Master Plan
for
Higher Education in Arkansas

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ARKANSAS DEPARTMENT
OF HIGHER EDUCATION

Contents

Executive Summary

In 2015, the Arkansas Higher Education Coordinating Board approved Closing the Gap 2020: A Master Plan for Higher Education. Since that time, Department of Higher Education and public institutions of higher learning in Arkansas have implemented a number of strategies to reach the goals set out in the plan. Contained in this report is the progress made toward the stated goals and a look to the future of Arkansas higher education.

Higher Education: An Investment in Our Future

Background of Master Plan

Closing the Gap 2020: A Master Plan for Arkansas Higher Education, was presented to the Arkansas Higher Education Coordinating Board on October 30, 2015. The 2015-2020 five year planning cycle adopted in this plan is a critical component in the long-term objective to reach the 2025 goal of a 60% post-secondary attainment rate in Arkansas, increasing from the current estimate of 43.4%.

The objective of this five-year plan for Arkansas higher education is to increase educational attainment by 2020 in order to close the gap between workforce needs and attainment levels. Progress will be measured by comparing the percentage of Arkansans holding a certificate or degree, as determined by U.S. census estimates, to the workforce skills needs, as determined by job projections in the publication "Recovery: Job Growth and Education Requirements through 2020." Through implementation strategies resulting from this plan related to adult enrollments, minority student enrollments, student preparedness and student completion, Arkansas institutions will close this attainment gap by increasing the total number of credentials awarded annually by 40% over those of the 2013-14 academic year. However, as the projected workforce needs summarized below indicate, these increases should not be evenly distributed across all credential levels. The greatest needs indicated by employment projections are technical certificates, followed by associate's degrees, then bachelor degrees.

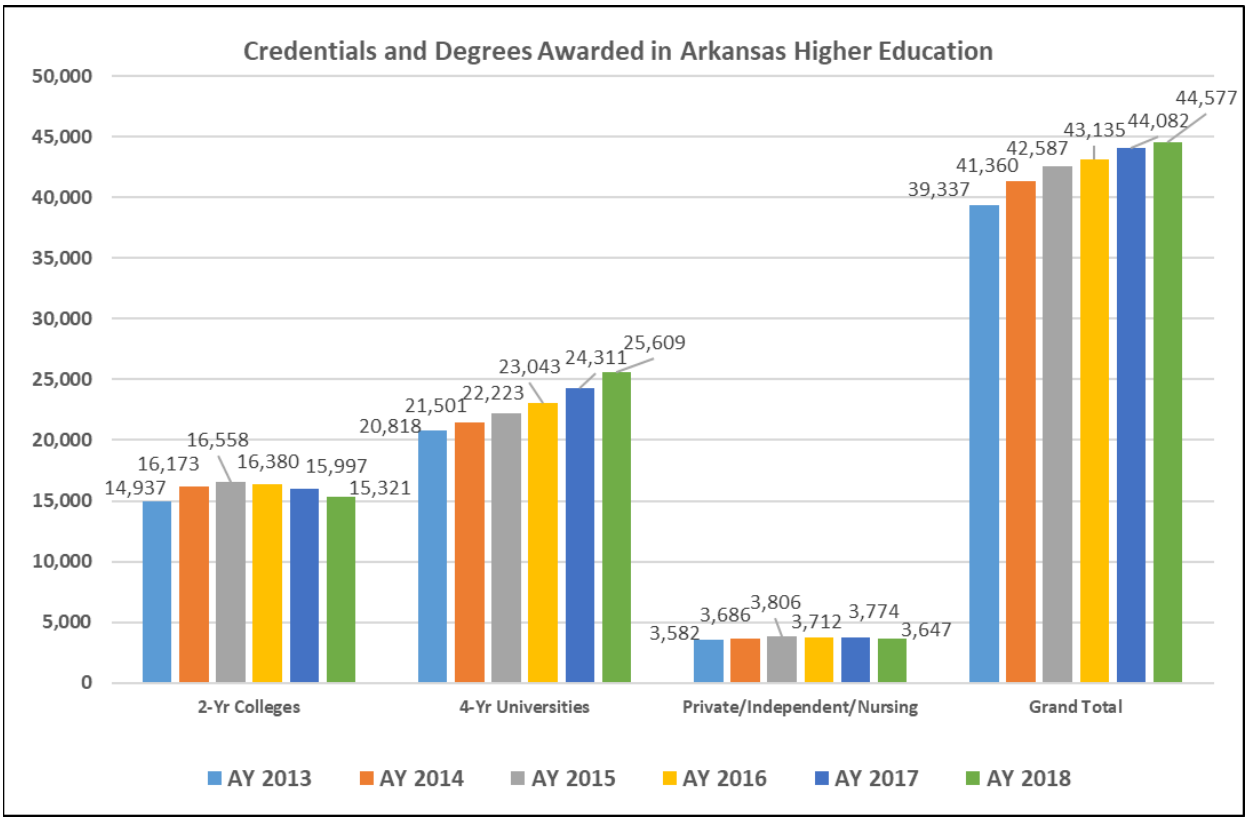
Closing the Gap 2020

The 2015-2020 five year planning cycle adopted in this plan is a critical component in the long-term objective to reach the 2025 goal of a 60% post-secondary attainment rate in Arkansas, increasing from the current estimate of 43.4%.

2025 Attainment Goal

Arkansas's long-term objective is to reach the 2025 goal of 60% post-secondary attainment rate. Despite our statewide decrease in enrollment, our institutions of higher education have managed a **13.3% increase in the number of credentials awarded since 2013**. In the past five years, Arkansas higher education has seen a 12.9% increase in career and technical certificates, and a 14.3% increase in the number of students receiving a Bachelor's degree.

The following chart is an indication that despite the struggles with enrollment the nation and our institutions are experiencing, our institutions are succeeding and continue to work hard toward our statewide attainment goal.

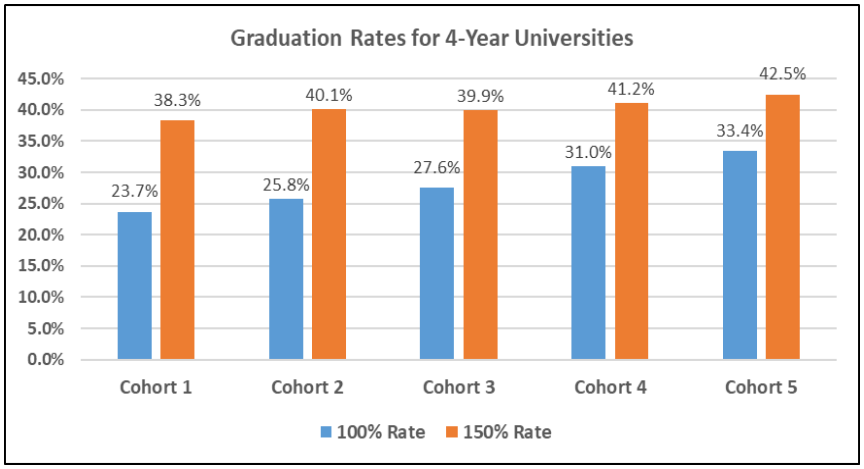


2020 Supporting Goals

GOAL 1: Raise completion and graduation rates of colleges and universities by 10%

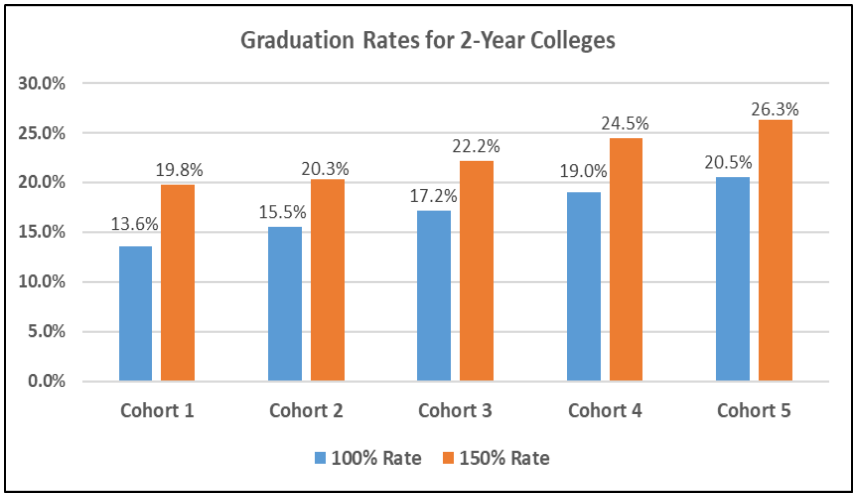
The 4-Year institutions have seen a considerable 10% increase in their 100% graduation rate (graduated on-time with Bachelor's degree in four years). These rates were calculated using first-time entering cohorts beginning in academic year 2009-10, which produced a 23.7% graduation rate, ending with the academic year cohort from 2013-14 which improved to a 33.4% on-time graduation rate.

The 150% graduation rate has seen growth as well. Between the 2007-08 and the 2011-12 academic years the 4-year institutions experienced a 4.2% growth in the 150% graduation rate (graduated in six-years with Bachelor's degree). With this 10% improvement to the 100% graduation rate and the increase in the 150% graduation rate, the 4-Year institutions are meeting the expectations of goal 1.



100% Rate	150% Rate
Cohort 1 - AY 2010	Cohort 1 - AY 2008
Cohort 2 - AY 2011	Cohort 2 - AY 2009
Cohort 3 - AY 2012	Cohort 3 - AY 2010
Cohort 4 - AY 2013	Cohort 4 - AY 2011
Cohort 5 - AY 2014	Cohort 5 - AY 2012

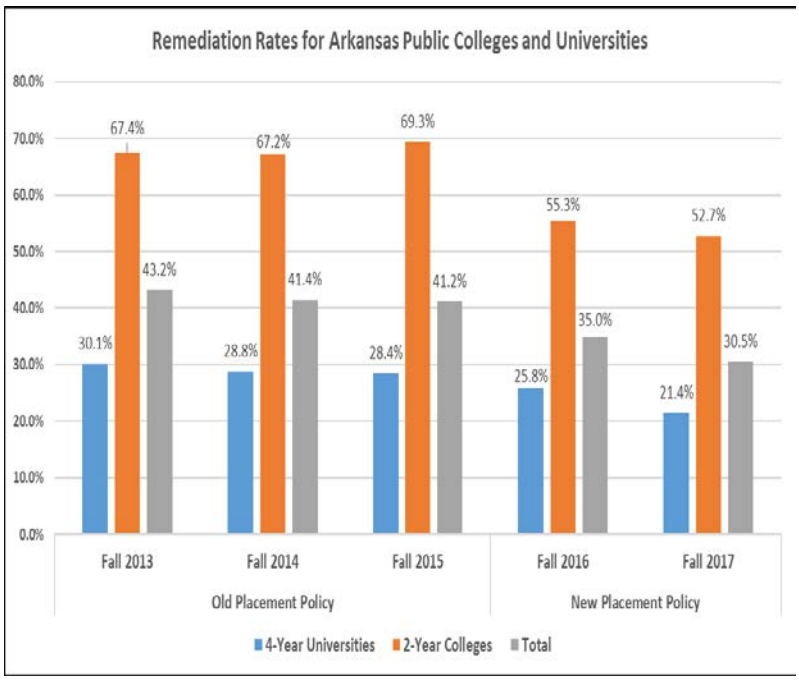
The 2-Year colleges have seen a solid 7% increase in their 100% graduation rate (graduated on-time with Associate degree in two years). These rates were calculated using first-time entering cohorts beginning in academic year 2011-12, which produced a 13.6% graduation rate, ending with academic year 2015-16 which improved to a 20.5% on-time graduation rate. The 2-Year colleges experienced a 6.5% increase in their 150% graduation rate from the 2010-11 cohort to the 2014-15 cohort. If the 2-year colleges continue the same upward trend, the 10% goal could be met in two years.



100% Rate	150% Rate
Cohort 1 - AY 2012	Cohort 1 - AY 2011
Cohort 2 - AY 2013	Cohort 2 - AY 2012
Cohort 3 - AY 2014	Cohort 3 - AY 2013
Cohort 4 - AY 2015	Cohort 4 - AY 2014
Cohort 5 - AY 2016	Cohort 5 - AY 2015

Another objective of goal 1 is to reduce the percentage of students needing remediation and the time it takes to complete remedial requirements. In 2017, the Arkansas Higher Education Coordinating Board changed the state's placement policy so that institutions can establish their own placement criteria in an effort to improve student success and reduce remediation time. The original placement policy, which had been in place since 1989, was based solely on students meeting specific placement exam (ACT, SAT, Asset, Compass, etc.) score requirements. The new student placement policy allows institutions to evaluate prior student success data and develop placement models that provide appropriate justification for student course placements.

The results of the change in policy are significant. The chart indicates a **significant decline in remediation rates for both the 4-year and 2-year institutions**. The 4-year universities have seen an 8.7% decline and the 2-year colleges have seen a dramatic 14.7% decrease in remediation rates between Fall 2013 and Fall 2017. The statewide remediation rate has dropped from 43.2% to 30.5%. As with all changes in policy, ADHE will continue to monitor to ensure the intent of the change is working and will lead to more academically underserved students receiving their college degrees.



Goal 1 also outlined the importance of raising first-year retention rates of students to SREB regional averages. The following tables provide both the retention rate and the persistence rate. The following table contains data for the 4-year institutions. The data indicate a considerable improvement and closing of the retention rate gap between Arkansas's retention rates and that of the other SREB states when comparing the Fall 2010 and Fall 2015 cohorts. The SREB retention rate of 78% for the Fall 2010 cohort improved only slightly to 79% for the Fall 2015 cohort, while the Arkansas retention rate increased from 68% for the Fall 2010 cohort to 73% for the Fall 2015 cohort. **This was the most significant improvement of all seven SREB states with retention rates below the SREB average.**

The 4-year universities also showed the largest improvement in closing the persistence rate gap when comparing those same cohorts of all eight SREB states with persistence rates below the SREB average. The Fall 2010 cohort persistence rate of 76% was 9% lower than the SREB

average persistence rate of 85%. By the Fall 2015 cohort the gap had closed to just 4%, as the Arkansas persistence rate was 81% and the SREB rate was 85%.

Also notable is how stagnant the average retention rate is for SREB states contiguous to Arkansas, while the Arkansas 4-year institution retention rate has increased 5% between the Fall 2010 and Fall 2015 cohorts. The contiguous state persistence rate has actually declined 2% while Arkansas has seen a 5% increase that brings us up to the 81% persistence rate equal to that of those states. All states contiguous to Arkansas are included in these rates except for Missouri, which is not member of the SREB.

First-Year Student Retention & Persistence Rates
First-Time, Full-Time, Bachelor's Seeking Students
Arkansas Public Four-Year Institutions

	Fall 2010 Cohort		Fall 2015 Cohort	
	Retention Rate*	Persistence Rate**	Retention Rate	Persistence Rate
SREB states	78%	85%	79%	85%
Contiguous States	74%	83%	74%	81%
Arkansas	**68%**	**76%**	**73%**	**81%**

*Retention rate is the percentage of students who return to their original institution in year 2.
**Persistence rate is the percentage of students who return to their original institution or transferred to another institution in year 2.
Source: SREB.org

The 4-year universities have had tremendous success in closing both the retention and persistence rate gaps with SREB regional averages. With these successes, the 4-year universities have met another expectation of goal 1.

The following table contains data for the 2-year colleges. The SREB retention rate of 58% for the Fall 2010 cohort improved only slightly to 59% for the Fall 2015 cohort, while the Arkansas retention rate increased from 50% for the Fall 2010 cohort to 53% for the Fall 2015 cohort. This closed the retention rate gap by 2%.

The Arkansas 2-year college Fall 2010 cohort persistence rate of 54% was 10% lower than the SREB average persistence rate of 64%. By the Fall 2015 cohort, the gap had closed to 7%, as the Arkansas persistence rate was 58% and the SREB rate was 65%.

First-Year Student Retention & Persistence Rates,
Full-Time, First-Time, Degree or Certificate Seeking Students
Arkansas Public Two-Year Colleges

	Fall 2010 Cohort		Fall 2015 Cohort	
	Retention Rate*	Persistence Rate**	Retention Rate	Persistence Rate
SREB states	58%	64%	59%	65%
Contiguous States	52%	59%	53%	62%
Arkansas	**50%**	**54%**	**53%**	**58%**

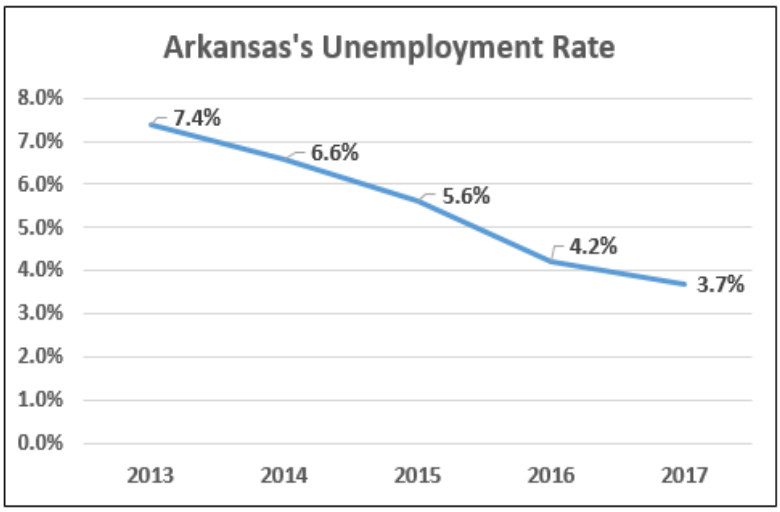
*Retention rate is the percentage of students who return to their original institution in year 2.
**Persistence rate is the percentage of students who return to their original institution or transferred to another institution in year 2.
Source: SREB.org

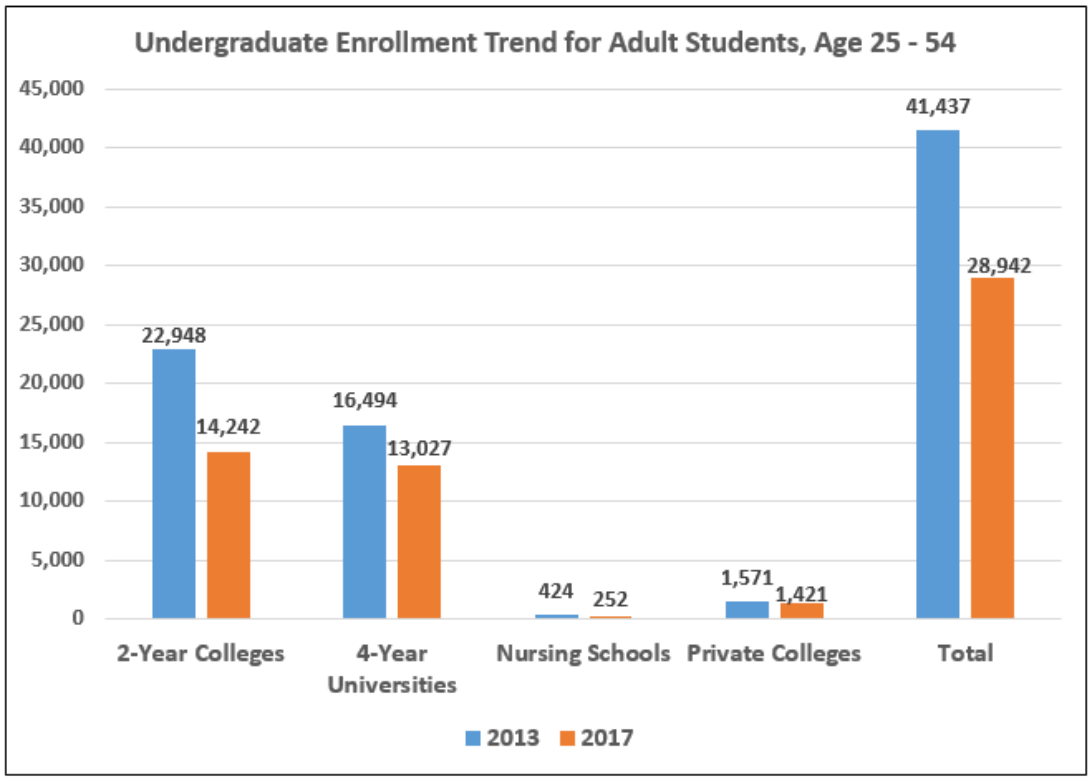
The average retention rate for SREB states contiguous to Arkansas increased from 52% to 53%, while the Arkansas 2-year colleges saw a 3% increase between the Fall 2010 and Fall 2015 cohorts. This 3% increase, from 50% to 53%, closed the gap completely.

The Arkansas 2-year colleges have had success in closing both the retention and persistence rate gaps with SREB regional averages.

GOAL 2: By fall 2018, increase the enrollment of adult students, age 25 to 54, by 75%

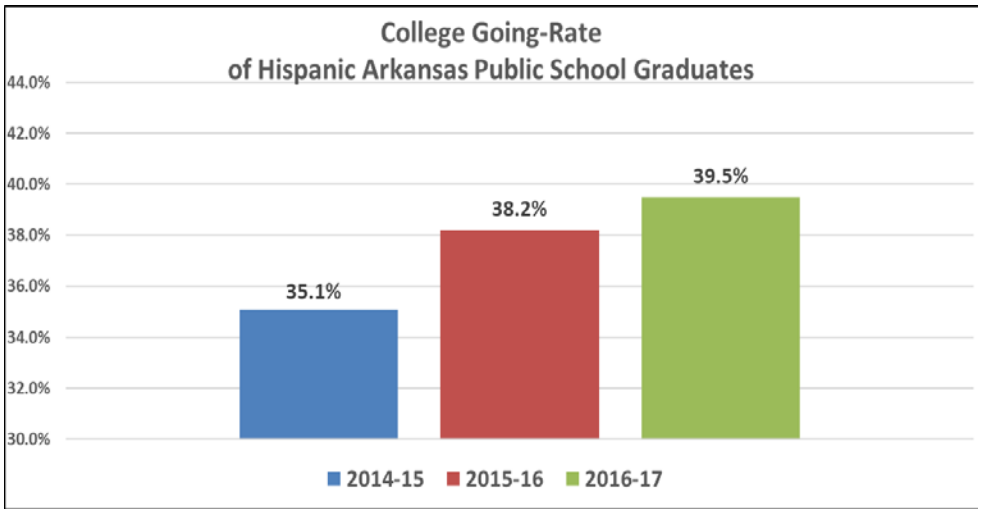
Considering the decline in the unemployment rate in Arkansas over the last five years, it is not surprising the number of adult students attending our colleges and universities has declined as well. Our focus going forward needs to be on how to effectively communicate the value of higher education to the adult student population, and to encourage at least part-time enrollment in college courses.





GOAL 3: Raise the attainment rates of underserved student groups in the state by 10%

In order to raise the attainment rates of our underserved student groups, there must be an increase in enrollment for those groups. Our Productivity Funding Model recognizes blacks and Hispanics as underserved race categories, and rewards institutions for successfully serving these students. According to the most recent college-going rate data, **there has been a 4.4% increase in the college-going rate for Hispanic students for the past three years**.

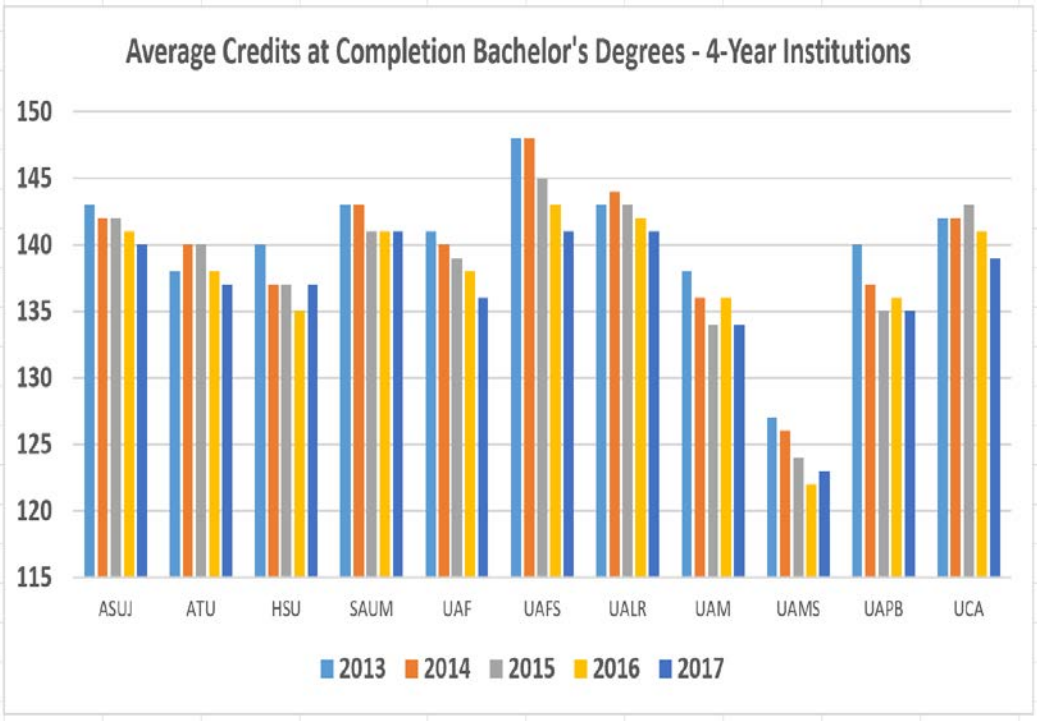


To improve service to our academically underserved student population, the Arkansas Higher Education Coordinating Board changed the state's placement policy so that institutions can establish their own placement criteria in an effort to improve student success and reduce remediation time. Institutions have developed multiple measures placement policies which establish a hierarchy of measures that can be utilized to determine students' readiness for college-level curriculum. This change of policy has resulted in fewer students requiring remediation, which will shorten their time to degree completion. This change in policy should increase the number of academically underserved students who persist and receive their degree, however, the policy has not been in place long enough to produce any data for evaluation. For more information, see the remediation section under goal 1.

GOAL 4: Improve College Affordability through Effective Resource Allocation

ADHE has worked to improve college affordability through several initiatives.

- Productivity funding metrics for affordability and efficiency
    - Affordability Metrics focus on reducing tuition burden on students by focusing on the completion of credentials on time and on schedule. As can be seen in the chart below, the average number of credit hours at completion of a bachelor's degree has been trending downward since 2013.
    - Efficiency Metrics incentivize institutions to reallocate spending to focus on students and maximize efficiency and effectiveness.
- Encouraging collaboration between two-year and four-year institutions to provide seamless transfer and reduce credit hours for transfer students.
- Changed our placement policy so that institutions can establish their own placement plans in an effort to improve and reduce remediation time.
    - This reduces cost of remediation to the institutions.
    - It also reduces cost to the students as they are taking fewer courses over a shorter amount of time.



Making Strides

Funding Formula

Goals of Productivity Funding

Productivity-based funding is a mechanism to align institutional funding with statewide priorities for higher education by incentivizing progress toward statewide goals as identified in Closing the Gap 2020. At the same time, such models encourage accountability to students and policymakers by focusing on the success of students through the achievement of their educational goals. The new funding model is built around a set of shared principles developed by institutions and aligned with goals and objectives for post-secondary attainment in our state. The guiding principles of the model include: student-centered, outcomes based measures, collaboration across institutions, supporting institutional mission, clarity and simplicity of the formula structure, flexibility to be adaptable, and financial stability and transition to the current model.

Overview of Metrics

The Productivity Funding Model has two categories of metrics: effectiveness and affordability.

The effectiveness category includes metrics measuring credentials, progression, gateway course success, and transfer.

*The Credentials metric is weighted at 32% of the model and measures credentials awarded to students with consideration given to credentials earned by students who contribute to closing the attainment gap of underserved populations in Arkansas, as well as credentials that will help meet state workforce needs.

*The Progression metric is weighted at 24% of the model and measures the progress a student makes towards a credential. The metric includes the average number of pre-set progression goals met by concurrent and undergraduate students with consideration given to progression goals met by students who contribute to closing the gap of underserved populations in Arkansas.

*Gateway Course Success is weighted at 12% of the model and measures the number of successfully completed gateway courses in math, English, and reading by academically prepared and academically underserved concurrent and undergraduate students.

*The transfer metric is weighted at 12% of the model and measures undergraduate students who transfer from a two-year college to a four-year university. Two-year colleges are measured on the number of Associate degree completers or students who complete 30+ hours of ACTS courses who successfully transfer to an in-state four-year university. Four-year universities are measured on the number of students who enter their institution as a transfer student and successfully complete a baccalaureate degree.

The affordability category includes metrics measuring time to degree and credits at completion of students who complete Associate and/or Bachelor's degrees.

*The Time to Degree metric is 10% of the model and measures students completing an Associate or Bachelor's degree at or near on-time. This metric only measures students who entered that institution as a first-time entering, full-time, degree-seeking undergraduate. "On-time" completion is defined as 24 months for an Associate degree and 48 months for a Bachelor's degree, with exceptions made for programs requiring additional time due to outside accreditation requirements.

*The credits at completion metric is 10% of the model and measures the number of students completing an Associate or Bachelor's degree at or near the minimum number of credit hours required for that credential. The minimum number of credit hours required for a credential is based on 60 hours for an Associate degree and 120 hours for a Bachelor's degree, with exceptions made for programs requiring additional credit hours due to outside accreditation requirements.

Once the effectiveness and affordability categories are measured, these scores may be adjusted for Diseconomies of Scale (2-year colleges) or funds spent on Research (4-year universities).

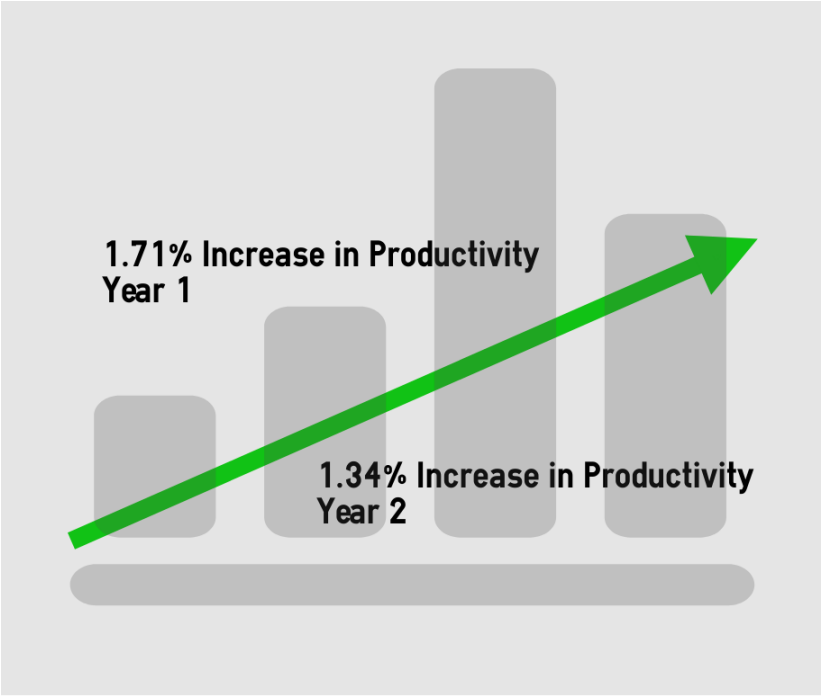
Each institution will also receive an adjustment for efficiency of +/-2%. The efficiency adjustments are the Core Expense Ratio and the Faculty to Administration Salary Ratio.

*The Core Expense Ratio is intended to encourage resource allocations with maximize spending in areas that directly impact student success and achievement of institutional mission. This adjustment uses IPEDS Financial data. This ratio is compared to ratios of SREB institutions within the same Carnegie classification as the institution.

*The Faculty to Administration Salary Ratio is intended to encourage efficient use of administrative positions to support institutional mission. This adjustment uses IPEDS Financial data. This ratio is compared to ratios of SREB institutions within the same Carnegie classification as the institution.

State Outcomes

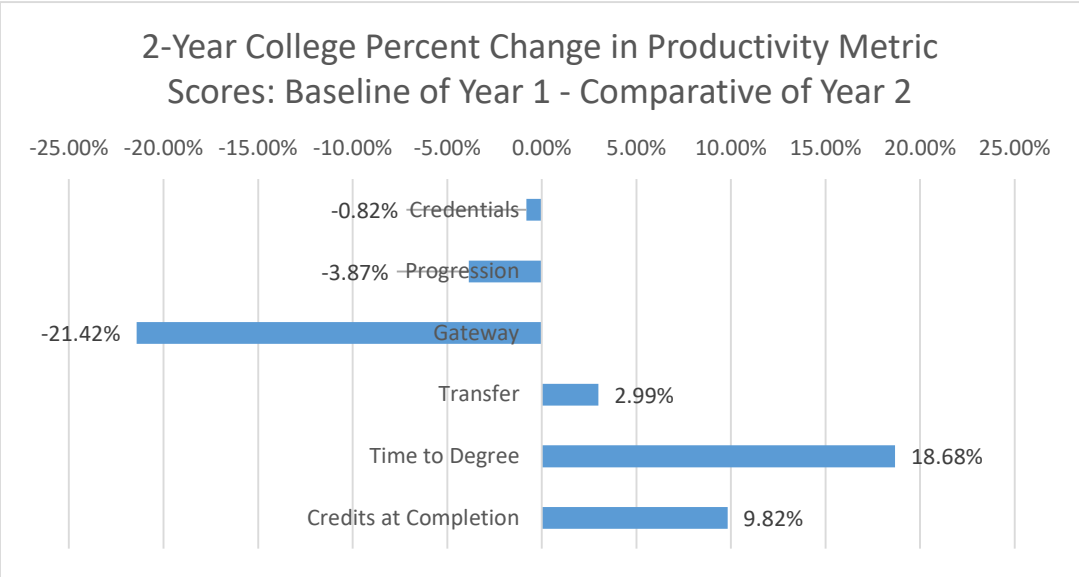
The first year of the Productivity Model compared outcomes from Academic Years 2013-2015 to outcomes from Academic Years 2014-2016. In this first year of the Productivity Model, public institutions demonstrated an overall increase in productivity of 1.71%.



The second year of the Productivity Model compared outcomes from Academic Years 2014-2016 to outcomes from Academic Years 2015-2017. In the second year of the Productivity Model, public institutions demonstrated an overall increase in productivity of 1.34%.

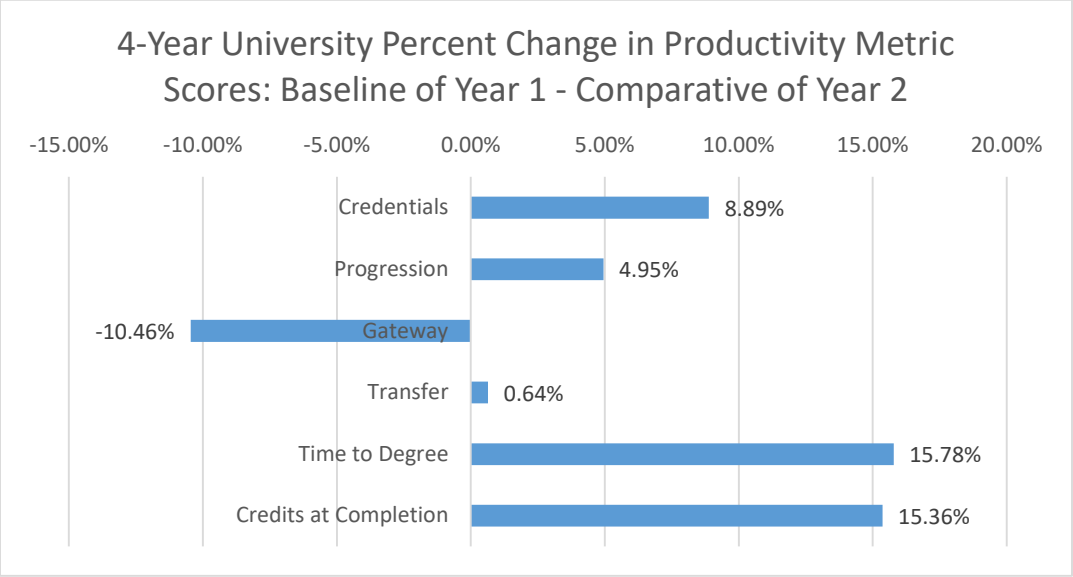
Change in Outcomes for 2-Year Colleges

In comparing the baseline of the first year of the productivity funding model to the comparative years of the second year of the model, two-year colleges show mixed results in changes within the metrics. Two-year colleges show the greatest positive percent change in the Time to Degree and Credits at Completion metrics of the Affordability category. These institutions show the greatest negative percent change in the Gateway Course Success Metric.



Change in Outcomes for 4-Year Universities

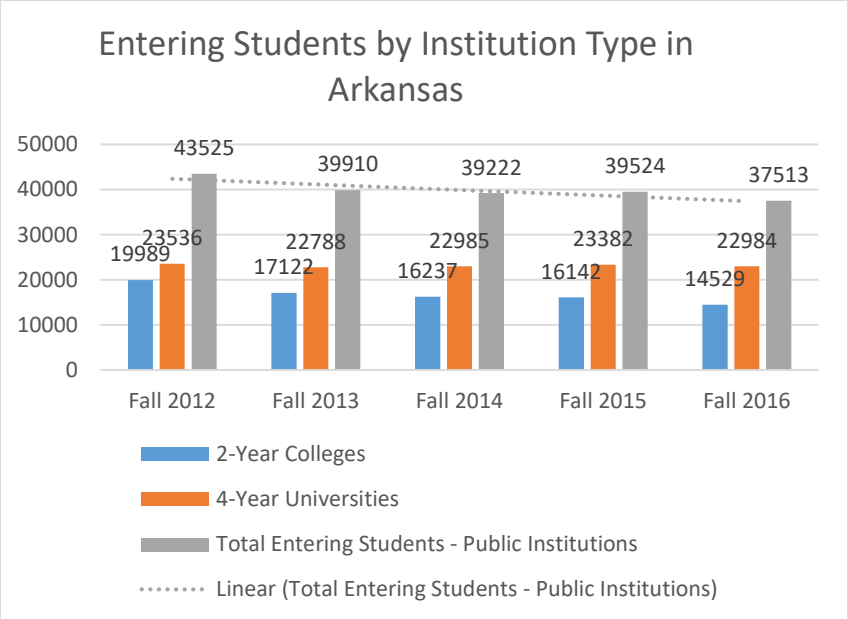
In comparing the baseline of the first year of the Productivity Funding Model to the comparative years of the second year of the model, four-year universities show primarily positive changes within the metrics. As with the two-year colleges, the four-year universities show the greatest positive percent change in Time to Degree and Credits at Completion, while also showing the greatest negative percent change in the Gateway Course Success metric.



When analyzing the changes within the Efficiency adjustments, those measures have remained stable.

Outside Trends Which May Impact Productivity Outcomes

"Total college enrollment declined almost 7 percent nationwide between fall 2010 and fall 2015." SREB 2017 Fact Book on Higher Education



In Arkansas, total college enrollment declined 3.5 percent in this same time period. This decline is also reflected in declining entering class size which may be impacting such metrics within the formula as the Gateway Course Success metric. Lower entering class sizes may result in fewer students taking and therefore succeeding in gateway courses.

Model Refinement

Statute dictates that the productivity model be regularly reviewed to refine and guard against unintended consequences. With two iterations complete, ADHE and the institutional workgroup are currently considering minor changes to the model including modifications to weights and scaling, diseconomies and research adjustments, and additional contingencies plans for incentive distribution scenarios. Any such changes will go through the rule making process prior to implementation.

Best Practices

The 40 institutions within Arkansas, have adopted/and or expanded the following institutional initiatives to support Closing the Gap 2020:

Academic Affairs Policies

- Corequisite curriculum to reduce remediation rates
- 15 to finish within academic programs
- Requiring students to have an academic plan or map via career pathways
- Reduction in academic program credit hours to reflect requirements within ACT 747 (i.e. associate degree programs to 60 hours, baccalaureate degree program to 120 hours)
- Development of common course numbering to strengthen transfer between institutions

Academic/Student Affairs Partnerships

- Concurrent programs with High-Schools
- 2+2 agreements between institutions
- Automated degree/certificate conferral utilizing reverse transfer
- Regional partnerships between institutions to support college readiness

Faculty Affairs

- Faculty seminars and workshops on corequisite curriculum in gateway courses
- Training on faculty advising and mentoring within academic departments
- Training on tools/approaches to assess student learning (e.g., capstone projects, e-portfolios, rubrics)
- Coordination of students' academic advising by faculty and campus advisors

Student Affairs

- Mandatory new student orientation
- Career services and career counseling services for all students
- Implementation of "early-alert" systems to signal when students are struggling and set in motion appropriate support mechanisms
- Offering student success coaching programs for students
- Development of First Year Experience (FYE) and/or student success courses

Institutional Change Summary

Institution Level

- For FY19 Institutions of Higher Education saw an increase in Operating Budgets of $50,612,660 from an FY18 total of $3,098,074,132 to planned budgets for FY19 totaling $3,148,686,792.
- In FY19 Institutions budgeted 905 more positions than were filled in FY18. Of the total of 39,955 authorized institutional positions, 32,518 were budgeted for FY19. Only 31,613 were filled in FY18.
- State Funding for the Institutions increased in FY19 by $15,304,253. This was aided by the Governor's recommended $9,404,113 increase in state general revenue funds recommended in the new productivity funding model. The remaining increase was due to an increased distribution of Educational Excellence Trust Fund revenue over FY18.
- Following the Governor's request to hold in state undergraduate tuition flat for FY19, all 4 year institutions had no increase in this area. However, the 4 year universities did increase their mandatory fees which resulted in an average increase of 3.2% in tuition and fee costs over FY18. For the 2 year colleges, the Governor requested to hold tuition increases to the CPI index of 2.1%. All of the institutions complied with this request, but after adding mandatory fee increases to this the total change from FY18 was 3.02%.

Agency Level

- For FY19, Agency personnel was budgeted at continuing level from FY18. ADHE is currently operating with 34 of the 45 authorized and budgeted positions filled.
- State funding for operations and grants remained the same as FY18.
- The only change in agency budget was a reallocation of spending authority within the scholarships and grants to better align with demand.

Financial Aid Highlights

ArFuture

ArFuture is a grant program aimed at increasing access to post-secondary education and providing all students an opportunity to climb the academic ladder. Although not a scholarship based on need there is not a merit requirement so students who were eligible for need based aid could still be eligible for ArFuture as well.

The program was established at the end of the 2017 General Session creating a short roll out to students. This timeline resulted in a low initial number of applicants. In its first award year ArFuture saw 431 awards with an average of $873.

- 62% white, 16% black, 6% Hispanic, 1% 2 or more races, 15% unknown
- 147 of which were students 25 years or older (34%)
- 25% of funding went to those 25 or older.
- Average income is $35,207.92
- 202 students 25 or over failed to accept ArFuture (25%)

The expectation is for this to grow going forward as students learn of the availability of funds and have sufficient time to apply. In the Fall of 2018 alone, 269 students were awarded an average of $1,849 each.

- 59% white, 13% unknown, 20% black, 1% Hispanic, 1% Asian, 4% 2 or more races
- 75% of awards were to students 25 and older
- 178 students 25 or over failed to accept ArFuture (17%)

Academic Challenge

In the 2017-2018 academic year, 91.8 million dollars were awarded to almost 35,000 students:

-4,353 of those students were non traditional
- 1,973 were 25 or older (45%)
- 37% of funding went to 25+
- 2014-15 was 89%.
- Demographics:
    - Male: 2700
    - Female: 1463
    - Unknown: 190
    -White: 2649
    - Black: 674
    - Asian: 48
    - American Indian/ Alaska Native: 49
    - Native Hawaiian or Pacific Islander: 47
    - Two or more: 99
    - No response/unknown: 777

On the Horizon

Legislative Agenda

Governor's Distinguished Scholarship

The Governor's Distinguished scholarship is rapidly depleting ADHE's student aid fund. Additional revenue must be identified or caps placed on the number of recipients.

- Transfer existing fund balance of approximately $1.1 million dollars from Private Career Education Student Protection Fund to Higher Education Grant Fund to alleviate strain on GDS
- Require PCE to maintain $200,000 for student protection and transfer any additional funds to ADHE student aid fund
- Amend legislation to allow GDS to stack with Arkansas Challenge funds. Current legislation prohibits stacking. The original intent was to prevent supplanting however ADHE now spends double the amount on GDS as it did at the inception of the lottery. Supplanting could remain a restriction but lottery proceeds are adequate to allow stacking.

Needs-Based Aid

WIG and Go! were exceedingly unsuccessful aid programs and were eliminated in the 2017 session. Funds from these programs were reallocated to ArFuture. Arkansas is now one of very few states without some type of needs-based program

- Convene a task-force to design a new needs-based program that leverages federal SNAP/ENT matching dollars and existing social services
- Leverage services from partner state agencies and federal programs to efficiently and effectively administer successful needs-based programs
- Enabling legislation could direct ADHE to develop such a program for implementation in FY20

Higher Education Classification and Compensation Act

In the 2017 legislative session, institutions of higher education were excluded from the statewide classification and compensation revisions and permitted to continue operating under the previous code. Since that time, a workgroup of higher ed human resource leaders have completed a review of the Act and are suggesting extensive clean-up language to eliminate pieces that do not apply to higher education.

- Examples include the elimination of titles not used in higher education, raising lower level pay grades to minimum wage, and providing for a uniform evaluation process.
- The result will be a much more concise Act that is applicable to classified employees across all of the state institutions of higher education.

Health Education Grant Fund

The Health Education Grant program has demand that outpaces funding. A limited number of slots are available for a growing number of applicants and at an increasing cost per student. In addition, participants do not have incentive to return to Arkansas once they complete their training.

The proposed bill will make the Arkansas Higher Education Health Grant Fund sustainable. A fund balance of approximately $7 million will accrue over time with the same investment (approximately $5 million annually) in the medical loan program.

- Phase out slot program and transition to loan repayment
- Honor commitments to students currently in contracted slots
- Reallocate budgeted funds to loan repayment programs
- Students would apply for loan repayment upon returning to the state for practice
- Loan repayment would follow similar criteria to teacher loan repayment programs

Master Plan 2025

With Closing the Gap 2020: A Master Plan set to expire, ADHE will begin the development of a new strategic plan in early 2019. Strategies developed in for the current goals will be built upon in order to make additional gains toward the 2025 attainment goal.

Appendices

Institutional Snap Shots

The following snap shots are visual summaries of how each institution fared in the first two years of the productivity model. The percentage indexes represented along the top of the visual are indicative of the increase or decrease in the ability of the institution to meet the outcomes. Although the percentages are related to funding, they do not represent a certain percentage lost or gained of actual dollars.

The first chart is the fiscal year 2016 data and the second represents fiscal year 2017. The numbers contained within the charts are actual raw counts for each metric, while the bar represents the percentage change from the baseline three-year average. Each institution was offered an opportunity to speak to any opportunities for growth and future plans regarding student success in the last section.

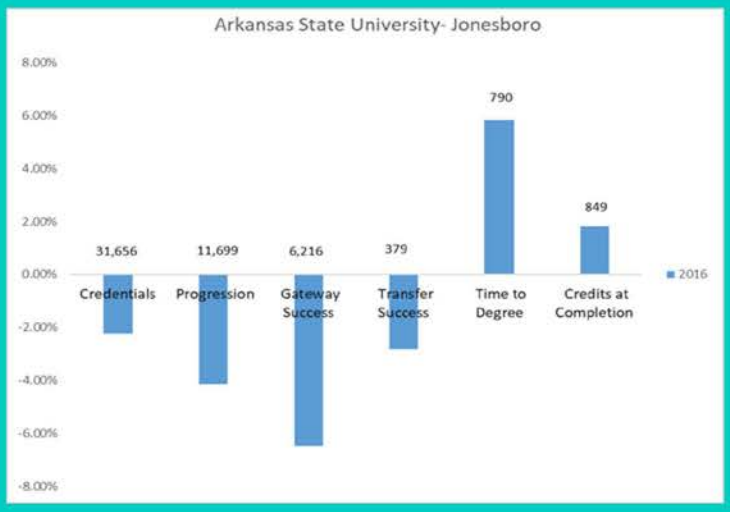
Arkansas State University Jonesboro

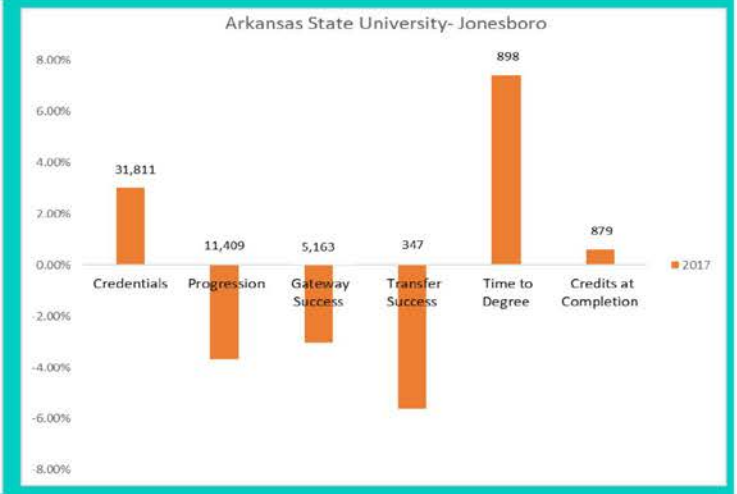
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-2.92%
Productivity Change 2016

-0.47%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

A-State is committed to ensuring student success. While we are encouraged by the huge improvement in productivity change we made this past year, we accept the challenge of continuing to move our university (and state) forward.

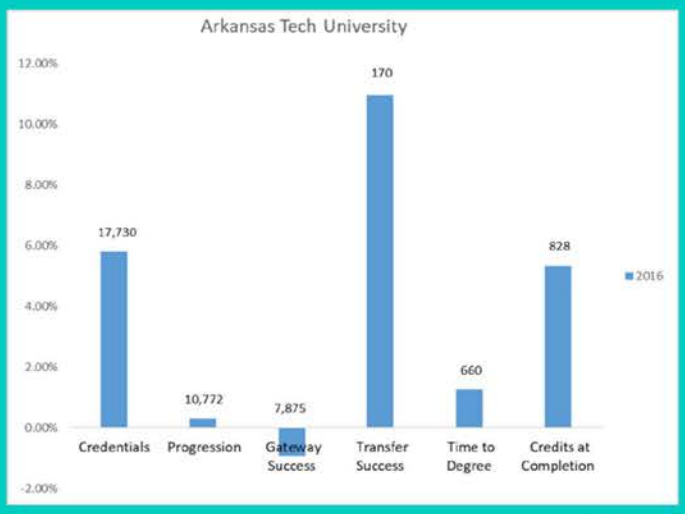
Arkansas Tech University

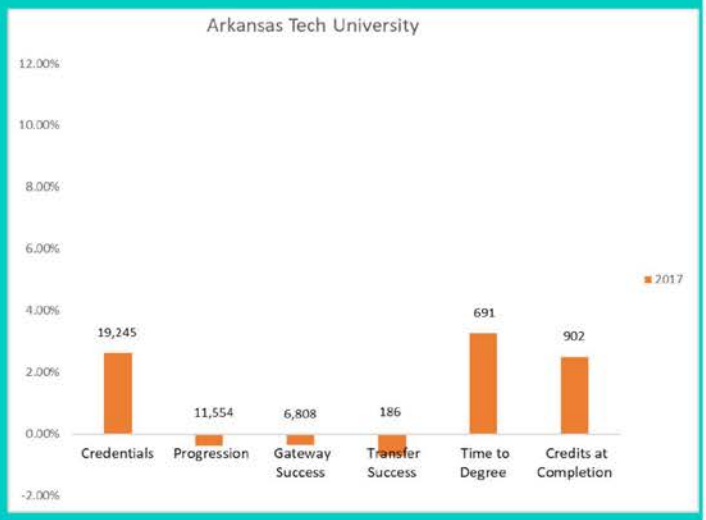
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

3.22%
Productivity Change
2016

1.11%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

ATU is dedicated to driving economic development in Arkansas by providing an educated and prepared workforce. Arkansas Tech serves more than 12,000 students, over 93 percent of which are Arkansans.

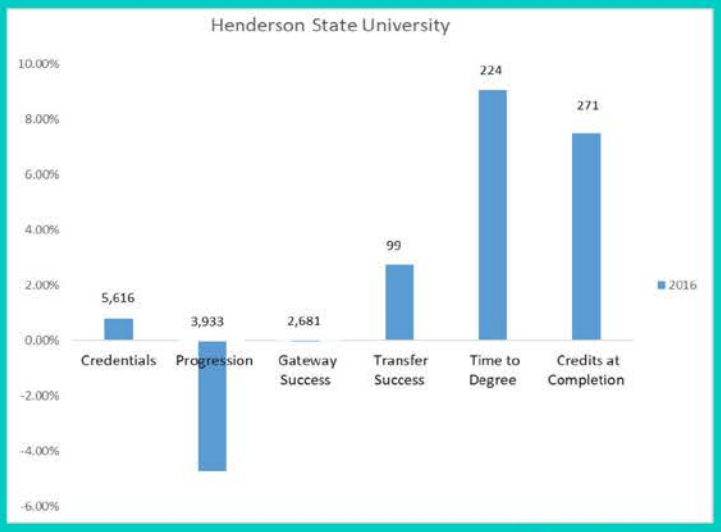
Henderson State University

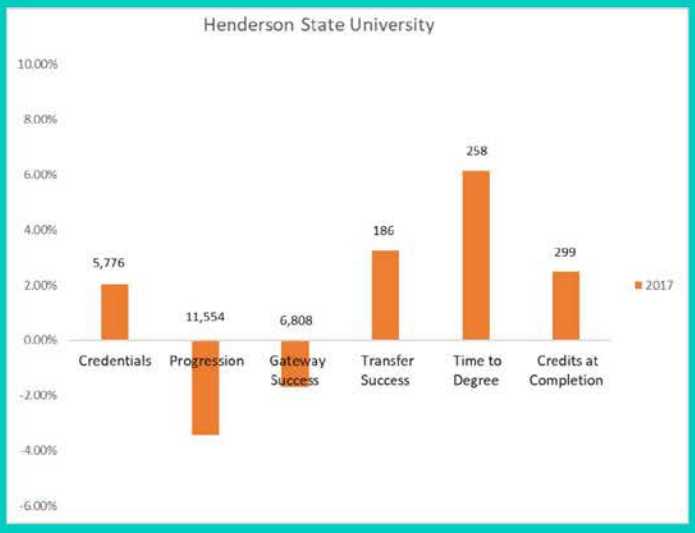
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

1.22%
Productivity Change
2016

0.86%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

At HSU, we consider student success to be at the heart of everything we do. In fact, it drives our strategic priorities. We are pleased to see these efforts reflected in increased productivity during the first two years of the funding model, particularly the significant improvement in affordability metrics. We are committed to continuing the work necessary to improve our student success outcomes.

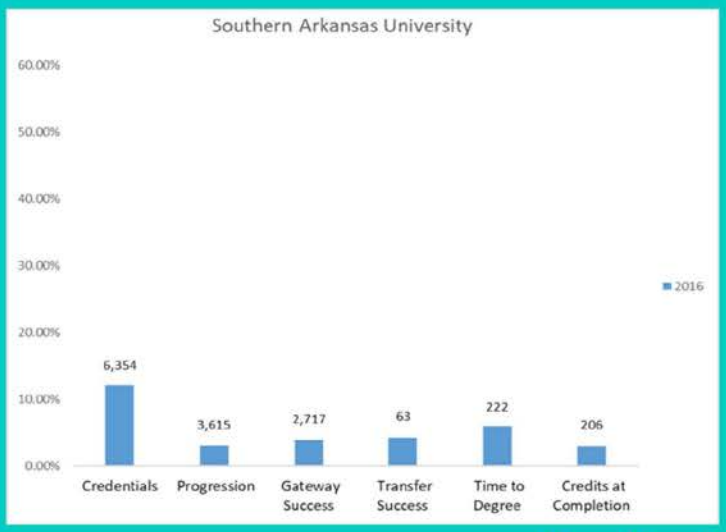
Southern Arkansas University

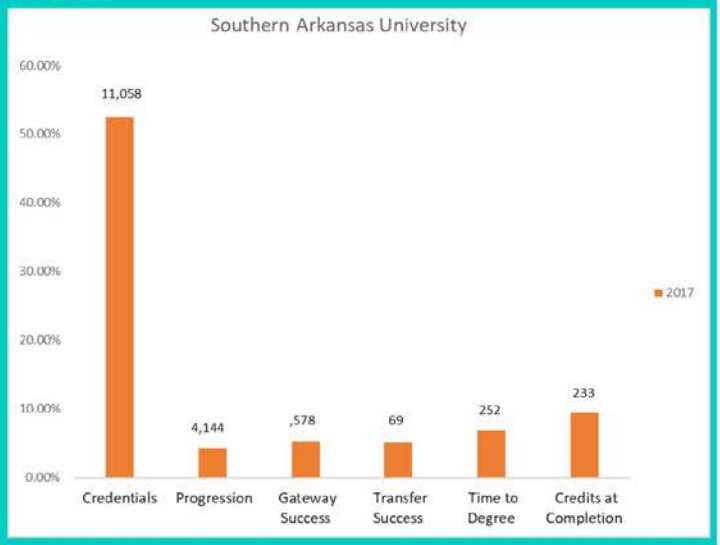
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

6.64%
Productivity Change
2016

20.93%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

SAU is committed to student achievement, and we are very proud that our efforts have resulted in enhanced student success and, most importantly, a significant increase in the number of graduates prepared to contribute to the workforce in Arkansas and beyond. We continue to collaborate with our academic leaders and program advisors to ensure that our students complete their degrees as efficiently as possible, and we look forward to making further progress in this area.

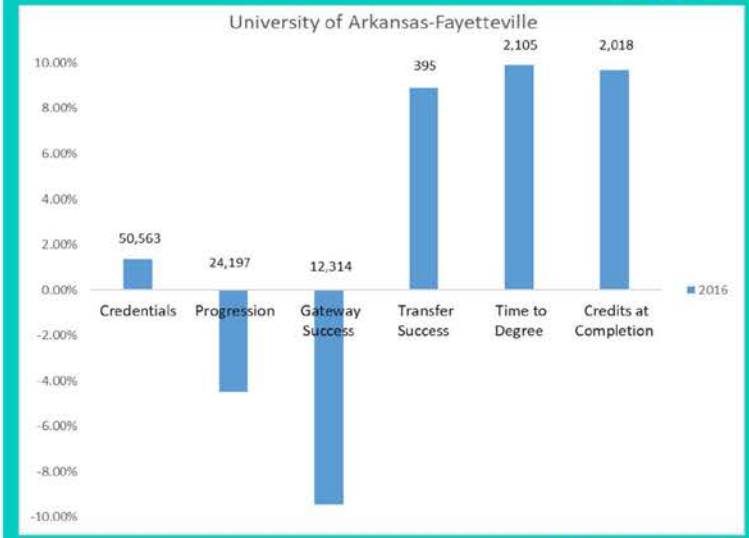
University of Arkansas Fayetteville

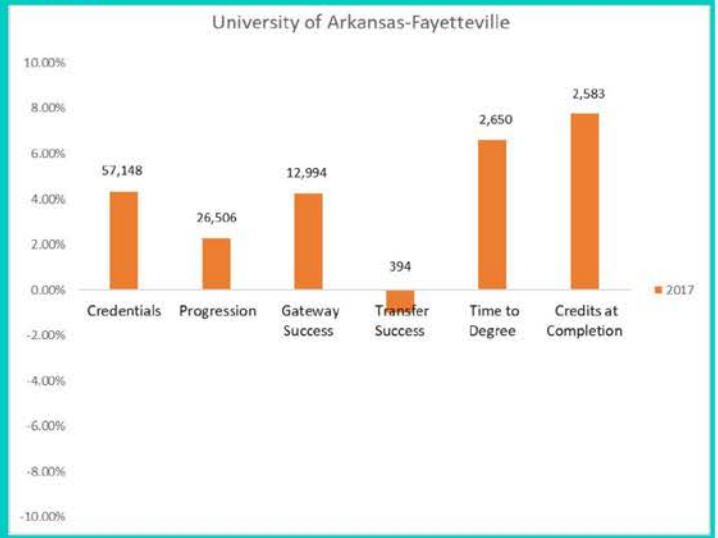
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

4.48%
Productivity Change
2016

8.00%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

We are pleased with our increases in overall productivity the last two years but are committed to enhancing all of our student success measures and building upon our record retention and graduation rates. The success of our students will always be our top priority at the University of Arkansas.

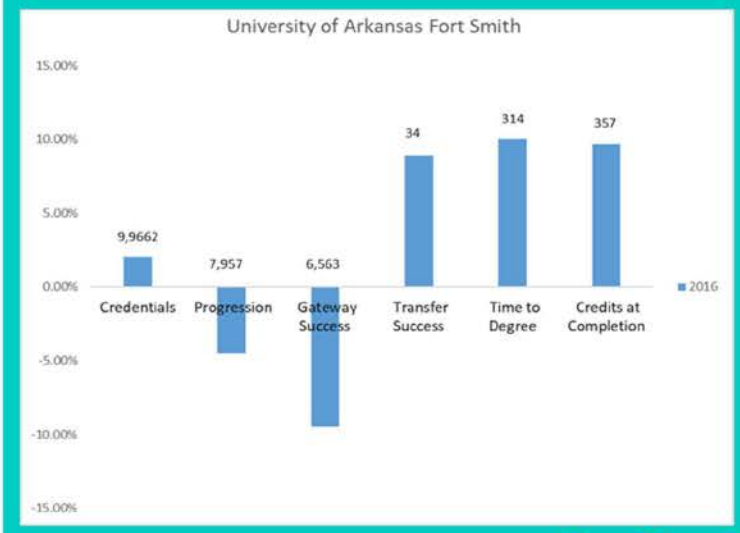
University of Arkansas Fort Smith

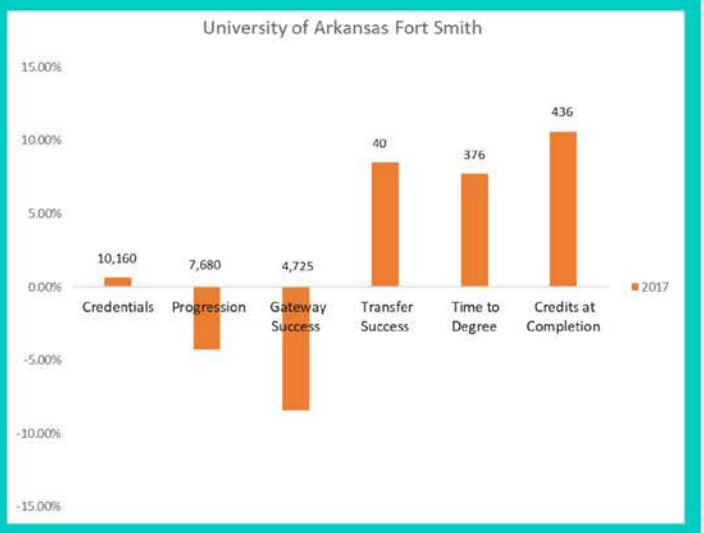
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-0.10%
Productivity Change 2016

-0.89%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

The most recent Productivity Funding Metrics demonstrate the University of Arkansas – Fort Smith's commitment to student success. UAFS has improved student progression and gateway success, increased the number of credentials awarded, and made degree attainment more affordable by working to reduce the time to degree for all students.

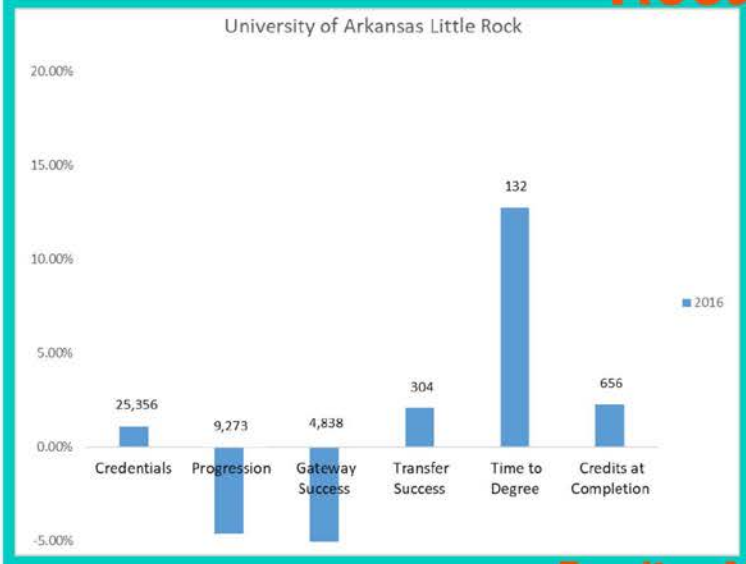
University of Arkansas Little Rock

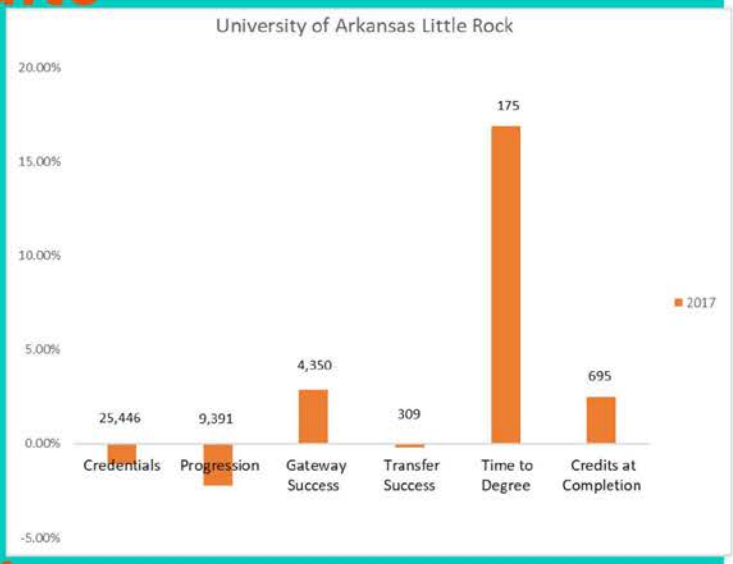
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-0.68%
Productivity Change 2016

-0.67%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

UA Little Rock is Arkansas' urban research institution. When we improve our student outcomes, we improve our students' lives.

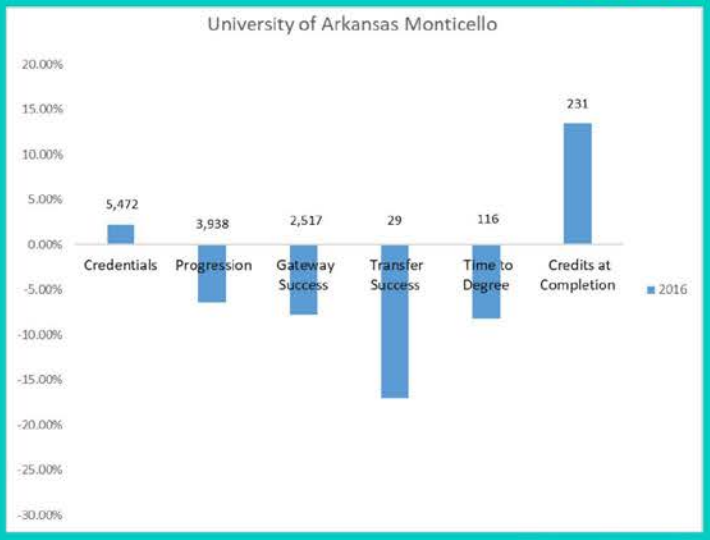
University of Arkansas Monticello

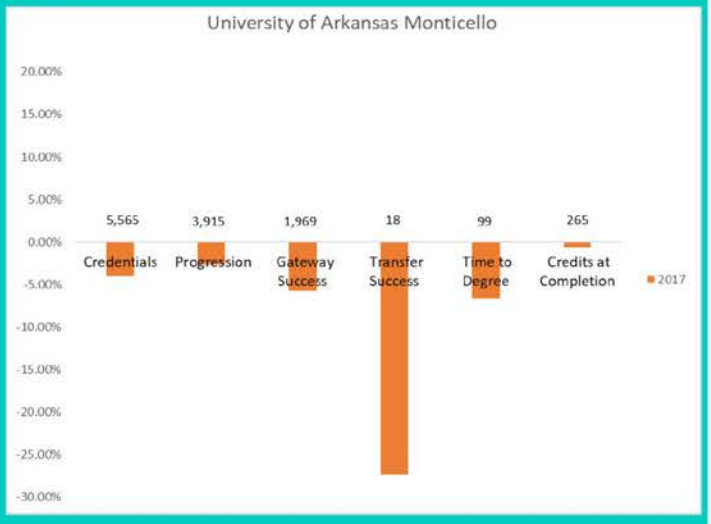
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-4.78%
Productivity Change
2016

-2.19%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

UAM is the only open admission 4-year institution in the state. UAM has recently implemented several initiatives that are designed to increase student success and improve the Institution's overall performance within the Productivity Funding Formula. Some of the actions taken are described below.

- New construction of a Student Success Center to centralize student resources.
- The use of Education Advisory Board (EAB) to provide data analytics for data-driven decision-making.
- Math Pathways that places students into a mathematics appropriate for their career goals.
- Degree Pathways that will provide a guide to better ensure student academic success.
- A new academic advising model utilizing professional academic advisors and faculty academic advisors.
- Accelerated methods to complete remedial coursework.

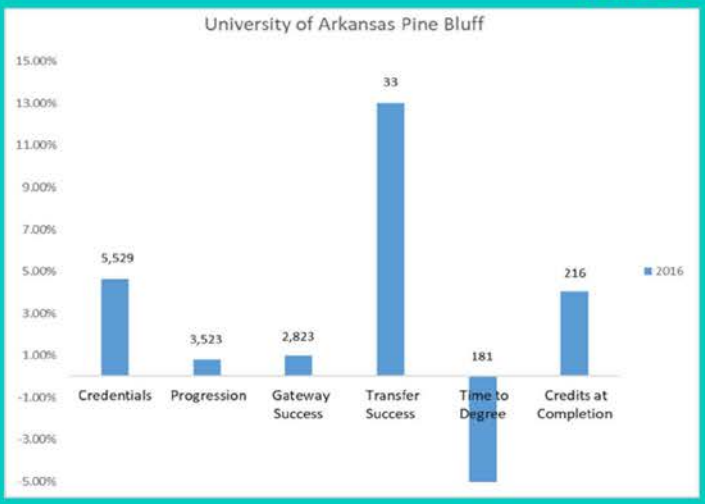
University of Arkansas Pine Bluff

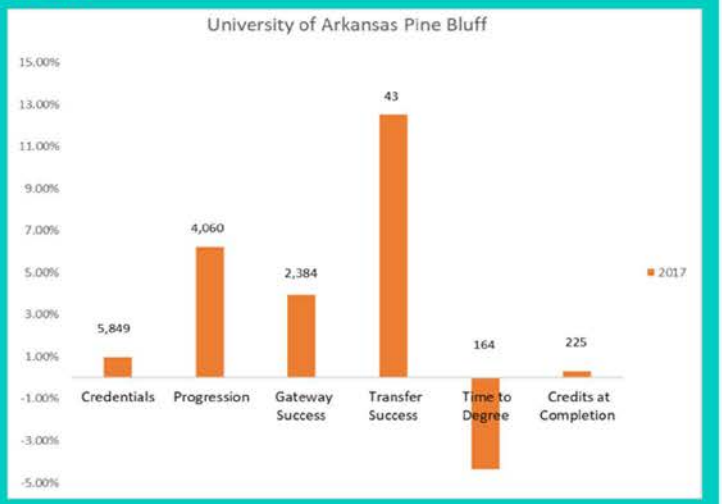
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

2.69%
Productivity Change
2016

2.07%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

UAPB is committed to academic excellence and the progression and timely graduation of our diverse student body. Although we have made significant progress with student success productivity measures, we will continue to support our students in completing their degrees while we collectively strive for greater outcomes.

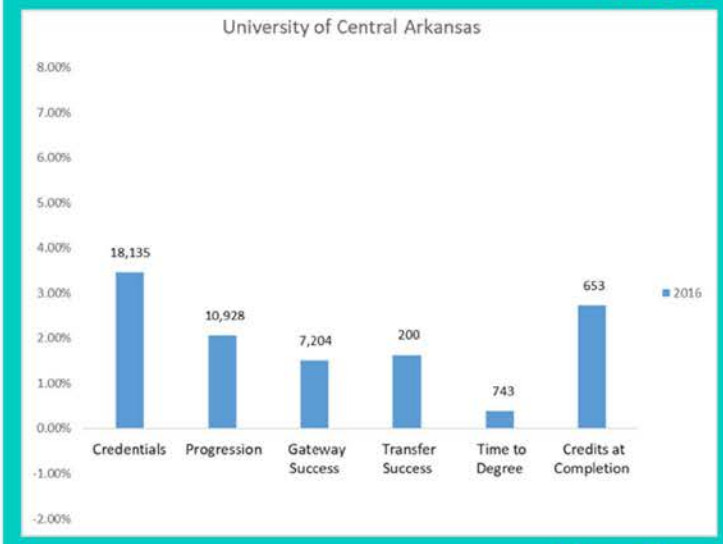
University of Central Arkansas

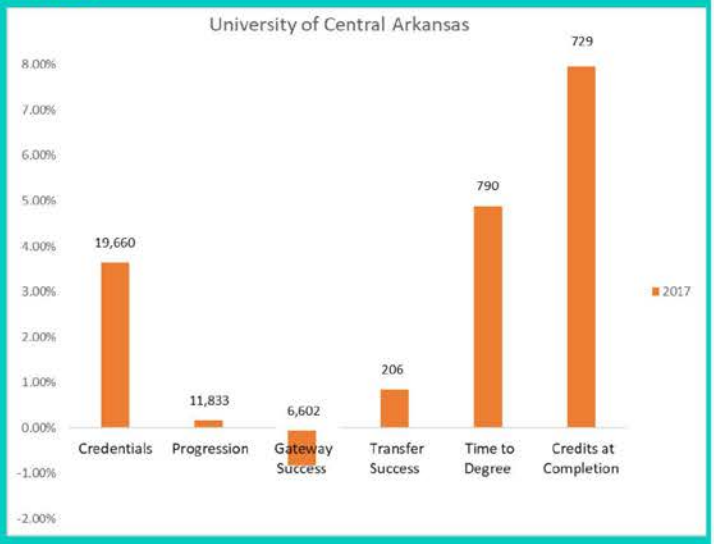
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

2.60%
Productivity Change
2016

2.66%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

The University of Central Arkansas has increased the number of bachelor's degrees awarded to 1,662 in FY2017, compared to 1,470 in FY2016. Increasing the amount of bachelor's degrees awarded affects the Credentials metric, as well as Time to Degree and Credits at Completion.

In 2012, the university participated in a state-led effort funded by Complete College America to redesign remedial courses and improve student outcomes in the associated college-level courses. As a result, all remediation now follows a corequisite approach, with 80 to 90 percent of students needing remediation successfully completing the college-level course in their first semester.

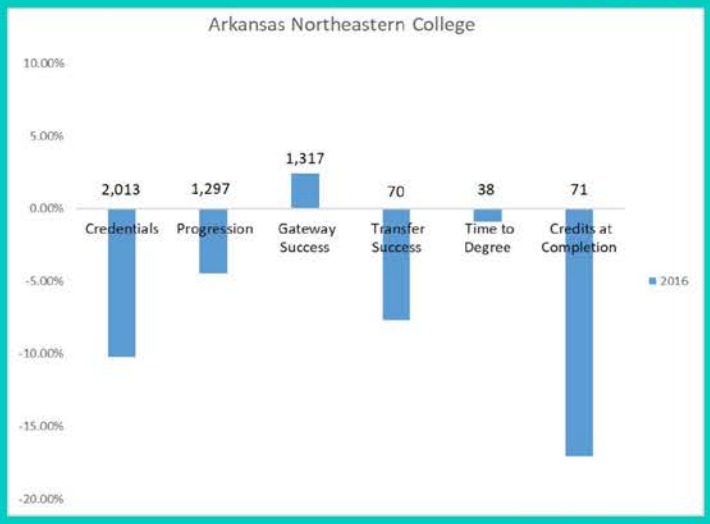
Arkansas Northeastern College

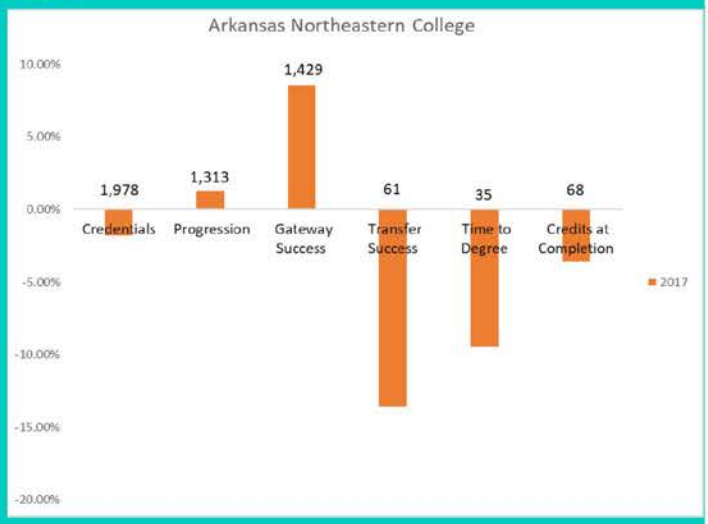
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-6.18%
Productivity Change 2016

-3.03%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

For 2017, the decline in Transfer represents 9 fewer students and 3 students each for Time-to-Degree and Credits-at-Completion. If the model reflected mission-related non-credit workforce training, ANC would show significant overall productivity increases in both years per ADHE data.

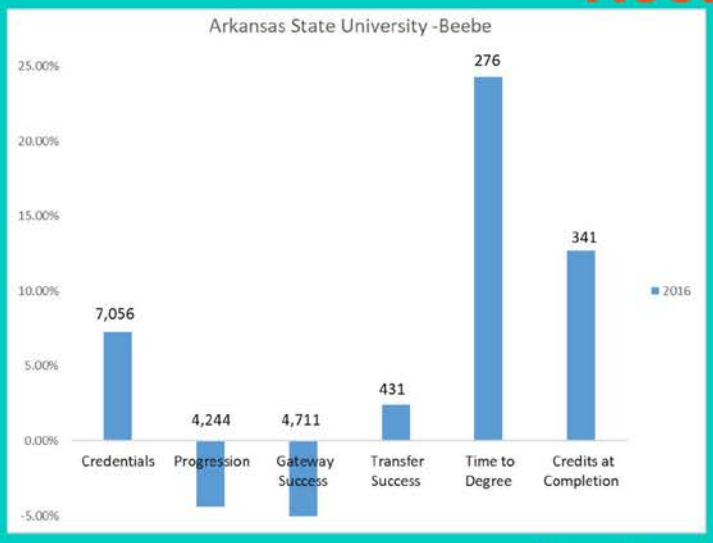
Arkansas State University Beebe

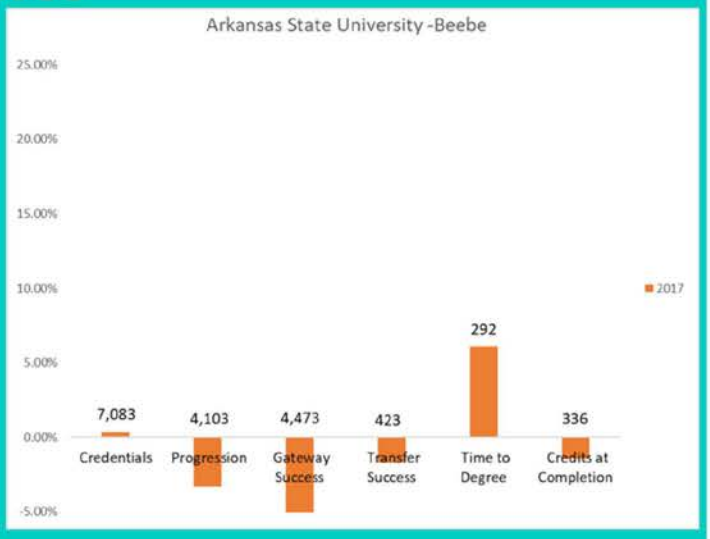
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

6.92%
Productivity Change
2016

-0.20%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

Through the launch of a new strategic plan and the creation of the Student Success Council, ASU-Beebe continues to be laser-focused on continuous, incremental improvements that positively impact student success.

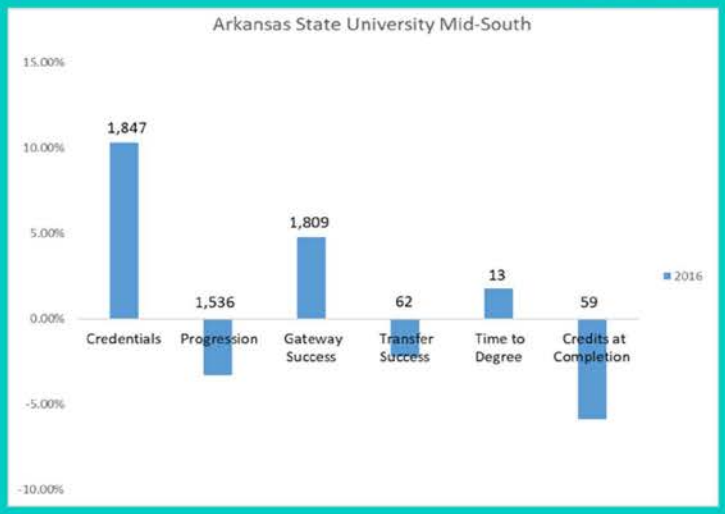
Arkansas State University Mid-South

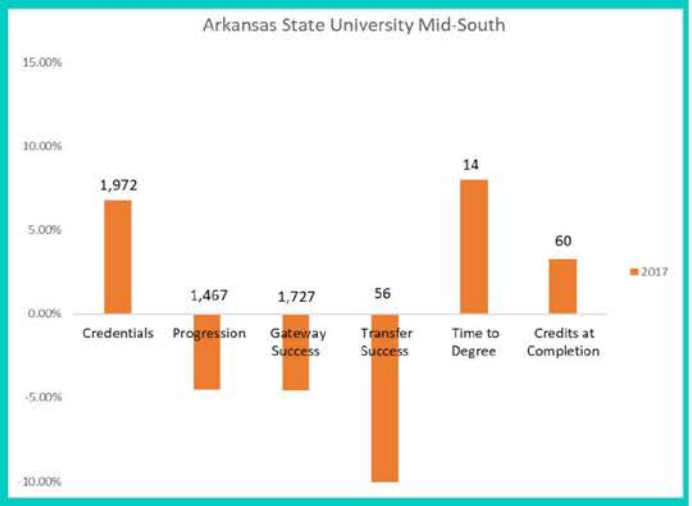
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

2.21%
Productivity Change 2016

0.80%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

ASU Mid-South has adopted many of the strategies that allow students to accelerate through to completion, including reducing the number of courses in a developmental sequence; providing developmental coursework in an open-entry, open-exit format; providing co-requisite support for those enrolling in college-level math and English; capping Associate degrees at sixty hours unless prohibited by program accrediting bodies; providing year-round scholarship opportunities; and building momentum by aligning momentum points with stackable credentials. These strategies have helped us show productivity gains, despite serving a largely first-generation college student population that is often both economically and academically at-risk. As community college enrollments decline due to increased opportunities for full-time employment, it will be challenging to continue to demonstrate gains in output. However, ASU Mid-South will continue to focus on those policies and practices that have been proven to advance the success of the students we serve.

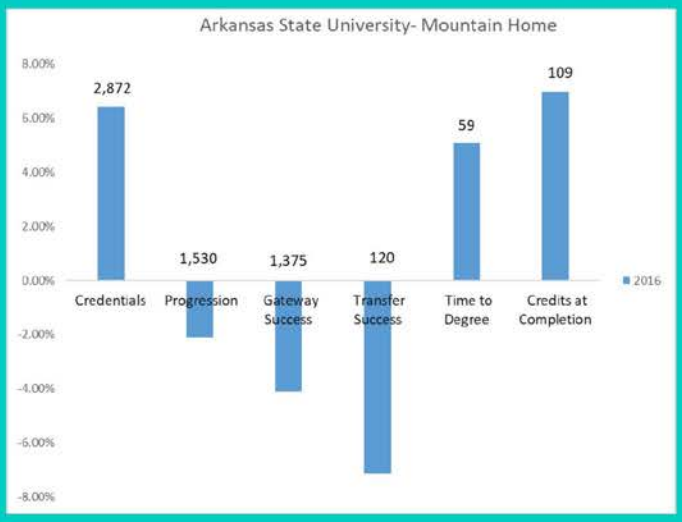
Arkansas State University Mountain Home

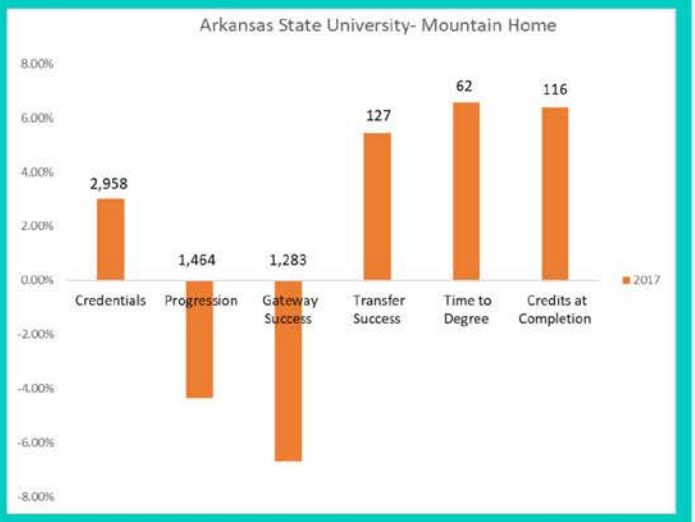
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

1.76%
Productivity Change 2016

1.79%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

These performance measures allow us to monitor progress in serving our students with a focus on timeliness, efficiency, and success. ASUMH is committed to continuous improvement in all measures as we strive to increase the graduation and transfer success of both our institution and the state.

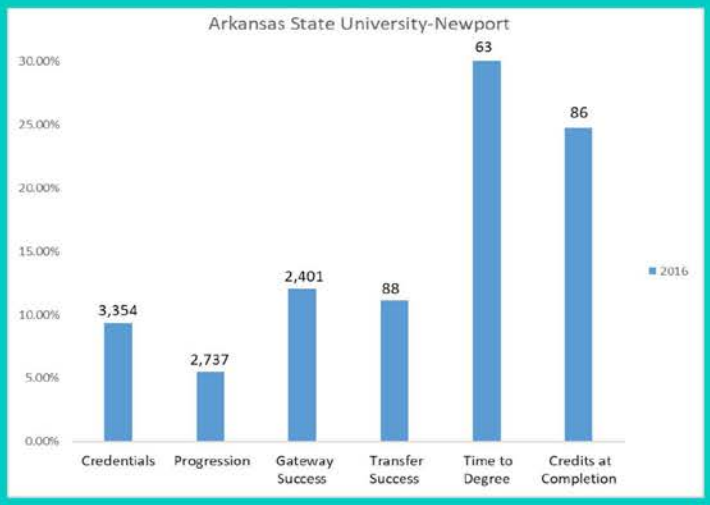
Arkansas State University Newport

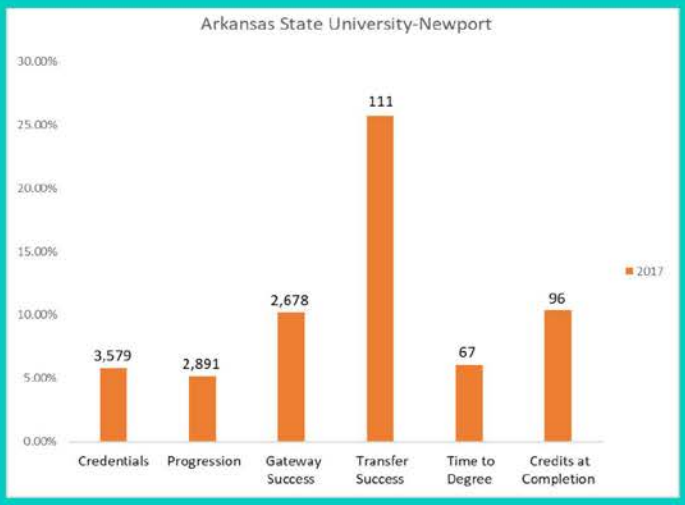
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

12.82%
Productivity Change 2016

8.80%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

ASU-Newport achieved two years of productivity funding due to our focus on student success. While we celebrate these achievements, our institution is committed to continuous standards of excellence. ASU-Newport will monitor and create new opportunities to increase our students' success as they strive to achieve the American dream.

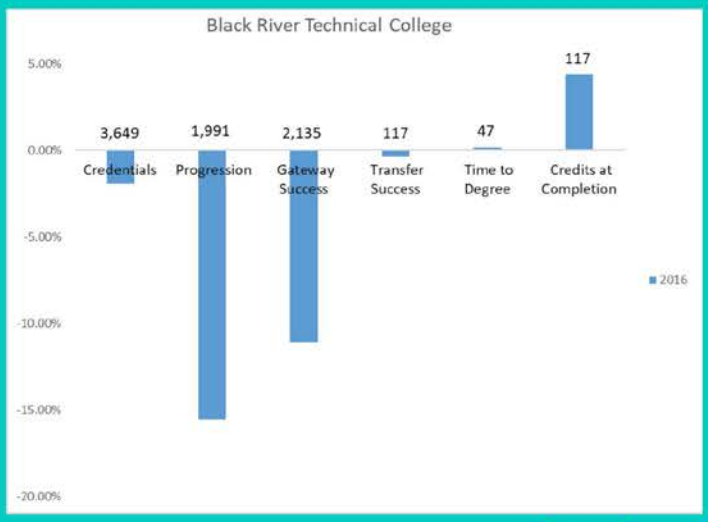
Black River Technical College

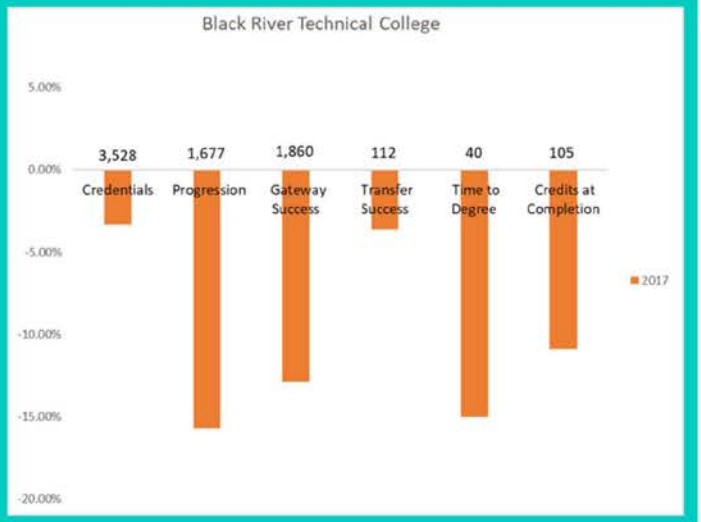
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-5.93%
Productivity Change 2016

-8.59%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

Ensuring student success is the primary goal at Black River Technical College. Unfortunately, the sharp decline in enrollment experienced by the institution during the baseline and comparative years exacerbated the effect of the productivity funding formula. Mindful and intentional strategies for enrollment, scheduling, and advising will enable BRTC to improve in all measures.

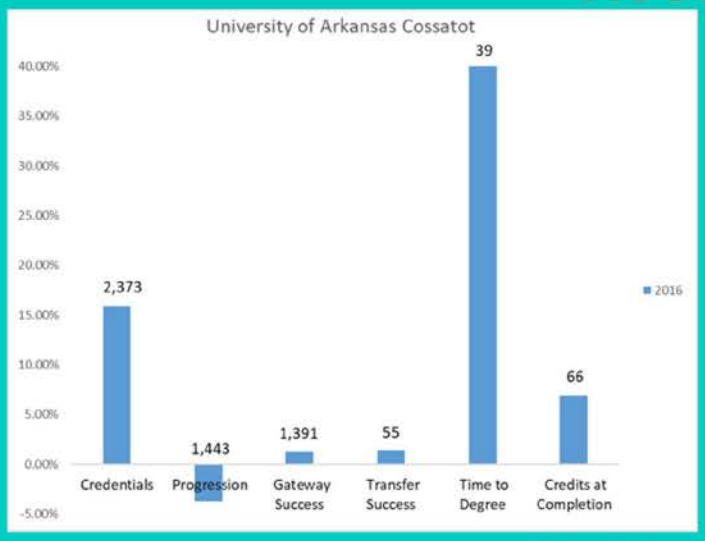
University of Arkansas Cossatot

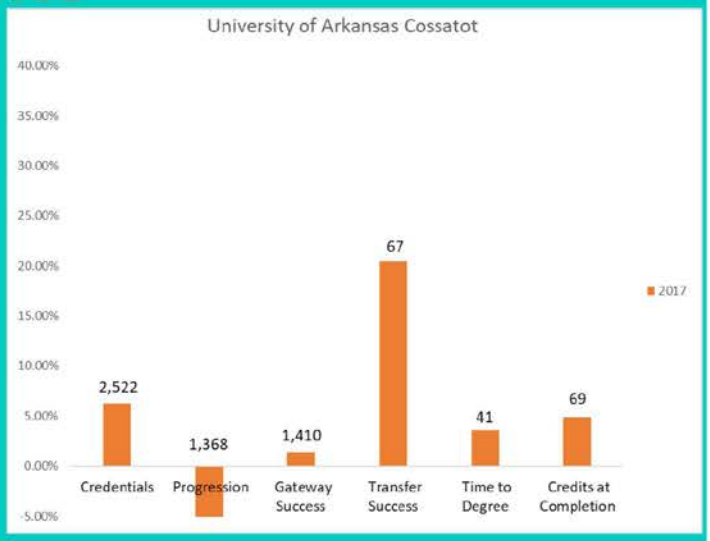
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

8.30%
Productivity Change
2016

2.63%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

The first two years of the productivity model has made UA Cossatot recognize the importance of a well-balanced method of taking care of our students. We have been successful in the first two years of the model and will continue to build on our successes by analyzing the data surrounding progression and time to degree and instituting methods to improve in these two categories.

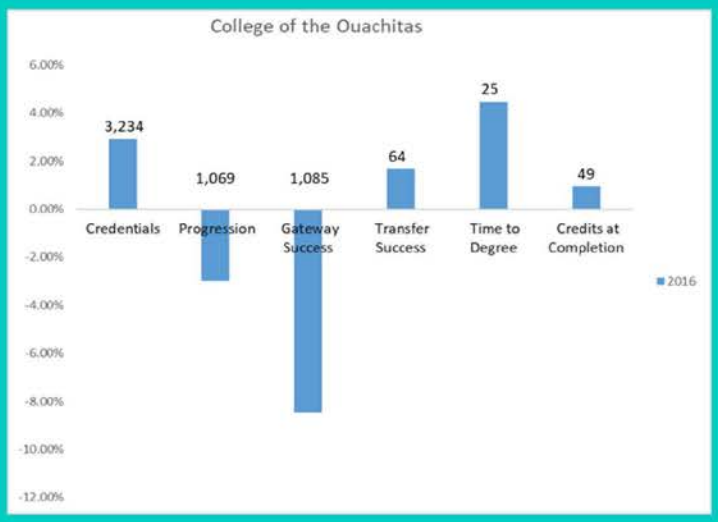
College of the Ouachitas

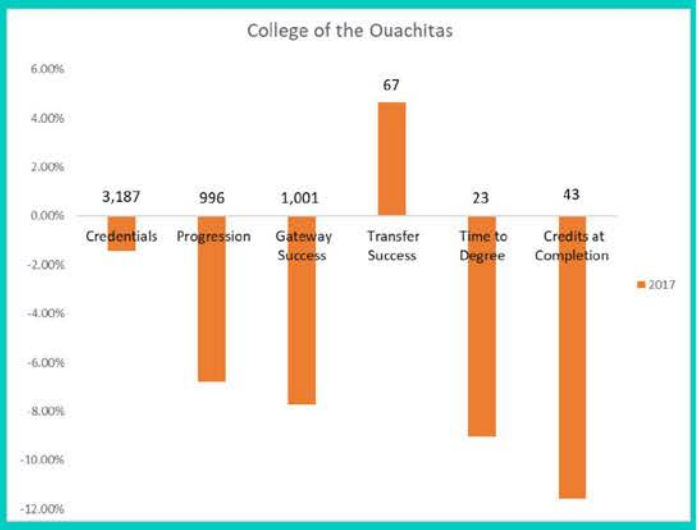
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-0.76%
Productivity Change
2016

-4.55%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

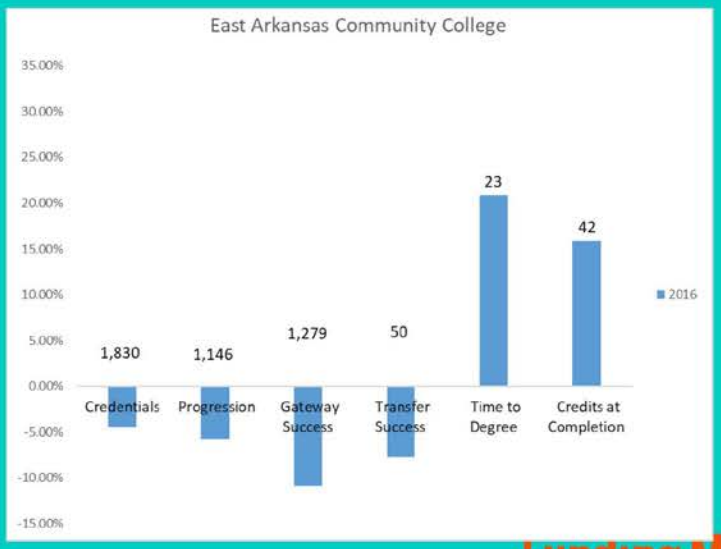
East Arkansas Community College

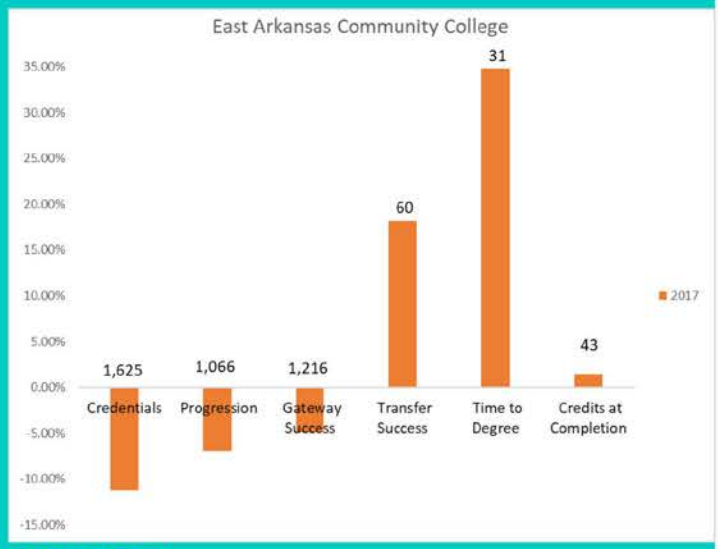
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-2.67%
Productivity Change 2016

-1.48%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

EACC is proud of its improvement in helping students graduate on time, complete transfer goals, and avoid unnecessary credits. We are working hard to improve in all measures, and while we did not benefit this year, we hope to benefit under the formula in the future. Our primary goal has always been, and continues to be, student success.

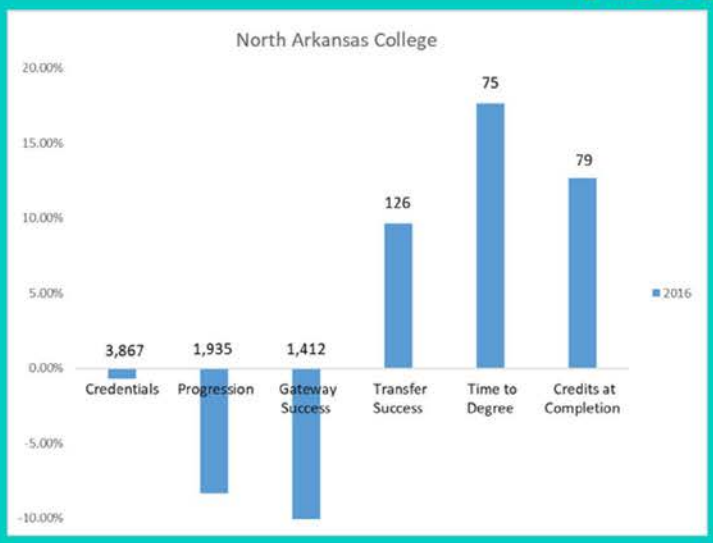
North Arkansas College

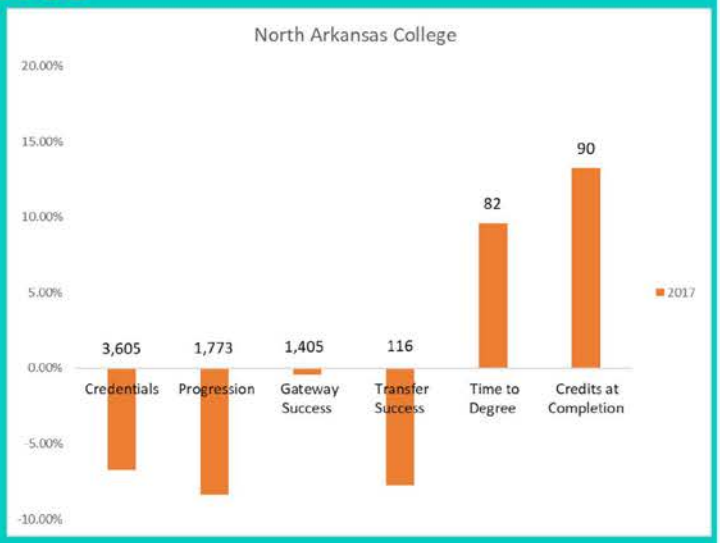
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

0.63%
Productivity Change 2016

-2.81%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

Northark has streamlined time to degree completion to allow students to move to the next stage of their lives, either in the workforce or at a university. We were recently ranked 17th best community college in the nation according to WalletHub and continue to provide high-quality affordable transfer and workforce programs. Our success rates on licensure exams are outstanding, for example 100% of the Registered Nursing students passed National Licensure Exams this year. Northark is leading the way for Arkansas in workforce training and has more than 200 partners. We are blazing new transfer paths with transfer agreements with all public universities in Arkansas and many private institutions. Our courses can be applied to over 100 degree programs at more than 10 universities.

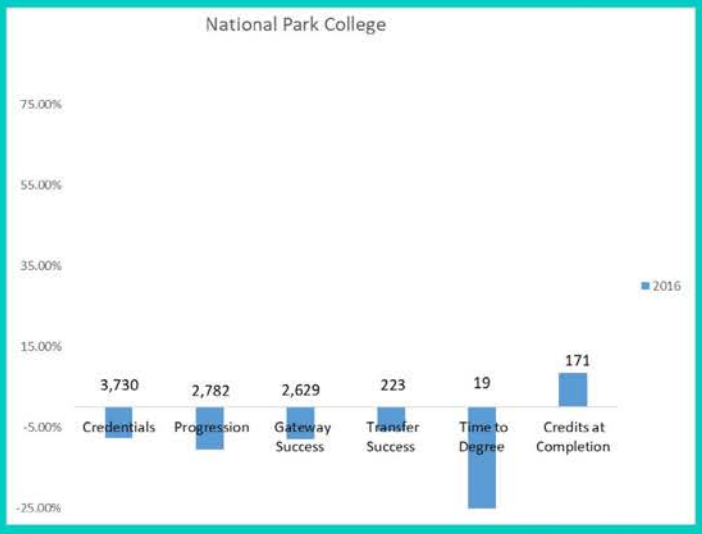
National Park College

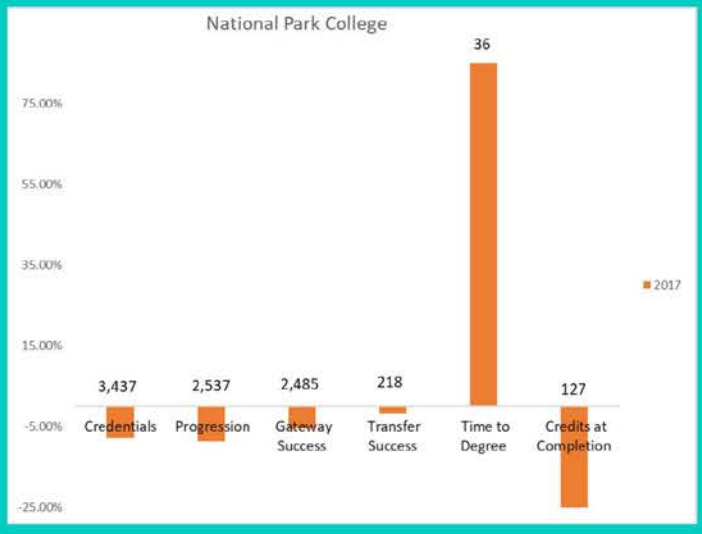
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-6.60%
Productivity Change 2016

-6.28%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

NPC's strategies to increase completions and efficiency are showing results not yet reflected in the formula. Administrative overhead has been reduced from 21% in 2014 to 14% in 2017. Credentials earned have increased 35%, with 523 in 2016-2017 and 707 in 2017-2018. We expect these results to positively impact NPC's budget next fiscal year.

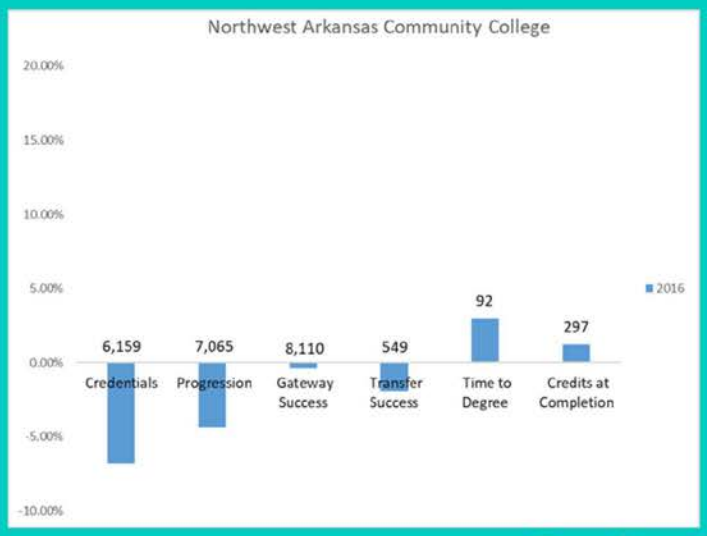
Northwest Arkansas Community College

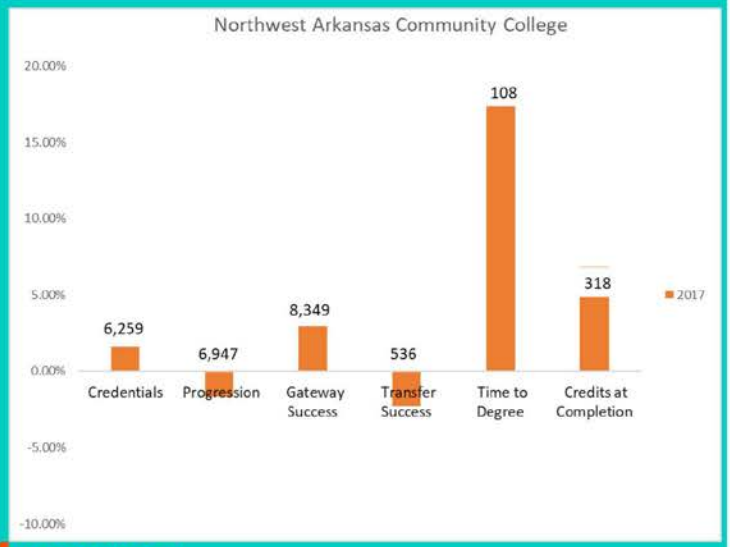
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-2.32%
Productivity Change 2016

2.80%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

Everyone at NWACC is proud of the improvements we made in productivity and the success of our students this past year. We are committed to providing quality education and improving the lives of those we serve.

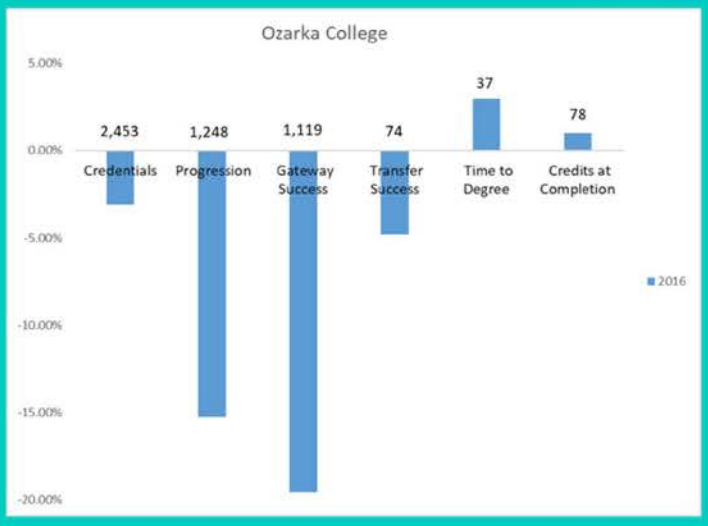
Ozarka College

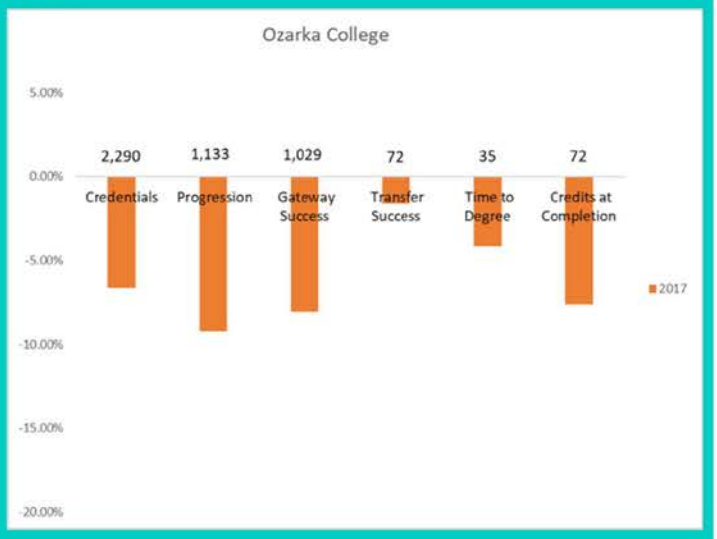
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-6.59%
Productivity Change 2016

-5.77%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

Ozarka College is pleased with our improvements in student progression toward completion and is fully committed to student success, on-time graduation, and reduced financial burdens. Ozarka College continues work to improve all aspects of student success.

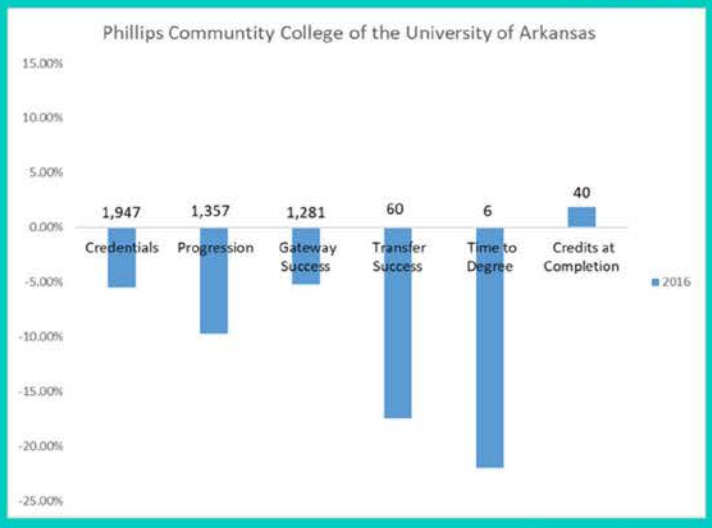
Phillips Community College
University of Arkansas

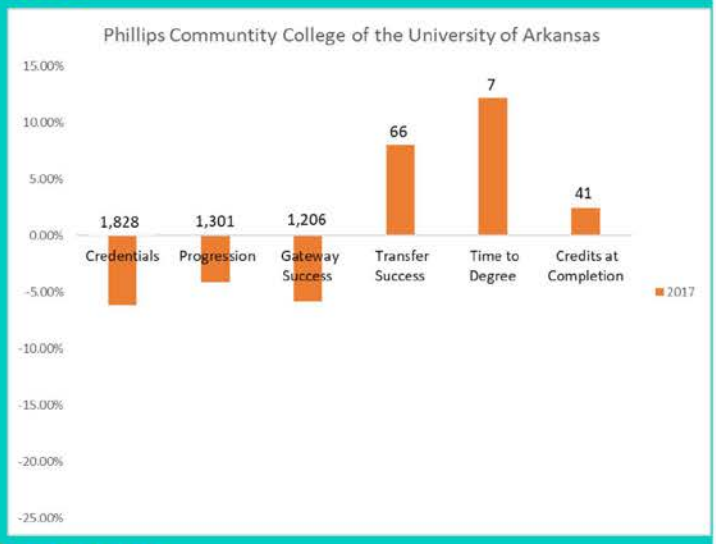
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-7.40%
Productivity Change 2016

-2.77%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

PCCUA continues its challenging work toward improving success for all students. Using the Arkansas Funding Formula metrics, our overall performance improved by 5% because of increases in our transfer success, time to degree, and credits earned at completion. This change was not enough of an improvement to allow us to benefit under the funding formula. Formula metrics reflected that the College needs to continue its work to improve the number of credentials awarded, student progression, and gateway success.

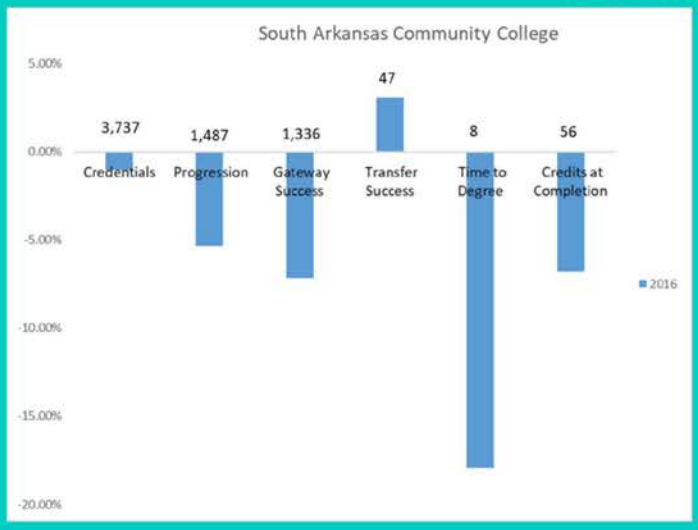
South Arkansas Community College

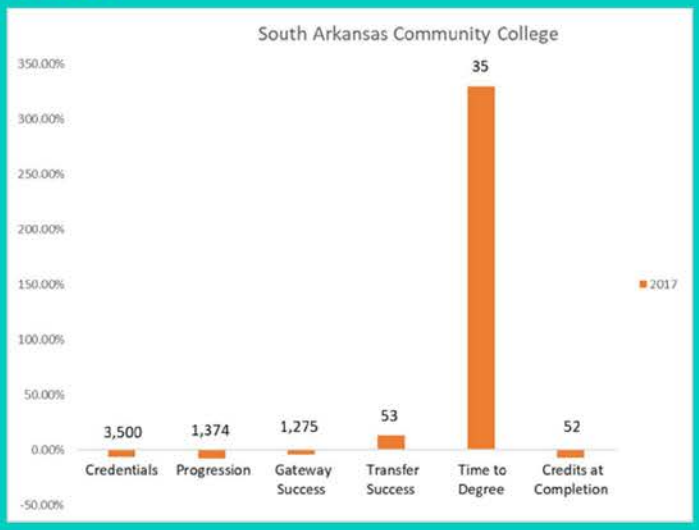
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-2.21%
Productivity Change
2016

2.90%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

South Arkansas Community College has focused for several years on improving the higher education pathway from high school to college to university transfer or work. The College has concentrated on shortening the time to degree and student success by improving remedial placement, providing supplemental instruction, modifying advising, incorporating early alerts, and encouraging students to take more credit hours to finish in a timely manner. These improvements have led to increased completions and shortening time to certificates, degrees, transfer, and ultimately a career.

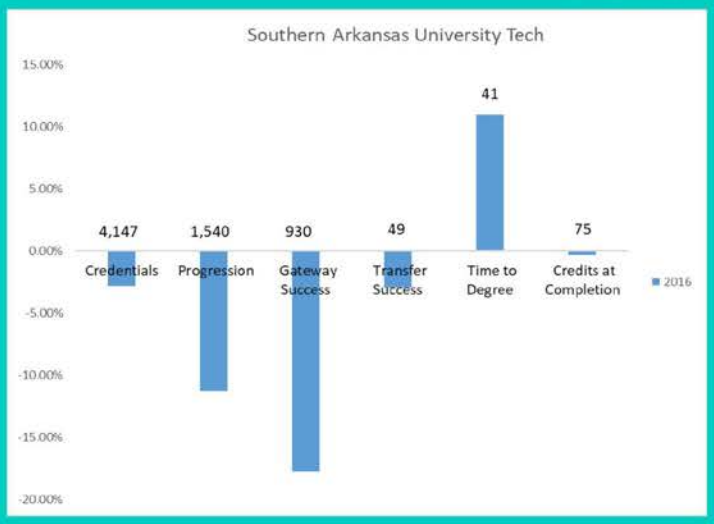
Southern Arkansas University Tech

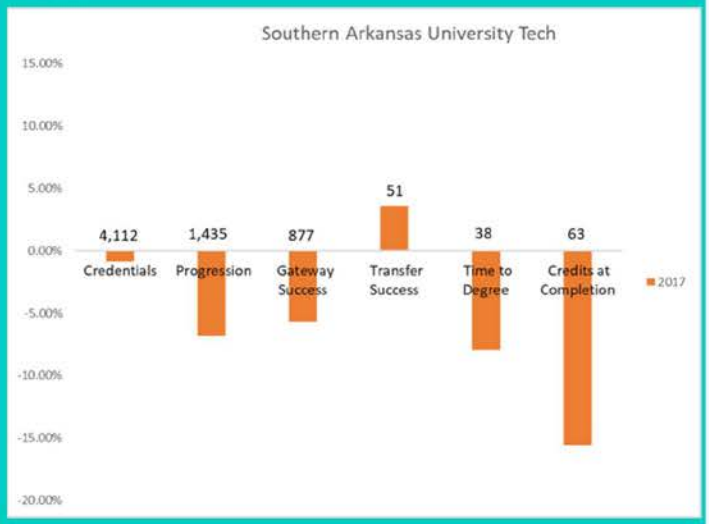
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-4.08%
Productivity Change
2016

-4.19%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

Southern Arkansas University Tech (SAUT) has the highest graduation rate (52 percent) among Arkansas two-year colleges and all but one four-year university. SAUT's graduation rate is 30 percent above the national average. In the past few years, SAU Tech has been recognized by the Aspen Institute, Wallethub, Best Value Schools, Online Colleges, and others as one of the most affordable colleges in the country and in Arkansas with high student success rates for both online and traditional classroom degree delivery.

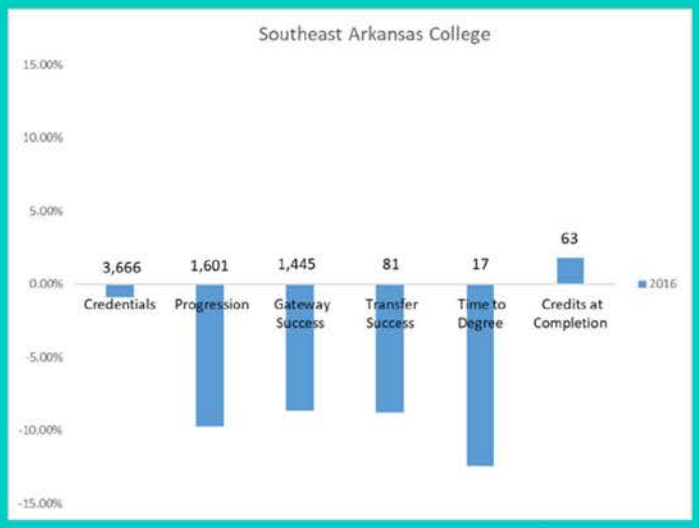
Southeast Arkansas College

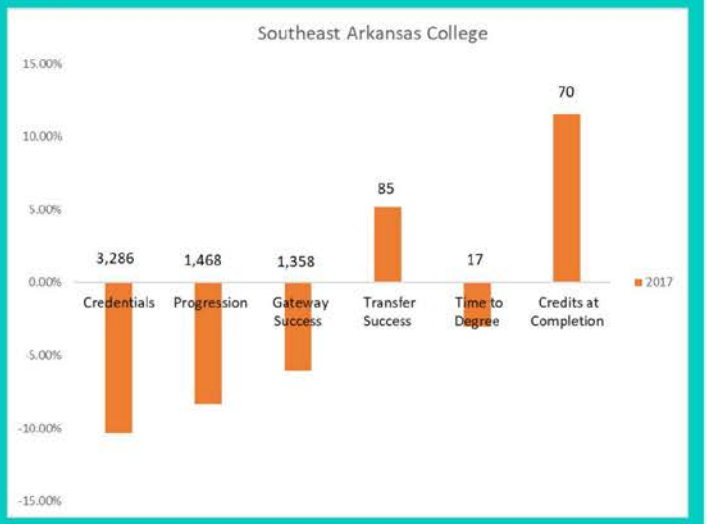
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-4.92%
Productivity Change
2016

-6.00%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

SEARK College students have realized success in transferring to four-year institutions and earning an appropriate amount of credits for transferability; however, Progression and Time to Degree represent opportunities for continued improvement. To that end, SEARK is currently implementing new processes for student retention, including an advanced early-warning system to ensure successful intervention with our most at-risk student demographics.

University of Arkansas

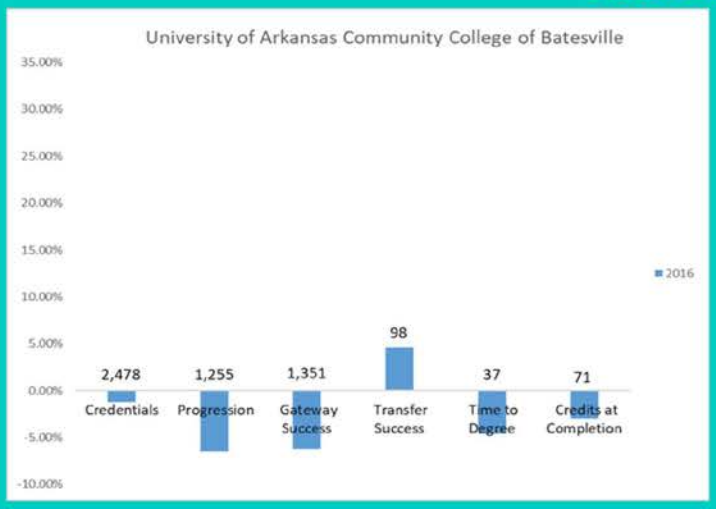
Community College of Batesville

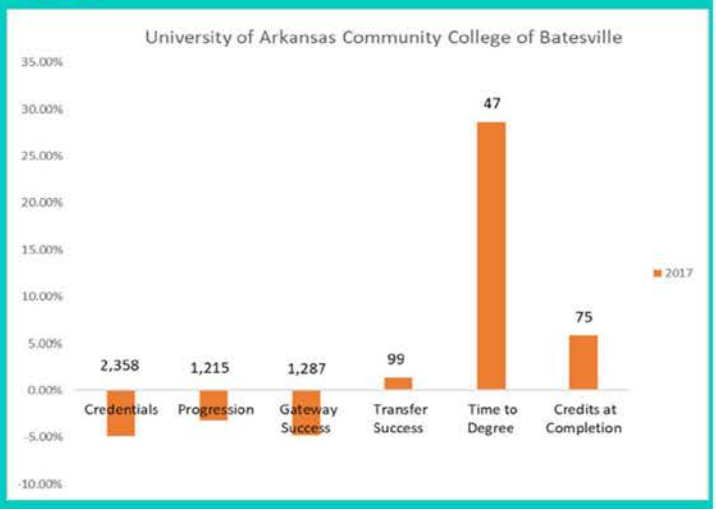
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-2.74%
Productivity Change 2016

0.90%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

UACCB continues to provide affordable quality education and is committed to implementing strategies that promote student success. UACCB has focused time and efforts on assisting students to efficiently accomplish their educational goals.

University of Arkansas

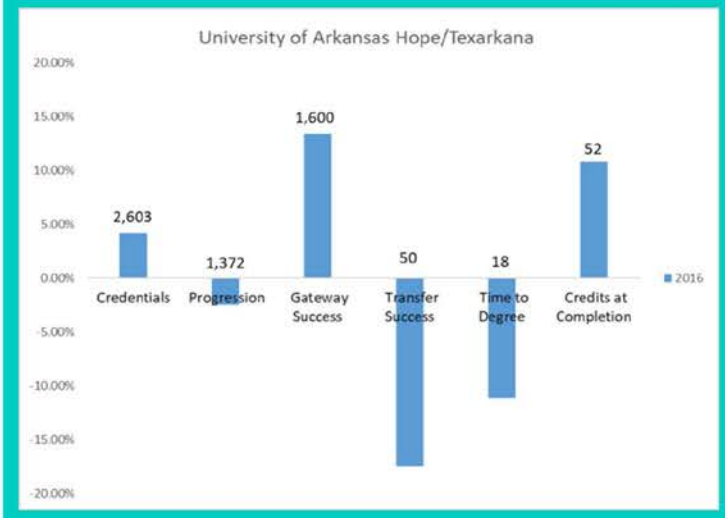
Hope/Texarkana

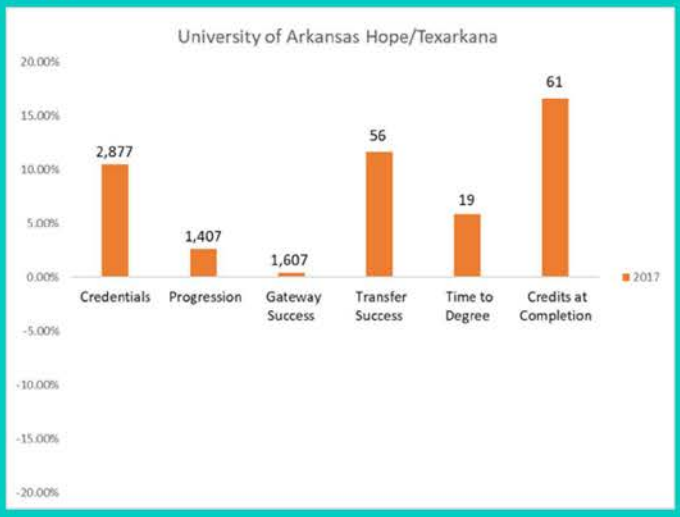
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

1.73%
Productivity Change
2016

7.35%
Productivity Change
2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

The University of Arkansas at Hope and Texarkana made a strategic commitment to be a comprehensive, regional college. Evidence of our commitment is enrollment growth and student persistence, completion, and graduate rates. While we created the environment, it was the students who responded by accelerating their achievement levels. Through innovative and consistent approaches, we hope to continue to be the bridge to students' futures.

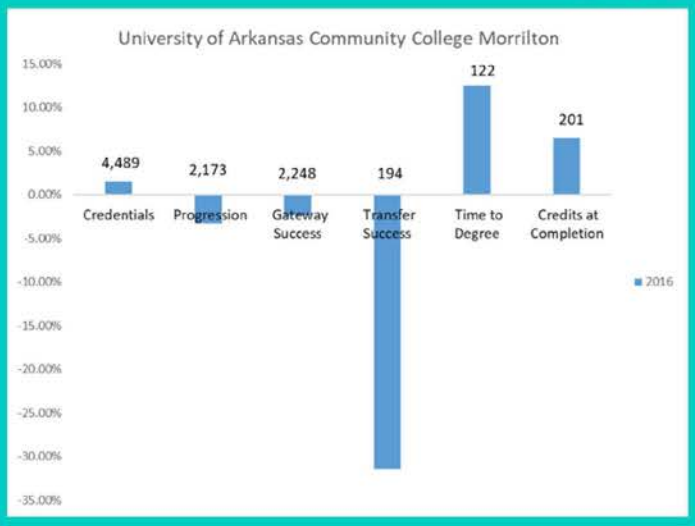
University of Arkansas Morrilton

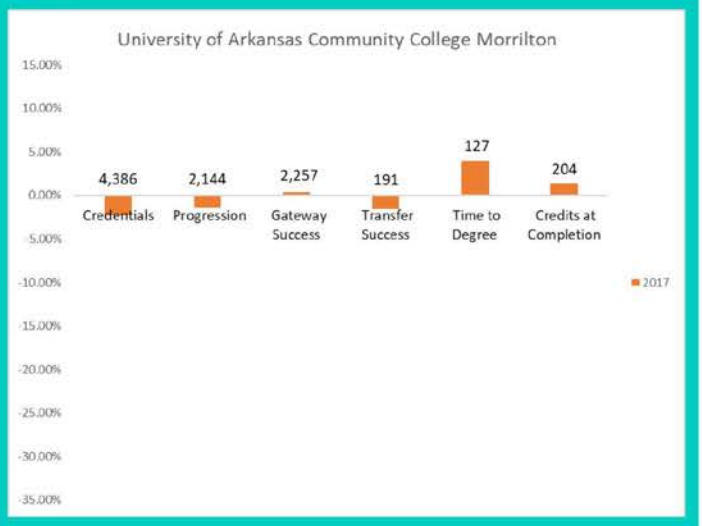
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-0.54%
Productivity Change 2016

-0.73%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

UACCM is committed to excellence in learning and personal enrichment. All UACCM programs and services are designed to promote success for a diverse group of students.

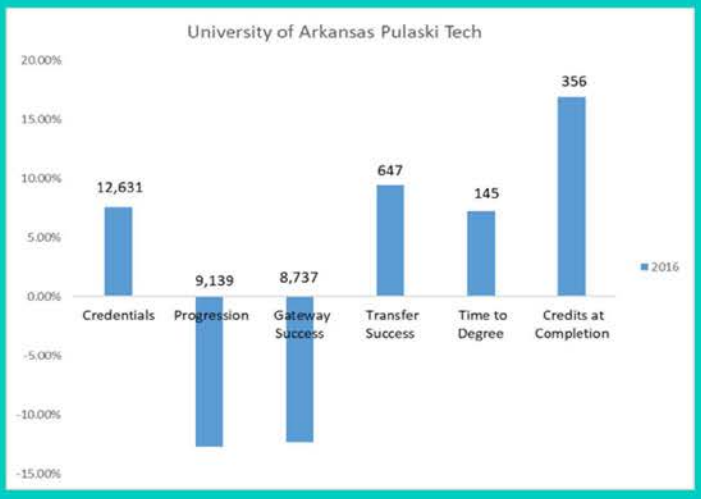
University of Arkansas
Pulaski Technical College

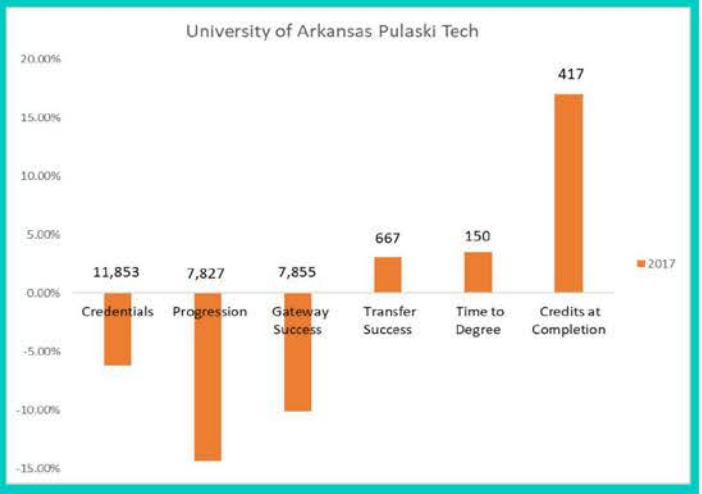
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-1.40%
Productivity Change 2016

-4.81%
Productivity Change 2017

Results





Funding Measures

EFFECTIVENESS
Credentials, Progression, Transfer Success, Gateway Course Success
80% of the model

AFFORDABILITY
Time to Degree and Credits at Completion
20% of the model

ADJUSTMENTS
Diseconomies of Scale
Up to 5% increase

EFFICIENCY
Core expenses and Faculty to Administration Ratio +/- 2% of the base score

Institutional Perspective

UA-PTC is committed to its mission of providing high-quality education that promotes student learning and enables students to develop to their fullest potential. To meet that mission, UA-PTC has implemented guided pathways, as well as researched retention and learning strategies. With the college's graduation rate increasing and our students completing with nationally recognized credentials, UA-PTC is engaged in continuous quality improvement to advance educational and workforce training opportunities.

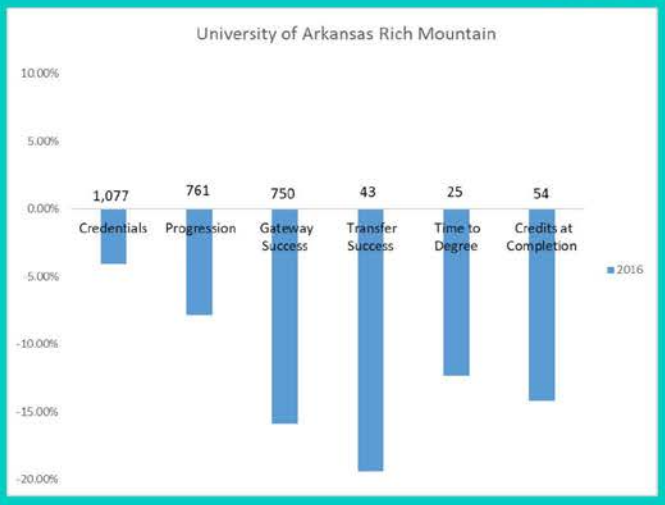
University of Arkansas
Rich Mountain

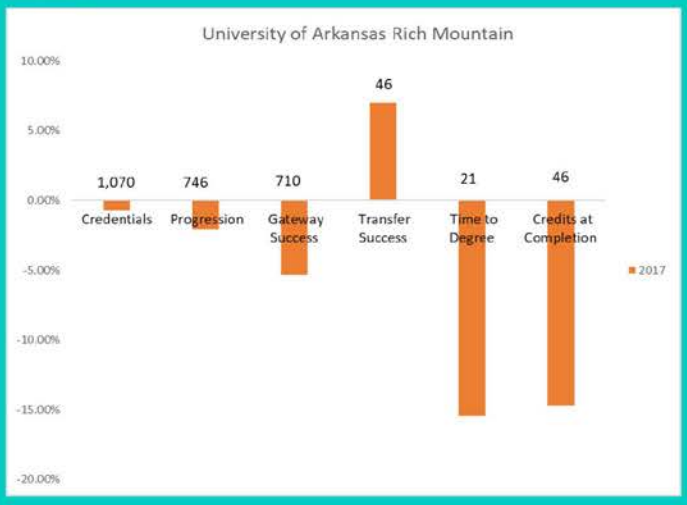
Productivity Funding was approved in the general session of 2017 to distribute funding to Arkansas colleges and universities. The model uses student success benchmarks to distribute state revenue.

-10.50%
Productivity Change 2016

-4.67%
Productivity Change 2017

Results





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Institutional Perspective

Despite the inherent challenges of a small rural institution, the University of Arkansas Rich Mountain continues to improve productivity outcomes. We are committed to advancing the performance and educational attainment of area students.

Closing the Gap Awards

Closing the Gap Awards

Part of the implementation of our Master Plan was to develop a best practices consortia. The objective of these consortia is for institutions to share ideas about successful programs that can be implemented on a broader scale and to generate innovative strategies which respond to the goals and objectives of the plan.

As a method to the consortia, my team developed the first Closing the Gap Awards. Over 60 submissions were received for best practices in four categories that align with the master plan goals. Entries are judged on innovative implementation, creative solutions, increased outcomes, and delivering value to stakeholders.

Support for Underserved Minority Students

NorthWest Arkansas Community College

The LIFE Program

- Learning, Improvement, Fun and Empowerment
- Near-Peer Model
- 8 selected enrolled students provide mentorship to area high school students
- Not exclusive; but 91% of the students identify as Hispanic or Latino

Outcomes

- Students spend almost 50 hours each in the local high schools recruiting (for NWACC, LIFE program, and college in general)
- Volunteer additional summer hours for training
- Volunteer for translation services

Support for Adult Learners

Arkansas Tech University

Distance Learning Service Expansion

- Expanded use of virtual models of learning such as Skype, email advising, and recorded webinars
- Career Services also redesigned professional development to coordinate for adult learners
- ELEVATE: The Career Advancement Academy realized with the NACE Career Readiness Competencies and resigned to align with working students

Outcomes

- The first year of ELEVATE, 140 enrollees completed the entire program within the first year
- Graduates can take advantage of a "pay-it-forward" of a professional outfit
- In the last year, Career Placement Services conducted 360 individual appointments and 79 web-cam practice interviews

Improved Institution Efficiency

University of Arkansas Cossatot

Textbook Program

- Instead of renewing a lease with a book vendor, UAC created its own textbook program
- Textbooks were either replaced with OER (Open Educational Resources) or made available for rental
- Instructors are able to modify and use the most current and relevant materials

Outcomes

- The start up expense was set at $250,000 to acquire faculty requested materials and pay instructors for resource development.
- By charging students $30 for textbook rentals, and nothing for OER, the program is sustainable
- The program broke even in 2.5 years and in three years, the program saved UAC students over $1.1 million in textbook expenses.

Increased Student Completion

East Arkansas Community College

Concurrent Credit Convocation

- EACC hosted a specialty event showcasing all of the new programs (many incorporated since the merge with Crowley's Ridge Technical Institute) and honoring students who are enrolled in their concurrent programs
- Concurrent students received cords to honor their hard work during high school graduation
- The event was also hosted by a local business who was able to be recognized for their generous contributions to concurrent education
- The event featured video testimonials from former concurrent credit students, including U of A basketball player Trey Thompson

Outcomes

- The event expense was low but the goodwill shown regarding the merger, high school students, and local businesses was priceless.
- This fall semester, EACC has seen a record number of concurrent students enrolled.