

**Tentative Agenda Items
April 29, 2022, AHECB Meeting**

**BOARD BUSINESS (Introductions, announcements, minutes)
EXECUTIVE SECTION
AGENCY UPDATES
ACADEMIC COMMITTEE REPORT*
FINANCE COMMITTEE REPORT*
OTHER INFORMATION ITEMS**

*The Academic Affairs and Finance Committees will continue to meet before the full Board meeting. However, agenda items that will be considered by the full Board will be placed in the Executive section.

BOARD BUSINESS

- Introductions
- Minutes, January 28, 2022, Regular Meeting

EXECUTIVE SECTION

▪ **Director's Report**

This agenda item will include updates on new employees, legislation and current events.

▪ **Annual Report on Student Retention and Graduation**

The annual report on Graduation and Retention Rates will be presented to the Coordinating Board as an information item. The report provides fall-to-fall retention, graduation, and success rate calculations on cohorts of students along with segmentations by gender and race.

▪ **Annual Report on Retention and Graduation of Intercollegiate Athletes**

The annual report on retention and graduation of intercollegiate athletes will be presented to the Coordinating Board.

▪ **Annual Report on First-Year Student Remediation for Fall 2021**

Remediation rates for the Fall 2021 entering class will be presented to the Coordinating Board as an information item. Remediation rates by institution will be compared to the four previous fall terms. This will include comparative data of the Anytime Rates, 2-Year Rates, and 1-Year Rates.

▪ **Annual Report on Productivity of Recently Approved Programs**

Degree productivity of certificate and associate degree programs approved by the Coordinating Board in AY2018 (2017-2018) (after three years) and baccalaureate and graduate degree programs approved by the Coordinating Board in AY2016 (2015-2016) (after five years) will be presented to the Coordinating Board as an information item.

▪ **Rules Governing the Governor's Higher Education Transition Scholarship Program**

The rules outline the requirements per Act 215 of 2021 regarding the administration of the Governor's Higher Education Transition Scholarship Program to assist students accepted into transitional programs for students with intellectual and/or developmental disabilities at state institutions of higher education.

- **Rules Governing the Star-Spangled Banner Act**

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.

- **Productivity Funding Distribution Policy Changes**

Act 148 of 2017 required the Arkansas Higher Education Coordinating Board (AHECB) to adopt policies developed by the Department of Higher Education necessary to implement a productivity-based funding model for state supported institutions of higher education. The AHECB uses the productivity-based funding model as the mechanism for recommending funding for applicable state-supported institutions of higher education. The AHECB recommends funding for the state-supported institutions of higher education as a whole and the allocation of funding to each state-supported institution of higher education. The AHECB makes separate recommendations for the two-year institutions and four-year institutions. The framework for those recommendations is described in the Productivity Funding Distribution policy. Currently, the distribution policy makes mention that once an institution has reached a threshold of 5% losses below the initial FY2019 base funding level, then no further recommendations will be made. This amendment changes that section of the policy to allow for any institution to lose no more than 5% in any given 5-year period. This will allow institutions time to correct negative trends, but also to continue to allow involvement from all institutions in the process.

FINANCE COMMITTEE

- **Distribution of Mineral Lease Funds**

The Division of Higher Education recommends that up to \$350,000 from the Higher Education Research Development Fund be allocated to the University of Arkansas, Fayetteville for expenses associated with the operation of the Arkansas Research and Education Optical Network of all public universities.

- **Economic Feasibility for National Park College**

National Park College (NPC) requests approval of the economic feasibility of plans to enter into a credit tenant lease purchase agreement with a par amount of not to exceed \$15 million for up to thirty (30) years and a coupon rate not to exceed 4.0 percent and an approximate annual base payment of \$859,348. The lease purchase agreement will facilitate the construction of approximately a 50,000 square foot student housing facility to provide 200 beds of student housing. The NPC Board of Trustees finance committee adopted a resolution for approval on March 16, 2022, for full Board of Trustees approval on March 30, 2022.

- **Economic Feasibility for Southern Arkansas University**

Southern Arkansas University (SAU) requests approval of the economic feasibility of plans to issue bonds not to exceed \$39.8 million with a term of twenty-seven (27) years and an interest rate not to exceed 4.0 percent. Proceeds from the issue will be used for auxiliary purposes. The SAU Board of Trustees approved this financing at its February 3, 2022, meeting authorizing the sale of bonds.

ACADEMIC COMMITTEE

Consent Agenda

- **National Park College**

Role and Scope Change

National Park College (NPC) proposes a change in its scope to include baccalaureate-level degrees to meet local workforce demand. NPC is not requesting a change in its role as a locally supported community college; NPC does not seek to become a regional university. It wishes to be allowed to remain a community college that provides baccalaureate programs to answer the economic needs and workforce demands of the city of Hot Springs, Garland County, and the surrounding region. NPC proposed the change in order to offer a Bachelor of Science in Nursing (BSN).

- **University of Arkansas Cossatot Community College**

Associate of Applied Science in Medical Laboratory Technology

Medical Laboratory Technicians perform analytical tests on blood, tissue, and body fluids to provide laboratory information for the detection, diagnosis, and treatment of human diseases. Medical Laboratory Technicians work in independent laboratories, reference laboratories, clinics, health maintenance organizations, public health agencies, pharmaceutical firms, research institutions, scientific equipment companies, physicians' offices, and in college clinical laboratory science programs. Course structure in the curriculum of the MLT program has been custom designed to maintain compliance with the standards as established by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The proposed Associate of Applied Science degree in Medical Laboratory Technology is 70 credit hours.

Associate of Applied Science Registered Nursing (Traditional Pathway)

The proposed Registered Nursing (AAS) traditional pathway program will begin the fall semester of each year and consist of three academic semesters. Course structure in the curriculum of the RN program has been custom designed to maintain compliance with the standards as established by the Arkansas State Board of Nursing. The hallmark of the RN program is the student's ongoing involvement in hands-on clinical and simulation experience throughout the program. The student will participate in foundations of medical surgical nursing; students will also learn about critical care nursing, management, and community health nursing. Students in the Registered Nursing Program who begin in August will graduate in December of the following year. Pending accreditation approval, the course of study will meet the requirements of the Arkansas State Board of Nursing. After graduation, students are eligible to sit for the NCLEX exam. The program is 77 credit hours.

- **University of Arkansas Fayetteville**

Master of Healthcare Business Analytics (MHBA)

The Master of Healthcare Business Analytics (M.H.B.A.) degree program is an intra-college program between the Sam M. Walton College of Business and the College of Education and Health Professionals. The program focuses on business analytics, applications in healthcare, and healthcare analytics applications. The degree will address barriers and facilitators to the adoption of new procedures in the healthcare environment, as well as how analytics can achieve modern healthcare system goals: high-quality, responsive, affordable, and efficient care. Managerial issues such as how to get electronic data users to employ it consistently for improving healthcare delivery, managing the reporting and sharing of data, and leveraging data and resources to improve health at a manageable cost will be covered. The program is 30 credit hours.

Graduate Certificate in Healthcare Business Analytics

The Graduate Certificate in Healthcare Business Analytics is designed to provide graduate students with knowledge and experience in healthcare business analytics used in modern healthcare environments. The demand for skilled professionals in analytics healthcare continues to outpace the supply of qualified applicants. The Graduate Certificate in Healthcare Business Analytics program is a professional twelve

(12) hour certificate focusing on business analytics applications in healthcare and healthcare analytics applications.

Master of Arts in Art History in Arts of the Americas

The proposed Master of Arts (MA) degree program in Art History in Arts of the Americas two-year program is supported by an annual endowment for \$280,000 from the Walton Family Charitable Support Foundation. This program, housed within the School of Art at the University of Arkansas, is conceived in collaboration with the Crystal Bridges Museum of American Art. This proposed program consists of 36 credit hours and prepares students for careers in teaching, museums, and numerous roles in the public humanities. One of the driving factors in the creation of this program is to prepare students for top Ph.D. programs in arts history, but also to facilitate other trajectories for those seeking to contribute to the arts and society with a graduate degree. One of the unique factors of this program is the covered cost of tuition and provides a generous stipend to students enrolled in the degree program.

▪ **Bachelor of Arts in Teaching**

The Bachelor of Arts in Teaching degree will prepare students in the humanities with pedagogical skills, content knowledge, and dispositions for teaching and learning in 21st-century classrooms in the areas of Drama. The program is 120 credit hours and will give students the opportunity for several field experiences in partner schools, including observations, practical, student teaching, and internships.

▪ **Institutional Certification Advisory Committee (ICAC)**

The following applications for initial certification may be reviewed by ADHE for possible consideration at the AHECB meeting in April 2022.

Arkansas Colleges of Health Education, Fort Smith, Arkansas

Master of Public Health

Community Care College, Tulsa, Oklahoma

Diploma in Bookkeeping

Associate of Occupational Science in Surgical Technology

Fresno Pacific University, Fresno, California

Bachelor of Arts in Early Childhood Development

Master of Business Administration

National University, La Jolla, California

Bachelor of Science in Information Technology Management

Bachelor of Science in Nursing

Bachelor of Science in Organizational Leadership

Bachelor of Science in Paralegal Studies

Bachelor of Science in Public Health

Master of Arts in Human Behavior Psychology

Master of Business Administration

Master of Early Childhood Education

Master of Forensic Science

Master of Healthcare Administration

Reach University, Oakland, California

Bachelor of Arts in Liberal Studies

San Jose State University, San Jose, California

Bachelor of Science in Information Science and Data Analytics

Master of Science in Informatics

Master of Science in Transportation Management

Sonora Desert Institute, Tempe, Arizona

Certificate in Firearms Technology - Gunsmithing
Associate of Science in Firearms Technology

South University, Savannah, Georgia

Associate of Occupational Studies in Medical Assisting

University of St. Augustine for Health Sciences, San Marcos, California

Post Graduate Certificate in Family Nurse Practitioner

Walden University, Minneapolis, Minnesota

Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner
Post-Master's Certificate in Adult Gerontology Primary Care Nurse Practitioner
Post-Master's Certificate in Family Nurse Practitioner
Post-Master's Certificate in Pediatric Nurse Practitioner
Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner
Doctor of Philosophy in Developmental Psychology
Doctor of Philosophy in Education
Doctor of Philosophy in Health Education and Promotion
Doctor of Philosophy in Industrial and Organization Psychology
Doctor of Philosophy in Social Work

Webster University, St. Louis, Missouri

Little Rock Air Force Base Campus
Master of Arts in Management and Leadership

▪ **Letters of Notification**

Programs included in the Letters of Notification have been approved by the ADHE Director and must be included on the AHECB agenda prior to program initiation. The programs are reasonable and moderate extensions of existing certificates and degrees.

▪ **Letters of Intent**

A Letter of Intent informs the AHECB of institutions that plan to offer new programs or organizational units that require a proposal and Coordinating Board approval. Chief academic and chief executive officers can comment on the proposed programs and organizational units before the proposals are considered by AHECB.