Academic Challenge

- First round of award notices went out on April 4-5.
  - 9400 traditional students were awarded

- Must be accepted by October 1.

- 5,200 non-trad applications
  - Awards will go out in June.

- For spring 2019, we had about 28,800 traditional students on rosters to be paid

- 3,726 non-traditional students on rosters

Academic Challenge

- Pro-Ration Changes (ACT 834)
  - Instead of prorating for students finishing bachelors degree we will start doing it for students in the 7th and 8th semester of receiving Challenge.
  - Will have to have at least 6 hrs for award.
  - Will be prorated just like non-trads have.
    - 6-8 hrs= 50%
    - 9-14 hrs= 75%
    - 15 hrs= full award

- Students can now qualify using superscore ACT (ACT 549)

Governors Distinguished

- 810 students have been offered GDS for the 2019 high school class
  - Compared to 783 in 2018, 685 in 2017, 641 in 2016 and 601 in 2015

- Must accept by August 15.

- 12 counties are not represented

Governors Distinguished

- Unrepresented counties- counties that do not have qualified GDS student
  - These students will now be awarded as regular Governors.
  - $5,000 per year from GS and will still be able to receive ACST
  - Continuing Education will match Governors Scholars
  - Pulled from ACST applications after deadline
- ACT 834
  - Governors recipients can now receive a prorated award in their seventh and eighth semesters.

ACS & GDS Stacking(ACT 755)

- Changes the way that GDS and ACS interact

- Students now can receive ACS along with GDS

- Challenge will supplement GDS awards
  - Ex: Freshman will receive $9000 from GDS and $1000 from ACS

National Guard Tuition Assistance (ACT 535)

ACT 535

- Expanded awards to include mandatory fees.

- Budget will be split evenly between fall & spring and leftover funds will be used in summer.

- Summer rosters should start to go out in next week or two.

AR Future Grant   (ACT 618)

- Expands the list of eligible programs
  - Adds accounting, finance, nursing, IT, data analysis and graphic design

- Mentor requirement changed in code to 1 per semester
  - ADHE requirement will remain once per month

- Service Requirement changed to 10 hrs

Concurrent Challenge (Act456)

- New program that will use excess lottery funds

- High school juniors and seniors can receive award toward concurrent hrs

- $125 per course not to exceed $500 in an academic year

Academic Support Scholarship (HB1901)

- Intended to provide academic support to offset cost associated with college prep and readiness.

- Will cover costs of:
  - Tutoring
  - Assessment fees
  - Educational materials
  - Tech. fees

- $250 maximum per student

ANN CLEMMER
Senior Associate Director for Government Relations
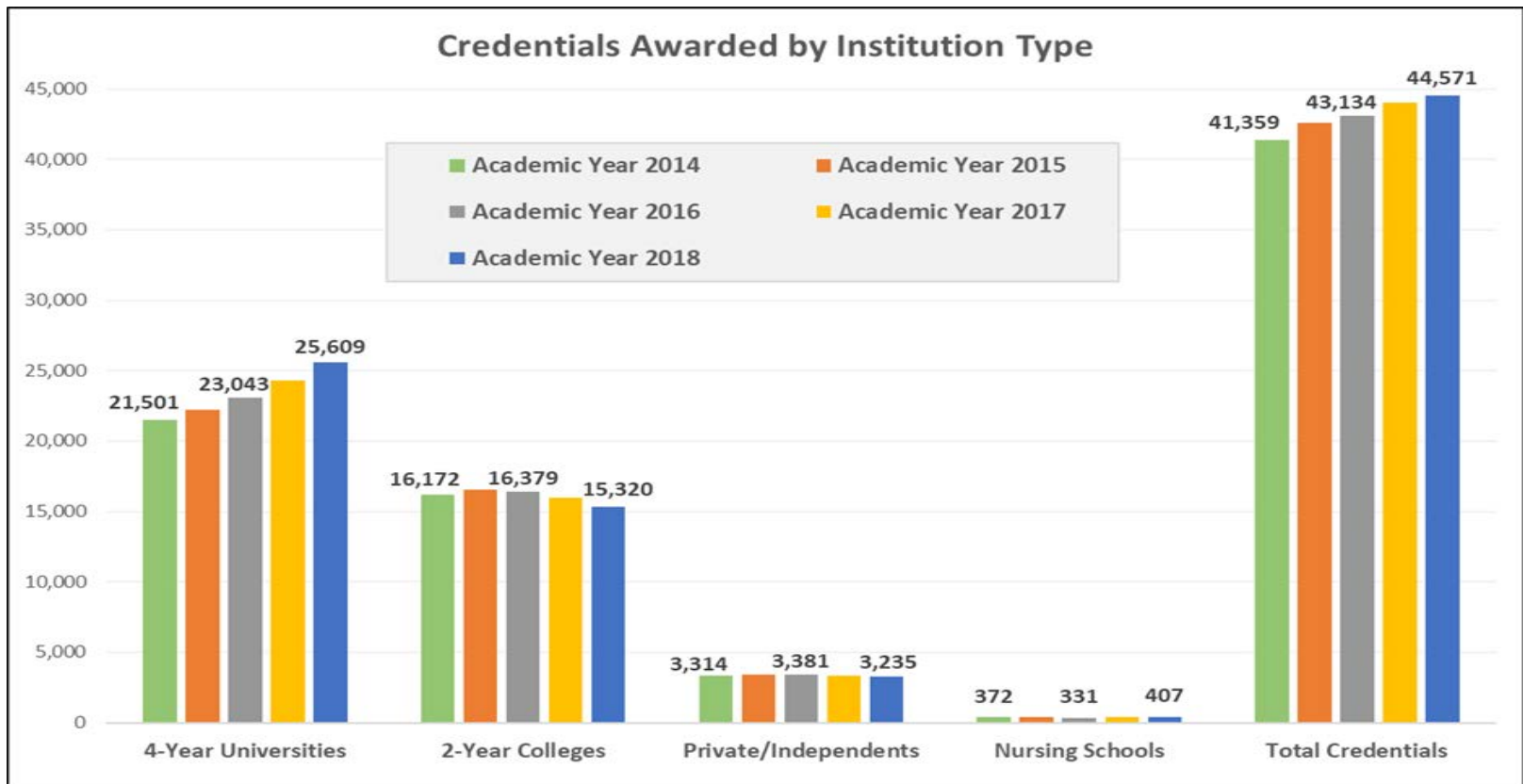
AHECB
April 19, 2019

Agenda Item 3
Annual Report of Credentials Awarded

Sonia Hazelwood
Associate Director, Research & Analytics

Certificates and Degrees Awarded by Arkansas Higher Education Institutions

Every year colleges and universities submit a Graduated Student File to the Arkansas Higher Education Information System. This file contains a record for every certificate and degree awarded to students by the institution between July 1st and June 30th of each year. This year's annual report includes AY 2018 credentials awarded between July 1, 2017 and June 30, 2018.

Certificates and Degrees Awarded

Credentials Awarded by Institution Type

Legend:
- Academic Year 2014
- Academic Year 2015
- Academic Year 2016
- Academic Year 2017
- Academic Year 2018

4-Year Universities: 21,501 · 23,043 · 25,609

2-Year Colleges: 16,172 · 16,379 · 15,320

Private/Independents: 3,314 · 3,381 · 3,235

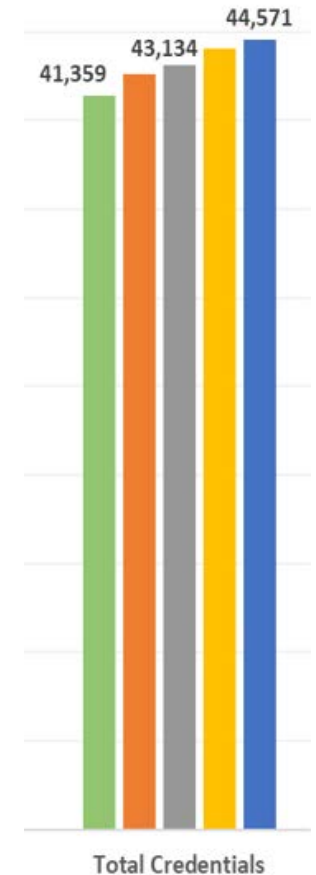**Nursing Schools:** 372 · 331 · 407

Total Credentials: 41,359 · 43,134 · 44,571

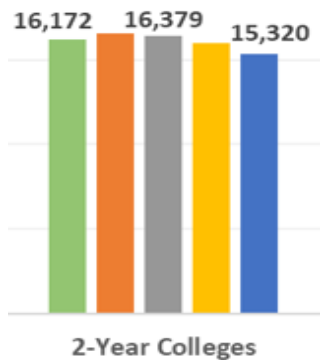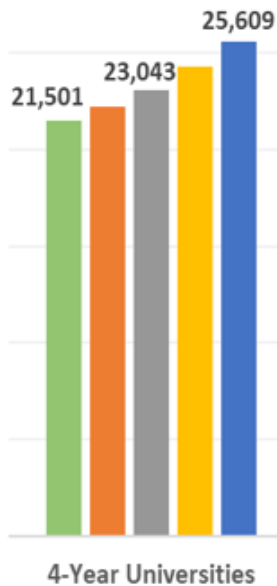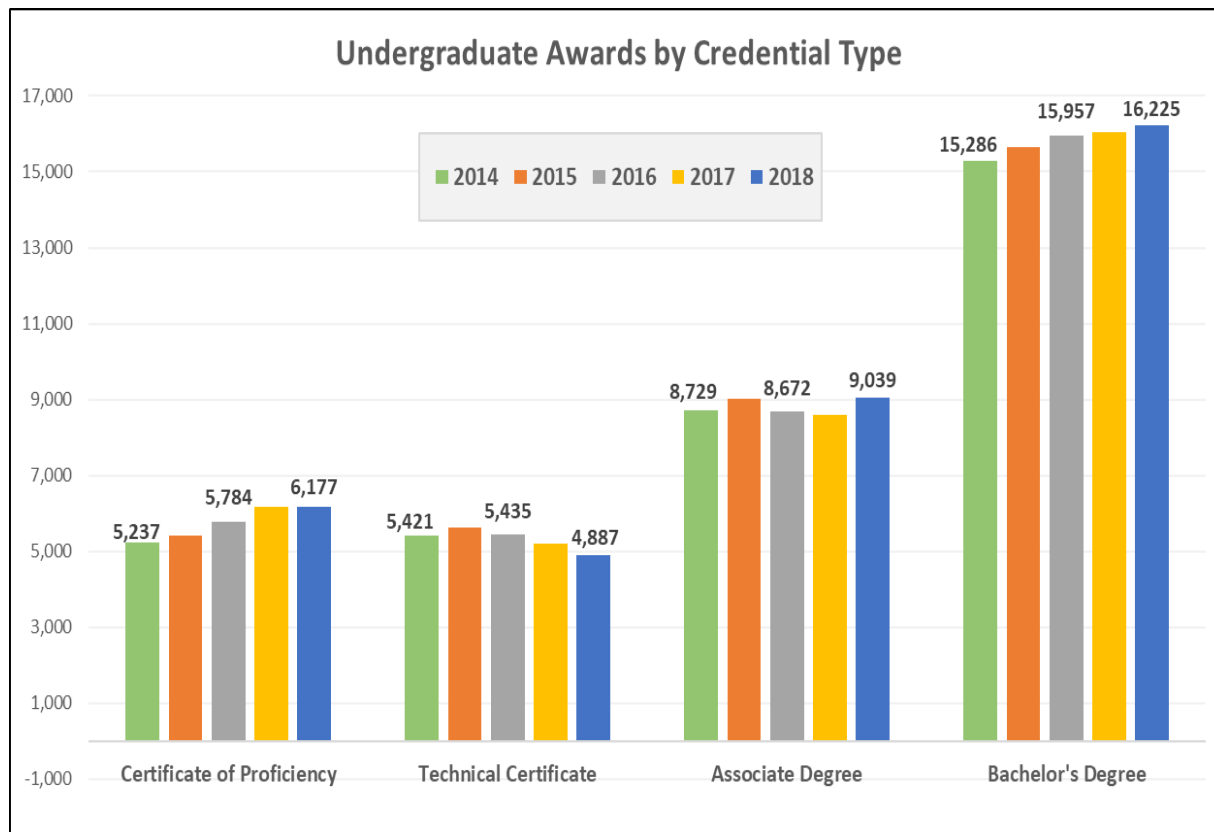# Certificates and Degrees Awarded

Statewide Trends

The last five academic years show a steady growth of credentials with **44,571** credentials awarded to all institutions in **AY 2018**. Total AY 2018 credentials for all institutions increased **1.2%** over AY 2017 and showed a **7.8%** increase since AY 2014. The 4-year universities had the largest one-year increase showing a **5.3%** increase over total credentials awarded in AY 2017. Both the 2-year colleges and the private/independent institutions showed decreases comparing AY 2018 to AY 2017. The 2-year colleges had a **4.2%** decline, while the private institutions showed a one-year decrease of **3.6%**.

4-Year Universities: 21,501 · 23,043 · 25,609

2-Year Colleges: 16,172 · 16,379 · 15,320

Private/Independents: 3,314 · 3,381 · 3,235

Nursing Schools: 372 · 331 · 407

Total Credentials: 41,359 · 43,134 · 44,571

Certificates and Degrees Awarded

Undergraduate Awards by Credential Type

Legend: 2014, 2015, 2016, 2017, 2018

| Credential Type	2014	2015	2016	2017	2018
Certificate of Proficiency	5,237		5,784		6,177
Technical Certificate	5,421		5,435		4,887
Associate Degree	8,729		8,672		9,039
Bachelor's Degree	15,286		15,957		16,225

All undergraduate award types reported an increase in awards over AY 2017, except for Technical Certificates, which had a **5.9%** decrease.

Certificates and Degrees Awarded

Graduate Awards by Credential Type
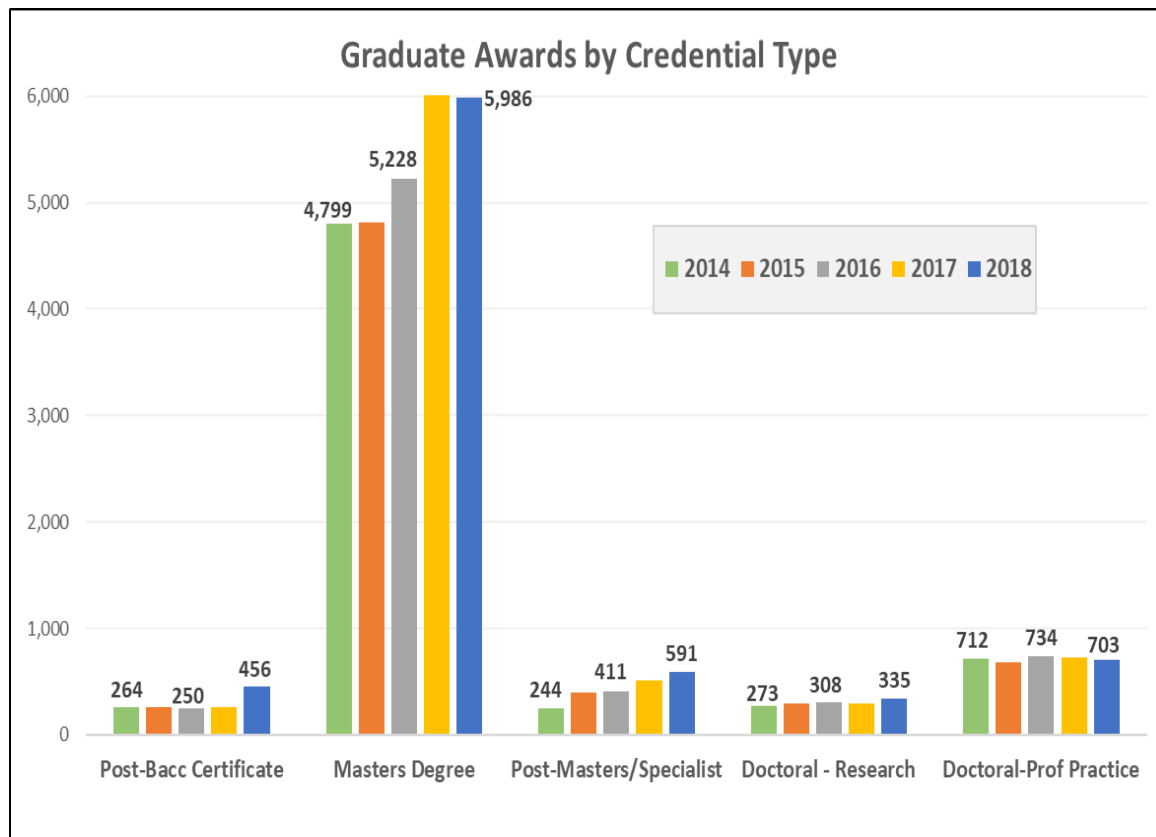
Both Post-Masters/Specialist and Doctoral-Research degrees reported a **15%** increase from AY 2017 to AY 2018.

Certificates and Degrees Awarded

Credentials Awarded to Female Students
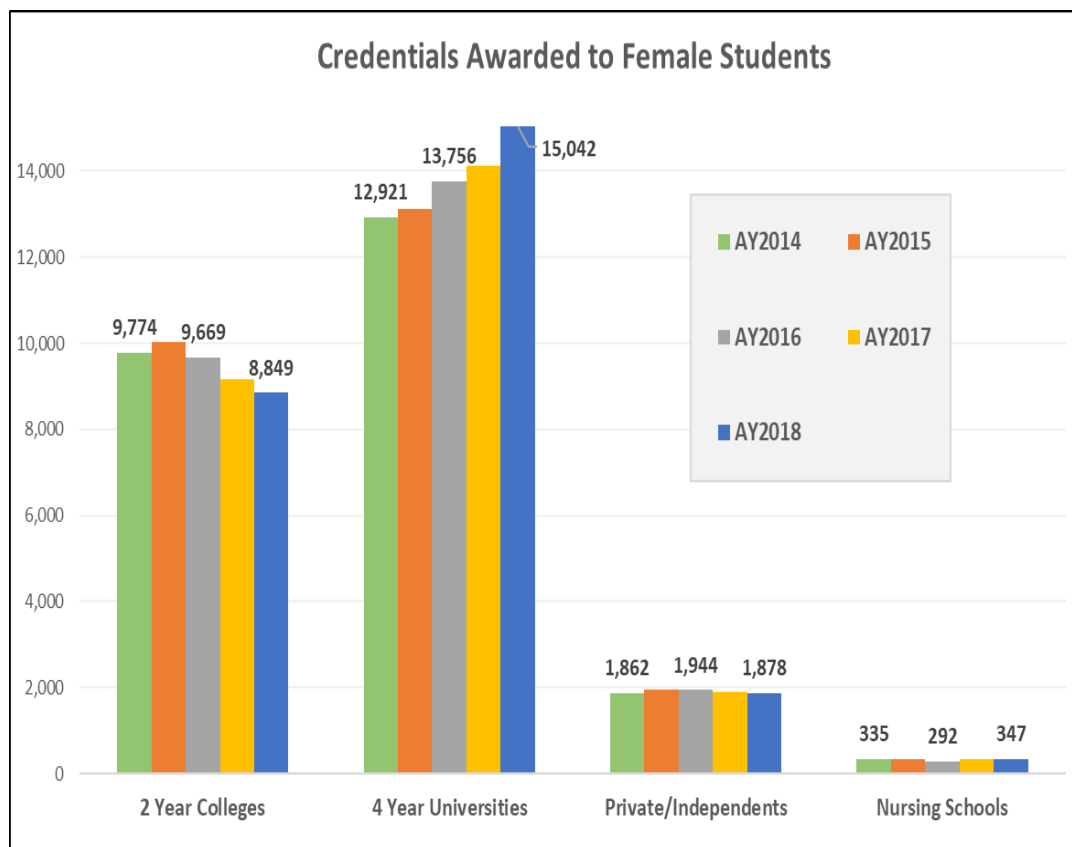
Gender percentages tend to fluctuate very little from year to year. Female students comprise between 58% - 60% of students receiving credentials each year.

The 4-year institutions had a **6.5%** increase in credentials awarded to female students in AY 2018 over AY 2017.

The most significant five-year change belongs to the 4-year universities, which reported a **16.4%** increase in credentials awarded to female students.

Certificates and Degrees Awarded

Credentials Awarded to Male Students
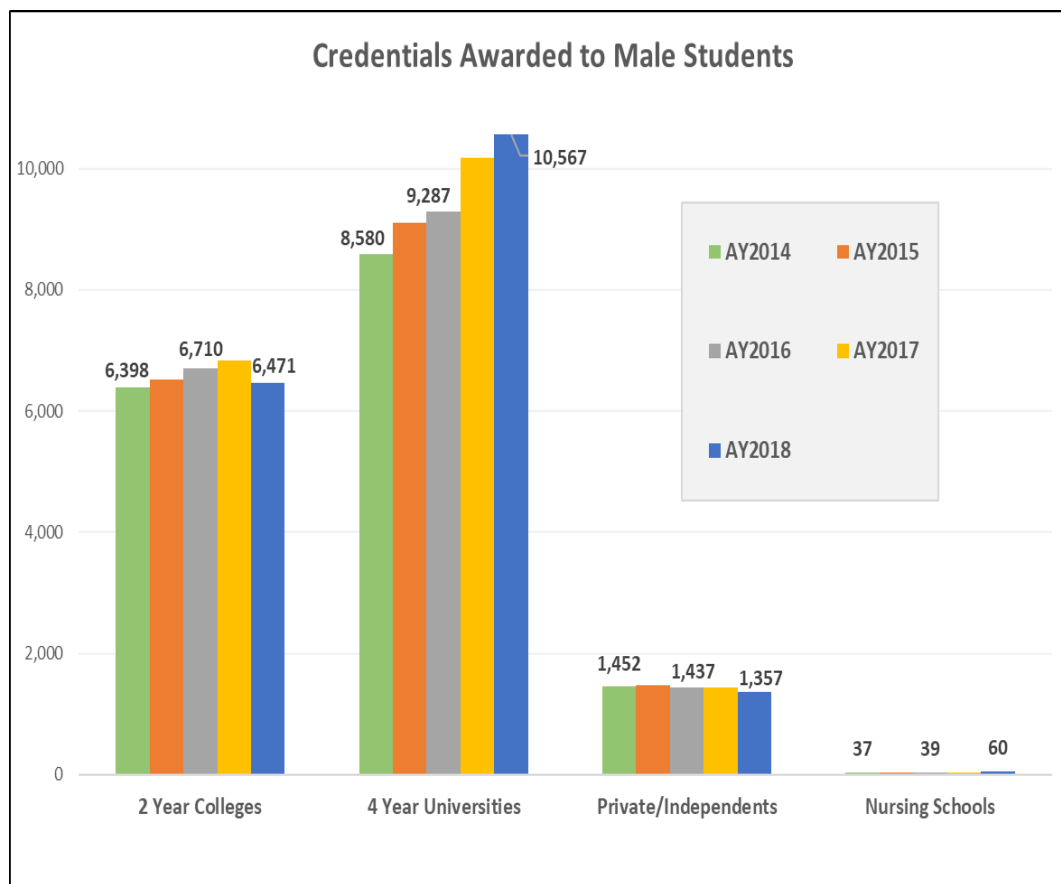
The 2-year colleges showed a **5.2%** decrease in awards to male students from AY 2017 to AY 2018. The 4-year universities reported a one-year **3.7%** increase. The private institutions declined **6.2%** from AY 2017 to AY 2018.

The most significant five-year increase for the male students was **23.2%** at the 4-year universities.
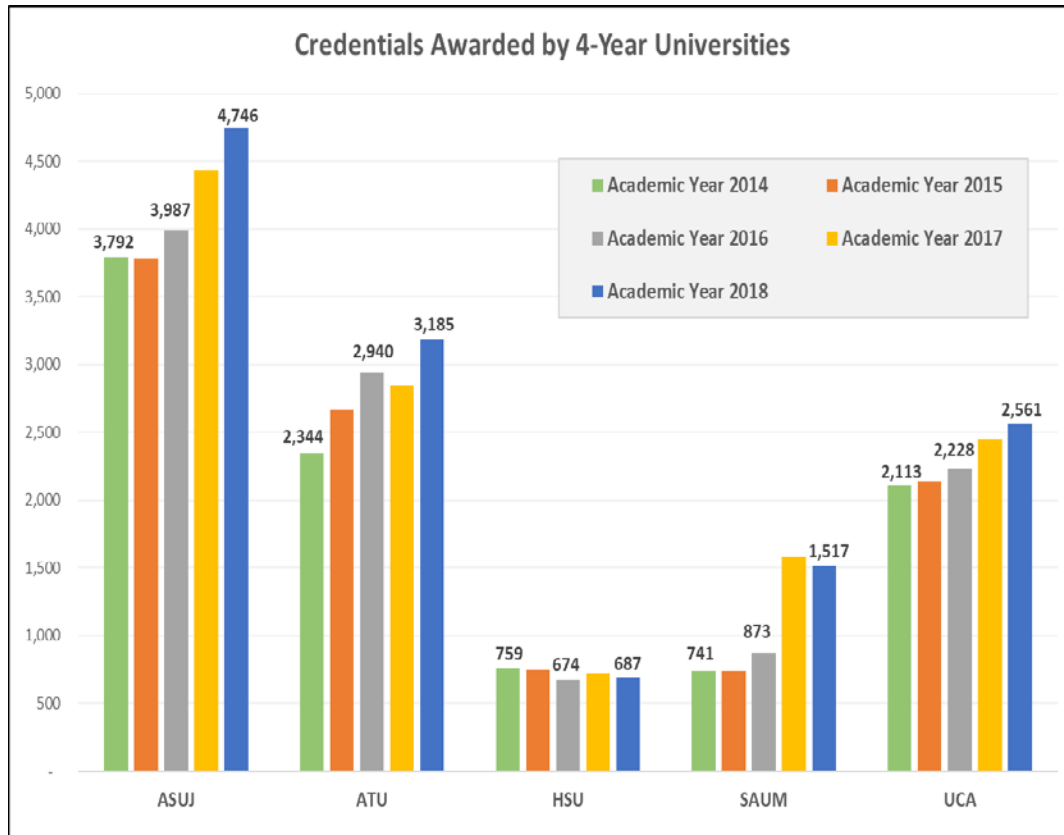
Certificates and Degrees Awarded

Race/Ethnicity	Academic Year					1-Year Change	5-Year Change
	2014	2015	2016	2017	2018		
More than two races	1,042	933	1,359	1,381	1,479	7.1%	41.9%
American Indian	327	334	331	314	363	15.6%	11.0%
Asian	558	621	619	591	688	16.4%	23.3%
Black	6,371	6,393	6,416	5,981	5,938	-0.7%	-6.8%
Hispanic	1,497	1,757	1,959	2,057	2,410	17.2%	61.0%
Native Hawaiian	33	32	30	34	42	23.5%	27.3%
International - Non-U.S.	1,204	1,265	1,483	1,883	1,771	-5.9%	47.1%
White	29,960	30,879	30,630	30,381	31,200	2.7%	4.1%

When looking at race and ethnicity, all races showed a one-year percent increase except for black students; however, their decline was **less than 1%**.
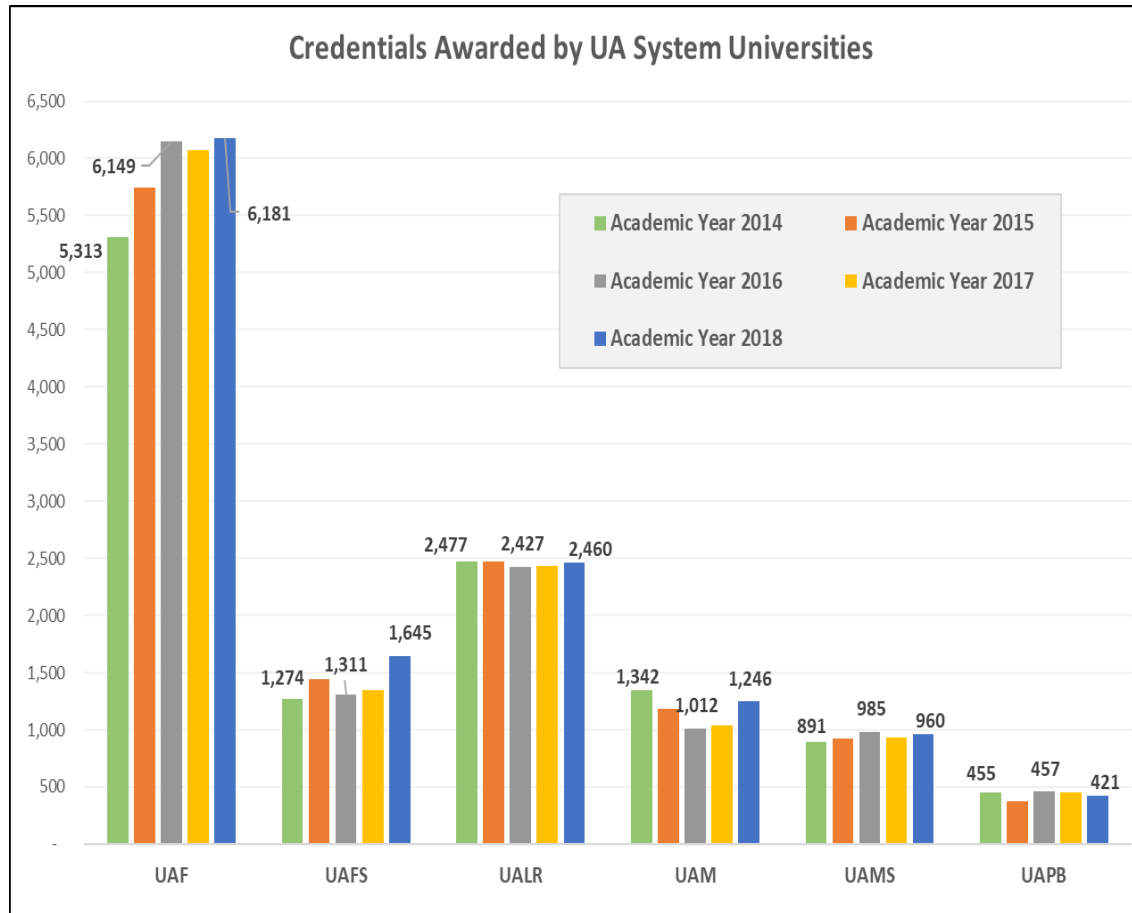
The number of Hispanic students receiving credentials in AY 2018 increased **17.2%** over AY 2017. International student credentials decreased from AY 2017 to AY 2018 by almost **6%** statewide.

Credential Trends by Institution

Credentials Awarded by 4-Year Universities

	Academic Year 2014	Academic Year 2015	Academic Year 2016	Academic Year 2017	Academic Year 2018
ASUJ	3,792		3,987	4,746	
ATU	2,344		2,940		3,185
HSU	759		674		687
SAUM	741	873			1,517
UCA	2,113		2,228		2,561

The institutions are separated into multiple graphs to allow for better viewing. This chart shows increases for ASUJ, ATU, and UCA. Both HSU and SAUM reported slight decreases in the number of credentials awarded from AY 2017 – AY 2018.

Credential Trends by Institution

Credentials Awarded by UA System Universities

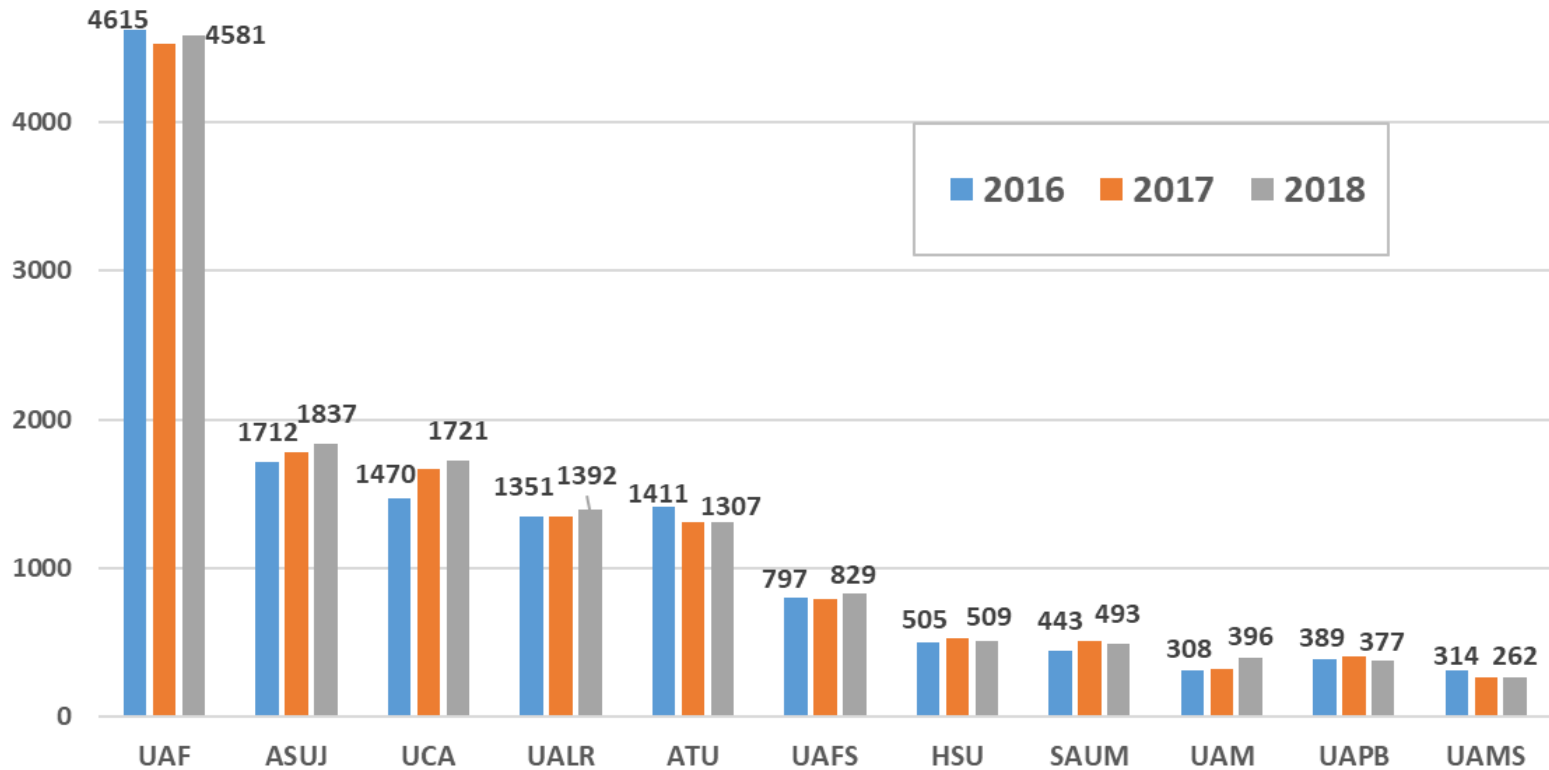|	Academic Year 2014	Academic Year 2015	Academic Year 2016	Academic Year 2017	Academic Year 2018
UAF	5,313		6,149	6,149	6,181
UAFS	1,274		1,311		1,645
UALR	2,477		2,427		2,460
UAM	1,342		1,012		1,246
UAMS	891		985		960
UAPB	455		457		421

This chart shows increases for UAF, UAFS, UALR, UAM, and UAMS.
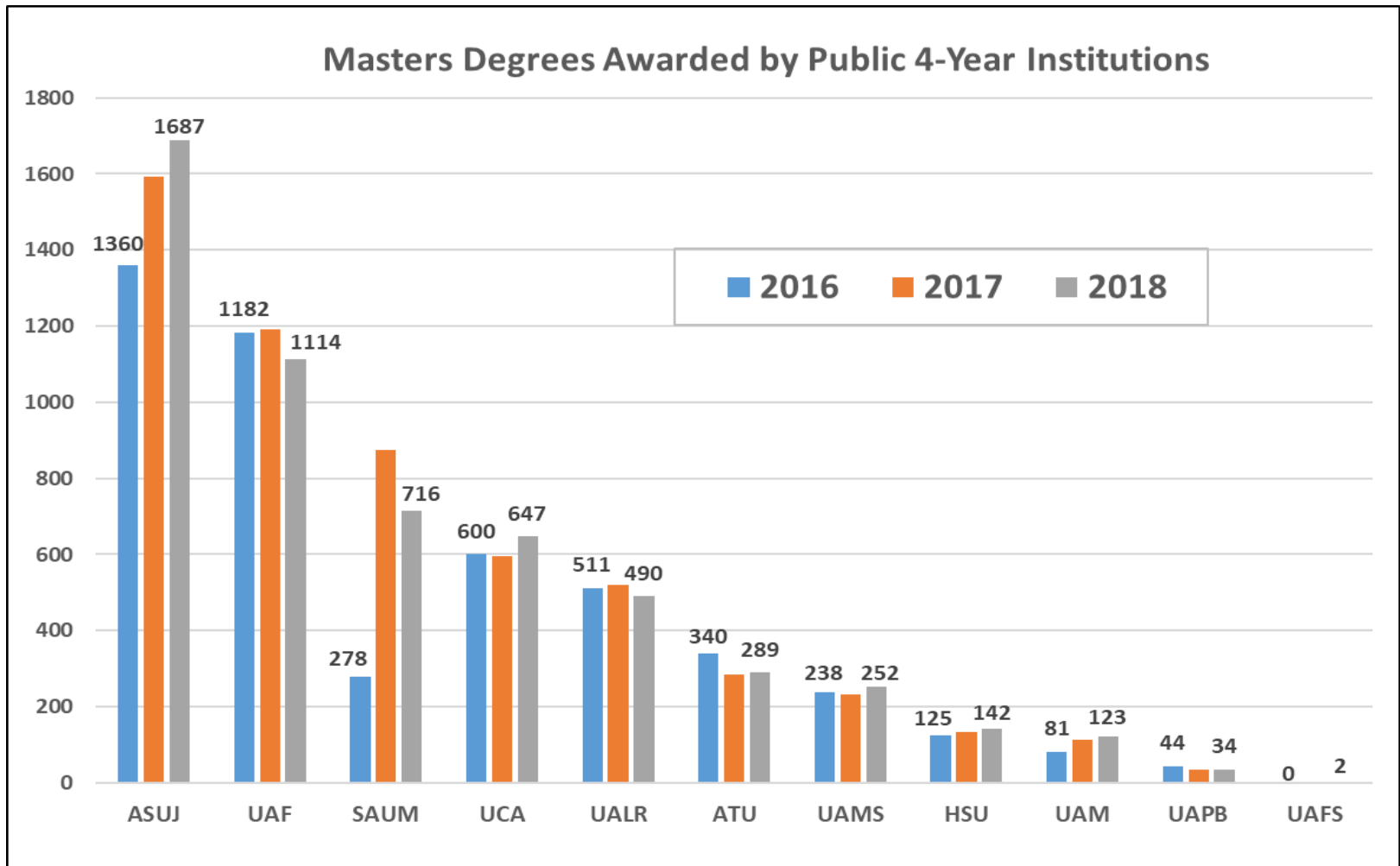
UAPB reported a slight decrease in the number of credentials awarded from AY 2017 – AY 2018.

Bachelor's Degrees Awarded by Public 4-Year Institutions

Credential Trends by Institution

Masters Degrees Awarded by Public 4-Year Institutions

Credential Trends by Institution

Credentials Awarded by 2-Year Colleges

Legend:
- Academic Year 2014
- Academic Year 2015
- Academic Year 2016
- Academic Year 2017
- Academic Year 2018

Institution	2014	2015	2016	2017	2018
EACC	308		368		322
ANC	401		397		398
OZC	507		453		447
SEAC	696		512		473
SACC	761		768	606	606

This chart shows one year increases for EACC, ANC, and SACC.

OZC and SEAC both reported slight decreases in the number of credentials awarded from AY 2017 – AY 2018.

Credential Trends by Institution

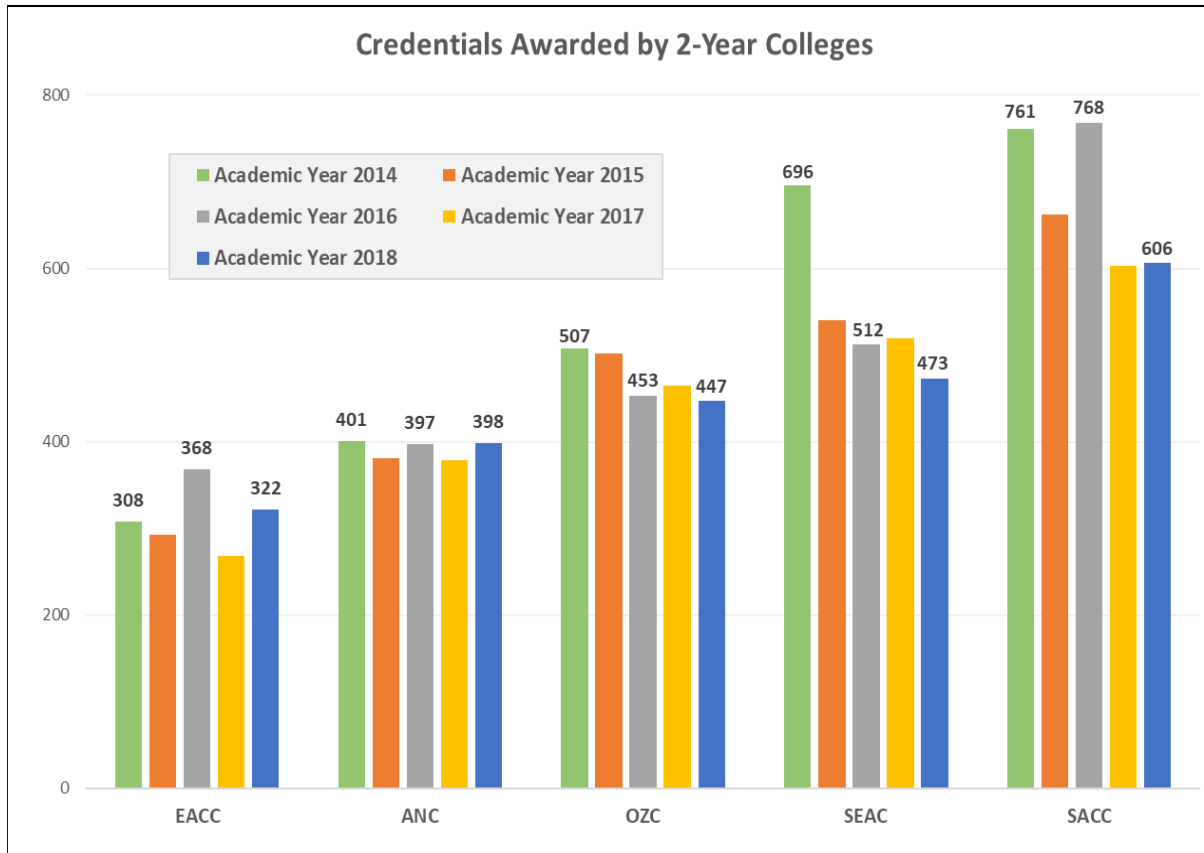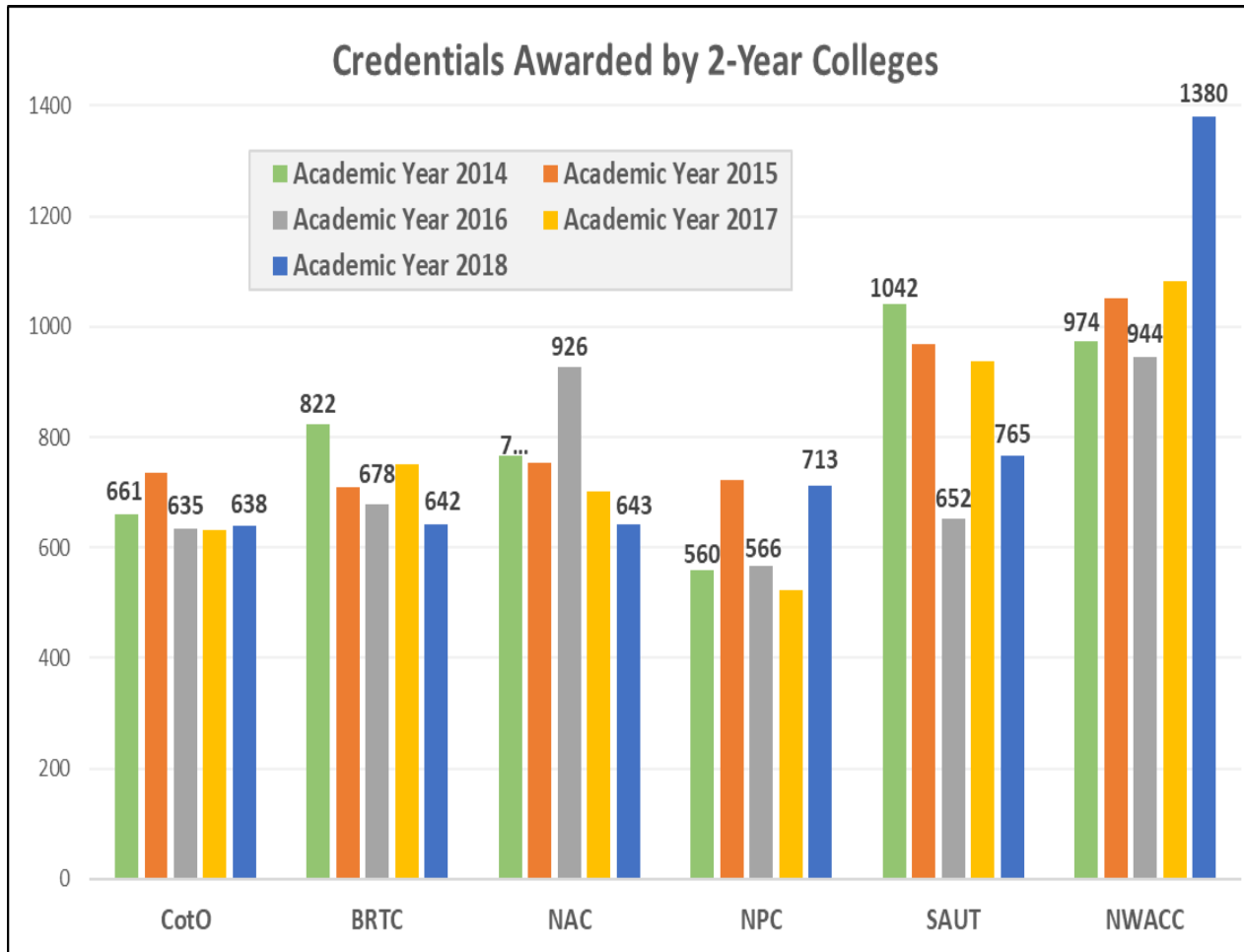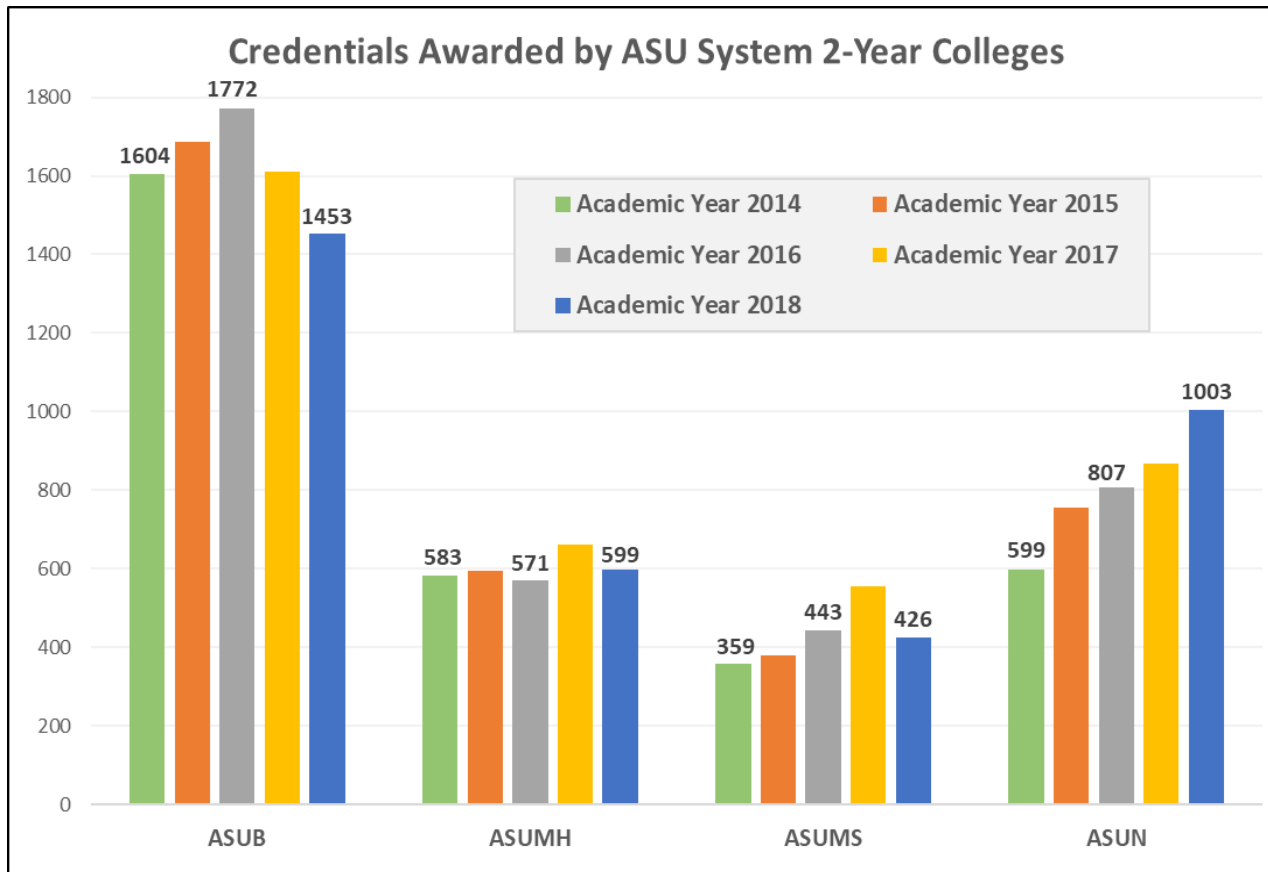Credentials Awarded by 2-Year Colleges

This chart shows increases for CotO, NPC, and NWACC.

BRTC, NAC, and SAUT all reported decreases in the number of credentials awarded from AY 2017 – AY 2018.

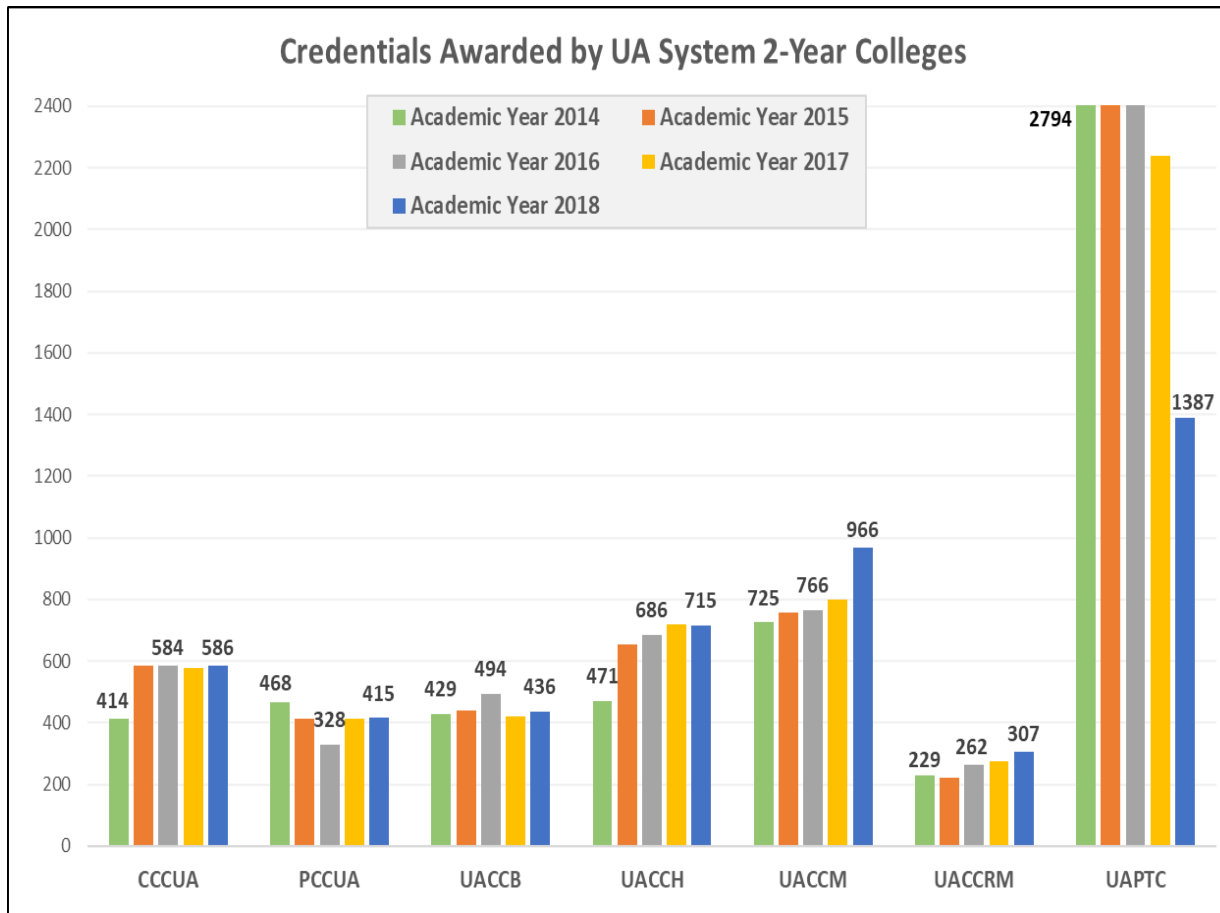# Credential Trends by Institution

Credentials Awarded by ASU System 2-Year Colleges

This chart shows an increase in credentials awarded for ASUN.

ASUB, ASUMH, and ASUMS all reported decreases in the number of credentials awarded from AY 2017 – AY 2018.
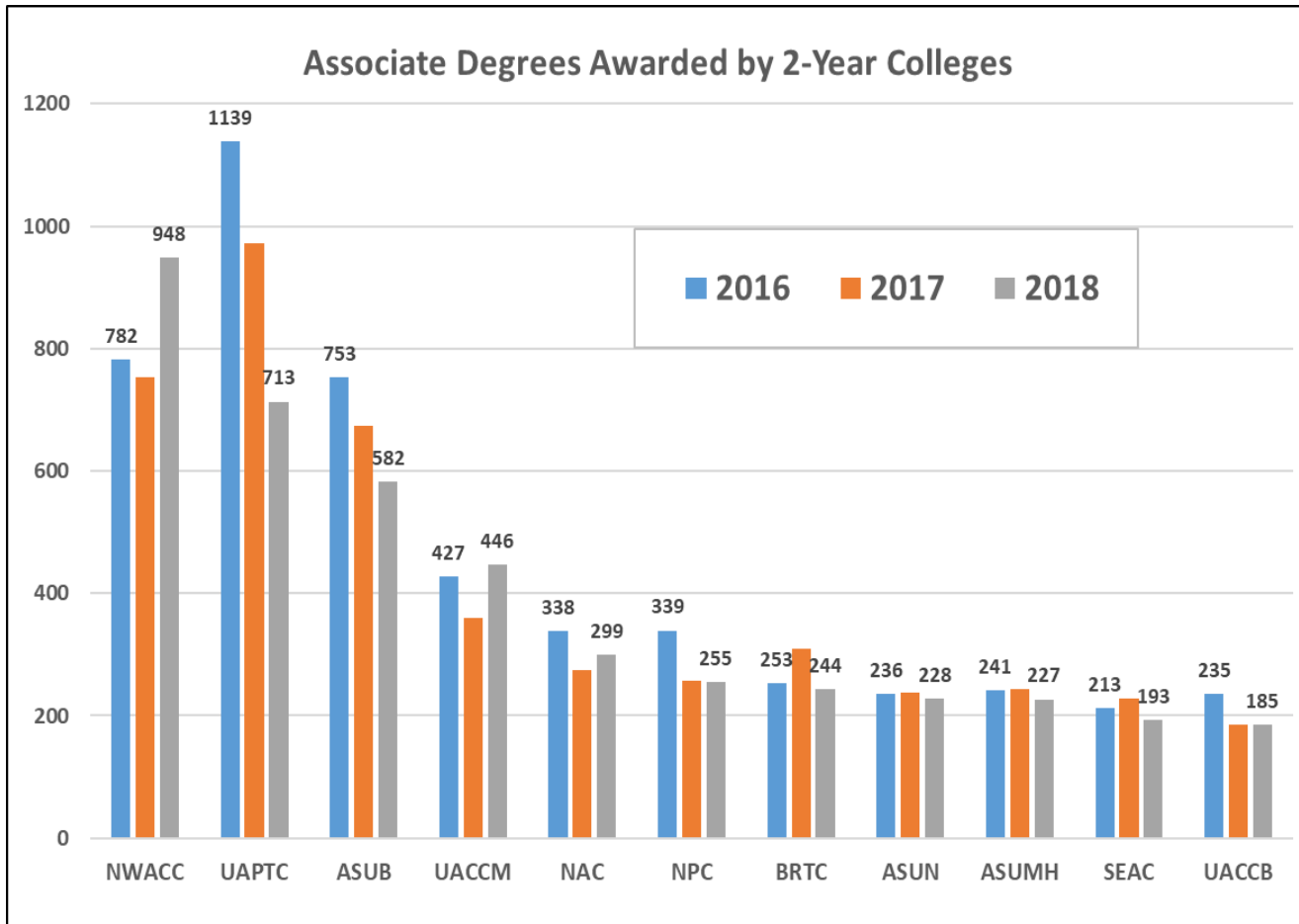
Credential Trends by Institution

Credentials Awarded by UA System 2-Year Colleges

This chart shows an increase in credentials awarded for CCCUA, PCCUA, UACCB, UACCM, and UACCRM.

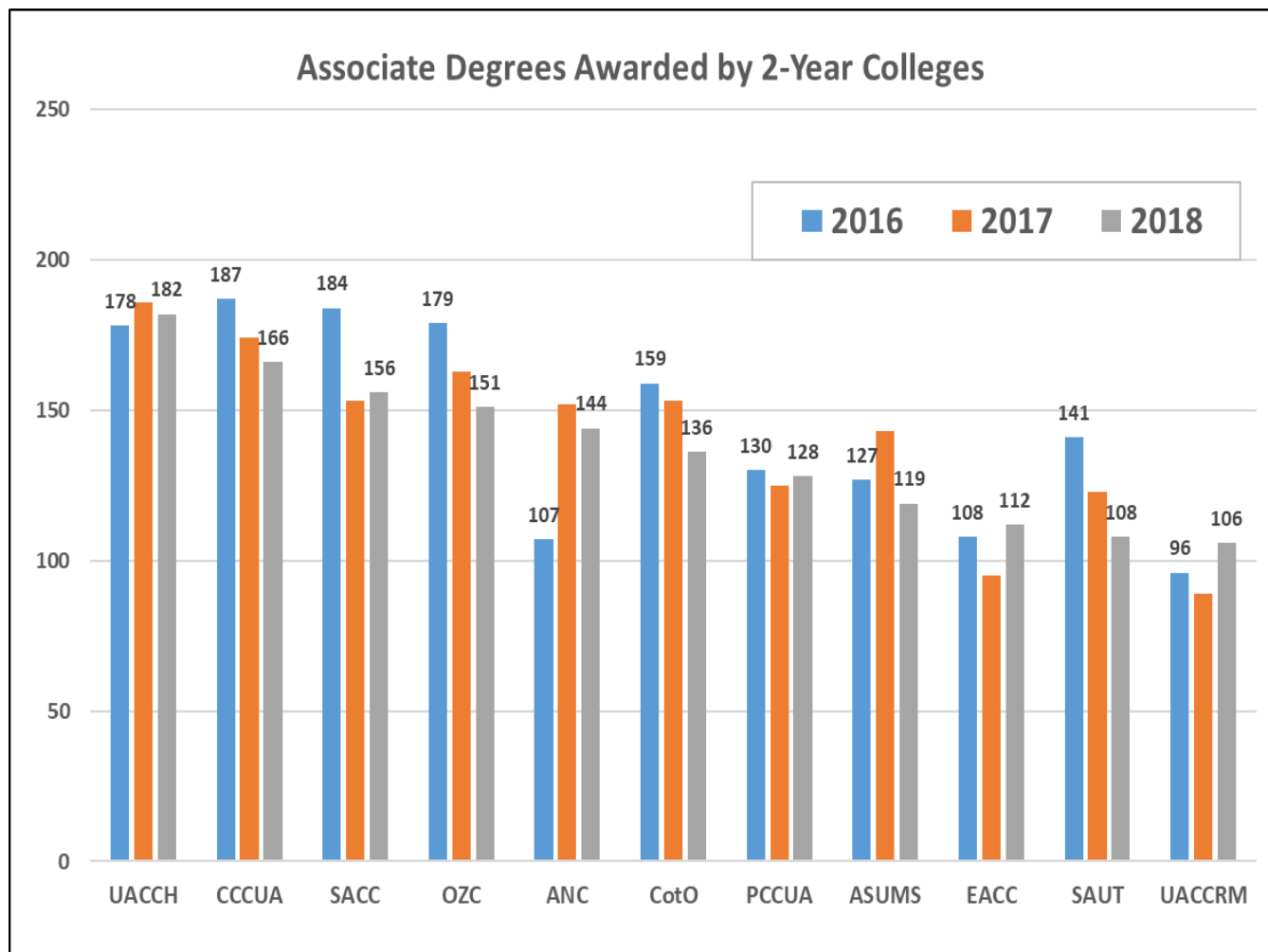UAPTC reported a significant decline in the number of credentials awarded from AY 2017 – AY 2018.

Credential Trends by Institution

Associate Degrees Awarded by 2-Year Colleges

Legend: 2016, 2017, 2018

Institution	2016	2017	2018
NWACC	782		948
UAPTC	1139		713
ASUB	753		582
UACCM	427		446
NAC	338		299
NPC	339		255
BRTC	253		244
ASUN	236		228
ASUMH	241		227
SEAC	213		193
UACCB	235		185

The next two charts provide a three-year trend for the number of Associate Degrees awarded by the public 2-Year colleges. The sort is based on the number of degrees awarded in AY 2018.

Credential Trends by Institution

Associate Degrees Awarded by 2-Year Colleges

Institution	2016	2017	2018
UACCH	178	187	182
CCCUA	187		166
SACC	184		156
OZC	179		151
ANC	107	152	144
CotO	159		136
PCCUA	130		128
ASUMS	127	143	119
EACC	108		112
SAUT	141		108
UACCRM	96		106

This chart shows an increase in credentials awarded for CCCUA, PCCUA, UACCB, UACCM, and UACCRM.

UAPTC reported a significant decline in the number of credentials awarded from AY 2017 – AY 2018.

AHECB
April 19, 2019

Agenda Item 4
Annual Report of Student Retention
And Graduation Rates

Sonia Hazelwood
Associate Director, Research & Analytics
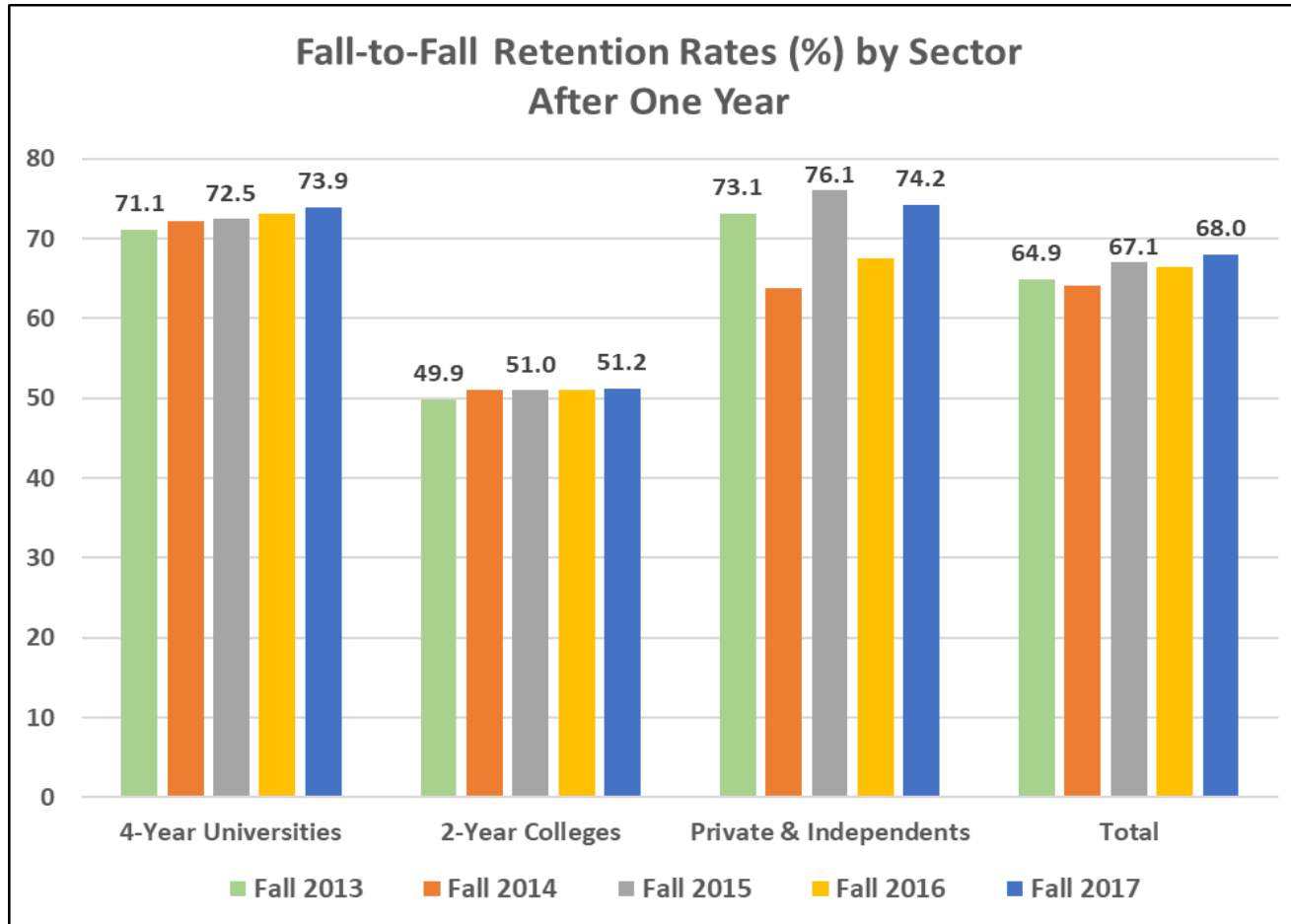
National Retention Rates

According to the most recent data published in May 2018, from the **National Center for Education Statistics (NCES),** first-time, full-time degree-seeking students who enrolled at 4-year degree-granting institutions in fall 2015, reported a retention rate of 81%.

Retention rates were higher at institutions that were more selective, regardless of institutional control. At public 4-year institutions overall, the retention rate was 81%.

At the least selective public institutions, the retention rate was 62%, and at the most selective public institutions (i.e., those that accept less than 25 percent of applicants), the retention rate was 96%.

	National Retention Rates		
	All Institutions	**Least Selective**	**Most Selective**
4-Year Public Institutions	81.0%	62.0%	96.0%
4-Year Private, Nonprofit	82.0%	64.0%	95.0%
2-Year Colleges	62.0%		

Retention

Fall-to-Fall Retention Rates (%) by Sector After One Year

| Sector	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
4-Year Universities	71.1		72.5		73.9
2-Year Colleges	49.9		51.0		51.2
Private & Independents	73.1		76.1		74.2
Total	64.9		67.1		68.0

The retention calculations are based on fall-to-fall comparisons of students in the IPEDS cohort of first-time entering, full-time, and credential-seeking students from the fall term only for all institution types.

The 4-Year public institution rate of 73.9% is about 7% lower when compared to the NCES reported rate of 81% for the 4-Year public institutions.
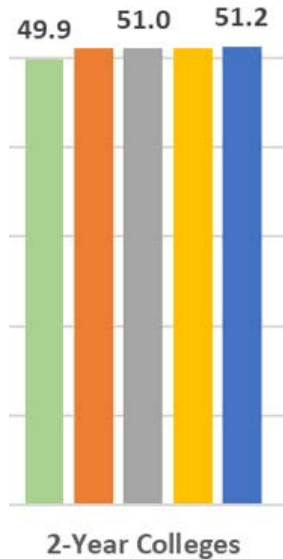
Retention
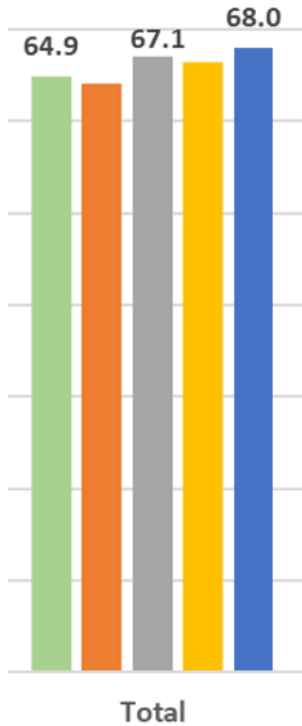
When looking at all sectors together, the state's fall-to-fall retention rate of 68.0% for the Fall 2017 cohort has increased **3.1%** over the Fall 2013 rate of 64.9%.
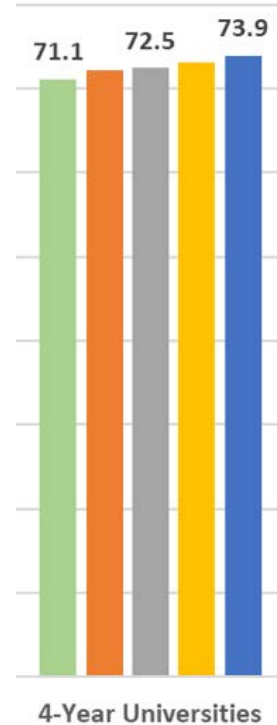

The 4-Year public institutions have consistently reported a slight increase in the fall-to-fall retention rate for the last five cohorts. Most recently, 73.9% of the Fall 2017 first-time in college cohort returned for their second year in Fall 2018.

Retention

49.9   51.0   51.2

2-Year Colleges
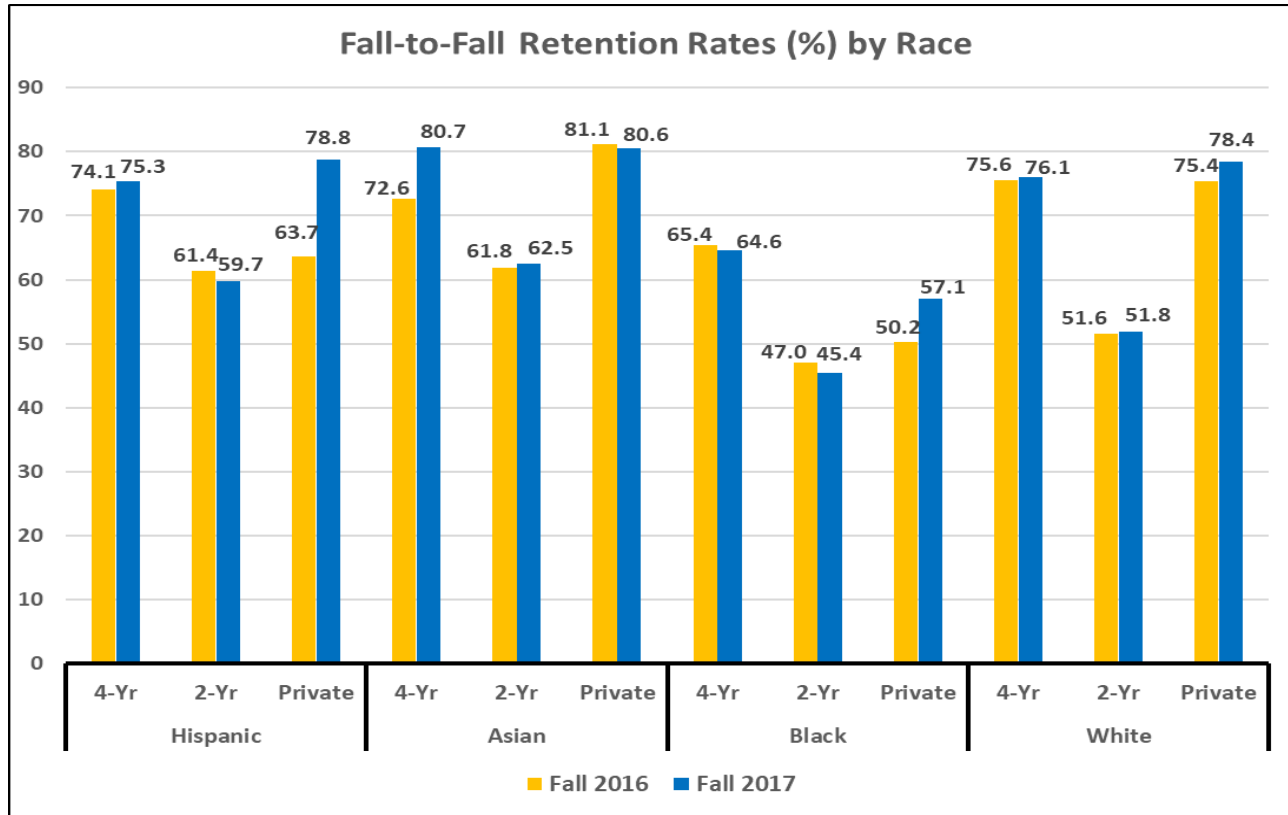
The 2-Year College fall-to-fall retention rates remain consistent at around 50% - 51% for each first-time in college cohort.

73.1   76.1   74.2

Private & Independents
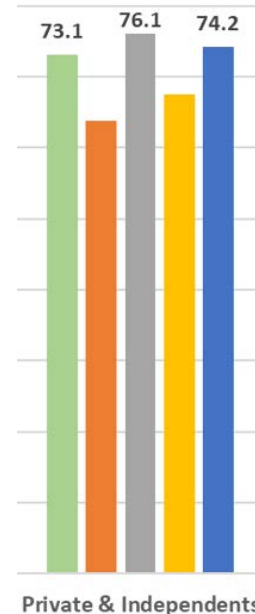
The Private Institutions retention rates vary more than those of the public institutions. The private institution Fall 2015 cohort produced a 76.1% retention rate, which is the highest fall-to-fall retention rate on record.
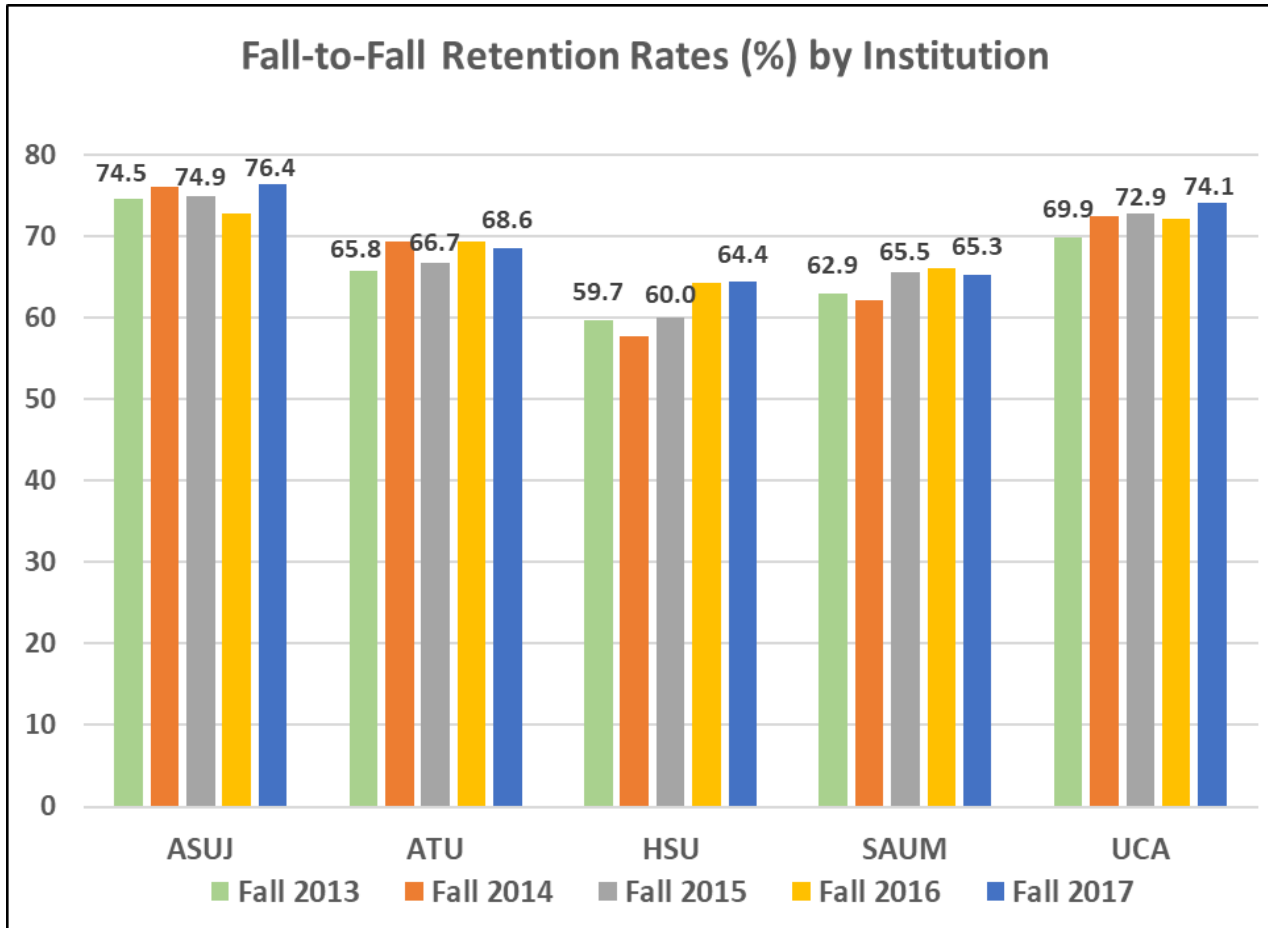
Retention

Fall-to-Fall Retention Rates (%) by Race

	4-Yr	2-Yr	Private	4-Yr	2-Yr	Private	4-Yr	2-Yr	Private	4-Yr	2-Yr	Private
Fall 2016	74.1	61.4	63.7	72.6	61.8	81.1	65.4	47.0	50.2	75.6	51.6	75.4
Fall 2017	75.3	59.7	78.8	80.7	62.5	80.6	64.6	45.4	57.1	76.1	51.8	78.4
		Hispanic			Asian			Black			White	

This chart provides fall-to-fall retention rates for the four race/ethnicity categories with the largest cohorts.

Hispanic student cohorts reported an increased retention rate for both the 4-Year institutions and the Private institutions.
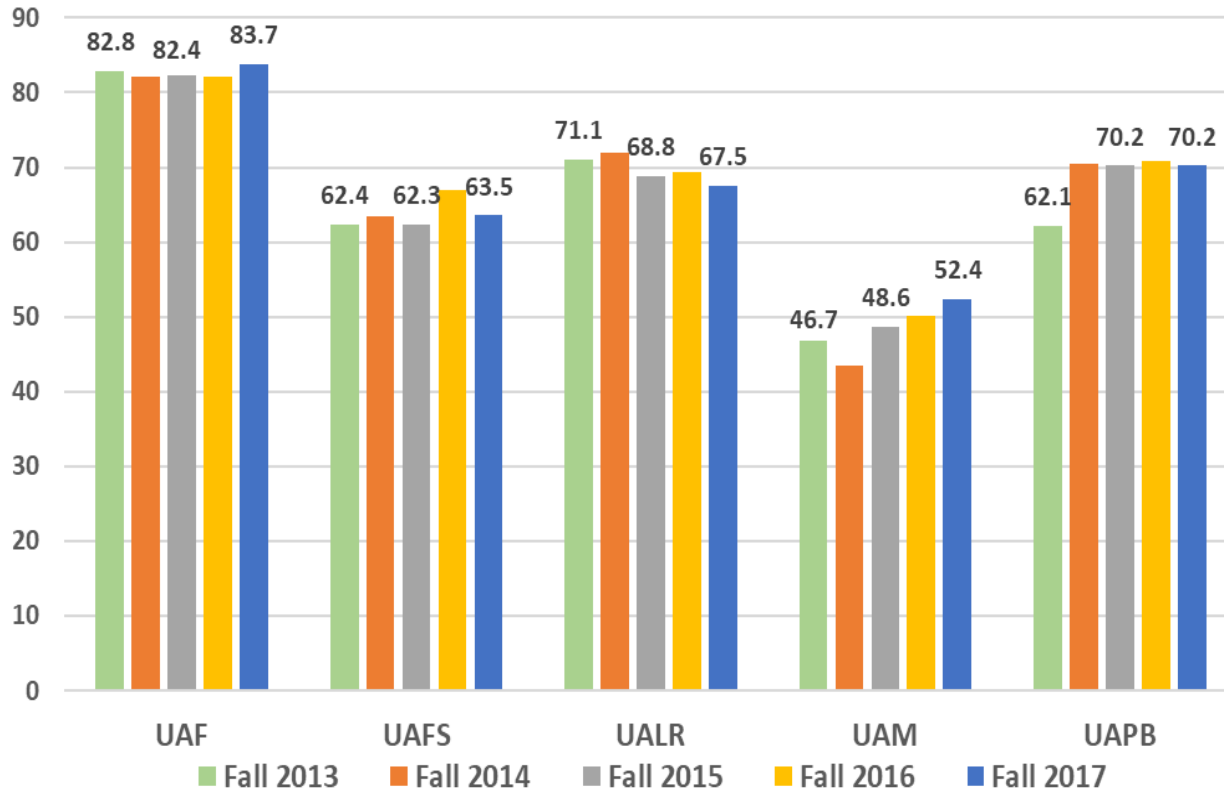
Retention

Fall-to-Fall Retention Rates (%) by Institution

When comparing the most recent Fall 2017 cohort to the Fall 2016 cohort, ASUJ had the largest retention rate increase, from 72.8% to 76.4%, which is a 3.6% improvement. UCA also reported a 1.9% growth for the Fall 2017 cohort retention rate of 74.1%, compared to their Fall 2016 cohort retention rate of 69.9%.

Retention

Fall-to-Fall Retention Rates (%) by Institution

UAF showed a 1.1% increase in their Fall 2017 fall-to-fall retention rate when compared to their Fall 2013 cohort rate of 82.8%. UAFS experienced a 3.4% decrease when comparing their Fall 2013 retention cohort to their Fall 2017 cohort.

UAM retention rates have improved each of the last four retention cohorts, and UAPB rates have remained constant for the last four years, reporting rates around 70%.

Retention

Fall-to-Fall Retention Rates (%) by 2-Year College
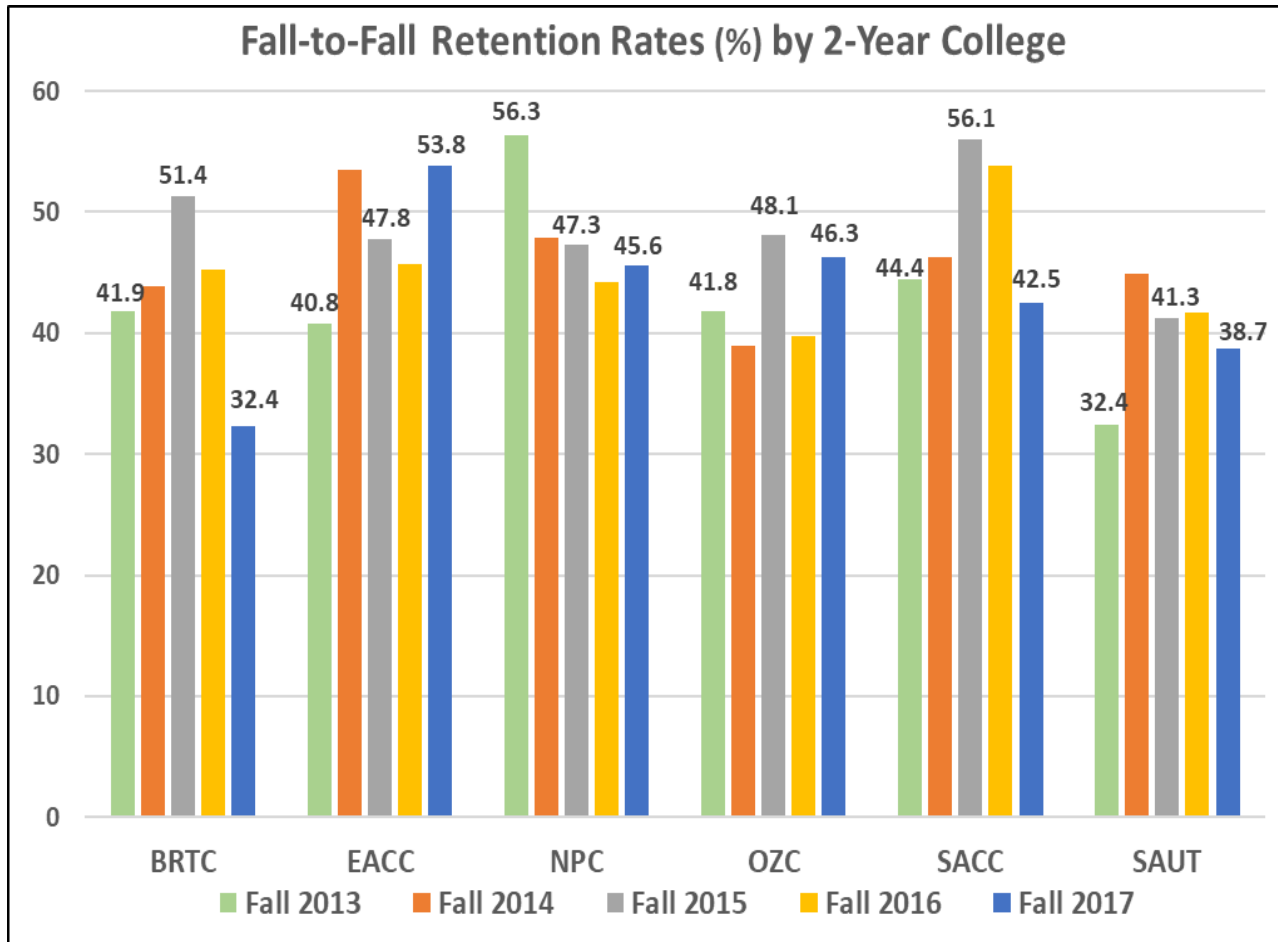
When comparing the Fall 2016 entering cohort to the Fall 2017 entering cohort, EACC, NPC, and OZC all reported an improved retention rate. BRTC, SACC and SAUT all reported decreases for the same cohort comparison.

Retention

Fall-to-Fall Retention Rates (%) by 2-Year College
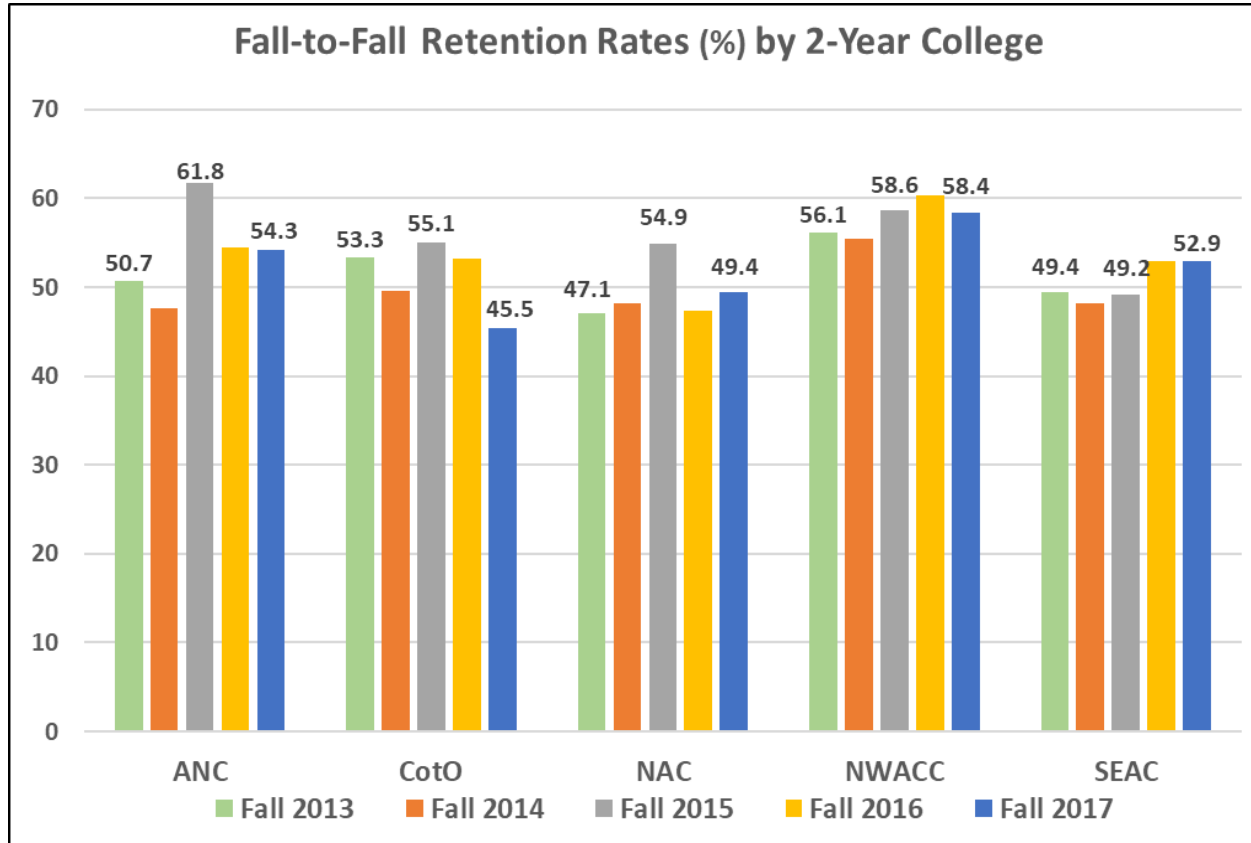
NAC reported the only increase for this group. ANC and SEAC both reported relatively no change between AY 2016 and the AY 2017 cohorts. CotO and NWACC reported retention rate decreases.

Retention

**Fall-to-Fall Retention Rates (%)
by ASU System 2-Year Colleges**
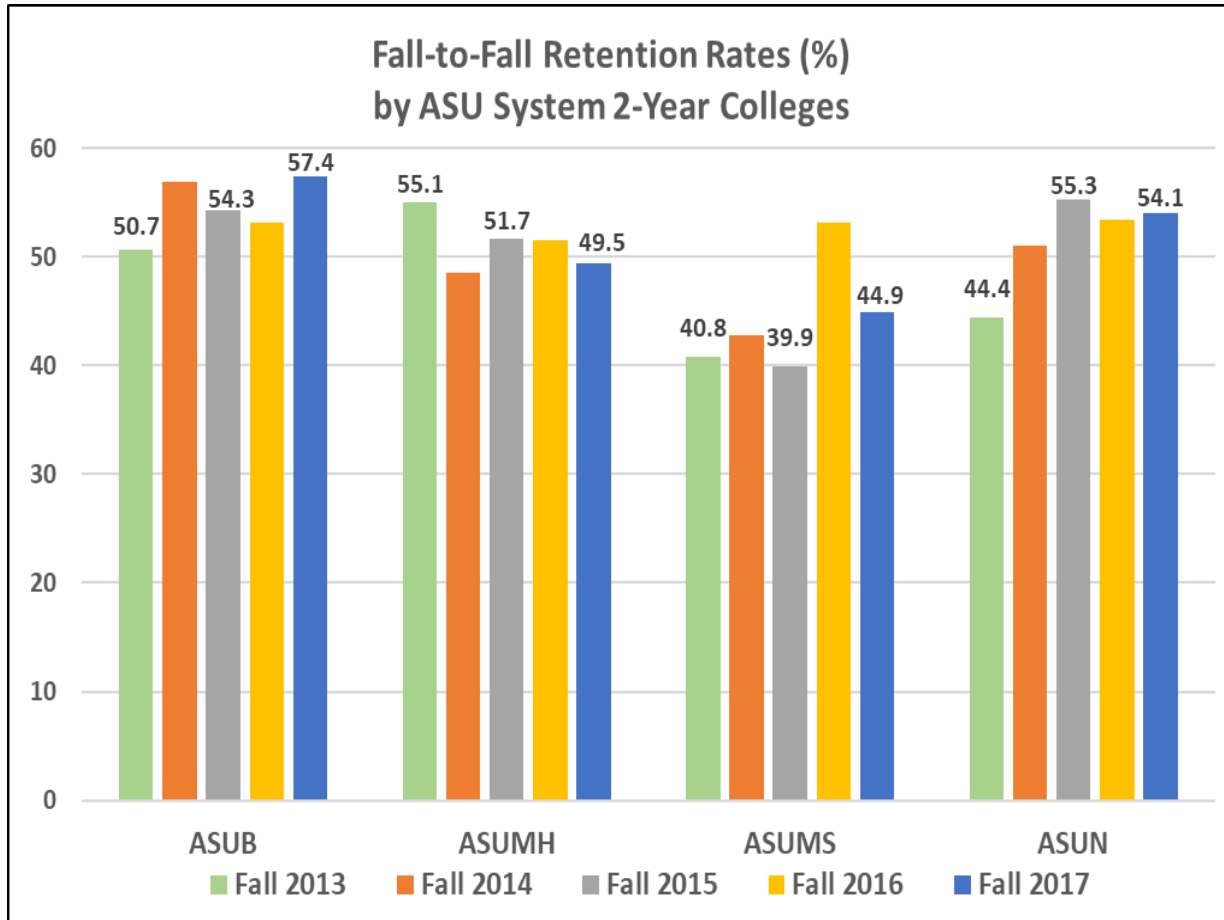
For the ASU System colleges, ASUB and ASUN reported increases in their retention rate, and ASUMH and ASUMS both reported declines.

Retention

Fall-to-Fall Retention Rates (%)
by UA System 2-Year College
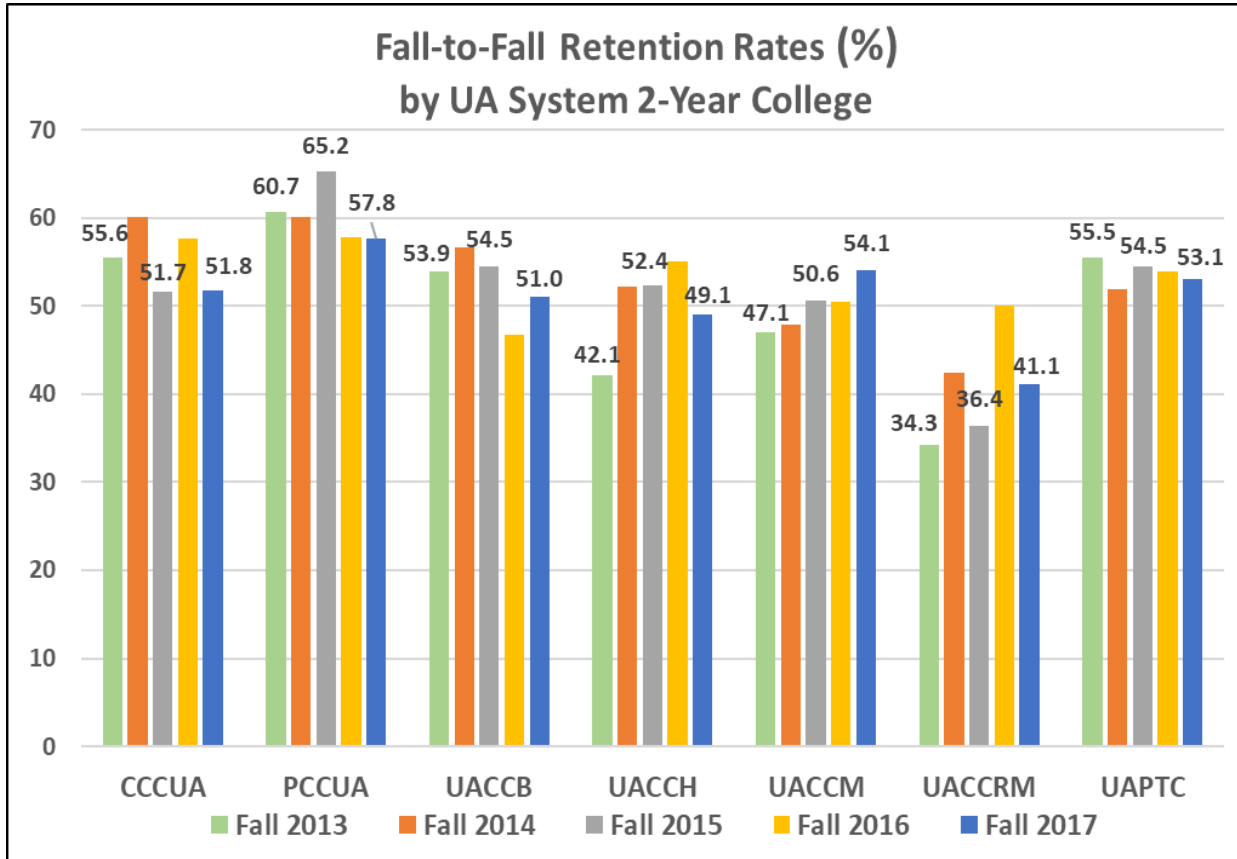
For the UA System colleges, UACCB and UACCM reported increases in their retention rate, and CCCUA, UACCH/T, UACCRM, and UAPTC all reported declines.

PCCUA's retention rate did not change.

Retention

Fall-to-Fall Retention Rates (%)

College	Fall 2015	Fall 2016	Fall 2017
ABC	44.4		30.7
CBC	74.1		54.8
HC	84.1		87.1
HU	80.5		84.2
JBU	81.0		74.2
LC	64.0		70.5
OBU	80.6		82.7
PSC	68.2		68.5
UO	68.1		72.4
WBU	51.9		52.1
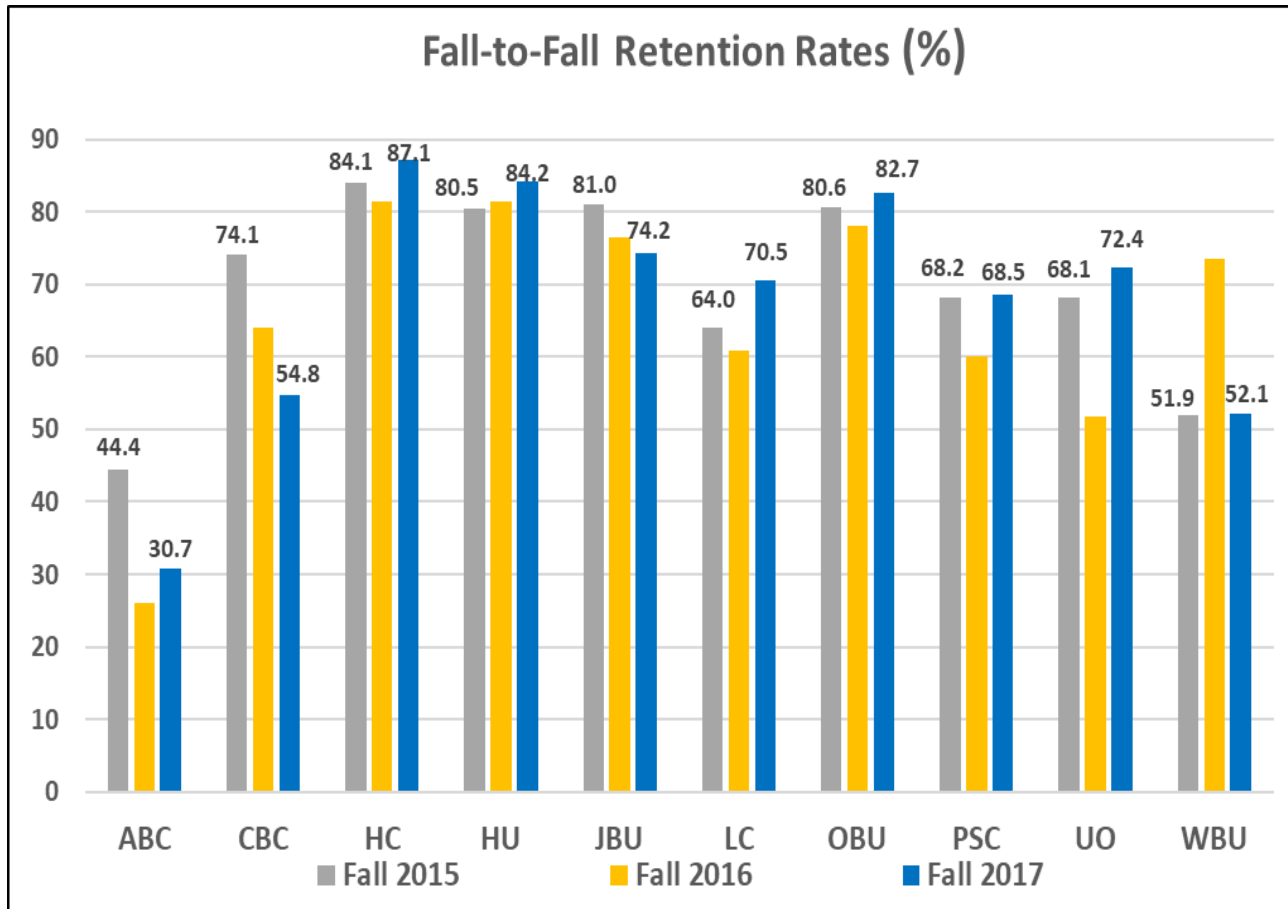
For the private colleges, seven reported increases in retention rates and three reported declines.

Graduation Rates

Percent
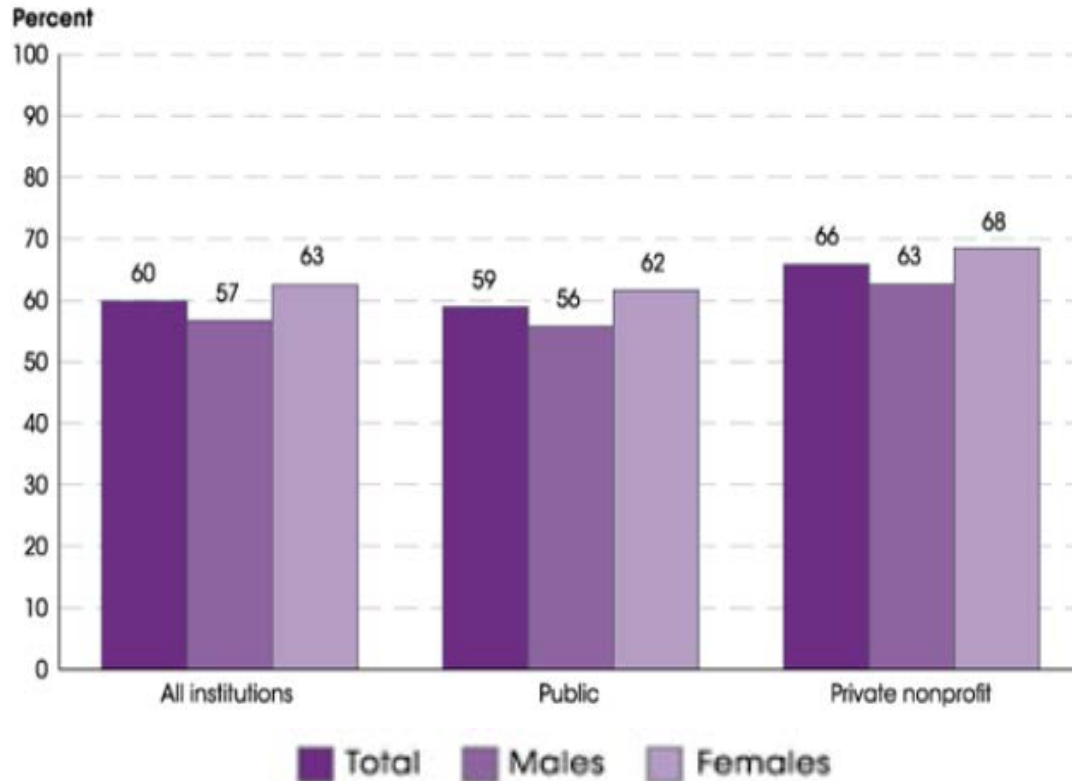
According to NCES, the 6-year graduation rate (150% rate) for first-time, full-time undergraduate students who began at a 4-year degree-granting institution in fall 2010 was 60%. The 6-year graduation rate was 59% at public institutions, and 66% at private nonprofit institutions.

The 6-year graduation rate was 63% for females and 57% for males.

Graduation Rates
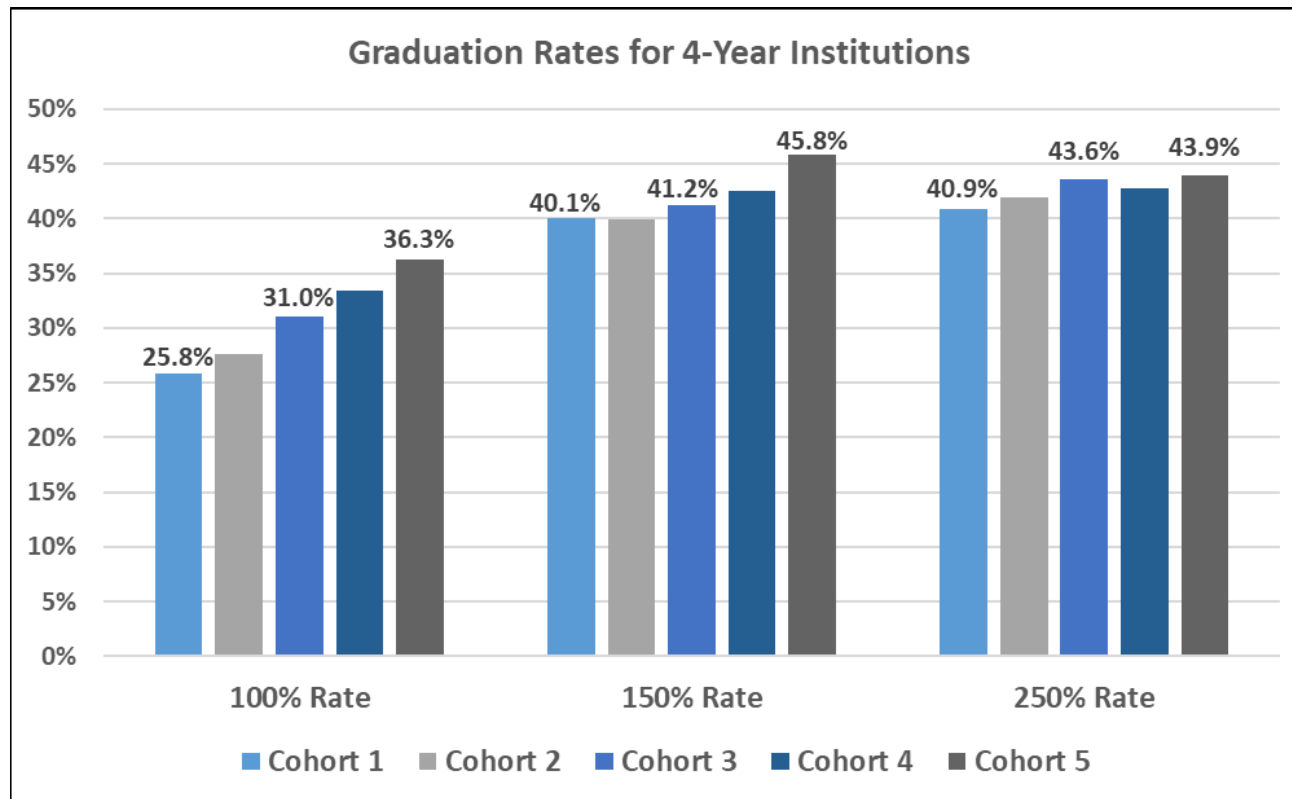
Graduation Rates for 4-Year Institutions

The Graduation Rate cohort includes first-time entering during the academic year and full- and part-time students, which is not comparable to the rates reported by NCES.

For the 4-Year institutions, there has been steady increases in the 100% graduation rate for the past five cohort years.

Graduation Rates

Graduation Rates for 2-Year Colleges

	100% Rate	150% Rate	250% Rate
Cohort 1	15.5%	20.3%	26.6%
Cohort 2	17.1%	22.2%	25.9%
Cohort 3	19.0%	24.5%	25.7%
Cohort 4	20.5%	26.4%	27.2%
Cohort 5	21.2%	27.9%	29.1%

■ Cohort 1 ■ Cohort 2 ■ Cohort 3 ■ Cohort 4 ■ Cohort 5
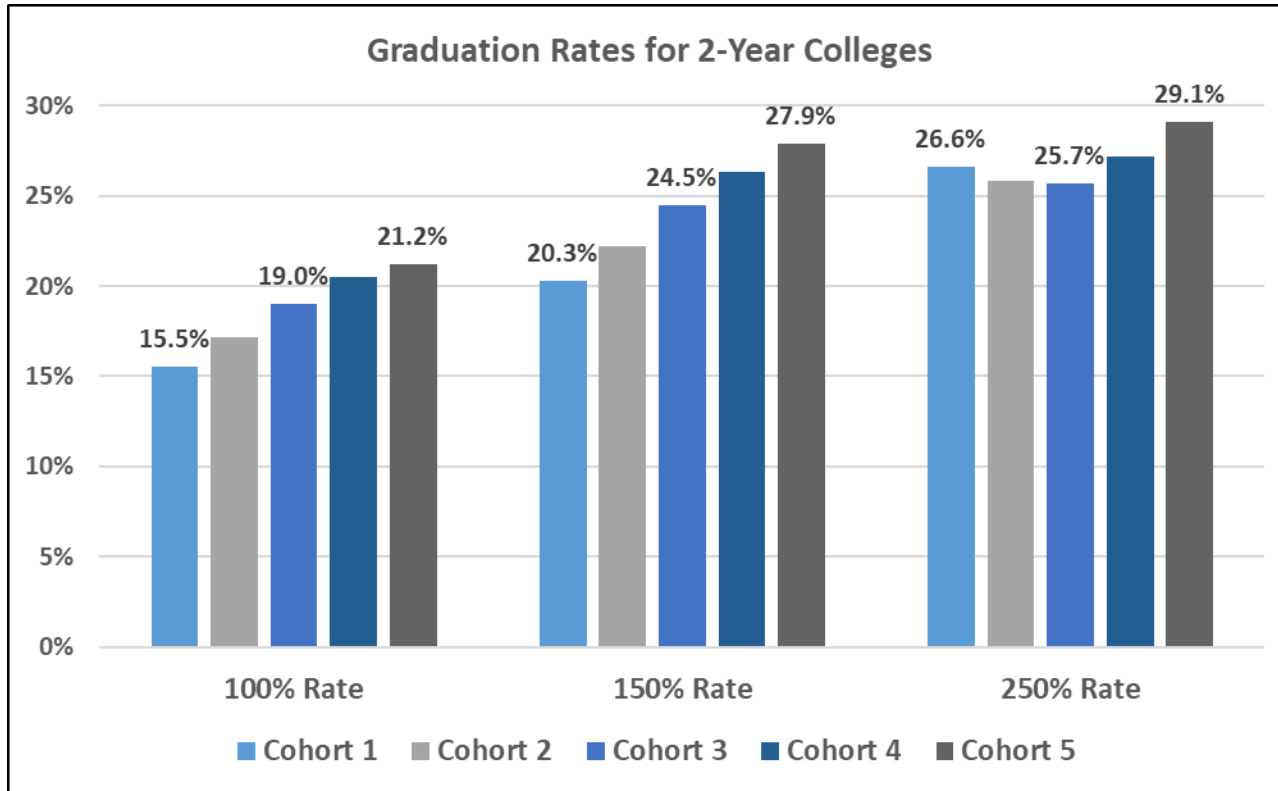
The Graduation Rate cohort includes first-time entering during the academic year and full- and part-time students.

For the 2-Year colleges, there has been steady increases in the 100%, and 150% graduation rates for the past five cohort years.

Graduation Rates

100% Graduation Rate by 4-Year Institution
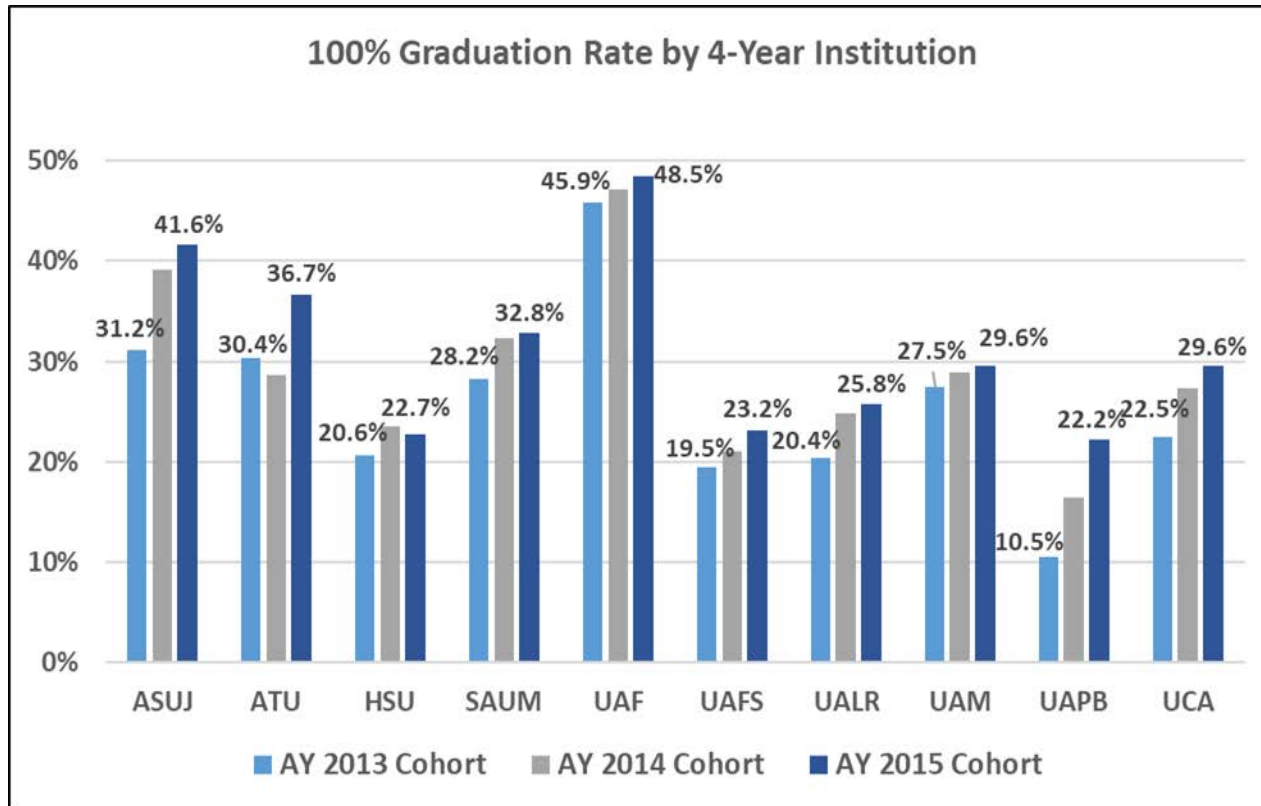
All 4-Year institutions experienced an increased 100% graduation rate, comparing the two most recent cohorts, AY 2014 and AY 2015, except for HSU which showed a slight decrease.

It is likely the focus on the Time-to-Degree and Credits at Completion Metrics of the Productivity Funding Model are contributing to increased 100% graduation rates.

Graduation Rates

100% Graduation Rate - 2-Year Colleges AY 2017

College	Rate
UAPTC	4.1%
ASUMS	5.3%
NPC	6.0%
SEAC	13.4%
BRTC	13.9%
UACCM	14.0%
CCCUA	14.0%
EACC	14.1%
PCCUA	14.4%
NAC	14.6%
SACC	15.0%
CotO	16.5%
ANC	16.5%
UACCH	16.9%
OZC	18.1%
UACCRM	22.8%
ASUB	23.1%
ASUMH	26.4%
UACCB	28.9%
SAUT	32.9%
ASUN	38.9%
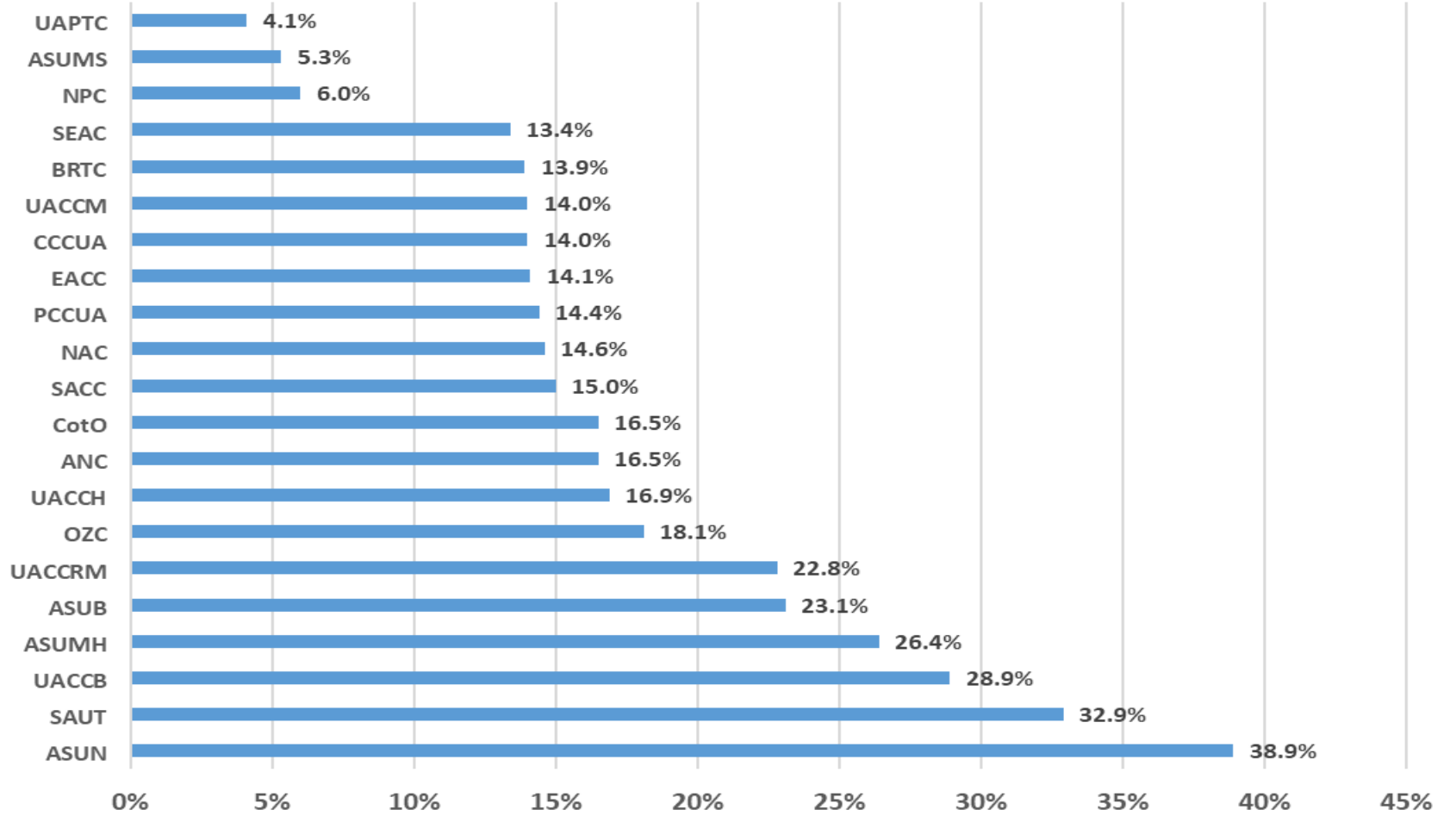
Graduation Rates

Bachelor-seeking Students		
	Graduation Rate	
Inst	**AY 2013 Cohort**	**100%**	**150%**
ASUJ	1,075	36.3	53.4
ATU	1,230	29.1	44.1
HSU	617	22.9	36.5
SAUM	446	27.1	39.5
UAF	3,258	47.9	66.0
UAFS	1,020	16.4	29.6
UALR	275	34.2	50.5
UAM	522	10.5	18.8
UAPB	485	10.7	27.2
UCA	832	32.8	50.7
Total	**9,760**	**32.9**	**48.8**

This table provides data for first-time entering, Bachelor's seeking students only who declared a program during AY 2013.

The overall 4-Year 100% graduation rate was 32.9% and by the sixth year, 48.8% of the cohort had graduated.

Graduation Rates

Associate-seeking Students			
	AY 2016 Cohort	Graduation Rate	
College		100%	150%
ANC	237	9.3	18.6
ASUB	716	14.1	23.2
ASUMH	301	12.0	19.9
ASUMS	280	6.8	12.9
ASUN	460	8.7	15.7
BRTC	330	7.9	17.9
CCCUA	236	12.3	19.1
CotO	149	8.1	14.8
EACC	142	14.1	24.6
NAC	351	15.4	23.9
NPC	466	4.9	13.1
NWACC	1,733	4.7	11.7
OZC	153	7.8	17.0
PCCUA	163	12.3	20.9
SACC	240	9.2	15.4
SAUT	180	11.1	18.9
SEAC	352	1.4	6.3
UACCB	302	13.9	22.5
UACCH	219	8.7	16.0
UACCM	632	10.9	20.9
UACCRM	149	14.8	19.5
UAPTC	1,240	5.0	12.0
2-Year	9,031	8.4	16.1

This table provides data for first-time Associate seeking students only who reported a declared a program during AY 2016.

The overall 2-Year 100% graduation rate was 8.4% and by the 3rd year, 16.1% of the cohort had graduated.

Keep in mind that our cohort includes part-time students, which would affect the graduation rates.

AHECB
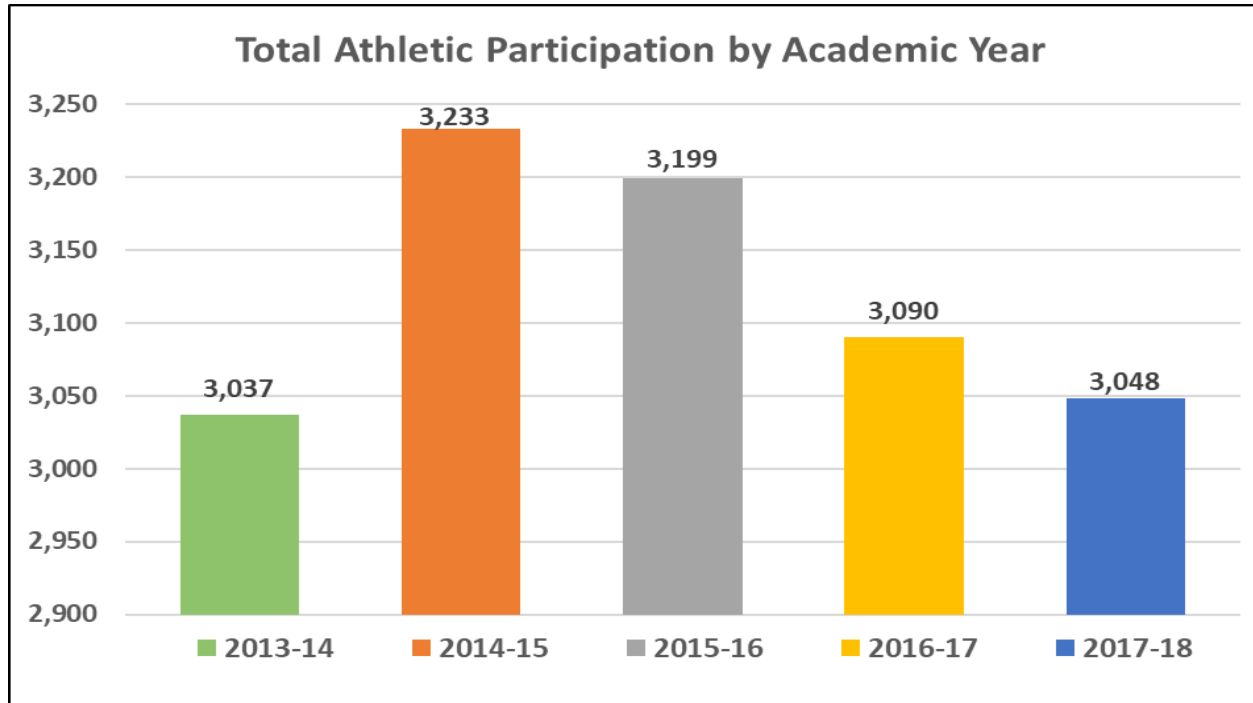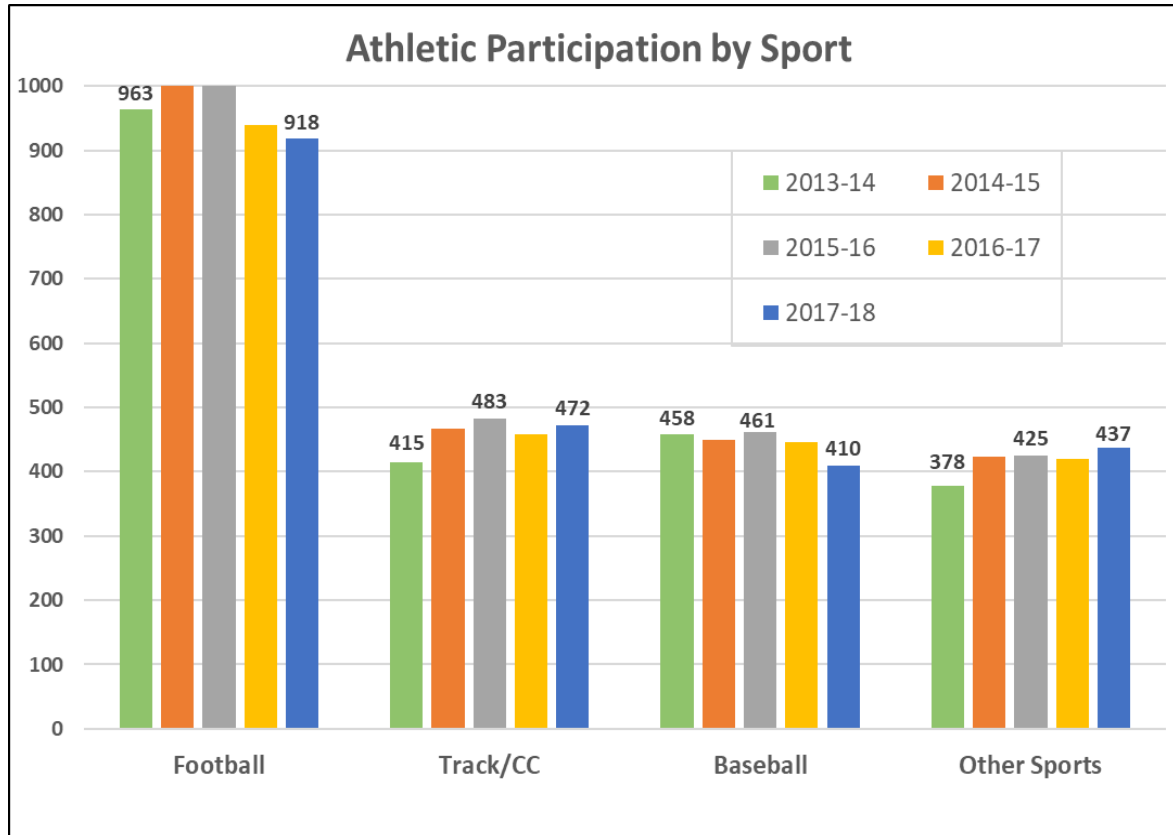**April 19, 2019**

Agenda Item 5
Annual Report of Retention
And Graduation of Student-Athletes

Sonia Hazelwood
Associate Director, Research & Analytics

AY 2018 Athletics Overview

Total Athletic Participation by Academic Year

Academic Year	Participation
2013-14	3,037
2014-15	3,233
2015-16	3,199
2016-17	3,090
2017-18	3,048

AY 2018 Athletics Overview

Athletic Participation by Sport

Ten sports categories are included in the athletics reporting: Football, Men's Basketball, Women's Basketball, Baseball, Track, Golf, Swimming, Tennis, Volleyball, and Other Sports. In terms of the number of participants, Football has the most participants followed by Track, Baseball, and Other.

AY 2018 Athletics Overview

Athletic Participation by Sport

Legend:
- 2013-14
- 2014-15
- 2015-16
- 2016-17
- 2017-18

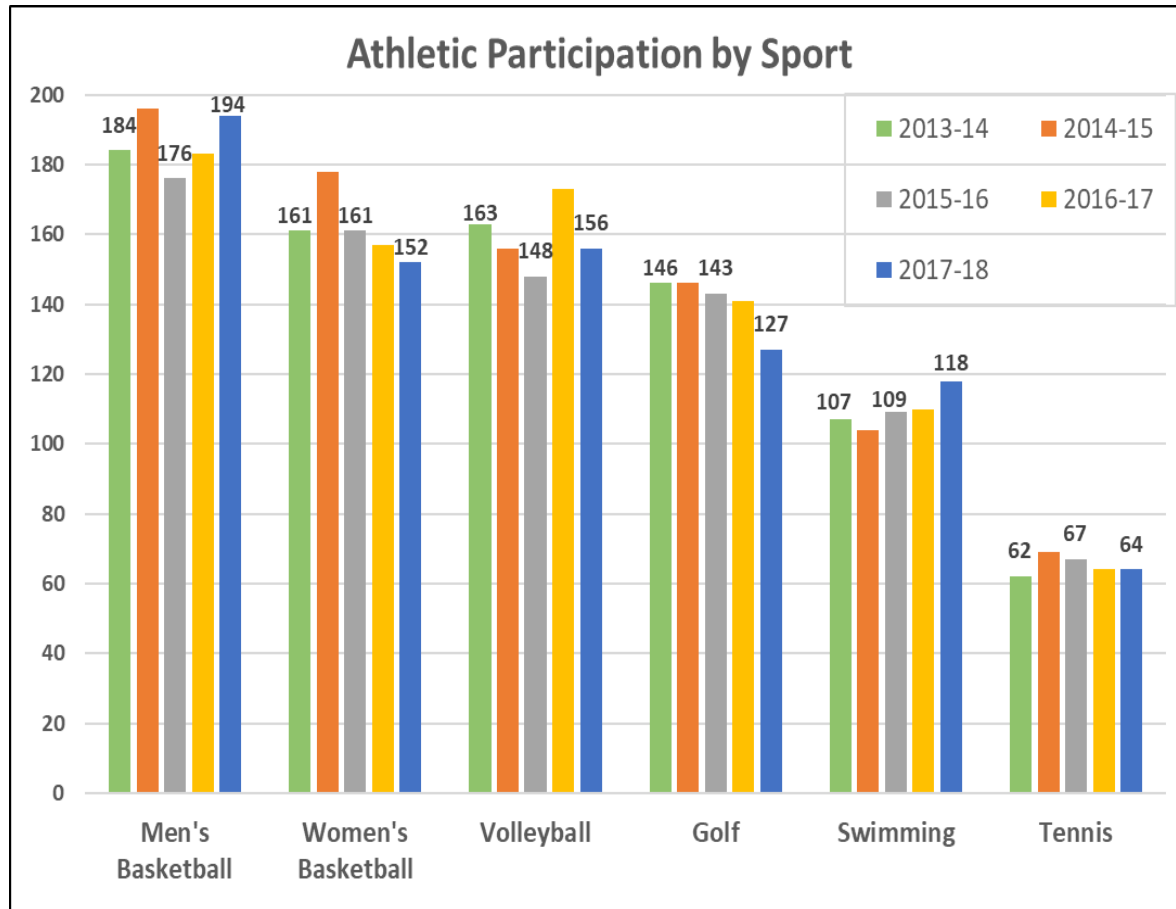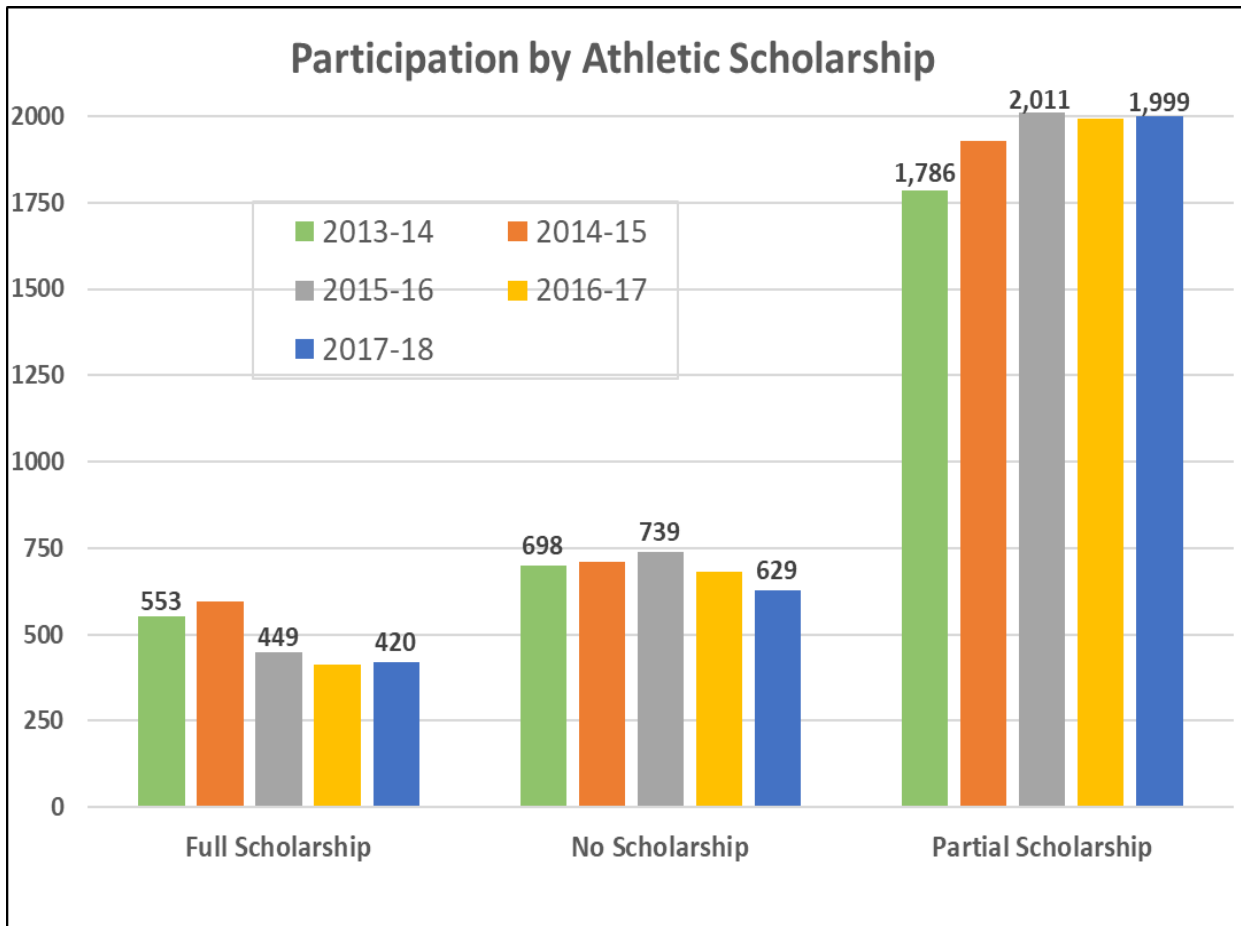| Sport	2013-14	2014-15	2015-16	2016-17	2017-18
Men's Basketball	184	196	176	183	194
Women's Basketball	161	178	161	157	152
Volleyball	163	156	148	173	156
Golf	146	146	143	141	127
Swimming	107	104	109	110	118
Tennis	62	69	67	64	64

Ten sports categories are included in the athletics reporting: Football, Men's Basketball, Women's Basketball, Baseball, Track, Golf, Swimming, Tennis, Volleyball, and other sports.
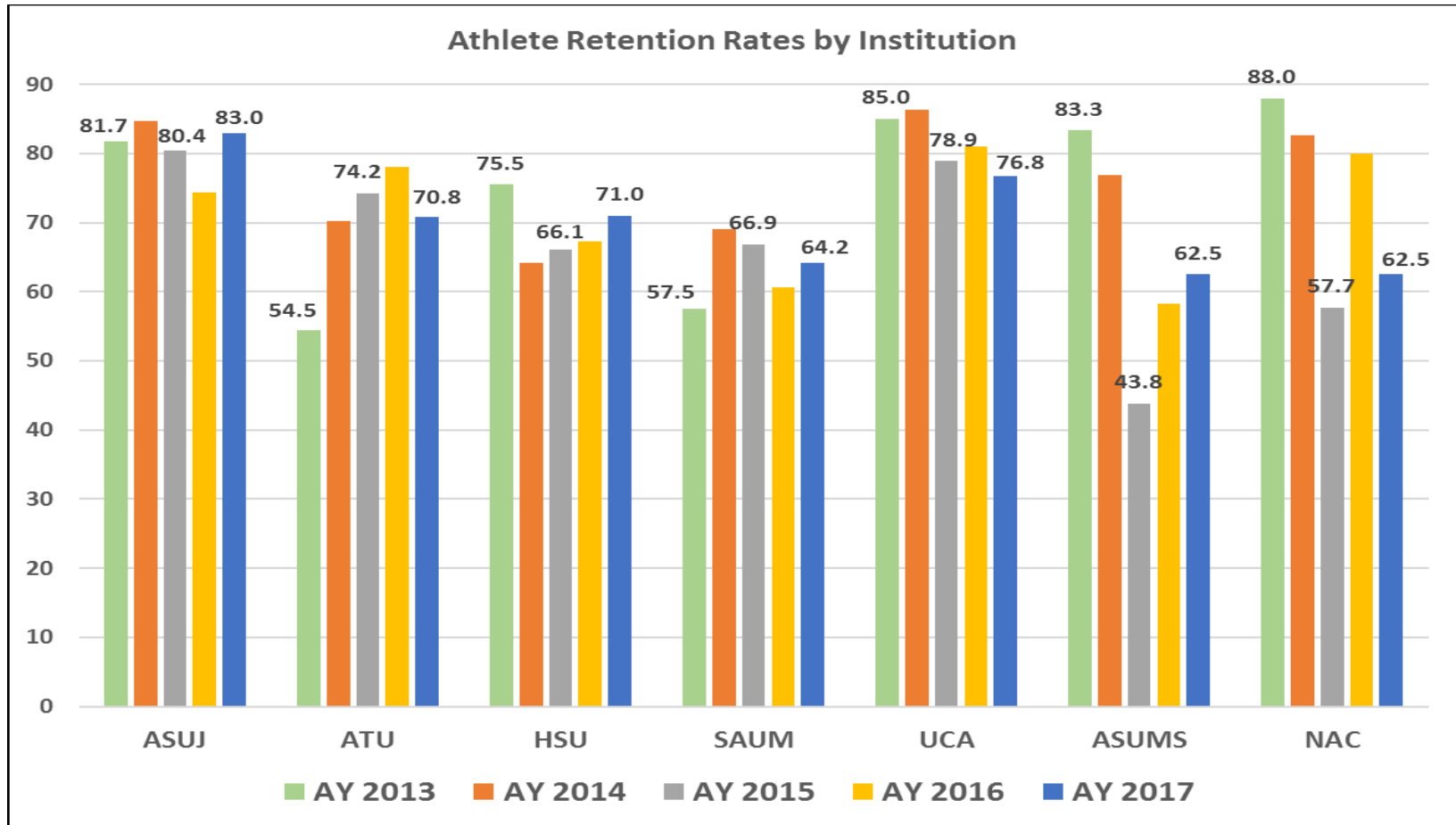
In terms of the number of participants, Football has the most participants followed by Track, and Baseball.

AY 2018 Athletics Overview

Participation by Athletic Scholarship

Legend:
- 2013-14
- 2014-15
- 2015-16
- 2016-17
- 2017-18

Full Scholarship: 553, 449, 420

No Scholarship: 698, 739, 629
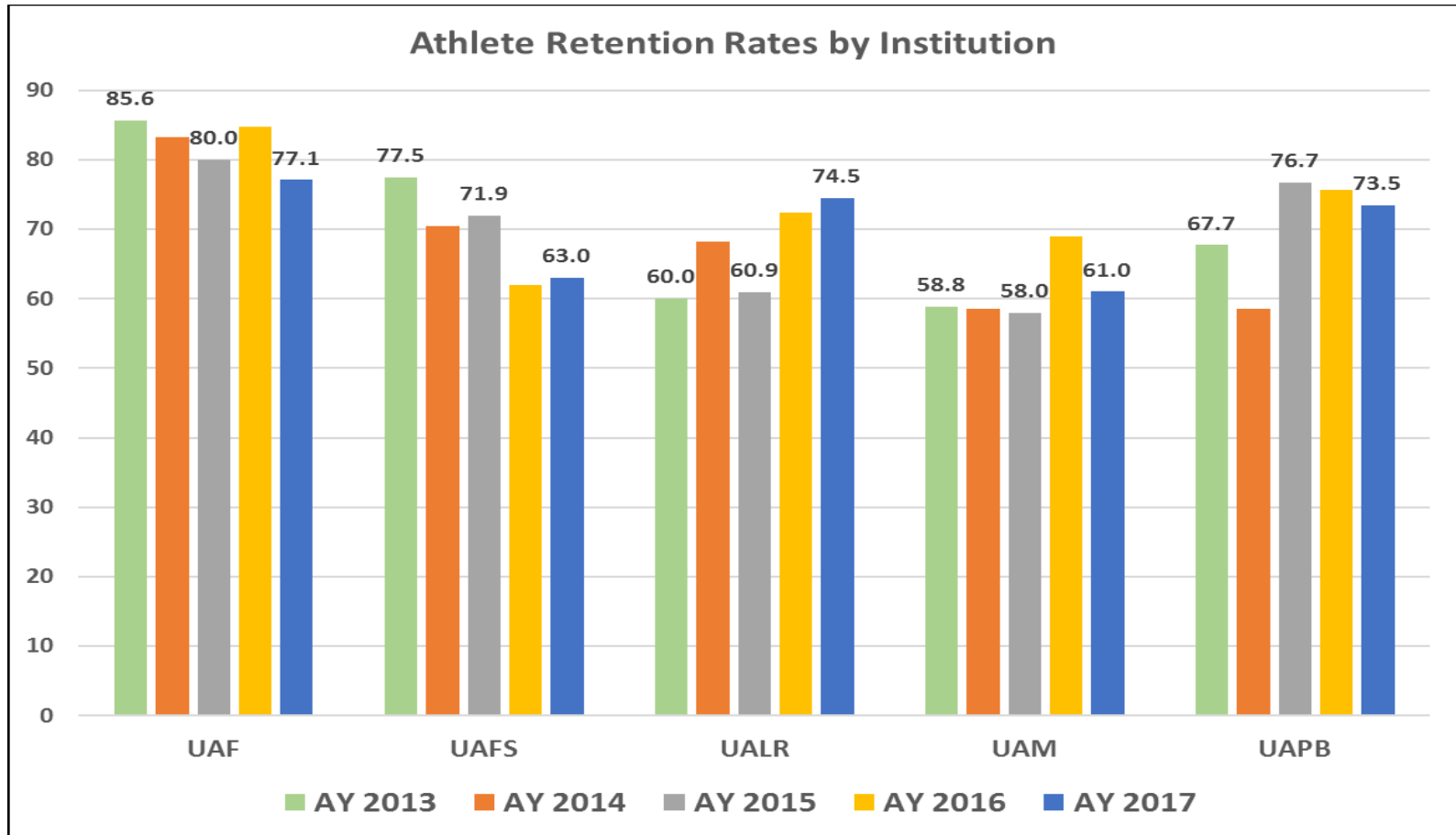
Partial Scholarship: 1,786, 2,011, 1,999

The number of athletes receiving a partial and a full scholarship remained steady, while the number of athletes receiving no scholarship declined.

AY 2018 Athletics Overview

Athlete Retention Rates by Institution

Institution	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
ASUJ	81.7		80.4		83.0
ATU	54.5		74.2		70.8
HSU	75.5		66.1		71.0
SAUM	57.5		66.9		64.2
UCA	85.0		78.9		76.8
ASUMS	83.3		43.8		62.5
NAC	88.0		57.7		62.5

AY 2018 Athletics Overview

Athlete Retention Rates by Institution

	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
UAF	85.6		80.0		77.1
UAFS	77.5		71.9		63.0
UALR	60.0		60.9		74.5
UAM	58.8		58.0		61.0
UAPB	67.7		76.7		73.5

AY 2018 Student-Athlete Graduation Rates

	% Graduate in 4-Years (100% Rate)		
	AY 2013	AY 2014	AY 2015
4-Year Universities	27.0	34.1	37.1

	% Graduate in 5-Years (125% Rate)		
	AY 2012	AY 2013	AY 2014
4-Year Universities	45.2	45.0	47.6

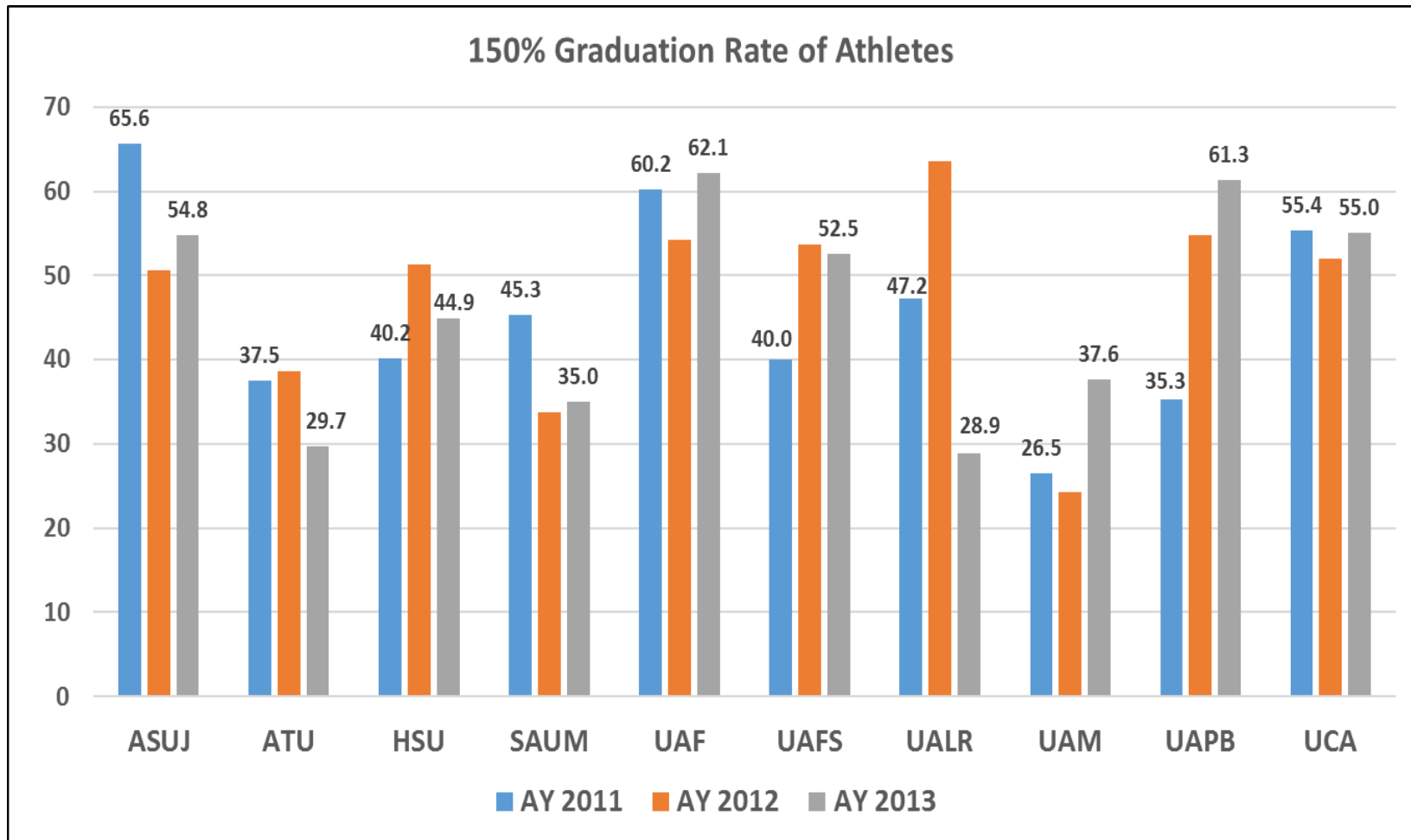|	% Graduate in 6-Years (150% Rate)		
	AY 2011	AY 2012	AY 2013
4-Year Universities	47.7	47.4	46.7

The graduation rate calculations for student-athletes are based on the same methodology as the other graduation report. First-time in college, student-athletes enrolled for the first time during the academic year define the cohorts. This chart shows the graduation rate progression for three cohorts for the 4-year universities.

100% Graduation Rates of Athletes by Institution

Institution	AY 2013	AY 2014	AY 2015
ASUJ	30.8	36.5	37.1
ATU	11.9	25.8	42.3
HSU	21.4	22.2	20.5
SAUM	20.0	36.8	32.3
UAF	38.6	43.3	45.7
UAFS	47.5	27.3	53.1
UALR	22.2	27.3	39.1
UAM	32.9	41.4	30.0
UAPB	29.0	25.9	45.0
UCA	22.0	43.3	39.5

AY 2018 Athletics Overview

150% Graduation Rate of Athletes

University	AY 2011	AY 2012	AY 2013
ASUJ	65.6	50.7	54.8
ATU	37.5	38.6	29.7
HSU	40.2	51.3	44.9
SAUM	45.3	33.7	35.0
UAF	60.2	54.2	62.1
UAFS	40.0	53.6	52.5
UALR	47.2	63.6	28.9
UAM	26.5	24.2	37.6
UAPB	35.3	54.7	61.3
UCA	55.4	51.9	55.0

AGENDA ITEM #6
ANNUAL REPORT OF STUDENT REMEDIATION

Dr. Jessie J Walker, Academic Affairs

First-Year Remediation Report

- In accordance with A.C.A. §6-61-110, ADHE addresses the placement standards necessary for student enrollment into mathematics, English composition, and reading courses based on appropriate indicators of potential student success rates.

- Remedial data was based on students who did not meet the cut-off subscores of 19 on the ACT exam or its equivalent on other approved exams.

- Due to the January 2016 revision of the AHECB placement policy, all institutions are required to adopt appropriate placement measures supported by student success data contained within institutional placement plans.

Therefore, all Arkansas institution's placement plans contain the following:

- Matrix of assessment measures to evaluate the preparedness or readiness of students for gateway courses in English, math, and reading.

- Support Practices

  - **Advising**- placement flowchart, testing procedures with placement minimums, and other placement factors employed.

  - **Support Courses**-list of all academic support courses (pre-requisite and co-requisite) for each gateway course

  - **Support Strategies**- early alert procedures, attendance tracking, tutoring requirements

  - **Assessment**-measures to assess the outcomes of the placement practices.

Institution Placement Plans

ARKANSAS STATE UNIVERSITY

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	English
High School GPA (Overall)	GPA	English
High School GPA (By Subject Area)	Senior English course	English
ACT (Reading)	Standardized exam	Reading
HS GPA (Overall)	GPA	Reading
HS GPA (By Subject Area)	Two or more social science or literature courses	Reading
ACT (Math)	Standardized exam	Math
ACT (Reading)	Standardized exam	Math
ACT (Overall score)	Standardized exam	Math
HS GPA (Overall)	GPA	Math
HS GPA (By Subject Area)	Algebra II or higher level math	Math

Advising
- All first-time, first year students are initially advised through New Student Registration program, which occurs throughout the summer.
- All students have mandatory academic advising and must meet with their academic advisor every semester in order to register for the next term.
- Placement testing occurs for students who do not have an ACT or equivalent score.
- Students conditionally admitted to A-State (ACT of 19-21 and high school GPA of 2.30) are admitted through Transition Studies (TS) Program.

Support Strategies Offered to Students
Math Lab	Tutoring Services
Early alert system	Staff mentors
Academic coaches	First-Year Experience (FYS)

Outcomes
Remediation Enrollment & Pass Rates by Subject Area: AYs 17 & 18
- AY18: 573 (60% Pass Rate)
- AY17: 672 (51% Pass Rate)

ARKANSAS STATE UNIVERSITY BEEBE

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
ACT (Math)	Standardized exam	Math

Advising
- ASUB primarily employs a faculty advising model in which all degree seeking students (new and transfer) are assigned a faculty member to serve as their advisor.
- As part of the Arkansas Guided Pathways initiative ASUB created four-semester plans of study for all of its degrees that outline the courses that should be taken and in what order those classes should be taken.
- Upon meeting with a student the advisor will work with the student to determine what course of study the student is interested in pursuing. The advisor then creates an individualized plan of study based upon the degree plan the student indicated and the standardized test scores the student has on file.
- All advisors are equipped with the University's Placement Guide which indicates what courses (English and Math) a student is eligible to enroll in.

Support Strategies Offered to Students
Tutoring Services	Attendance reporting
Early alert system	

Outcomes
Remediation Enrollment & Pass Rates by Subject Area: AYs 17 & 18
- AY18: 1087 (62% Pass Rate); 430 (65%)
- AY17: 1132 (61% Pass Rate); 186 (72%); 229 (57%)

UNIVERSITY OF CENTRAL ARKANSAS

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Math)	Standardized exam	Math
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
Other	Completed transitional or college-level coursework	All

Advising
- Students who are required to complete transitional courses are conditionally admitted to the university.
- All students will be assigned an advisor in UCA's Academic Advising Center, and advisors will regularly practice intrusive advising with these students, which includes mandatory individual and group advising sessions, review of the Academic Map (program of study) for a student's intended major, and monitoring of mid-term grades.
- Conditionally admitted students will have a registration hold placed on their account that prevents them from self-registering for classes until all transitional work has been completed.
- All entering undergraduate UCA students will be required to attend academic registration, including one-on-one advising sessions, with an optional two-day student orientation program (SOAR). All entering students are encouraged to participate in the orientation activities during Welcome Week before the first day of classes in August.

Support Strategies Offered to Students
Summer programs	Tutoring Services
Writing Center	Freshman seminar (Journeys to Success)

Outcomes
Remediation Enrollment & Pass Rates by Subject Area: AYs 17 & 18
- AY18: 505 (75% Pass Rate); 200 (82%); 216 (70%)
- AY17: 525 (76% Pass Rate); 289 (81%); 213

HENDERSON STATE UNIVERSITY

Viable Metrics

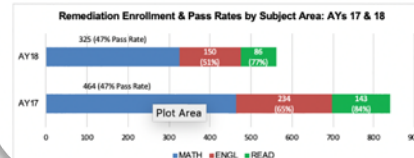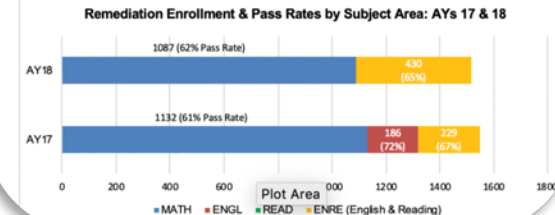| Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
SAT (overall score)	Standardized exam	All
ACCUPLACER (Overall score)	Standardized exam	All
High School GPA (Overall)	GPA	All

Advising
- In 2014, HSU created an Academic Advising Center that houses professional advisors.
- All first-time freshmen that enter HSU are assigned both a faculty advisor and a professional advisor.
- The student will meet with their professional advisor to set their schedule the first 2 years of their coursework. Once the student enters their third year, they will transition over to their faculty advisor.
- Students who have an ACT Composite score of 16, 17, 18 or 19 will be conditionally admitted and will be required to participate in the Reddie Intervention for Success in Education (R.I.S.E.) Program through the HSU Academic Advising Center. A caveat to this is if the student has an ACT Composite score of 19 and a high school GPA of 3.25 or higher they are considered unconditionally admitted and do not have to participate in the RISE program.
- The Academic Advising Center also works with students conditionally admitted through our RISE program. RISE students must meet with their professional advisor and sign an admission contract outlining the requirements necessary to complete the RISE program.

Support Strategies Offered to Students
Early alert system	Writing Center
Advising Center Tutoring	Math Department Tutoring

Outcomes
Remediation Enrollment & Pass Rates by Subject Area: AYs 17 & 18
- AY18: 325 (47% Pass Rate); 150 (51%); 86 (77%)
- AY17: 464 (47% Pass Rate); 234 (65%); 143 (84%)

BLACK RIVER TECHNICAL COLLEGE

Viable Metrics

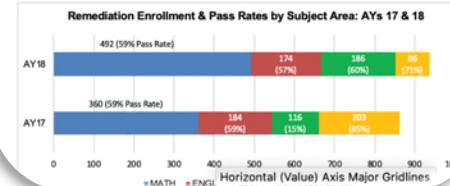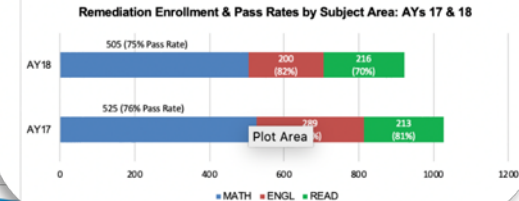| Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
High School GPA (Overall)	GPA	All
ACT (Math)	Standardized exam	Math
ACT (English)	Standardized exam	English

Advising
- First-time entering students meet with a Student Services advisor during the registration process. At the time of advising, the Student Services advisor discusses a degree plan with the student.
- During the advisement/registration program, the student will be given a form that lists all developmental courses the student is required to take in their first 30 credit hours.
- Once a student is enrolled, he/she is assigned a faculty member as an Academic Advisor. During the semester, each Academic Advisor is to contact each student assigned at least once to ensure the student is staying on track and to answer any questions.

Support Strategies Offered to Students
Early alert system	Tutoring Services
First-Year Experience course	

Outcomes
Remediation Enrollment & Pass Rates by Subject Area: AYs 17 & 18
- AY18: 492 (59% Pass Rate); 174 (57%); 186 (60%); 86 (75%)
- AY17: 360 (59% Pass Rate); 184 (59%); 116 (15%); 203 (85%)

First-Year Remediation Report (Cont.)

- Fall 2018 (AY2019), Arkansas's public institutions enrolled 20,943 first-time entering, degree-seeking students; 7,388 or 35% were placed into one or more remedial courses. Of the remediated students, 3,413 or 46% were enrolled at four-year universities, and 3,975 or 54% were at two-year colleges.


Anytime Remediation Rates by Subject Area and Institution Type
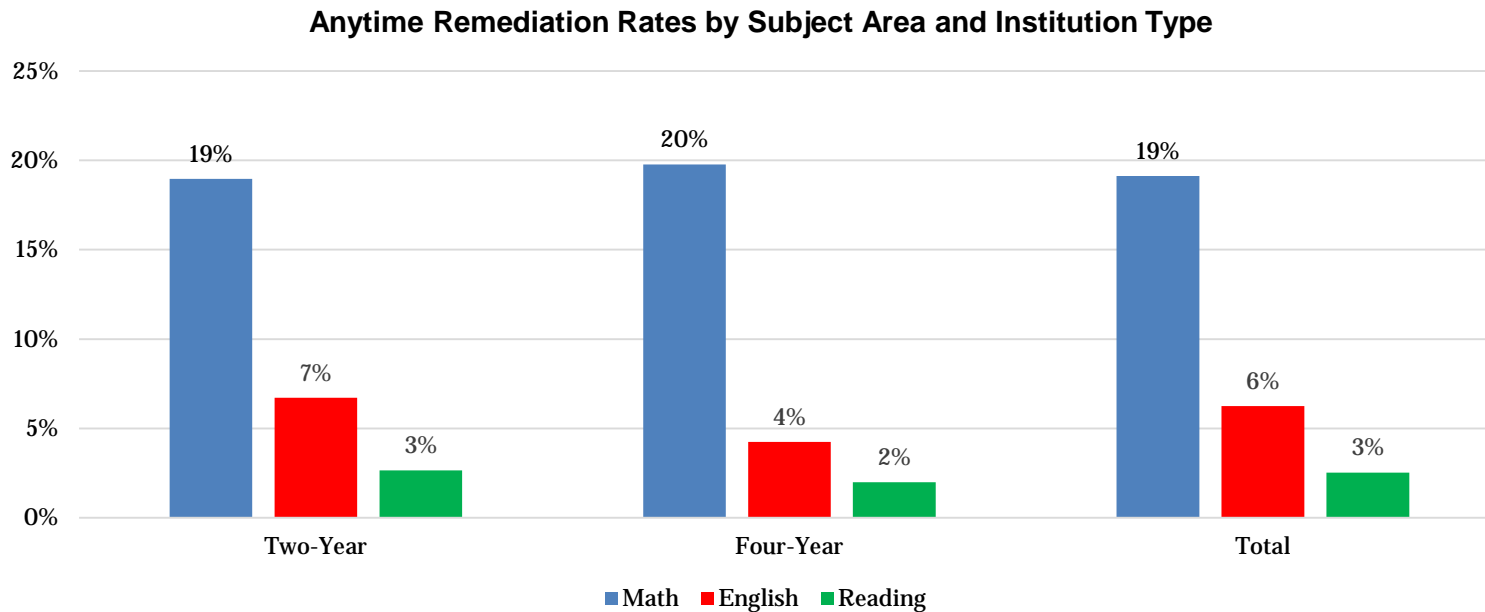
Remediation by Gender

43%

57%

Remediation rates are slightly higher for females than males overall

Remediation by Race/Ethnicity

Remediation rates by race and ethnicity, students of the American Indian/Alaskan Native, white, and Hawaiian/Pacific Islander races have the lowest remediation rates at 4-Year universities, while the Asian race/ethnicity is lowest overall.

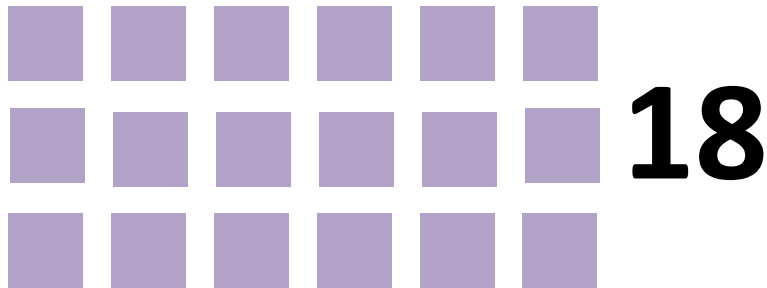**Anytime Remediation Rates by Race, Ethnicity**
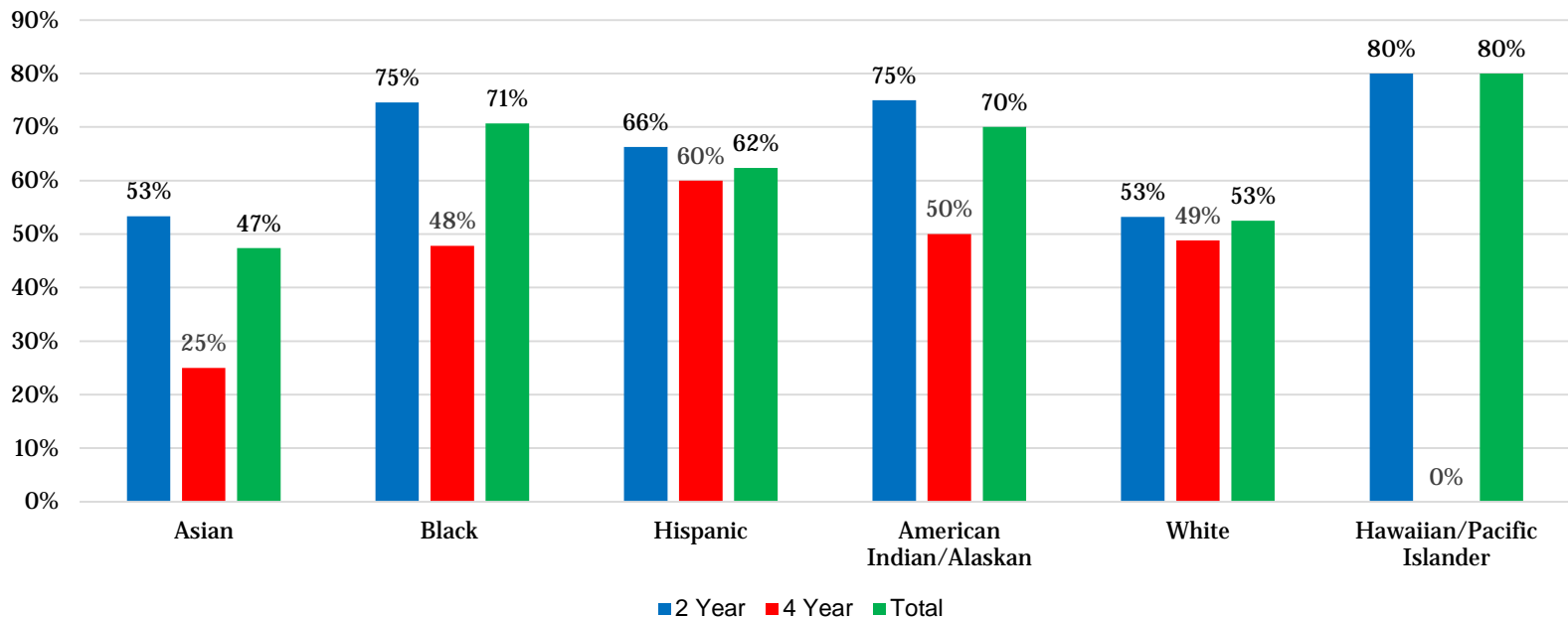
AGENDA ITEM #7
NEW PROGRAM VIABILITY

Dr. Jessie J Walker, Academic Affairs

PROGRAM VIABILITY STANDARDS

12
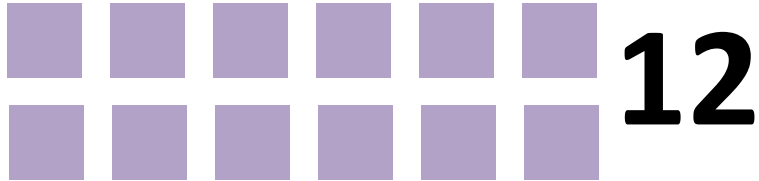
01 - CERTIFICATES OF PROFICIENCY
02 - TECHNICAL CERTIFICATES
03 - ASSOCIATE DEGREES (AAS ONLY)

18

03 - ASSOCIATE DEGREES (AA, AS, AND AAT)

18

05 – BACHELOR'S DEGREES

12
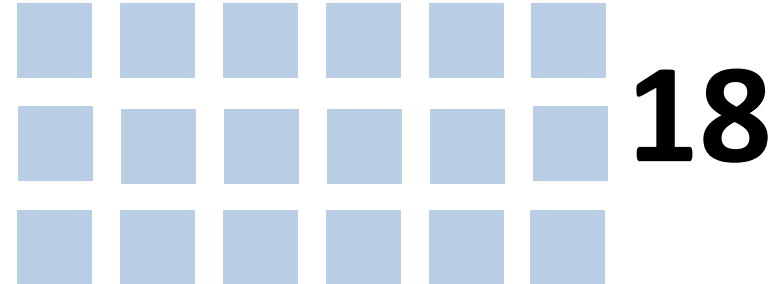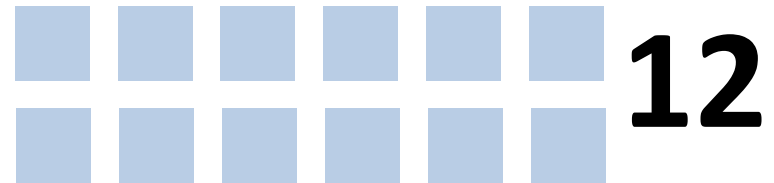
05 – BACHELOR'S DEGREES
(in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics)
07 – MASTER'S DEGREES
08 – SPECIALIST DEGREES
19 – DOCTORAL: PROFESSIONAL PRACTICE

6

17 – Doctoral: Research/Scholarship
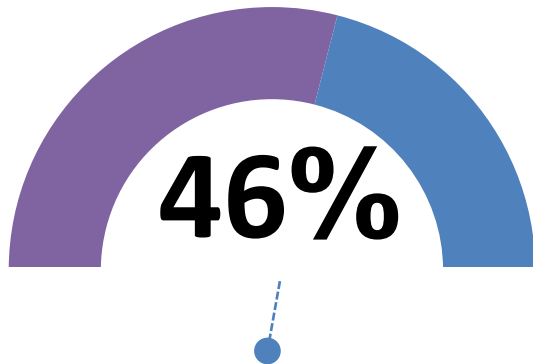
PROGRAM VIABILITY RESULTS

PROGRAMS EVALUATED

87

New Certificates
& Associate Degrees
(Approved in AY2015)

27

New Bachelor's,
Graduate & Professional
Degrees
(Approved in AY2013)

46%

OF ALL RECENTLY
APPROVED PROGRAMS
ARE ON TRACK TO
MEET STANDARDS

NEW PROGRAMS WITH THE MOST GRADUATES

CERTIFICATE — **117**

OFFICE SUPPORT SPECIALIST
ARK STATE UNIVERSITY-BEEBE

GRADUATES IN THREE YEARS

ASSOCIATE — **526**

LIBERAL ARTS & SCIENCES
ARK STATE UNIVERSITY-BEEBE

GRADUATES IN THREE YEARS

BACHELOR'S — **886**

NURSING
UNIVERSITY OF ARKANSAS

GRADUATES IN FIVE YEARS

GRADUATE — **103**

SPEECH-LANUGAGE PATHOLOGY
UNIVERSITY OF CENTRAL ARKANSAS

GRADUATES IN FIVE YEARS