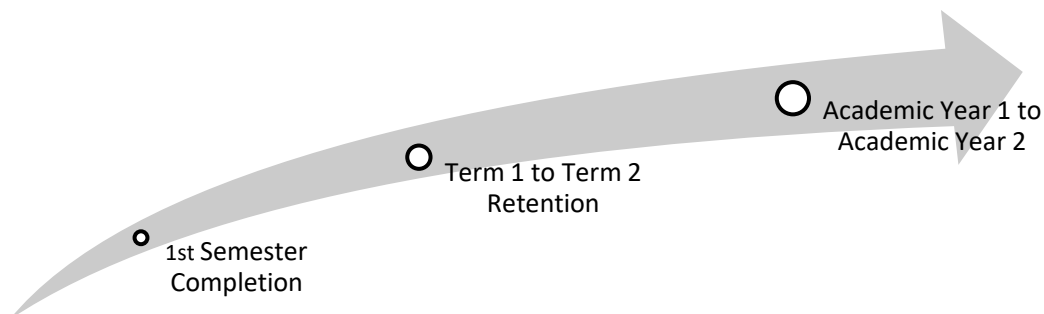
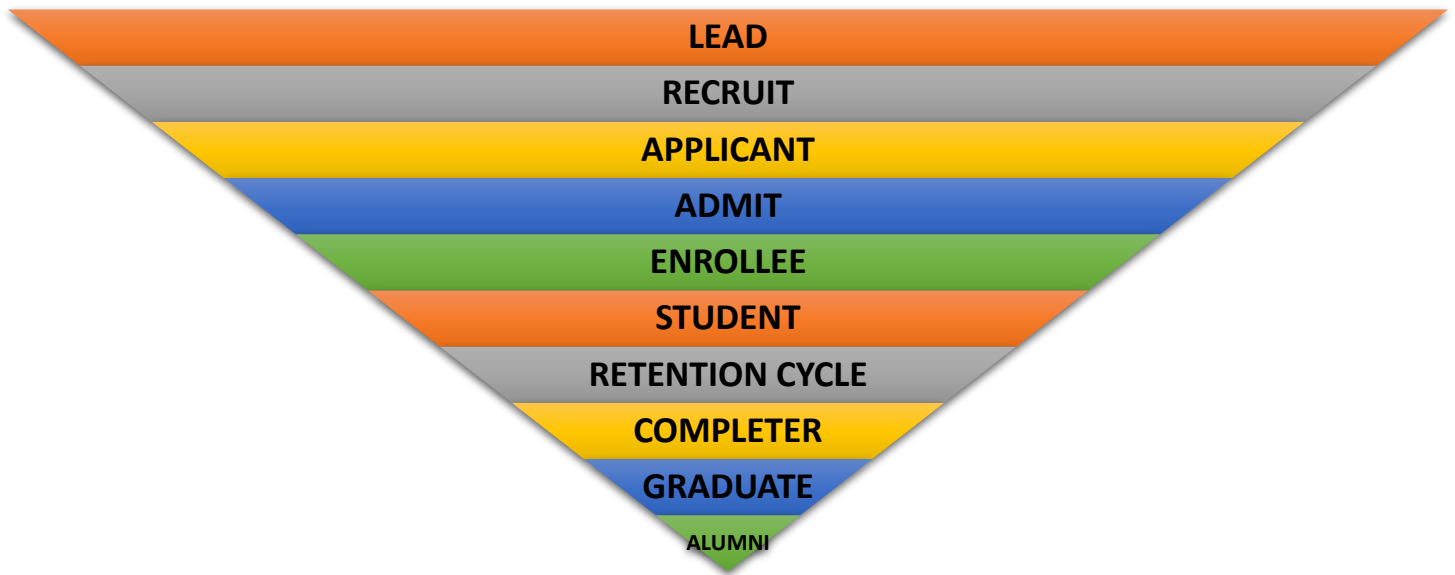


GOAL	TARGET	TIMELINE	RESPONSIBLE
Increase matriculation rate of area high school students to UA Cossatot post-secondary.	Achieve and maintain average matriculation rate of 35% of graduates from feeder high schools.	Monitor progress each fall term with target attainment goal set for the fall 2025 term.	High School Programs, Recruitment, Admissions Advisors, Student Services, & Student Ambassadors.
Increase semester completion rates.	Achieve and maintain a 95% student completion rate each semester.	Monitor progress each semester with target attainment goal set for fall 2025 term.	Student Services, Admissions Advisors, Program Advisors, & Campus Resources.
Increase IPEDS graduation rates.	Achieve and maintain 50% graduation rate beginning with 191S cohort.	Monitor progress each semester with 191S cohort group reported in the 2023 annual IPEDS report.	Student Services, Admissions Advisors, Program Advisors, & Campus Resources.
Improve student success rates in stand-alone remedial courses.	Achieve an average student success rate of 75% in stand-alone remedial courses.	Monitor progress each semester with target attainment goal set for the fall 2025 term.	Faculty, Educational Resource Center, and Tutoring.
Improve student success in gateway math courses.	Achieve an average student success rate of 75% in gateway math courses.	Monitor progress each semester with target attainment goal set for the fall 2025 term.	Faculty, Educational Resource Center, and Tutoring.

- I. Student Lifespan
 - a. Lead - A lead is anyone who could potentially be a UA Cossatot student. Everyone we come into contact with is a lead.
 - b. Recruit - A recruit is someone who has shown interest in attending UA Cossatot but has not yet completed an Admissions Application.
 - c. Applicant - An applicant is someone who has completed an Admissions Application but has not yet met admissions requirements.
 - d. Admit - An admit is someone who has completed the Admissions Application, has met admissions requirements, but has not yet enrolled in classes.
 - e. Enrollee - An enrollee is someone who is enrolled in classes for the first time but has not yet established attendance so is therefore not yet considered a student.
 - f. Student - A student is someone who is or has been enrolled in classes and has established attendance in classes. Once someone is considered a student, they will always be considered a student.
 - i. Retention Cycle - Step 1) first semester completion; step 2) term one to term two; step 3) academic year one to academic year two.

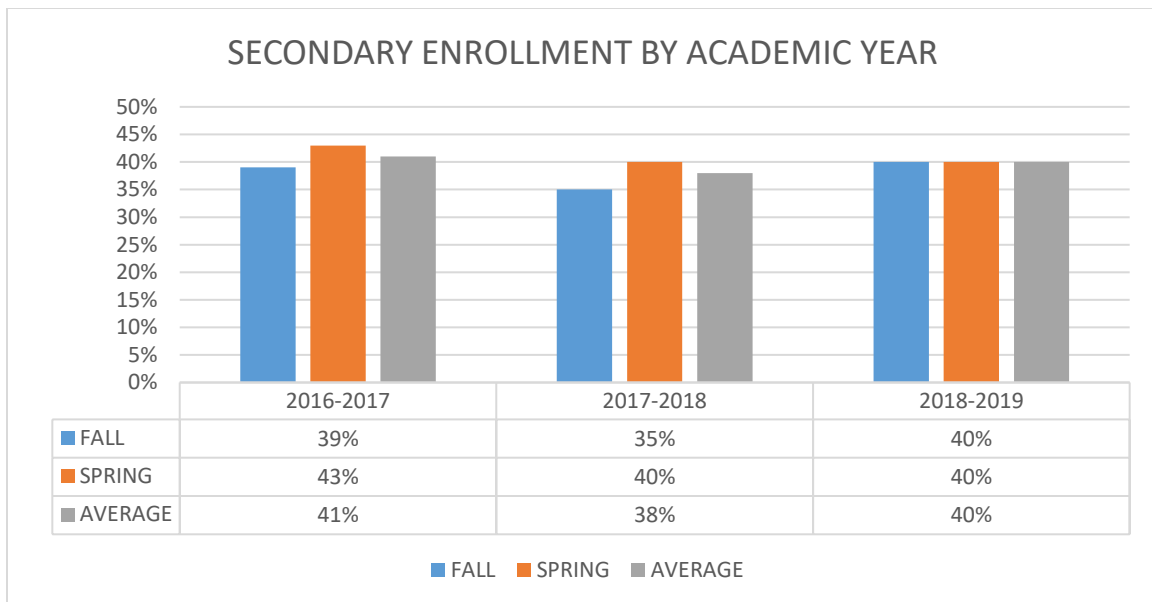


- g. Completer - A completer is someone who has earned a credential but has not yet graduated with their intended credential.
- h. Graduate - A graduate is someone who will earn their intended credential at the conclusion of the current semester
- i. Alumni - An alumni is someone who previously attended or graduated from UA Cossatot.



II. Access and Recruiting

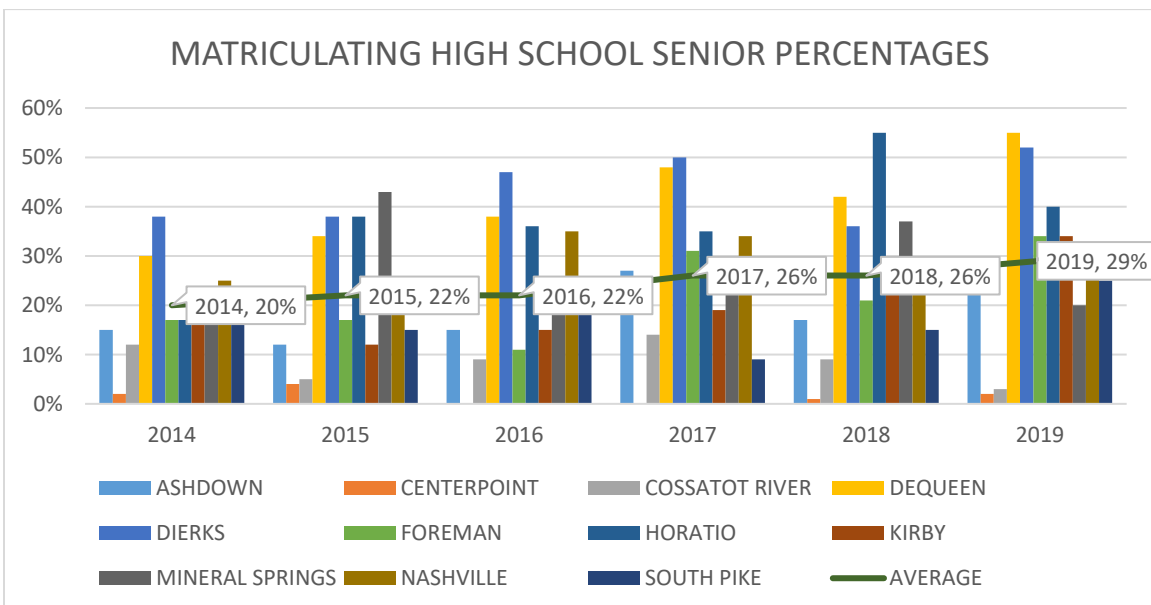
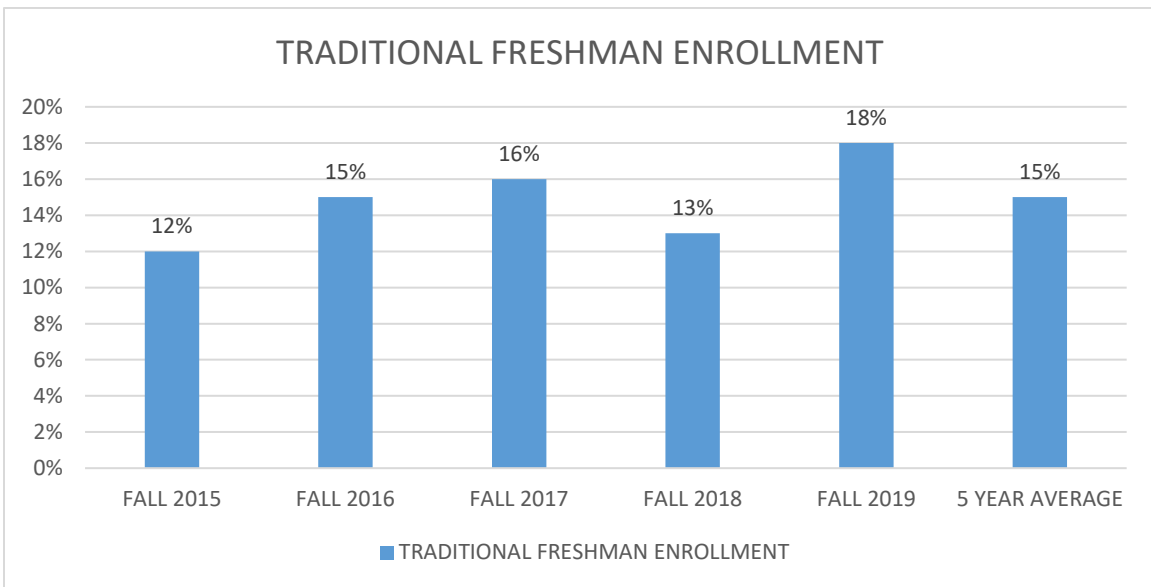
- a. High School Students – Secondary students account for approximately 40% of UA Cossatot total enrollment over the past three academic years.



- i. Secondary Career Center – The Secondary Career Center provides high school students the opportunity to complete college level, hands on technical coursework. Participating high schools include: Ashdown, Cossatot River at Umpire, DeQueen, Dierks, Foreman, Horatio, Kirby, Mineral Springs, Nashville, and South Pike. The programs offered include: Automotive Service Technology, Cosmetology, Industrial Technology, Medical Professions, and Welding.
- ii. Concurrent Enrollment – High School Programs works with area high schools to provide college credit courses to high school students for little to no cost. The 12 participating high schools from fall 2016 to present include: Ashdown, Centerpoint, Cossatot River at Umpire, DeQueen, Dierks,

Foreman, Glenn Rose, Horatio, Kirby, Mineral Springs, Nashville, and South Pike. The 24 courses offered during this same time frame include: Business Law, College Algebra, Composition I, Composition II, Developmental Psychology, Diet & Nutrition, Fine Arts: Art, General Biology, General Psychology, Introduction to Animal Science, Introduction to Statistics, Introductory Chemistry, Personal & Community Health, Principles of Speech, Success Strategies, Survey of Calculus, Trig & Analytic Geometry, US History since 1876, US History to 1876, Walking for Fitness, Western Civilization since 1700, Western Civilization to 1700, World Literature since 1650, World Literature to 1650.

- iii. The Experience Career Exploration Camp – The Experience is an on campus event for high school sophomores designed to introduce skilled and technical programs as viable career options and to educate them on the Secondary Career Center. It is hosted by High School Programs every spring.
- b. Traditional Students – Traditional college freshman matriculating from high school account for a five year average of 15% fall enrollment. Additional data shows that over a 6 year span, approximately 23% of area students attend UA Cossatot the fall semester following high school graduation.

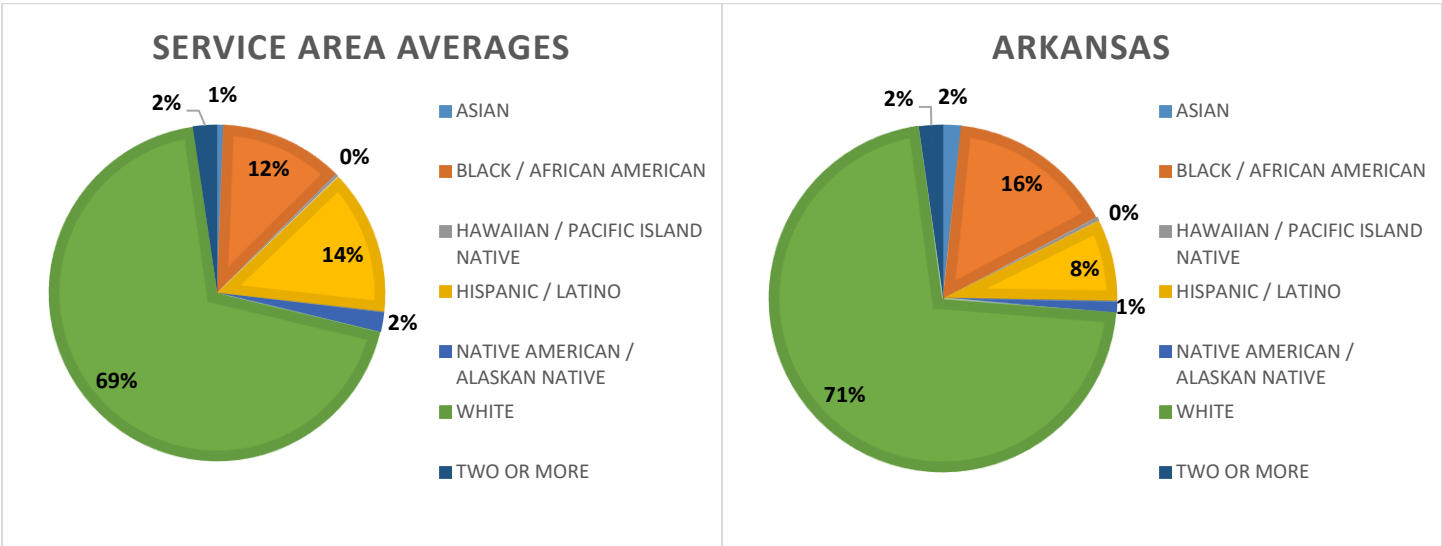


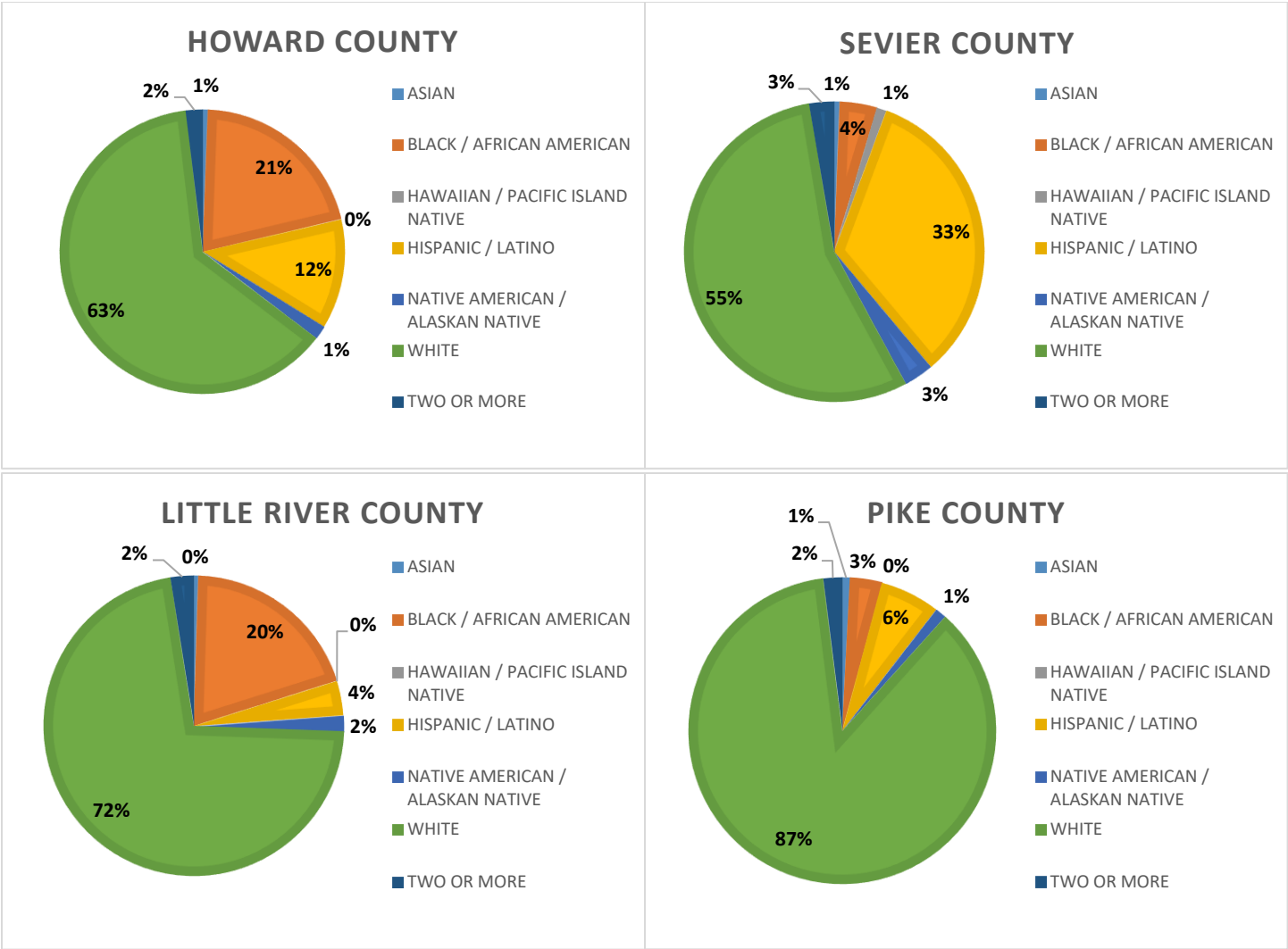
- i. Come Fall in Love with UA Cossatot – This event, held every February, introduces high school juniors to college. Area high schools are invited to bring their junior class to the UA Cossatot campus nearest them to participate in a fun and informative day designed to engage students in planning for their postsecondary goals. Students are grouped according to their interests and attend sessions covering topics such as: financial planning for college and the reality of student loans, campus tours specific to their area of interest, introduction to research in the Educational Resource Center, learning about student life and student organizations, and observing a college classroom. Approximately 500 high school juniors attend each year.

COME FALL IN LOVE STUDENT REGISTRATION			
	2018	2019	2020
Ashdown	85	102	91
DeQueen	176	164	138
Dierks	46	33	36
Foreman	43	39	34
Horatio	55	51	56
Kirby	30	26	33
Mineral Springs	25		
Nashville	39	96	93
TOTAL	499	511	481

- ii. High School Recruiting – Recruiters attend ArkACRAO hosted central and southern regional Articulation Workshops and College Fairs around the state every fall semester. Local high schools are also frequented to discuss financial aid, academic programs, career options, etc.
 - iii. Senior Chats – Following the start of open enrollment, every April advisors schedule days to visit one-on-one with area high school seniors who have applied for admission to UA Cossatot. High school counselors and career coaches facilitate the visits so that prior to high school graduation the seniors can be enrolled in their first semester of college. During the senior chat, advisors make notes regarding long term career goals, where they are interested in transferring, if they work and how many hours a week, extracurricular activities or responsibilities, online versus in class preferences, perceived academic, and personal strengths and weaknesses.
- c. Non-traditional Students
- i. Adult Education – Admissions advisors are in the process of collaborating with the Adult Education Department to begin a transition program for students working toward their GED. The focus will be on assisting students in exploring and defining their further academic and career goals. Guidance will be provided through the ONET Online interest profile, career research, academic options, and navigating the college admissions process if needed. This plan is still in its infancy.
 - ii. Business Recruiting – Recruiters contact the area Chambers of Commerce to obtain lists of businesses in the service area. The businesses are split between 5 recruiters who stop by about twice a year. This is a way that the college can stay current on the potential needs of the community as well as keep UA Cossatot on the radar of our businesses. Often brochures, pens, or other information or freebies are provided. There is a need for a more structured practice when completing this task such as a documented schedule of visits and possibly a set of routine questions that can be asked to ensure the college is appropriately serving the community.

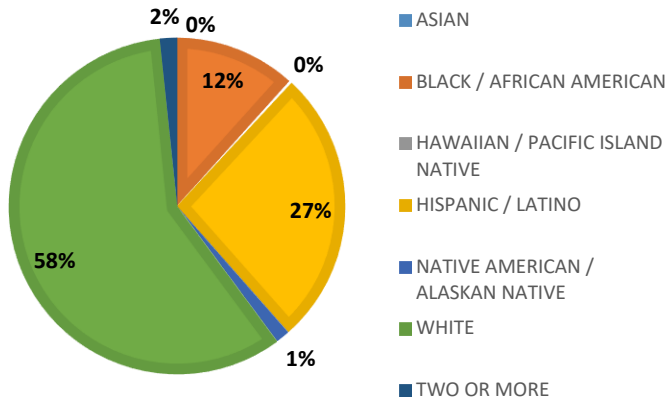
- iii. Community Involvement – All employees of UA Cossatot are encouraged to be active in service area community either as an official representative of college or as a private citizen. Events attended typically include but are not limited to parades, pep rallies, ballgames, career/job fairs, health fairs, festivals, holiday and fundraising events, quorum court, city council, and school board meetings. Participation in events such as these demonstrates that college employees care about their community and the college is a good community partner.
- iv. Information Requests – The UA Cossatot website includes several areas where inquiries can be made regarding academic programs. Responses to the requests include admissions information, tuition and fee guide, and the specific information requested. Admissions advisors track these inquiries to determine how many lead to applicants and then enrolled students.
- d. Diversity/Demographics – It is a priority of UA Cossatot that the enrollment demographic closely match the demographics of the communities it serves. According to the US Census Bureau, the demographics in the State of Arkansas and the UA Cossatot service area are as shown below. UA Cossatot service area includes Sevier, Howard, Little River, and Pike counties. In order to ensure we are equally serving all demographics in our service area, it is critical to track the demographics in our counties. The Enrollment Report provided by the Registrar’s Office documents demographics each semester and is compared to service area demographics to identify discrepancies.



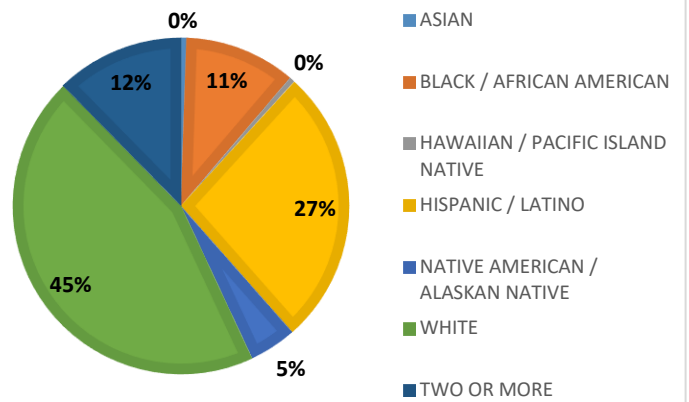


i. Feeder School Senior Class Demographics – To ensure consistency in traditional student recruiting efforts, UA Cossatot monitors the demographics of the senior classes of the area feeder high schools then compares with the demographics of that year high school graduates enrolled for the following fall semester.

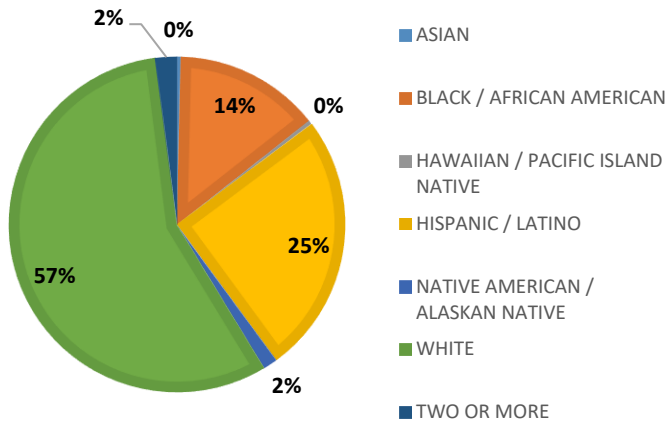
2019 SENIORS



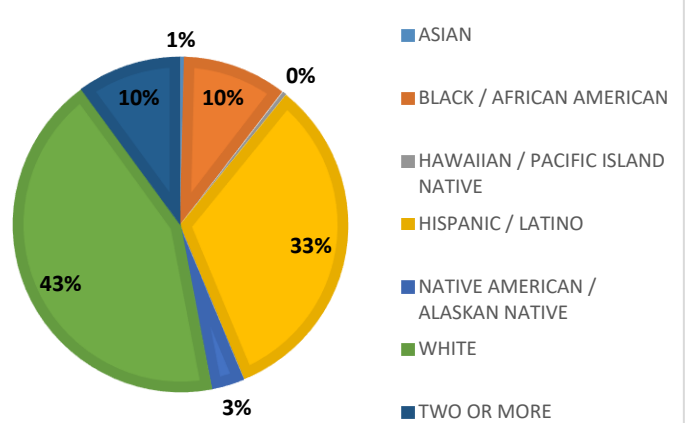
FALL 2019 UAC



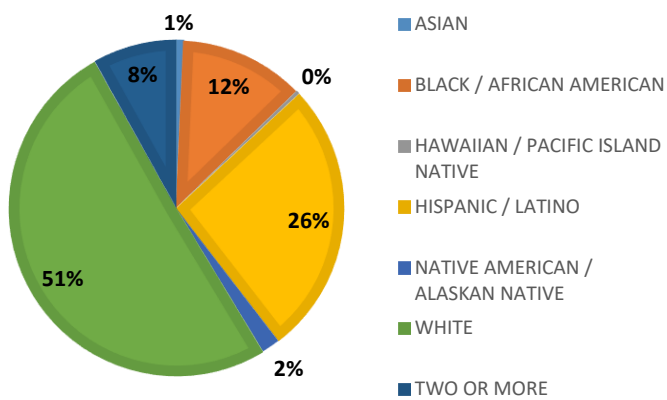
2018 SENIORS



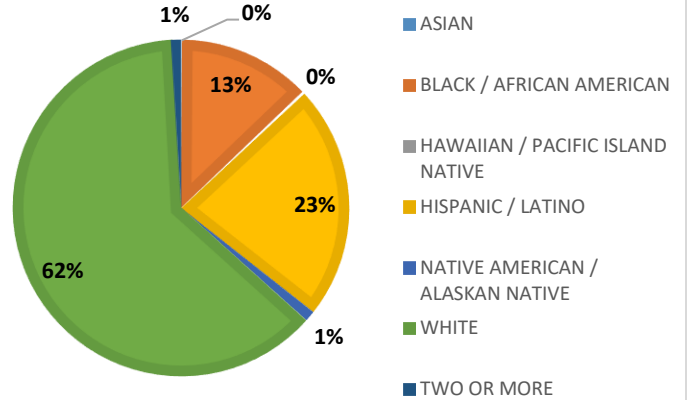
FALL 2018 UAC



FALL 2017 UAC



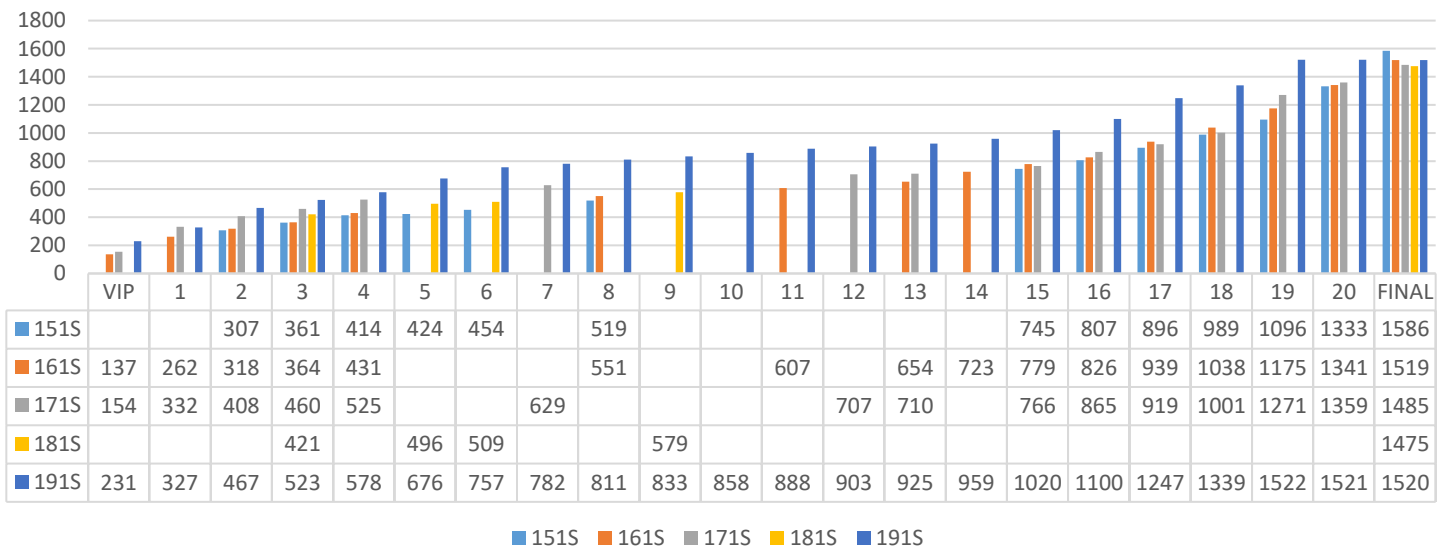
2017 SENIORS



- III. Enrollment Tracking
 - a. Open Admission/Enrollment
 - b. Enrollment Reports

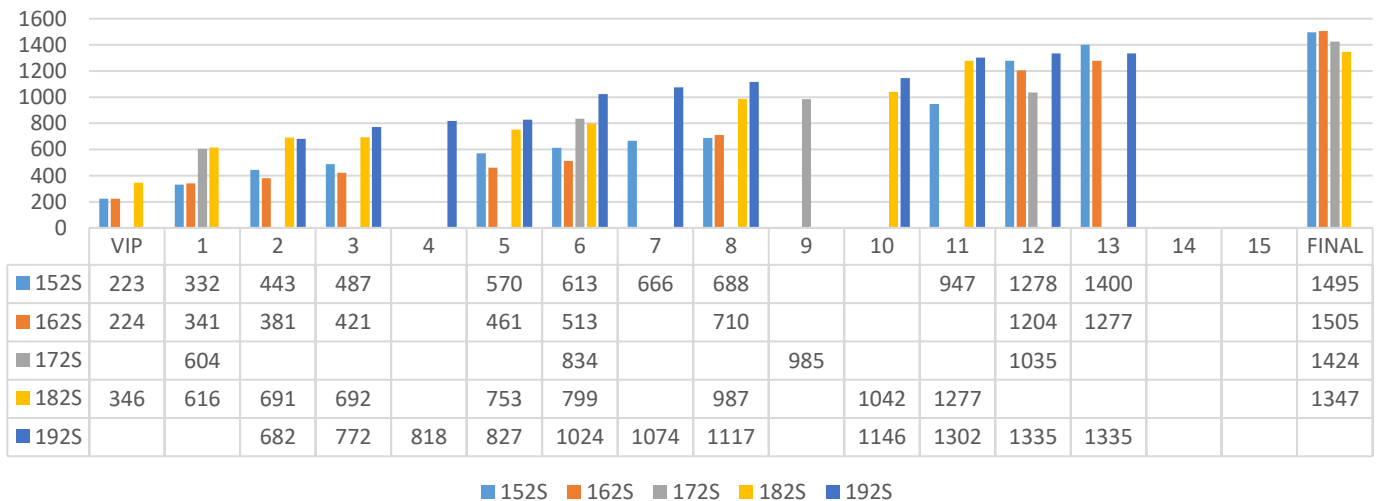
- i. Daily – During registration periods, enrollment numbers are monitored daily. Total enrollment, post-secondary versus secondary numbers, percentage of Hispanic, and cohort numbers are documented for longitudinal reference.
- ii. Weekly – Enrollment Update Reports are completed weekly and provide a much more comprehensive snapshot of the enrollment for the term. Enrollment Management and Institutional Research offices have partnered to find ways to expand on this front. Academic departments have also been included in the discussion to ensure the enrollment reports meet their needs as well.
- c. Enrollment Comparisons – Until Fall 2019 only final enrollment numbers were consistently tracked and compared. Since Fall 2019, enrollment is checked daily and documented by enrollment week in a spreadsheet. The first week of enrollment is for VIP registration which is only for students enrolled the previous semester. By tracking enrollment weekly, trends should be established over time.
 - i. Fall to Fall

FALL ENROLLMENT COMPARISONS



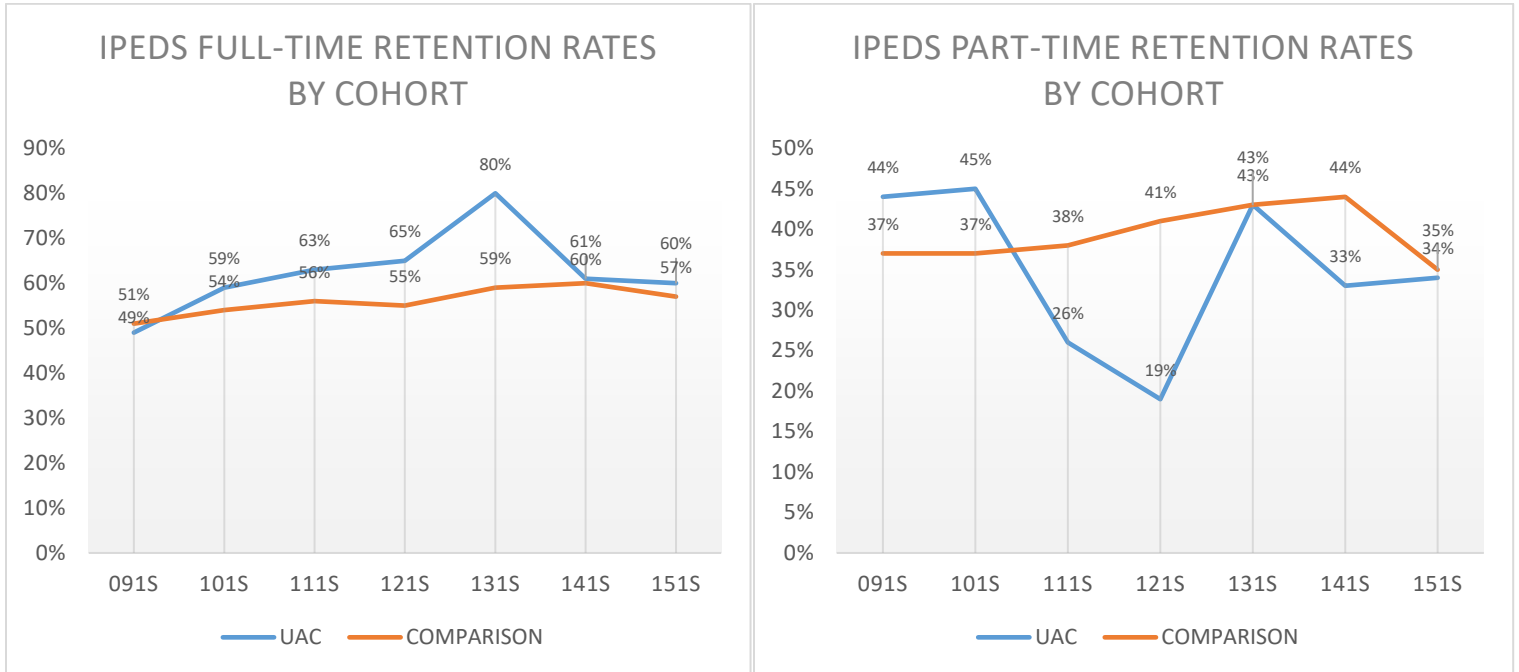
ii. Spring to Spring

SPRING ENROLLMENT COMPARISONS

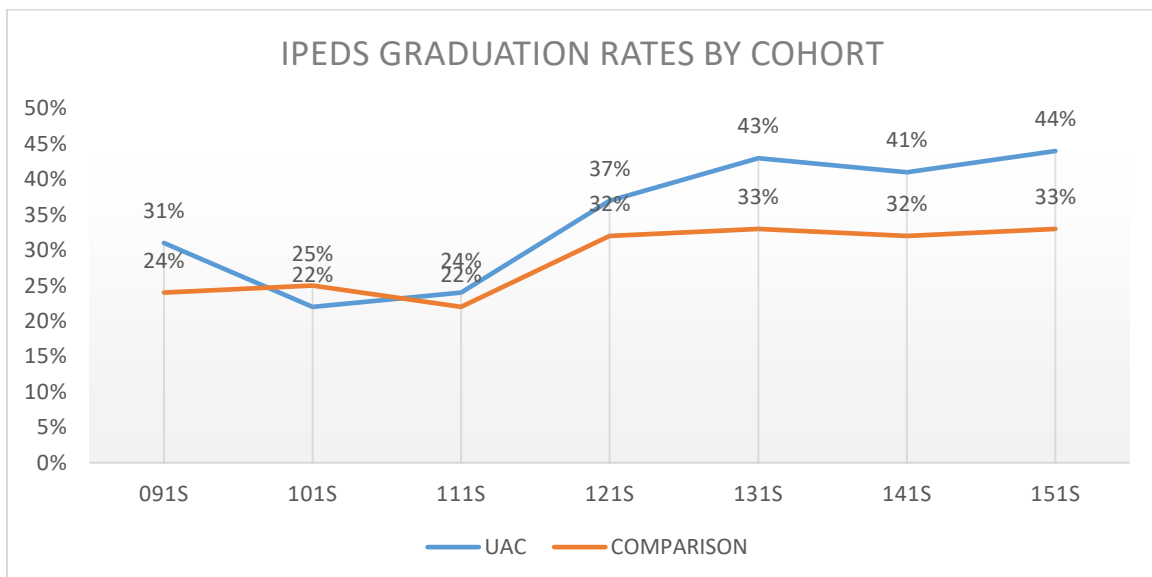


IV. IPEDS Cohorts – Although UA Cossatot would love to have the capability to very closely monitor all students, it is a much better use of resources to track and support specific subgroups of students. One important subgroup advisors closely follow is the fall cohort group which is the group used for collecting IPEDS data on retention and graduation rates.

a. Retention Rates – IPEDS reports fall to fall retention rates of fall first-time students, both full-time and part-time. While UA Cossatot historically exceeds the comparison average full time student retention, there is room for improvement retaining part time students.

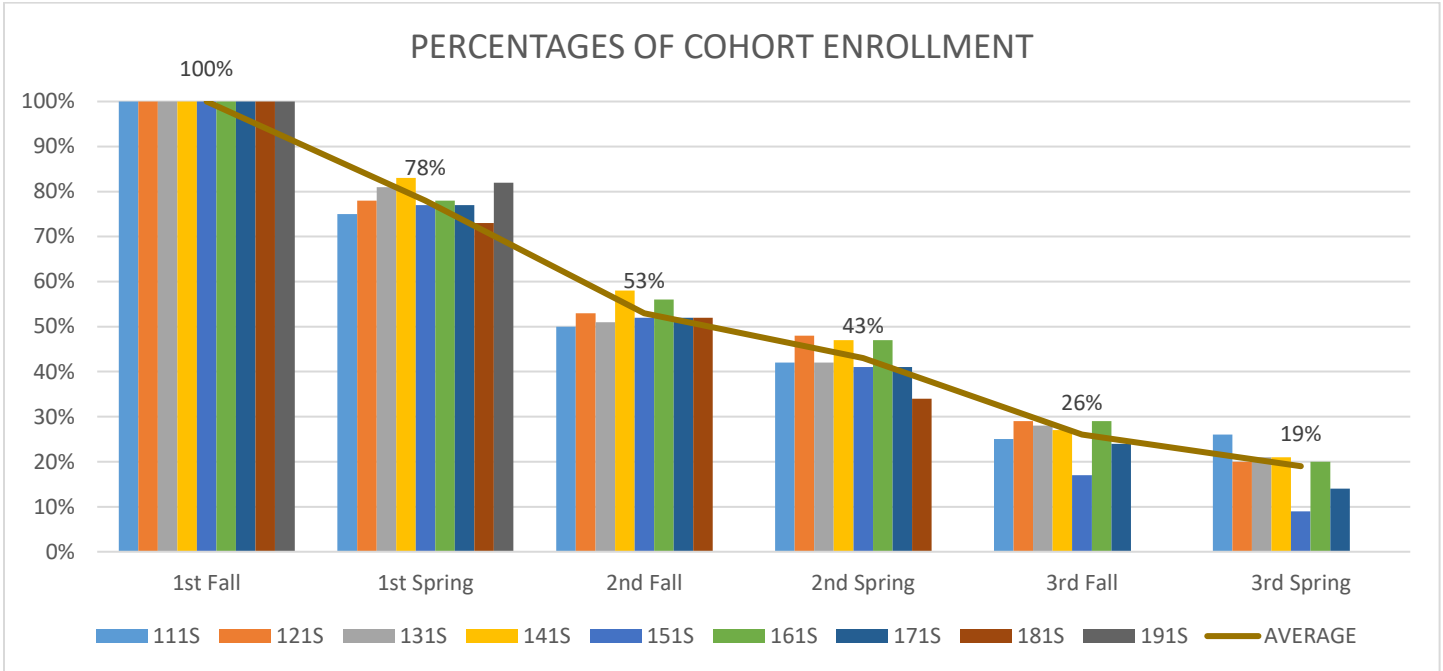


b. Graduation Rates – Graduation rates of fall, first-time, full-time students are compared to similar institutions nationwide.



c. Cohort Enrollment – In order to experience an increase in cohort graduation rates as reported by IPEDS, beginning with the 191S cohort it became practice for Admissions Advisors to continue working with cohort student beyond the admissions process. Advisors check grades, facilitate student and instructor communication, make referrals to campus resources as appropriate, and ensure enrollment for the

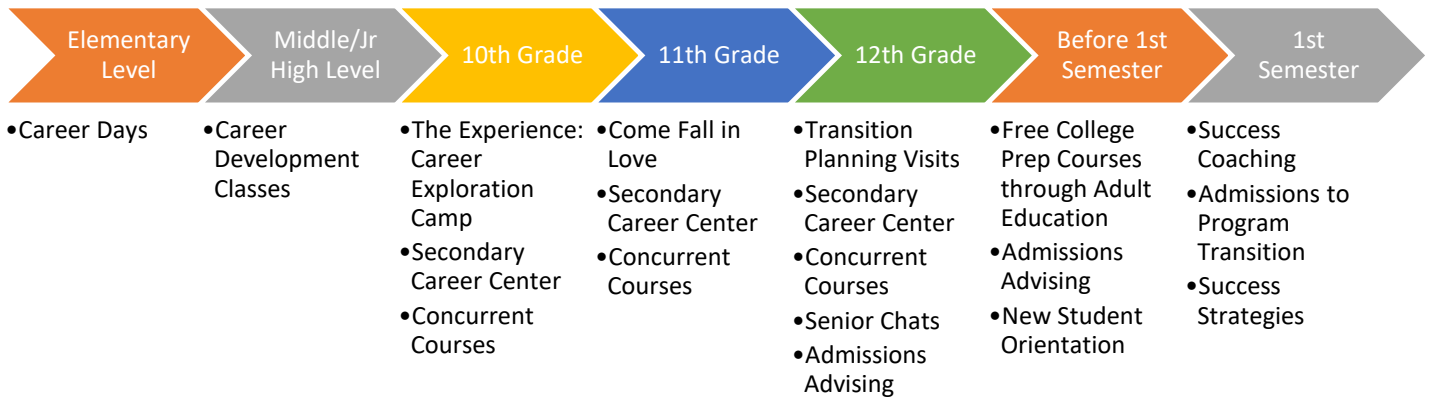
following semester. The 191S cohort consists of 238 students, 196 (82%) were retained for the 192S term.



V. Student Success

a. Onboarding

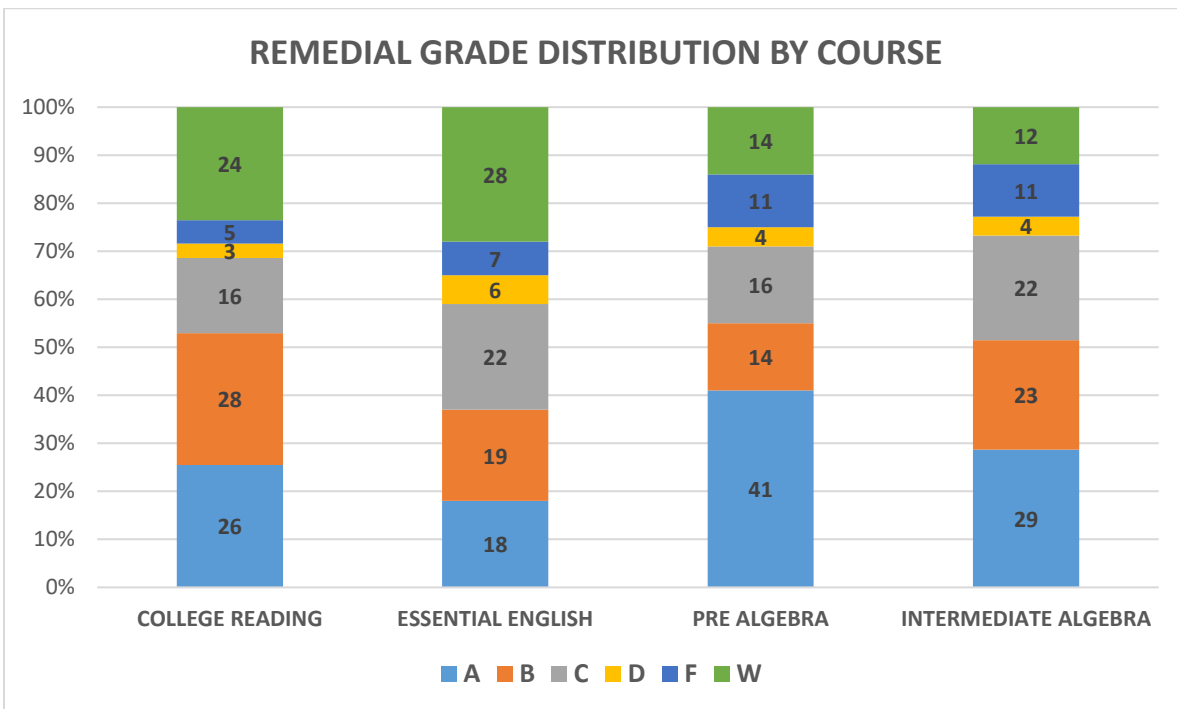
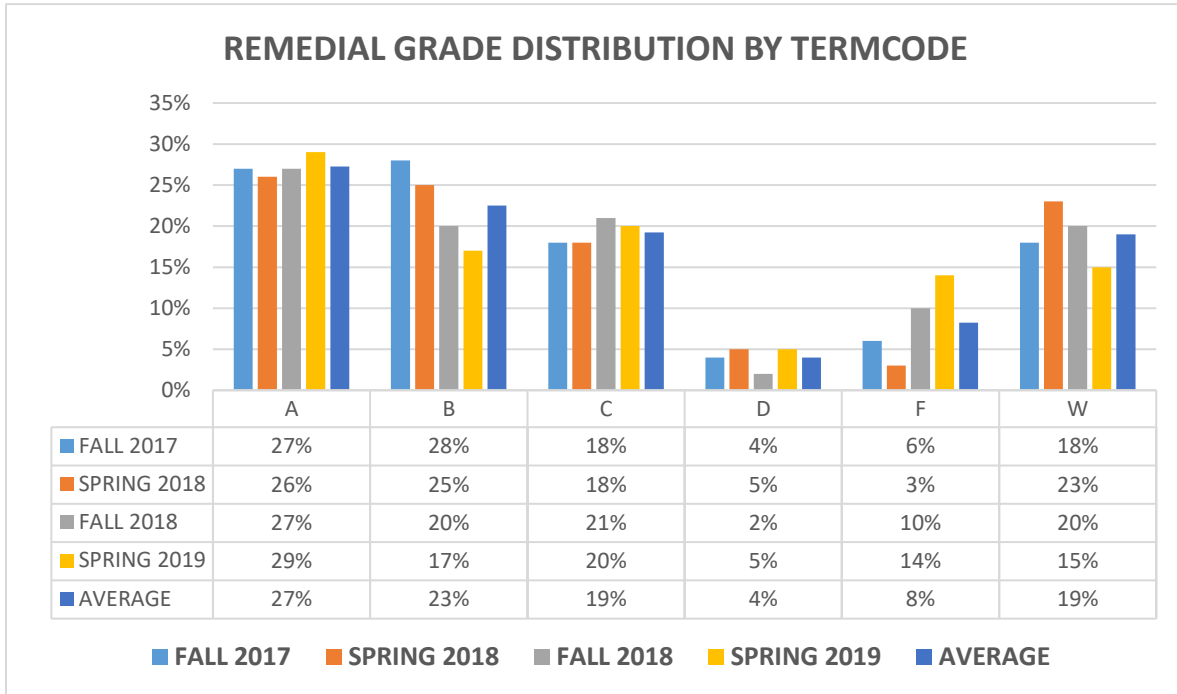
- i. High School to College Transition Planning – UA Cossatot works closely with area high schools to stay current on how advisors can best assist high school students in their transition to college. Events such as The Experience, Come Fall in Love, and Senior Chats facilitate this transition.
- ii. Senior Chats – While visits can be customized to meet the individual needs of each school, advisors cover topics such as how to apply for college, researching career options, investigating academic programs, financial aid overview, understanding a college schedule, etc. Each high school has one admission advisor designated to assisting their students.
- iii. Admissions Advising – Upon the processing of the postsecondary Admissions Application, the onboarding begins. Admissions Advisors call, text, and/or email to establish initial contact introducing themselves and welcoming the applicant to the college. Advisors learn about the applicants academic and career goals, scheduling preferences, and plans after completion at UA Cossatot. They facilitate the admissions process by obtaining high school transcripts, placement scores, and immunization records if and when necessary. Once all admissions requirements are satisfied advisors assist the applicant in enrolling in their first semester courses, with the exception of those majoring in medical programs as those applicants are advised and enrolled by medical education advisors.
- iv. New Student Orientation – All first time UA Cossatot students are invited, and highly encouraged, to attend new student orientation. Orientation was restructured and the intent and goals reevaluated and clearly defined in early 2019. Previously orientation was held the week before the start of the fall semester over the course of three days, one day for each campus. Students attended the campus most convenient and all students attended the same orientation.
- v. Admissions Advisor to Program Advisor Transition – While it is the responsibility of admissions advisors to advise and enroll applicants into their first semester courses, program advisors are responsible for advisement and enrollment for continuing students. Because of the rapport established between admissions advisor and student during the admissions process, often students prefer to return to admissions to be enrolled rather than their program advisor.

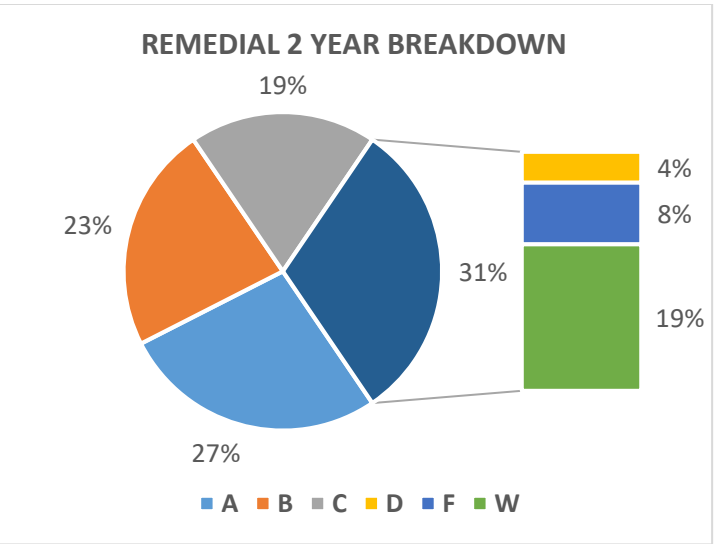
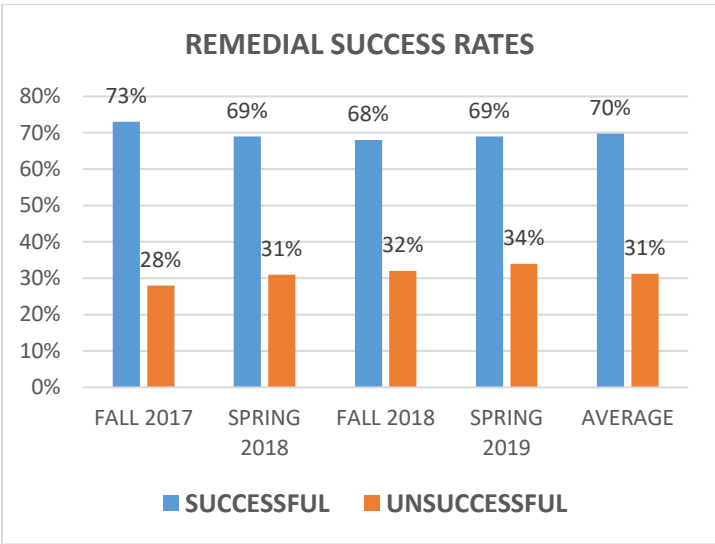


- a. Holistic Student Support – UA Cossatot is transitioning to a holistic student support approach, an initiative through Achieving the Dream and sponsored by Arkansas Community Colleges. Holistic Student Support is the intentional planning and integration of mission critical student academic and personal supports. Basically, offering support based on what each student needs instead of what we use for all students. Students receive help when they need it from someone they know or who knows them well. With the HSS approach students feel supported in creating intentional and early academic, financial and career plans; only have to tell their story once and are not bounced around campus to receive the supports they need; are proactively connected to the supports they need before they reach a crisis point; and believe that faculty, staff, and administrators are invested in their success. Creating social relationships with students allows advisors to help students clarify aspirations and create commitment. We can help our students develop the college know-how and make college life feasible. Working to meet the needs of each individual student will result in higher retention rates, thus increased completion rates, both of which are critical to performance funding. It is the vision of the college that students will experience a culture of inclusivity that provides them with the confidence to ask questions and form relationships with support staff more easily.
- b. Student Profiles – Efforts to create a culture of inclusivity for our students have led to the development and implementation of a student profile survey. The purpose is to gauge the needs of students in different categories such as, academic preparedness, financial knowledge/wellbeing, employment status, lifestyle, assistance needed and/or students could provide to others, and plans after UA Cossatot. Responses to these questions will provide the opportunity for students to collaborate and provide support to one another based on their own strengths and weaknesses. Responses will also allow advisors to better understand what services should be offered to provide students every opportunity for success.
- c. Success Coaching – Once the admissions process is complete, admissions advisors take on the role of success coach for the students they are assigned. Students are contacted during their first two weeks of the semester to ensure they are settling in and do not have any concerns or issues that need to be addressed. Progress grades are checked at 5 weeks and 12 weeks to monitor student success. If 5 week grades indicate the student is struggling academically, the success coach reaches out to the student to ensure awareness
- d. Center for Student Success – The Center for Student Success was started in 2017 with the vision to help provide support, resources, motivation, and assistance to all students of the college, including but not limited to women, veterans, Asians, African-Americans and Hispanics as they progress through their educational experience at UA Cossatot. The Center for Student Success promotes diversity, unity, and overall student well-being. Collaborating with other UA Cossatot organizations, the CSS promotes unity across all campuses, provides academic and personal support for all students. The center is funded through donations that come from within the college and people, entities outside of the college. This includes, UA Cossatot foundation, CADC and other friends of the college. Some of the services and events provided include: career closet supplying students with apparel for interviews and other

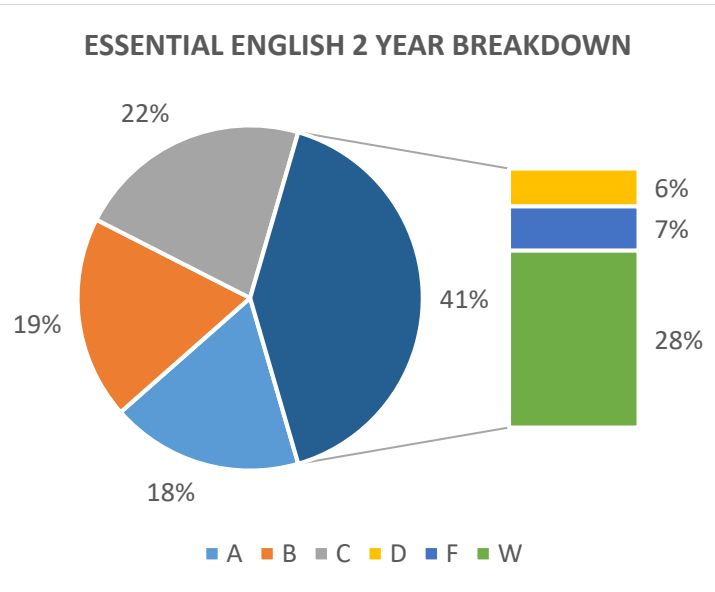
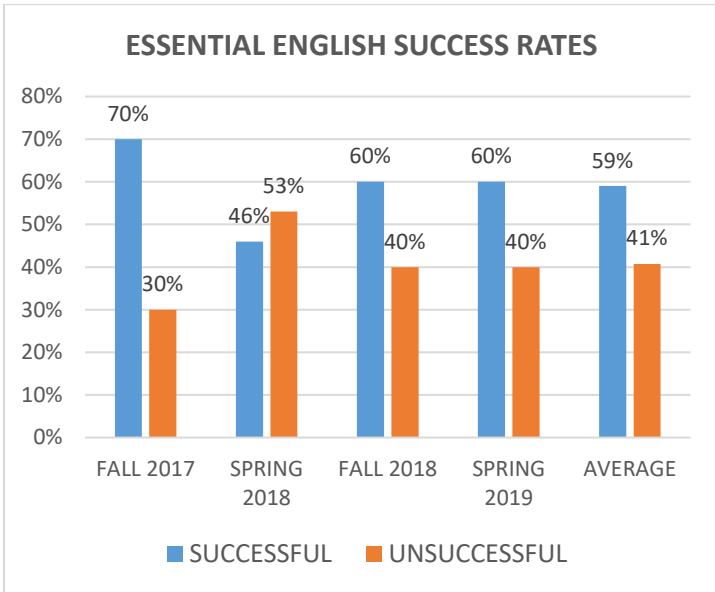
professional environments, personal development, food pantry, networking resources, experiential learning opportunities, action plan creation to resolve issues (personal, medical, academic, familial, etc.), educational workshops for students, health fairs for students and community members, celebrations of unity and diversity creating awareness within UA Cossatot and service area communities, collaboration with the region's industries to promote diversity, place emphasis on the importance of higher education as well as provide overall community awareness, networking opportunities with outside professional ethnic organizations: Providing resources to the community and to close the diverse cultural and societal gap that exists.

e. Successful Completion of Remedial Coursework

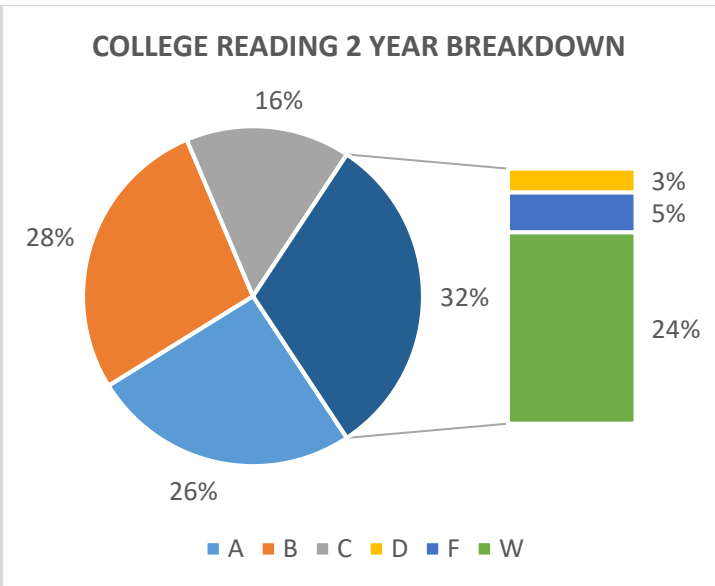
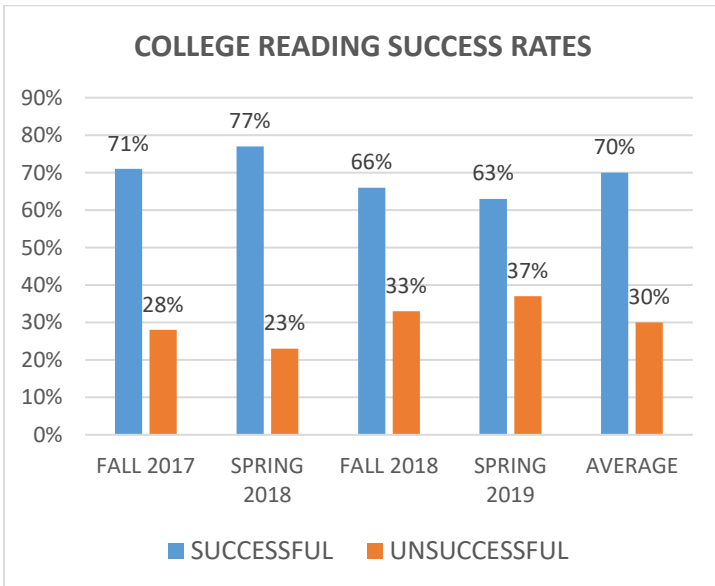




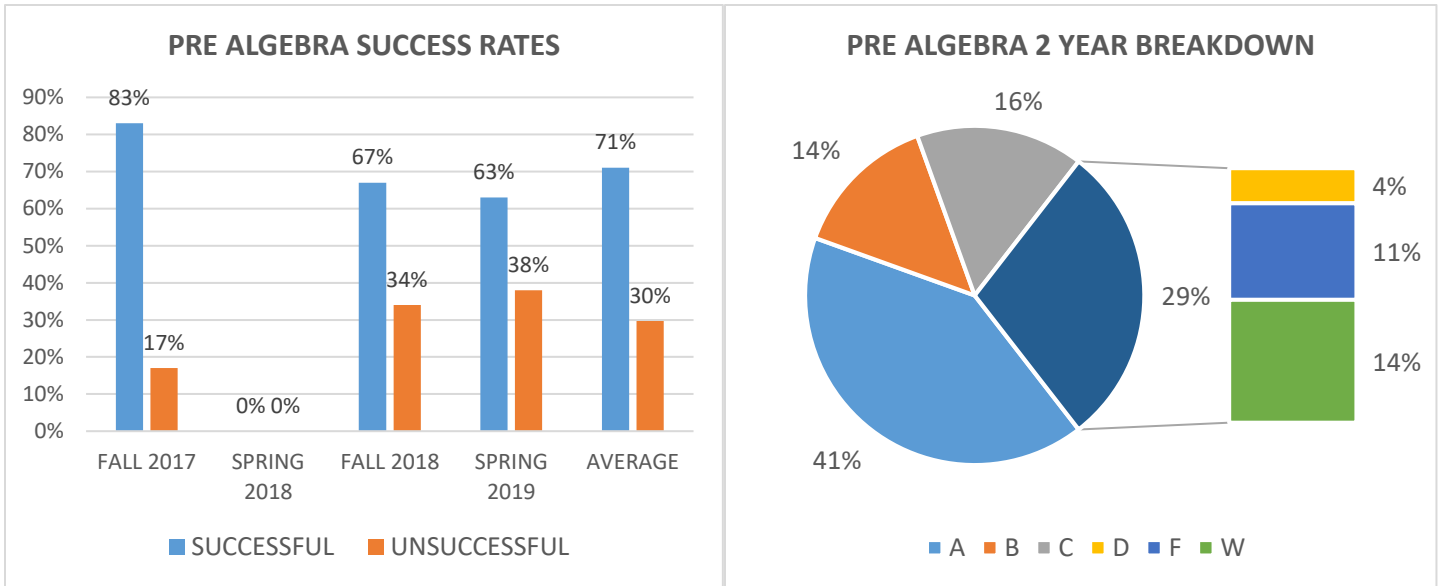
i. Essential English



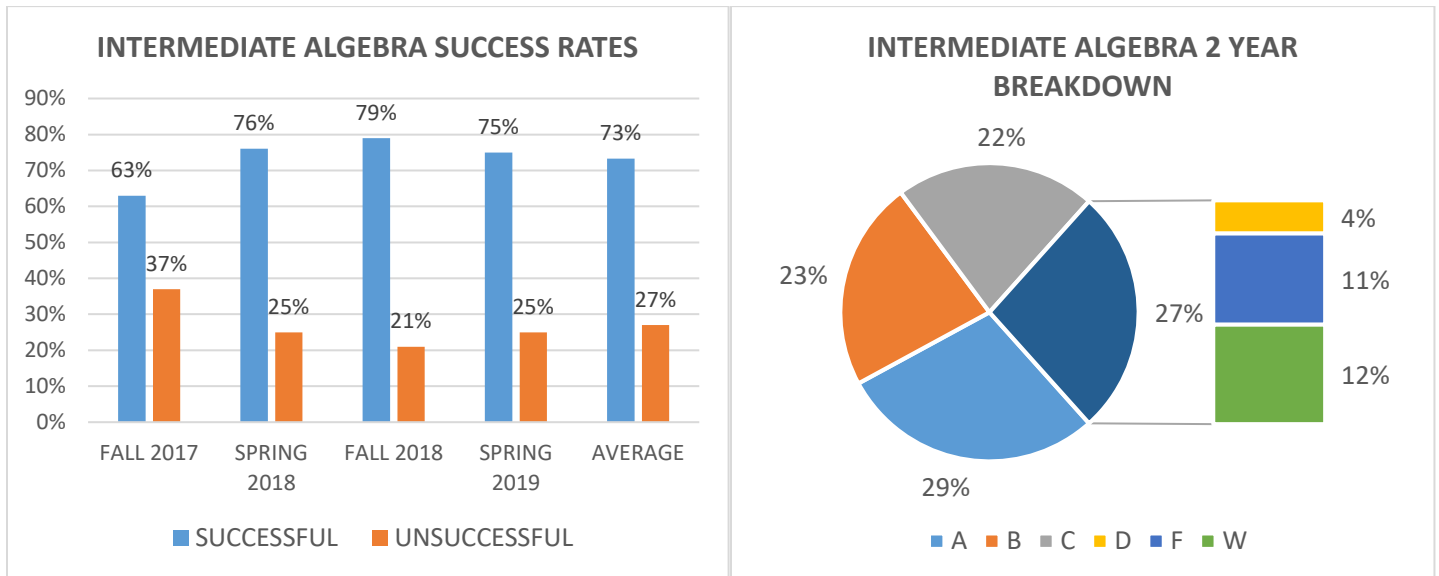
ii. College Reading



iii. Pre-Algebra

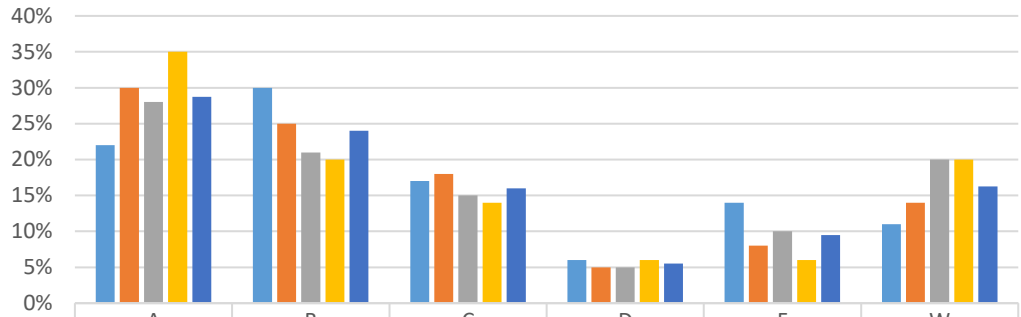


iv. Intermediate Algebra



f. Completion of Gateway Math - UA Cossatot recognizes that research shows that students who complete their gateway math requirement within their first academic year are more likely complete their program. UA Cossatot is currently in the process of reevaluating mathematics requirements for certain programs with guidance from the Math Pathways initiative sponsored by the Charles A. Dana Center, however, until these modifications are made it is critical to track gateway math success rates. From fall 2017 through spring 2019, students experienced an average 69% success rate in gateway math courses. College Algebra = 75%, Technical Math = 68%, Business Math = 59%, and Medical Math = 58%. While both Business Math and Medical Math are substantially lower than the average, it has been determined focusing on improving success rates in Medical Math will be most beneficial as only 19 students took Business Math while 257 students took Medical Math.

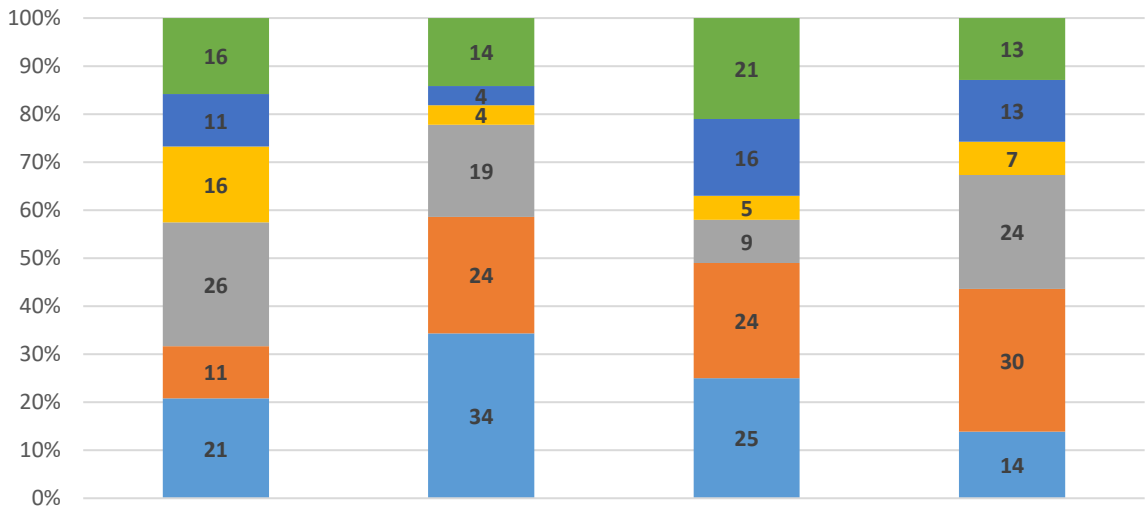
GATEWAY MATH GRADE DISTRIBUTION BY TERM CODE



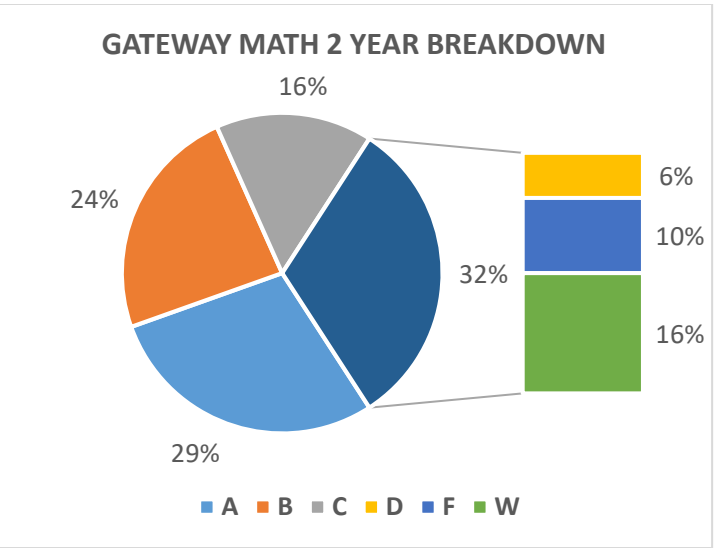
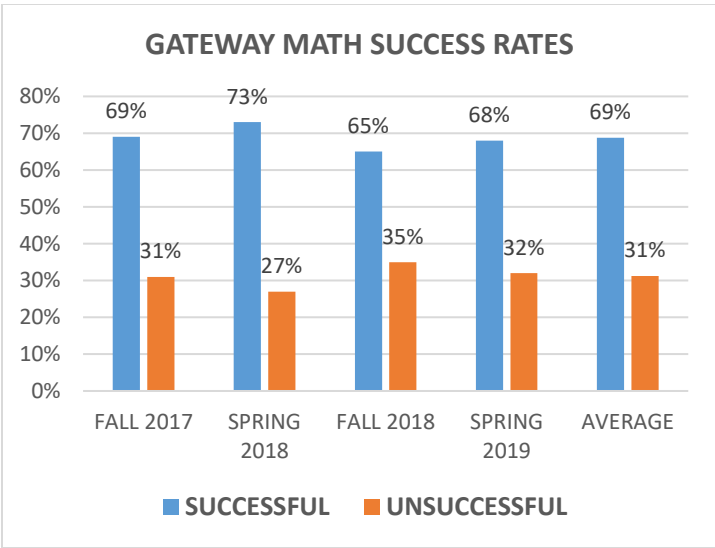
	A	B	C	D	F	W
FALL 2017	22%	30%	17%	6%	14%	11%
SPRING 2018	30%	25%	18%	5%	8%	14%
FALL 2018	28%	21%	15%	5%	10%	20%
SPRING 2019	35%	20%	14%	6%	6%	20%
AVERAGE	29%	24%	16%	6%	10%	16%

■ FALL 2017 ■ SPRING 2018 ■ FALL 2018 ■ SPRING 2019 ■ AVERAGE

GATEWAY MATH GRADE DISTRIBUTION BY COURSE

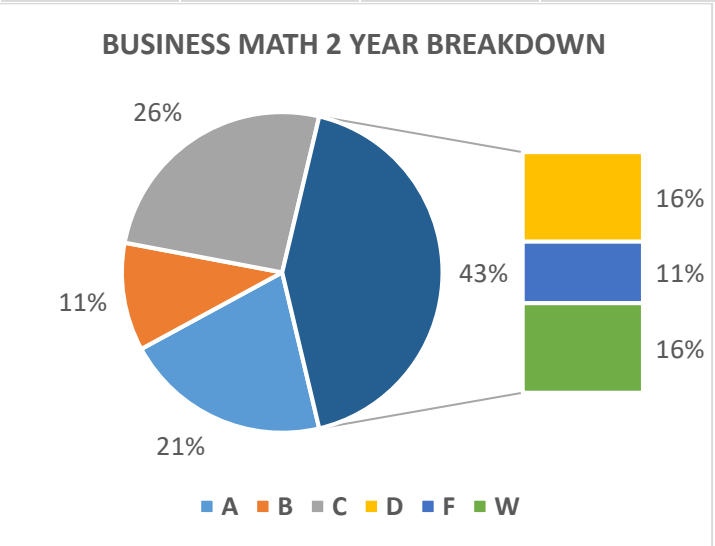
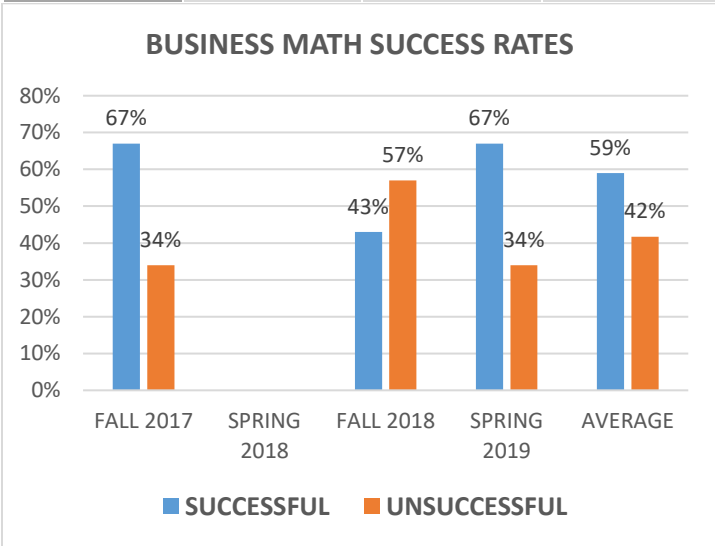


■ A ■ B ■ C ■ D ■ F ■ W



i. Business Math

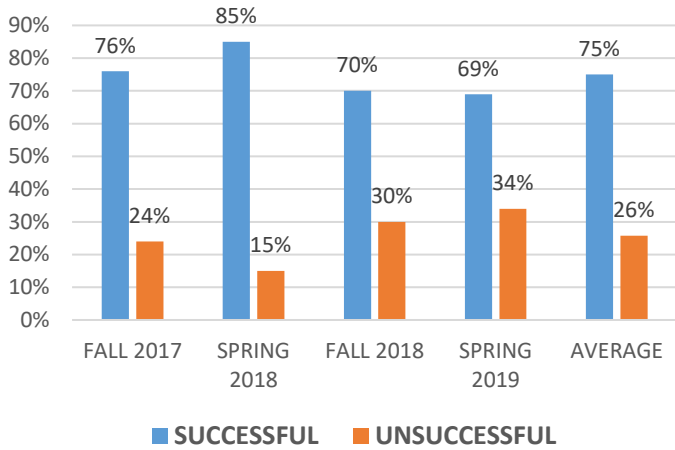
	A	B	C	D	F	W	TOTAL
171S	2	0	2	0	2	0	6
172S							
181S	1	0	2	2	0	2	7
182S	1	2	1	1	0	1	6
TOTAL	4	2	5	3	2	3	19



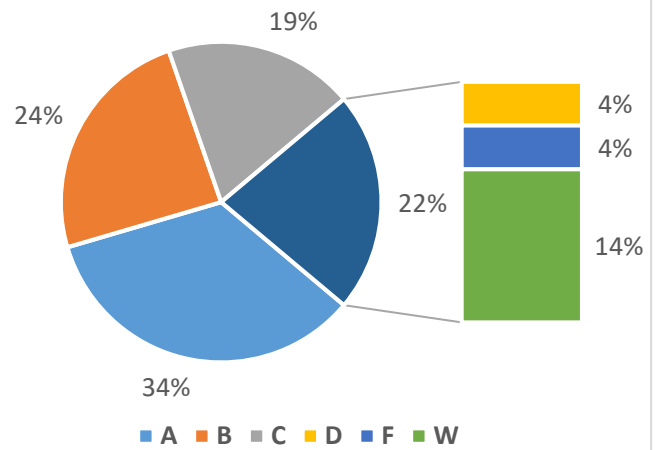
ii. College Algebra

	A	B	C	D	F	W	TOTAL
171S	24	30	20	6	5	12	97
172S	28	29	25	3	2	9	96
181S	33	14	15	5	7	15	89
182S	39	14	9	2	1	6	80
TOTAL	124	87	69	16	15	42	362

COLLEGE ALGEBRA SUCCESS RATES



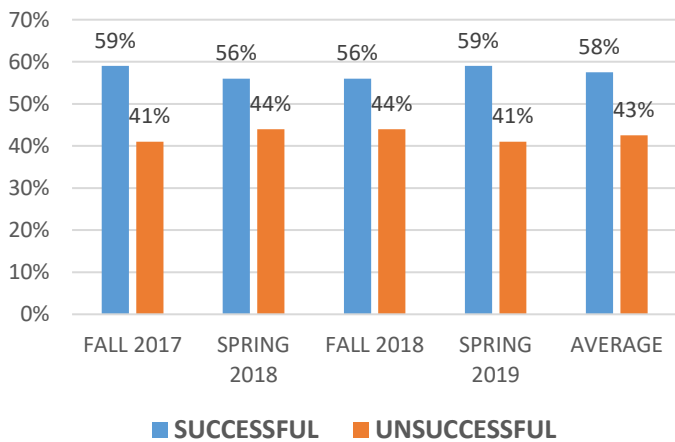
COLLEGE ALGEBRA 2 YEAR BREAKDOWN



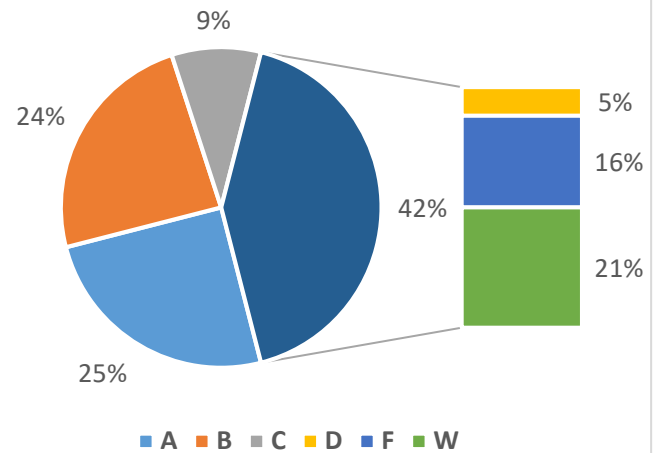
iii. Medical Math

	A	B	C	D	F	W	TOTAL
171S	7	19	4	3	12	6	51
172S	24	13	3	3	12	16	71
181S	17	13	6	1	9	18	64
182S	17	16	9	7	9	13	71
TOTAL	65	61	22	14	42	53	257

MEDICAL MATH SUCCESS RATES

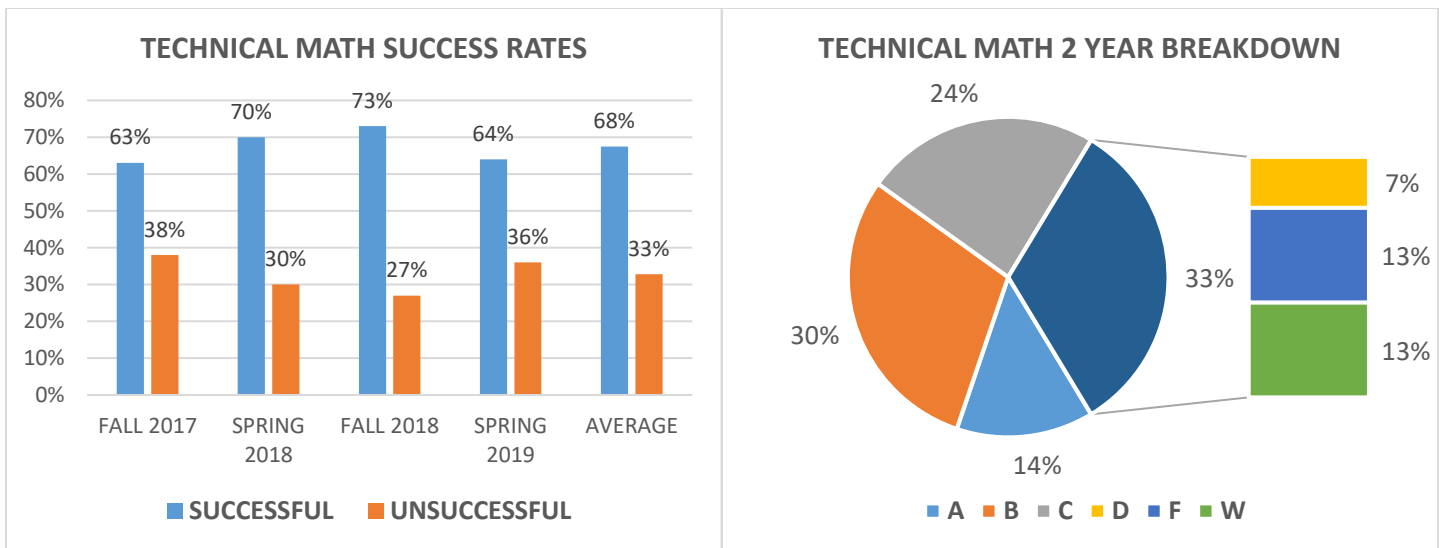


MEDICAL MATH 2 YEAR BREAKDOWN



iv. Technical Math

	A	B	C	D	F	W	TOTAL
171S	6	5	4	1	6	2	24
172S	1	2	4	2	1	0	10
181S	2	12	5	2	2	3	26
182S	1	2	4	0	0	4	11
TOTAL	10	21	17	5	9	9	71



g. Semester Completion – Each semester, census date through end of term retention is reported by the registrar’s office. Four year average semester retention for fall is 93.64% and four year average semester retention for spring is 94.46%. While no external benchmark data is available, a goal of 95% semester retention has been established as an appropriate attainable goal based on longitudinal data. In order to achieve that goal advisors have implemented more intrusive advising methods.

FALL SEMESTER COMPLETION RATES								
151S		161S		171S		181S		GOAL
NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	95%
1493/1586	94.14%	1427/1519	93.94%	1386/1485	93.33%	1374/1475	93.15%	
SPRING SEMESTER COMPLETION RATES								
152S		162S		172S		182S		GOAL
NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	95%
1402/1495	93.78%	1433/1505	95.22%	1334/1424	93.68%	1282/1347	95.17%	

- h. Transfer Planning
 - i. Articulation Agreements –

UA COSSATOT 2 + 2 TRANSFER AGREEMENTS		
TRANSFER INSTITUTION	UA COSSATOT DEGREE	TRANSFER DEGREE
<i>All Public 4 Year Universities in Arkansas (Except University of Arkansas - Fayetteville)</i>	Associate of Science in Business	Bachelor of Science in Business
<i>Arkansas State University - Jonesboro</i>	Any Associate Degree	Bachelor of Professional Studies
<i>Arkansas State University - Jonesboro</i>	Any Associate of Applied Science	Bachelor of Arts in Communication Studies *
<i>Arkansas State University - Jonesboro</i>	Any Associate of Applied Science	Bachelor of Applied Science in Organizational Supervision
<i>Arkansas State University - Jonesboro</i>	Associate of Applied Science in Registered Nursing (ARNEC)	Bachelor of Science in Nursing
<i>Arkansas State University - Jonesboro</i>	Associate of Arts	Bachelor of Arts in English

Arkansas State University - Jonesboro	Associate of Arts	Bachelor of Arts in History
Arkansas State University - Jonesboro	Associate of Arts	Bachelor of Arts in Political Science *
Arkansas State University - Jonesboro	Associate of Arts	Bachelor of Science in Psychology
Arkansas State University - Jonesboro	Associate of Arts	Bachelor of Science in Strategic Communication: Social Media Management *
Arkansas State University - Jonesboro	Associate of Science in Business	Bachelor of Arts in Economics
Arkansas State University - Jonesboro	Associate of Science in Business	Bachelor of Science in Accounting
Arkansas State University - Jonesboro	Associate of Science in Business	Bachelor of Science in Business Administration *
Arkansas State University - Jonesboro	Associate of Science in Business	Bachelor of Science in Business Economics
Arkansas State University - Jonesboro	Associate of Science in Business	Bachelor of Science in Computer & Information Technology
Arkansas State University - Jonesboro	Associate of Science in Business	Bachelor of Science in Education in Business Technology
Arkansas State University - Jonesboro	Associate of Science in Business	Bachelor of Science in Global Supply Chain Management
Arkansas State University - Jonesboro	Associate of Science in Business	Bachelor of Science in International Business
Arkansas State University - Jonesboro	Associate of Science in Business	Bachelor of Science in Management: General Management
Arkansas State University - Jonesboro	Associate of Science in Criminal Justice	Bachelor of Arts in Criminology *
Arkansas State University - Jonesboro	Associate of Science in Criminal Justice	Bachelor of Arts in Sociology
Arkansas State University - Jonesboro	Associate of Science in Science, Technology, Engineering, & Math	Bachelor of Arts in Chemistry
Arkansas State University - Jonesboro	Associate of Science in Science, Technology, Engineering, & Math	Bachelor of Arts in Computer Science
Arkansas State University - Jonesboro	Associate of Science in Science, Technology, Engineering, & Math	Bachelor of Science in Chemistry
Arkansas Tech University	Any Associate Degree	Bachelor of Professional Studies
Arkansas Tech University	Associate of Applied Science in Registered Nursing (ARNEC)	Bachelor of Science in Nursing
Central Methodist University	Associate of Applied Science in Registered Nursing (ARNEC)	Bachelor of Science in Nursing
Franklin University	Any Associate Business Degree	Bachelor of Science
Henderson State University	Associate of Applied Science in Registered Nursing (ARNEC)	Bachelor of Science in Nursing
Henderson State University	Associate of Science in Education 4 th -8 th	Bachelor of Science in Education 4 th -8 th
Henderson State University	Associate of Science in Education Kindergarten - 6 th	Bachelor of Science in Education K-6 th
John Brown University	Associate of Applied Science in Registered Nursing (ARNEC)	Bachelor of Science in Nursing

<i>Southern Arkansas University</i>	Associate of Applied Science in Registered Nursing (ARNEC)	Bachelor of Science in Nursing
<i>Southern Arkansas University</i>	Associate of Science in Agriculture Business	Bachelor of Science in Agriculture Business
<i>Southern Arkansas University</i>	Associate of Science in Criminal Justice	Bachelor of Science in Criminal Justice
<i>Southern Arkansas University</i>	Associate of Science in Education Kindergarten - 6 th	Bachelor of Science in Education K-6 th
<i>Southern Arkansas University</i>	Associate of Science in Psychology	Bachelor of Science in Psychology
<i>Texas A&M University - Texarkana</i>	Associate of Science in Business	Bachelor of Business Administration
<i>University of Arkansas - Fayetteville</i>	Associate of Arts	Bachelor of Science in Education: Human Resource & Workforce Development
<i>University of Arkansas - Fort Smith</i>	Any Associate of Applied Science	Bachelor Applied Science
<i>University of Arkansas - Fort Smith</i>	Any Associate of Arts, Associate of Science, or Associate or General Studies	Bachelor of Science in Organizational Leadership
<i>University of Arkansas - Fort Smith</i>	Associate of Science in Business	Bachelor of Science in Business Administration
<i>University of Arkansas - Little Rock</i>	Associate of Science in Liberal Arts & Sciences: Communications	Bachelor of Arts in Mass Communications
<i>University of Arkansas - Little Rock</i>	Associate of Science in Middle Level Education	Bachelor of Science in Education
<i>University of Arkansas - Medical Sciences</i>	Associate of Applied Science in Registered Nursing (ARNEC)	Bachelor of Science in Nursing
<i>University of Arkansas - Monticello</i>	Associate of Science in Natural Resources	Bachelor of Science in Natural Resources
<i>University of Central Arkansas</i>	Associate of Applied Science in Registered Nursing (ARNEC)	Bachelor of Science in Nursing
<i>University of Central Arkansas</i>	Associate of Science in Business	Bachelor of Business Administration in Business Administration
<i>University of Central Arkansas</i>	Associate of Science in Business	Bachelor of Business Administration in Economics (International Trade)
<i>University of Central Arkansas</i>	Associate of Science in Business	Bachelor of Business Administration in Finance
<i>University of Central Arkansas</i>	Associate of Science in Business	Bachelor of Business Administration in Innovation & Entrepreneurship
<i>University of Central Arkansas</i>	Associate of Science in Business	Bachelor of Business Administration in Insurance & Risk Management
<i>University of Central Arkansas</i>	Associate of Science in Business	Bachelor of Business Administration in Logistics & Supply Chain Management
<i>University of Central Arkansas</i>	Associate of Science in Business	Bachelor of Business Administration in Management
<i>University of Central Arkansas</i>	Associate of Science in Business	Bachelor of Business Administration in MIS (Application Development, E-Commerce)
<i>University of Central Arkansas</i>	Associate of Science in Business	Bachelor of Business Administration in MIS (Application Development, GIS)

University of Central Arkansas	Associate of Science in Business	Bachelor of Business Administration in MIS (Networking)
University of Central Arkansas	Associate of Science in Business	Bachelor of Business Administration in MIS Business Analysis
University of Central Arkansas	Associate of Science in Business	Bachelor of Business Administration in Accounting
University of Central Arkansas	Associate of Science in Business	Bachelor of Business Administration in Marketing
University of Central Arkansas	Associate of Science in Business	Bachelor of Business Administration in MIS (Application Development, Programmer Analyst)
University of Central Arkansas	Associate of Science in Psychology	Bachelor of Science in Psychology
University of Central Arkansas	Associate of Science in Science, Technology, Engineering, & Math	Bachelor of Science in Addiction Studies (Treatment)
University of Central Arkansas	Associate of Science in Science, Technology, Engineering, & Math	Bachelor of Science in Nutrition
* Indicates all online Bachelor program		

- ii. Transfer Advising – Students attending UA Cossatot are building a solid academic foundation and are saving on the cost of college before transferring to a four year institution. We currently do not have a plan in place for our current students who plan on transferring other than meeting with their academic advisor. With our increasing enrollment numbers, UA Cossatot is a popular path to a bachelor’s degree. We are working on creating a plan to have a transfer advising specialist that will offer transfer services for students who plan on transferring to complete their bachelor’s. This plan will include research tools for transfer options, transfer workshops, university information, a transfer planning guide, course transfer, unique transfer options for students attending UA Cossatot, reverse transfer options, university tours, and transfer events.
- iii. Transfer Fair – Every spring semester UA Cossatot hosts an Ark-ACRAO transfer fair on both the DeQueen and Nashville campuses. Colleges, universities, trade schools, and military recruiters are invited to participate and are available to students seeking to transfer to continue their education elsewhere. Students are notified of the event via student email, flyers on campus, social media, and through communication with Student Services and their advisor.