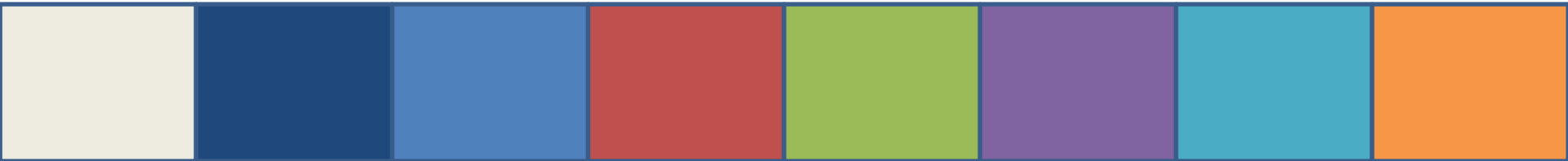


REGULAR MEETING OF THE ARKANSAS HIGHER EDUCATION COORDINATING BOARD

April 29, 2022



WELCOME



Mr. Kelley Erstine of Conway was appointed to the Higher Education Coordinating Board in 2022 and is serving a term that will expire in 2027. Erstine is Chief Executive Officer of the Independent Insurance Agents of Arkansas, a professional trade association representing approximately 300 independent insurance agencies in Arkansas. He previously served as Chief of Staff at the University of Central Arkansas and also served as interim president for a short period of time during a presidential transition. He was appointed and previously served as a member of the UCA Board of Trustees. Erstine is a graduate of Sheridan High School (Grant County) and the University of Central Arkansas, where he graduated with a Bachelor of Science in Journalism. He and his wife Leslie, live in Conway.

Roll Call

1. Al Brodell, Chair
2. Keven Anderson, Vice Chair
3. Graycen Bigger, Secretary
4. Dr. Jim Carr
5. Dr. Jerry Cash
6. Kelley Erstine
7. Lori Griffin
8. Chad Hooten
9. Andy McNeill
10. Dr. Kyle Miller
11. Greg Revels

FINANCE COMMITTEE

Nick Fuller

Assistant Director for Finance

**AGENDA ITEM NO. 11:
DISTRIBUTION OF MINERAL LEASE FUNDS**

Distribution of Mineral Lease Funds

- It is recommended that up to \$350,000 be allocated (from the H.E. Research Development Fund) to the University of Arkansas, Fayetteville for continuing personal services and operating expenses associated with ARE-ON.
- \$12,650,708.12 has been distributed since May 2007, the first transfer of funds.
- The current balance of the Research Development Fund is \$288,425.00.

Any Questions?

Nick Fuller

Assistant Director for Finance

**AGENDA ITEM NO. 12:
ECONOMIC FEASIBILITY OF A BOND ISSUE FOR
SOUTHERN ARKANSAS UNIVERSITY**

Relevant Information

- \$39,800,000 with a term of twenty seven (27) years @ a rate not to exceed 4.00% from bond issue
- Auxiliary purposes
- Revenue Funding Source: Student housing revenue
- Proceeds from the loan will be used to refund 2015, 2016, and 2018 series bonds secured through a privatized housing agreement by its Alumni Association. The previously existing debt obligation and related assets will be transferred to the University.

Any Questions?

Nick Fuller

Assistant Director for Finance

**AGENDA ITEM NO. 13:
AMENDMENT TO AN ECONOMIC FEASIBILITY
OF A LEASE PURCHASE AGREEMENT FOR
SOUTHEAST ARKANSAS COLLEGE**

Relevant Information

- Originally reviewed and approved at the October 29, 2021 AHECB meeting.
- \$34,000,000 with a term of up to thirty (30) years @ a rate of approximately 6.0%.
- Auxiliary purposes
- Revenue Funding Source: Auxiliary revenue
- The lease purchase agreement will facilitate the construction of an approximately 30,000 square foot student union building consisting of classrooms, conference center, dining hall, and health clinic, as well as up to 619 beds of student housing totaling approximately 65,000 square feet.

Any Questions?

ACADEMIC COMMITTEE



Dr. Eric Flowers
Chief Academic Officer



ACADEMIC COMMITTEE CONSENT AGENDA ITEMS

Consent Items

- *14. New Program: Associate of Applied Science in Medical Laboratory Technology
University of Arkansas Cossatot Community College
- *15. New Program: Associate of Applied Science in Registered Nursing
University of Arkansas Cossatot Community College
- *16. New Programs: Master of Healthcare Business Analytics;
Graduate Certificate in Healthcare Business Analytics
University of Arkansas, Fayetteville
- *17. New Program: Master of Arts in Art History in Arts of the Americas
University of Arkansas, Fayetteville
- *18. New Program: Bachelor of Arts in Teaching in Drama Education
University of Arkansas, Fayetteville

*Numbers refer to main agenda



AGENDA ITEM NO. 19

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE: RESOLUTIONS

Alana Boles

Associate Director of Academic Affairs

Institutional Certification Advisory Committee (ICAC) Resolutions

- 11 Institutions
- 34 Degree and Certificate Programs

Any Questions?



AGENDA ITEM NO. 20

LETTERS OF NOTIFICATION

Letters of Notification

- Programs approved by the ADHE Director
- Programs must be included on the AHECB agenda prior to initiation
- Programs are reasonable and moderate extensions of existing certificates and degrees

Any Questions?



AGENDA ITEM NO. 21

LETTERS OF INTENT

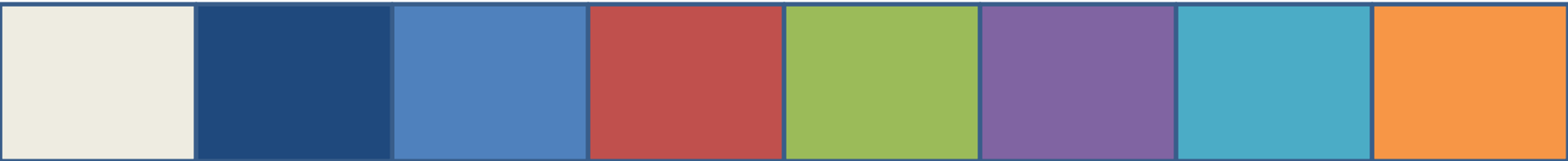
Letters of Intent

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

Any Questions?

AHECB Full Board Meeting

April 29, 2022



Approval of Minutes

- January 28 Regular Meeting

New DHE Staff



Tracy Harrell
Program Specialist
Began February 7, 2022



Melissa Sigel
Student Support Specialist
Began March 4, 2022



Kim Walker
Accounting Operations Manager
Began April 4, 2022



WE'RE MOVING.

BUT NOT TOO FAR.



MAIN STREET MALL

101 E. CAPITOL AVENUE, LITTLE ROCK, AR. 72201

Academic Program Efficiency Study

Study Data Elements:

- Program Viability
- Program Productivity Report
- Strategic Plan

Study Outcomes/Recommendations:

- Program duplications
- Programs to add
- Programs to remove
- Programs to retool
- Notable rapid growth or decline
- Local context

Out-of-State Institutions

- The AHECB has oversight of out-of-state postsecondary institutions and for-profit institutions offering online programs to Arkansas students if the institution is not in a reciprocity agreement such as SARA.
- Institutions must be accredited by a regional or national accrediting agency in order to be considered for approval/certification by the AHECB.

Out-of-State Institutions

When an institution applies for approval for the first time, ADHE collects information about the institution such as:

- Status with the institution's accreditor
- Status with the institution's state approving agency
- Admission requirements
- History of the institution
- Any programmatic accreditation if institution wants to offer programs requiring it in Arkansas
- Costs of attendance
- Any advising available to students

Out-of-State Institutions

- Institutions must pay \$500 per program for certification
- Institutions must follow credit hour requirements for degrees
- Faculty from institutions must meet Arkansas requirements
- Institutions must report changes in tuition prices
- Institutions must reapply for certification every three years

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.
- 38 Arkansas institutions are in SARA; over 2,300 institutions nationwide have joined.

#3 - Rules Governing the Governor's Higher Education Transition Scholarship Program

Act 215 of 2022

The purpose of these rules is to establish the requirements and processes governing the Governor's Higher Education Transition Scholarship Program.

These rules are presented for initial approval.

#4 - Rules Governing the Star-Spangled Banner Act

Act 958 of 2021

The rules outline the requirements per Act 958 of 2021 regarding the broadcast and performance of “The Star-Spangled Banner” at the commencement of school sanctioned sporting events. The rules also include requirements regarding the permissible versions or arrangements of “The Star-Spangled Banner” that state-supported institutions of higher education may select for broadcast or performance.

- There were no public comments received.
- These rules are presented for adoption, pending approval of the Administrative Rules Subcommittee of the Arkansas Legislative Council.

#5 - 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 initial approval.



AHECB Meeting

April 29, 2022

#6 - Annual Report of Student Retention and Graduation

Sonia Hazelwood, Assistant Director
Information Systems & Technology Innovation

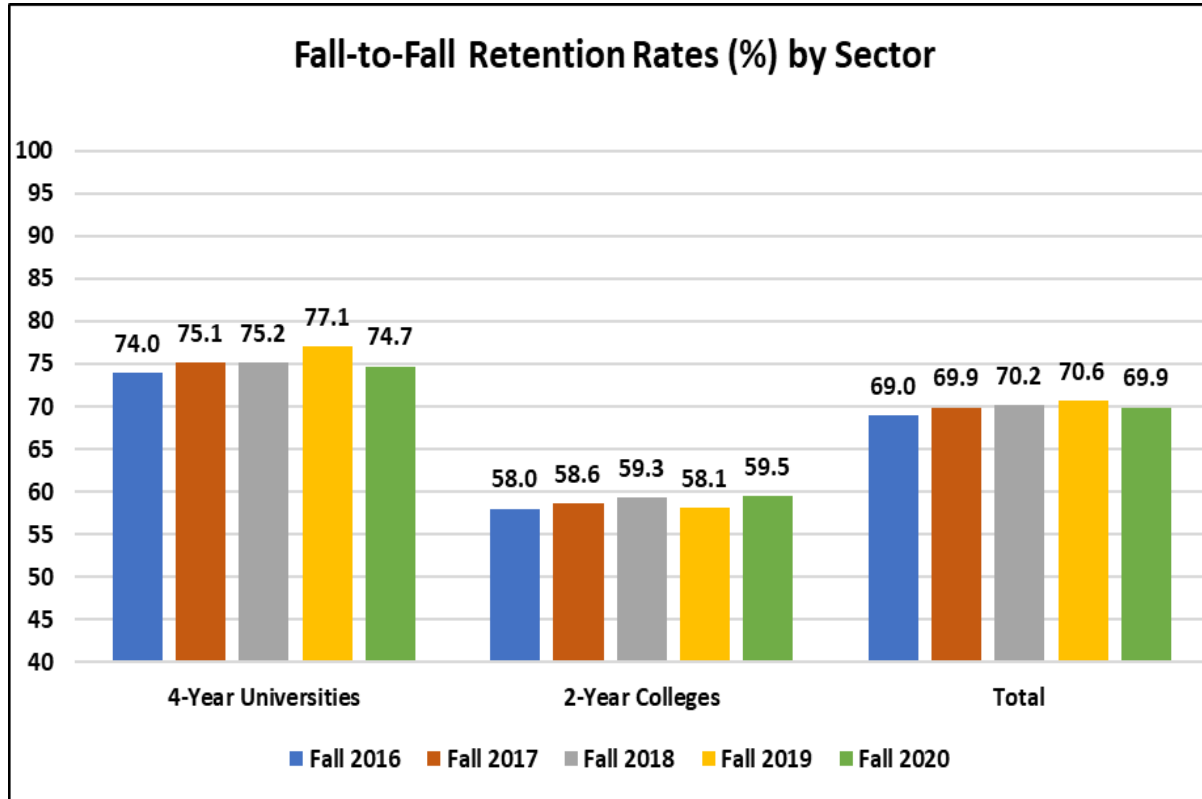
National Retention Rates

According to the most recent data published in May 2021, from the **National Center for Education Statistics (NCES)**, first-time, full-time degree-seeking students who enrolled at 4-year degree-granting institutions in fall 2018, reported an overall retention rate of 81%.

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

The national retention rate was 63% for first-time, full-time, degree-seeking students who enrolled at a public 2-year college in fall 2018 and then returned in fall 2019.

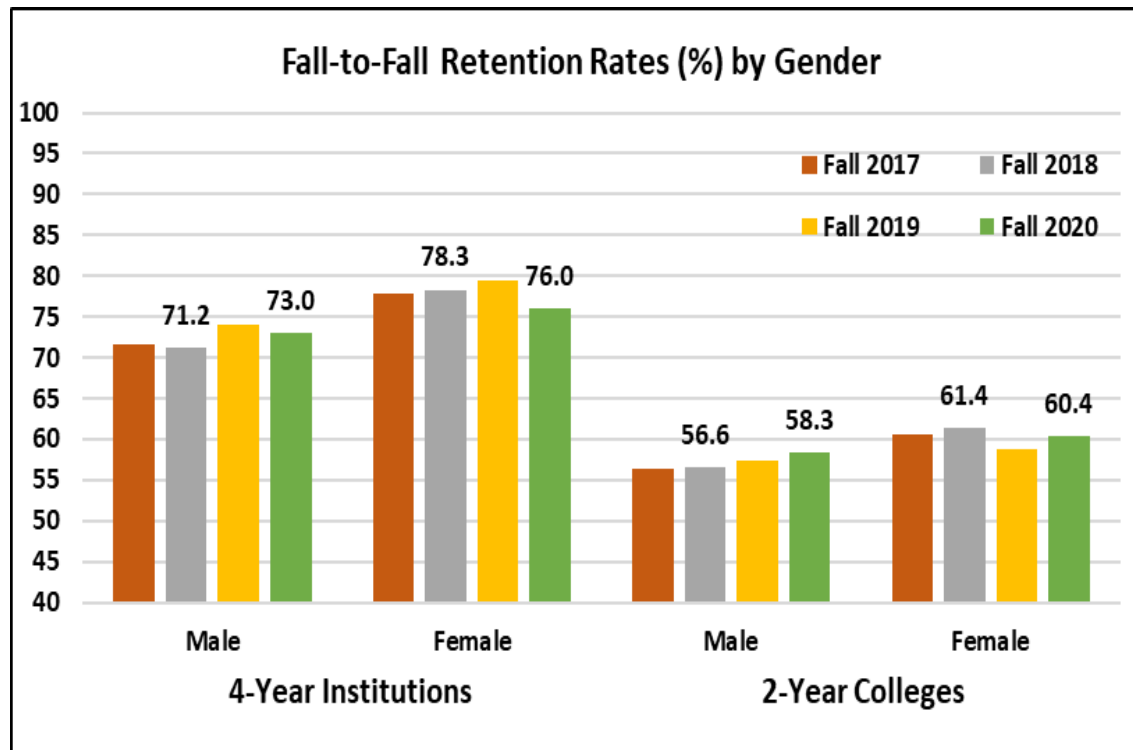
Retention



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

Retention rates for our 2-year colleges follows the IPEDS model that includes any certificates awarded to the student during the year.

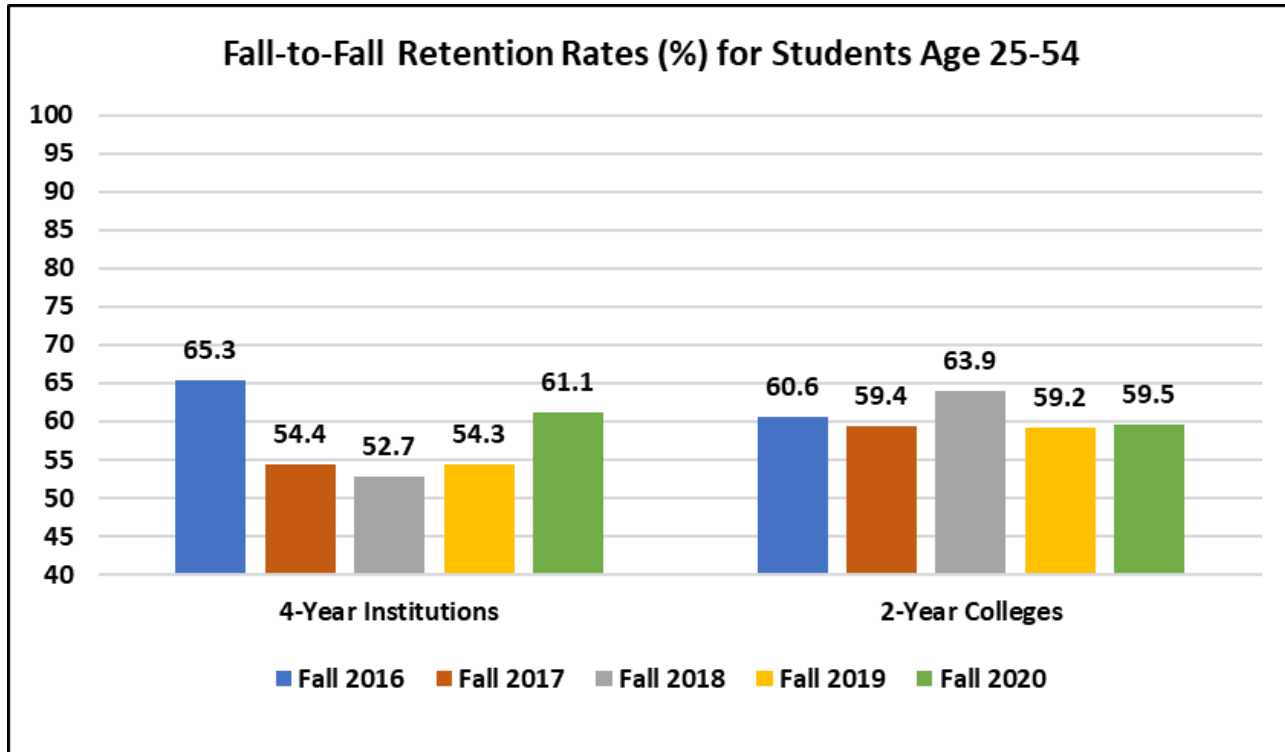
Retention



Both male and female cohorts showed a lower retention rate for our public 4-year institutions.

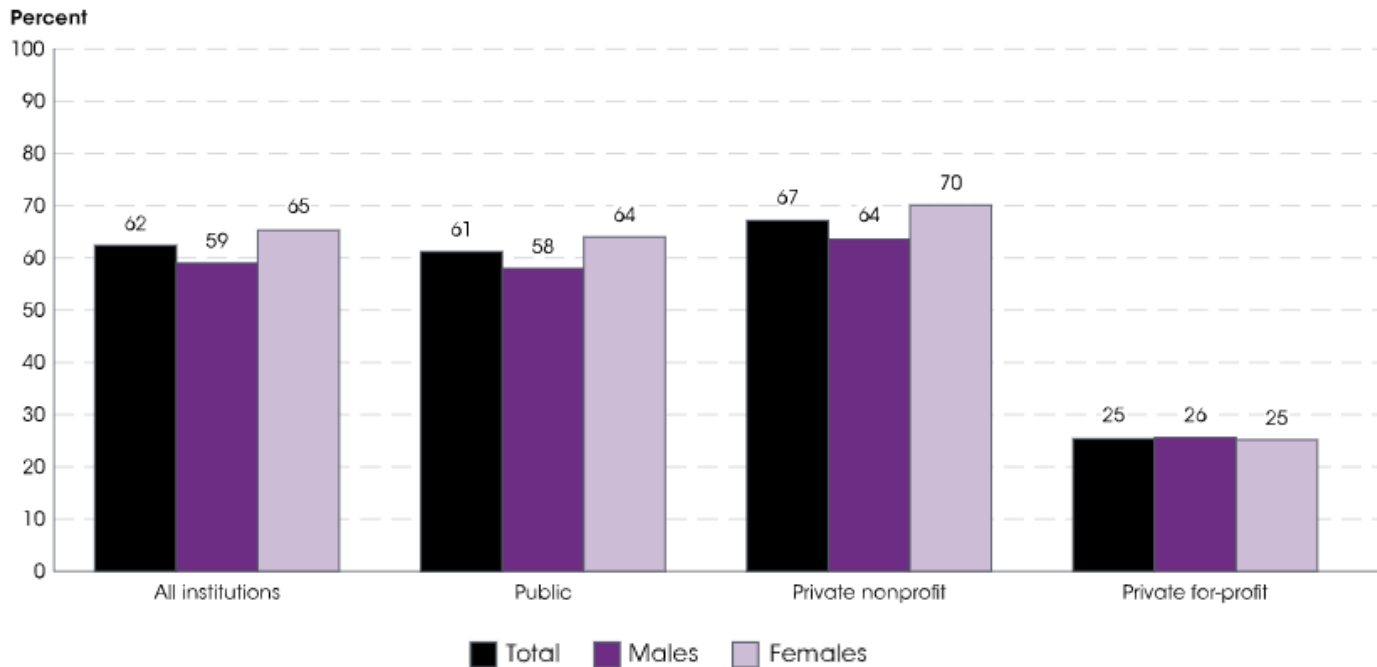
For our 2-year colleges, both male and female cohorts reported slight increases.

Retention



Retention rates for students between the ages of 25-54 increased almost 7% for our 4-year institutions and a slight increase for our 2-year colleges.

Graduation Rates

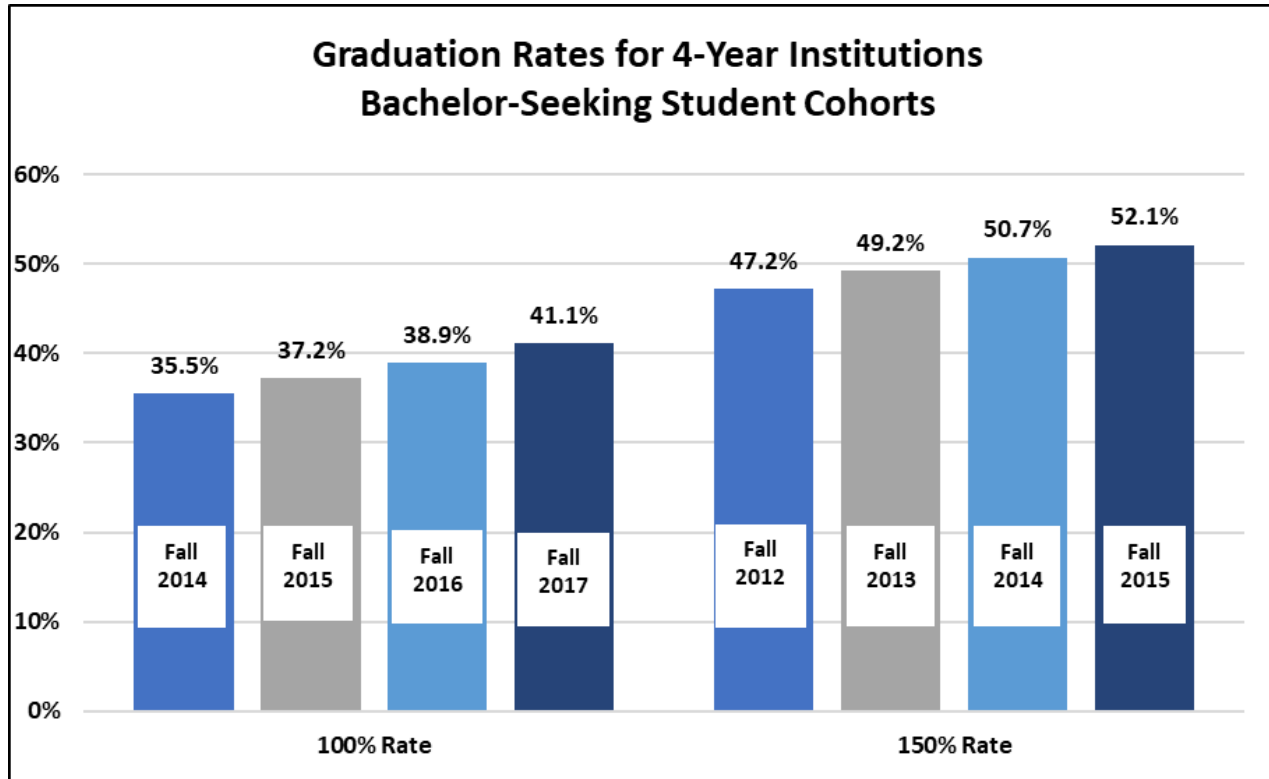


According to a NCES published report in May 2021, the six-year graduation rate (150% rate) for first-time, full-time undergraduate students who began at a 4-year degree-granting institution in fall 2013 was 63%. The 6-year graduation rate was 62% at public institutions, and 68% at private non-profit institutions.

The 6-year graduation rate was 66% for females and 60% for males.

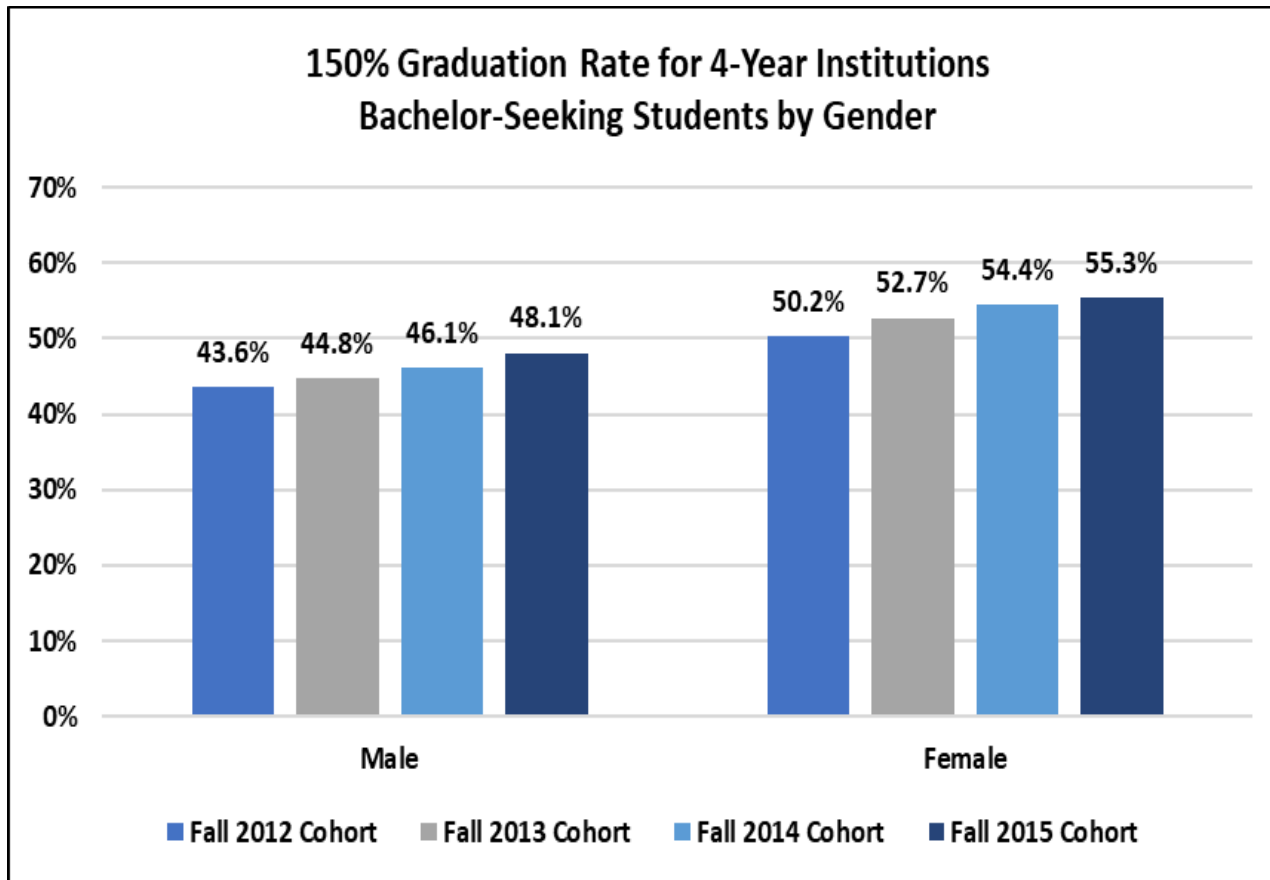
<https://nces.ed.gov/programs/coe/indicator/ctr>

Graduation Rates



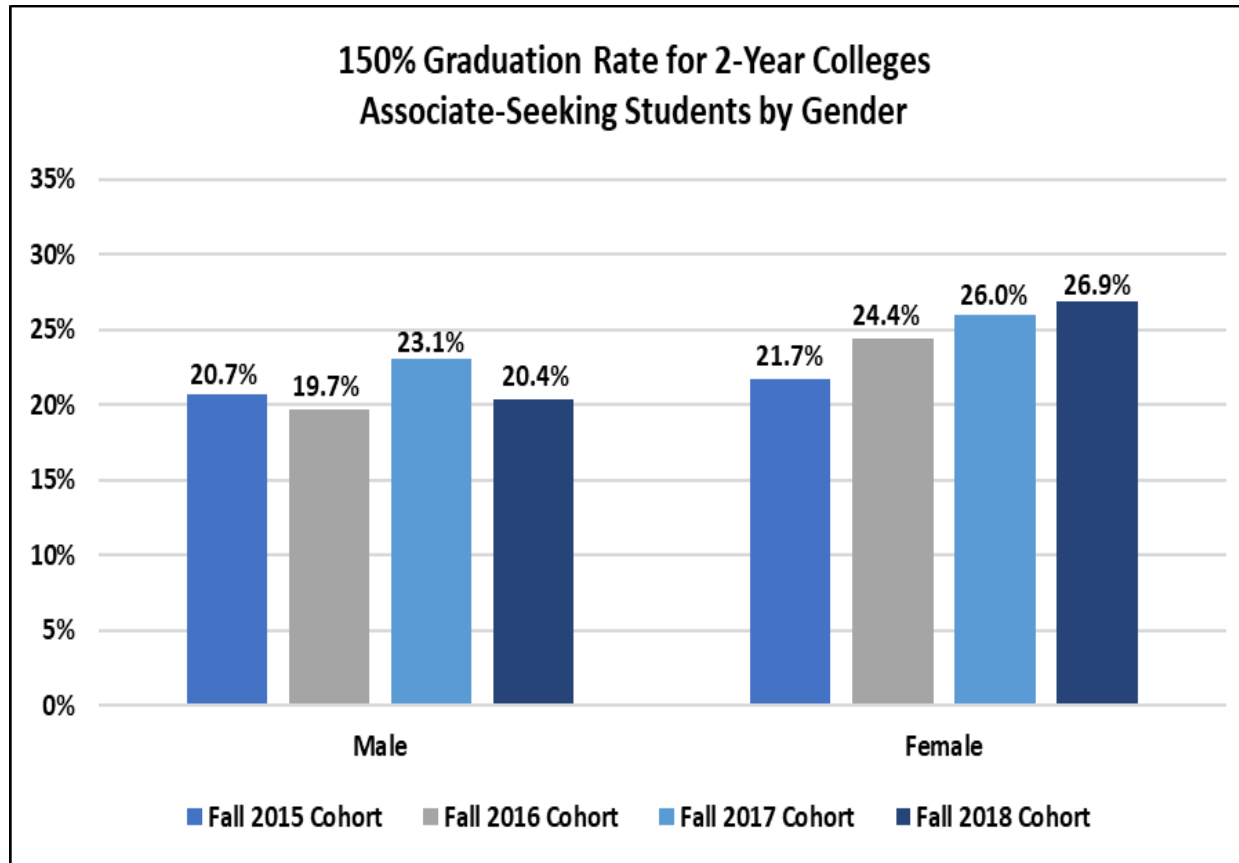
For the 4-Year institutions, there has been slow but steady increases in both the 100% and the 150% graduation rates.

Graduation Rates



For the 4-Year institutions, there has been slow but steady increases in both the 100% and 150% graduation rates.

Graduation Rates



For the 2-year colleges, male students reported a 2.7% decrease in their 150% graduation rate, while female students showed a slight increase.



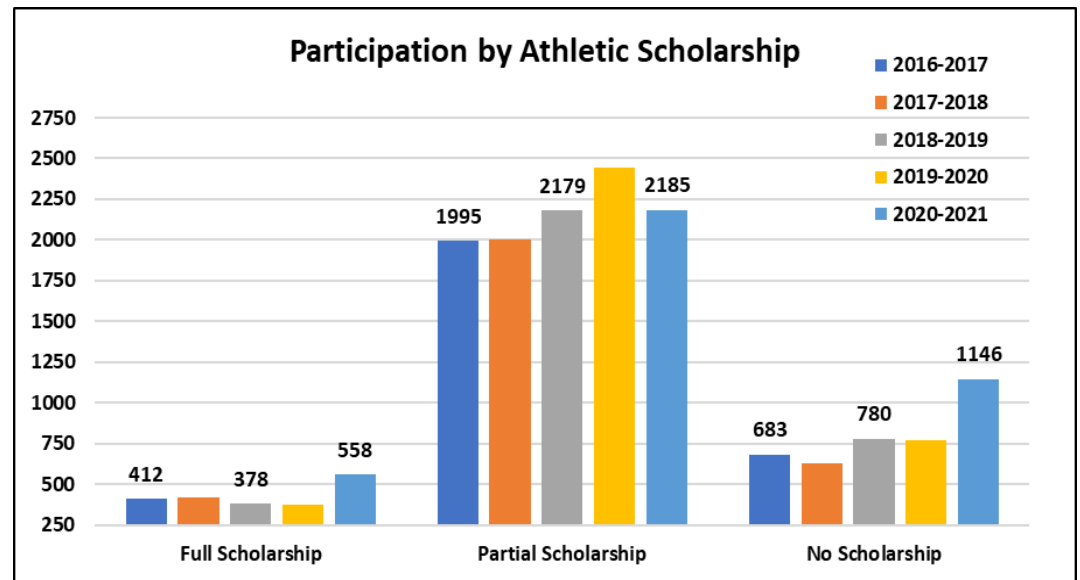
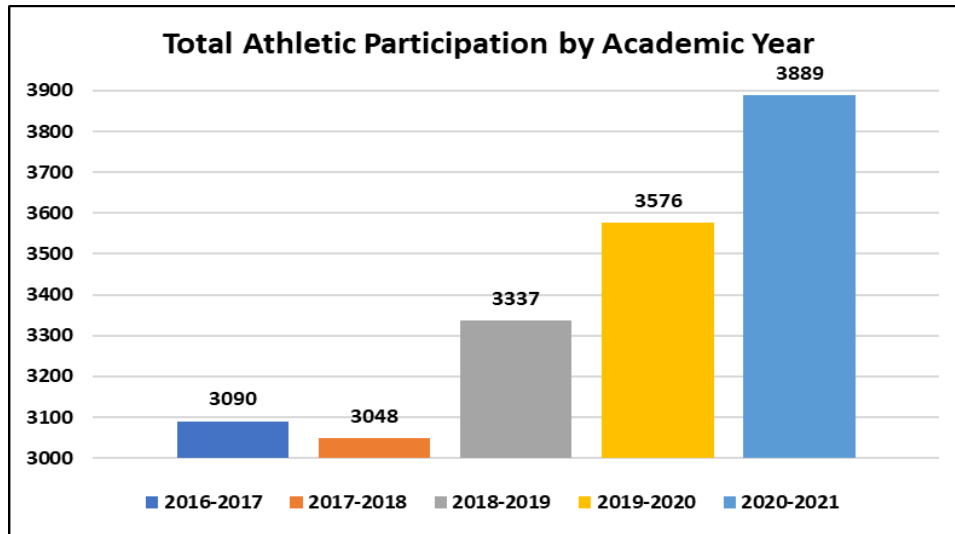
AHECB Meeting

April 29, 2022

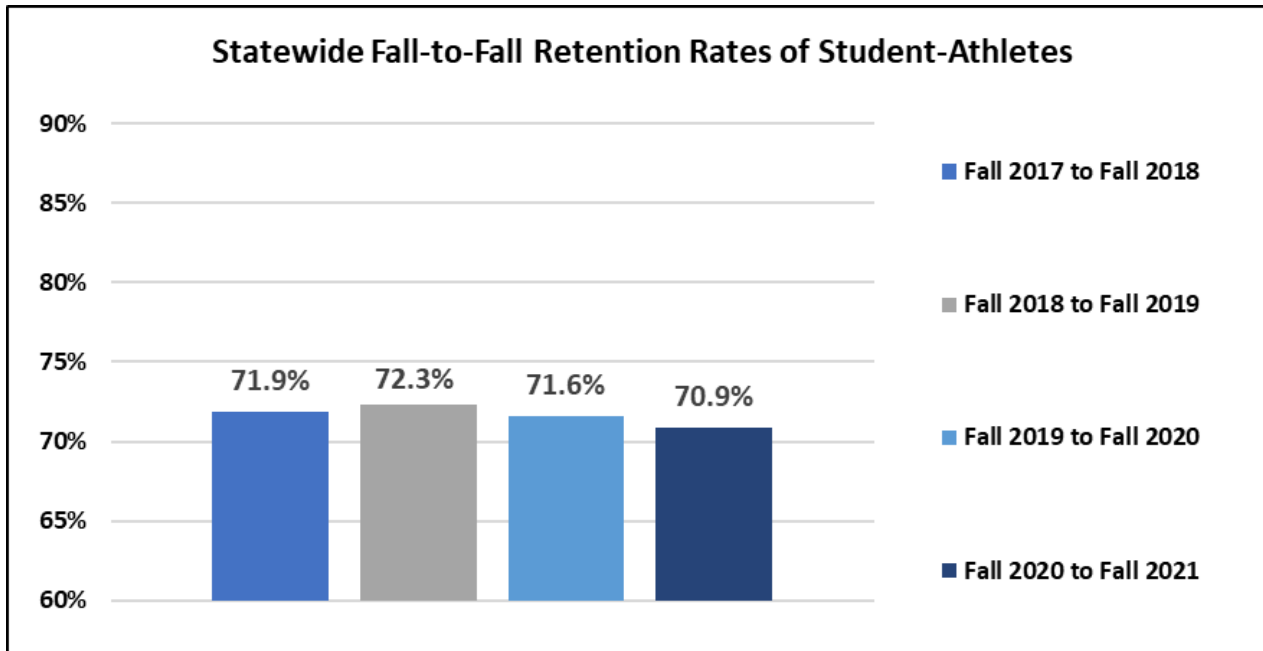
#7 - Annual Report of Retention and Graduation of Student-Athletes

Sonia Hazelwood, Assistant Director
Information Systems & Technology Innovation

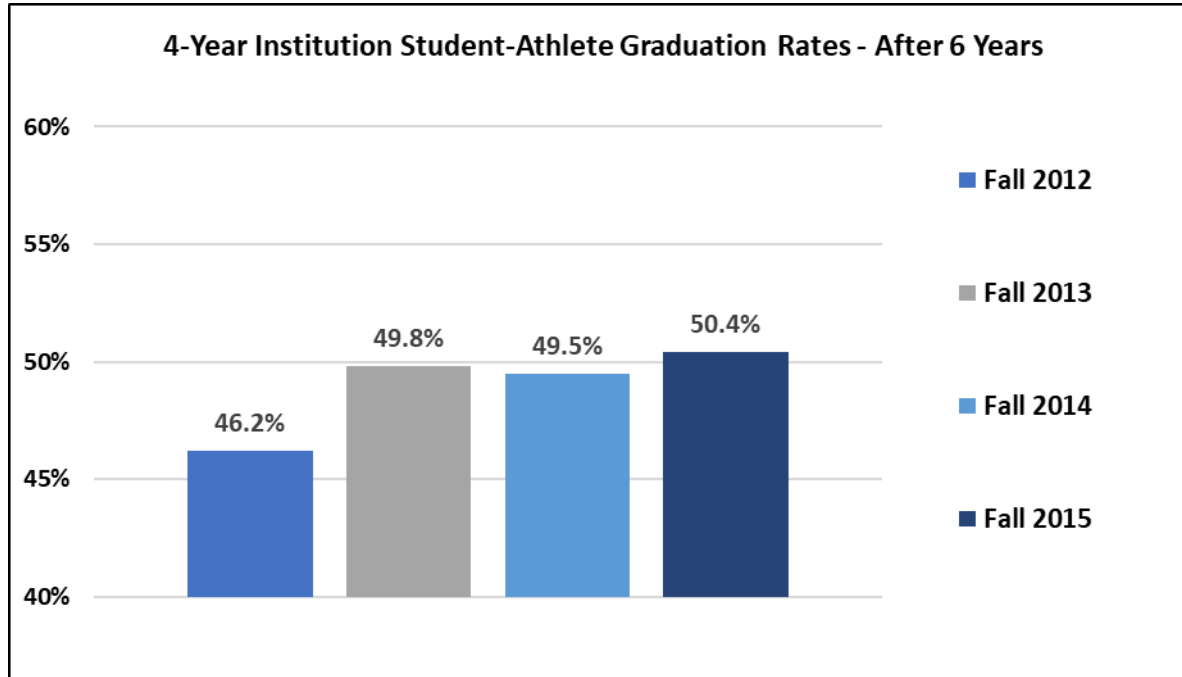
AY 2021 Student-Athlete Overview



Retention of Student-Athletes



Graduation Rates of Student-Athletes



AGENDA ITEM NO. 8

ANNUAL REPORT FIRST-YEAR REMEDIATION

Dr. Eric Flowers
Chief Academic Officer



First-Year Remediation Report

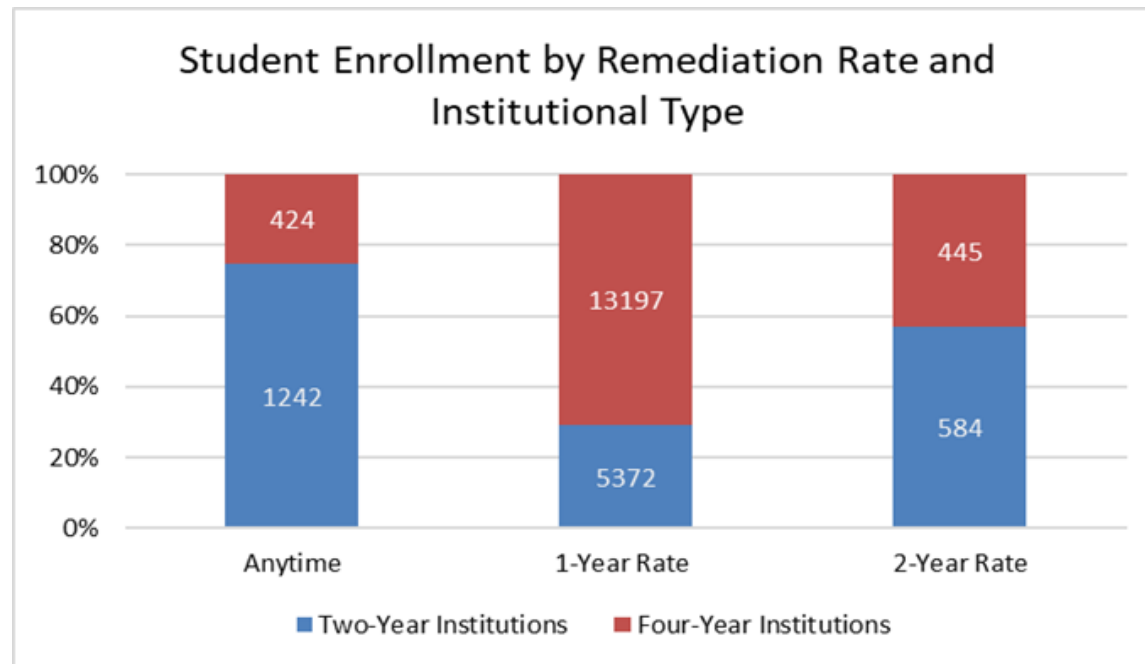
- In accordance with A.C.A. §6-61-110, ADHE addresses the placement standards necessary for student enrollment into mathematics, English composition, and reading courses based on appropriate indicators of potential student success rates.
- Remedial data was based on students who did not meet the cut-off subscores of 19 on the ACT exam or its equivalent on other approved exams.
- Due to the January 2016 revision of the AHECB placement policy, all institutions are required to adopt appropriate placement measures supported by student success data contained within institutional placement plans.

First-Year Remediation Report

Statewide Overview

In Fall 2021 (AY2022), 21,264 first-time entering, degree-seeking students enrolled in an Arkansas public institution of higher education. Of this population, 19,106 (90%) were classified as full-time students and 2,158 (10%) were classified as part-time students. With regards to gender, over half (57%) were female; 42% were male and less than 1% percent did not report. When examining the place of enrollment, 14,066 students (66%) enrolled at four-year institutions compared to 7,198 (34%) at two-year institutions.

Regarding the remediation count of all first-time entering students, 14,013 (66%) first time entering students did not take any remedial courses whereas 7,251 students (34%) were placed into one or more remedial courses.



First-Year Remediation Report

In this report, we discuss the breakdown of first-time undergraduate student enrollment by the remediation rate calculations between two and four-year institutions.

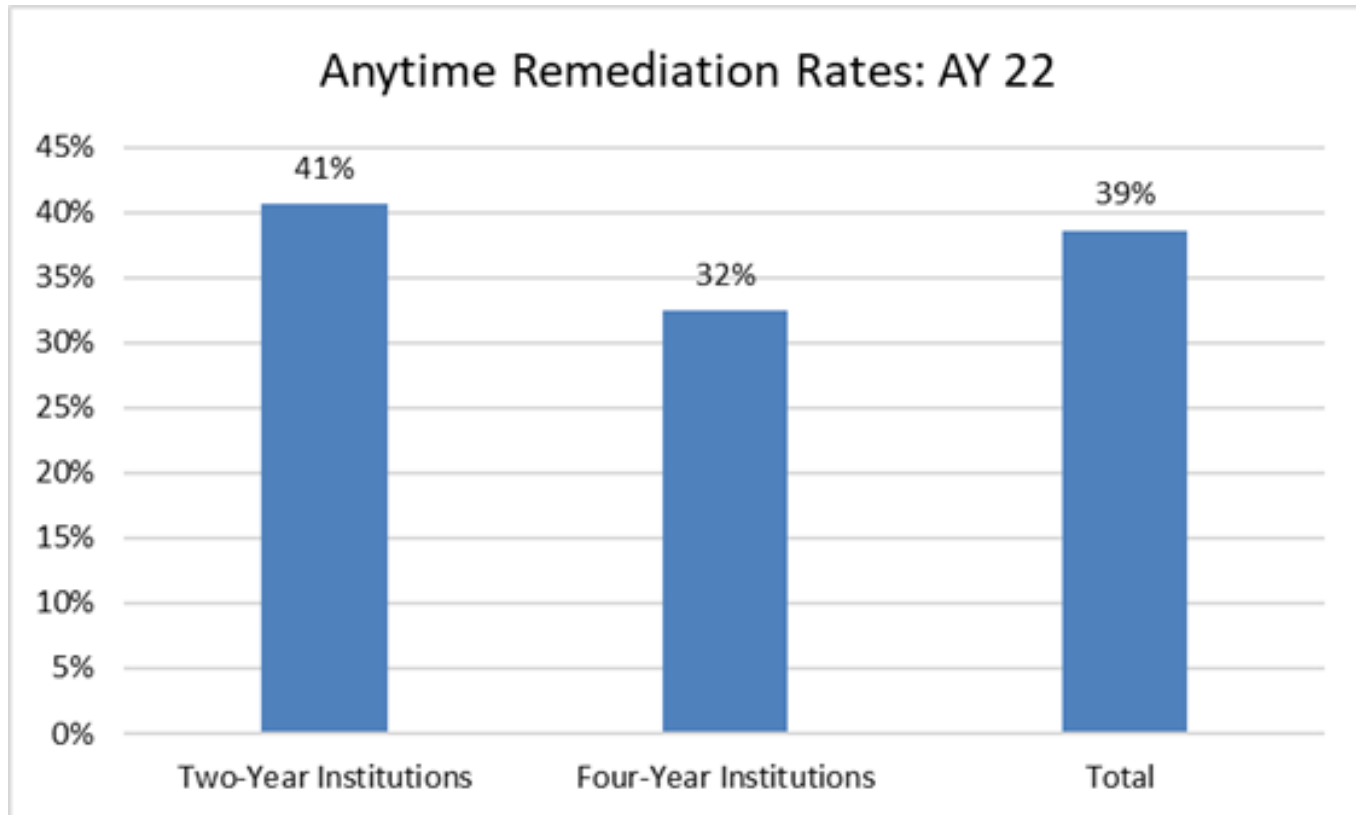
A brief explanation of these rate calculations is listed below:

- **Anytime Rates** - rates in which the high school graduation date is ignored.
- **1-Year Rates** – rates in which the student graduated high school in the previous 1 year (Required by Interim Study of 2010)
- **2-Year Rates** - rates in which the student graduated high school in the previous 2 years (Required by Act 970 of 2009)

First-Year Remediation Report: Anytime Rates

Anytime Remediation Rates (1,666 total students)

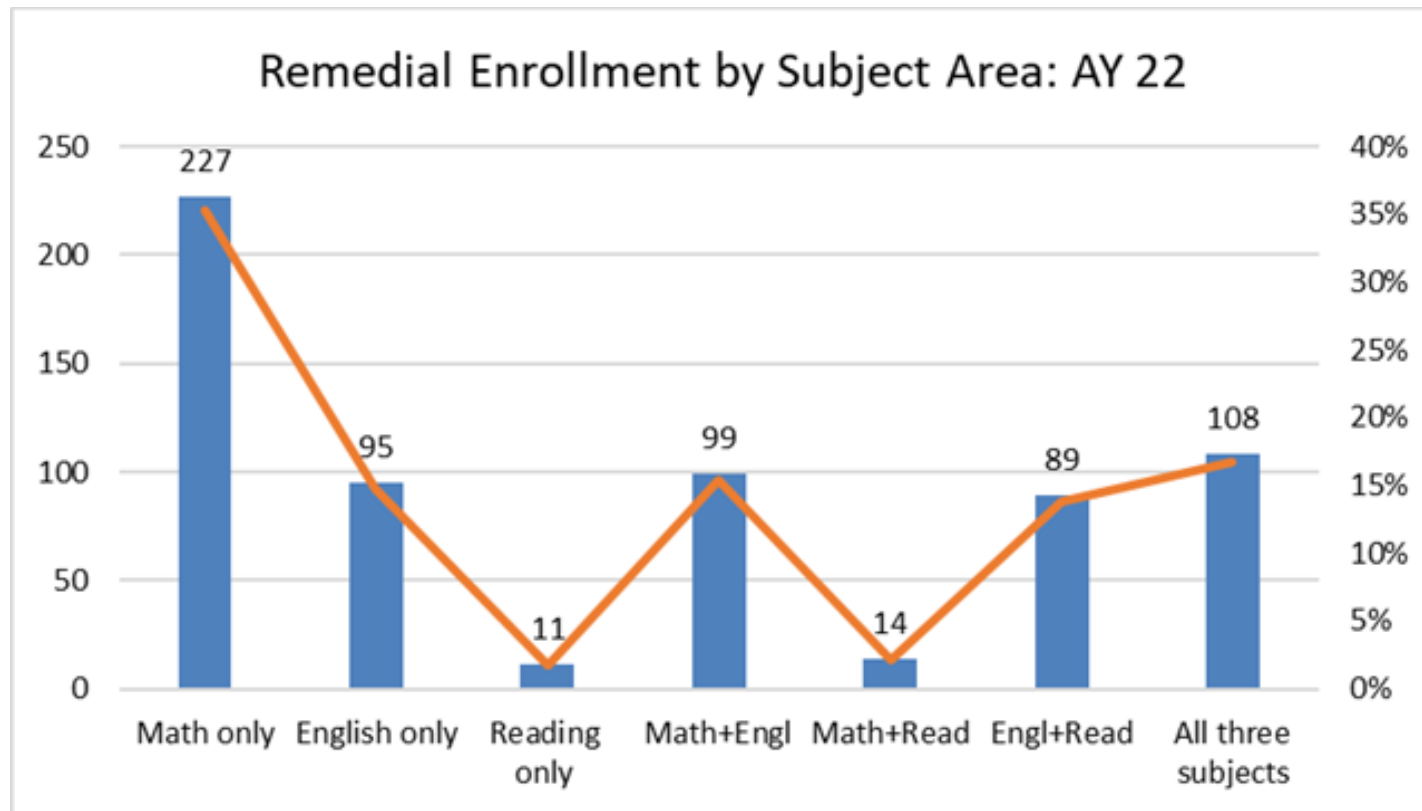
In AY 2022, among those students at two-year institutions, 41% of the students went through remediation versus 32% of the first-year population at the four-year institutions.



First-Year Remediation Report: Anytime Rates

Remediation Rates by Subject Area

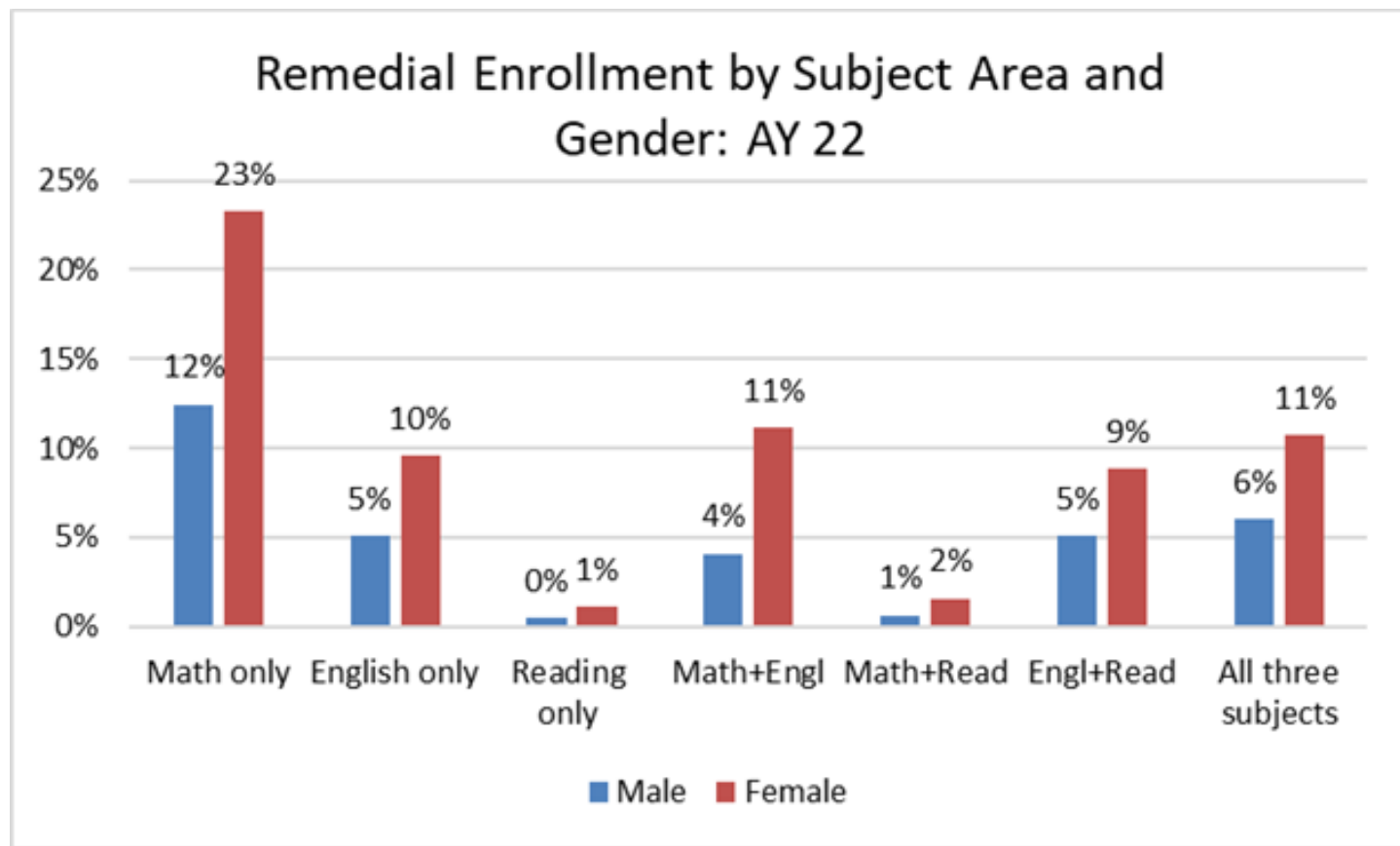
In AY2022, a slight majority of students who took remediation courses at the two and four-year institutions enrolled in single subject areas. Math (“math only”) encompassed a notable share of the total remediation enrollments with anytime students.



First-Year Remediation Report: Anytime Rates

Remediation Rates by Gender

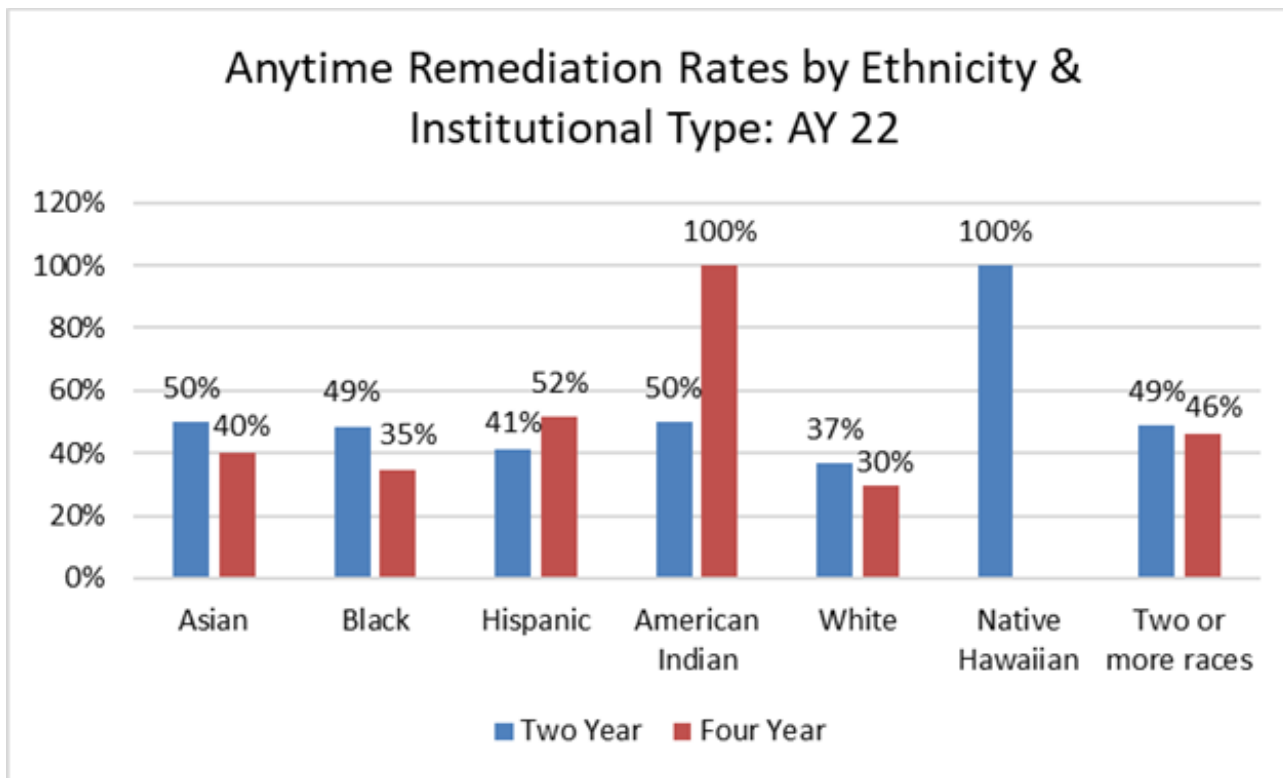
When examined by gender, it appears that females compose a greater percentage of remediation enrollments than males as shown in Figure 8.5. Of the 635 reported students who took at least one remedial course, 23 percent were females who only took a math course.



First-Year Remediation Report: Anytime Rates

Remediation Rates by Ethnicity

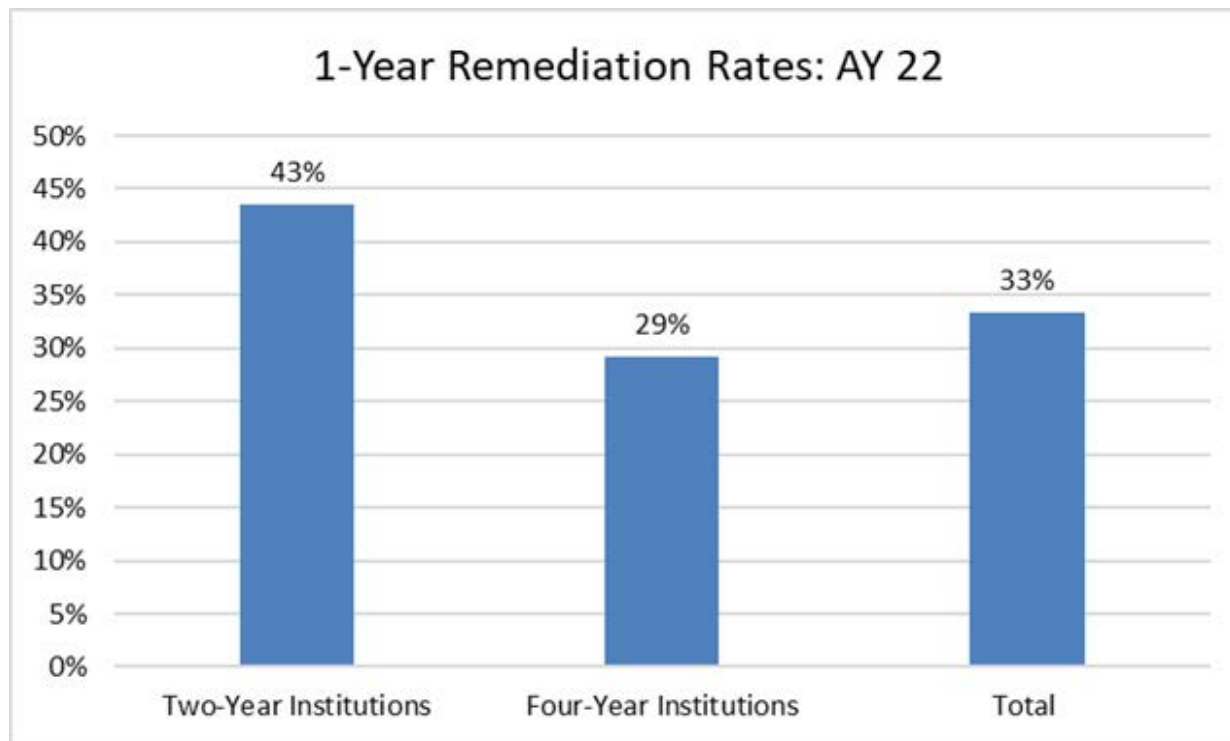
In AY2022, Students who classify as White have the lowest remediation rates at 37 percent whereas the remediation rates of students with different ethnicities varied from 41 to 100 percent. At the four-year institutions, students who classify as White or Black have the lowest remediation rates at 30 and 35 percent respectively. It is important to note that some groups have smaller population sizes which factored into the larger percentages.



First-Year Remediation Report: 1-Year Rates

1-Year Remediation Rates (18,569 total students)

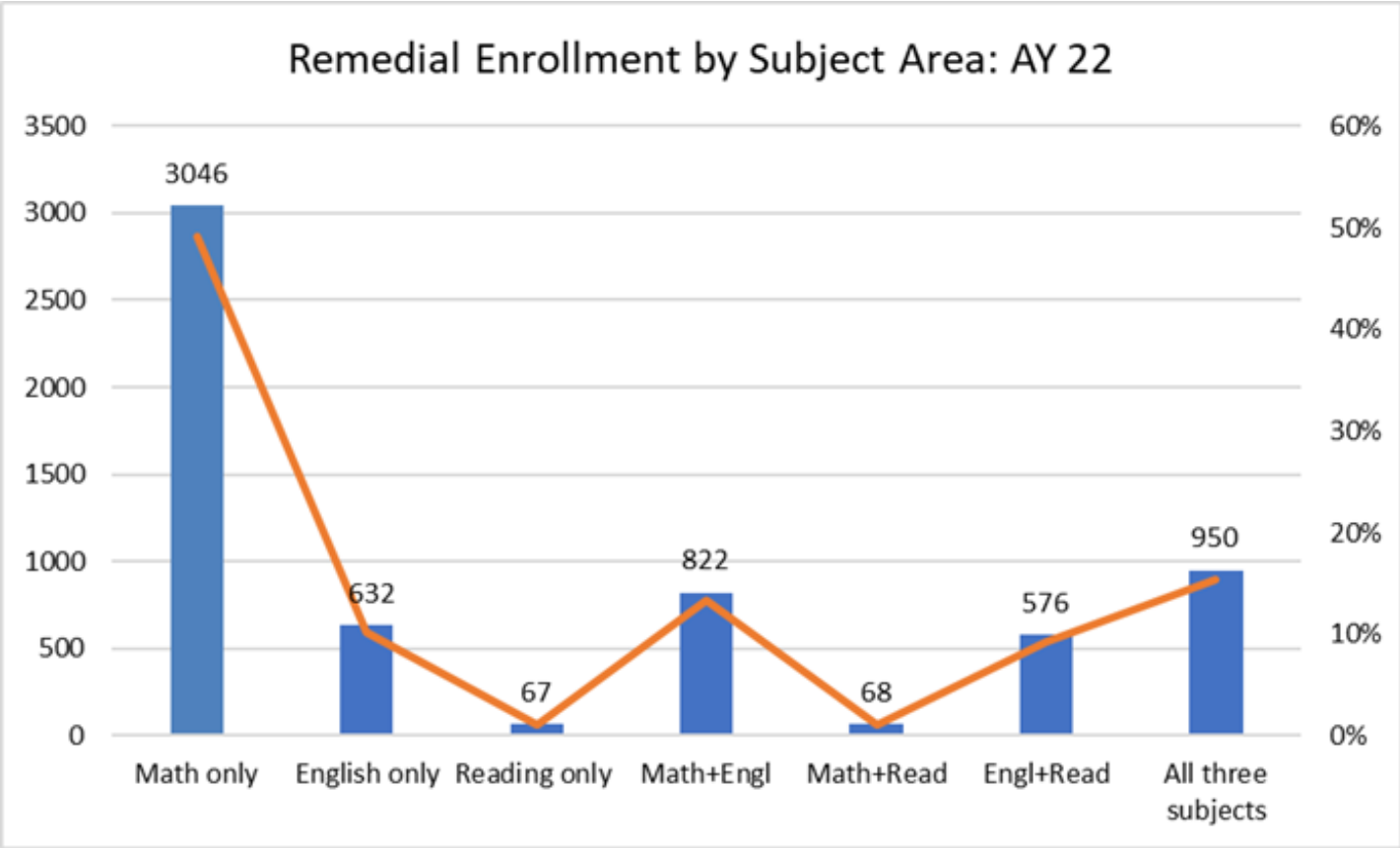
In AY 2022, among the first-year entering students at two-year institutions, 43% of the students went through remediation versus 29 % of the first-year population at the four-year institutions.



First-Year Remediation Report: 1-Year Rates

Remediation Rates by Subject Area

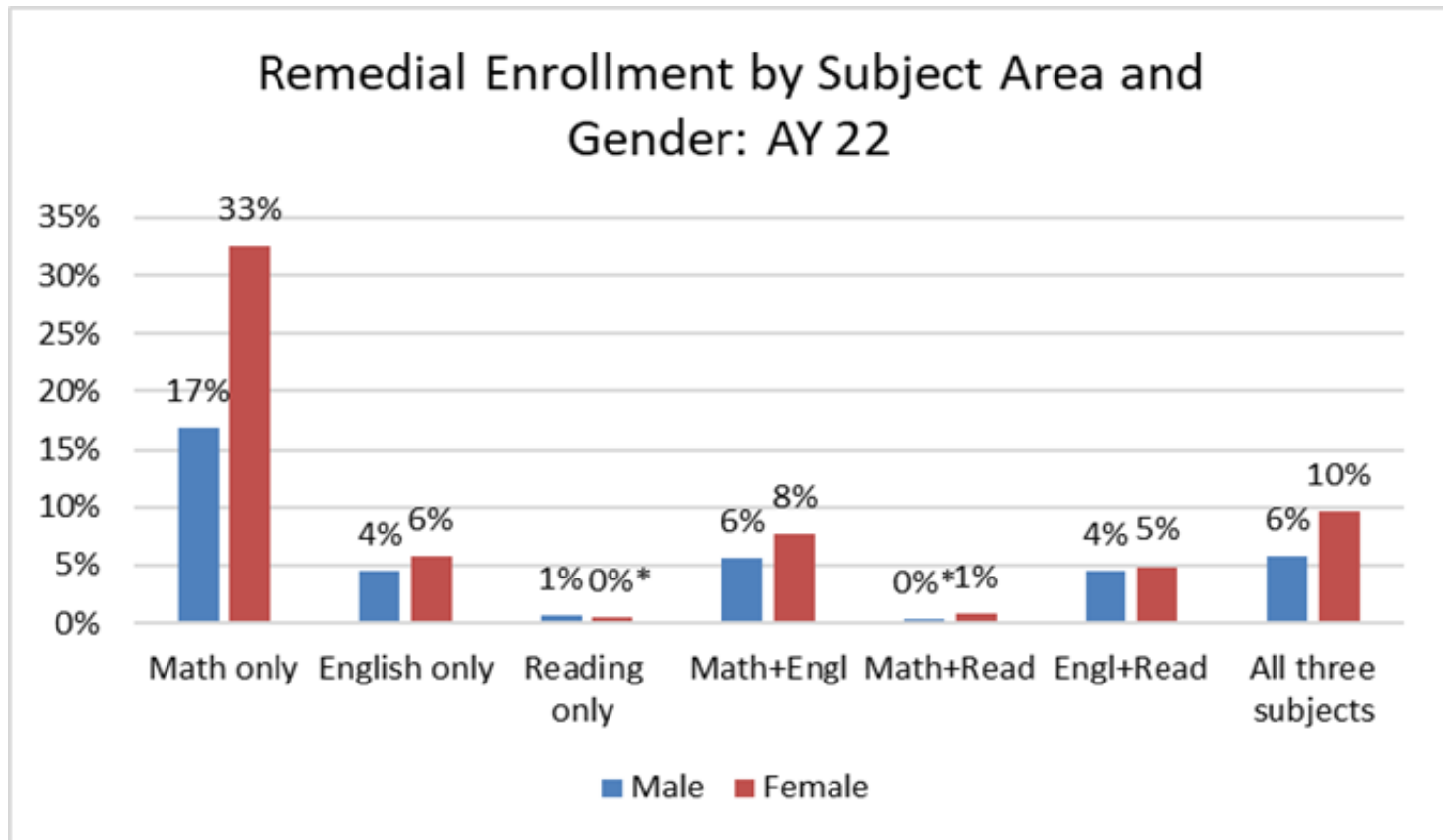
In AY2022, the majority of students in remediation courses enrolled primarily in a single subject area. Again, math (“math only”) encompassed a notable share of the total remediation enrollments .



First-Year Remediation Report: 1-Year Rates

Remediation Rates by Gender

In AY2022, it appears that females compose a greater percentage of remediation enrollments than males. Of the reported students who took at least one remedial course, 33 percent were females who only took a math course.

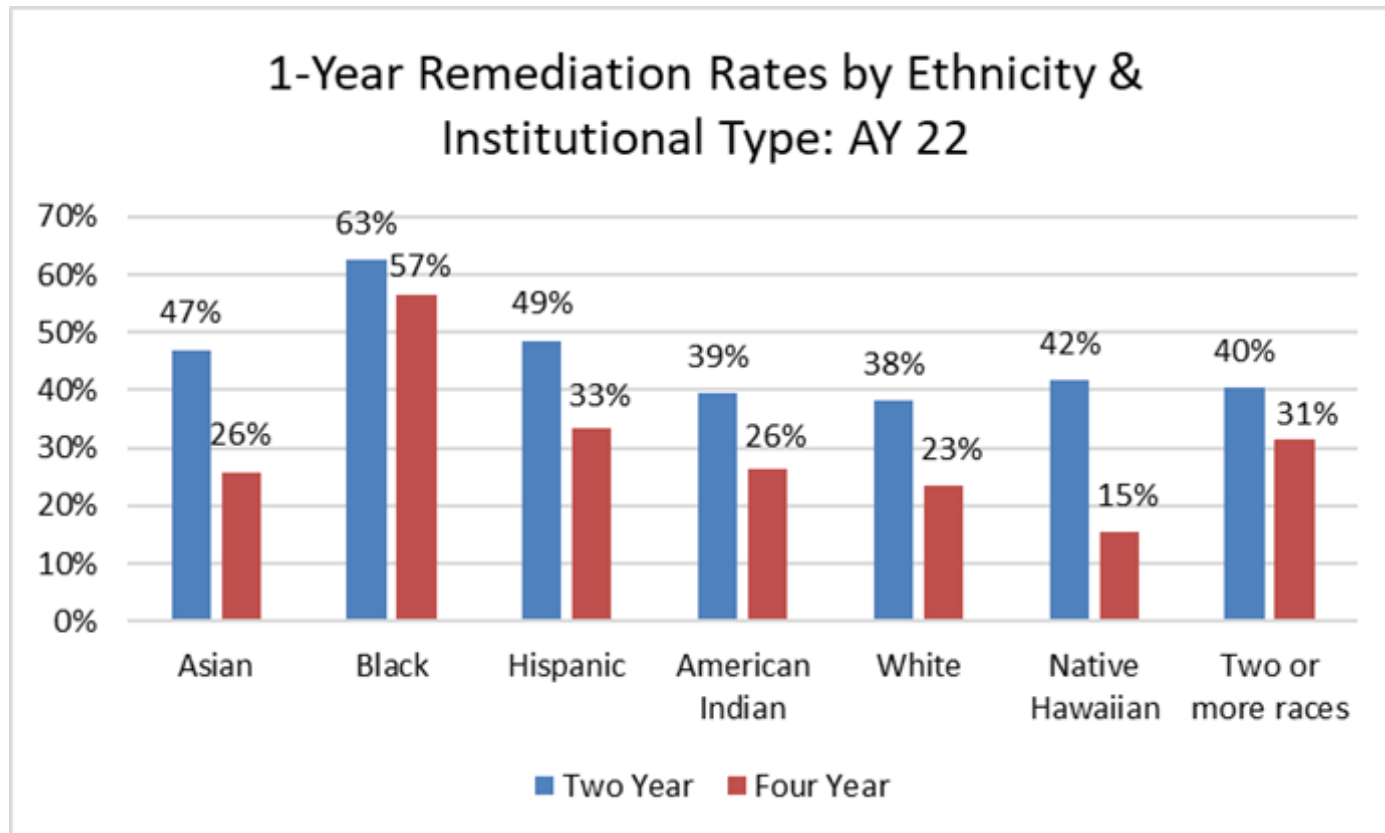


Asterisks indicate values less than 1%

First-Year Remediation Report: 1-Year Rates

Remediation Rates by Ethnicity

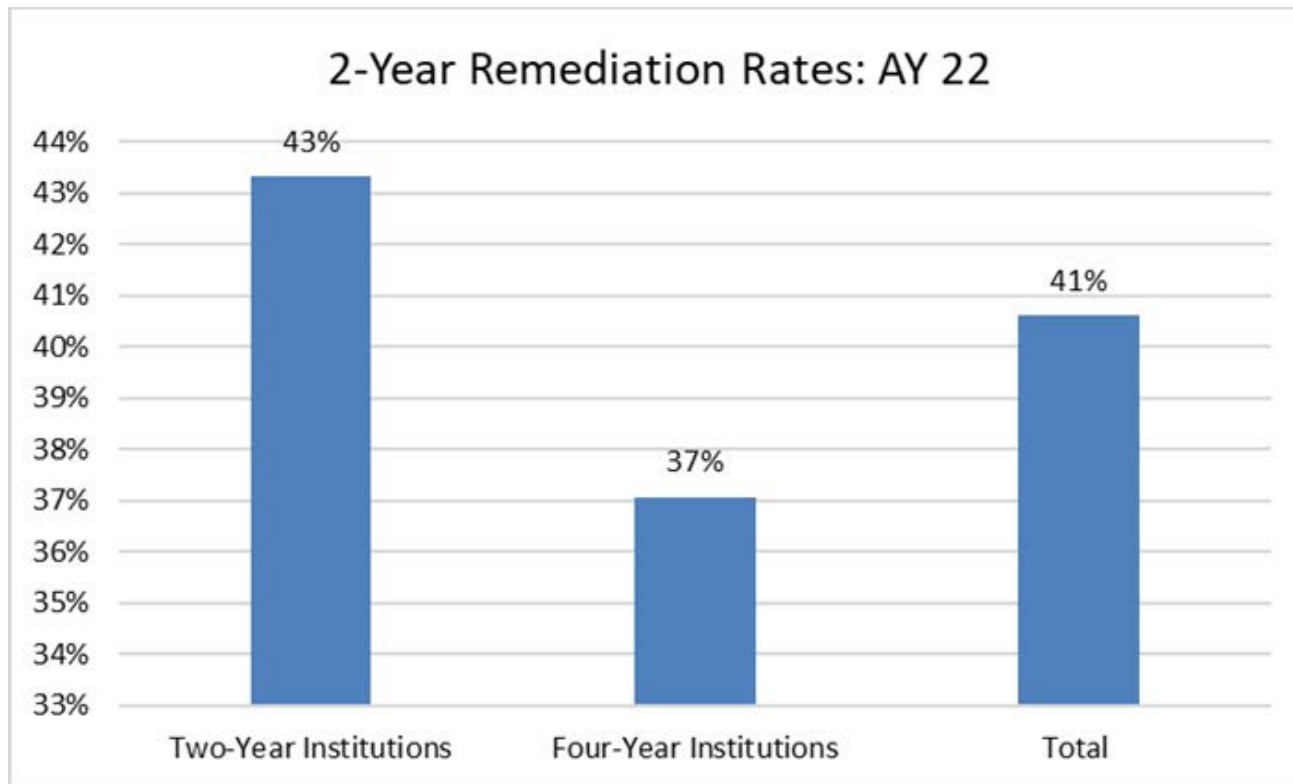
In AY2022, at the two-year institutions, students who classify as White had the lowest remediation rate at 38 percent whereas black students have the highest remediation rate at 63 percent. At the four-year institutions, five of the sixty ethnic groups have remediation rates lower than 40 percent.



First-Year Remediation Report: 2-Year Rates

2-Year Remediation Rates (1,029 total students)

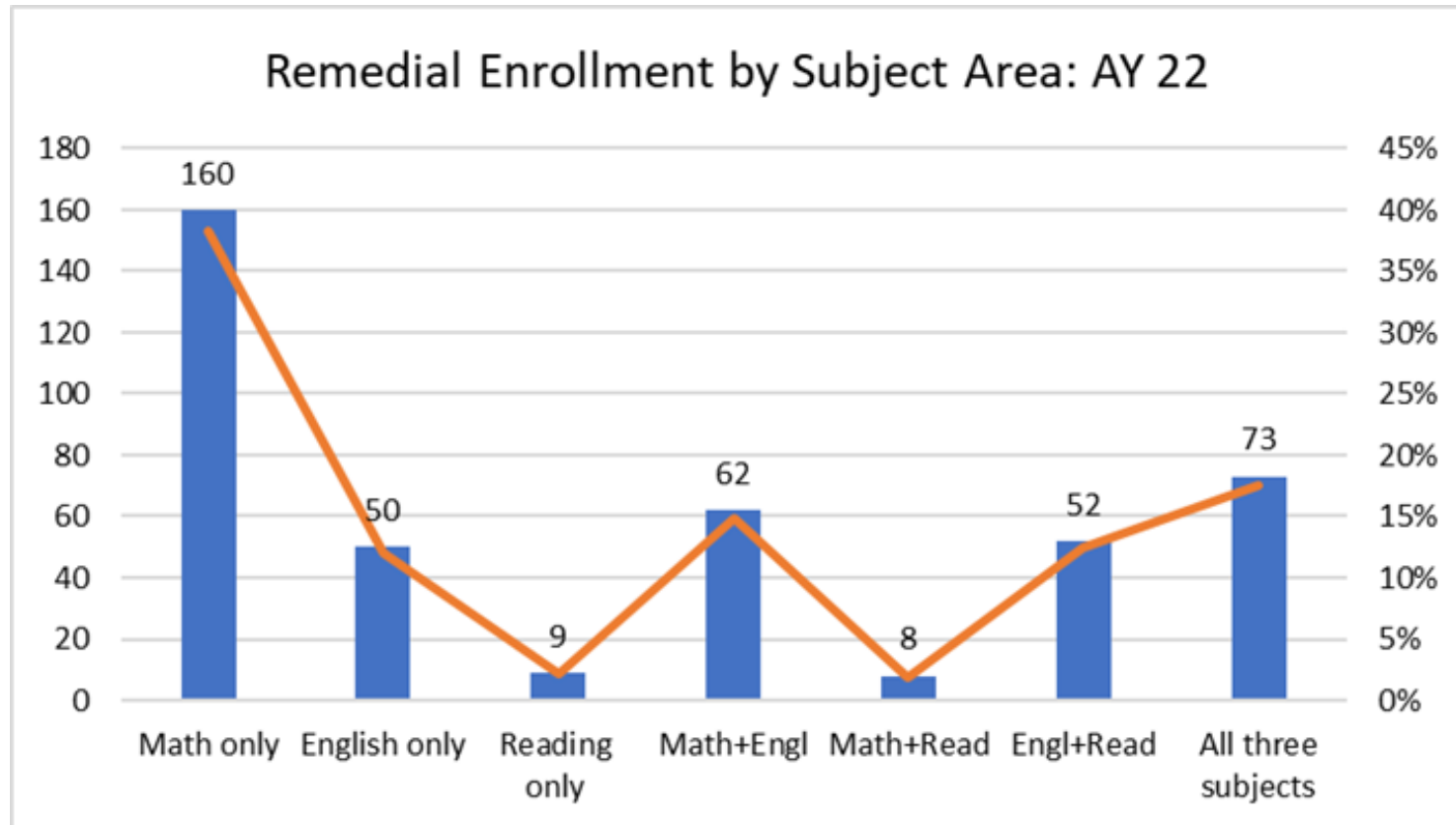
In AY 2022, among the first-year entering students at two-year institutions, 43% of the students went through remediation versus 37 % of the students at the four-year institutions



First-Year Remediation Report: 2-Year Rates

Remediation Rates by Subject Area

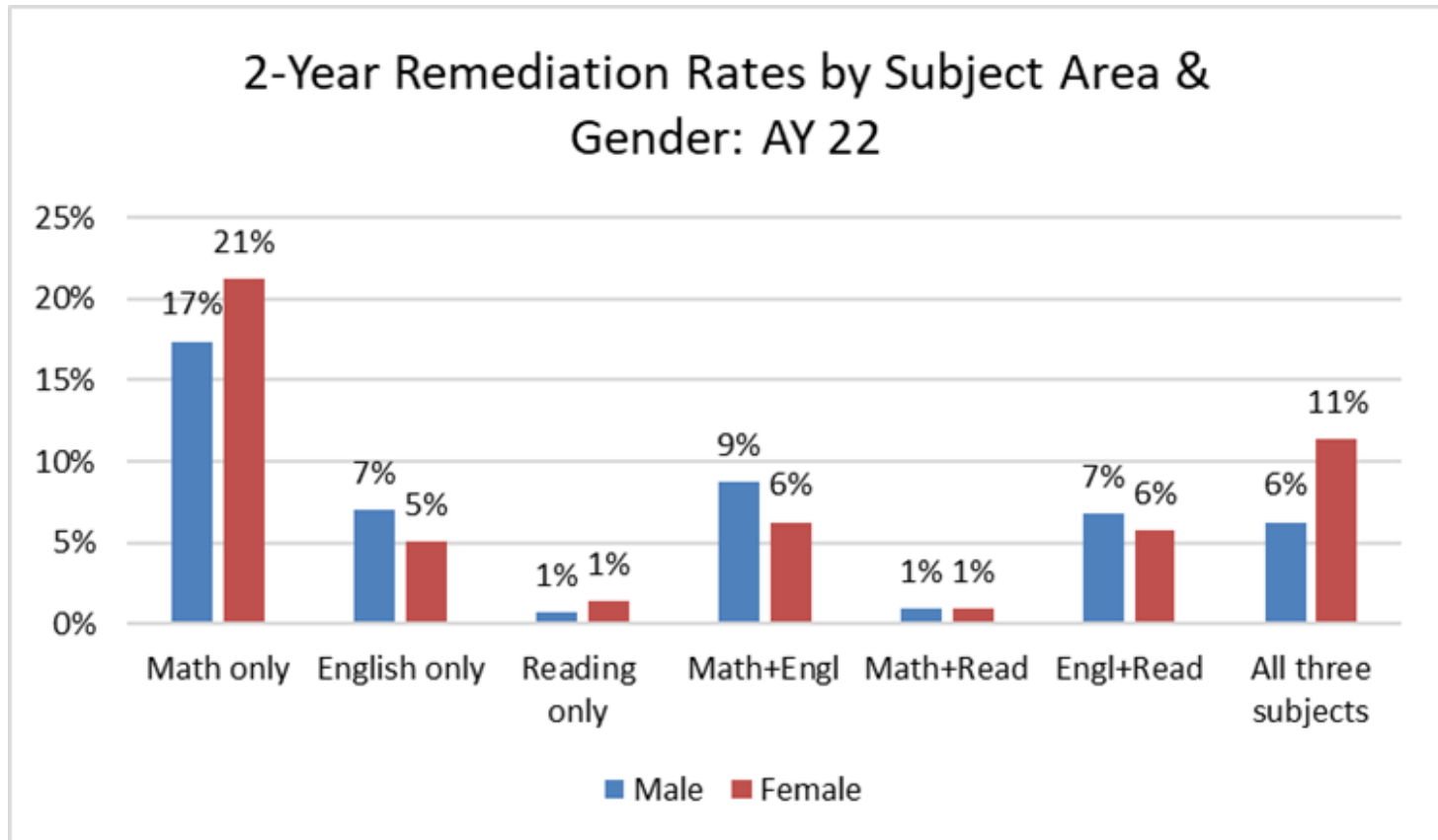
In AY2022, the majority of students in remediation courses enrolled primarily in a single subject area. As with the prior two groups, math (“math only”) encompassed a notable share of the total remediation enrollments.



First-Year Remediation Report: 2-Year Rates

Remediation Rates by Gender

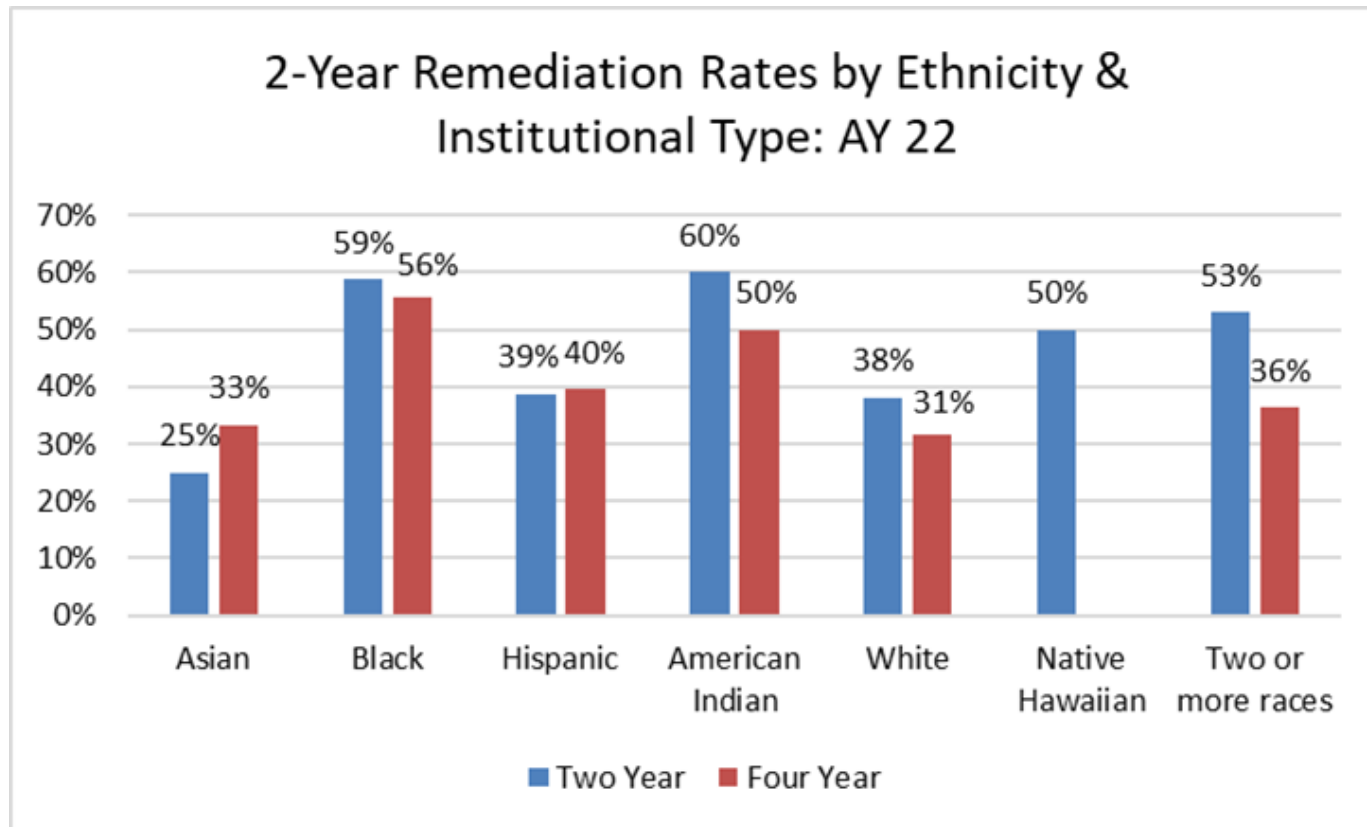
In AY2022, it appears that females compose a greater percentage of remediation enrollments than males. Of the reported students who took at least one remedial course, 21 percent were females who only took a math course.



First-Year Remediation Report: 2-Year Rates

Remediation Rates by Ethnicity

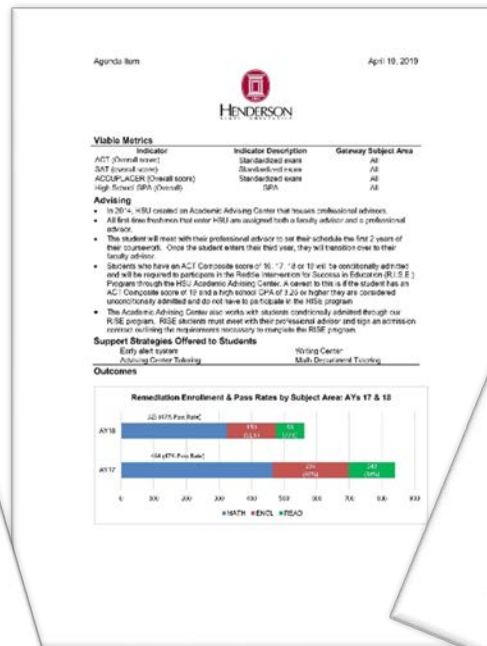
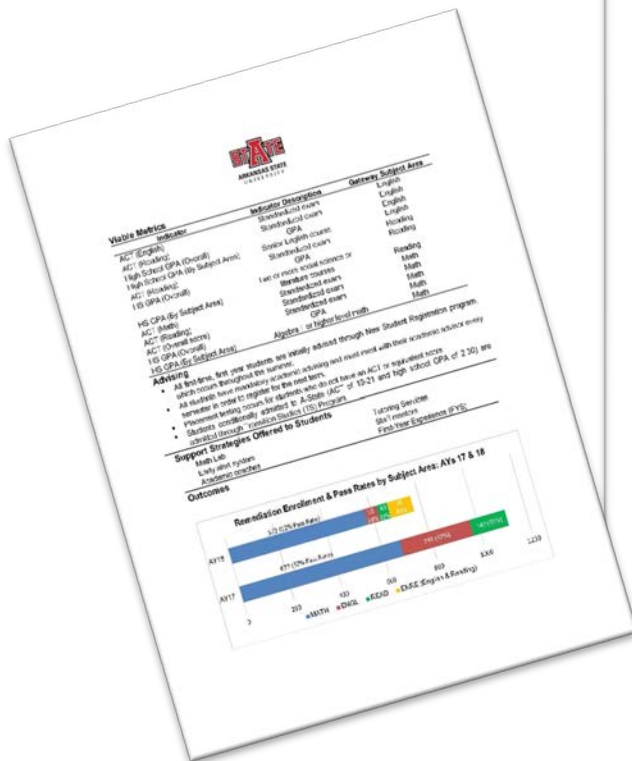
In AY 2022, at the two-year institutions, students who classify as Asian, White, and Hispanic have the lowest remediation rates at 25, 38, and 39 percent respectively. At the four-year institutions, White and Asian students have the lowest remediation rates at 31 and 33 percent respectively



First-Year Remediation Report

Institutional Placement Plans

In AY2019, ADHE staff included institutional placement plans to the First-Year Student Remediation Report as an additional resource for the Board to view the tools and strategies each institution utilizes to place, advise, and support first-year students while examining institutional remediation and gateway course success data in one document.



AGENDA ITEM NO. 9

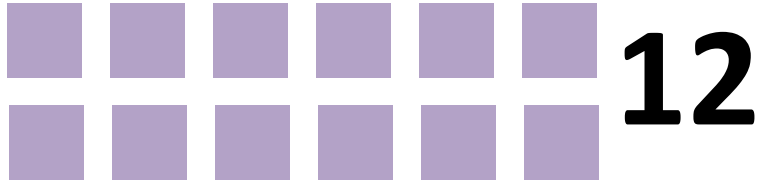
PRODUCTIVITY OF RECENTLY APPROVED PROGRAMS

Dr. Eric Flowers
Chief Academic Officer

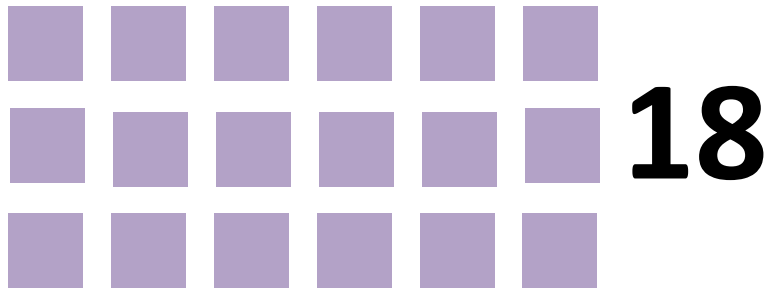


PROGRAM VIABILITY STANDARDS

GRADUATES REQUIRED OVER 3 YEAR PERIOD

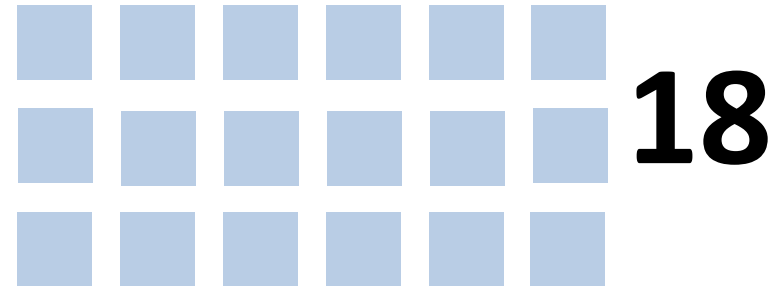


01 - CERTIFICATES OF PROFICIENCY
02 - TECHNICAL CERTIFICATES
03 - ASSOCIATE DEGREES (AAS ONLY)

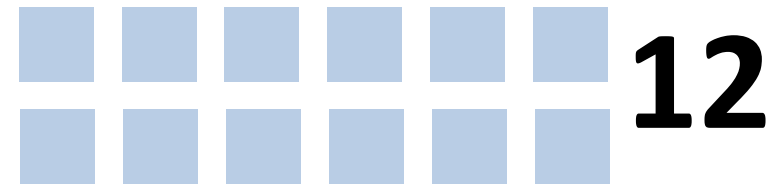


03 - ASSOCIATE DEGREES (AA, AS, AND AAT)

GRADUATES REQUIRED OVER 5 YEAR PERIOD



05 – BACHELOR’S DEGREES



05 – BACHELOR’S DEGREES

(in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics)

07 – MASTER’S DEGREES

08 – SPECIALIST DEGREES

19 – DOCTORAL: PROFESSIONAL PRACTICE



17 – Doctoral: Research/Scholarship

Productivity of New Approved Programs

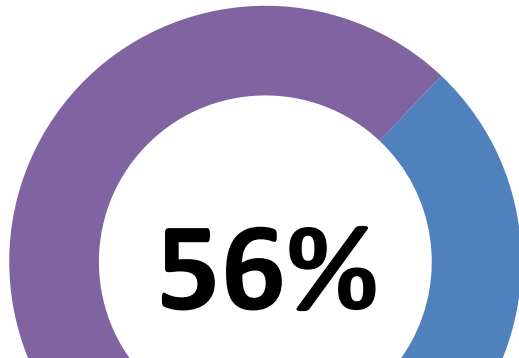
PROGRAMS EVALUATED

128

New Certificates
& Associate Degrees
(Approved in AY2018)

51

New Bachelor,
Graduate &
Professional Degrees
(Approved in AY2016)



OF ALL RECENTLY
APPROVED PROGRAMS ARE
ON TRACK TO MEET
STANDARDS

NEW PROGRAMS WITH THE MOST GRADUATES

CERTIFICATE

HEALTH PROFESSIONS
ARKANSAS TECH UNIVERSITY

368 GRADUATES
IN THREE
YEARS

ASSOCIATE

UNIVERSITY STUDIES
SOUTHERN ARKANSAS UNIVERSITY - MAGNOLIA

884 GRADUATES
IN THREE
YEARS

BACHELOR'S

RECREATION & SPORT MANAGEMENT
UNIVERSITY OF ARKANSAS FAYETTEVILLE

378 GRADUATES
IN FIVE
YEARS

GRADUATE

MSE | SPECIAL EDUCATION K-12
ARKANSAS STATE UNIVERSITY JONESBORO

523 GRADUATES
IN FIVE
YEARS

AGENDA ITEM NO. 10

NPC ROLE AND SCOPE CHANGE REQUEST

Dr. Eric Flowers
Chief Academic Officer



FINANCE COMMITTEE REPORT

ACADEMIC COMMITTEE REPORT

PUBLIC COMMENTS/ ANNOUNCEMENTS

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