

# REGULAR MEETING OF THE ARKANSAS HIGHER EDUCATION COORDINATING BOARD

*January 27, 2023*



# **Institutional Role and Mission Designations**

Arkansas Higher Education Coordinating Board

Brian Prescott

January 27, 2023 | North Little Rock, AR

# About NCHEMS

- Private, non-profit 501(c)(3) in Boulder, Colorado, founded in 1969
- Mission: to improve strategic decision-making in postsecondary education for states, systems, institutions, and workforce development organizations
- Selected current and recent statewide projects
  - Governance New Hampshire, Utah, Vermont
  - Strategic planning Oregon, Utah, Vermont, Wyoming
  - Finance Texas, Virginia
  - Quality assurance Connecticut, Maryland

# Background

- Authority: [A.C.A. § 6-61-207](#)
  - “...promote a coordinated system” and “assure orderly and effective development” of institutions
  - Designations provide guidelines for how “boards of trustees must operate” their respective institutions
- Purposes
  - Streamline program development and approval processes
  - Efficiently align activity with state and regional needs
  - Ensure students of all types and all over the state have meaningful access to educational opportunity
- A national exemplar

# Authority to Approve Missions vs. Role & Scope Designations

## Mission Statements

Institution A	Institution B	Institution C
...a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives.	...grounded in the liberal arts and sciences...a vibrant and inclusive community...inspire lifelong learning, generate new knowledge, and expand understanding...cultivate creative thinkers, principled leaders, and compassionate global citizens...	...to provide educational and cultural opportunities that benefit [our] students, the residents of [our state] and the nation...outstanding academic programs,...service and leadership ...excellence in teaching, inspired by sound scholarship...personal attention in a student-centered environment...stimulates intellectual inquiry and fosters social and civic values. [Our] students acquire the qualities of mind and spirit that prepare them to lead lives with meaning and purpose.

## Factors in Role and Scope Designations

1. Audiences to be served
2. Programs to be offered
3. Special institutional features

# Process

- Guideposts:
  - Revising 2008 designations
  - Not designed to shutter existing programs
- Data collection and analysis
- Draft revised role and scope designations
- Gather feedback from ADHE
- Institutional input to be gathered by ADHE; if necessary, NCHEMS to engage on a limited basis
- Finalize designations for board approval

# The Array of Postsecondary Services




Services	Audiences/ Clients	In-School Youth (Secondary Education)	Recent High School Graduates	Transfer Students	Adults	Employers	Economic Development Professionals	Workforce Development Professionals	Research Funders
Remedial & Developmental Education									
General Education									
Transfer Preparation									
Career/Technical Education									
Customized Training, Rapid Response Workforce Development									
Community Service (Personal Enrichment and Other)									
Brokering and Serving as a Delivery Site for Other Providers									
Baccalaureate Education									
Graduate Education									
Professional Education									
Basic and Applied Research									
Public Service (Land-Grant and Other)									

# Example (2008 Designations)

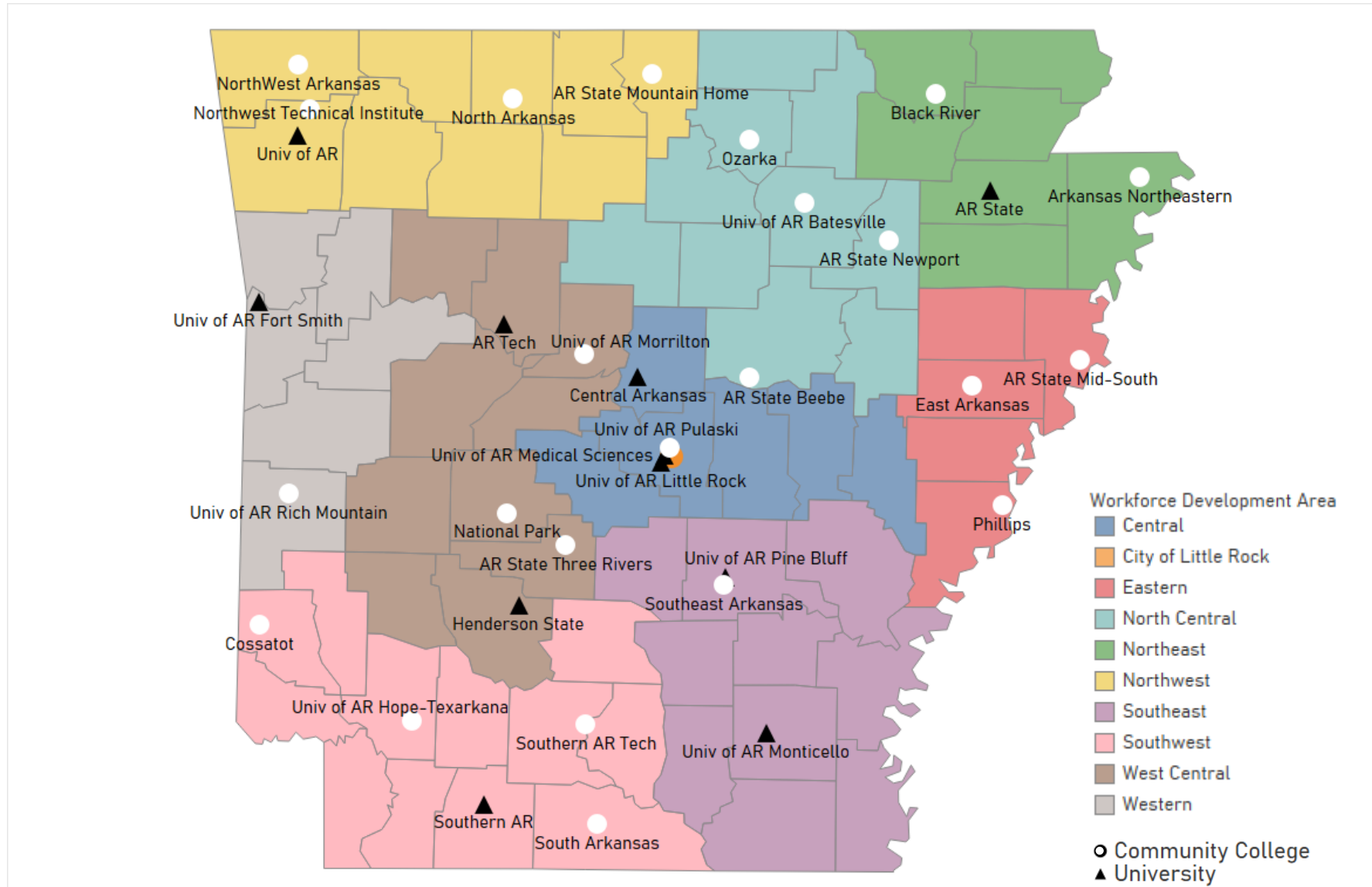
Arkansas Tech University	
Audiences	Residents of north central and west central Arkansas seeking a degree or continuing professional education
	Employers in the region
	Economic development professional
	Entrepreneurs
Programs & Services	Certificate's and associate's degrees in applied technology, nursing and allied health
	Baccalaureate programs appropriate for a teaching institution with a predominately undergraduate student body:
	<ul style="list-style-type: none"> <li>- arts and humanities</li> <li>- natural sciences</li> <li>- social sciences</li> </ul>
	Baccalaureate and master's programs in professional fields: <ul style="list-style-type: none"> <li>- communications</li> <li>- information technology</li> <li>- engineering</li> <li>- education</li> <li>- nursing and allied health</li> <li>- business</li> </ul>
Special Features	Services specifically designed to address regional economic development
	Engineering-related programs
	ATU's Ozark campus provides education in associate and certificate programs



# Data & Evidence

- Who is the institution serving?  Characteristics of undergraduate enrollment
  - Geographic origin
  - Academic preparation
  - Service to transfer students
  - Full- and part-time status
  - Other student characteristics (e.g., age, race/ethnicity, income, first-generation, commuters)
- What is the institution providing? Educational programs 
  - By level and field (CIP)
  - Employer engagement, workforce-relevant noncredit programming
- What are the region's needs?  Regional workforce demand
- Special features 
  - Research activity and fields—basic and/or applied
  - Land-grant status
  - Status as a minority-serving institution
  - Other designated (e.g., distance delivery) or historical roles (e.g., management of specified facilities)

# Arkansas Institutions and Workforce Development Areas



# Enrollment-Derived Service Area Examples

## Two-Year Institutions

Annual enrollment by county of origin per 1,000 18-44yo residents with less than an associate's degree

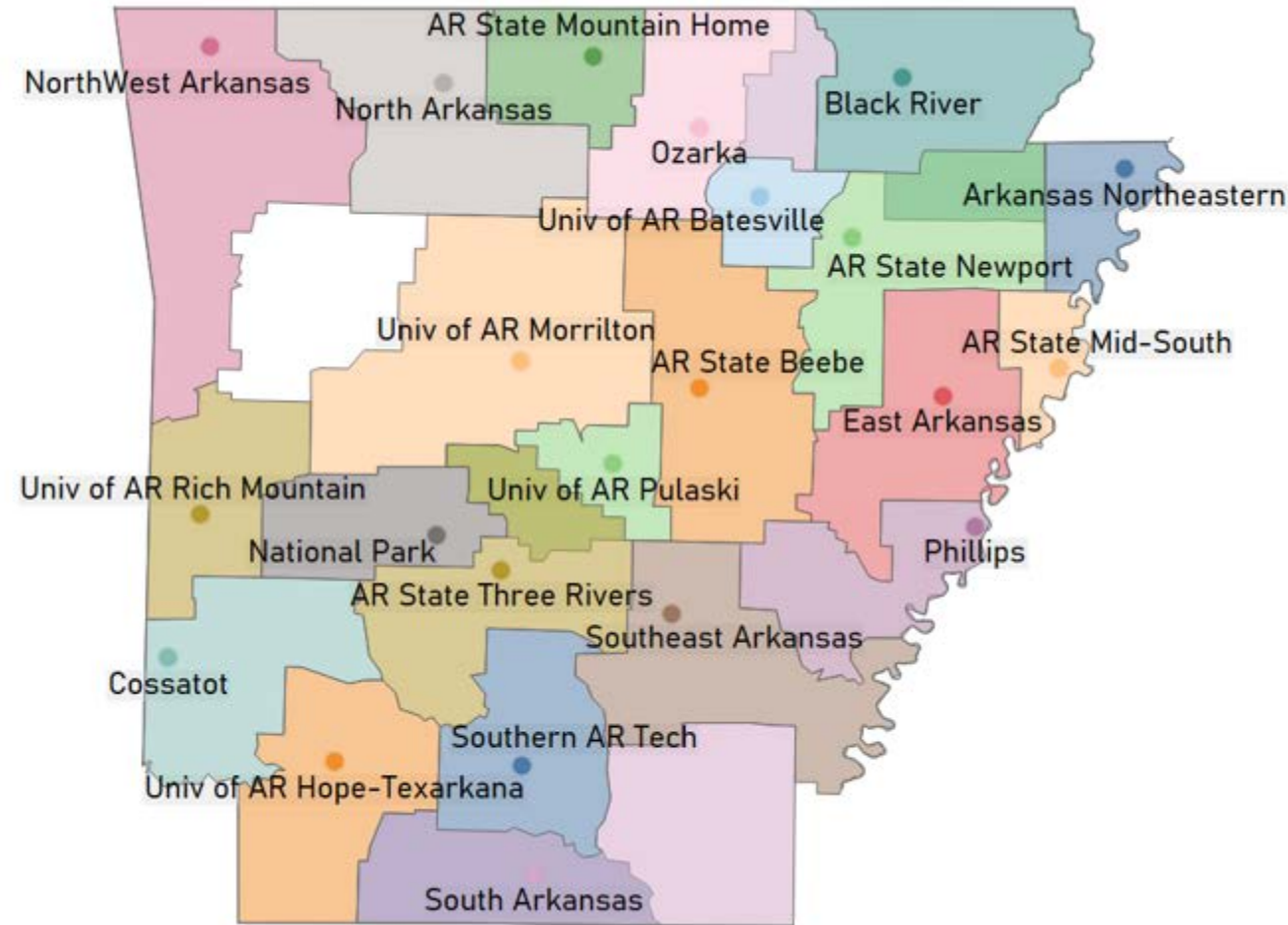


## Four-Year Institutions

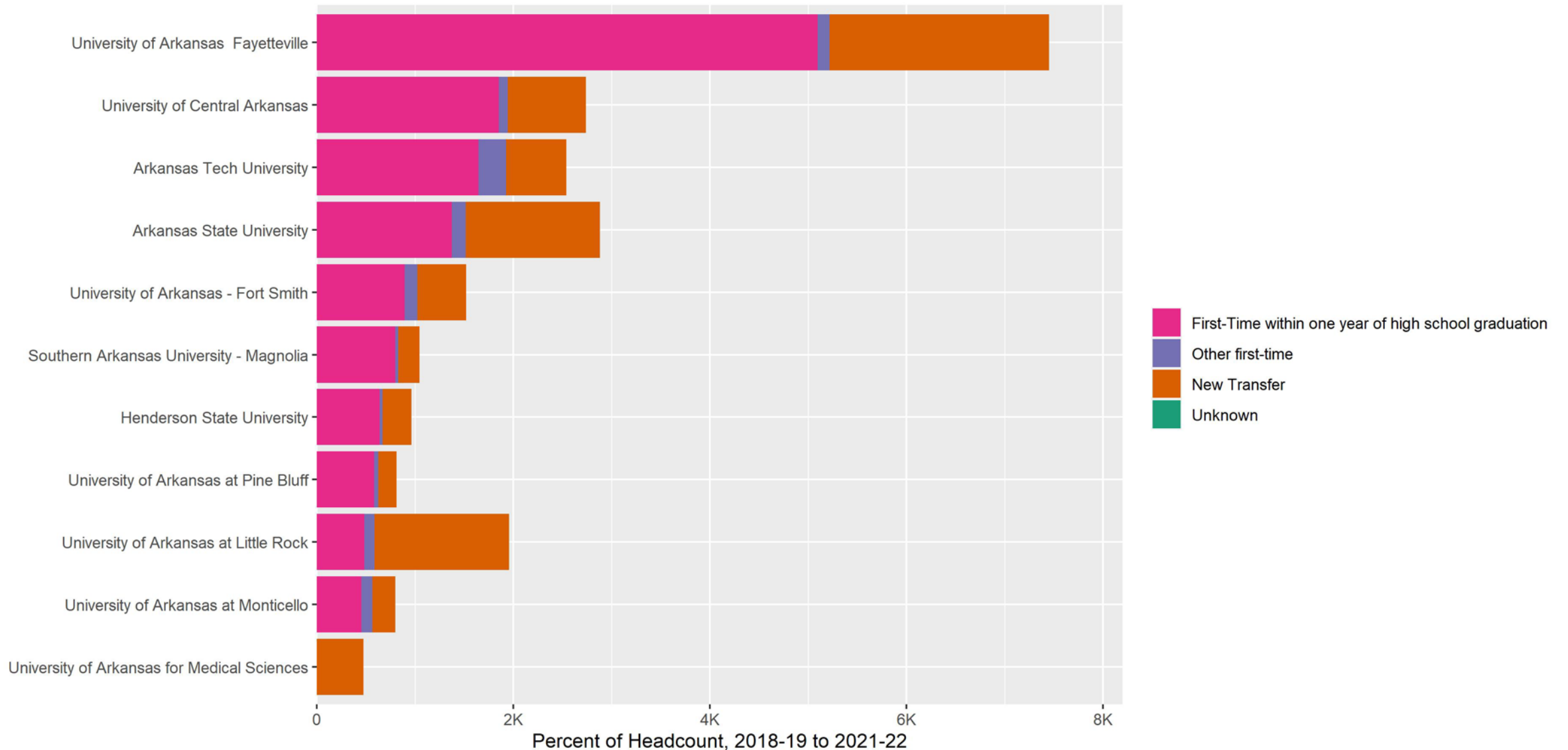
Annual enrollment by county of origin per 1,000 18-44yo residents with less than a bachelor's degree



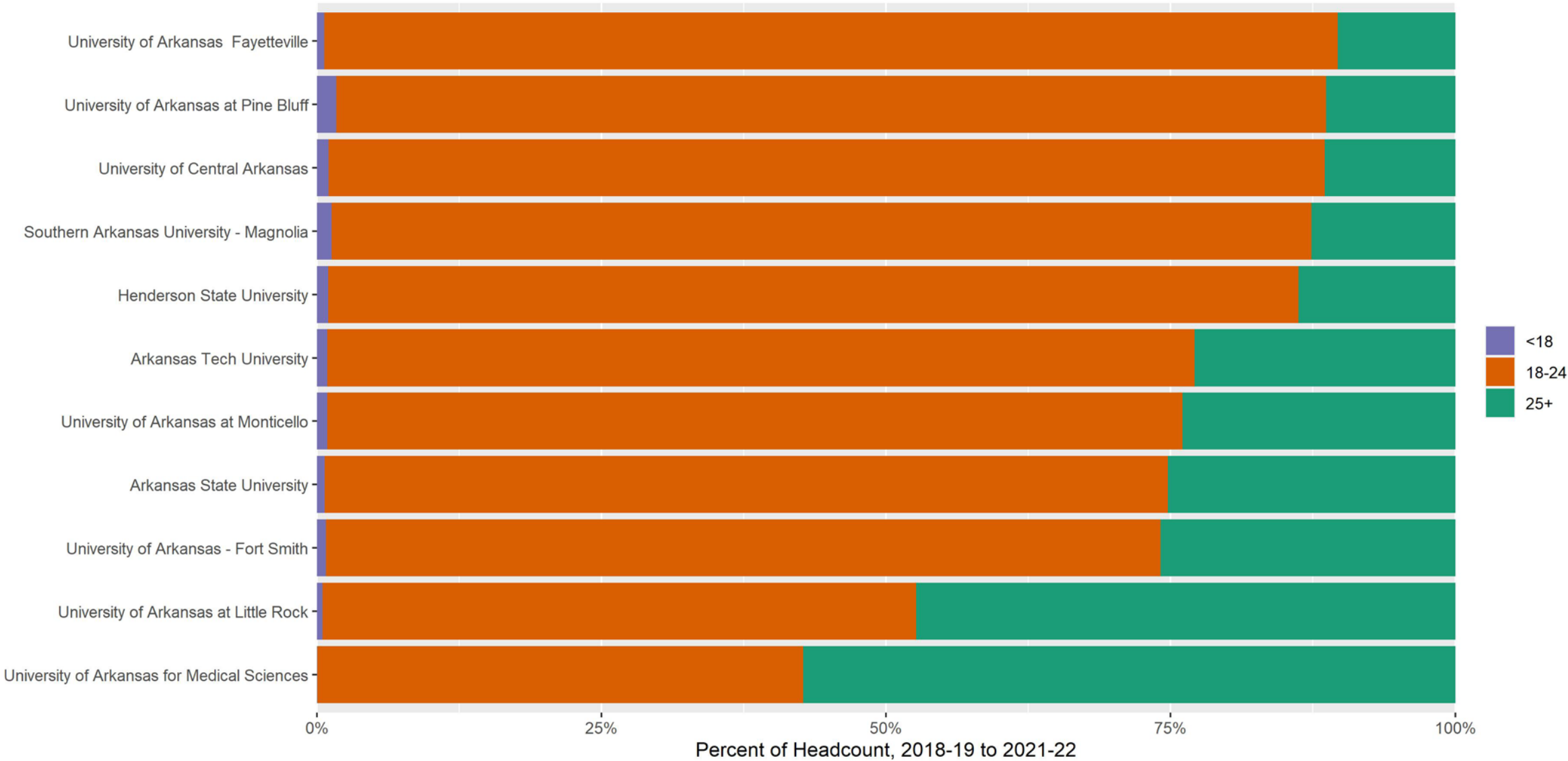
# Arkansas Community College Locations and Enrollment-Derived Service Areas



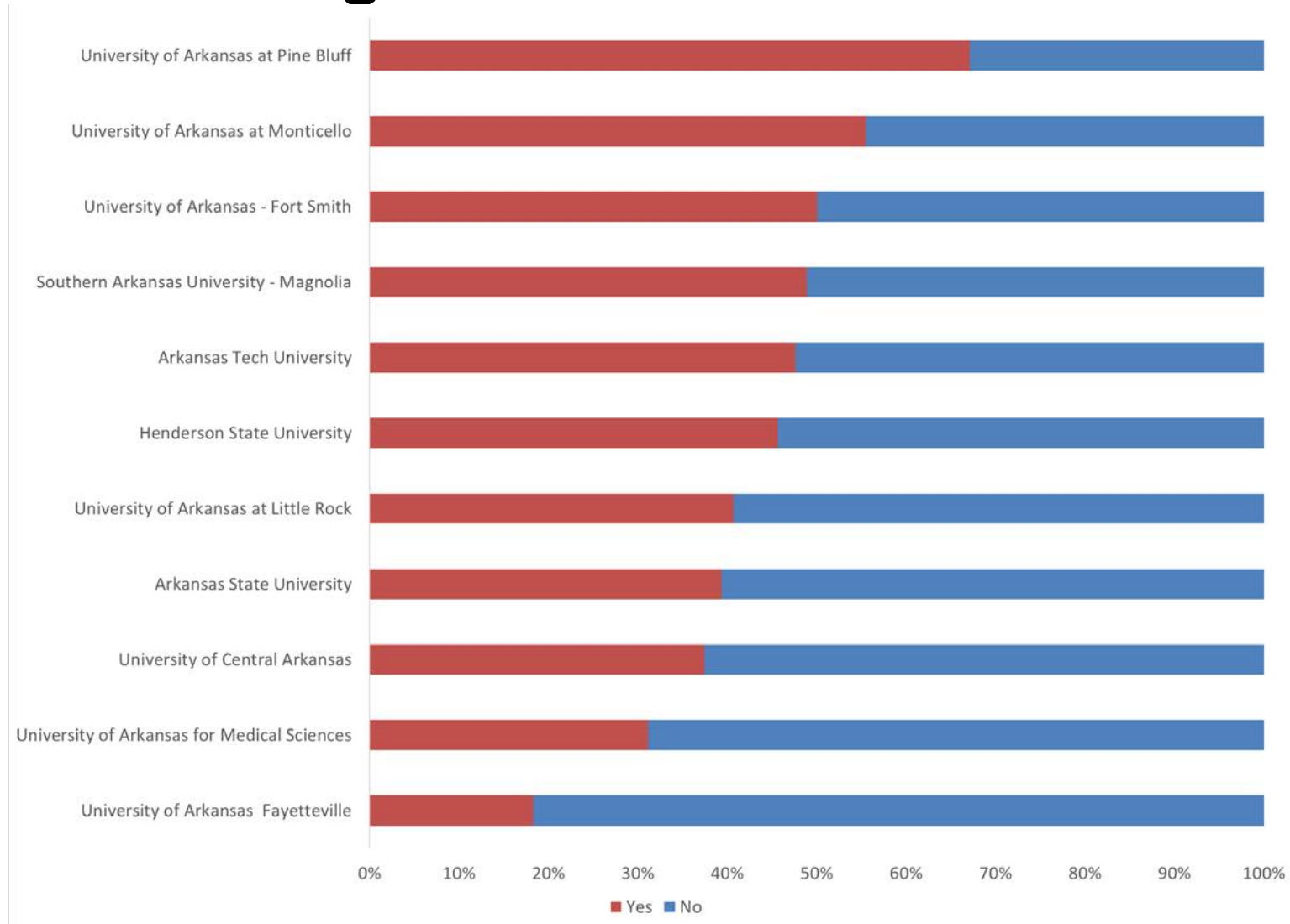
# Entering Undergraduates at Four-Year Institutions, by Type



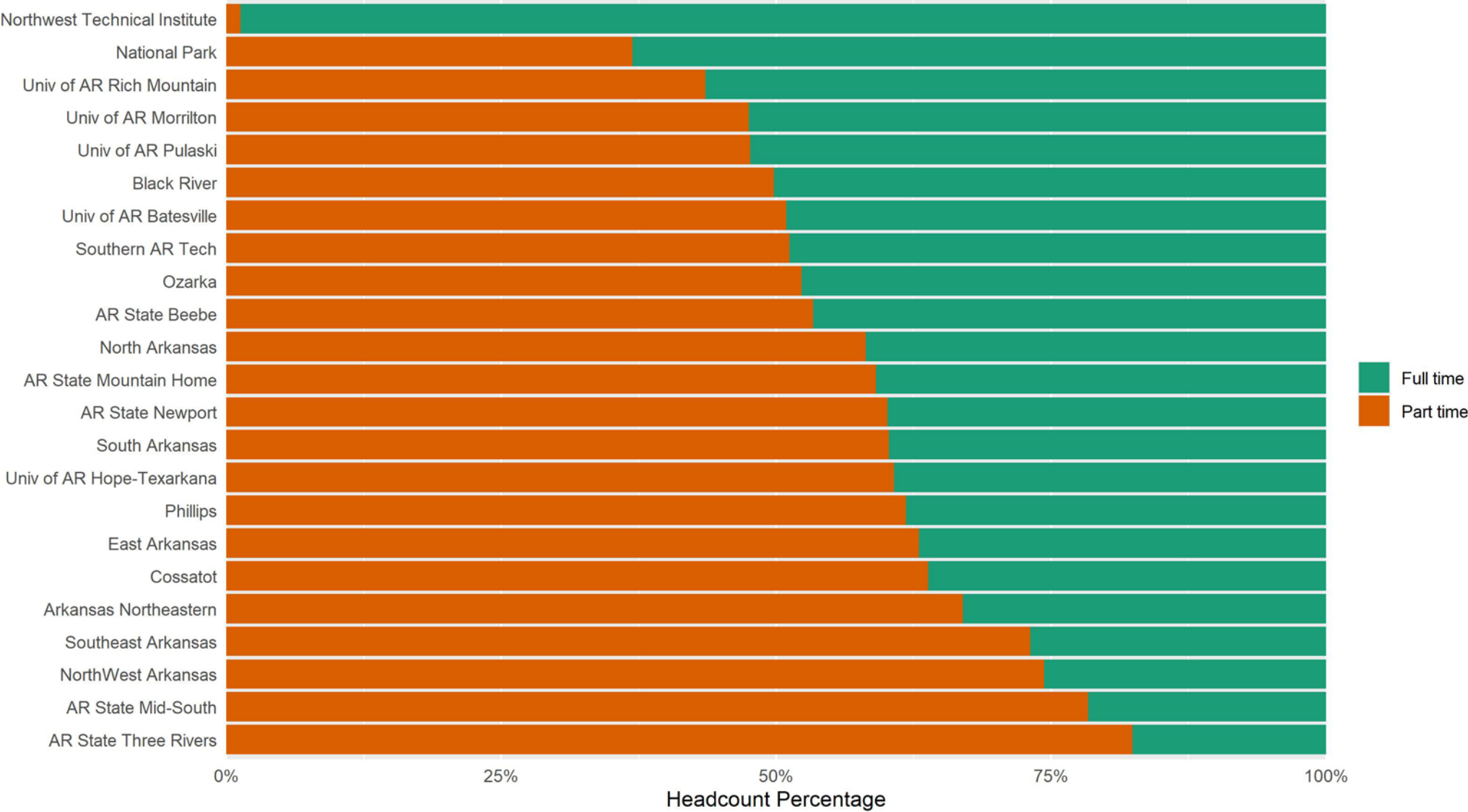
# Undergraduate Enrollment by Age at Public Four-Year Institutions



# Undergraduate Enrollment by Pell Eligibility, Average of 2018-19 to 2021-22

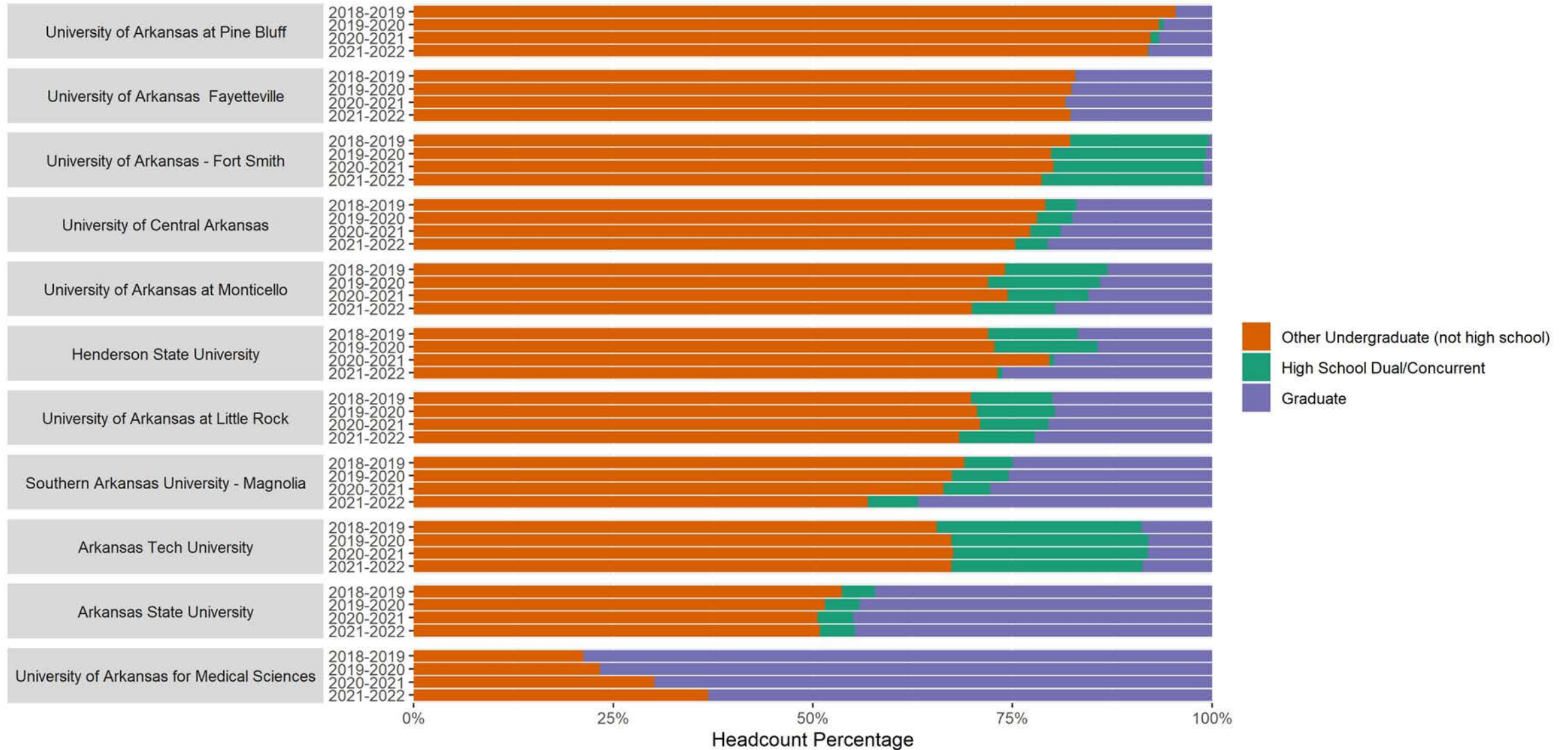


# Fall Undergraduate Enrollment at Public Two-Year Institutions, by Attendance Status





# Enrollment at Public Four-Year Institutions, by Type



# Alignment with Workforce Demand

If there exists...	Then the R&S designations should...
Evidence of industry needs for specified occupations	prioritize local institution(s) having a program with a physical presence
Little evidence of industry need	prioritize importation of programs to ensure availability of educational opportunity
Documented unmet workforce demand	specify within the designations that an institution should seek to boost supply
Costly programs with clear but limited statewide or regional demand	specification of a statewide program to be offered at designated institutions (e.g., pilot training at ASU Mid South)
Designations also help ensure that program expansion deemed necessary occurs at institutions that reach the appropriate audiences in the manner most efficient and effective.	

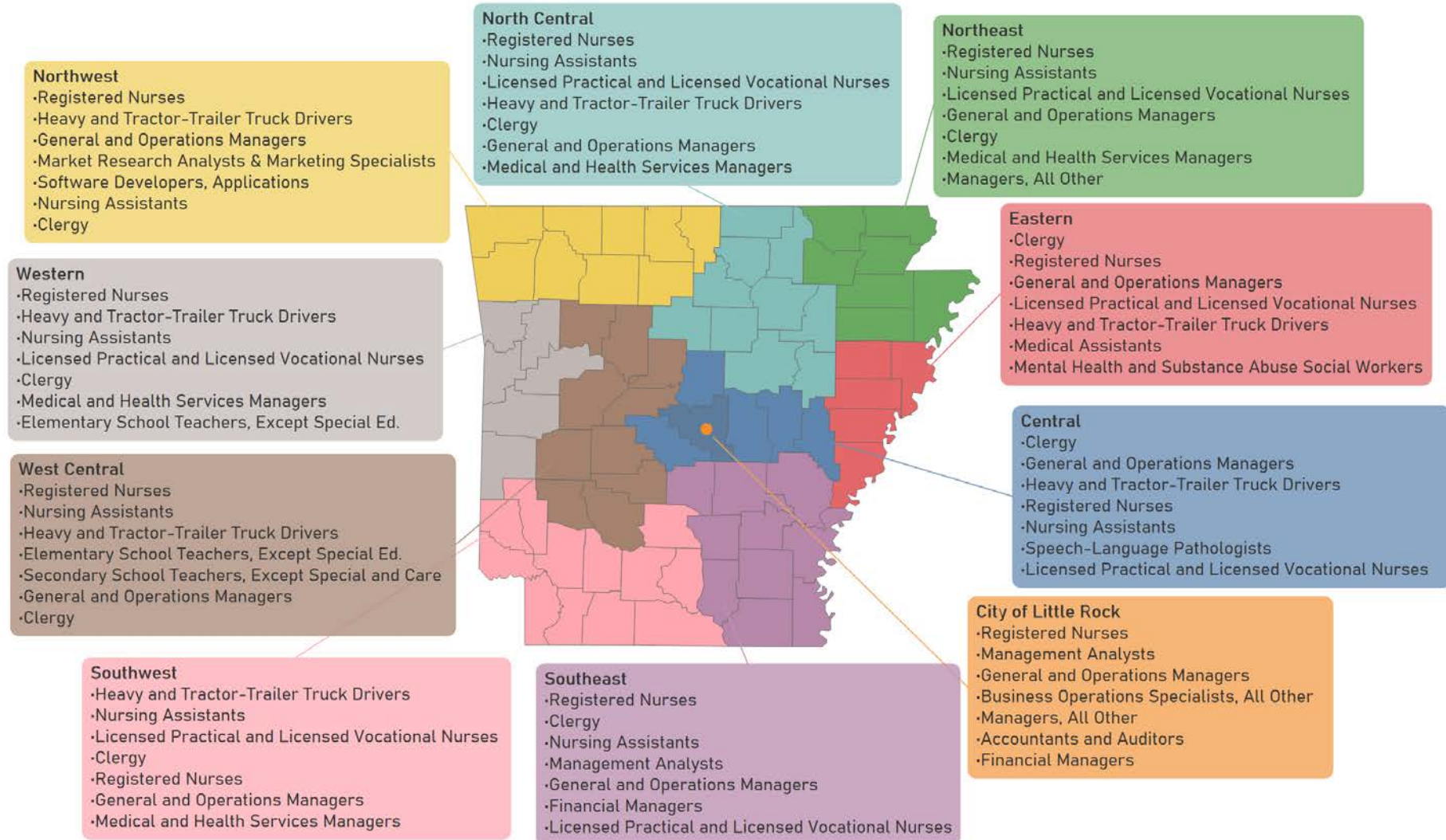
# Occupational Employment Projections 2018-2028

## North Central Arkansas

Occupation Title	2018 Employment	2028 Projected Employment	Numeric Change	% Change
<b>Total, All Occupations</b>	<b>83593</b>	<b>91651</b>	<b>8058</b>	<b>9.6%</b>
Food Preparation and Serving Related Occupations	6662	7749	1087	16.3%
Healthcare Practitioners and Technical Occupations	5894	6854	960	16.3%
Personal Care and Service Occupations	2778	3602	824	29.7%
Management Occupations	11862	12467	605	5.1%
Transportation and Material Moving Occupations	6599	7181	582	8.8%
Office and Administrative Support Occupations	10245	10701	456	4.5%
Education, Training, and Library Occupations	5583	6006	423	7.6%
Production Occupations	7348	7763	415	5.6%
Sales and Related Occupations	7557	7933	376	5.0%
Healthcare Support Occupations	2142	2513	371	17.3%
Community and Social Service Occupations	1974	2331	357	18.1%
Building and Grounds Cleaning and Maintenance Occu	2403	2722	319	13.3%
Construction and Extraction Occupations	2768	3052	284	10.3%
Installation, Maintenance, and Repair Occupations	3216	3481	265	8.2%
Business and Financial Operations Occupations	1482	1703	221	14.9%
Protective Service Occupations	1639	1810	171	10.4%
Farming, Fishing, and Forestry Occupations	1312	1472	160	12.2%
Legal Occupations	286	336	50	17.5%
Computer and Mathematical Occupations	320	363	43	13.4%
Architecture and Engineering Occupations	634	673	39	6.2%
Arts, Design, Entertainment, Sports, and Media Occ	643	672	29	4.5%
Life, Physical, and Social Science Occupations	246	267	21	8.5%



# Occupations that Typically Require Postsecondary Education with Largest Projected Growth, 2018 to 2028 (By Number of Jobs)



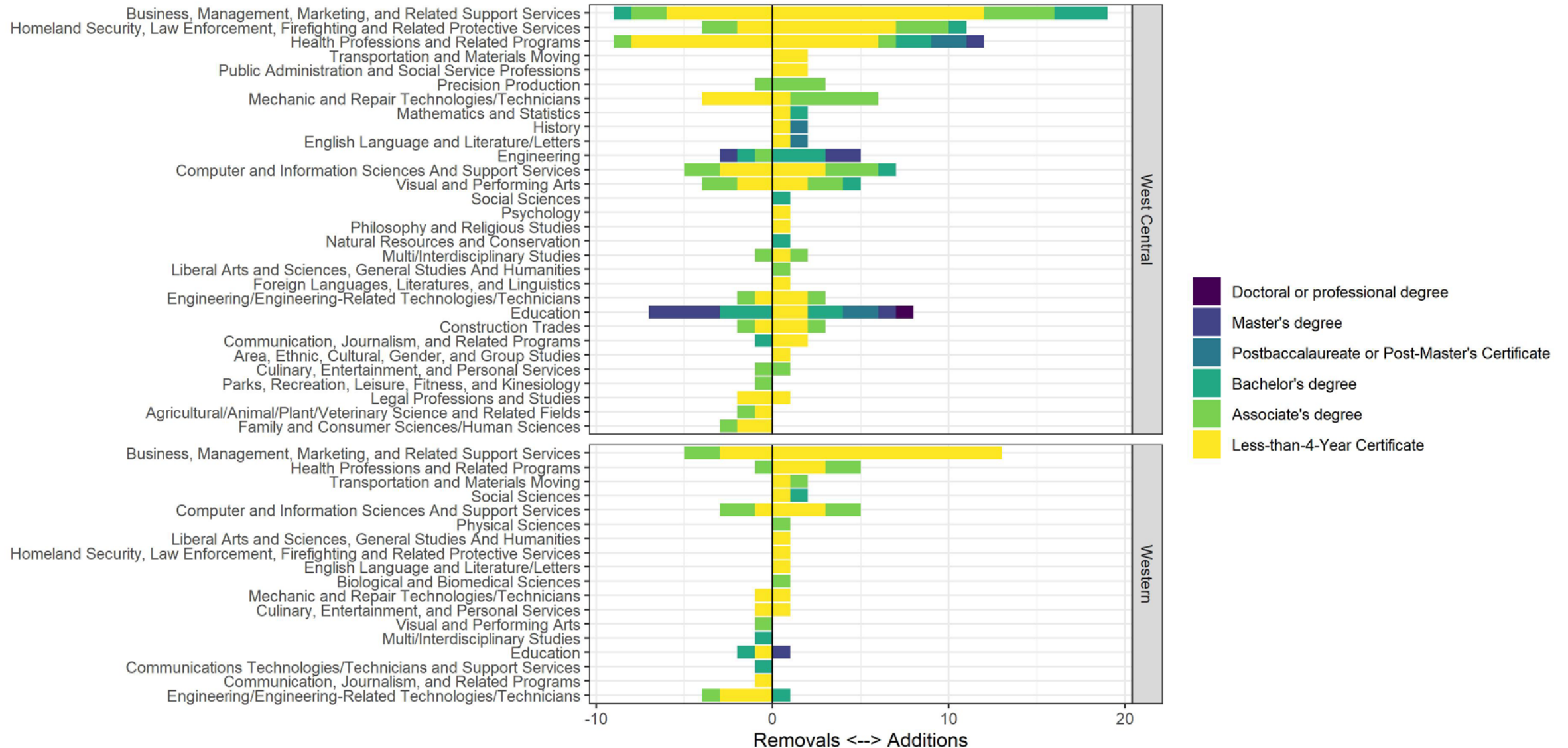
# Programs Offered Uniquely at UA Monticello Within the Southeast Region That are Not Offered Via Distance Through Any Other Public Institution

CIP Title	CIPCODE	Program Level	Awards (3 yr Average)
Industrial Mechanics and Maintenance Technology/Technician	47.0303	Less-than-4-Year Certificate	54.3
Electromechanical/Electromechanical Engineering Technology/Technician	15.0403	Less-than-4-Year Certificate	43.0
Education, General	13.0101	Bachelor's degree	40.7
Electromechanical Technologies/Technicians, Other	15.0499	Less-than-4-Year Certificate	34.3
Industrial Mechanics and Maintenance Technology/Technician	47.0303	Associate's degree	29.7
Sports, Kinesiology, and Physical Education/Fitness, General	31.0501	Bachelor's degree	28.3
Agribusiness/Agricultural Business Operations	01.0102	Bachelor's degree	20.3
Licensed Practical/Vocational Nurse Training	51.3901	Less-than-4-Year Certificate	17.7
Agribusiness/Agricultural Business Operations	01.0102	Associate's degree	15.7
Management Information Systems, General	52.1201	Bachelor's degree	15.3
Forestry, General	03.0501	Bachelor's degree	13.7
Automobile/Automotive Mechanics Technology/Technician	47.0604	Less-than-4-Year Certificate	13.3
Child Care and Support Services Management	19.0708	Less-than-4-Year Certificate	13.0
Jazz/Jazz Studies	50.0910	Master's degree	11.7
Teacher Education, Multiple Levels	13.1206	Master's degree	11.3
Kindergarten/Preschool Education and Teaching	13.1209	Bachelor's degree	8.3
Medical Reception/Receptionist	51.0712	Less-than-4-Year Certificate	8.3
Early Childhood Education and Teaching	13.1210	Less-than-4-Year Certificate	6.3
Truck and Bus Driver/Commercial Vehicle Operator and Instructor	49.0205	Less-than-4-Year Certificate	6.3
Diesel Mechanics Technology/Technician	47.0605	Less-than-4-Year Certificate	6.0
Education, Other	13.9999	Bachelor's degree	5.3



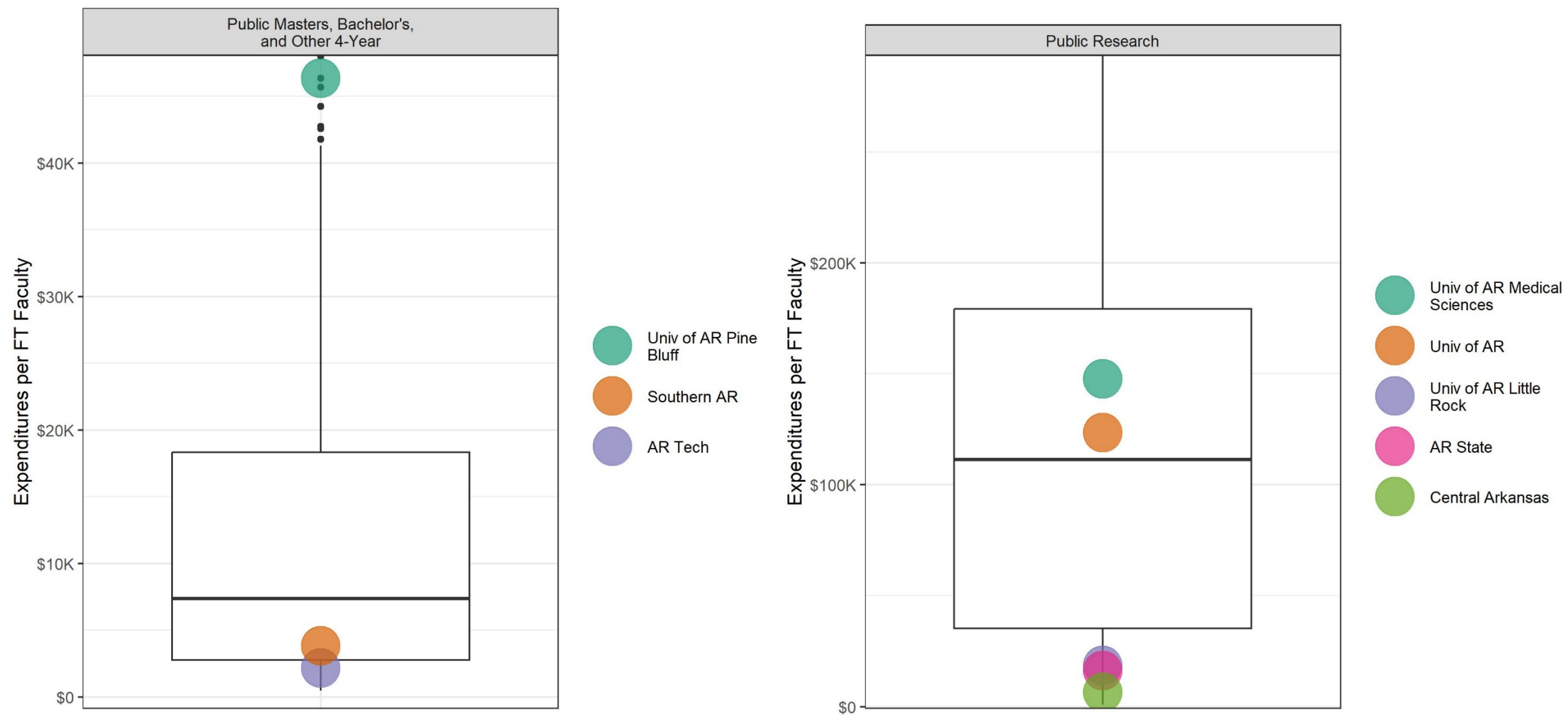
# Program Changes, 2017-2021

## By Workforce Development Area



# Research Expenditures per Full-Time Faculty, FY21

## AR institutions compared to institutions nationwide, by sector



Sources: NSF NCSES Higher Education Research and Development Survey, FY 2021; NCES IPEDS 2021 Human Resources Survey, provisional release file eap2021

Notes: Each box represents the 25<sup>th</sup> and 75<sup>th</sup> percentiles. The dark horizontal line is the median. Only institutions with IPEDS units in the survey data are represented. The limits of each plot are the 10<sup>th</sup> and 90<sup>th</sup> percentiles; there are additional outliers that are not visible.

# Examples of Special Features

Institution	Special Features
Cossatot Community College of the University of Arkansas	<ul style="list-style-type: none"> <li>• Designated Hispanic-Serving Institution</li> <li>• Howard County and Little River County campus locations.</li> </ul>
East Arkansas Community College	<ul style="list-style-type: none"> <li>• Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.</li> <li>• Recently merged with Crowley's Ridge Technical School</li> </ul>
NorthWest Arkansas Community College	<ul style="list-style-type: none"> <li>• Unique program - Bicycle Repair Program</li> <li>• Located near last remaining AR technical school - NWTI</li> </ul>
Ozarka College	<ul style="list-style-type: none"> <li>• Aviation Program</li> </ul>
Phillips Community College of the University of Arkansas	<ul style="list-style-type: none"> <li>• Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.</li> <li>• Campuses at Stuttgart and Dewitt.</li> </ul>
Southern Arkansas University Main Campus	<ul style="list-style-type: none"> <li>• Forestry, agriculture, and education programs.</li> <li>• Unique regional program - Mechanical Engineering</li> </ul>
University of Arkansas (Fayetteville)	<ul style="list-style-type: none"> <li>• Research is a primary emphasis</li> <li>• AR's 1862 land-grant institution.</li> <li>• Genesis Technology Incubator, a technology-oriented business incubator, facilitating research in nanotechnology and laser technology.</li> <li>• The University of Arkansas Law School.</li> <li>• Unique program - Black Sacred Music MM</li> </ul>
University of Arkansas at Monticello	<ul style="list-style-type: none"> <li>• Forestry program.</li> </ul>
University of Arkansas at Pine Bluff	<ul style="list-style-type: none"> <li>• Designated Historically Black College/University</li> <li>• AR's 1890 land-grant institution.</li> <li>• Unique Aquaculture/Fisheries Program</li> </ul>



# Next Steps

1. Additional data analysis
2. Prepare draft role & scope designations
3. Are there any key areas of concern from the board that NCHEMS should be taking into account as we recommend updated designations?

# FINANCE COMMITTEE

Nick Fuller  
Assistant Director for Finance

**AGENDA ITEM NO. 11:  
ANNUAL FINANCIAL CONDITIONS REPORT**



# Introduction

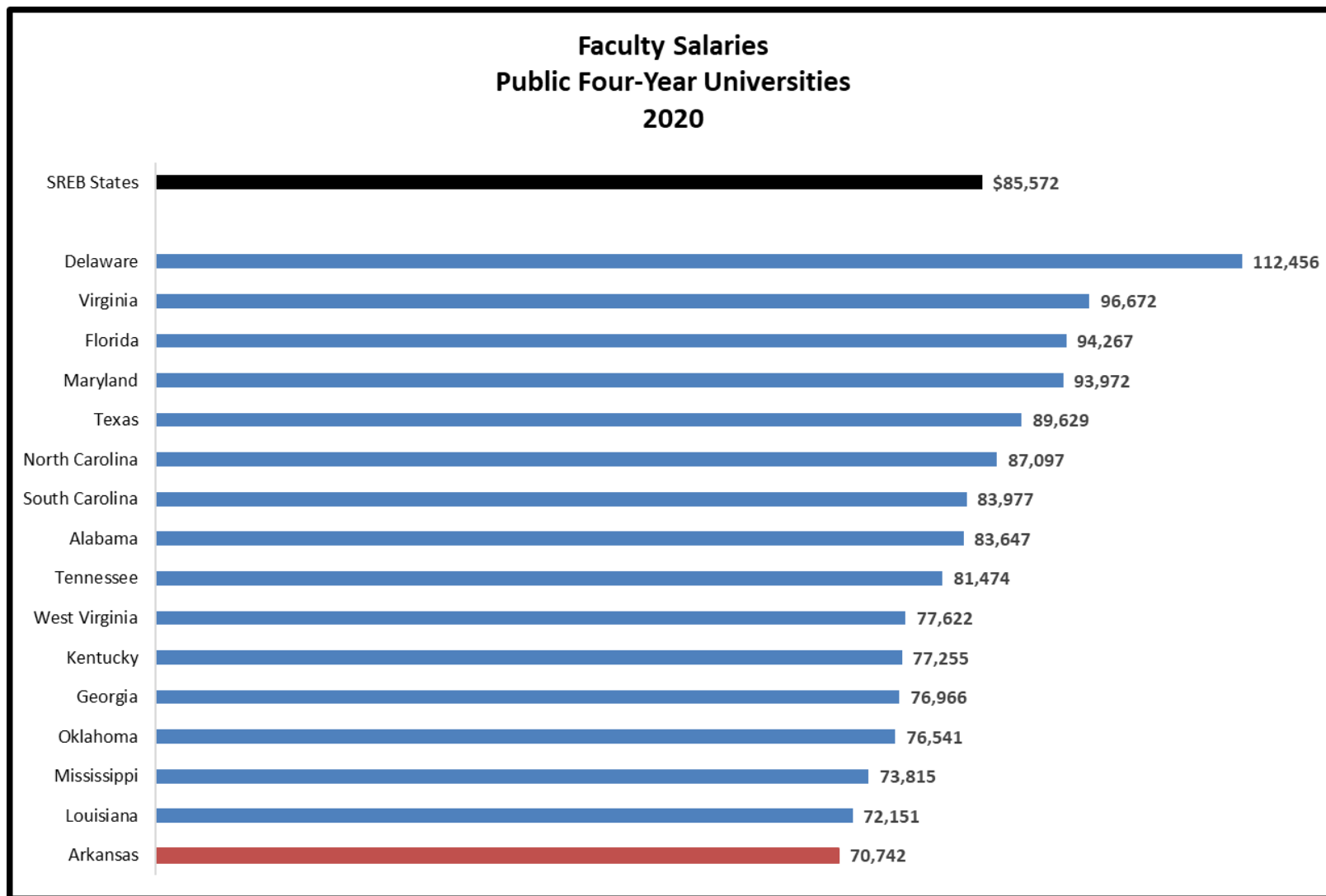
## Report Purpose:

- Describe financial conditions of Arkansas's Public Institutions of Higher Education
- Describe challenges experienced by Arkansas's Public Institutions of Higher Education

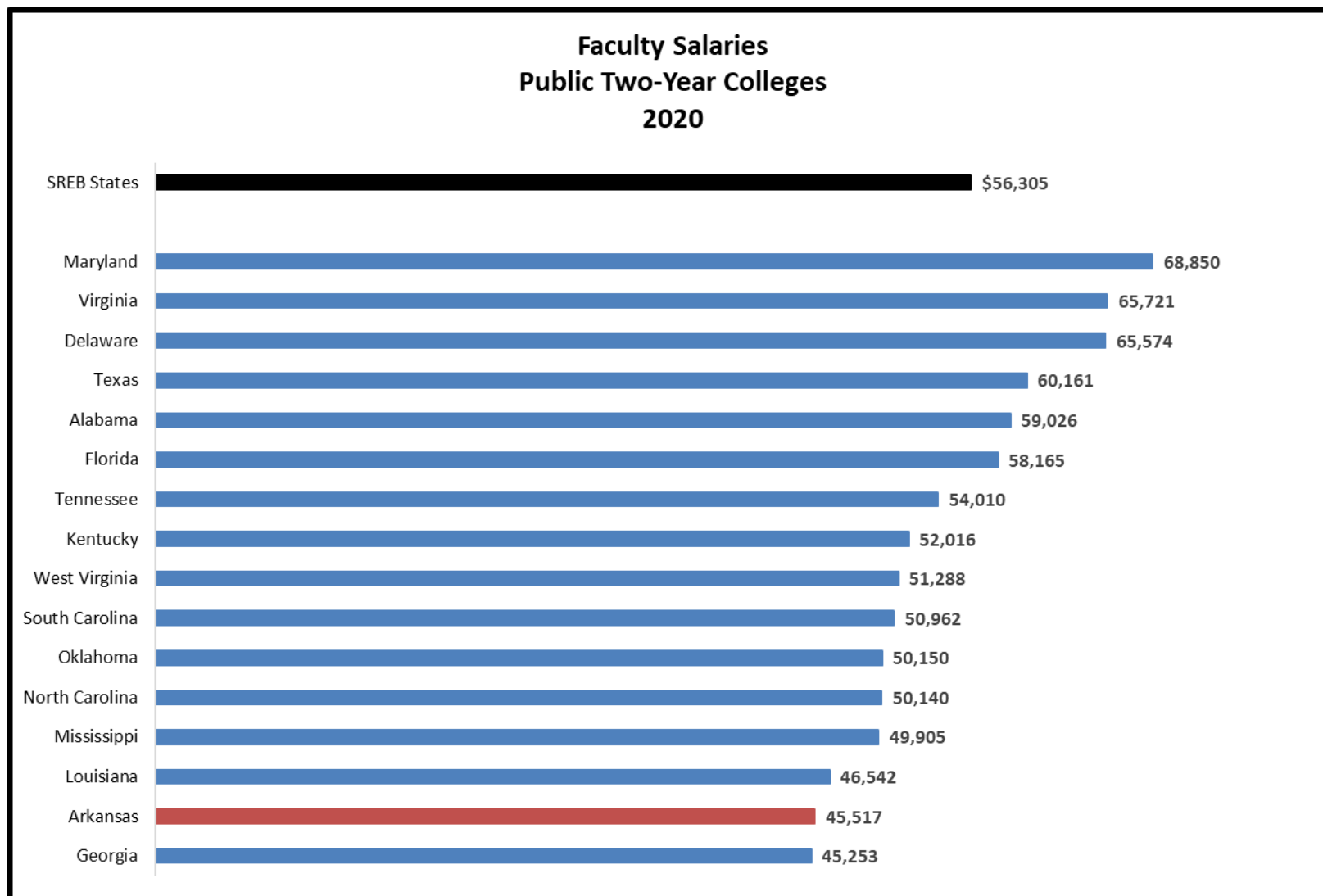
## Topics Addressed:

- Productivity-Based Funding
- Comparison of Arkansas faculty salaries to other SREB states
- Tuition & Fees
- Fund Balances
- Institutional Scholarship expenditures
- Athletic Expenditures

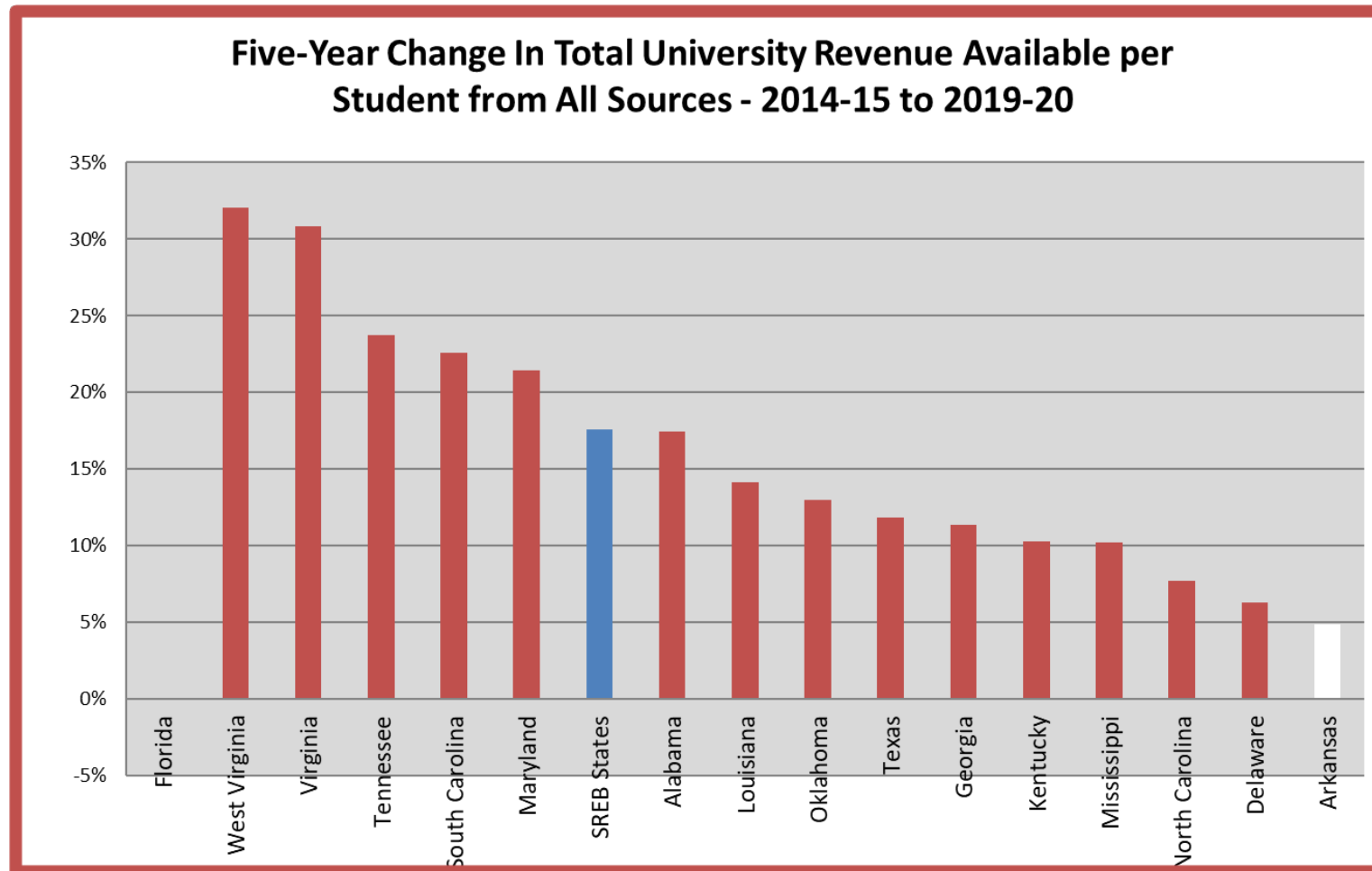
# Comparison of Arkansas faculty salaries to other SREB states



# Comparison of Arkansas faculty salaries to other SREB states

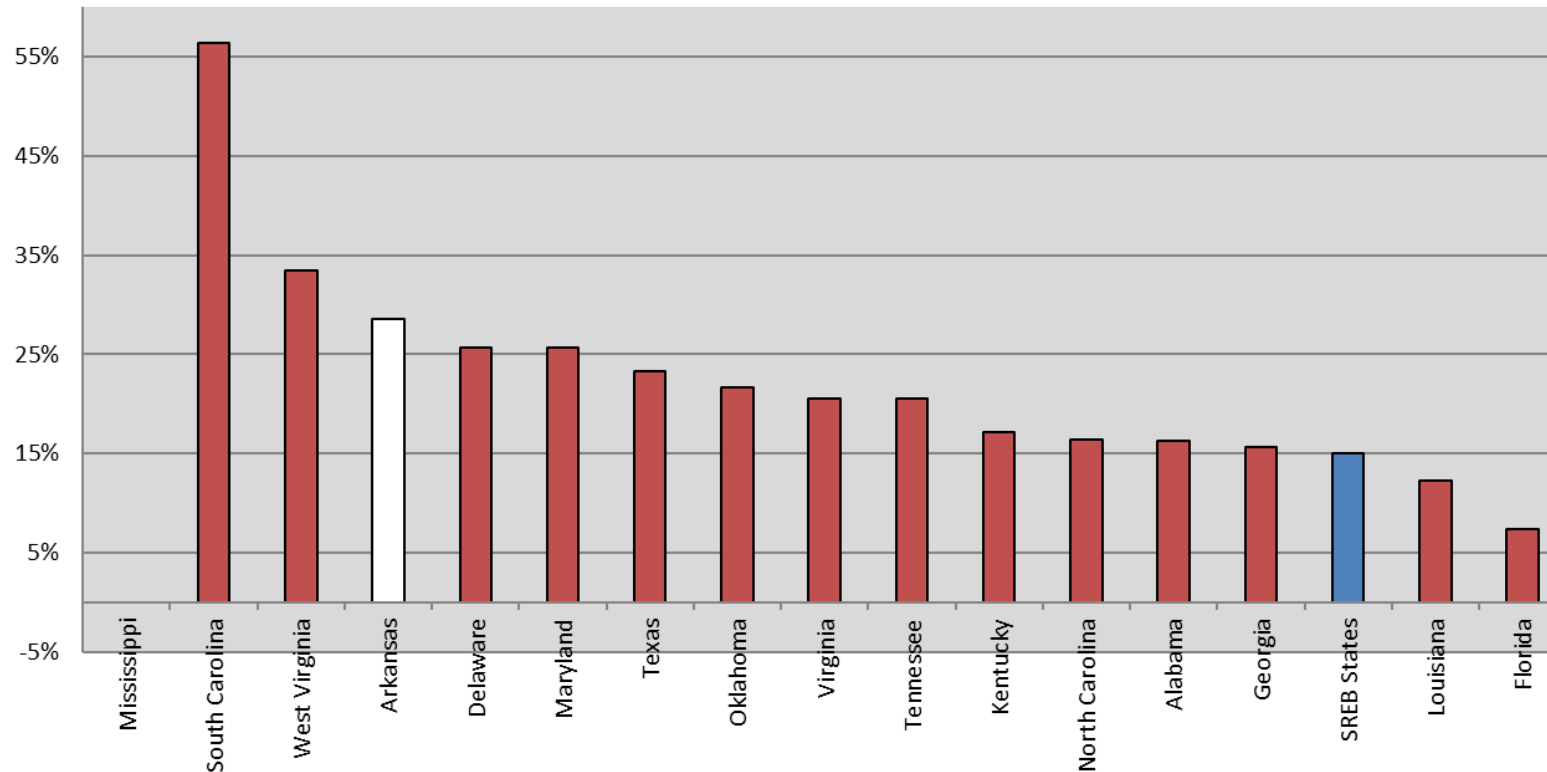


# Comparison of Change in Funds per FTE Students to other SREB states - Universities



# Comparison of Change in Funds per FTE Students to other SREB states - Colleges

**Five-Year Change In Total Two-Year College Revenue  
Available per Student From All Sources - 2014-15 to 2019-20**





# Tuition and Fees

- With the Governor's addition of roughly \$29,000,000 in State funding for higher education since the implementation of the Productivity Funding model in fiscal year 2018-19, institutions have been tasked with trying to limit tuition increases as to keep costs to students as affordable as possible.
- Even with these efforts, tuition and fee increases were needed at institutions causing total Tuition and Fee changes from 2021-22 to 2022-23 to reflect the following:
  - Four-year Institutions = 1-YR Average increase 3.0%
  - Two-year Institutions = 1-YR Average increase 4.9%
- Latest available data from SREB (2016-17 to 2017-18) –
  - National Four-year Institution = 1-YR Average increase 3.5%
  - SREB Four-year Institution = 1-YR Average increase 5.7%
  - Arkansas Four-year Institution = 1-YR Average increase 3.0%
  - National Two-year Institution = 1-YR Average increase 3.6%
  - SREB Two-year Institution = 1-YR Average increase 4.2%
  - Arkansas Two-year Institution = 1-YR Average increase 2.2%

# Tuition Increases – 4 Year Institutions

## Annual Full-time Undergraduate Tuition and Mandatory Fees for Four-Year Institutions (2017-18 through 2022-2023)

### RESIDENT

Institution	2017-18	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	1 YR Increase		5 YR Increase	5 YR Average Increase
ASUJ	8,478	8,608	8,900	8,900	8,900	9,310	4.6%		9.8%	1.9%
ATU	8,880	9,068	9,255	9,255	9,539	9,682	1.5%		9.0%	1.7%
HSU	8,311	8,436	8,811	9,240	9,450	9,450	0.0%		13.7%	2.6%
SAUM	8,346	8,676	8,980	8,980	9,310	9,580	2.9%		14.8%	2.8%
UAF	9,062	9,129	9,385	9,385	9,572	9,656	0.9%		6.5%	1.3%
UAFS	6,935	7,128	7,339	7,339	7,339	7,984	8.8%		15.1%	2.9%
UALR	8,936	9,439	9,529	9,529	9,529	9,529	0.0%		6.6%	1.3%
UAM	7,462	7,696	7,909	7,909	8,029	8,431	5.0%		13.0%	2.5%
UAPB	7,212	7,842	8,064	8,064	8,064	8,574	6.3%		18.9%	3.6%
UCA	8,524	8,751	9,188	9,338	9,563	9,778	2.2%		14.7%	2.8%
<b>Average</b>	8,214	8,477	8,736	8,794	8,929	9,197	3.0%		12.0%	2.3%

SOURCE: ADHE FORM 18-1

\*\* Mandatory Fees include both E&G and Auxiliary

# Tuition Increases – 2 Year Institutions

Annual Full-time Undergraduate Tuition and Mandatory Fees  
for Two-Year Institutions (2017-18 through 2022-2023)

**RESIDENT**

Institution	2017-18	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	1 YR Increase	5 YR Increase	5 YR Average Increase
ANC	2,750	2,780	2,810	2,840	2,930	3,020	3.1%	9.8%	1.9%
ASUB	3,540	3,600	3,660	3,660	3,660	3,780	3.3%	6.8%	1.3%
ASUMH	3,540	3,570	3,630	3,630	3,630	3,780	4.1%	6.8%	1.3%
ASUMS	4,000	4,000	4,090	4,090	4,090	4,180	2.2%	4.5%	0.9%
ASUN	3,450	3,480	3,570	3,570	3,570	3,690	3.4%	7.0%	1.4%
ASUTR	3,680	3,890	4,070	4,070	4,070	4,190	2.9%	13.9%	2.7%
BRTC	3,600	3,660	4,050	4,200	4,200	4,410	5.0%	22.5%	4.2%
CCCUA	3,600	3,840	3,960	3,960	3,960	4,200	6.1%	16.7%	3.2%
EACC	3,150	3,180	3,234	3,234	3,140	3,210	2.2%	1.9%	0.4%
NAC	3,510	3,600	3,690	3,840	3,840	4,260	10.9%	21.4%	4.0%
NPC	3,780	4,110	4,500	4,500	4,500	4,950	10.0%	31.0%	5.6%
NWACC	4,683	4,683	5,058	5,088	5,088	5,550	9.1%	18.5%	3.5%
OZC	3,640	3,730	3,730	3,730	3,730	3,820	2.4%	4.9%	1.0%
PCCUA	3,200	3,320	3,410	3,410	3,410	3,500	2.6%	9.4%	1.8%
SACC	3,660	3,750	3,750	3,750	3,810	3,990	4.7%	9.0%	1.8%
SAUT	4,500	4,500	4,590	4,590	4,770	4,830	1.3%	7.3%	1.4%
SEAC	3,460	3,850	3,850	3,850	3,850	4,210	9.4%	21.7%	4.1%
UACCB	3,480	3,555	3,555	3,555	3,555	3,900	9.7%	12.1%	2.4%
UACCH-T	2,980	3,070	3,250	3,250	3,400	3,580	5.3%	20.1%	3.8%
UACCM	4,130	4,220	4,320	4,320	4,320	4,470	3.5%	8.2%	1.6%
UACCRM	3,780	4,020	4,260	4,260	4,470	4,650	4.0%	23.0%	4.3%
UAPTC	5,460	5,632	5,670	5,670	5,670	5,820	2.6%	6.6%	1.3%
<b>Average</b>	3,708	3,820	3,941	3,958	3,985	4,181	4.9%	12.8%	2.4%

SOURCE: ADHE FORM 18-1

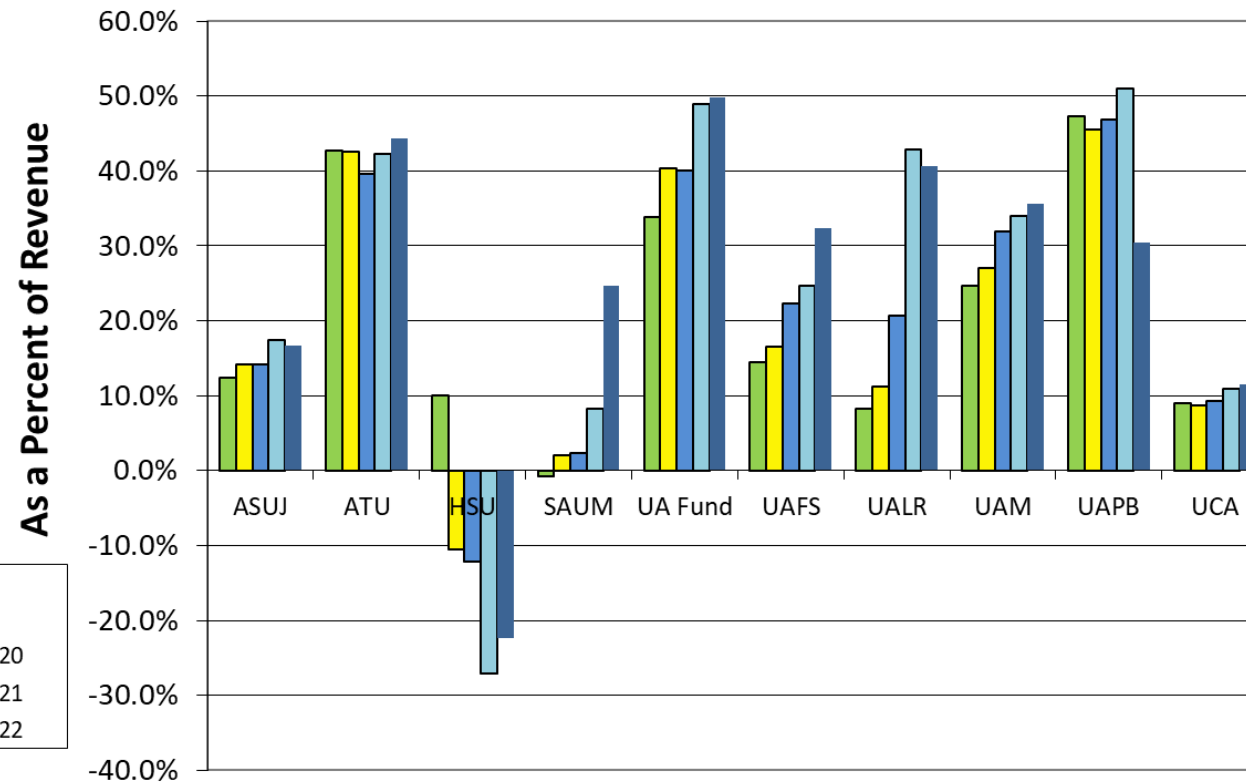
\*\*Mandatory Fees include both E&G and Auxiliary

# Fund Balances

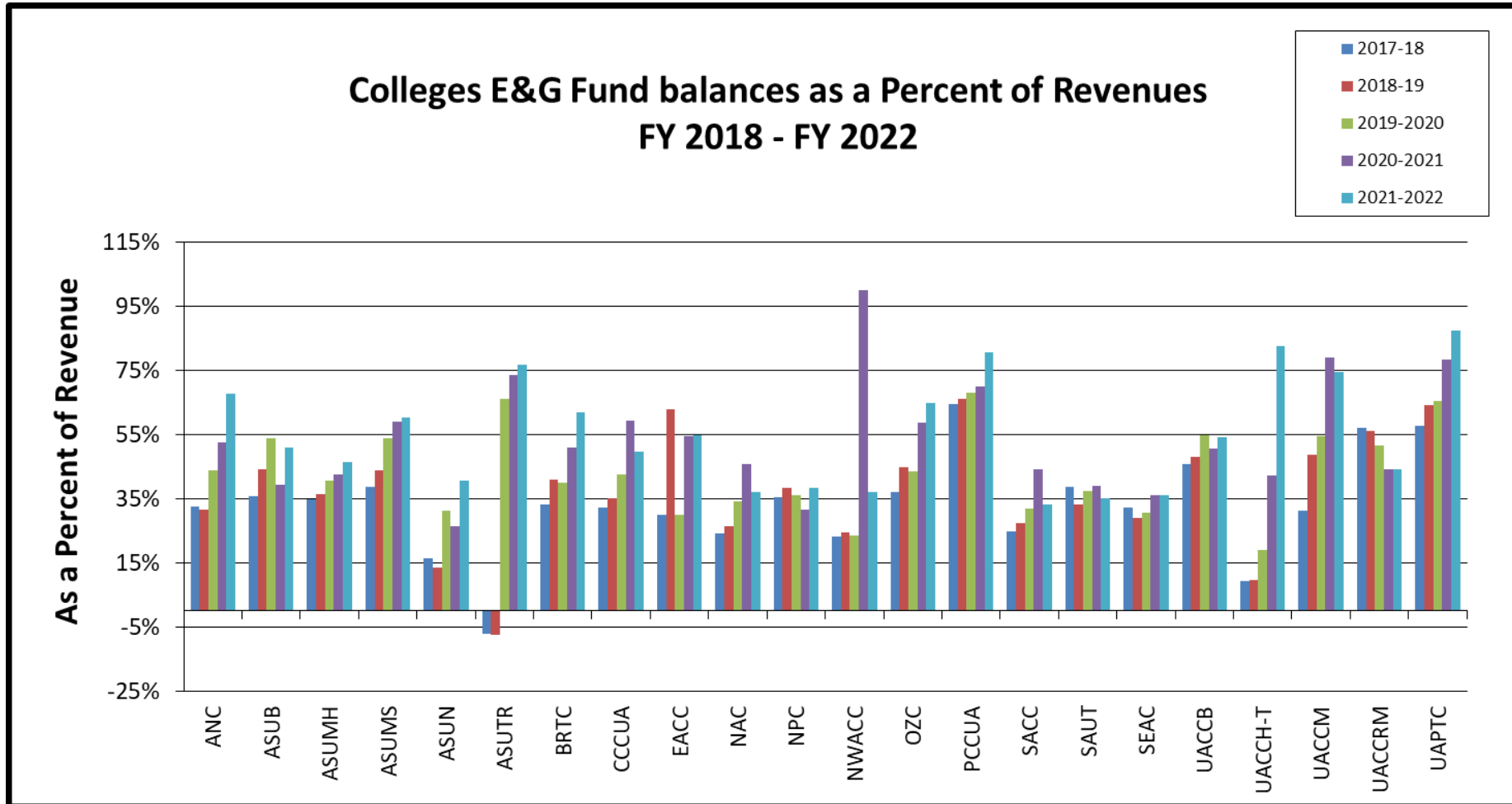
- According to industry standards, optimal fund balances should range from 5% to 14% of the E & G operating budget.
  - For 2021-22, all but one of the 4-year institutions' fund balances were above 5%.
  - For 2021-22, no 2-year institution's fund balance fell below 5%.

# Fund Balances – 4-Year

University E&G Fund Balances as a Percent of Revenues  
FY 2018 - FY 2022



# Fund Balances – 2-Year



# Institutional Scholarships (Academic and Performance)

- A.C.A 6-80-106 set limitations on Institutional Scholarships from tuition and fees
  - Academic and Performance scholarships awarded to students who qualify for a Pell Grant were excluded in accordance with A.C.A. § 6-80-106.
- The limit is 20% of E&G tuition and fee revenue
- 21,305 scholarships were awarded at 4-Year Institutions at a cost of \$75.3 million compared to 17,082 at a cost of \$75.6 million the previous year
- Scholarships as a percent of tuition and fees were 9.8% compared to 9.9% the previous year

# Institutional Scholarships

Undergraduate Academic and Performance Scholarship Expenditures for Fiscal 2021-2022\*

Institution	Academic		Performance		Total Scholarships		Total Tuition & Fee Income	Scholarships as a Percent of Tuition & Fees	Average Academic Award	2021-2022 Tuition & Fees
	Awards	Amount	Awards	Amount	Awards	Amount				
ASUJ	2,500	\$11,810,453	479	\$1,000,099	2,979	\$12,810,552	\$95,146,661	13.5%	\$4,724	\$8,900
ATU	2,974	\$8,929,709	115	\$345,027	3,089	\$9,274,736	\$60,401,436	15.4%	\$3,003	\$9,539
HSU	670	\$3,530,065	142	\$340,976	812	\$3,871,041	\$23,907,512	16.2%	\$5,269	\$9,450
SAUM	737	\$4,136,586	137	\$381,056	874	\$4,517,643	\$41,737,940	10.8%	\$5,613	\$9,310
UAF	4,798	\$18,149,221	443	\$1,058,087	5,241	\$19,207,308	\$332,162,581	5.8%	\$3,783	\$9,572
UAFS	1,484	\$3,796,108	47	\$59,787	1,531	\$3,855,895	\$30,469,828	12.7%	\$2,558	\$7,339
UALR	1,432	\$4,331,267	97	\$105,272	1,529	\$4,436,539	\$62,835,194	7.1%	\$3,025	\$9,529
UAM	338	\$1,498,155	177	\$445,654	515	\$1,943,809	\$17,710,396	11.0%	\$4,432	\$8,029
UAPB	259	\$1,097,190	191	\$658,474	450	\$1,755,664	\$20,198,731	8.7%	\$4,236	\$8,064
UCA	3,985	\$12,990,579	300	\$596,426	4,285	\$13,587,005	\$84,598,009	16.1%	\$3,260	\$9,563
University Total	19,177	\$70,269,333	2,128	\$4,990,857	21,305	\$75,260,191	\$769,168,288	9.8%	\$3,664	\$8,929

\*A.C.A. § 6-80-106 set a limit of 20% of tuition and fee income that could be used for scholarships. "Academic" and "Performance Scholarships" does not include scholarships made to a student who qualifies for a Pell Grant



# Other Thoughts

- Capital Funding
  - The Facilities Audit Program reported the replacement values for E&G facilities as \$5.3 billion. The **E&G maintenance** needs as of 2022 show that the institutions have **\$3.01 billion** in deferred maintenance with **\$264.5 million** of that classified as critical.

# Recommendations

- Continue to work with institutions to monitor and refine the Productivity Funding Model policies to ensure adequate funding is available to meet student needs, innovation is encouraged, and that the policies continue to respond to attainment goals and priorities of the state.
- AHECB, ADHE and institutions of higher education work with the legislature toward alignment of institutional funding policies, state financial aid policies, and tuition policies in a way that prioritizes higher education affordability.

*Any Questions?*

Nick Fuller

Assistant Director for Finance

**AGENDA ITEM NO. 12:  
MAINTENANCE REPORT**



# Maintenance of New Facilities Report

- The AHECB policy for maintenance of new facilities states that a report on the amount transferred to plant funds will be presented annually at the October AHECB meeting
- Ensures all newly constructed or purchased facilities will have a source of funding for maintenance
- Institutions seeking approval of a loan or a bond issue for the construction or purchase of a new facility must provide for the maintenance of that facility by transferring annually to plant funds

## Current rates:

\$2.50 per gross square foot for an educational and general facility

\$1.25 per gross square foot for an auxiliary facility

- Report includes the status of the maintenance transfer for each new facility for which a loan or bond issue was approved for the construction or purchase of that facility

*Any Questions?*

# ACADEMIC COMMITTEE



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**Mason Campbell**  
**Assistant Director for Policy and Student Success**  
**Interim Assistant Director of Academic Affairs**



# Consent Items

- \*13. New Program: Bachelor of Science in Public Health  
Arkansas State University Jonesboro
- \*14. New Program: Technical Certificate in Paramedic Science  
Arkansas State University Mid-South
- \*15. New Program: Associate of Applied Science, Technical  
Certificate, and Certificate of Proficiency in  
Marine Manufacturing  
Arkansas State University Mountain Home

\*Numbers refer to main agenda

# Consent Items

\*16. New Program: Bachelor of Science in Mechanical Engineering  
Southern Arkansas University

\*17. New Program: Master of Music in Black Sacred Music  
University of Arkansas Fayetteville

\*Numbers refer to main agenda



**AGENDA ITEM NO. 18**  
**INSTITUTIONAL CERTIFICATION ADVISORY**  
**COMMITTEE: RESOLUTIONS**

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**Alana Boles**

**Associate Director of Academic Affairs**

# Institutional Certification Advisory Committee (ICAC) Resolutions

- 3 Institutions
- 21 Degree and Certificate Programs
- Alice L. Walton School of Medicine –New Medical School Requesting Certification for Institutional Planning and Development



## **AGENDA ITEM NO. 19**

### **LETTERS OF NOTIFICATION**

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# 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



## **AGENDA ITEM NO. 20**

### **LETTERS OF INTENT**

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# Letters of Intent

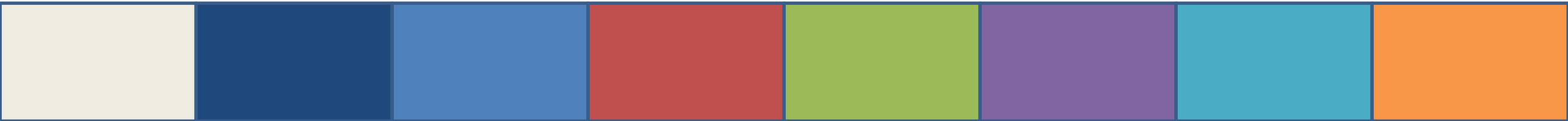
- Notification of institutional plans to offer new programs or organizational units that require Coordinating Board approval
- Chief academic officers and chief executive officers can comment on the proposals before consideration by AHECB



*Any Questions?*

# AHECB Full Board Meeting

January 27, 2023



Dr. Summer DeProw, Chancellor  
University of Arkansas Pulaski Technical College

# Approval of Minutes

- October 28 Regular Meeting
- December 6 Special Meeting

CHAIR BRODELL

**AGENDA ITEM NO. 2:  
REPORT OF NOMINATING COMMITTEE**

# Report of Nominating Committee

The Nominating Committee (Chair, Al Brodell, Dr. Jim Carr and Graycen Bigger) will make a recommendation on the slate of Board officers for 2023-24, and the Board will act upon the recommendation.

# Recommendation

- Chair, Greg Revels
- Vice-Chair, Graycen Bigger
- Secretary, Dr. Jim Carr
- Finance Committee Chair, Kelley Erstine
- Academic Committee Chair, Dr. Jerry Cash

CHAIR BRODELL

**AGENDA ITEM NO. 3:  
STATE BOARD OF HIGHER EDUCATION  
FOUNDATION ELECTION OF SUPERVISORY  
COMMITTEE**



# Election of Supervisory Committee

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

- President – Chad Hooten
- Vice President – Greg Revels
- Secretary/Treasurer – Andy McNeill

# Recommendation

- President Dr. Jim Carr
- Vice President Chad Hooten
- Secretary/Treasurer Dr. Kyle Miller

DR. MARIA MARKHAM

**AGENDA ITEM NO. 4:  
REIMBURSEMENT OF EXPENSES FOR  
MEMBERS OF THE AHECB AND ICAC**

# Reimbursement of Expenses

Although members of the AHECB and ICAC by law serve without compensation, they may receive expense reimbursement for performing official board duties after following certain procedures set out by Act 1211 of 1995 (A.C.A. §25-16-901 et seq.).

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





# New Secretary of Education

**Jacob Oliva** was appointed the secretary for the Arkansas Department of Education on January 10, 2023.

Prior to being named secretary, Oliva served in numerous roles at the Florida Department of Education, most recently as interim commissioner. He joined the Florida department as executive vice-chancellor of the Public Schools Division in 2017 and became chancellor in 2019, where his division supported more than 2.8 million students in approximately 3,600 Florida public schools.

In 2021, he was promoted to senior chancellor, and his responsibilities expanded to include early learning, school choice programs, school safety, and school accountability. Additionally, he encouraged statewide leadership and communication between the Florida Department of Education and the state's school districts.

Oliva is a graduate of Miami-Dade County Public Schools and Flagler College in Florida. He began his educational career more than two decades ago as an elementary teacher for students with special needs. He later served as a principal at both the elementary and high school levels and as an assistant superintendent and superintendent of Flagler County Schools.

# Institutional Leadership Changes

**Dr. Summer DeProw** is the new chancellor of the University of Arkansas-Pulaski Technical College. DeProw previously served as the college's provost/vice chancellor for Academic and Student Affairs.

**Charles F. Robinson**, was named the seventh chancellor of the University of Arkansas, Fayetteville. Robinson has served the University of Arkansas for more than 23 years, beginning as an assistant professor of history in 1999 and most recently as interim chancellor since August 16, 2021.



# PRODUCTIVITY 5-YEAR TASKFORCE REPORT





# Productivity Funding Workgroup Membership:

**Houston Davis**, President, University of Central Arkansas (Chair)

**Laurence Alexander**, Chancellor, University of Arkansas at Pine Bluff

**Ben Beaumont**, Senior Director of Policy and Public Affairs, University of Arkansas System

**Robin Bowen**, President, Arkansas Tech University

**Steve Cole**, Chancellor, Cossatot Community College of the University of Arkansas

**Gary Gunderman**, Registrar, University of Arkansas

**Jason Morrison**, Chancellor, Southern Arkansas University Tech

**Robin Myers**, Chancellor, Arkansas State University – Mountain Home

**Shawana Reed**, Vice President for Finance, Southern Arkansas University

**Kim Purdy**, Director of Institutional Research, Northwest Arkansas Community College

**Martin Eggensperger**, President, Black River Technical College

**Julie Bates**, Executive Vice President, Arkansas State University System

**Dr. Maria Markham**, Director, Arkansas Division of Higher Education (Ex Officio)

**Sonia Hazelwood**, Chief Data Officer /Asst Director, Infor Systems & Tech Innovation (Ex Officio)

**Nick Fuller**, Assistant Director of Finance (Ex Officio)

**Mason Campbell**, Assistant Director of Policy and Student Success (Ex Officio)

# Model Policy Changes

In May 2019, the Arkansas Higher Education Coordinating Board (AHECB) voted to make changes to the Productivity Funding Model:

- For 2-year colleges – Adjust weighting of each metric as follows:
  - Credentials – Change from 32% to 45%
  - Progression – Change from 24% to 20%
  - Gateway Course Completion – Change from 12% to 15%
  - Transfer – Change from 12% to 10%
  - Credits at Completion – Change from 10% to 5%
  - Time to Degree – Change from 10% to 5%
- For 2-Year colleges – Change the multiplier of High Demand in the Credentials Metric to be 3 (equal to STEM)
- For 2-year colleges – Change calculation of Diseconomies of Scale Adjustment and apply only to the Comparative Years of the model
- For 4-year universities – Change the calculation of Research Adjustment and apply only to the Comparative Years of the model

## Distribution Refinements

In review of the initial distribution rules, it was noted that there was no directive on what occurs after an institution meets the initial stop-loss of 5% less than their initial 2018-2019 general revenue funding level.

- At the April 29, 2022, AHECB meeting the rules were amended to state that no institution's general revenue funding will decline by more than 5% of their funding level from 5 years prior to that recommendation year due to productivity declines.

# Campus Strategies

Many responses included the addition or creation of “stacked”, “stackable”, or “short-term” credentials, which:

- *“...are both an academic best practice and a student success strategy. Aligned with the rationale that informs time-to-completion and progression point metrics in the funding formula, these credentialing pathways provide clear incentives to students that often highlight skills attained on the path to a terminal degree. They also offer opportunities for us to celebrate our students’ achievement.”*
- *“...allows students to earn credentials earlier, aids in retention, and increases our number of completers across all disciplines.”*
- *“...impart and demonstrate competencies and skills that are valued in the local workforce. These stackable credentials allow students to quickly seek entry-level employment in their chosen field and either continue along the larger career pathway or stop out of college completely, with the option to return later and pick up where they left off.”*

# Campus Strategies

*“As a result of our academic and student services practices that align with funding formula objectives, [we] experienced improvements in time-to-completion and, in particular, on time graduation rate. We have succeeded in achieving gains through the funding formula despite enrollment decline during this period almost entirely due to improved student success.”*

*“Co-requisite model provides developmental learners with additional learning supports and extra time in the classroom working with specialized facilitators to help them meet the requirements of college-level coursework.”*

*“Expansion of course offerings: added year-round entry points, additional term options, and additional evening courses.”*

*“Expansion of 2+2 articulation agreements to improve ease of transfer. “*

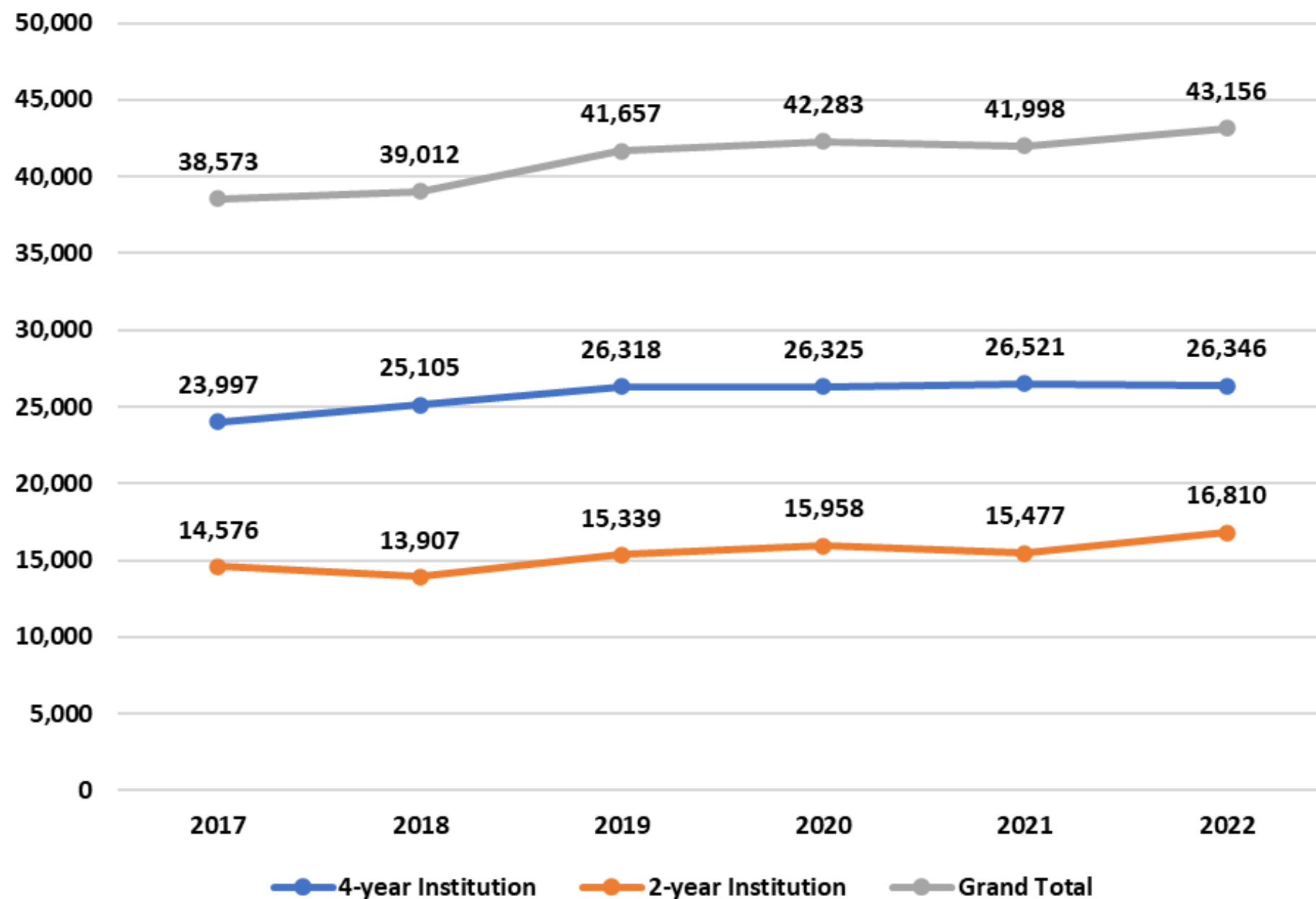
# Campus Strategies

*“[The model] has brought an awareness of the data definitions used by ADHE, IPEDS, and internally. Additionally, we made recommendations to the Performance Funding Workgroup about CIP codes last year that benefitted [us] and other two-year institutions.”*

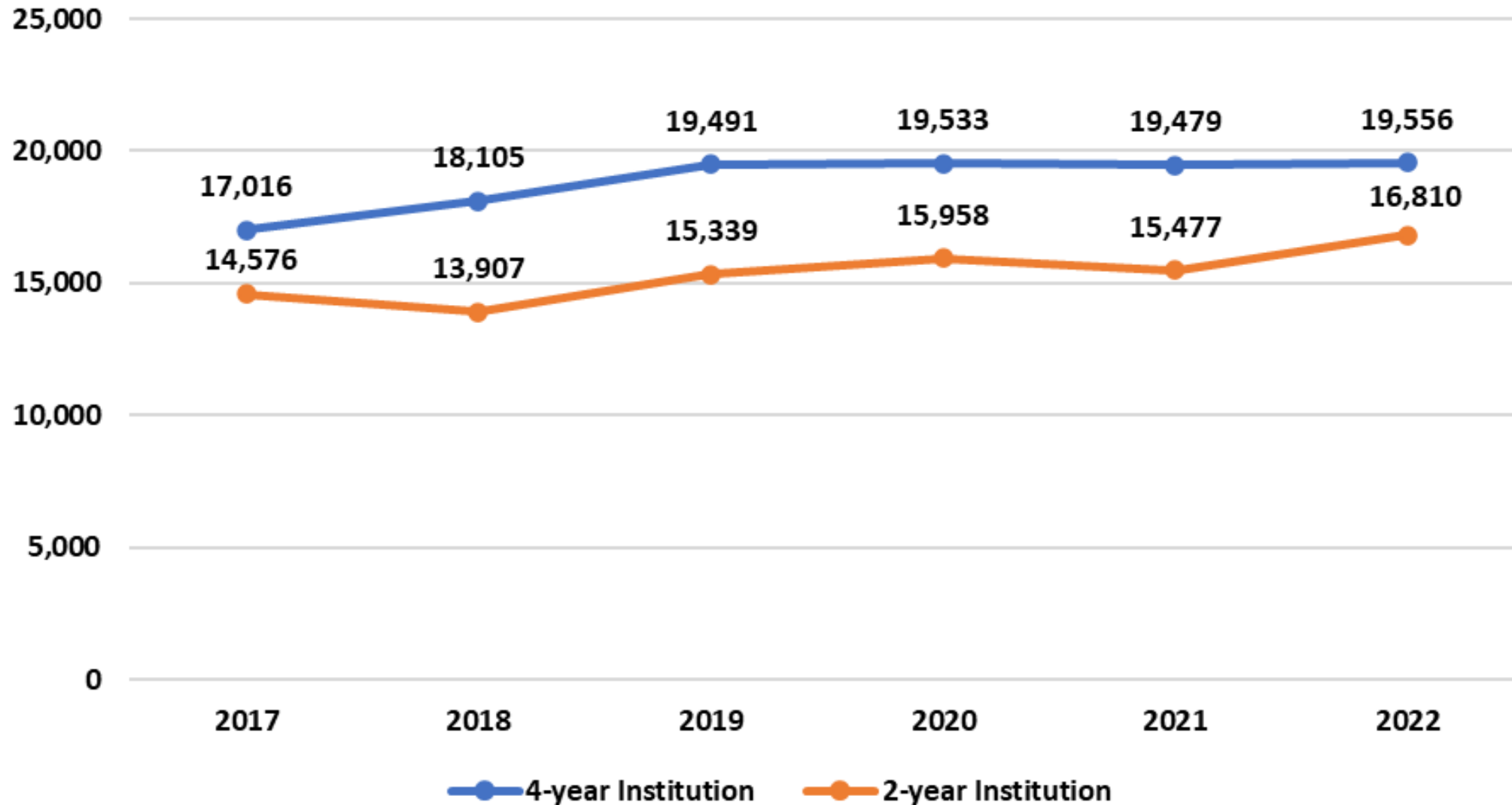
*“As a result of the funding formula, [we] performed a review of operational practices, academic program outcomes, academic success strategies, and student support services. The funding metrics are considered before making the strategic changes to many areas across the institution.”*

*“Expanded tutoring offerings - increased virtual hours; full-service writing and math tutoring, hours expanded and offered virtually; all general subjects offered online for tutoring.”*

## Total Credentials Awarded Per Academic Year

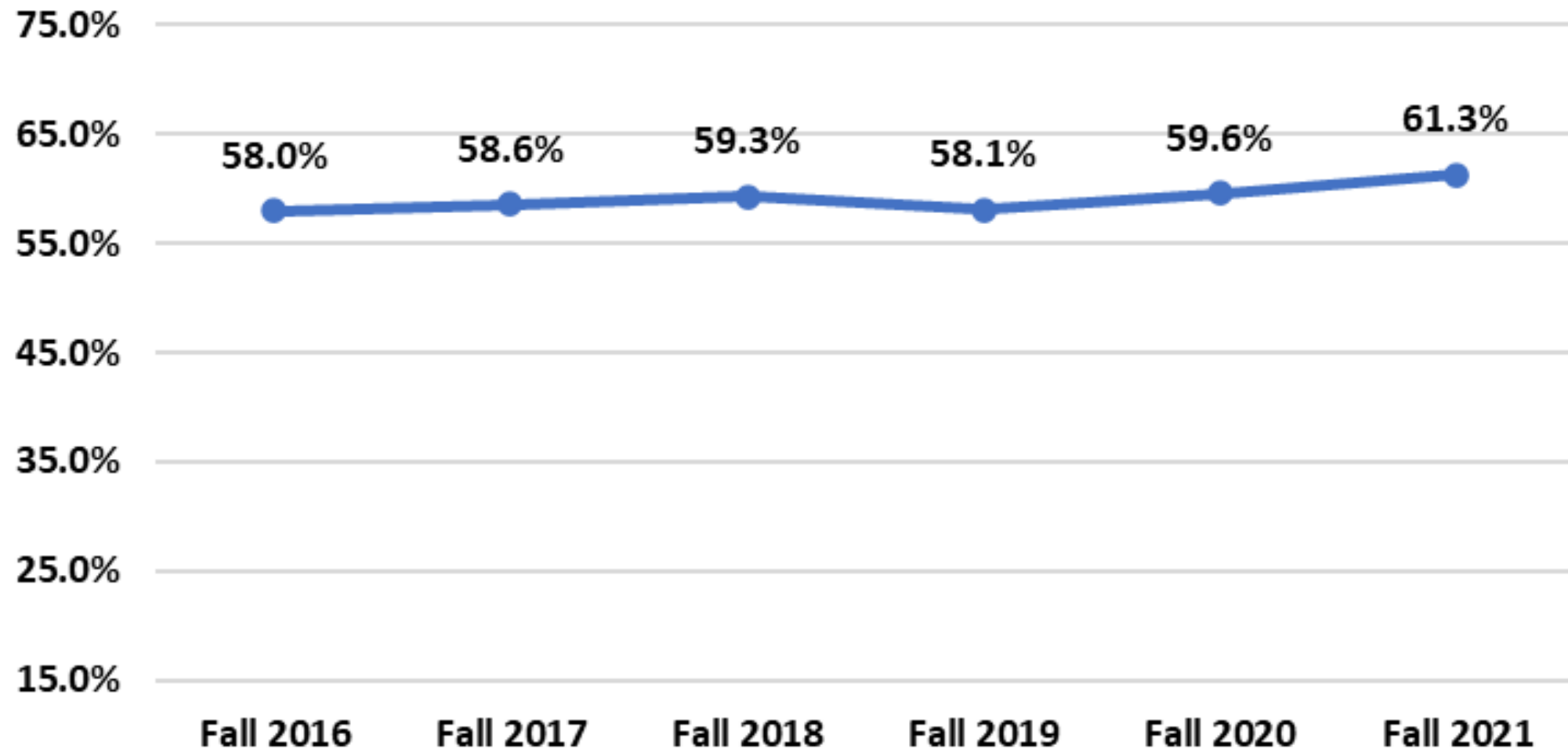


## Undergraduate Degrees/Certificates Awarded

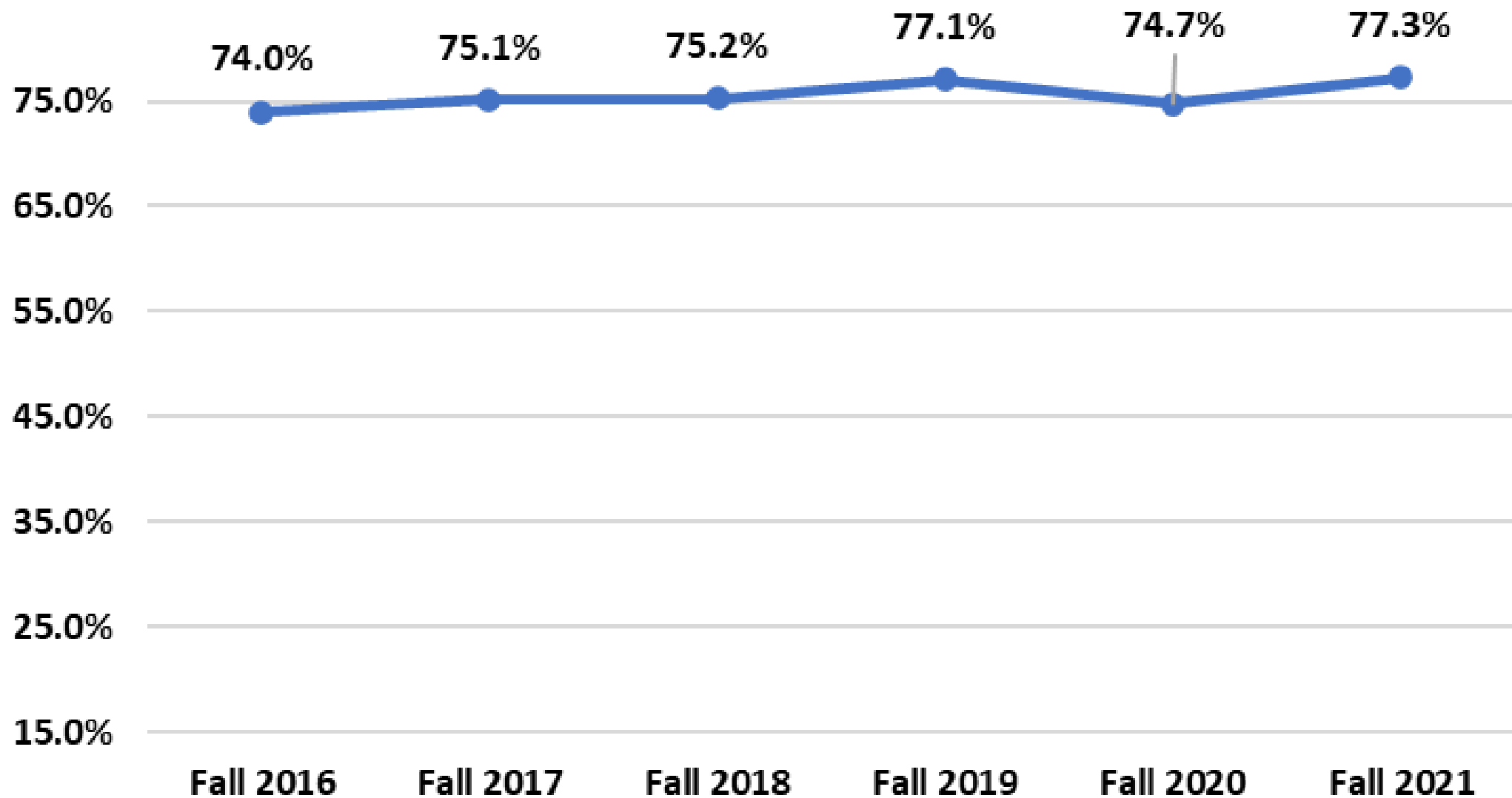




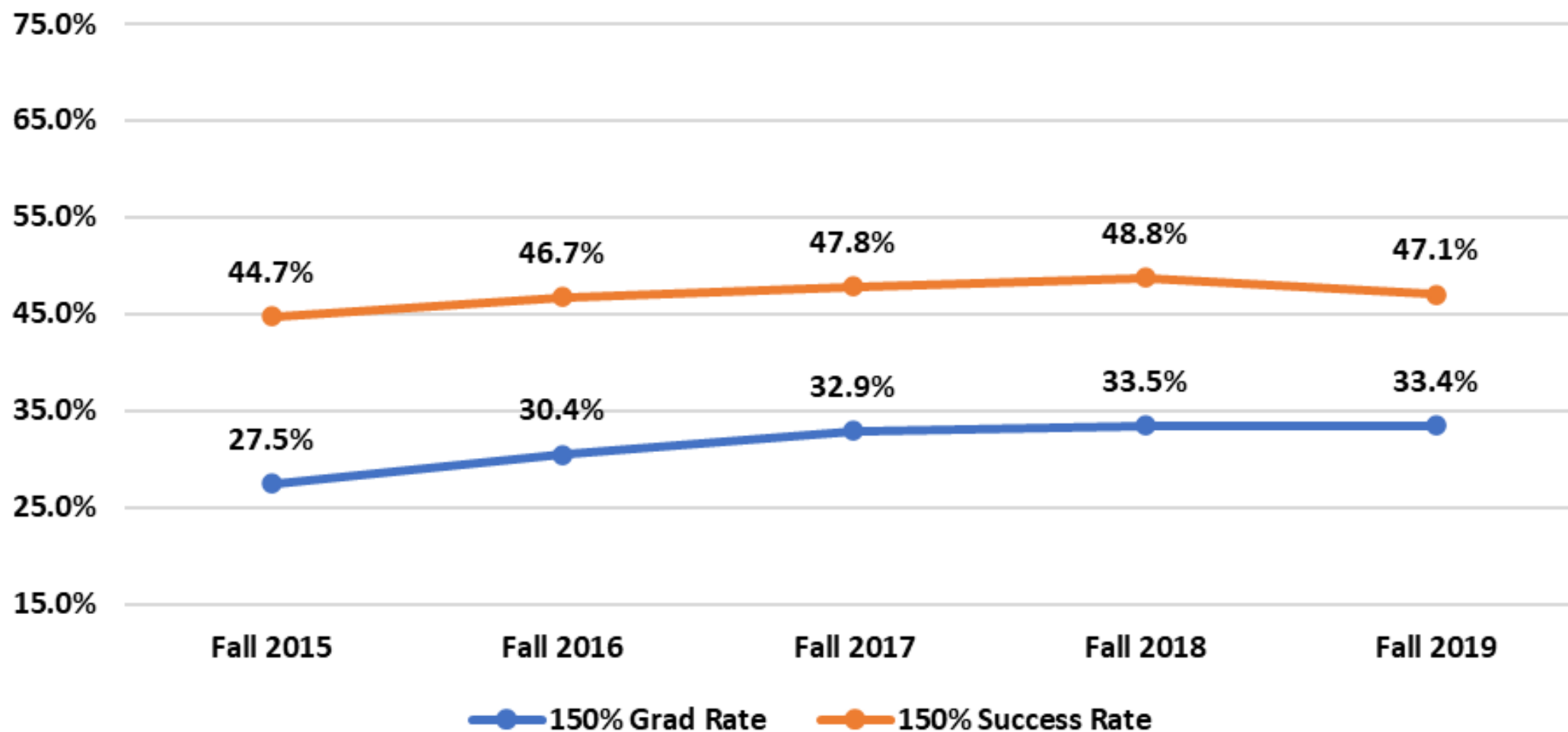
## 2-Year Institution Retention Rate Trend



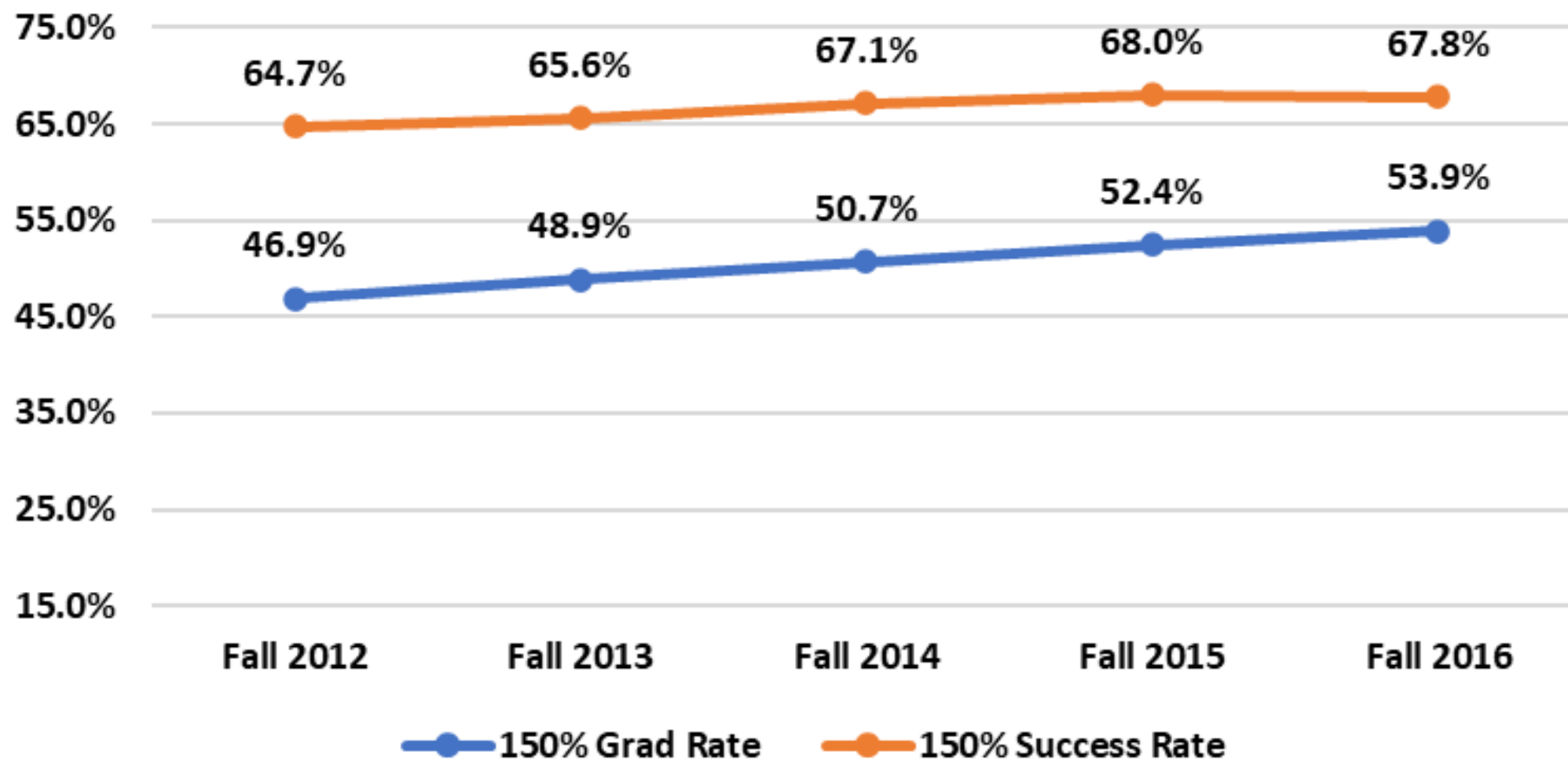
## 4-Year Institution Retention Rate Trend



## 2-Year Institution 150% Graduation and Success Rate Trends



## 4-Year Institution 150% Graduation and Success Rate Trends



*Any Questions?*



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LEGISLATIVE

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**UPDATE**

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## #6 - Rules Governing the Productivity Funding Distribution Policy

### Act 148 of 2017

The purpose of this amendment is to define the steps to take in regard to the 5% Stop-Loss for institutions with decreases in productivity.

This amendment is presented for final approval.



## **Annual Enrollment Report**

**AHECB Meeting  
January 27, 2023**

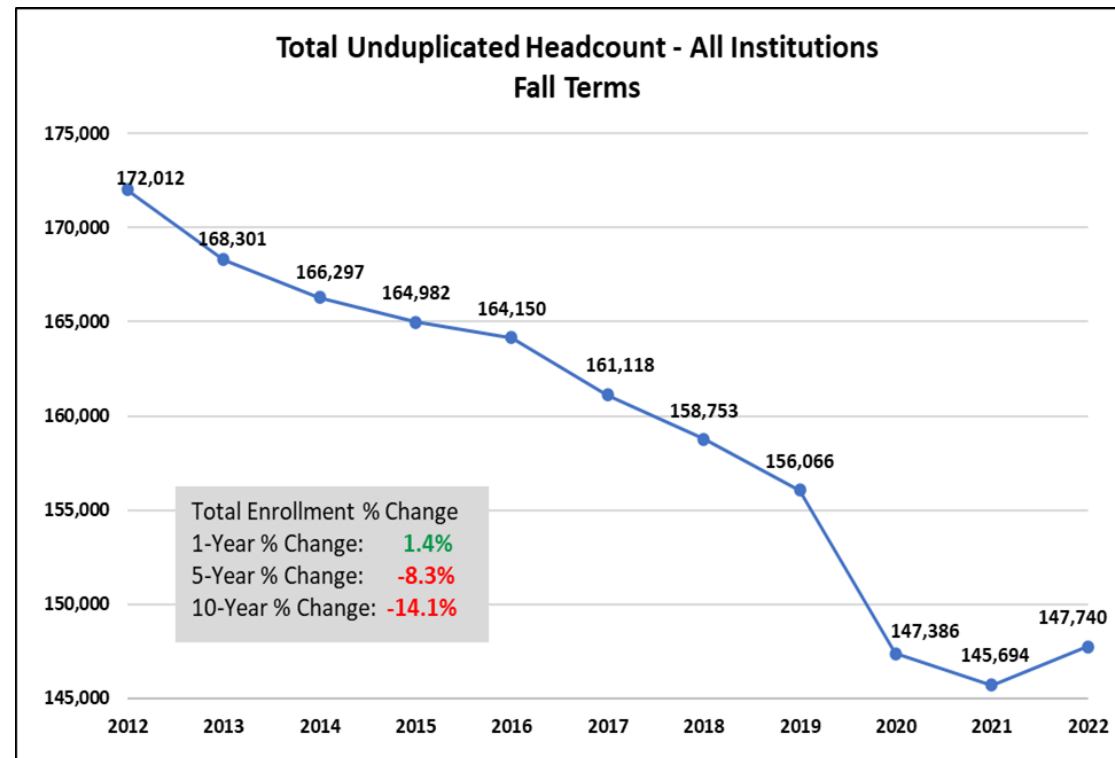
Sonia Hazelwood, Assistant Director  
Information Systems & Technology Innovation



# Annual Enrollment Report

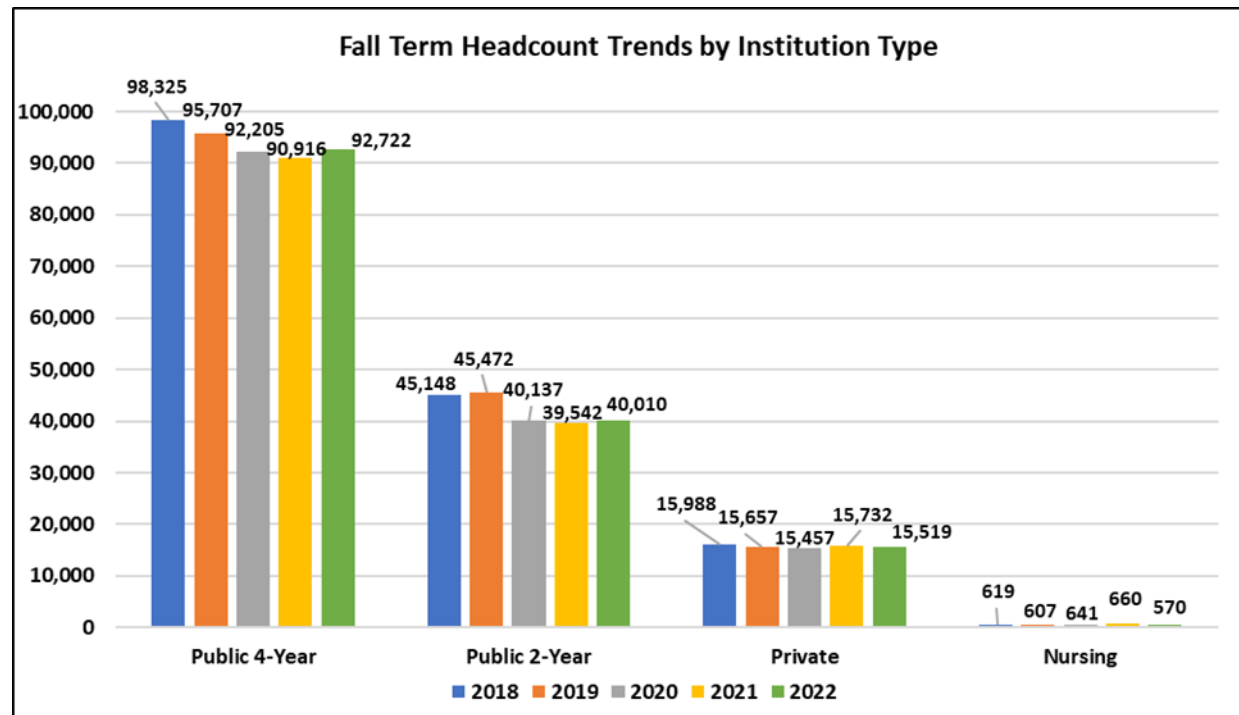
## Arkansas Enrollment Trends

The **total** unduplicated headcount for Fall 2022 in all sectors of Arkansas higher education, including public universities, public colleges, private/independent colleges and universities, and nursing schools was 147,740 students; representing a 1-year increase of **1.4%**.



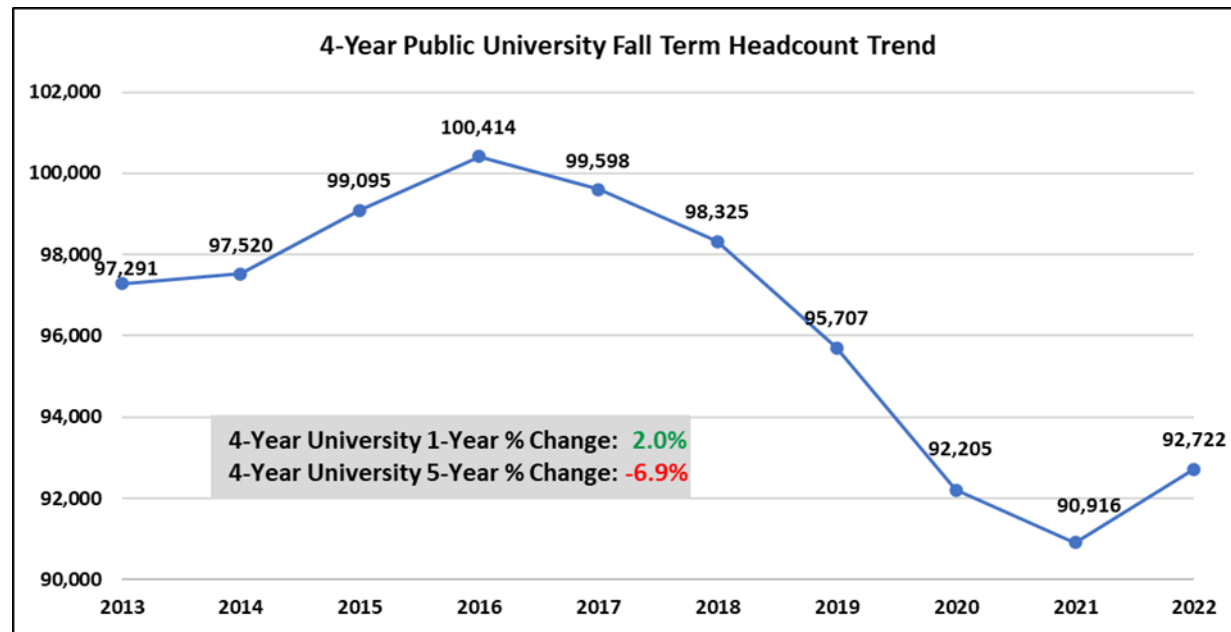
# Annual Enrollment Report

The following graph provides a five-year total headcount trend for each sector of Arkansas higher education. Public 4-Year universities and 2-Year colleges experienced one-year increases, while the private/independent and nursing institutions experienced slight decreases in fall headcount.



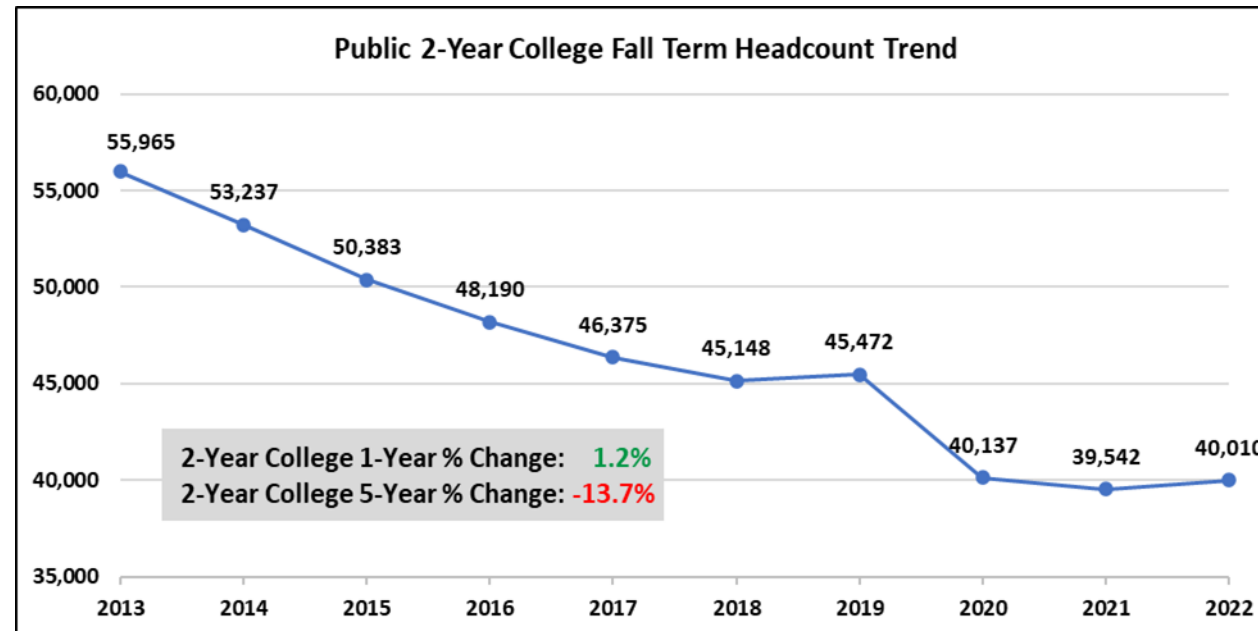
# Annual Enrollment Report

The 4-Year Public Universities reported a fall term increase of 1,806 students. They experienced their highest enrollment in fall 2016 of 100,414. The 1-year percentage change was a **2.0%** increase.



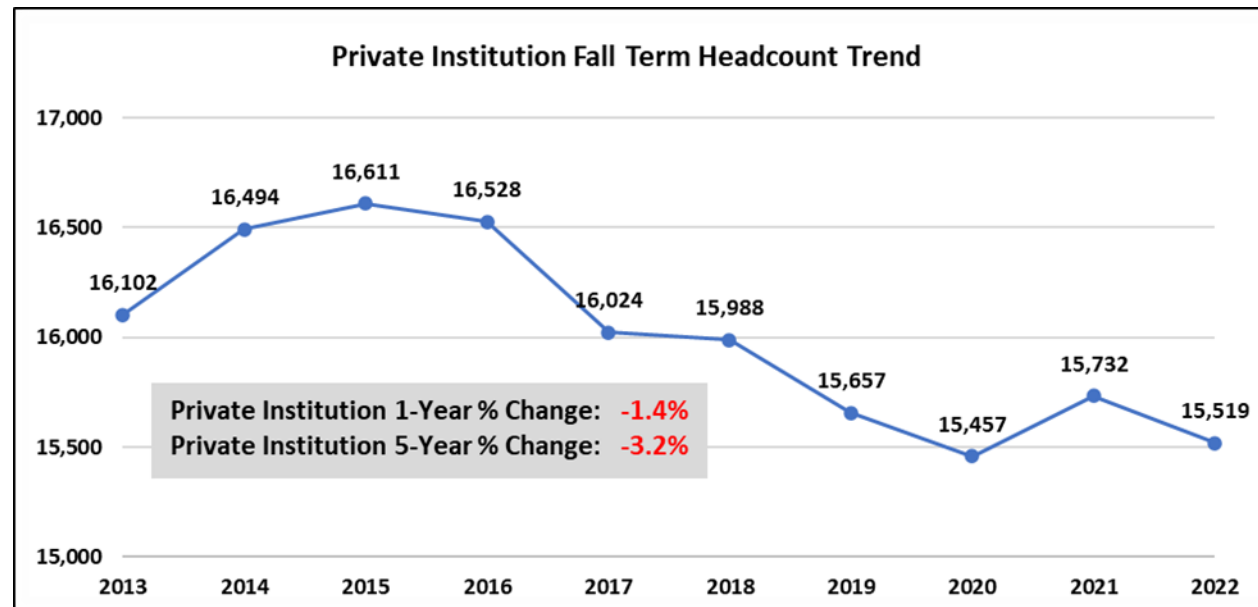
# Annual Enrollment Report

The 2-year public colleges reported an increase over fall 2021 of **1.2%**. They experienced their highest headcount in the fall 2012 term of 59,601. Since the fall 2012, enrollment has been trending down except for a slight increase in students for fall 2019. The 2-year colleges have consistently enrolled around 40,000 students for the last three fall terms.



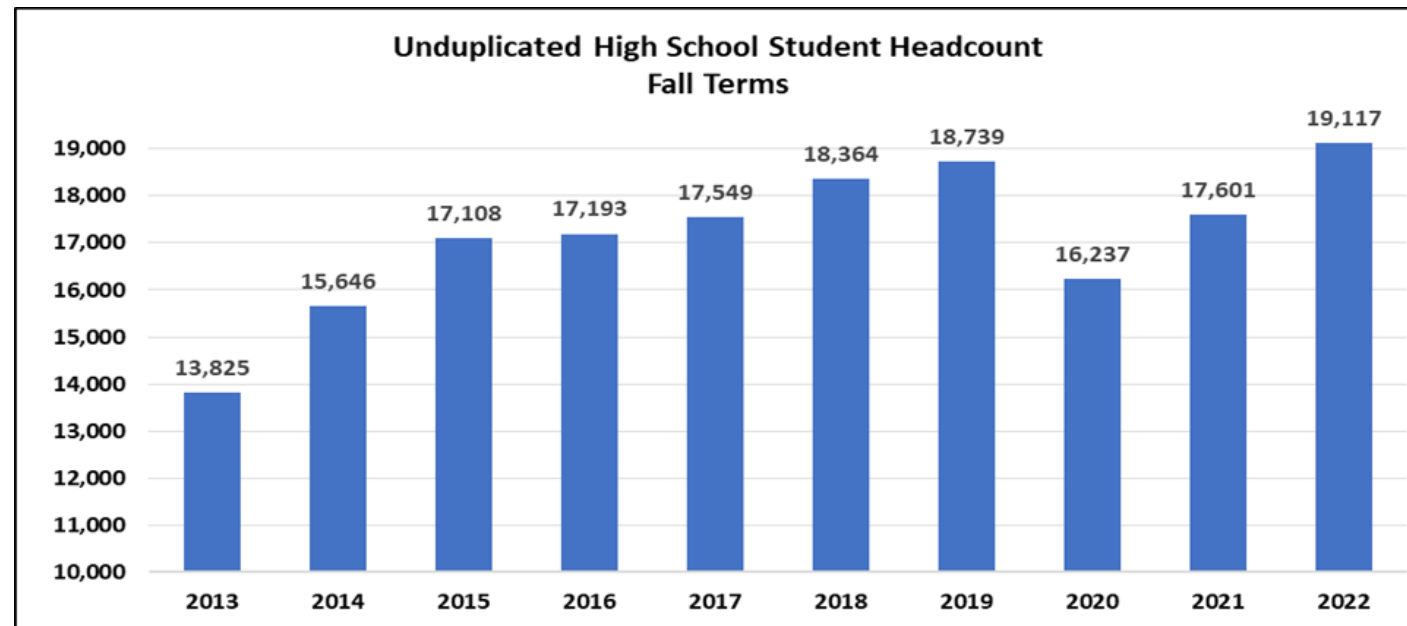
# Annual Enrollment Report

Private/independent colleges reported a decline of **1.4%**. They experienced their highest headcount in the fall 2015 term of 16,611.



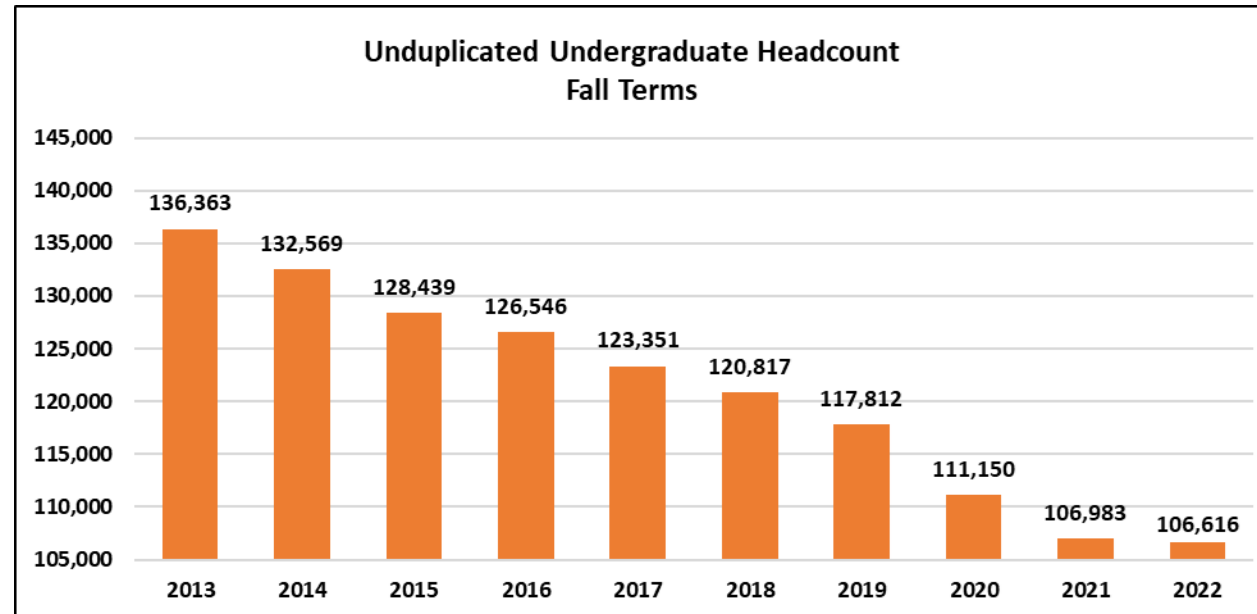
# Annual Enrollment Report

High School student headcount, including both concurrent and dually enrolled students, increased from last year by 1,516 students, which is the largest high school student enrollment ever. The Covid-19 pandemic was a significant factor in the decline in high school headcounts in fall 2020.



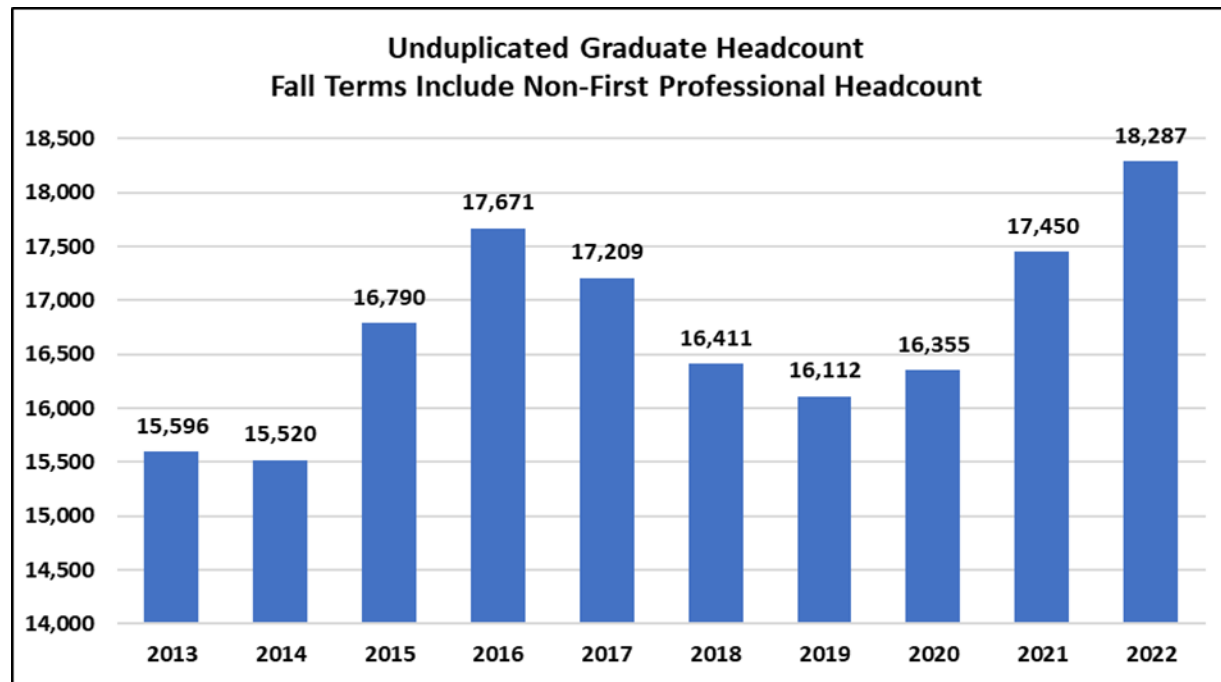
# Annual Enrollment Report

Undergraduate headcount declined by **0.3%**. The largest undergraduate class on record is 142,441 reported in fall 2011. Undergraduate headcount reported here does not include high school student headcount.



# Annual Enrollment Report

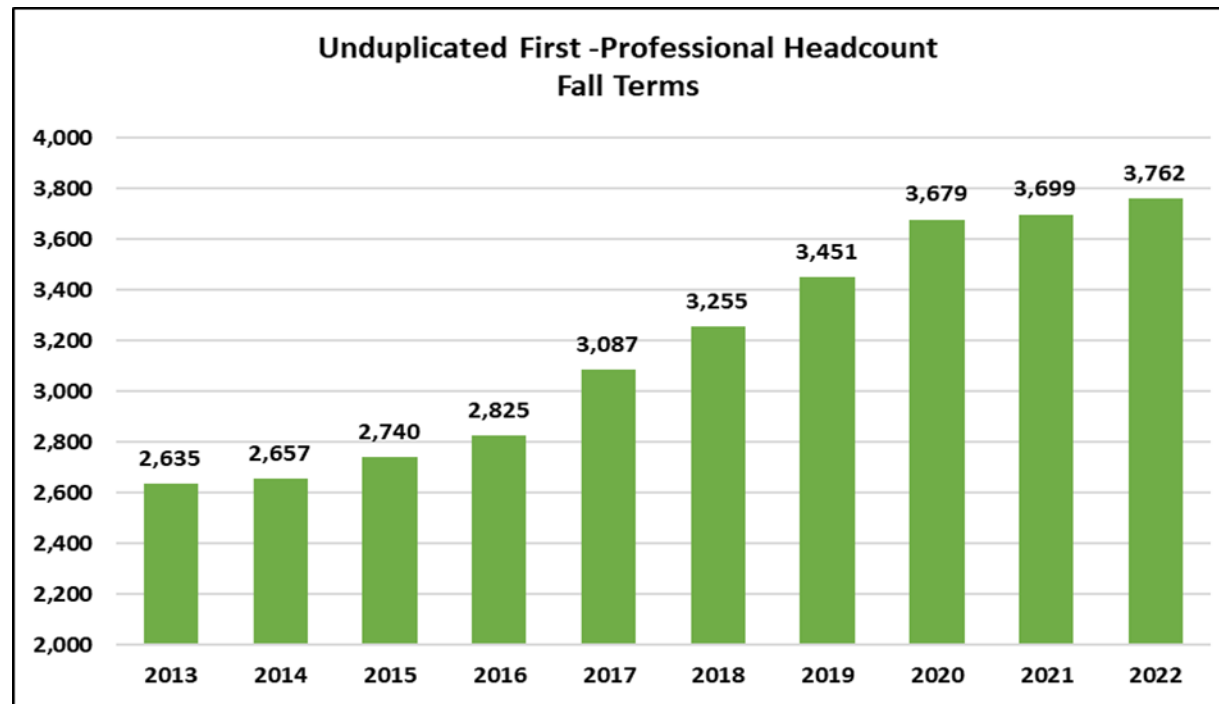
Graduate headcount for all public and private institutions increased for fall 2022 term by 837 students representing an increase of **4.8%** from the fall 2021 term.





# Annual Enrollment Report

First-Professional enrollment has grown each of the last ten years. Enrollment in this level includes students majoring in law, medicine, pharmacy, advanced nursing programs, occupational and physical therapies.



# Annual Enrollment Report

## Public 4-Year University Fall Term Headcount Trends

Five of our eleven public 4-year institutions reported an increase in fall term headcount. SAUM reported an almost 15% increase in headcount due to a large increase in their graduate student enrollment.

Institution	Fall Term					Change from Fall 2021	Change from Fall 2018
	2018	2019	2020	2021	2022		
ASUJ	13,709	13,356	13,106	12,863	13,190	2.5%	-3.8%
ATU	12,101	11,829	10,829	9,640	9,445	-2.0%	-21.9%
HSU	3,959	4,027	3,163	2,919	2,519	-13.7%	-36.4%
SAUM	4,468	4,475	4,432	4,434	5,094	14.9%	14.0%
UAF	27,778	27,559	27,562	29,068	30,936	6.4%	11.4%
UAFS	6,557	6,265	5,887	5,447	5,379	-1.2%	-18.0%
UALR	10,515	9,581	8,899	8,295	8,197	-1.2%	-22.0%
UAM	3,132	2,855	2,719	2,677	2,719	1.6%	-13.2%
UAMS	2,758	2,768	2,907	3,088	3,240	4.9%	17.5%
UAPB	2,579	2,498	2,668	2,670	2,387	-10.6%	-7.4%
UCA	11,177	10,869	10,335	10,105	9,913	-1.9%	-11.3%

# Annual Enrollment Report

## Public 2-Year College Fall Term Headcount Trends

For our 2-year colleges, 11 of them reported fall term increases ranging from 0.1% to 14.7% for fall 2022.

Three reported increases of more than 10% including ASUTR, BRTC and EACC.

The 2-year colleges with the largest fall 2022 enrollment include NWACC, UAPTC, ASUB, and NPC.

Institution	Fall Term					Change from Fall 2021	Change from Fall 2018
	2018	2019	2020	2021	2022		
ANC	1,422	1,562	1,358	1,457	1,502	3.1%	5.6%
ASUB	3,446	3,317	2,982	2,776	2,928	5.5%	-15.0%
ASUMH	1,345	1,324	1,271	1,246	1,247	0.1%	-7.3%
ASUMS	1,423	1,329	1,203	1,077	979	-9.1%	-31.2%
ASUN	2,270	2,247	1,941	1,829	1,610	-12.0%	-29.1%
ASUTR	1,259	1,150	1,243	1,597	1,832	14.7%	45.5%
BRTC	1,584	1,477	1,350	1,380	1,566	13.5%	-1.1%
CCCUA	1,462	1,512	1,407	1,344	1,269	-5.6%	-13.2%
EACC	1,151	1,350	934	1,056	1,182	11.9%	2.7%
NAC	1,812	1,676	1,604	1,797	1,856	3.3%	2.4%
NPC	2,698	2,567	2,406	2,325	2,340	0.6%	-13.3%
NWACC	7,978	8,383	7,411	7,037	7,593	7.9%	-4.8%
OZC	1,122	1,171	1,033	1,014	983	-3.1%	-12.4%
PCCUA	1,520	1,540	1,092	1,290	1,234	-4.3%	-18.8%
SACC	1,445	1,412	1,201	1,132	1,162	2.7%	-19.6%
SAUT	1,082	1,102	769	932	943	1.2%	-12.8%
SEAC	1,173	1,329	1,102	997	898	-9.9%	-23.4%
UACCB	1,331	1,479	1,233	1,069	1,021	-4.5%	-23.3%
UACCHT	1,559	1,477	1,261	1,191	1,188	-0.3%	-23.8%
UACCM	1,902	1,837	1,836	1,953	1,888	-3.3%	-0.7%
UACCRM	814	865	798	718	679	-5.4%	-16.6%
UAPTC	5,445	5,502	4,803	4,408	4,213	-4.4%	-22.6%

# Annual Enrollment Report

## Private/Independent/Nursing Fall Term Headcount Trends

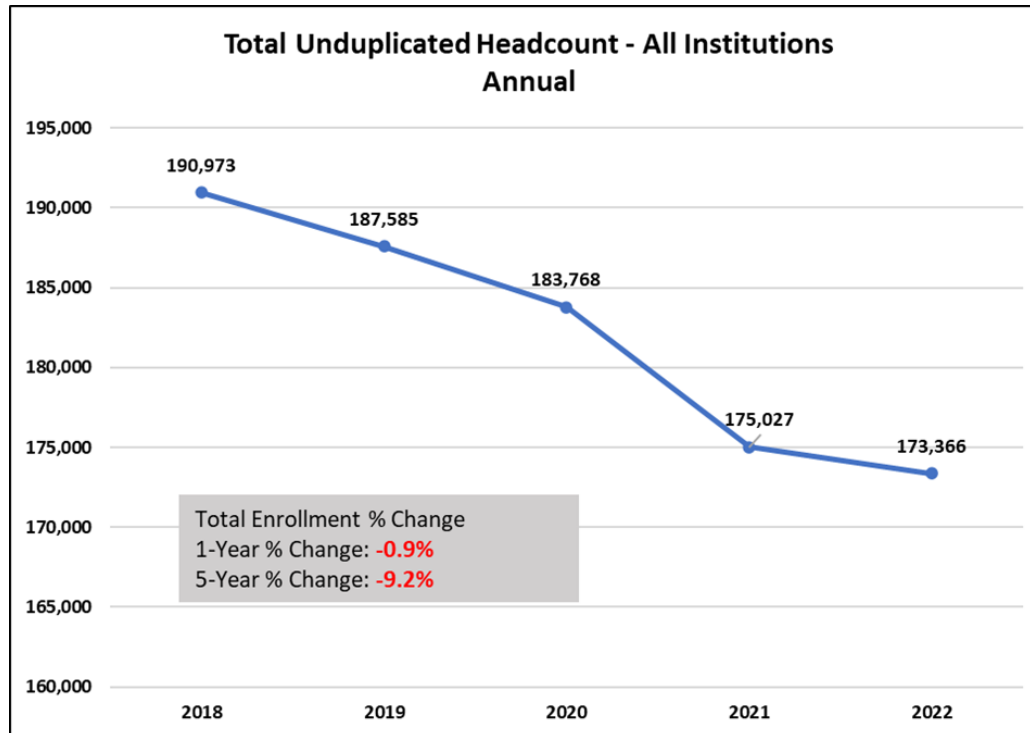
Institution	Fall Term					Change from Fall 2021	Change from Fall 2018
	2018	2019	2020	2021	2022		
BHCLR	558	561	607	621	501	-19.3%	-10.2%
JSN	61	46	34	39	69	76.9%	13.1%
ABC	486	515	432	413	485	17.4%	-0.2%
ACHE	318	516	678	718	758	5.6%	138.4%
CBC	730	699	631	633	584	-7.7%	-20.0%
CCC	92	80	66	87	108	24.1%	17.4%
CRC	193	187	192	196	201	2.6%	4.1%
EC	200	194	168	153	124	-19.0%	-38.0%
HC	1,206	1,121	1,076	1,120	1,144	2.1%	-5.1%
HU	5,052	4,793	4,579	4,879	4,724	-3.2%	-6.5%
JBU	2,440	2,319	2,278	2,397	2,220	-7.4%	-9.0%
LC	671	661	661	581	445	-23.4%	-33.7%
NWTI	-	-	215	207	206	-0.5%	-
OBU	1,689	1,633	1,705	1,764	1,781	1.0%	5.4%
PSC	1,000	996	799	710	769	8.3%	-23.1%
SC	565	568	546	480	632	31.7%	11.9%
UO	872	824	836	784	784	0.0%	-10.1%
WBU	488	554	614	630	588	-6.7%	20.5%

For our private institutions, 9 of them reported fall term increases ranging from 1.0% to 76.9% for fall 2022.

The private/independent/nursing institutions with the largest fall 2022 enrollment are HU, JBU, OBU, and HC.

# Annual Enrollment Report

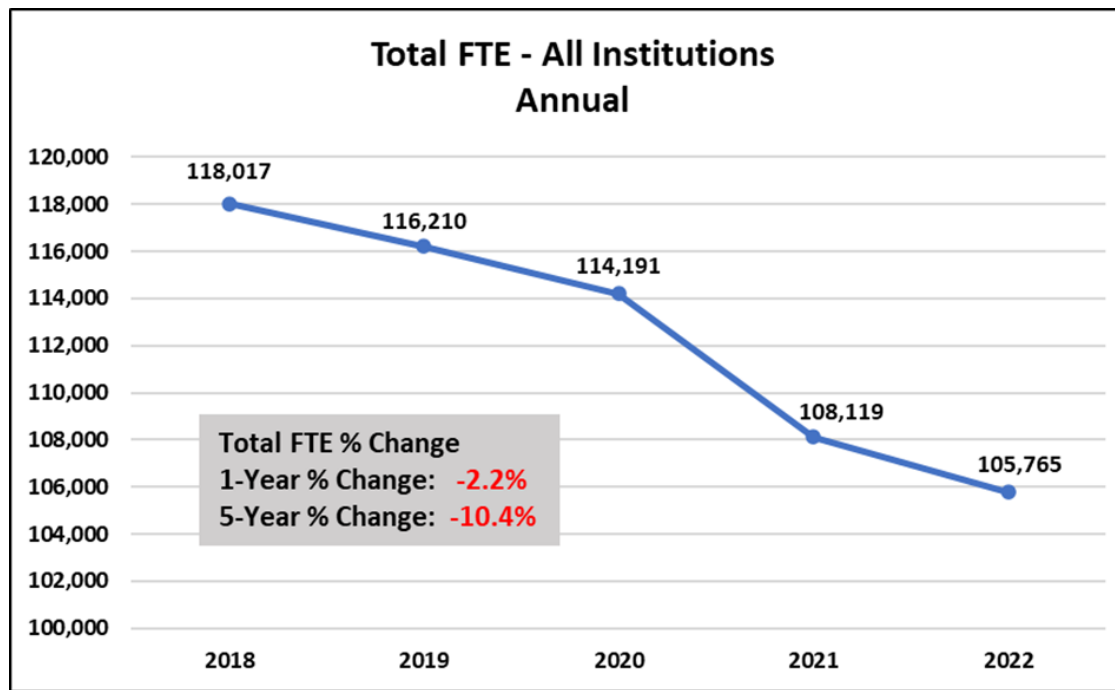
The **total** unduplicated headcount for the academic year 2022 in all sectors of Arkansas higher education, including public universities, public colleges, private/independent colleges and universities, and nursing schools was **173,366 students**, representing a decrease of 0.9% from the academic year 2021.



The **total** annual unduplicated headcount is calculated by counting each student enrolled between July 1 and June 30 at any of our colleges or universities one time.

# Annual Enrollment Report

The **total** annual FTE for academic year 2022 in all sectors of Arkansas higher education, including public universities, and public colleges was **105,765** representing a decline of 2.2% from academic year 2021.



The **total** annual FTE is a calculation derived from the total number of student semester credit hours (SSCH) produced by students between July 1 and June 30 of each academic year.

*Any Questions?*



## **Annual Report of the College Going Rate**

**AHECB Meeting  
January 27, 2023**

Sonia Hazelwood, Assistant Director  
Information Systems & Technology Innovation



# College Going Rate

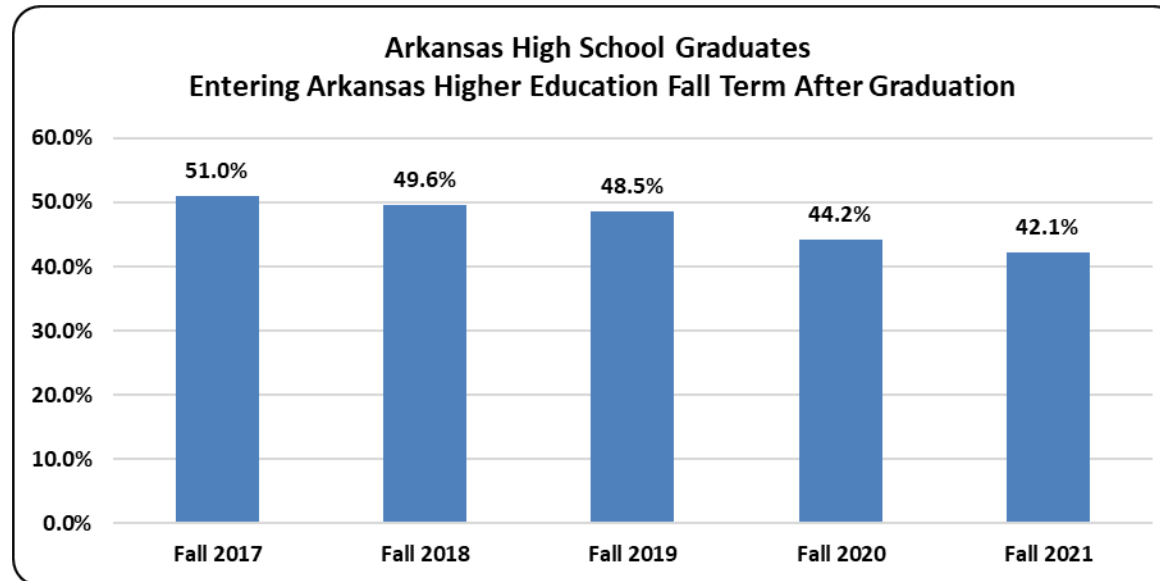
## Methodology

The college-going rate measures the proportion of students enrolling in postsecondary education in the fall semester after finishing high school. The percentage reflects the accessibility of higher education and students' assessment of the value of attending college when compared to entering the workforce, entering the military or following other pursuits.

ADHE received 2021 public high school graduate data from ADE's Division of Elementary and Secondary Education and combined it with fall 2021 data submitted to ADHE from all Arkansas public and private institutions. The College-Going Rate calculations include only students graduating from an Arkansas Public High School or Public Charter High School.

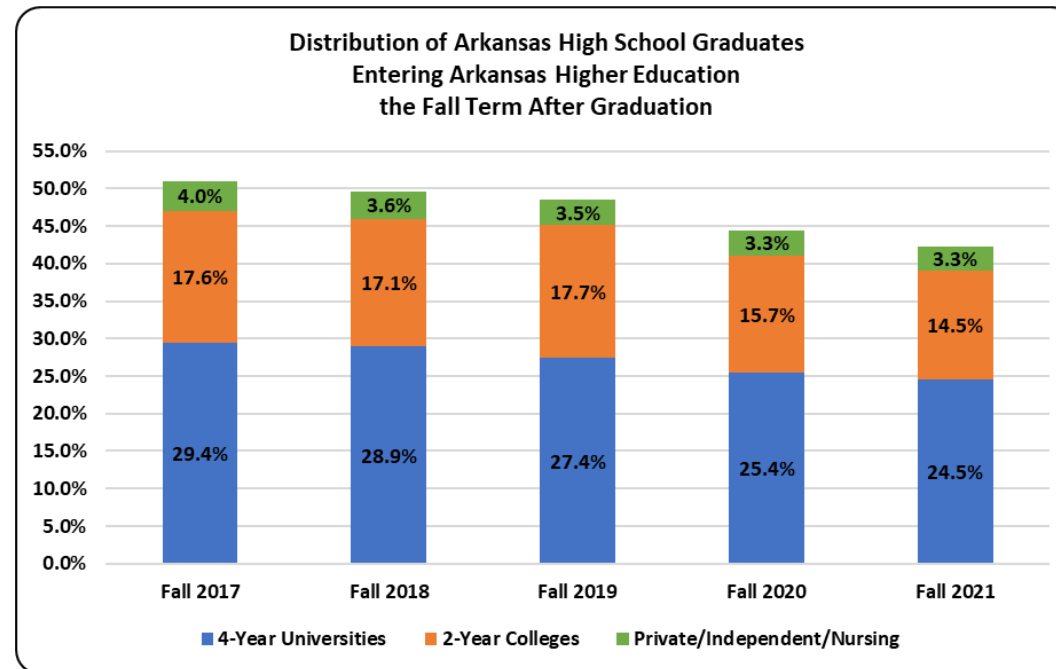
# College Going Rate

The public high school student college-going rate for all Arkansas **public and private/independent colleges and universities** for the Fall 2021 term was **42.1%**.



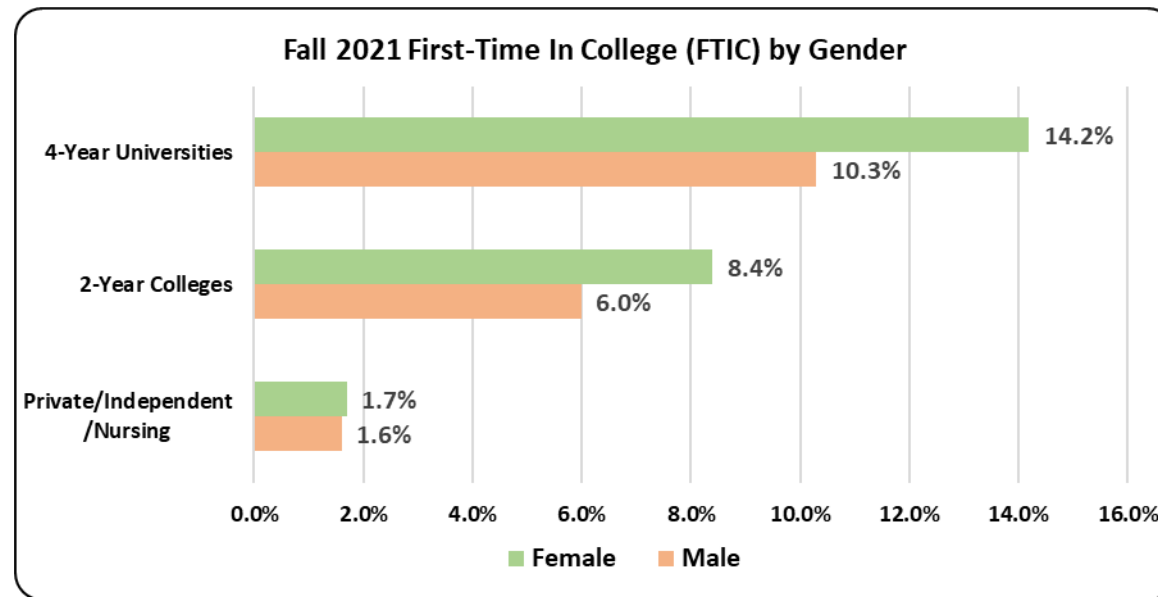
# College Going Rate

Term	Public HS Graduates	Those Entering College	CGR
Fall 2017	31,263	15,953	51.0%
Fall 2018	31,817	15,774	49.6%
Fall 2019	32,286	15,666	48.5%
Fall 2020	32,949	14,567	44.2%
Fall 2021	32,167	13,536	42.1%



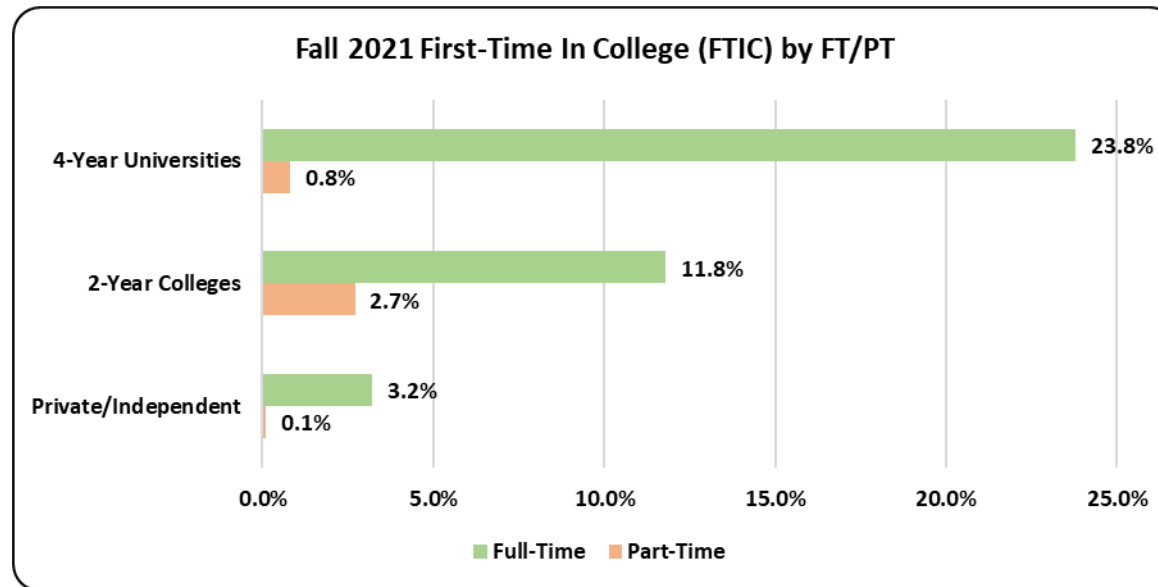
# College Going Rate

Females go to college at higher rates than males in all sectors. These percentages are consistent with prior year percentages.



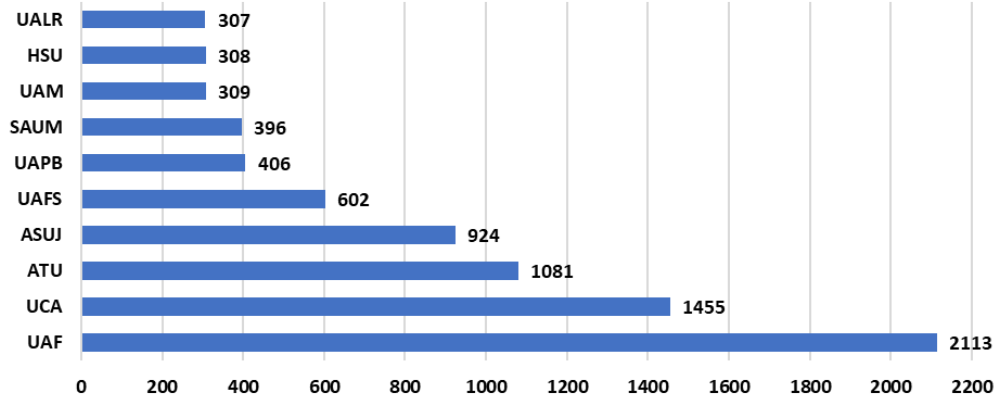
# College Going Rate

Only 3.6% of students entering college immediately after high school enrolled part-time. This is typical for students enrolling in higher education the semester after graduating high school.

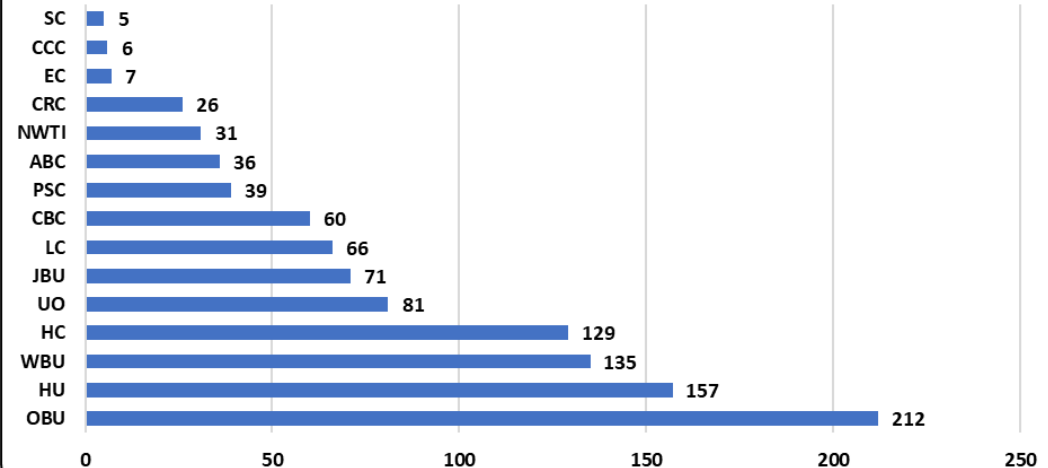


# College Going Rate

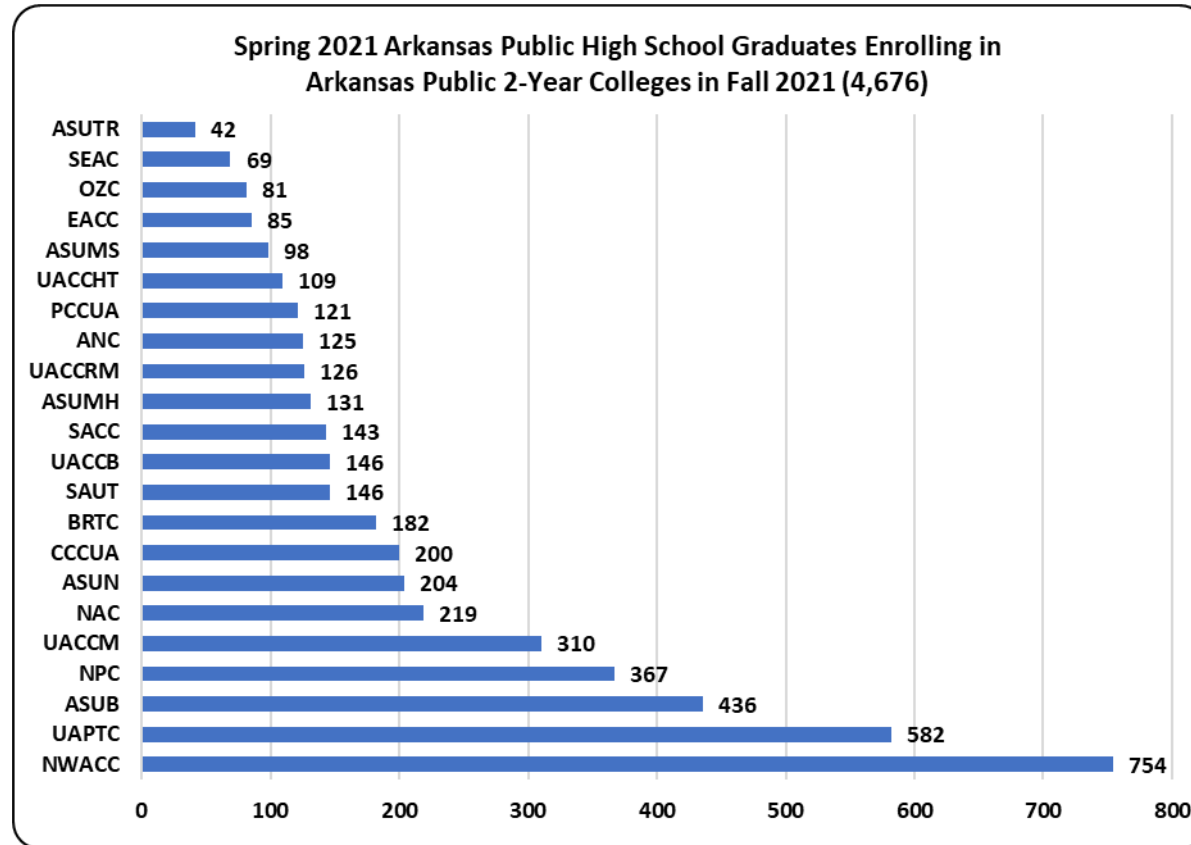
Spring 2021 Arkansas Public High School Graduates Enrolling in  
Arkansas Public 4-Year Universities in Fall 2021 (7,902)



Spring 2021 Arkansas Public High School Graduates Enrolling in  
Arkansas Private Colleges in Fall 2021 (1,061)



# College Going Rate



*Any Questions?*



**Alana Boles**

**Associate Director of Academic Affairs**

**2022 INSTITUTIONAL CERTIFICATION  
ADVISORY COMMITTEE ANNUAL REPORT**

# ICAC Oversight

- The Institutional Certification Advisory Committee is mandated by Arkansas law and is appointed by the Director of ADHE
- ICAC has oversight of out-of-state postsecondary institutions and for-profit institutions
- Institutions exempt from ICAC oversight:
  - Institutions offering only church-related training
  - Institutions on military bases
  - Institutions in regional and national reciprocity agreements

# Institutions Certified under ICAC Rules

## **2021-22: 42 Institutions**

11 Arkansas Campuses

31 institutions with programs delivered only through distance technology

8 institutions offering programs both on Arkansas campuses and delivered through distance technology

3 institutions offering programs only on an Arkansas campus

# Degrees Offered

July 1, 2021 – June 30, 2022

Type of Degree	Number of degrees offered
Undergraduate	213
Graduate	335
Total	548

# Student Enrollment and Graduates

July 1, 2021 – June 30, 2022

- Total Enrollment – 5, 390
  - Online enrollment – 2, 474
  - Arkansas campus enrollment – 2,916
- Total Graduates – 1,455

# Graduates by Degree

July 1, 2021 – June 30, 2022

Type of Degree	Number of Graduates by Degree Type
Certificates	248
Associate of Applied Science Degrees	476
Associate of Arts/Science Degrees	30
Bachelor's Degrees	106
Master's Degrees	326
Doctoral Degrees	269
Total	1,455

# Institutions Exempt from Certification

- 38 institutions offering only church-related training (at Arkansas institutions and online from other states)
- 3 institutions offering programs on military installations  
The majority (51% of total annual enrollment) of students enrolled at the institution located on the military installation must be active or retired military personnel and/or their dependents
- Out-of-state institutions approved by state higher education agencies to offer degrees by distance technology through a recognized regional or national education compact such as the Southern Regional Education Board (SREB) or the State Authorization Reciprocity Agreement

# State Authorization Reciprocity Agreements (SARA)

- ADHE must approve Arkansas colleges and universities offering distance technology programs for SARA participation based on institutional accreditation, financial stability, and student complaint resolution policy and procedures.
- SARA participation is optional for Arkansas institutions.
- Applications from out-of-state institutions have decreased as more states and institutions have joined SARA.
- Every state, Puerto Rico, D.C., and the Virgin Islands has joined SARA except California.
- 39 Arkansas institutions are in SARA; over 2,200 institutions nationwide have joined.



*Any Questions?*



## **AGENDA ITEM NO. 10**

### **PROGRAM VIABILITY REPORT**

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**Mason Campbell**

**Assistant Director for Policy and Student Success**

**Interim Assistant Director of Academic Affairs**

# Academic Program Viability Report Updates

- Modified Reporting Schedule
  - Beginning January 2023 Annual Report to AHECB Board
- Incorporated “Call for Comment”
- Provided multiple open Q&A sessions for institutions
- Report Refinements
  - No longer manual report / Updated AHEIS Reporting
  - Non-duplication of cognate numbers

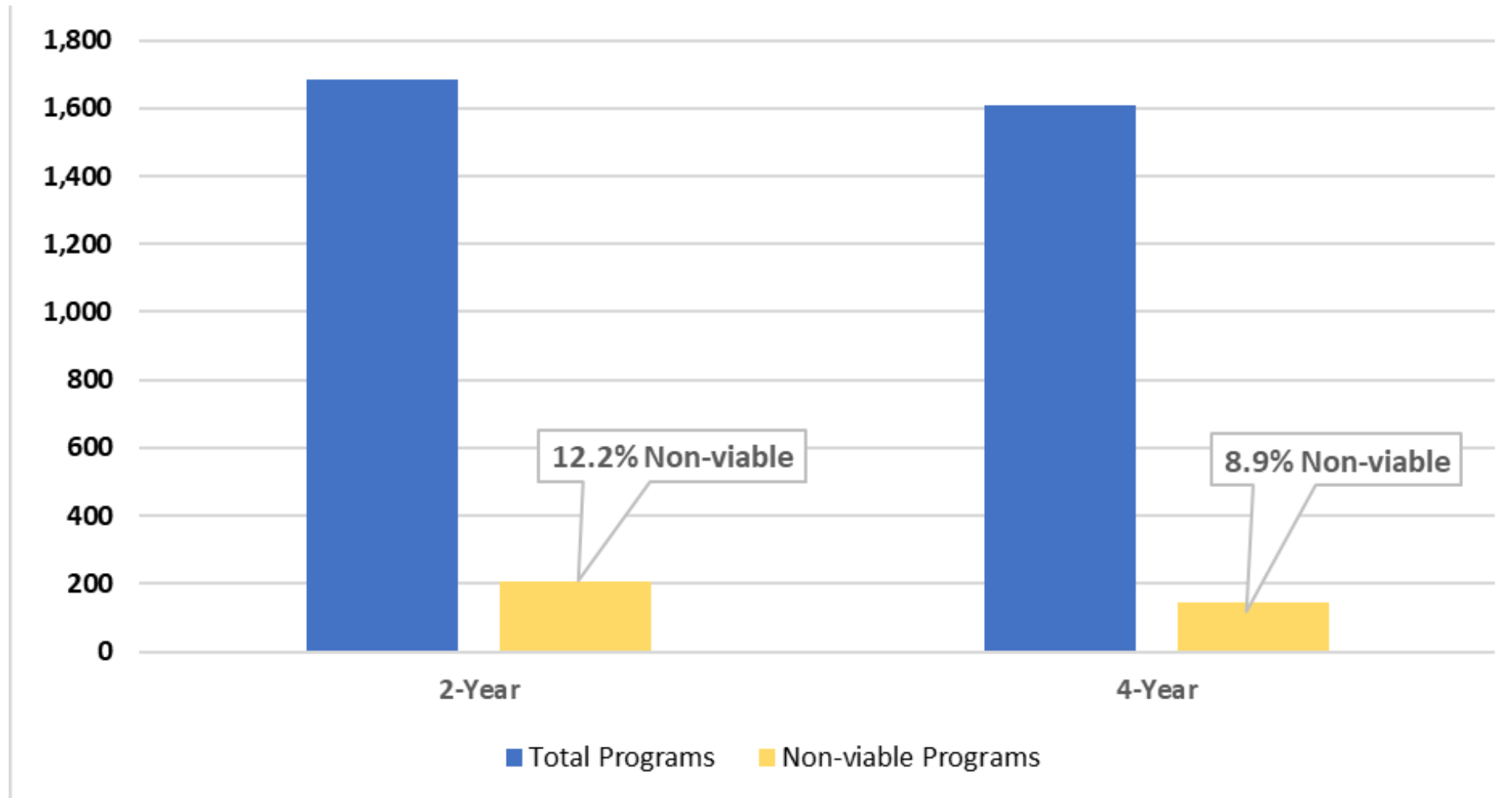
# Academic Program Viability Standards

**AHECB adopted new program viability standards in October 2008.**

The 2008 viability standards, based on a 3-year average, are as follows:

- Average of four (4) graduates per year for CTE degrees and certificates
- Average of four (4) graduates per year for bachelor's degrees in science, mathematics, engineering, foreign languages, and secondary education
- Average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;
- Average of four (4) graduates per year for master's, specialist and first-professional programs; and,
- Average of two (2) graduates per year for doctoral programs

# Non-Viable Programs by Institution Type



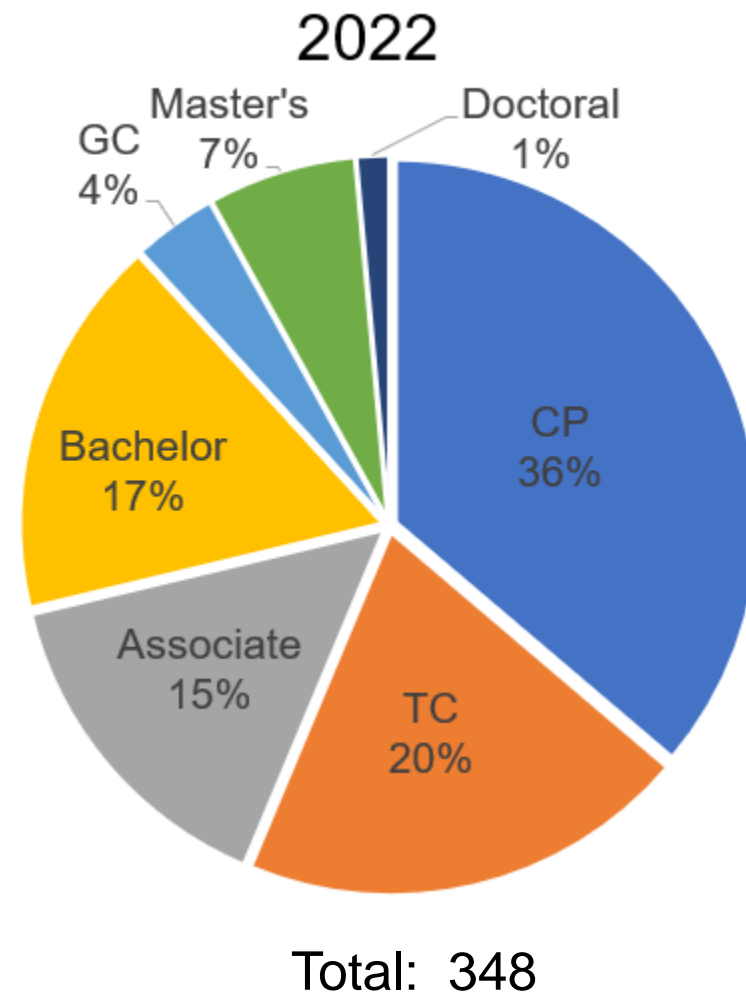
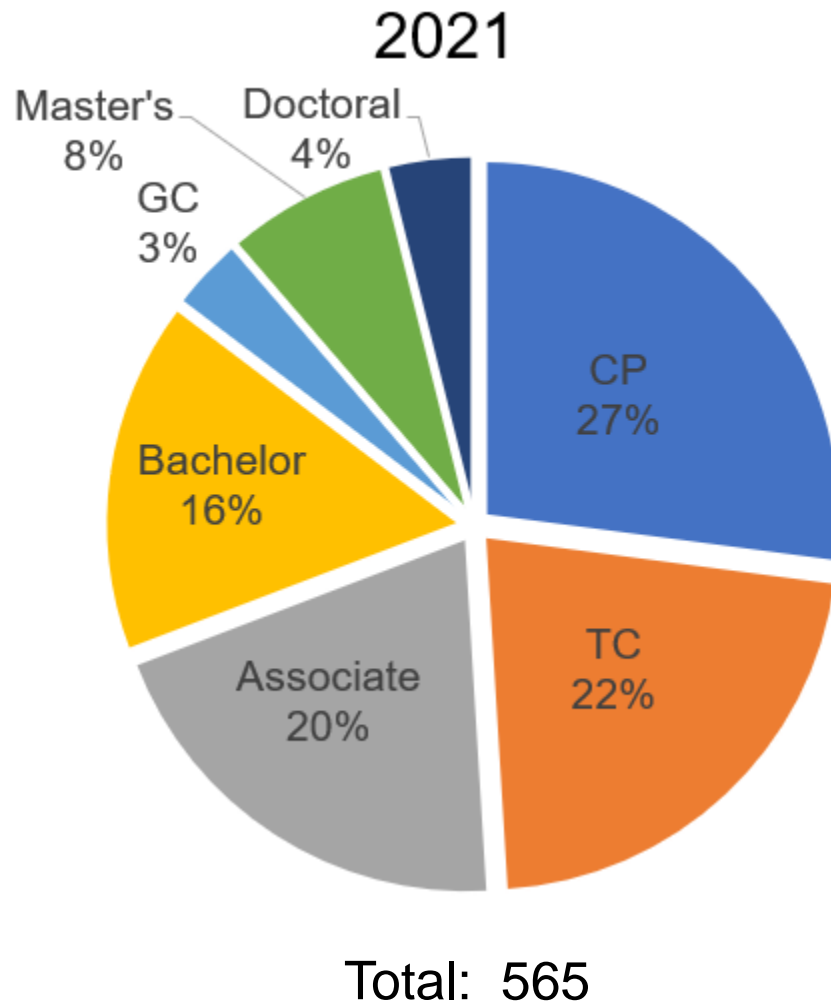
# Non-Viable Programs by Award Type

AWARD TYPE	NUMBER
CERTIFICATE OF PROFICIENCY	126
TECHNICAL CERTIFICATE	70
ASSOCIATE DEGREES	52
BACHELOR'S DEGREES	59
MASTER'S DEGREES	23
GRADUATE CERTIFICATE DEGREES	13
DOCTORAL DEGREES	5
TOTAL	348

# Non-Viable Programs by Award Type

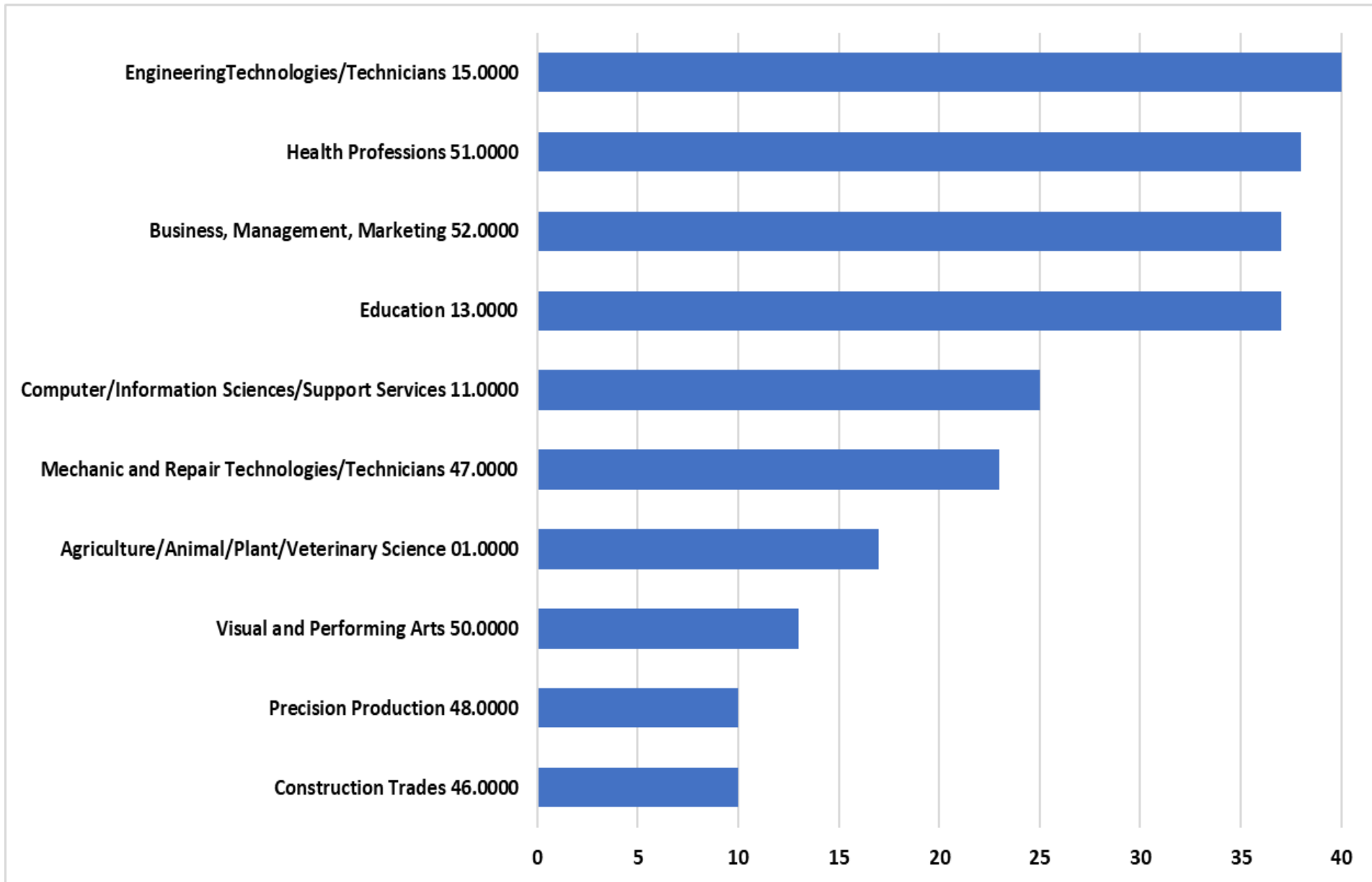


# Program Viability Award Type Comparison





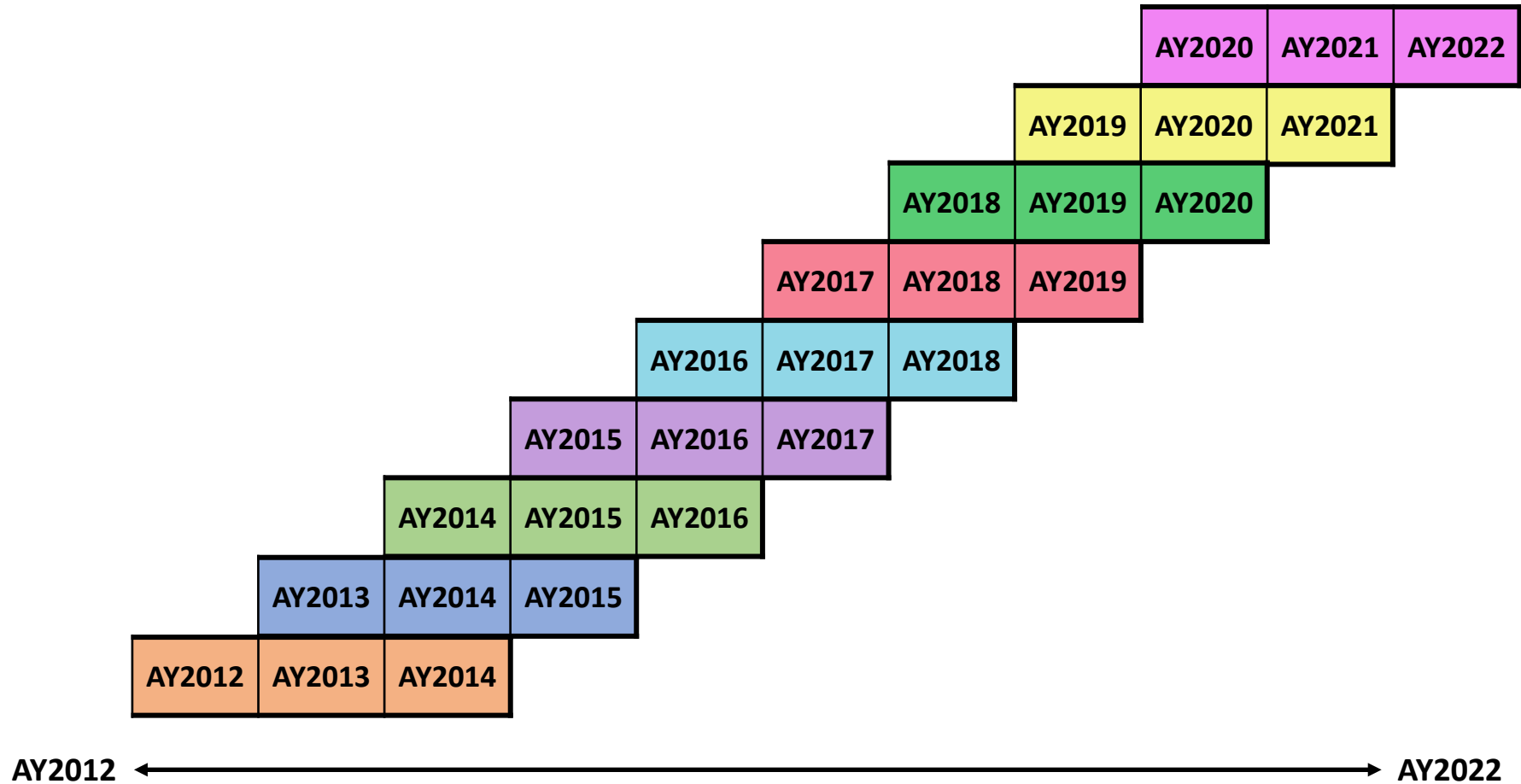
# Non-viable Programs by CIP Code Name



**Are the Viability Standards Viable?**

# 10-year Comparison

*Each colored bar represents a 3-year average calculation*



**Questions?**

# FINANCE COMMITTEE REPORT

# ACADEMIC COMMITTEE REPORT

# PUBLIC COMMENTS/ ANNOUNCEMENTS

- Follow-up questions can be sent to: [Nichole.Abernathy@adhe.edu](mailto:Nichole.Abernathy@adhe.edu)
- Presentations will be posted on the ADHE website at:  
<https://www.adhe.edu/about-adhe/coordinating-board/board-presentations>