



# ENROLLMENT SERVICES



# ENROLLMENT SERVICES ANNUAL REPORT

2012-2013

Enrollment Services at the University of Arkansas continues to work to enroll and graduate a diverse and academically prepared group of students who will engage fully in academic and service programs, develop intellectually and personally, and contribute to the campus, the state and the global community. Enrollment Services works collaboratively between its seven professional and service-oriented offices in support of the University's mission to become a top fifty national research institution that puts Students First.

During the 2012-2013 academic year, Enrollment Services worked strategically to serve the University during a period of unprecedented growth. Over the two previous years alone, enrollment increased by 53%—a rate that prompted the *Chronicle of Higher Education* to rank the University the 13<sup>th</sup> fastest growing public research institution in the country. And this growth has brought with it increased overall diversity and academic preparedness. In order to facilitate such growth, Enrollment Services continues to engage broadly in action and planning that balance outreach to prospective students with support for current students and balance the drive for national recognition with a long-standing commitment to the state. The following is a brief summary of the division's accomplishments and activities for the 2012-2013 academic year.

In 2012-2013, Admissions expanded its outreach and communication efforts in a number of ways. The Admissions communication team grew the University's online presence through increased utilization of digital media, including such outlets as Facebook and Twitter. The team created new multimedia recruitment messages that generated tremendous growth in the number of students digitally interacting both with Admissions and with each other in a University-sponsored forum. In addition to expanding its online presence, Admissions increased recruiting activities in several key areas including Southeast Arkansas, California, and the greater Chicago area. The Transfer Central Office expanded its recruiting presence within the state, as well, increasing advising access for students at NWACC and other key two-year institutions. Additionally, recruitment staff facilitated campus visits for more than 9,000 prospective students, while New Student Orientation staff served 4,108 students during the June 2013 orientation period.

In addition to outreach efforts, Enrollment Services continues to strengthen support for current students. The Academic Scholarship Office and Office of Financial Aid administered more than \$202 million in aid to a total of 17,707 students. The Office of the Registrar, together with ISIS, continued to improve the efficiency of daily operations, opening a new office at the Uptown Campus (UPTE) and expanding online access for transcript requests and graduation applications. The Registrar's efficiency contributed to the University's recognition by *G.I. Jobs* magazine as a "Military Friendly School," as well as to the University's sustainability goals. In terms of academic support, the Office of Academic Success continued to offer resources to current students through a variety of programs and services, including University Perspectives courses, the tutoring services of the Enhanced Learning Center and the Quality Writing Center, and the individual academic advising services of learning coaches. Likewise, the Office of Nationally Competitive Awards successfully supported a number of

students and recent graduates applying for nationally competitive post-graduate opportunities, including scholarships, fellowships and admission to graduate or medical school. This year, students supported by the office received numerous prestigious merit-based awards, including the Gates-Cambridge Scholarship, the Udall Scholarship, the Truman Scholarship, the Goldwater Scholarship and 61 State Undergraduate Research Fellowships.



## BY THE NUMBERS

With support from the Graduate School and the Office of Institutional Research, the Admissions team has predicted enrollment within an accuracy of 1% - 3% since 2009. In February 2012, Admissions predicted a freshman class of 4,500 for the following fall with an overall enrollment of 24,669 (see below). The model proved the most accurate yet, over-predicting by just 132 students. As was recognized in the previous year, the Arkansas Academic Challenge Scholarship continued to provide for a robust freshman class.

### ENROLLMENT SUMMARY AND FORECAST FOR FALL 2012

		Fall 2012 Forecast	Actual Enrollment	Fall 2011 Total Enrollment	Fall 2010 Total Enrollment
Undergraduate	All	20,369	20,350	19,027	17,247
	Continuing	13,509	13,545	12,228	11,142
	New	6,860	6,805	6,799	6,105
	New Freshmen	4,500	4,591	4,462	3,873
	Degree Seeking	4,500	4,574	4,447	3,810
	New Transfers	1,500	1,395	1,504	1,294
	Returning	660	587	605	716
	Transfer Freshmen	100	88	64	101
	Unclassified	100	144	164	121
Graduate	All	3,900	3,777	3,759	3,751
Law	All	400	410	413	407
<b>TOTAL</b>	<b>All</b>	<b>24,669</b>	<b>24,537</b>	<b>23,199</b>	<b>21,405</b>

**Forecast Sources:**

Undergrad Continuing: Office of Institutional Research; Undergrad New: Office of Admissions; Grad: Graduate School



## COMMUNICATIONS

Communication is a critical part of Enrollment Services, and in the 2012-2013 academic year the Admissions communications team continued to develop a cohesive message and look that spans across print materials, digital communications, and web presences.

Admissions also continues to develop marketing strategies aimed at attracting prospective students interest in the opportunities available at the University of Arkansas. In FY 2012-2013, strategies included more than 315,000 pre-printed material (not including 137,100 printed pieces for new student orientation); 612,404 e-mail messages; 62,336 letters; 33,688 student phone calls; 10,808 text messages; 1,663,408 page views on the admissions' website; and countless interactions on Facebook and Twitter.

## DIGITAL COMMUNICATIONS

A large portion of the communications effort went into growing new media and incorporating the University's new campaign into our recruitment events and direct communications. Increasingly, social media applications are becoming an ever more prominent part of the communication effort. Admissions has further developed its presence on [Facebook](#) and [Twitter](#) by generating new multimedia recruitment messaging, which has spurred tremendous growth in the number of students digitally interacting with admissions. In the past year, Facebook fans grew from 9,547 to 12,140, and the growth has spurred interaction with and among students.

Admissions is in the process of developing new e-mail marketing campaigns, both in terms of the content of the messaging and the visual presentation of that content. The new e-mail campaigns are more concise, contain links directing students to our website, and are in line with our visual marketing strategy.

## ADVERTISING

The communications unit uses advertising to increase awareness of the University of Arkansas among target markets. Marketing projects for fiscal year 2012-2013 included target advertising in high school newspapers, regional newspapers, college guides, and online.

## INQUIRY CARDS

Data entry is an important part of the communications process. Annually recruiters return with thousands of inquiry cards. Each card contains contact, demographic, and college interest information for prospective students. These cards are scanned and then entered into the Hobsons database for future contact via print, electronic, and phone communications. Entry of these 35,000 plus cards is a more than full time task, given that the majority of the cards arrive in a short four month period. To ensure the shortest delay possible from the time a card is received at a college fair to the first contact, both full time employees in the communications unit and eight part-time work-study students complete many hours of data entry each fall and spring.

## PHOTOGRAPHY

One of the most important parts of communications is the visual component. Fresh creative images are vital to engaging prospective students with campus, research, and the student experience. During the 2012-2013 fiscal year over 160 gigabytes, or more than 8,000 pictures, were taken by admissions staff to help support recruitment communications. Pictures range from highlighting campus life to profiling outstanding University of Arkansas students.

## PRINT COMMUNICATIONS

Fiscal Year 2012-2013 saw the expansion of the print communications unit into the newly remodeled production center in the basement of Silas Hunt Hall. The new expansion houses the Minolta C6000 Digital Press, as well as automated stuffing, folding, addressing, and tabbing equipment. New to the unit is the Triumph 5222 Programmable cutter that when coupled with the digital press allows for professional in-house production of publications on demand.

To facilitate a stronger marketing message, additional modules were added to the XmPie Variable Data Print software. This increases the abilities of the software to work closely with documents created through InDesign to not only replace images and text based on an individual's demographics

but to also automatically assemble custom images in PhotoShop and dynamically integrate them into a document at printing. The first use by Enrollment Services of this new technology was the 2012 Holiday Postcard. The postcard featured a customized image on the front of Old Main with the recipient's name written in the snow.



2012 Enrollment Services Holiday Card

The past year also witnessed the creation of a new campus visitor's guide. The guide, a joint project

between University Relations and Admissions, is produced by Campus Publishers. The guide provides key information about the University of Arkansas campus and traditions, as well as information about Northwest Arkansas. Campus Publishers provides guides free of charge to high school visitors, orientation attendees, and guests at special events, as well as to the colleges and for distribution to key locations around Northwest Arkansas.



Visitors Guide

## **INFORMATION TECHNOLOGY**

The Information Technology (IT) team in Admissions works to support the data and desktop support needs of the department. Admissions receives and responds to several dozen requests for information per year, including direct support to each undergraduate-serving college on campus. In addition to supporting campus collaborators, IT also produces dozens of quality assurance and descriptive reports, helping the Credential Evaluations Unit ensure students are admitted in a timely fashion and providing real-time information about admissions activity to the department.

The IT team produced new databases in 2013 which promise to give greater granularity to enrollment and activity reports in 2014. The new databases track enrollment of students with respect to multiple variables (e.g., career, gender, ethnicity, student status, etc.) on a daily basis. These reporting enhancements mean the IT unit will be able to provide day-to-day comparisons between years. The team also pushed to finish enhancements to the high school reports database that will allow recruitment staff to monitor funnel information for a particular set of high schools over multiple years.

## **GRADUATION ANALYST**

The graduation analyst uses student data systems to examine various issues related to the retention and graduation of University of Arkansas students, as well as to provide information and statistical analyses to campus departments for retention efforts. Reports for FY13 include: Examination of the Effect of Income on Retention and Graduation, Success by AP/IB Credit, Report on Freshman Course Demand, Success of First-Generation Students, Report on Academic Warning, Examination of Serial Withdrawers, Success by Number of Credit Hours per Semester, Report on ARSC Graduates, Enrollment Forecasting, Ethnicity Report, Comparison of ACT and SAT Scores, Reading Remediation Report, and Engineering Success by ACT Math and First Math Course. Select reports are highlighted below.

## **THE FIRST SEMESTER**

While pre-college characteristics are sound predictors of academic success, until students demonstrate in their college careers, it is still somewhat of a toss-up. First semester grades, on the other hand, can tell us a lot.

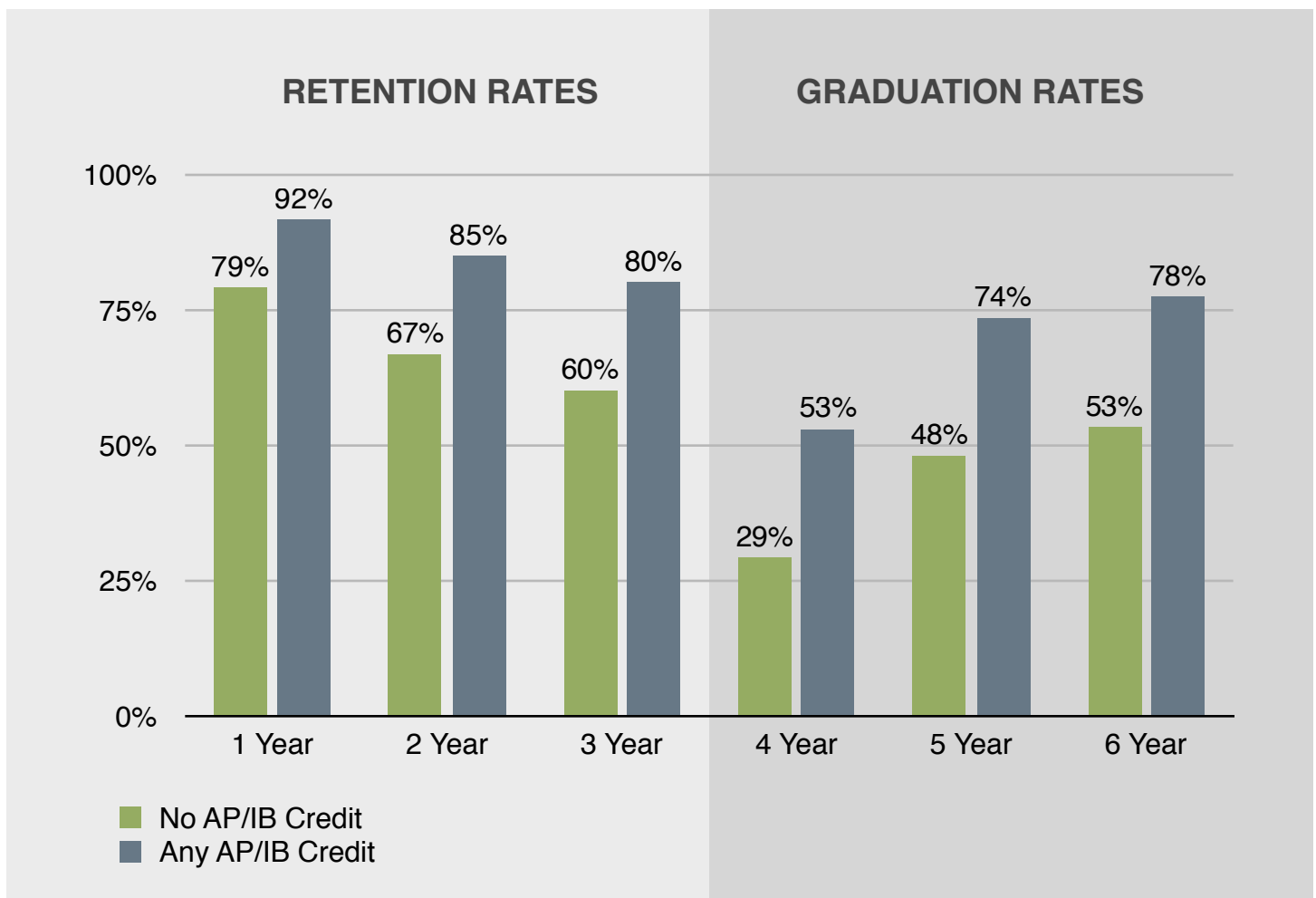
- Students who earn less than a 1.5 GPA their first semester are retained to their second year at a rate of only 34.3%. They graduate at a rate of only 6.1%. This compares to 87.5% and 65.3% respectively for students with a 1.5 or higher.
- This group represents a sizable portion of freshman cohorts, with 10.0% of cohort students earning less than a 1.5 GPA in 2011. This number is down to 7.5% in 2012, however.



## PRE-COLLEGE HEAD START

Students who engage in programs that provide college credit while still in high school are retained and graduated at rates far higher than their peers, and in recent years, the percentage of students participating in these programs has grown.

- Since 2009, the university has seen a 42.9% increase in the number of AP/IB credits brought in by cohort freshman.
- Students who earn Advanced Placement or International Baccalaureate credit are 12.5% more likely to be retained to their second year and 24.2% more likely to graduate within six years.



- Students who take concurrent courses are 13.8% more likely to be retained to their second year and 21.2% more likely to graduate within six years.

## MONEY MATTERS

Students from higher income families have long been shown to perform at higher rates on standardized tests than those from lower income families, and these differences can be seen at the college level as well. The percentage of students receiving financial aid from a governmental need-based aid program, specifically Pell Grants, and Subsidized Stafford Loans, has been on the rise in recent years. Using these as a proxy for income level, significant differences can be seen in retention and graduation rates.

- Since 2005, the percentage of cohort freshman receiving Pell Grants has increased from 16.5% to 22.3% in 2012. The percentage of students receiving Subsidized Stafford Loans increased from 20.1% in 2005 to 27.0% in 2012.
- First-year retention rates for students who receive Pell Grants and Subsidized Stafford loans are 7.4% and 8.4% lower, respectively.
- Six-year graduation rates for students who receive Pell Grants and Subsidized Stafford loans are 14.6% and 17.8% lower, respectively.

First-Year Retention by Aid Type	No Sub Staff	Sub Staff	Overall
No Pell	84.8%	78.2%	83.9%
Pell	80.4%	73.7%	76.5%
Overall	84.3%	75.9%	82.4%

Six-Year Graduation by Aid Type	No Sub Staff	Sub Staff	Overall
No Pell	63.8%	48.2%	61.9%
Pell	54.7%	42.1%	47.3%
Overall	63.1%	45.2%	59.6%

## EDUCATIONAL TRAIL BLAZERS

The University of Arkansas offers many students the opportunity to be the first in their family to earn a college degree. However, these students often face a number of hurdles that other students do not. These hurdles are manifested in lower retention and graduation rates among this group of students.

- First-generation students are more likely to be female, from Arkansas, and non-Caucasian.
- First-generation students come in with slightly lower average high school GPAs and ACT scores – 0.1 and 1.2 points lower respectively.
- First-year retention among first-generation students is 9.2% lower.
- The six-year graduation rate among first-generation students is 15.9% lower.
- The percentage of cohort students who are first-generation, long remaining around 29%, has dropped the past two years to 26.1%.

	First-Generation	Non-First-Generation
Caucasian	69.5%	85.3%
Arkansan	74.0%	58.1%
Female	53.8%	50.2%
Average ACT	24.4	25.6
Average HS GPA	3.50	3.60
First-Year Retention	75.2%	84.4%
Six-Year Graduation	47.7%	63.6%



# ADMISSIONS

## ACHIEVING OUR RECRUITMENT GOALS

### RECRUITMENT

#### RECRUITERS/ADMISSIONS COUNSELORS

As the first point of contact for many prospective families, our recruitment staff plays an important role in helping students navigate the college search process. While our staff has always tried to be on the road as much as possible, we have been limited by our staff numbers. In 2011-2012, we had 13 recruiters and were able to increase that to 18 for the 2012-2013 fiscal year. With the five new staff members, we increased our recruiting presence in areas such as Southeast Arkansas, California, the Greater Chicago area, and Native American Outreach, all while maintaining our focus on our home state and neighboring states like Kansas, Louisiana, Missouri, Oklahoma, Tennessee, and Texas. One thing that has really helped with our out-of-state initiatives is joining regional organizations like DARN (Dallas/Ft Worth Area Regional Network), CARR (Chicago Area Regional Recruiters) and RACC (Regional Admissions Counselors of California). These are regional counselor groups in Dallas, Chicago, and California that have been a major resource for the recruiters in establishing connections with both students and high school counselors.

With the addition of the new staff, we were also able to increase the number of high school visits and college fairs we attended this year. In 2011-2012, we attended 1,041 events and that number jumped to 1,381 for 2012-2013, an increase of 32%. Last year, our Vice Provost for Enrollment Services increased the salary for entry-level recruiters from \$30,000 to \$32,000 in an effort to hire and retain a better professional staff. The Office of Human Resources and the Provost approved a career ladder for recruitment staff that allows entry level counselors the ability to advance professionally (admissions counselor, senior admissions counselor, assistant director, senior assistant director, associate director) as they successfully develop their territories and participate fully in the state and national associations. The advancement process includes both internal and external reviewers. This year we are proud to announce the following promotions:

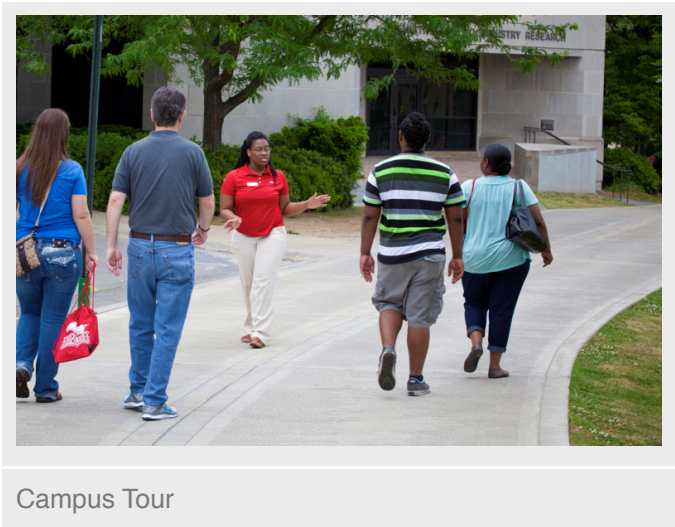
Lauren Villareal (Assistant Director), Holly Moore (Senior Assistant Director), Rafael Arciga Garcia (Assistant Director), Kimberly Clark (Senior Admissions Counselor), Rashard Sullivan (Senior Admissions Counselor)

The office also made a few changes with regards to supervision of the recruitment staff. In an effort to better understand our state and to emphasize the importance of students from Arkansas, Dr. Suzanne McCray is now supervising the admissions counselors that recruit within the state of Arkansas. Jennifer Duncan was promoted to Associate Director of Out-of-State recruitment. Jennifer is located in the Dallas Fort/Worth area as a regional recruiter but works closely with our entire out-of-state

recruitment staff. Matt Hargis continues to work with our campus visit program, all special events, and staff that are dual reports to other offices.

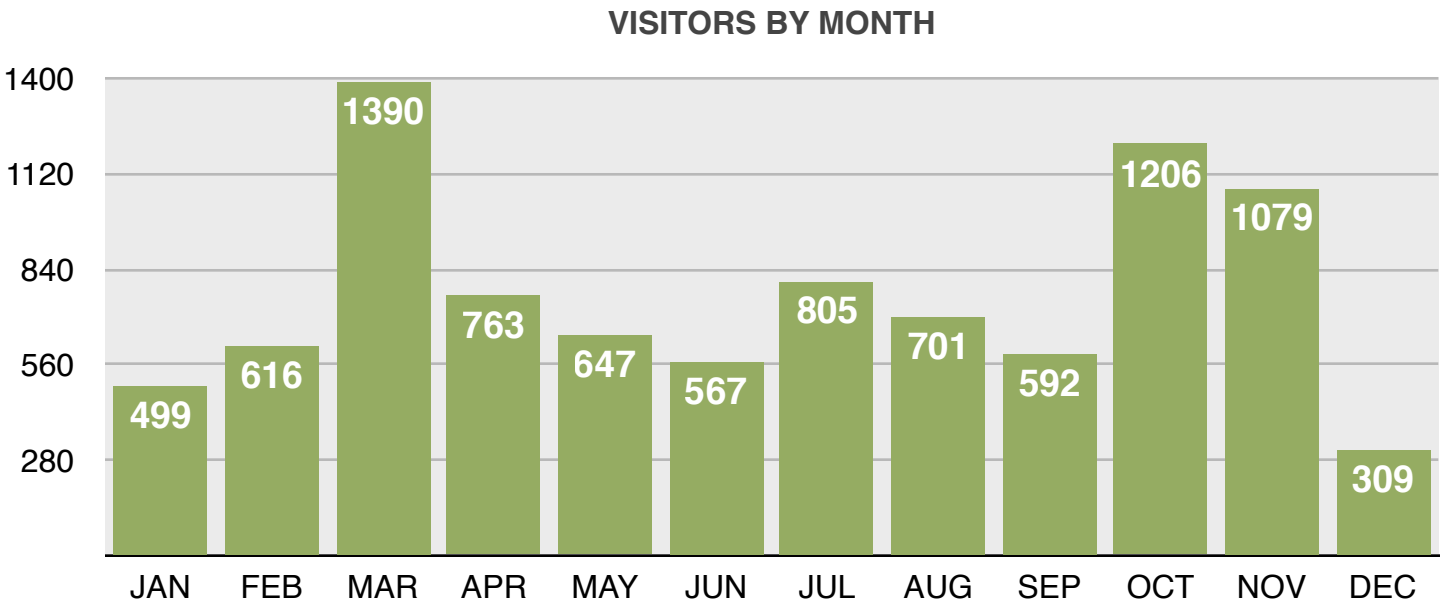
THE CAMPUS VISIT

National data suggests that the campus visit is the most influential factor in a student’s enrollment decision. Equipped with new space, Admissions continues to strive to make the campus tour as effective as possible.



One of the biggest improvements to our campus visit program was the implementation of our new visit database. Instead of the homegrown system that we had out grown, we made the switch to Hobsons. The new system has given us more flexibility, a better tracking system, and more student information. The campus visit program is as vibrant as ever with over 9,000 students visiting campus last year. Once again our busiest week of the year was March 11-15th, 2013, when the majority of our surrounding states held their spring break, including Texas. This week alone, we had 645 students visit campus, along with their families and guests.

The chart below provides the monthly visit rate for the academic year with 9,174 total visitors: 3,269 from in-state and 5,636 from out-of-state. In addition to meeting with the Office of Admissions, 5,648 students requested to meet with at least one department on campus; 4,025 went on an additional housing tour; 3,022 went on an additional HPER tour; and 1,563 visited on a Saturday.



## STUDENT AMBASSADORS

The Student Ambassador Program is volunteer-based, consisting of almost 115 undergraduate students for the fall semester. It's the largest group of ambassadors we have ever had in the office. During our recruitment cycle, we implemented our new process of deferring ambassadors to start in January for the second semester. This allowed us to begin the spring semester at just under 100 ambassadors, the largest group we have ever had in January. A student ambassador must have strong leadership and speaking skills, a positive attitude, and an enthusiastic commitment to the University of Arkansas. All potential ambassadors participate in both group and individual interviews before they are selected. We require all student ambassadors to give at least two tours a week and one Saturday tour per semester, and they must assist with our preview day called Ready Razorback. We also have a select group work for us during all holiday breaks and the summer months.

The Student Ambassador Program is a registered student organization. Students in the program participate in campus events such as Razorbash, intramural sports and homecoming activities. They also participate in a pen pal program with a 6th grade class from Illinois. In addition to their weekly commitments and extracurricular activities, ambassadors collaborate with the Office of Admissions on philanthropic projects such as the holiday gift drive. This past year, we started recognizing an ambassador of the month, a recognition which qualifies students for our end of the year award called the "Heart of the Hog". Our "Heart of the Hog" recipients for 2012-2013 were Timothy Williams and Katherine Grotowski.

*"I love being a student ambassador because of the major impact I get to have on prospective students. Giving tours is super exciting because for those few hours I am with a family, I have the opportunity to convince students to come to the University of Arkansas where I know they will have an awesome life changing experience."*

- Michael Tapee, a junior from Sachse, TX

## SPECIAL EVENTS

Razorback 101 is our first preview day event of the year, hosted in July for rising seniors. This event allow students to tour the campus, have lunch, see a residence hall, and learn more about the upcoming process of applying to the University of Arkansas. During the summer of 2012, we hosted close to 400 students and their guests. It is a great introduction to campus and a way for many students to kick start their college search process.

We also host a preview day in the fall and spring called Ready Razorback. While the office still prefers students to visit campus, where they receive a little more personalized attention, the university-wide participation at Ready Razorback has made it a success. The event is an all day affair, which includes a university-wide college fair, an opening session with video and speakers,



lunch, campus tours, housing tours, and afternoon breakout sessions with each of the six colleges, including the Honors College and Scholarship Office.

Diversity Impact is another major event hosted by the Office of Admissions that focuses on bringing 11th grade minority students to campus. This event is a partnership with University Housing and the Multicultural Center. The event provides students with free transportation, lodging, an ACT test, and all meals, as well as fun and engaging activities. This has been a very popular event for students, and many participants have subsequently enrolled at the University of Arkansas. This year, Admissions received the largest number of applications to date with 226, topping last year by 31 applications. The group was also the most academically accomplished group we have ever seen, with an average ACT score of 21.7.



Special Event Information Fair

Due to the popularity of the Counselor Connection from last year, we decided to again host an office-wide event this spring, where we brought 20 high school guidance counselors from the following states: Arkansas, California, Tennessee, Kansas, Illinois, Oklahoma, and Texas. The Counselors spent two days on campus meeting with Admissions and various University departments, eating in the dining halls, visiting Crystal Bridges Museum, and touring campus. Overall, the feedback was very positive, and we look forward to this event growing in the future.

*“Thank you!! You did an outstanding job! So informative and organized. It was good to see some of the Bryant connection in your office and current students as I toured the campus. You have a wonderful staff and the presentations were great. Thanks again for allowing Suzanne to invite me! I was honored.”*

- Steve Finley at Bryant High School in Bryant, AR

In collaboration with the Alumni Association, we attended, helped plan and host student send-offs for incoming freshman across the nation this year. These events took place in cities such as Dallas, Chicago, San Francisco, Orange County, Tulsa, and Oklahoma City. Alongside of alumni, Parent and Family Programs staff, and Student Affairs representatives, we personally welcomed hundreds to this year's freshman class.

Our staff also helped plan and participated in an outreach program hosted throughout the Dallas Fort/Worth metro area last summer. Combined with other institutions from around the nation, the

University of Arkansas was represented at four College Search Series programs. These programs provide general college preparatory information for students in the surrounding communities. We look to expand this program into both Oklahoma City and Tulsa for the summer of 2013.

## TRANSFER CENTRAL

The Office of Transfer Central provides recruitment and retention activities for new transfer and returning undergraduate students seeking to attend the University of Arkansas and assists incoming students with important resources for a seamless transition to the University. Transfer Central is committed to positively impacting the transfer enrollment population through expanding access to the University, reducing the barriers often associated with transferring, and improving the quality of the transfer experience.

## ENGAGING STUDENTS WHERE THEY LEARN

Last year the Transfer Central Office participated in 24 transfer events. This year the team worked to build on the previous year's success by expanding outreach efforts, including increasing its presence at Northwest Arkansas Community College and Crowder College.

Representatives of Transfer Central attended events and fairs at the following locations in Arkansas.

ARKANSAS COMMUNITY COLLEGES		
UACC – Batesville	National Park Community College	Pulaski Tech Community College
UACC – Morrilton	NWACC – Bentonville	Pulaski Tech Community College – South
UACC – Hope	NWACC – Washington County	South Arkansas Community College
ASU – Heber Springs	North Arkansas College	Southern Arkansas Technical College
ASU – Mountain Home	Ouachita Technical College	South East Arkansas Community College
East Arkansas Community College	Ozarka College	
Mid South Community College	Phillips Community College	

While expanding access within Arkansas remains Transfer Central's core mission, the team also recognizes that talented transfer students from outside the state contribute to the diversity of thought inside the classroom. In addition to staffing events in the state, the team also attended several fairs in Missouri and Oklahoma.

TARGETED OUT OF STATE COMMUNITY COLLEGES	
Carl Albert State – Poteau, OK	Crowder College – Neosho, MO
Carl Albert State – Salisaw, OK	Crowder College – Webb City, MO
Crowder College – Nevada, MO	Ozark Technical Community College – Springfield, MO

## BY THE NUMBERS

Despite increased outreach, 2012 saw a drop in enrollment from students attending Arkansas's two-year colleges. Northwest Arkansas Community College continued to generate the most transfer

### ENROLLMENT OF NEW TRANSFERS FROM ARKANSAS'S TWO-YEAR SCHOOLS: 2011-2012

Two-Year College	Fall 2011	Fall 2012	Change
Arkansas Northeastern College	0	4	400.00%
Arkansas State University - Beebe	16	15	-6.25%
Arkansas State University - Mountain Home	12	18	50.00%
Black River Technical College	3	1	300.00%
College of the Ouachitas	2	3	200.00%
Cossatot Community College	5	6	20.00%
East Arkansas Community College	6	0	-100.00%
Mid-South Community College	5	5	0.00%
National Park Community College	9	11	22.22%
North Arkansas College	26	13	-50.00%
Northwest Arkansas Community College	400	358	-10.50%
Ozarka College	6	1	-83.33%
Phillips Community College	10	10	0.00%
Pulaski Technical College	21	12	-42.86%
Rich Mountain Community College	7	5	-28.57%
South Arkansas Community College	1	1	0.00%
Southeast Arkansas College	0	4	400.00%
Southern Arkansas College	1	4	300.00%
Southern Arkansas University - Tech	2	2	0.00%
University of Arkansas Community College - Batesville	10	8	-20.00%
University of Arkansas Community College - Hope	4	2	-50.00%
University of Arkansas Community College - Morrilton	5	4	-20.00%
<b>Total</b>	<b>551</b>	<b>483</b>	<b>-12.34%</b>

students for the University of Arkansas.



## **ADDRESSING THE CHALLENGE**

In response to ideas generated in consultation with leaders in the two-year college community, Transfer Central coordinated a tour of Arkansas's two-year schools on behalf of the Vice Provost's office and with the Registrar's Office in 2012. The purpose of these visits with high-ranking officials from the two-year schools was to encourage the adoption of memoranda or agreement for a reverse transfer process. The program, piloted with Northwest Arkansas Community College, allows the University of Arkansas to send transcripts to sending colleges after transfer students have met the common core and have earned at least 60 total credit hours. The goal is to recognize students' achievements and to increase completion rates in the two-year community. More than half of the two-year schools outside of the Arkansas State University System have signed the memorandum.

Building on this important work, the Transfer Central team identified other avenues for outreach. In spring 2013, the team signed an agreement with Zinch, a provider of student contact information. The partnership allows Admissions to contact community college students directly when they place orders with Chegg, the nation's leading provider of rented text books. This fall, 2,500 students will read information about the University when they receive their text books. In addition, Transfer Central will receive information about the students so that it can follow up with them. By analyzing this information and directing them to a specific site for more information, Transfer Central will be able to track the progress of the initiative.

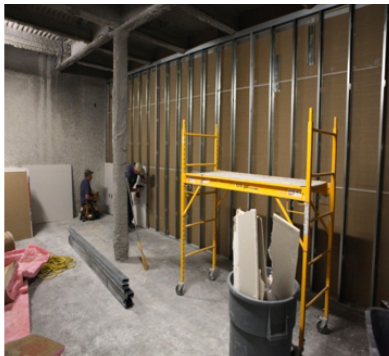
The team will build on these efforts by again participating in the annual conference of the Arkansas Association of Two-Year Colleges, this year as a sponsor. As a sponsor, Transfer Central will have a 45-minute session in which to present information to and engage with the two-year college community. In addition, the group will recognize the state's academic all-stars, the top two students from each community college, with scholarship offers.

## SILAS HUNT HALL RENOVATION

Silas Hunt Hall saw more renovations during the 2013 fiscal year. The Academic Scholarship Office moved from Old Main into the Office of Financial Aid in Silas Hunt Hall. This required renovating part of the financial aid office to create a suite of offices for the scholarship office staff. To better assist students with financial aid and scholarship questions, staff members from both offices are stationed in the reception area. Bringing these two offices together makes for a better experience for prospective and current students.

The renovation process began in June and was completed in August. The anticipated cost of the project was \$101,109.37. The actual expenditures were \$67,789.10, a difference of \$33,320.27, or 33% under the anticipated budget.

Renovations also included remodeling the old registrar's office space into a second tour room, relocating CEU (Credential Evaluation Unit) to a bigger space, and creating a call center for financial aid and admissions. This project started in June and should be completed in July.



Renovation during and after construction.

## CREDENTIALS EVALUATION

### RECORD ACTIVITY

The Admissions Credential Evaluation Unit reviews incoming new freshman, transfer, non-degree seeking, and returning undergraduate applications for admission. The unit's goals for this year included continued improvements in application processing procedures; clearer, more consistent, and streamlined GPA calculation procedures; and developments in transcript technology.

### Application Life Cycle



student  
submits  
application

application  
loads into  
Empower  
and ISIS

transcripts, test  
scores, and  
supplemental  
documents  
logged in

credentials  
evaluated for  
admissibility

student notified  
of decision  
• admitted  
• deferred  
• denied

The Office of Admissions has seen an increase of 416 in total actionable domestic undergraduate applications for the 2012-2013 academic year over 2011-2012. The result was an increase in the number of transcripts, test scores, and miscellaneous documents that office staff processed. To assist with this increase, additional permanent, full-time, hourly, and temporary staff were hired to assist. Cooperative efforts across departments within the Office of Admissions resulted in the successful and timely processing of incoming applications and credentials, providing faster decision communication to applicants and a reduction in mandatory overtime hours, compared to previous years. Additionally, a number of procedural and technological changes were implemented to more efficiently process incoming credentials.

## DOCUMENTS SCANNED AND PROCESSED

DOCUMENT TYPE	2010-2011	2011-2012	2012-2013
Paper Applications	619	291	151
Online Applications	17,251	19,145	19,704
Deny Letters	1,016	896	1,003
Individual E-mails from Staff to Students	3,552	1,941	1,513
Committee Evaluation Sheets	2,066	2,532	2,116
Immunization Records	1,039	1,161	806
Missing Credential Letters	8,825	8,899	7,361
Misc. Documents (Fee Waivers, etc.)	5,532	7,315	7,078
Payments	1,501	1,101	782
Admission Profiles	14,945	15,065	16,032
Withdraw Application Notifications	1,006	1,047	1,027
Accept Offer of Admissions (did not send out DEIN letter in 11-12 and 12-13)	846	6	0
ACT Scores	1,377	851	641
SAT Scores	466	231	200
Electronic College Transcripts	476.00	3,195	2,647
College Transcripts	12,696	6,885	7,237
Electronic HS Transcripts (Partial year through 09-10)	860	979	1,125
High School Transcripts	16,103	14,025	16,537

The chart above provides data on the number of documents scanned and processed by undergraduate admissions per year for the last three fiscal years.

## CREDENTIALS EVALUATION UNIT ACTIVITY

Type	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total
HS Evals	1,506	2,358	1,931	2,271	3,748	2,274	333	1,340	1,557	371	767	861	19,317
Coll Evals	790	978	438	493	576	516	1,128	1,060	1,108	879	1,105	1,211	10,282
Readmits	144	229	43	105	184	110	159	139	165	151	166	159	1,754
Other Admits	268	231	134	282	317	220	399	314	541	330	592	252	3,880
Appls	861	1,342	1,536	2,185	2,649	724	1,768	1,276	1,052	728	753	534	15,408
HS Rec	1,199	766	509	343	2,116	1,064	466	1,338	1,115	185	472	1,006	10,579
Coll Rec	784	571	119	235	344	2,101	1,055	691	991	403	367	537	8,198
ACT/SAT	215	328	164	229	607	297	181	639	281	75	138	191	3,345
Calls	1,320	1,308	932	1,907	2,529	1,041	2,174	1,163	949	1,140	1,414	1,166	17,043
Misc	1,015	2,141	932	1,589	2,431	2,198	1,161	1,355	2,456	2,310	4,364	1,503	23,455
Scanned	983	675	651	1,575	3,154	1,035	4,510	2,418	1,967	1,264	1,845	2,370	23,482
Scholarships	21	12	62		361	676		1					1,139

This chart is an informal (“tick”) count of evaluations, applications reviewed, telephone calls, etc. per month for the last fiscal year.

### PROCESS CHANGES

During the summer and fall of 2012, the unit reviewed GPA calculation procedures and continued to streamline the process, collaborating with the Academic Scholarship Office. One welcomed change to help evaluation staff save time and enter more accurate GPAs was the activation of GPA conversion tables in ISIS. Previously, when a school was on a non-4.0 scale, staff had to hand calculate GPAs, which is time consuming. With a number of predetermined conversion tables now activated, staff can simply input the high school’s GPA type (such as the GPA is on a 5.0 scale), and the ISIS background table will convert it to a 4.0 scale to provide consistency and drastically reduce the amount of time spent calculating GPAs. Additionally, continual review of EDI transcripts received by the university has demonstrated EDIs are coming in with more accurate GPAs in comparison to years past, also resulting in less time staff has had to spend calculating GPAs, since EDI GPAs are uploaded directly into the education GPA tables on the student’s record.

With the launch of intersessions in May as an enrollment option for current and incoming students, staff collaborated with other campus departments to ensure a seamless transition. Changes to application wording, logic, and loading were necessary, as were changes to a number of internal reports. Updating staff on these changes and application deadlines for intersessions was also necessary.



Kelly Westeen also worked with department communications staff to revise procedures and the text and appearance of emails sent to admitted students. This collaboration resulted in discontinuing admitted student emails being queued and sent from ISIS and shifting them to Hobsons. The result has been more student-friendly and attractive communications, as well as better tracking of sending and receipt of these emails, given the flexibility of Hobsons.

Through collaboration with key advising contacts on campus and the Office of the Registrar, the unit is now also matriculating transfer and returning students much earlier. Because of this change, advisors are better able to manage their time and advisees. Previously, when an advisor met with an unmatriculated student, he or she had to make a note to remove the advising hold once matriculation was complete, which in some cases was a month in the future. Many advisors were previously also hesitant to meet with an unmatriculated student. As a result of earlier matriculation, students can be advised earlier in the year and may have fewer roadblocks in getting an academic advisement hold taken off of their accounts.

Della Jordan also continued to improve our EDI receipt and load processes. Previously, when a transcript was received that was blank, representatives from admissions or the registrar's office would reach out to the sending institution to determine if the transcript was in error or if the student had courses in progress, had withdrawn, etc. Working with University Information Technology Services staff, Jordan was able to adjust the image properties so "No Courses" is displayed, cutting down on staff confusion and time spent calling other institutions. Additional changes in correct graduation date, transcript type, and GPA types being displayed were also welcomed.

Working with testing center staff and office technical staff, the unit also implemented changes to the residual ACT test upload process and in score communication to applicants. The search/math process in ISIS was revised so that either the EMPLID or SSN can be used to identify the student. This has and will continue to save time in correctly matching scores with applicants or prospects already in the system or in creating new prospect files. Additional collaboration has also resulted in testing services now releasing test scores directly to students via mail, cutting down on phone calls to the admissions office and saving admissions staff time by no longer having to run reports and generate mail merged emails to examinees.

New processes and procedures for identifying and reporting undocumented students were also developed this year. New questions on the application for admission were drafted and implemented in spring of 2013. Along with these questions, new residency code exceptions were created in collaboration with representatives from the treasurer's office, institutional research, and the scholarships office to be in compliance with state reporting and laws regarding tuition and fees, residency status, and scholarships for undocumented students.

Policies and procedures were further drafted and revised for processing students who report college, civil, or criminal offenses. A new report also compares a reapplicant's past responses on the disciplinary action question to the current application to cut down on application evaluators' time in searching old applicants and better identifying those students who may need to be reviewed by higher campus officials.

One major program change currently in process is the office's shift to placing out-of-state students who do not meet regular admissions criteria on a waitlist. Procedures and communications were developed in the spring in anticipation of rolling this option out to applicants in September 2013. Unit staff is currently working with UITS staff to revise auto evaluation processes and procedures as well as internal reports in anticipation of the program going live in September. A full report of the waitlist process will be offered in next year's report.

# ORIENTATION

New Student Orientation, a part of the Office of Admissions, designs programs and digital content for students transitioning to the University of Arkansas. Given the breadth of its mission, the Orientation team works closely with a broad group of campus collaborators including faculty, academic administrators, event staff, caterers, and conference organizers.



Information Fair at New Student Orientation

In 2013, 4,108 students attended orientation in June. These students brought with them 4,272 guests. In all, 8,380 students, parents, siblings, and other family members attended orientation.

## A NEW AGENDA

For the first two years that New Student Orientation was a part of Admissions, the program followed the same agenda, owing to its popularity among faculty and staff advisors. In 2013, following feedback from students and from advisors, activities on the first day of orientation were condensed to reduce the amount of time students listened to presentations. The changes created a more interactive environment, in which presentations were broken up by activities and videos designed to capture the audience's attention. As a result, the amount of time spent listening to presenters was reduced by an hour.

## MULTIMEDIA

Students engaged with members of the Orientation staff, advising personnel, and one another using the Twitter hashtag #UofA2017, a hashtag that not only welcomed them to their new community but also reinforced the notion of student success and graduation. The hashtag, originally created by

students, was used several hundred times throughout the orientation season to share information, to meet new friends, and to connect with faculty and staff.

In addition to social media, the Orientation team also developed new video content to break up longer sessions with humorous, informative content. One video, a spoof of a viral video “Nature Walk,” highlighted important places on campus. Still another depicted a mentor acting as the Allstate spokesman reassuring parents that their students were in “good hands.”



## POST-ORIENTATION SURVEY

These changes were well received. Of those responding to the orientation satisfaction survey, 98% felt that the information presented on the first day led them to feel familiar with the academic policies and support services and helped them feel prepared to be successful in the classroom. Even more important, every respondent to the survey stated that the orientation staff was helpful, friendly, and knowledgeable.

As a parent of a first time college student, I have been quite overwhelmed. The orientation experience helped to alleviate a lot of these feelings. I was especially impressed with how organized the orientation was, and how everyone went out of their way to be helpful. The experience helped me feel much more at ease with sending my son off to college!

I didn't think it was possible for me to be any more excited about attending the University in just two short months; however, after attending orientation, I completely hit a new level of excitement! Thank y'all so much for helping me figure out everything I needed to know. My college orientation was super helpful!!!

# ACADEMIC SCHOLARSHIPS

## ATTRACTING STUDENTS WITH SCHOLARSHIPS

The Academic Scholarship Office is a resource for prospective and current undergraduate students seeking scholarship funding. The primary task of the office is to administer university-wide merit-based scholarships. In addition, it serves as a clearinghouse for scholarships awarded by academic departments and outside agencies. The office's goal is to support the University's mission of recruiting and retaining high-achieving students who help to enrich and diversify the academic environment of the University.

## CHANGES TO SCHOLARSHIP OFFICE & FINANCIAL AID SENIOR MANAGEMENT

In April of this year, Kattie Wing, the previous director of financial aid, retired after 25 years of service to the campus. Wendy Stouffer assumed the director's duties. In addition, Phillip Blevins was promoted to senior associate director for financial aid and scholarships and Garrick Hildebrand was promoted to senior associate director for scholarships and financial aid. The senior leadership team members are working together to enhance service to current and prospective students.

## SERVICE

Garrick Hildebrand was nominated by the Office of Study Abroad to participate in one of the national scholarship selection panels for the Gilman Study Abroad Scholarship Program after serving for many years as the Gilman Program financial aid advisor. The Gilman Study Abroad Program is funded by the U.S. Department of State Bureau of Educational & Cultural Affairs and is administered by the Institute of International Education. The Gilman program targets underrepresented students that would not normally participate in study abroad programs. The national review panels bring scholarship, financial aid, and study abroad advisors together from across the country for a one-day review panel meeting at the IIE offices in Houston to select the next class of Gilman Scholars.

## ACCESS AND TECHNOLOGY IMPROVEMENTS

The Academic Scholarship Office is working collaboratively with the academic colleges on campus and industry leaders to implement a new campus-wide scholarship application software. In the short-term, the goal is to provide a totally online and paperless application infrastructure to all of the units on campus. This would allow all of the units to collect, review and award scholarships in an entirely online and paperless infrastructure. The long-term goal is to use this online infrastructure so that there can be one campus-wide scholarship application that a student would fill out and submit to the various on campus programs.

Scholarship reviews transpire in two phases each year. During the second review phase, a new scholarship review process was implemented. The system utilizes Hobsons contact management



system. Scholarship reviewers are forwarded an email with a link to a personalized website that contains the applicant's scholarship materials and a form wherein the reviewer can record rankings and comments. This change streamlined the review process significantly by eliminating the reviewer's need to search out the scholarship application materials.

In May of this year, the Academic Scholarship Office began utilizing the financial aid call center that was implemented last summer. This has been a huge improvement in customer service by allowing trained telecounselors to answer common questions from students and parents. This allows full-time staff to concentrate on other duties such as scholarship posting and management.

The Academic Scholarship Office continues to utilize all aspects of the electronic Notice of Scholarship Form. Staff members are currently working with University IT Services to develop a batch upload process for the NOS forms. This would allow awarding units to batch create multiple NOS forms rather than inputting them each individually. The batch creation of NOS would get scholarship information into the review workflow faster and funds to the students more expediently.

## **ENTERING FRESHMAN SCHOLARSHIPS**

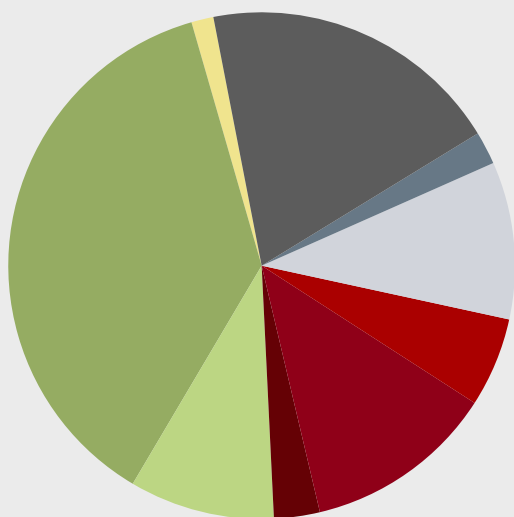
The competitiveness of the new freshman scholarship application process continued for the eighth consecutive year. Scholarships are awarded to the top students from the applicant pool based on factors including GPA, ACT, essay, resume, strength of curriculum, and more. The GPA and ACT combination needed to compete for renewable scholarships continued to increase, which was in part due to a continued increase in the number of applicants and the strength of the overall applicant pool.

An additional \$120,000 was added to the budget to help offset the highest areas of need within the scholarship landscape. Included in the highest area of need are scholarships for mid-range students in Arkansas. With the additional funding and reallocation of some scholarship funds, students down to a 24 ACT and 3.30 or higher GPA were awarded a Freshman Academic Scholarship. This additional funding also assisted students who were impacted by the decrease in the Arkansas Academic Challenge Scholarship. An additional \$350,000 (one-time funds) will be added to the budget for the next four years. The overall increase in the academic profiles of students applying is encouraging, although it stretches the impact that scholarships can have in recruiting top students.

## **ENTERING FRESHMAN SCHOLARSHIP OFFERS**

For the fall 2013 entering freshman class, 5,312 applications were received. That is an increase of 504 applications over the fall 2012 entering freshman class. It is believed that this increase is due to the ease of the new scholarship application and process. Students no longer have to search for the application materials because the application is emailed automatically.

## FALL 2013 SCHOLARSHIP OFFERS

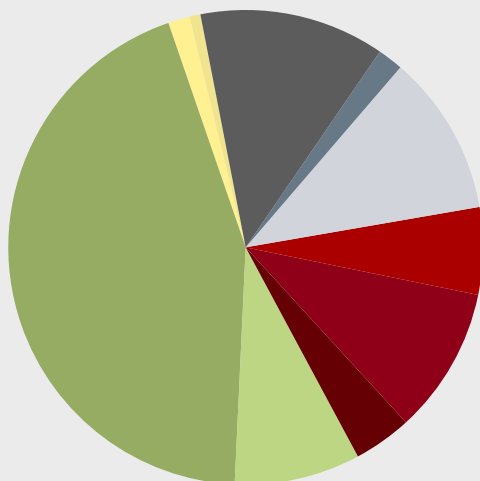


- Chancellor's Offers - 423
- Silas Hunt Distinguished Offers - 46
- Chancellor's Community Offers - 220
- Silas Hunt Offers - 125
- Honors College Academy Offers - 267
- Razorback Bridge Offers - 64
- Leadership Offers - 203
- Freshman Academic Offers - 811
- University Enrichment Offers - 31

Entering Class	Undergraduate Applications	Scholarship Applications	ACT	GPA
Fall 2013	5,312	2,190	29.39	3.9
Fall 2012	4,808	2,095	29.93	3.95
Fall 2011	3,082	1,783	29.95	3.94

- Arkansas residents received 1,738 (79.3%, up from 68.11% in fall 2012) of the offers
- Non-resident students received 452 (20.6%, down from 31.89% in fall 2012) of the offers
- Students from 22 different states and 10 different countries were made offers
- Females received 1,190 (54.33%) offers
- Males received 1000 (45.66%) offers
- 781 applicants with a 30 ACT or higher and 4.0 GPA or higher

## ESTIMATED FALL 2013 ENROLLMENT BY SCHOLARS



- Chancellor's - 153
- Silas Hunt Distinguished - 21
- Chancellor's Community - 133
- Silas Hunt - 72
- Honors College Academy
- Razorback Bridge - 48
- Leadership - 104
- Freshman Academic - 533
- University Enrichment - 18
- Chancellor's Merit - 9

## **CHANCELLOR'S SCHOLARSHIP**

The Chancellor's Scholarship is \$8,000 per year. About 50 Chancellor's Scholarships were used to fund Chancellor's Community Scholarships for fall 2013.

- 115 Chancellor's offers were upgraded to Chancellor's Merit or to a fellowship
- Average GPA of 4.11 (4.09 in fall 2012)
- Average ACT of 33.40 (32.84 in fall 2012)
- 153 Chancellor's Scholars expected to enroll in fall 2013

## **CHANCELLOR'S COMMUNITY SCHOLARSHIP**

The Chancellor's Community Scholarship is a \$5,000 renewable scholarship. Competitive applicants must show a demonstrable commitment to community service. A total of 50 Chancellor's Scholarships were used to fund additional Chancellor's Community Scholarships.

- Average GPA of 4.04 (4.04 for fall 2012)
- Average ACT of 31.12 (32.14 for fall 2012)
- 133 Chancellor's Scholars expected to enroll in fall 2013

## **SILAS H. HUNT DISTINGUISHED SCHOLARSHIP**

The Silas Hunt Distinguished Scholarship Program was created to increase the diversity of the undergraduate student body by targeting groups of students who have traditionally been under-represented at the University. The primary area of focus is on students from under-represented communities who have demonstrated outstanding academic leadership qualities and potential. Under-represented communities include, but are not limited to, under-represented ethnic or minority groups, a student with an interest in a field that does not typically attract members of his/her ethnicity or gender, residence in an under-represented county of Arkansas, or a first generation college student. Students awarded a Silas H. Hunt Scholarship are offered either a \$5,000 scholarship renewable for four years (five years in the PMAT or Architecture programs) or an \$8,000 scholarship renewable for four years (five years in the PMAT or Architecture programs).

Students offered a \$5,000 scholarship:

- Average ACT of 28.19 (27.40 in fall 2012)
- Average GPA of 3.91 (3.88 in fall 2012)
- 72 Silas Hunt Scholars expected to enroll in fall 2013

Students offered a \$8,000 scholarship:

- Average ACT of 30.28 (29.66 in fall 2012)
- Average GPA of 4.02 (3.99 in fall 2012)
- 21 Silas Hunt Distinguished Scholars expected to enroll in fall 2013

## **HONORS COLLEGE ACADEMY SCHOLARSHIP**

Due to the disparity between in-state and out-of-state scholarship opportunities, the Honors College Academy Scholarship was extended to out-of-state students for the fourth straight year.

- Average ACT of 30.81(30.88 in fall 2012)
- Average GPA of 4.03 (4.00 in fall 2012)
- 121 Honors College Academy Scholars expected to enroll in fall 2013

## **RAZORBACK BRIDGE SCHOLARSHIP**

This is the only scholarship that the Academic Scholarship Office administers that has a programming portion to it. This renewable scholarship is \$3,500 per year. The Office of Diversity Affairs has secured funding to allow a cohort of 50 new freshman Razorback Bridge scholars for the next four year. A private donor funds some Razorback Bridge Scholarships.

- Average ACT of 25.55(24.21 in fall 2012)
- Average GPA of 3.72 (3.73 in fall 2012)
- 50 Razorback Bridge Scholars expected to enroll in fall 2013

## **LEADERSHIP SCHOLARSHIP**

The Leadership Scholarship is \$2,000, renewable for four years. This year, some Leadership Scholarship funding normally allocated to out-of-state students was used to fund additional Freshman Academic Scholarships.

- Average ACT of 29.21 (29.27 in fall 2011)
- Average GPA of 3.96 (3.97 in fall 2011)
- Approximately, 197 Leadership Scholars are expected to enroll for fall 2012

## **UNIVERSITY ENRICHMENT SCHOLARSHIP**

The University Enrichment Scholarship is new for the fall 2013 academic year. It is a \$2,000 one-time award with the same eligibility requirements as the Silas Hunt and Razorback Bridge scholarships.

- Average ACT of 24.52
- Average GPA of 3.58
- 18 University Enrichment scholars are expected to enroll for fall 2013

## **FRESHMAN ACADEMIC SCHOLARSHIP**

The Freshman Academic Scholarship was awarded for the first time in fall of 2010. This \$1,000 non-renewable scholarship helps fund additional Arkansas students at a slightly lower GPA and test score level. Some Leadership Scholarships were used to fund additional Freshman Academic Scholarships for the 2013-2014 academic year. This was to help offset some of the loss of funding these students received because of the change to the Arkansas Academic Challenge Lottery Scholarship.

- Average ACT of 26.92 (27.73 in fall 2012)
- Average GPA of 3.71 (3.80 in fall 2012)
- 533 Freshman Academic scholars are expected to enroll for fall 2013

## **TRANSFER SCHOLARSHIPS**

The number of transfer scholarships available to fall and spring term transfer students has continued to increase. Twenty-five \$2,000 scholarships are available to transfer students that start during the fall term, and twenty-five \$2,000 scholarships are available to transfer students that start in the spring term. In fall 2012, the first class of Chancellor's Transfer Scholars began. The Chancellor's Transfer Scholarships are \$3,000 per year. Starting in fall 2013, the first class of Phi Theta Kappa Transfer Student Scholars will begin. This scholarship is \$2,500 per year and is renewable for one additional year. Students must be a member of the Phi Theta Kappa organization to be considered.

The Academic Scholarship Office continues to award the Academic All-Star Transfer Student Scholarship to students that are classified as "Academic All-Stars" by their Arkansas two-year college. Ten Academic All-Stars were on campus for the 2012-2013 academic year.

## **THE NEW ARKANSAN NON-RESIDENT TUITION AWARD**

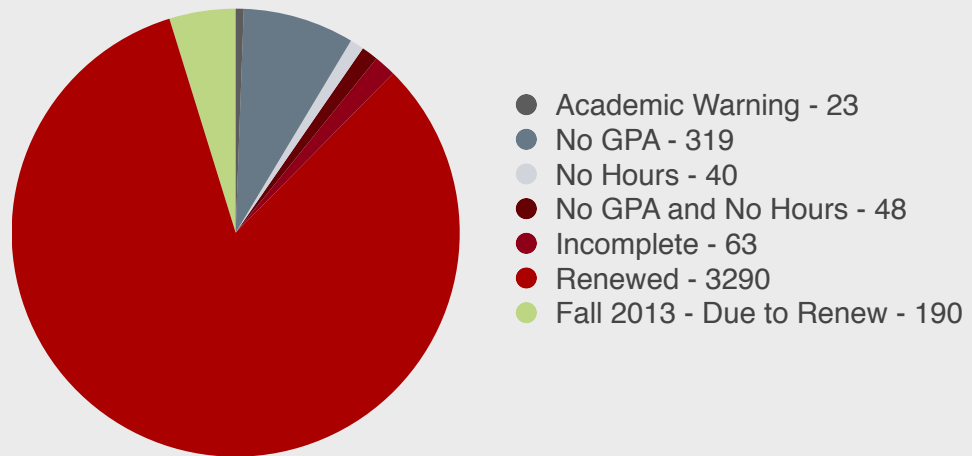
The New Arkansan Non-Resident Tuition Award pays the majority of the difference between in-state and out-of-state tuition for qualified students from contiguous states. Previously the award paid the entire difference between in-state and out-of-state tuition, but with the 2011-2012 entering student class, the award has a fee associated with it. Students who enrolled in summer 2011 are charged \$450 per semester, and their fee will continue at this amount as long as they are receiving the award. The 2012-2013 entering class pays a \$560 fee each semester as long as the student is receiving the award. Starting with the 2013-2014 entering class, the New Arkansan Non-Resident Tuition Award will have two separate eligibility levels and will pay either 80% or 90% of the difference between in-state and out-of-state tuition.

The Academic Scholarship Office is responsible for processing renewals of the New Arkansan Non-Resident Award, the Board Policy tuition waiver, the Alumni Legacy, the International Non-Resident Tuition Award, the Bolivian Tuition Advantage, the Caribbean Tuition Advantage, the National Collegiate Network Tuition Advantage, the Panama Tuition Advantage, the Rwanda Tuition Advantage, the Panamanian Tuition Advantage and the Dimitris Perrotis College of Agricultural Studies Tuition Advantage.



At the end of spring 2013, 82.8% of Alumni Legacy Scholarship and New Arkansan Non-Resident Tuition Award recipients automatically renewed the award. Students have until the end of summer to meet the renewal requirements.

**ALUMNI LEGACY SCHOLARSHIP AND NEW ARKANSAN NON-RESIDENT TUITION AWARD PERCENTAGES BY STANDING - END SPRING 2013**



## SCHOLARSHIP RETENTION

Scholarship renewal has remained above 90% for the seven previous years. Freshman 2011-2012 scholars had a slight decrease in the year-over-year numbers with 86.1% renewing versus 87.6% of the 2009-2010 scholars.

2011-2012 As of End of Summer 2012	Total #	Total Renewed, Senior, and 5th Year	Total % Renewed
Chancellor's	841	813	97%
Chancellor's Merit	35	32	91%
Silas Hunt	221	194	88%
Silas Hunt Distinguished	84	79	94%
Honors College Academy	334	320	96%
Leadership	568	535	94%
Razorback Bridge	47	35	75%
<b>TOTALS</b>	<b>2130</b>	<b>2008</b>	<b>94%</b>

Of the 1,793 students due to renew their scholarship at the end of spring 2013 term, 1,599 (89.2%) of them renewed automatically (84.2% of freshmen, 85.9% of sophomores, and 93.8% of juniors). Twenty-five students still have incomplete grades, and their renewal will be determined at the end of the summer 2013 term. 194 of the students who did not renew automatically due to low grade point average and/or hours have the opportunity for renewal by taking summer classes. 180 of those students have communicated with the scholarship office and are working toward summer renewal of their academic scholarship. Previous analysis revealed positive scholarship renewal rate increase by

emailing with students below 3.2 GPA at mid-term and with students below 3.0 GPA at the end of their fall semester. The office will continue emailing with all students below 3.2 at mid-term and 3.0 GPA at the end of their fall semester to suggest a meeting with the scholarship advisors and/or the Enhanced Learning Center.

2011-2012 As of End of Summer 2012	# New Freshmen Fall 2011	Freshmen Renewed into Sophomore Year	% Renewed into Sophomore Year
Chancellor's	260	236	91%
Chancellor's Merit	14	11	79%
Silas Hunt	83	65	78%
Silas Hunt Distinguished	37	34	92%
Honors College Academy	126	110	87%
Leadership	165	140	85%
Razorback Bridge	34	23	68%
<b>TOTALS</b>	<b>719</b>	<b>619</b>	<b>86%</b>

2011-2012 As of End of Summer 2012	# Sophomore Fall 2011	Sophomore Renewed into Junior Year	% Renewed into Junior Year
Chancellor's	208	196	94%
Chancellor's Merit	9	8	89%
Silas Hunt	49	42	86%
Silas Hunt Distinguished	25	23	92%
Honors College Academy	82	82	100%
Leadership	142	131	92%
Razorback Bridge	13	12	92%
<b>TOTALS</b>	<b>528</b>	<b>494</b>	<b>94%</b>

2011-2012 As of End of Summer 2012	# Junior Fall 2011	Junior Renewed into Senior Year	% Renewed into Senior Year	Avg. % Renewed Fr., Soph., Jr.	# Senior & 5th Year Fall 2011
Chancellor's	139	121	87.0%	91.0%	234
Chancellor's Merit	4	4	100.0%	89.0%	8
Silas Hunt	47	45	96.0%	87.0%	42
Silas Hunt Distinguished	6	6	100.0%	95.0%	14
Honors College Academy	61	57	93.0%	94.0%	65
Leadership	143	136	95.0%	91.0%	118
Razorback Bridge	na	na	na	80.0%	na
<b>TOTALS</b>	<b>400</b>	<b>369</b>	<b>92.0%</b>	<b>91.0%</b>	<b>481</b>

## UNIVERSITY-WIDE ACADEMIC SCHOLARSHIP COHORT

The overall undergraduate scholarship cohort, comprising Chancellor's, Silas Hunt, Honors College Academy, Leadership, Razorback Bridge and Freshman Academic Scholars, has continued to grow, due in part to new scholarship programs funded by a \$100,000 a year annual increase and \$350,000 one-time funds for the next four years to the scholarship budget. There were 2,958 scholars at the end of spring 2013 (2,543 in 2012; 2,302 in 2011; 2,264 in 2010; 2,016 in 2009; and 1,951 in 2008).

## OUTSIDE SCHOLARSHIPS

The Academic Scholarship Office is responsible for posting outside scholarships to student accounts once the awards have been receipted by the Treasurer's Office. For the 2012-2013 academic year, the U of A received approximately \$4.8 million dollars in outside scholarships. This is the third consecutive year that over \$4 million dollars in outside scholarships has been received. This represents approximately a 234% increase in outside scholarship funding from 10 years ago.

Fiscal Year	Total Receipted	Fiscal Year 2	Total Receipted
2004	\$2,049,179.07	2009	\$3,121,728.76
2005	\$2,497,699.53	2010	\$3,612,805.39
2006	\$2,523,745.46	2011	\$4,020,062.33
2007	\$2,648,990.83	2012	\$4,410,128.57
2008	\$3,032,755.26	2013	\$4,803,493.80 (not final)

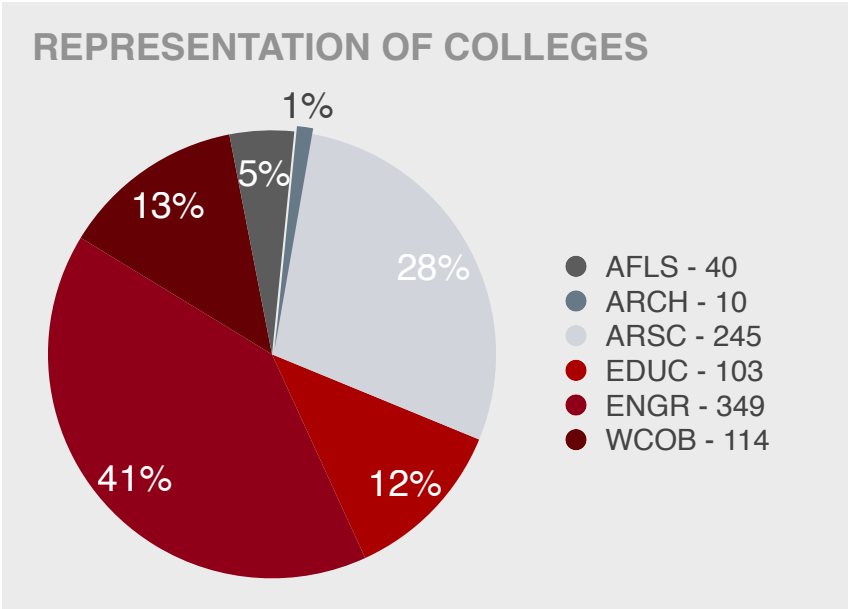
## SCHOLARSHIPS FOR CURRENT STUDENTS

As of June 2013, the 2013-2014 Current Student Scholarship program had offered \$527,750 in privately funded scholarships (this includes a \$150,000 annual allocation from the University's institutional scholarship budget as well as a \$105,000 one-time allotment), a decrease from last year's awarding of \$610,750 by \$83,000 or 13.58%.

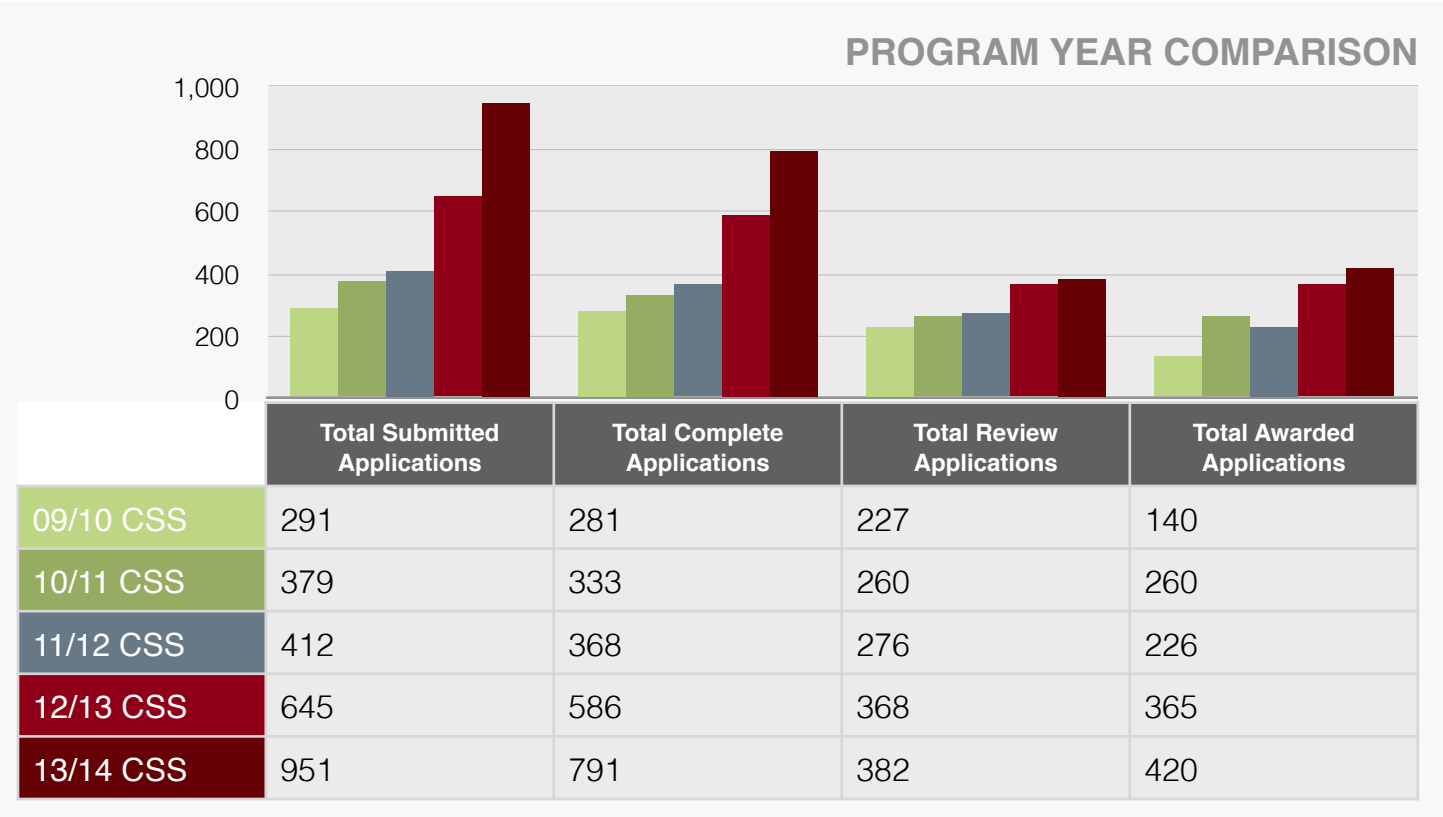
420 students have been awarded through this program, compared to 365 awarded in 2012-2013. The average award amount was approximately \$1,297 and the average recipient's cumulative GPA was a 3.568.

This year's scholarship process included 951 total applications submitted. Of those submitted applications, 791 were complete and 160 were incomplete as of the deadline. The 791 complete applications constituted the 2013-2014 applicant pool. Of these, 382 applicants were deemed eligible and reviewed. The applicant's cumulative GPA was used to determine which applicants would be identified for review.

All six of the undergraduate colleges were represented. The College of Engineering had the largest representation, with 439 applicants, followed closely by Fulbright College, with 245 and the Walton College with 114 applicants. The School of Architecture has the smallest representation with only 10 applicants. 82 different academic programs were represented. Some of the largest majors represented were biological sciences, chemistry, nursing\pre-nursing, and the Freshmen Engineering program. There is also a sizable representation of undeclared applicants.



In-state students represented 55% of the pool, followed by out-of-state students at 37% and international students at 8%. The 75 international applicants represented 32 countries, with Vietnam and Bolivia having the largest representation, with 11 applicants each. The 356 out-of-state applicants represented 25 states, with Texas having the largest representation, with 140 applicants, followed by Missouri with 82 and Oklahoma with 41. The in-state applicants represented 56 of the



75 counties in Arkansas, with Washington and Benton having the largest representation, followed by Pulaski County.

The overall academic quality of the applicants stayed relatively the same from the 2012-2013 academic year to the 2013-2014 applicant pool. The profile applicant in the 2012-2013 program was a junior that had completed 73 hours and had a cumulative GPA of 3.569. The profile applicant in the 2013-2014 applicants was a junior that had completed 76 hours and had a cumulative GPA of 3.568. The 2012-2013 pool had 84 4.00 students representing 14% of the applicant pool. The 2013-2014 pool had 104 4.00 students representing 13% of the applicant pool. 183 applicants out of 791, or approximately 23% of the pool, are Pell eligible.

# FINANCIAL AID

The Office of Financial Aid addresses need-based aid, and the office's mission is to ease the financial burden of a college education and to make education accessible for students from all financial backgrounds. The office assists prospective and current students by collecting and processing information and by creating the best possible financial aid package for each individual student in a timely manner. The Financial Aid Office keeps students informed of all current federal government regulations and changes in those regulations. The office keeps accurate records for each student and makes information readily accessible while maintaining confidentiality. By keeping lines of communication open, the office works toward maximizing customer service and office efficiency for the benefit of the University community and outside agencies.

Financial aid comes in the form of gift aid and self-help aid. Gift aid consists of scholarships and grants. Self-help aid is made up of loans and work study. Eligibility is determined by use of a federally mandated formula resulting in an estimated family contribution. Although families are primarily responsible for financing the student's education, the Office of Financial Aid provides individualized assistance according to each family's financial circumstance from information reported on the FAFSA. A total of 17,707 students received \$202,069,977 for 2012-2013.

## **CHANGES TO SCHOLARSHIP OFFICE AND FINANCIAL AID SENIOR MANAGEMENT**

In April of this year, Kattie Wing, the previous director of financial aid, retired after 25 years of service to the campus. Wendy Stouffer assumed the director's duties. In addition, Phillip Blevins was promoted to senior associate director for financial aid and scholarships and Garrick Hildebrand was promoted to senior associate director for scholarships and financial aid. The senior leadership team members are working together to enhance service to current and prospective students.

## **ACCESS AND TECHNOLOGY IMPROVEMENTS**

Technology team members in the Office of Financial Aid created a new walk-in tracking system that tracks staff members present in the office and assigns students to aid counselors. Students can scan their ID card and it will automatically assign the student to their aid counselor. It tracks student wait time as well as the time spent with the student. In addition, when a counselor accepts the walk-in appointment, the system brings up the student's financial aid status page in ISIS, complete with the student's picture (if available). This helps with identity confirmation.

Financial Aid TV is an important advising tool for the Office of Financial Aid. Between July 1, 2012 and June 30, 2013, 18,998 videos were viewed by U of A current and prospective students and parents. The most viewed video is "How can I pay for college?" The video was viewed 1,874 times. Over the last several months, financial aid has been working with staff from the Arkansas Union and the Treasurer's Office to create temporary space for two financial aid counselors in the Union during



peak processing times. Financial aid counselors will be available for counseling in offices outside of Student Accounts during the first few weeks each semester. It is believed that this will help students that need one-on-one assistance from both financial aid and student accounts. Construction began early July 2013.

## **EDUCATIONAL OUTREACH**

Educational outreach is a large part of the Office of Financial Aid mission. The staff held presentations for the TRIO program, freshman classes, Student Support Services, SIFE Adult Education, Veterans Resource Center, high schools, and Academic Success. In addition, the Financial Aid Office offered campus wide seminars. Those educational opportunities included the “Budgeting for College” financial series.

Financial literacy courses included:

- 09/04/12: Money Wisdom presented to FYE class
- 09/18/12: Money Wisdom presented to FYE class
- 09/20/12: Money Wisdom presented to FYE class
- 10/02/12: Money Wisdom presented to freshman orientation class
- 10/04/12: Money Wisdom presented to freshman orientation class
- 11/12/12: Money Wisdom presented to Academic Success class
- 11/14/12: Credit Cards presented to Academic Success class
- 11/19/12: Identity Theft presented to Academic Success class
- 11/19/12: Money Wisdom presented for Student Support Services
- 02/14/13: Money Wisdom presented to Academic Success class
- 02/19/13: Credit Cards presented to Academic Success class

## **FINANCIAL AID BY THE NUMBERS**

The Office of Financial Aid disburses millions of dollars of aid and serves thousands of current students, prospective students, and previous students each year.

### **AID DISBURSED**

- Total disbursed – \$202,069,977
- Total recipients – 17,707
- Percent of enrollment receiving aid – 67.86%
- Estimated undergraduate cost of attendance on/off campus – \$21,472 (Resident)
- Average graduating undergraduate indebtedness – \$27,095
- 2010 cohort default rate – 6.0%

## **2012-2013 YEAR BY TYPE OF AID DISBURSED**

- Grants – \$24,153,925
- Work study – \$1,138,524
- Loans – \$103,314,589
- Scholarships – \$73,462,939

## **2012-2013 YEAR BY FUNDING SOURCE**

- Federal aid – \$119,068,552 (58.82%)
- State aid - \$33,549,960 (16.65%)
- Institutional – \$34,614,171 (17.18%)
- Outside – \$14,837,294 (7.36%)

## **GRANTS FOR 2012-2013**

Grant aid increased in 2012-2013.

- Federal Pell Grant - \$20,565,561
- Federal Supplemental Educational Opportunity Grant - \$897,775
- State Workforce Improvement Grant – \$180,300
- State Higher Education Opportunities Grant – \$545,250
- Other - \$1,965,039

## **WORK STUDY FOR 2012-2013**

109 offices employ work student students. Those offices receive a 75% subsidy for the student's earnings, leaving the office obligated for the remaining 25% of the earnings. Offices employing students in community service receive 100% of the funding through federal work study funding.

- Total students employed – 557
- Total dollars earned by UA students - \$1,138,524
- Total UA Students employed in community service - 129
- Total dollars earned by UA students through community service - \$251,498

## **LOANS FOR 2012-2013**

Loans are a valuable resource for students and both federal and private loans are used. Students receiving private loans are offered federal loans as a first option.

- Subsidized Stafford – \$25,729,675
- Unsubsidized Stafford – \$55,387,284
- Perkins – \$2,372,063
- Parent PLUS – \$11,283,275
- Graduate PLUS – \$1,674,713
- Private – \$6,867,579

## ARKANSAS STATE PROGRAMS

The Arkansas Department of Higher Education administers state aid programs. The Academic Challenge Lottery Scholarships is partially funded by the state lottery. State Program funding received by U of A students – \$33,549,960.

### FISCAL 5-YEAR COMPARISON

	Federal Aid	Institutional Aid	Outside Aid	State Aid
2008	\$73,463,834	\$29,805,393	\$9,451,671	\$8,151,493
2009	\$85,050,332	\$30,364,911	\$10,693,725	\$8,363,340
2010	\$95,517,209	\$30,080,607	\$11,388,665	\$9,084,414
2011	\$106,268,174	\$31,206,938	\$11,773,623	\$29,146,397
2012	\$114,454,872	\$32,346,625	\$12,482,630	\$32,277,391
2013	\$119,068,552	\$34,614,171	\$14,837,294	\$33,549,960

## COLLABORATIVE EFFORTS

College Goal Sunday is an effort to assist graduating high school seniors in completing the FAFSA. The event is sponsored by the Arkansas Department of Higher Education and the Arkansas Association of Student Financial Aid Administrators. Statewide participants were 80% of the target audience. The office staffed two of the thirty-five sites across the state, including Springdale High School, where a total of 157 students were served, and the Office of Financial Aid, where 133 students were served. Across the state, 971 students attended the event.

The Office of Financial Aid also assisted at various recruitment events on campus, as well as orientation. The staff also worked directly with the TRIO programs, Student Support Services, Students for Free Enterprise, Academic Success, as well as area high schools.

## SERVING STUDENTS

The counseling staff is assigned by student alphabet. Counselors are available to see students as walk-ins, as well as to communicate with students through email and phone. A total of 75,770 phone calls were counted in 2012-2013 (not including counselor direct calls). Walk-in students totaled 19,919. Tracking software does not allow for complete tracking, so phone calls are under estimated.

Between the dates of July 1, 2012 and June 30, 2013, the call center answered a total of 46,273 calls and made 27,879 outgoing calls, for a total call volume of 75,770 calls. Total call talk time was a combined 3,764 hours, with an average call time of 3 minutes and 2 seconds. When callers are not taking incoming calls, they make calls to students with delinquent student loans in an effort to keep the University's default loan rate at a minimum.

## PROCESSING AND SYSTEMS

Verification was successful in reducing wait time to 4 days during peak processing time.

- Number selected for verification – 4,770
- Number completed verification – 3,413
- Number of scanned documents – 17,532
- Number of documents (emails and faxes) auto ported to Empower -- 165,187
- An estimated 4,512 faxes were auto ported into the scanning system, saving 18,738 printed pages. (Over two months of numbers were not included in this estimate, due to problem with script conversions). This resulted in a costsavings of \$1,873.
- Emails are electronically sent to scanning system.

Financial aid disbursed to students increased and was completed with greater speed. The main changes came with the addition of the telecounseling staff last summer. The counselors spent more time with office visitors and responding to emails from students and parents. The total number of financial aid dollars disbursed to University of Arkansas students increased to \$202,069,977.

- FAFSA's loaded – 21,660
- Verification selection – 4,770
- Federal aid – \$118,536,460
- State aid - \$33,549,959
- Number of students receiving aid - 17,707

# REGISTRAR

The Office of the Registrar has consistent and significant interaction with students from the point of matriculation to graduation and beyond. In addition to maintaining student records, the Registrar serves the needs of students, faculty, alumni, and staff. The goal is to effectively utilize excellent service skills, technology, and the best practices among registrar offices of peer institutions.

## MAJOR ACCOMPLISHMENTS

**Move to Uptown Campus:** Preparations for the core of the registrar's office move to the Uptown Campus began early in 2013. The move was completed successfully in June 2013 with very little disruption to services. The move adds a second location to serve students and allows staff to work more effectively with the ISIS team. In all, 26 full-time staff were moved to Uptown. Remaining in Hunt Hall are four full-time staff members to serve students on campus.

**Reverse Transfer Partnerships:** In July 2012, staff from Enrollment Services began meeting with representatives from two-year colleges in Arkansas about establishing a reverse transfer agreement. In general, the agreement would allow the UA to automatically send transcripts to the two-year schools of former students who might qualify for an associate's degree with the additional UA credits. By the end of the fall term, 10 schools had signed the agreement. The first reverse transfer transcripts were submitted in February. Of the total 566 transcripts sent, 461 went to NWACC. Below is a breakdown of participating schools and the number of transcripts sent to each institution.



University of Arkansas  
Uptown East Office Front

INSTITUTION	TRANSCRIPTS SENT
Northwest Arkansas Community College	461
North Arkansas College	31
National Park Community College	23
Phillips Community College	16
Pulaski Tech	12
Cossatot Community College	8
Ozarka College	6
Rich Mountain Community College	6
UACC at Batesville	5
College of the Ouachitas	1

**Major Growth in Second Fall Commencement:** The second fall commencement ceremony showed a marked increase from 2011 with approximately 830 students in attendance, a 40% increase in student participation. The registrar served as co-coordinator and the administrative support supervisor for graduation and commencement handled many of the details associated with the event and the graduating students. This required working closely with the production company on all the technical aspects of the ceremony, as well as coordinating the event with staff from the eight colleges participating. For the second straight year, over 200 faculty attended.

**More Improvements to Graduation Application Process:** Beginning in September of 2011, students were able to complete the entire graduation application and commencement registration process online in ISIS. In spring 2012, another feature was added to roll the graduation application forward for all students who are denied graduation for the current term. This processing change was made to allow students to continue to be an active student for an extended period to complete their degree requirements. Now, students who apply for graduation will have three semesters, excluding summer, in which to complete their degree. At the end of the Spring 2012 semester, 332 students had not completed their degree requirements for graduation. At the end of the spring 2013, only 16 of the 332 had not received their degree.

**Online Enrollment Verification Released:** As part of ongoing efforts to provide more online services to students, the registrar's office developed and released the option to view and print an enrollment verification directly from ISIS. Students generally need this for proof of enrollment, for such things as insurance coverage and discounts. Previously, students had to request this documentation through the registrar's office.

**Online Unofficial Transcript Released to Students and Advisors:** Before this year, current students had to request a copy of their unofficial transcript in person at the registrar's office and pay a \$2 transcript fee. In March, online access to an unofficial transcript through ISIS was released, allowing current students to view and print their own unofficial transcript at no charge. This provides a convenient and beneficial service to our students who use the unofficial transcript for advising, scholarship consideration, or employment purposes. Academic advisors were also given the ability to view unofficial transcripts.

**Online Request and Direct Billing for Official Transcripts:** A new service was developed and released in May 2013 that gave current students the ability to request an official transcript in ISIS and be billed the transcript fee directly to their student account. This makes the transcript request process more convenient for students and contributes to sustainability by eliminating the need for paper forms. As of June 30, 1,404 official transcripts were requested through this process.

**Class Search Enhancements:** In collaboration with the Global Campus, enhancements were added in ISIS that give users the ability to search specifically for Online, Distance Education, and Study

Abroad classes. This has allowed both administrators and students get more precise results when searching for classes in ISIS.

**Class Notes Alert:** To ensure that students are fully aware of specific class requirements, such as additional costs, time commitments, materials, etc., the registrar's office worked with ISIS developers to complete a project where notes from a class would display prominently on the screen in ISIS when a student is registering. The user must acknowledge reading the notes before being allowed to proceed with enrollment. This helps ensure that notes provided by departments are being read by students before they enroll in the class.

**Student Location:** In observance of a federal mandate requiring institutions to seek state authorizations for its distance education programs where necessary, a project was completed to capture locations of students in classes using non-face-to-face instruction modes.

**Update to Class Periods:** A change to the academic policy series 1200.30 required revising the interval between class periods to 15-minutes. A project was completed to programmatically update class start and end times in the Schedule of Classes. The policy revision also required changes to setup tables in ISIS for the academic calendars for summer sessions. All updates were made in a timely way and reflected accurately for fall 2013 priority registration. The registrar's office communicated and coordinated these changes with the academic departments.

**Implementation of Intersessions and Restructuring of Summer:** Completed the process of restructuring summer term from 12 weeks to 10 weeks, along with implementation of intersessions beginning in May 2013. This required programmatic changes to the Schedule of Classes to move all 12-week, and 6-week classes to new sessions.

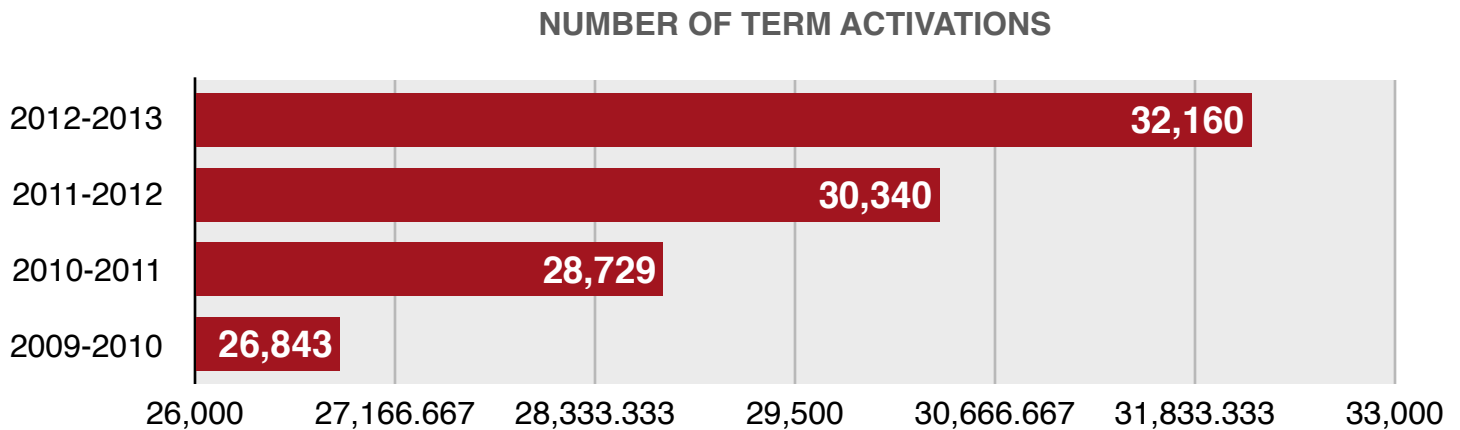
**Contributions to Sustainability:** Efforts toward more online services and process have continued to contribute to the University's sustainability goals. Some highlights from this past year are:

- 96,000 sheets of paper and 16,900 envelopes were saved by automating the transfer credit report process.
- Approximately 5,500 cards and another 5,500 return mailers were saved with the implementation of the online graduation application process.
- Approximately 20,000 sheets of transcript paper were saved through the increased use of electronic transcripts.
- 20,000 transcript requests were made online, saving this same number of duplicate paper request forms.



## REGISTRATION

**Term Activations (the process to make students eligible to register for a term):** Term activations, for which various registration holds or enrollment appointment dates were applied, increased by 1,820 over the previous year, from 30,340 in 2011-2012 to 32,160 in 2012-2013.



**Priority Registration (two week totals):** For the summer 2012 priority registration period, 19,384 registration appointments were created and 5,153 students registered. This means over 26 percent of the students with enrollment appointment times registered for summer classes during priority registration. For fall 2012, 19,586 appointments were created and 11,362 students, over 58 percent, registered during priority. For spring 2013, there were 23,856 appointments set and 16,187 students, nearly 68 percent, who registered during priority registration.

In comparison to the previous year, there was an increase in priority enrollment for each term. In summer 2012 priority registrations increased by 524 students. In fall 2012, the increase was 1,349 students, and in spring 2013, the number of students registering during priority registration jumped by 1,133 students.

**Administrative Enrollment:** The Office of the Registrar performs administrative enrollment into classes in the form of adds, drops, or swaps for both current enrollment periods and also historical periods to update student records with prior degree and course information. The office performed 17,497 manual class enrollments during 2012-2013, an increase of 1,295 from the previous year.

**Final Exam Policy:** In support of fall 2012 final exams, the group sent out 2,312 emails with supporting documentation, and for the spring 2013 term another 1,702 emails were generated to inform the students of their ability to adjust their finals schedule due to multiple daily finals as defined by policy.

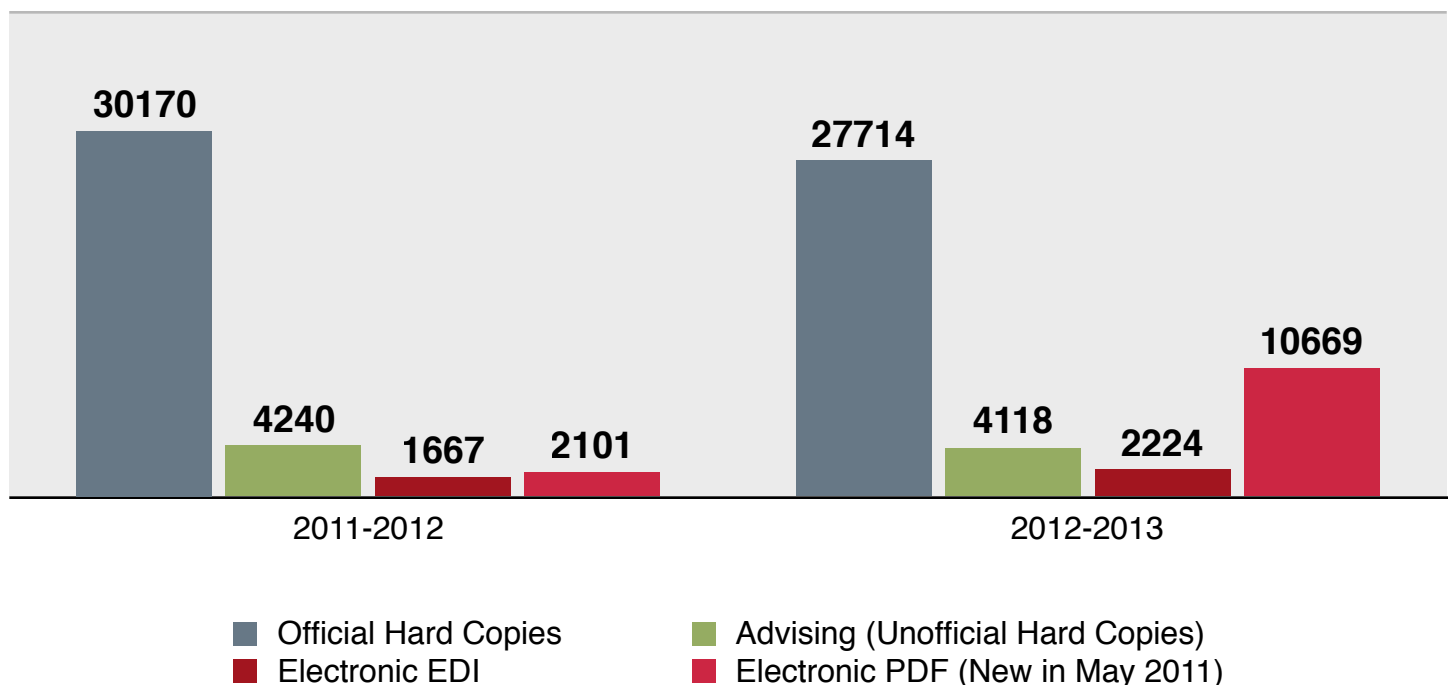
## RECORDS

**Military Friendly School:** The University of Arkansas was again named by G.I. Jobs magazine as a Military Friendly School. This honor ranks the University in the top 20 percent of all colleges and universities nationwide. The Office of the Registrar contributed greatly to this ranking by efficiently certifying veterans. Staff processed approximately 1,400 VA certifications this past year for about 600 students receiving benefits. The certification process, as well as the staff position, was moved to the Veterans Resource and Information Center in April 2013.

**Residency Reclassifications:** The Office of the Registrar processes all residency reclassifications and manages the appeal process for non-residents who want to petition for resident status. This past year there were 3,385 residency changes processed by the registrar's staff.

**Transcripts:** The records area of the Office of the Registrar delivered 40,607 transcripts per students' request in 2012-2013, up from 38,207 in 2011-2012. This represents an increase of 2,400 transcripts during this period. What is significant to note is that the number of hard copies actually decreased over the last year, while the number of electronic pdf copies increased by 8,568. Below is a comparison of 2011-2012 and 2012-2013 showing the number of transcripts sent and the transcript types that were delivered. The electronic (EDI) copies represent primarily those sent to other Arkansas institutions and the Arkansas Department of Higher Education. Over 20,000 of the requests for official transcripts were made online. We expect to see a decrease in the number of unofficial transcripts request in the next year with the release of the unofficial transcript in the student center on ISIS.

### TRANSCRIPT TYPES DELIVERED



**Enrollment Verifications Processed:** There were 2,503 student-requested personal enrollment verifications produced by the office. These are generally used by students and parents to validate enrollment for insurance purposes.

**Change of Grades Processed:** The records area processed 1,705 grade changes. This was down from 5,191 last year primarily because of the ISIS online grade change facility implemented for instructors. This feature has made the grade change process more efficient, timely, and accurate. In the process, approximately 4,000 triplicate copy forms were saved last year.

**Grade Forgiveness Forms Processed:** 1,629 grade forgiveness forms were submitted by students and processed by the records area.

## TRANSFER CREDIT

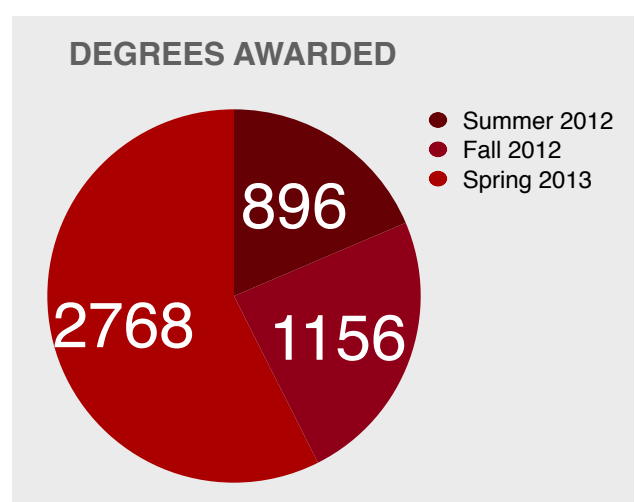
The transfer credit area has done an exceptional job evaluating and posting transfer credit. When a transcript is received, it is evaluated regardless of whether or not the student has been admitted to the university. This allows prospective students to see how their transfer credit can be applied here. This past year, the transfer credit area staff evaluated 16,902 (up 41% from last year) college transcripts and articulated 91,300 courses to students' records. There were 10,271 individual transcripts posted to students' academic records, with 97,615 courses that received credit. Currently, there are 3,099 institutions with course evaluations on the Transfer Equivalency Guide. There were 11,449 individual courses added to the Transfer Equivalency Guide last year. Overall, there are now 329,605 individual courses listed in the guide.

The transfer credit staff also applies test credits (AP, CLEP, IB, Credit by Exam, etc.) to a student's record. This past year they posted a total of 4,659 test credits, an increase of 178 test credits from the previous year.

## GRADUATION

During the 2012-2013 academic year, a total of 4,866 degrees were awarded. This represents an increase in 302 (6.6%) degrees awarded from the previous year. Numbers for the three main terms involved during this period (summer 2012, fall 2012, and spring 2013) are shown in the adjacent graph. The total number of students who applied to graduate for these terms was 6,540.

The registrar's office maintained contact with degree candidates regarding graduation application deadlines and commencement instructions. Diplomas were



printed and mailed immediately after degrees were posted.

**Commencement:** The Office of the Registrar again co-coordinated the fall and spring All University Commencements ceremonies. This involved coordinating most of the logistics for the program. Overall, the events went extremely well, with over 830 students going across the stage for All University Commencement in the fall and nearly 800 graduate students walking in the spring ceremony.

## Data Integrity

Ensuring and maintaining data quality assurance is paramount to accurate record keeping and data integrity. Through queries and communications with the colleges, over 1,000 data issues were resolved. For issues where students brought concerns to our attention, over 100 data items were identified and resolved. Data integrity encompasses more than student data, as 300 requests for assistance from the ID office, Upward Bound, Discover Law Plus, and other programs were addressed by our office. A crucial component that affects several areas of ISIS is the uploading of information for faculty and staff conducted in a nightly process. Over 30,000 such records were loaded into ISIS this past year, with over 2,000 needing some attention for item resolution.

## CURRICULUM INVENTORY

Curriculum Inventory is comprised of the two areas of course/class inventory and degree program inventory. Basic responsibilities within each area include monitoring proposed curriculum changes as they make their way through the appropriate approval process, recording these changes in course/class or degree program inventory once the approval process is complete, and verifying curriculum information for the annual publication of the Catalog of Studies. A yearly review of both course/class and degree program inventory is also conducted. Specifics for each area are listed in the sections below.

**Course/Class Inventory:** During the past year, curriculum staff processed 1,097 course changes via the online Curriculum Change Facility (an increase of 38 from previous year), recording each of those changes in Course Catalog on the Integrated Student Information System (ISIS). Another 80 courses required updating to include ACTS equivalency information within the course title, in order to comply with Act 747's common numbering directive. In addition, some 3,400 new courses were created to support an initiative to more accurately articulate transfer credit work posted to student transcripts. This work is ongoing. Catalog data integrity was maintained through regularly scheduled Quality Assurance reports (QAs) and through an Annual Course Review process. In the review process, courses with no enrollment for five years and courses inactive for three or more years are evaluated. Staff also collaborated with University Relations to produce the undergraduate, graduate, and law school Catalog of Studies. Restructuring the summer term from 12 weeks to 10 weeks, the addition of three intersession terms, and a change in official class time periods (to allow 15-minute

intervals between classes) prompted a number of programmatic enhancements to ISIS for class scheduling, and staff worked closely with UITs support and the colleges in order to produce each term's Schedule of Classes. Staff identified and resolved class scheduling issues through regularly scheduled QAs. Implementation of CourseLeaf software is ongoing, the first phase completed with the online publication of the 2013-2014 undergraduate, graduate and law school catalogs via the software. This software also provides an integrated, online curriculum management system whereby course change approvals are fully automated via workflow and archived directly in CourseLeaf. Integration with ISIS will allow course information updates to be made from one system to the other without the manual data entry that currently exists. In preparation for this phase of implementation, staff conducted a thorough review of course data in the ISIS Course Catalog, including a re-evaluation of some 150 cross-listed and equivalent courses, and collaborated with UITs support in order to create multiple course information extracts necessary to populate the CourseLeaf database for course and catalog management. Workflow and system testing for this phase of implementation is ongoing.

**Degree Program Inventory:** During the past year, curriculum staff processed 428 degree changes via the Program Change process. Electronic distribution of the approved forms is now the standard procedure, and has met with positive response from campus constituents in addition to contributing to campus university sustainability initiatives. New reporting requirements for the National Student Clearinghouse (NSC) necessitated data entry for all active degree programs in ISIS (approximately 800 plans) to specify NSC classifications. Staff coordinated with admissions offices and colleges in order to facilitate degree changes as translated to individual students' information in the Integrated Student Information System (ISIS). Program data integrity was maintained through regularly scheduled QAs. Curriculum staff also conducted an annual internal degree program audit, in conjunction with Institutional Research, to assure accuracy in degree information in ISIS. Ongoing CourseLeaf implementation (mentioned above) will facilitate, for the first time on our campus, an online, automated workflow system for degree program approval process. As with course changes, program changes approved via CourseLeaf will be updated automatically in ISIS and the CourseLeaf Catalog component. All submitted change requests will be archived within CourseLeaf. Preparatory work for this phase of implementation has already begun, with an evaluation of necessary forms and workflow considerations completed.

**AHEIS (Arkansas Higher Education Information System) Reporting:** Staff served as the Office of the Registrar's liaison with Institutional Research for ADHE census day reporting, and was responsible for data integrity/cleanup between ISIS live files and AHEIS sink files.

## ROOM SCHEDULING

The Central Scheduling Unit worked with Facilities Management and the campus Fire Marshal to evaluate maximum classroom capacities. As of May 2013, classes are now scheduled in compliance

with the state and local fire codes. In order to remain in compliance, a modification was made in ISIS that prevents us from accidentally going over the maximum capacity for our classrooms

Object level security has now been completed in R25/25Live, allowing multiple users to access the system and provide information only to those areas that are needed by each individual.

Large classes are now meeting in the new Hillside Auditoriums with an 83% room utilization rate and a 71.3 seat utilization rate (M-F 7:30am--5:00 pm). We continue to see improvements in our room and seat utilization rates.

	SPRING 2013	SPRING 2012	FALL 2011	FALL 2012
Room Utilization	68.1	55.1	68.5	77.4
Seat Utilization	81.7	60.1	62.2	80
Schedule Compliance*	76.5	79.1	73.6	75.4
Total General Access Rooms	142	144	159	141
Total Special Purpose Rooms (in R25)	372	312	312	316

Note: There are a number of classes with no rooms assigned. Parameters used: M-F 8:00 to 5:00. Total classes reflect classes with meeting patterns. Classes without a meeting pattern would not be moved into R25 or X25. Figures for Fall 2012 are based on the data exported from R25 on July 2.

\*For classes placed in general access classrooms. Classes in special purpose rooms are not required to meet to the 65/35 rule.

## REPORTING AND SECURITY

**Reporting Production:** Reporting staff supported the Office of the Registrar by running scheduled reports and creating new reports as needed. Staff worked throughout the year to consolidate query outputs, refine queries, and discontinue obsolete queries. Staff wrote, tested and implemented several new Microsoft Access Macros. Each macro is designed to 'run' a series of queries. There were 101 different entries scheduled on the Production Calendar over the course of the year. Over 5,700 runs were scheduled on the Production Calendar during the year, with approximately 9,000 outputs created. There were 41 external reports processed during the year (including Alumni, honor societies, military recruiters, etc.). On average, 40-60 ISIS production processes were scheduled on a nightly basis.

**Computer Support:** Staff supported the Office of the Registrar by assisting with both hardware issues and software issues. During the year, this included 9 new computer set-ups, 28 new printer setups, 4 new monitor setups, 25 hard drive rebuilds, 72 software installs, 10 operating system

upgrades, 0 virus removals, 260 service calls--on site, and 260 service calls – support (email/phone/jabber).

**Website Updates:** Routine maintenance and updates continue. Over 92 webpage changes were made during the last year.

**SharePoint Site for the Office of the Registrar:** The site was successfully migrated to SharePoint 2010 version. The 'New' Calendar is functioning as it should.

**ISIS Security:** Staff supported the Office of the Registrar by evaluating security requests and assigning appropriate security roles to campus users of ISIS. New security roles were created and assigned to users as needed. Staff manually evaluated and processed numerous requests for assistance with Instructor Advisor access, processed 514 user requests for new or additional access to ISIS that were not Instructor Advisor access, and evaluated 31 BASIS/ISIS security comparison reports which resulted in the manual evaluation of 507 individuals.

**R25 (room scheduling software):** Staff assisted three colleges with batch room scheduling, provided software support for college users, and assigned security for the R25 system. Batch room scheduling was done for the Fulbright College of Arts and Sciences, the College of Education and Health Professions, and the Bumpers College of Agricultural, Food and Life Sciences. During the year, there were 34 new users added from the colleges. Also, five training sessions were held for college staff on how to use the R25 software. Daily quality assurance reports were run looking for differences between ISIS and R25. These differences were evaluated and corrected as needed.

**X25 (analysis, management, reporting software that works with R25):** Staff assisted with the acquisition and implementation of X25. The implementation of X25 was completed in November 2009 and currently there are 12 users. Also, staff presented two overview training sessions for new users of X25.

**SEVIS (Student and Exchange Visitor Information System – the government reporting database for International Students and Scholars):** Staff supported the Office of the Registrar by assisting the areas using the ISIS batch reporting process for SEVIS reporting. Nightly ISIS/SEVIS processes were scheduled by Office of the Registrar staff. Two SEVIS upgrades were tested and moved into production. Also, staff provided assistance by answering questions from the Office of International Students and Scholars and the International Admissions Office. There are generally 2-3 questions a month regarding the ISIS/SEVIS batch processing system. Staff assisted Spring International Language Center by completing a project that allows them to extract data from their system and load that data in batch to ISIS instead of having to manually load data for each student. Staff also updated the extracts for the ID Card System and the HPER System to include Spring



International Language participants, thereby eliminating a paper tracking system and the associated errors.

## **ACADEMIC ADVISEMENT**

**Academic Advising Reports Produced:** 13,469. These reports are used by some colleges for advising purposes and by other colleges for degree clearance, but the majority were used to “seed” reports for new students.

**Self-Service Advisement Reports:** 31,897. Reports generated dynamically via student self-service have shown steady, increased popularity in its first year of release.

**Core Check Advising Reports Produced:** 6,065 students (each of these ran 4-5 times per student through the reporting period for the Fall and Spring graduation ceremonies). These reports were processed for current and future applicants for graduation and used to validate the completion of University requirements and the State Minimum Core for undergraduate applicants.

**Program Updates/Changes:** 101 updates were completed for the 2013-2014 catalog.

**Documentation:** Training documentation was developed to assist students in requesting and interpreting their academic advisement reports (AAR) – “Welcome to My AAR”. In addition, a similar document was developed for staff to assist in navigating the administrative path to request an AAR.

The Office of the Registrar's staff completed 89 projects throughout the year. Projects completed reflect the Office of the Registrar's constant effort to enable added functionality, maintain a stable and efficient database experience, and assist users across the campus. Some major projects are included below.

**Collaboration with University Bookstore:** When the Bookstore purchased a new software system, Ratemax, the registrar's office was involved in several aspects. First, the extract of data pulled and sent to their vendor had to be changed significantly. Secondly, the self-service links and display were updated. Also accommodated was a request by the Bookstore to allow a consolidated listing of course materials via a link in the student's self-service schedule.

**National Student Clearinghouse:** Per federal mandate, changes were needed to accommodate new reporting needs by the National Student Clearinghouse (NSC). A project was completed that incorporated changes made by Oracle/PeopleSoft and local enhancements to provide data required.

**Enforce Facility Capacity:** With several campus locations off-line and strained by growing enrollment, the Central Room Scheduling unit supported a project that prevented users from registering students into classes in excess of physical room capacity. Concern for student safety and city fire codes necessitated enforcement of facility capacity.

# NATIONALLY COMPETITIVE AWARDS

The Office of Nationally Competitive Awards provides support for students applying for nationally competitive post-graduate opportunities. The office contacts eligible students, provides information about scholarships appropriate to the students' long-term goals and assists students throughout the application process. The director and the associate director meet annually with approximately 450 students applying for various state, national and international programs and awards. The office also provides advising and editing services for students applying to medical, law and graduate schools; the director of the office sits on the Pre-medical Advisory Committee. The office organizes workshops, practice interviews, receptions and dinners as a means of preparing students for the rigors of competition.

The office enjoyed another record-breaking year. In the 2012-2013 academic year, University of Arkansas students were recognized in a variety of nationally competitive award programs. This year's group of students included a Gates Cambridge Scholar, a Rhodes Finalist, a Marshall Finalist, six Fulbright English Teaching Assistantships, a Truman scholar, two Truman finalists, one Udall scholar, three Udall Honorable Mentions, two Goldwater scholars, four National Science Foundation Graduate Research fellows, 13 Gilman International Travel awardees, a Windgate Fellow, and more. University students also enjoyed remarkable success at the state level, earning a record number of 61 SURF awards.

## STUDENT AWARDS AND ACHIEVEMENTS

### GATES CAMBRIDGE SCHOLARSHIP

The Gates Cambridge Scholarship was established in 2001 with a \$210 million endowment gift from the Bill & Melinda Gates Foundation. The trustees award scholarships on the basis of an applicant's intellectual ability, capacity for leadership and desire to use knowledge to contribute to the well-being of society.

Mariel Williams, a senior Honors College student at the University of Arkansas, has been named a 2013 Gates Cambridge Scholar. She is one of 39 students in the United States to receive this



**STUDENT:** Mariel Williams  
**MENTOR:** Peter Ungar  
**MAJOR:** Anthropology & Spanish

# GATES CAMBRIDGE

prestigious scholarship, which covers the cost of tuition, board and travel to pursue graduate studies at Cambridge University in the United Kingdom. Williams is an anthropology and Spanish double major, with a minor in psychology, in the J. William Fulbright College of Arts and Sciences. She is from Fort Smith, Arkansas.

This year, nearly 1,000 college undergraduates and recent graduates applied for the Gates Cambridge Scholarship--Williams was one of only 90 selected for a final interview. Williams is the third U of A student to receive the national award. The University has had two previous Gates Cambridge Scholars: in 2006 David Deitz and Lance Owen were among 40 Scholars selected from across the country.

## **RHODES AND MARSHALL SCHOLARSHIPS**

The Rhodes Scholarship, the oldest international fellowship, was initiated after the death of Cecil Rhodes in 1902. The scholarship brings outstanding students from many countries around the world to the University of Oxford and funds two years of study with the possibility of renewal for a third year.

The Marshall Scholarship is also considered one of the most prestigious postgraduate scholarships available to American students. It allows recipients one to three years of graduate level study at any university in the United Kingdom. The scholarships recognize the work of U.S. Secretary of State George C. Marshall and are an expression of the U.K.'s gratitude for economic assistance received through the Marshall Plan after World War II. Marshall Scholarship winners are selected for their potential to excel as scholars, leaders and contributors to improved understanding between the U.S. and the U.K.

Two University of Arkansas students were selected as finalists for these prestigious scholarships. Christopher Moutos, an Honors College senior majoring in chemistry in the J. William Fulbright College of Arts and Sciences, was named a Rhodes Scholarship finalist. He is from Little Rock, Arkansas, and interviewed for the scholarship in St. Louis on November 17, 2013.

Clint Shoemake, an Honors College senior majoring in anthropology and political science, also in Fulbright College, was named a Marshall Scholarship finalist. He is from Bartlesville, Oklahoma, and interviewed for the scholarship on November 8, 2013 in Houston. He is a 2012 Thomas R. Pickering Undergraduate Foreign Affairs Fellow and is preparing for a career as a Foreign Service Officer in Africa with the State Department's Bureau of African Affairs.

More than 1,500 top students applied for the 32 Rhodes Scholarships and 40 Marshall Scholarships that will be awarded this year.

## **J. WILLIAM FULBRIGHT ENGLISH TEACHING ASSISTANTSHIPS**

The best known and most prestigious award for teaching English abroad is the Fulbright U.S. Student Program, which awards teaching assistantships in foreign countries. Arkansas Sen. J. William Fulbright introduced legislation to establish the program in 1946, and it now operates in more than 155 countries. The Fulbright is considered the flagship international educational exchange program sponsored by the United States. This year three University of Arkansas students were awarded Fulbright scholarships to cover all basic living and travel expenses for 9-12 months abroad.. These students will travel to their host countries for a year of teaching English.

2012 Scholars, their mentors, and destinations are:

Student	Mentor	Major	Country
Chelsea Burris	Kathleen Condray, Hoyt Purvis	German, International Relations	Germany
Katelin Cherry	Jeff Wolchok	Biomedical Engineering	Malaysia
Kahlilah Fleming	Kathleen Condray, Hoyt Purvis	German	Germany
Tahamara Ibarra		Spanish	Brazil
Matt Owens	Lynda Coon	History	Spain
Lydia Thompson	Kristen Erickson	Anthropology/LAST	Mexico

## TRUMAN SCHOLARSHIP

Nathan Coulter, an honors student in the J. William Fulbright College of Arts and Sciences has been named a 2013 Truman Scholar and will receive \$30,000 in funding toward graduate school. He is one of 54 juniors selected nationally, with selection determined by the student's academic and leadership accomplishments and their likelihood of becoming public service leaders through careers in government or the non-profit sector. Coulter is from Little Rock, Arkansas and is a graduate of Central High.

Coulter plans to pursue a law degree from the University of Arkansas at Little Rock and a Master of Public Service from the Clinton School of Public Service. He plans to seek a position at a non-profit organization that provides legal aid or advocates on behalf of low-income families. Coulter's long-term plans are to enter politics, beginning by running for office as a state legislator.



## TRUMAN

Truman Scholar Nathan Coulter (center) with Truman Finalists Rachael Pellegrino (left) and Autumn Lewis (right)

Two University of Arkansas juniors were selected as Truman finalists. Autumn Lewis, of Joplin, Missouri, is a political science and economics major in the J. William Fulbright College of Arts and Sciences. Rachael Pellegrino, of Hot Springs, Arkansas is pursuing a double major in Chemistry and Anthropology in Fulbright College.

Nathan Coulter's selection as a Truman Scholar marks the second consecutive year for a U of A junior to receive the national honor. Last year, Mike Norton was named a Truman Scholar.

### GILMAN SCHOLARSHIP

The Gilman Scholarship is a nationally competitive award that provides funds for study abroad during the junior year. Laura Moix is the on-campus mentor for the Gilman Scholarship.

GILMAN	STUDENT	MAJOR
	Randol Caja	International Relations/AIST
	Sandra Carrasco	Industrial Engineering
	Claire Finke	International Business
	Jennifer Holmes-Smith	Civil Engineering, French
	Sara Kouchehbagh	International Relations/MEST
	Katherin Mullendore	Kinesiology
	Carolina Valdizon	International Business
	Hope Washispack	Supply Chain Management

### GOLDWATER SCHOLARSHIP

Two University of Arkansas students have been named 2013 Goldwater Scholars, a national award given to top students in the fields of mathematics, science and engineering. Mathias Bellaiche of Fayetteville and Tobias Bothwell of Oklahoma City are among 271 students in the nation to be named as Goldwater Scholars. Both students are juniors Sturgis Fellows in the J. William Fulbright College of Arts and Sciences and members of the Honors College.



**STUDENT: MATHIAS BELLAICHE**  
**MENTOR: GREGORY SALAMO**  
**MAJORS: BIOPHYSICS & BIOPHYSICAL CHEMISTRY**



**STUDENT: TOBIAS BOTHWELL**  
**MENTOR: SALVADOR BARRAZA-LOPEZ**  
**MAJORS: PHYSICS & MATHEMATICS**

**GOLDWATER**

Mathias Bellaiche is a double major in biophysics and biophysical chemistry. He is a Sturgis Fellow and an Arkansas Governor's Distinguished Scholar. His research mentor is Distinguished Professor of Physics Gregory Salamo, and his research focus is biomedical science.

Tobias "Toby" Bothwell, a double major in physics and mathematics, is also a Sturgis Fellow, as well as a Byrd Scholar. His research mentor is physics professor Salvador Barraza-Lopez, and his focus is quantum theory.

This marks the 18th consecutive year that at least one University of Arkansas student has been named as a Goldwater Scholar, bringing the total number of University of Arkansas Goldwater Scholars to 48.

## NATIONAL SCIENCE FOUNDATION GRADUATE FELLOWSHIP

Two University of Arkansas undergraduates and two graduate have won National Science Foundation Graduate Research Fellowships, while two graduates have received honorable mentions.

The NSF Graduate Research Fellowship program is one of the nation's most highly competitive awards. Each fellow receives \$30,000 a year, and the awards are renewable for three years. The National Science Foundation provides the fellowship institution a cost-of-education allowance of \$10,500 per year on behalf of each fellow. All six students selected for awards or honorable mentions are members of the Honors College: five are from Arkansas, three are graduating seniors, one is a current graduate student and two are recent graduates. Two are in the College of Engineering and four are from the J. William Fulbright College of Arts and Sciences.

NSF FELLOWS	<b>STUDENT</b> Tyler Bowman Kristin Kovach Raymond Walter Derrek Wilson	<b>MENTOR</b> Magda El-Shenawee Greg Salamo Laurent Bellaiche Surendra Singh	<b>MAJOR</b> Electrical Engineering Physics Physics, Mathematics, & Economics Physics
NSF HONORABLE MENTIONS	<b>STUDENT</b> Danielle Frechette R. Spencer Shinabery	<b>MENTOR</b> Jamie Hestekin Nan Zheng	<b>MAJOR</b> Biological Engineering Chemistry

## UDALL SCHOLAR

Andrea Love of Fayetteville, Arkansas, has been named a recipient of a Morris K. Udall Scholarship. She joins 49 other students from across the nation as the 2013 class of Udall Scholars. She is pursuing a BSA in communication from the J. William Fulbright College of Arts and Sciences and a



BS in Environmental, Soil, and Water Science from the Dale Bumpers College of Agricultural, Food, and Life Sciences.

Recipients must show a commitment to issues related to Native American tribal policy or have demonstrated outstanding potential and commitment to pursue careers related to the environment, including policy, engineering, science, education, urban planning and renewal, business, health, justice, economics and other related fields.



**STUDENT: ANDREA LOVE**  
**MENTOR: FREDDIE BOWLES**  
**MAJORS: COMMUNICATION & ENVIRONMENTAL, SOIL,  
AND WATER SCIENCE**

**UDALL**

Andrea Love

Three additional University of Arkansas students received honorable mentions. Douglas Wolf is an Honors College junior from Fayetteville, majoring in environmental, soil and water science. Kathryn Dunn, an Honors College sophomore from Muskogee, Oklahoma, is a landscape architecture major. Both students are committed to careers connected to environmental issues. Emily Alberty, an Honors College sophomore from Westville, Okla., is majoring in political science and communication. She is a member of the Cherokee Nation and is planning to pursue a career in tribal public policy.

Andrea is the seventh University of Arkansas student to receive the national honor and the second consecutive recipient from the U of A. Last year, Mallory Scheurer was named a Udall Scholar for her commitment to Native American health care.

### **WINDGATE FELLOWSHIP**

Emily Chase, an art major in the J. William Fulbright College of Arts and Sciences and an Honors College Fellow, won a Windgate Fellowship Award for exploring an unusual art form: exquisitely crafted, life-sized paper gowns. Chase is the first University of Arkansas student to be honored with this award, which provides \$15,000 in support of her career.

The Windgate Fellowship is one of three national award programs funded by the Center for Craft, Creativity & Design. Each year the center invites more than 70 universities to nominate two graduating seniors with exemplary skill in craft to compete for the Windgate Fellowship. Only 10 students are selected.



**STUDENT: EMILY CHASE**  
**MENTOR: KRISTIN MUSGNUG**  
**MAJOR: ART**

**WINDGATE**

Chase will leave for Japan soon after graduating, where she looks forward to studying that country's rich tradition in paper crafts and clothing design. She also plans to take a class in three-dimensional paper techniques at the Penland School of Crafts in Penland, N.C., and travel to New York City to visit the museums there.

#### **ADDITIONAL NATIONAL AWARDS**

- Critical Language Scholars: 2
- Freeman-Asian Scholars: 2
- German Academic Exchange Research in Science and Engineering Fellows: 2
- Japanese Exchange and Teaching Program Scholar: 2
- National Science Foundation Research Experience for Undergraduate Selections: 14
- Pat Tillman Military Scholars: 2
- Teach for American Winners: 5
- State Undergraduate Research Fellowship Grants: 61

#### **UNIVERSITY OF ARKANSAS STUDENTS EARN STATE AWARDS**

For 2013, 61 University of Arkansas students earned state Student Undergraduate Research Fellowships. This number of winners is the highest by an institution in the state of Arkansas. These students' research represents a variety of fields, including the arts, humanities, social sciences, agriculture, business, education, engineering and the sciences.

Individual state awards ranged from \$2,125 to \$2,750, with the university providing matching funds for each student. Total funds awarded after matching were \$198,700. SURF funds provide monetary resources for students to pursue research projects that are meaningful to their degrees and future careers, while recognizing faculty support.

Of the 61 students receiving awards, six are from the Dale Bumpers College of Agricultural and Life Sciences, thirty-seven from the J. William Fulbright College of Arts and Sciences, three from the

College of Education and Health Professions, five from the College of Engineering, and ten are from the Sam M. Walton College of Business. Approximately half of the students who applied from the university received a fellowship.

## UNIVERSITY OF ARKANSAS SURF RECIPIENTS

STUDENT	MENTOR	RESEARCH AREA
Blake Ahrendsen	Thad Scott	Biological Engineering
Anna Arnaud	Jeff Wolchok	Biomedical Engineering
Stuart Bailey	Laurence Hare	History
Lindsay Bowers	Nan Smith-Blair	Nursing
James Brown	Alessandro Brogi	History
Zachary Callahan	Po-Hao Huang	Mechanical Engineering
John Cerra	Noah Billig	Landscape Architecture
Wesley Clawson	Woodrow Shew	Physics
Emily Crossfield	Suresh Kumar	Chemistry
Thanh Dai	Sha Jin	Biological Engineering
Hayley Darley	Dixon Cooper	Accounting
Arshan Dehbozorgi	Suresh Kumar	Chemistry
Ryan Dufour	Kirk Grimmelsman	Civil Engineering
Megan Dunham	Matthew Waller	Supply Chain Management
Stuart Estes	Leslie Edgar	Ag. Educ., Comm., & Tech.
Siqi Feng	Scott Burton	Int. Business
Noaa Frederick	Julie Carrier	Biological Engineering
Paige Giles	Kathleen Barta	Nursing
Corryn Hall	Jeff Ryan	Political Science
Jessie Hargis	Lisa Bielke	Animal Science
Michael Hartman	Kim Sexton	Art, German
Aaron Hittson	James Lampinen	Psychology
Thanh Hoang	Woodrow Shew	Physics
Kiley Jones	Andy Alverson	Biological Sciences
Ashley Kupillas	John Dixon	Geography
Michael Leonard	Alan Mantooth	Electrical Engineering
Shu Liu	Matthew Feldner	Psychology

STUDENT	MENTOR	RESEARCH AREA
Andrea Love	Lisa Corrigan	Communication
Michelle Lynch	Tim Yeager	Finance
Ryan MacLeod	Mary Savin	Biological Sciences
Rebecca Mahan	Ellen Leen-Feldner	Psychology
Lucky McMahon	Kim Sexton	Architecture
Amanda Mishler	Navam Hettiarachchy	Food Science
Tanner Moore	Charles Leflar	Finance
Gabriela Morris	David McNabb	Biological Sciences
Mark Nabors	Kathy Comfort	French, Political Science
Laura Neumann	Ted Swedenburg	Anthropology
Anna Nguyen	Yuchun Du	Biological Sciences
Juniper Patel	David Jolliffe	English
Jillian Patton	Tyrone Washington	Biological Sciences
Garrett Phelps	Craig Rennie	Finance
Kaila Pianalto	Frank Millett	Chemistry
Rachel Reeves	Ines Pinto	Biological Sciences
Jennifer Roberts	Robert Stapp	Business Economics
Marlee Rogers	Elizabeth Howlett	Marketing
Preston Scrape	Ingrid Fritsch	Chemistry
Christopher Sontag	David Zaharoff	Chemistry/Biochemistry
Kelsey Sparks	Roger Koeppe	Chemistry
Jordan Stone	Daniel Kennefick	Physics
Ellen Storm	James Lampinen	Psychology
Katie Strike	Jeff Ryan	Int. Rel., Spanish, LAST
Emily Tharp	Justin Nolan	Anthropology
Lauren Thompson	Molly Rapert	International Business
Rebecca Trubitt	Christian Tipsmark	Biological Sciences
Morgan Ulesich	Edward Pohl	Industrial Engineering
Jeanne Vockroth	Jeannie Hulen	Art
Raymond Walter	John Ryan	Mathematics
Hans Wang	Paul Adams	Chemistry
Anna Ward	Andrea Civelli	International Business

STUDENT	MENTOR	RESEARCH AREA
Kelsey Wells	Nan Zheng	Chemistry/Biochemistry
Madeleine Williams	William Levine	Psychology

## ON-CAMPUS EVENTS

### INFORMATIONAL WORKSHOPS

On October 6, 2011 and April 12, 2012, the Office of Nationally Competitive Awards, with the assistance of Dr. Magda El-Shenawee, hosted an informational workshop for students interested in applying for the National Science Foundation Graduate Research Fellowship Program. Forty students attended the workshop.

### ADDITIONAL WORKSHOPS

Fulbright Summer Institute	February 19
Goldwater Scholarship	October 11
Truman Scholarship	October 18
Udall Scholarship	October 10
Rhodes, Marshall, Gates Cambridge & Mitchell Scholarships	February 18
NSF Fellowship	August 30, September 6
SURF	September 4, September 12

### STATE AND NATIONAL AWARDS RECEPTION

The office's annual State and National Awards Reception was held in the Janelle Y. Hembree Alumni House on Monday, April 29. The annual event honors student success, as well as mentor support of students, in state, regional and national award programs. Provost and Vice Chancellor of Academic Affairs, Sharon Gaber, participated in the ceremony, extending her congratulations to students and appreciation to the faculty mentors. 2013 Truman Scholar, Mike Norton, acknowledged the directors of the college honors programs, Andrea Love, 2013 Udall Scholar, addressed the importance of the student-mentor relationship, and 2013 Gates Cambridge Scholar, Mariel Williams, recognized the integral role the Office of Study Abroad Plays in the continues success of our students.



Awards Reception

On behalf of the Office of Nationally Competitive Awards, Ms. Williams presented Laura Moix of the office of study abroad and international exchange with the first Staff Gold Medal Award. Ms. Moix was recognized for her work on the Gilman Scholarship. She is a national reader for the Gilman and secured the same position for Garrick Hildebrand from the office of academic scholarships. This year, thirteen University of Arkansas students were named Gilman Scholars.

Approximately 400 invitations were extended to university deans, department heads, faculty mentors and student award recipients. In addition to presenting awards to students and their mentors, Director Suzanne McCray presented the Crop, Soil, and Environmental Sciences Department with the 2013 Departmental Gold Medal award, which was accepted by Professor Molly Rapert. McCray then presented six outstanding faculty members with the 2013 Faculty Gold Medal Award: Salvador Barraza-Lopez, Gerald Jordan, and Janine Parry, J. William Fulbright College of Arts and Sciences; Jeff Miller, Dale Bumpers College of Agricultural, Food and Life Sciences; Jeff Wolchok, College of Engineering; and Tim Yeager, Sam M. Walton College of Business. The awards are given to departments and faculty members offering outstanding assistance to student award applicants and winners.

## **SERVICE**

### **ARKANSAS READS PROGRAM**

The Office of Nationally Competitive Awards, through a partnership with other offices on campus, collected more than 1,000 books for the Whitten Elementary School in Marianna, Arkansas through Arkansas Reads, informally called the Hogs and Dawgs Program. This program serves to collect and donate quality library books to underserved schools in the Delta. From January to September, the Office collected books at various drop box locations on campus and around Fayetteville. Special programs at Pomfret Honors Quarters also collected books for our effort.

On Thursday, October 25, Chancellor G. David Gearhart, along with administrators and students, delivered the books personally to Whitten Elementary. After three successful years of the Arkansas Reads program, the office hopes to continue to assist with book collection and donation efforts for future drives, both to promote literacy and to encourage younger students to attend college.

# ACADEMIC SUCCESS

“By 2021 the University of Arkansas will be recognized as one of the nation’s Top 50 Public Research Universities, with nationally ranked departments and programs throughout the institution.”

(University of Arkansas Vision Statement)

The most prominent national ranking of colleges and universities is compiled annually by US News and World Report. Multiple criteria are used to identify these institutions each year with twenty percent of an institution’s score based on a combination of its freshman retention and six-year graduation rates. In addition, for the category of “national universities,” an additional criterion (“graduation rate performance”), is also applied. This criterion measures the difference between the institution’s predicted and actual graduation rates.

Given the university’s vision and the emphasis placed on retention and graduation by US News and World Report, continuing to improve both our retention and graduation rates is mandatory.

The Office of Academic Success (OACS), a department within the Division of Enrollment Services, is dedicated to this vision and committed to working with partners throughout the university to achieve this common goal. During 2012-13, the OACS programming and staff dedicated to this goal include learning coaches, Effective Learning classes, the Save My Scholarship Program, services provided by the Enhanced Learning Center and the Quality Writing Center, workshops and other outreach.

## LEARNING COACHES

The Office of Academic Success employs two part-time learning coaches who are available to meet with students Monday through Friday during the fall and spring academic terms. The coaches work with individual students on a variety of topics such as time management, self-efficacy, taking and using class notes, working effectively through the steps of studying and preparing for tests, and preparation for national examinations such as the NCLEX.

During 2012-2013 the learning coaches worked with 134 students from all colleges and all levels from freshmen to seniors. At the close of the spring 2013 semester, the students who met with the



Senior Walk



learning coaches were asked to give them feedback about the effectiveness of their services. Of the students who responded, 100% strongly agreed to the following two statements:

- “The learning coach helped me develop a plan to address my primary areas of need.”
- “The learning coach provided both positive and constructive feedback either in session and/or through follow-up e-mails.”

## **LEARNING COACHES – UNIVERSITY RECOGNITION**

Jan Buckles, Learning Coach, was recognized by the Staff Senate as the 2012 Outstanding University Part-Time Employee for her dedication to her students and the university.

## **LEARNING COACHES – LOOKING AHEAD**

Because of the success of the coaching model in retaining and graduating students (Bettinger and Baker, 2011), the Office of Academic Success and the Multicultural Center are planning to offer coaching services to Bridge Scholarship students in the Multicultural Center during 2013-14. The goal is to improve the number of Bridge Scholars who are eligible to renew their scholarships each year beyond the current percentage rate of 62%.



## **CLASSES**

Approximately four years ago, the Office of Academic Success and the College of Education and Health Professions collaborated to offer three classes designed to develop those skills, habits and attitudes that would help students persist through to graduation:

- EDUC 1012 – Effective College Learning I. This class focuses on basic study skills and time management strategies.
- EDUC 1021 – Effective College Learning II. Recognizing the positive impact on retention of students who have a career goal and understand how to support their goal financially, this class is a career and financial planning class.
- EDUC 1031 – Math Study Skills. This class is an eight-week course for students experiencing difficulty in studying and learning the cognitive and behavioral dimensions of learning mathematics.

During the fall 2012 semester, freshmen who enrolled in EDUC 1012 earned, on the average, a term GPA of 2.927. In addition, only three of these students were placed on academic warning while 54% of them earned a GPA above 3.00.

## **LOOKING AHEAD**

In support of the new University Perspectives (UNIV 1001) course for freshmen, the number of sections of the Fall EDUC (now EDHP) sections has been downsized except for the Math Study Skills

classes. In addition, many of the materials used in EDUC 1012 are being fed into the UNIV 1001 instructor resource bank.

### **SAVE MY SCHOLARSHIP PROGRAM**

With the implementation of the Academic Challenge Scholarship Program, these classes became the backbone of a spring semester program to help those Arkansas freshmen on academic warning at the end of their first semester to retain their scholarship, i.e. the Save My Scholarship Program. Through this program, students would enroll in EDUC 1012 and EDUC 1021 or EDUC 1031, depending on their unique academic needs. For those Arkansas students on the Academic Challenge Scholarship, these additional 3 credit hours would allow them to complete the required 15 hours in order to retain their scholarship while helping them to become better, more efficient students.

While the number of freshmen on academic warning at the end of their first semester declined from 426 in spring 2012 to 301 in spring 2013, approximately 65% (199) of these freshmen were Arkansans, with the majority depending on their Academic Challenge Scholarship to continue their education. Of these 301 students, 205 students re-enrolled for the spring and were contacted about the Save My Scholarship Program. As a result, 75 students enrolled in the program and completed the spring semester with an average spring GPA that was .78 higher than their fall GPA. The 130 students who chose not to participate in the program finished the spring semester with an average spring GPA only .45 higher than their fall GPA.

### **OFFICE OF ACADEMIC SUCCESS – OUTREACH**

The Office of Academic Success was created to assist faculty and staff in achieving the university's vision to be recognized as one of the nation's Top 50 Public Research Universities. The mission of this office and the departments housed within the office is to promote student retention and graduation through collaboration and coordination with other colleges and departments within the university. This included the following during 2012-2013:

- The Office of Academic Success hosted two graduate student interns during 2012-2013: one from the Office of New Student and Family Programs and one from the Fulbright College Advising Center. In addition to the benefits on both sides accruing from internships, two offices on campus learned more about retention and how their respective offices could use this information to help students.
- The director of the Office of Academic Success worked with residence education to expand the living and learning communities available in the residence halls in response to a goal voiced by the members of the University's re-accreditation committee.
- The director of the Office of Academic Success seeks to serve on committees and task forces that have potential roles in retaining and graduating students. In 2012-2013, this committee services included:
  - One Book, One Community Committee

- Academic Advising Council
- Admissions Appellate Board
- All University Conduct Board
- Steering Committee for the development of the new University Perspectives class
- Reaccreditation Team, Co-Chair
- Starfish Implementation Team, Functional Chair
- The director of OACS serves as a consultant evaluator for the Higher Learning Commission, especially as a team specialist in recruitment and retention

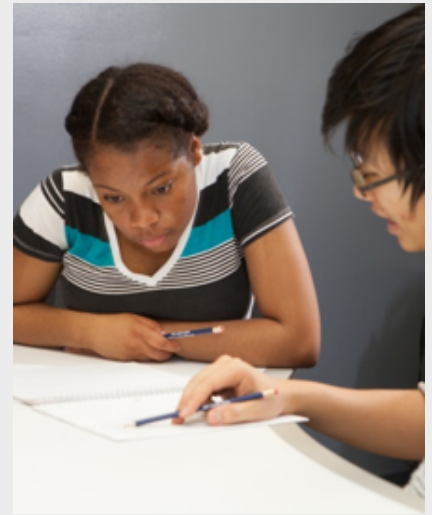
**Q.W.C Tutoring**



**Supplemental Instruction**



**E.L.C Tutoring**



## THE ENHANCED LEARNING CENTER

The Enhanced Learning Center is a comprehensive, campus-wide, academic support center providing academic support services to all University of Arkansas students in meeting their academic goals.

The Enhanced Learning Center includes two primary units:

- The E. L. C. which focuses on engineering, world languages, mathematical sciences, the natural sciences, economics, and the social sciences; and
- The Quality Writing Center which concentrates on writing assistance beginning with Comp I and progressing through the doctoral dissertation.

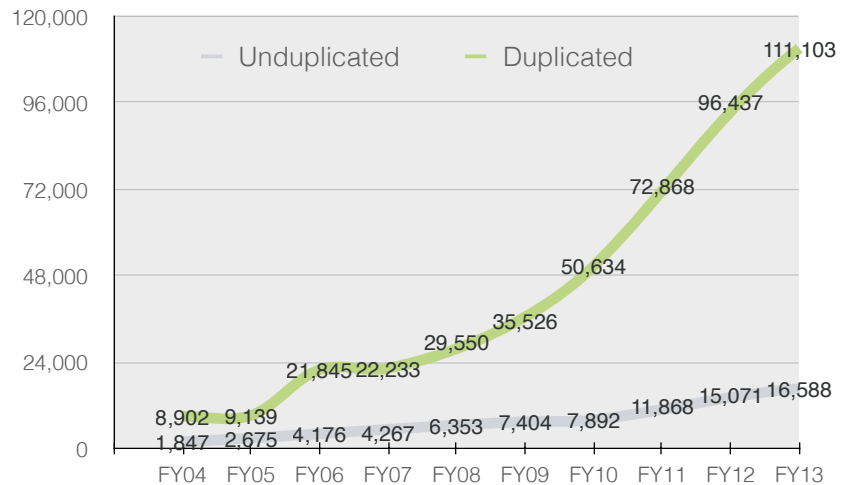
The 2012-2013 academic year was one of new milestones for the Enhanced Learning Center:

- The number of students participating in one or more services provided by the center climbed over 100,000 for the first time since the center's inception with students participating 111,103 times during the year.
- The E. L. C. Tutoring Program moved from open, walk-in tutoring to tutoring by appointment. As a result, the number of students who received E. L. C. tutoring rose by 27.99% over the 2011-2012 academic year with participation increasing by 28.34%. This growth was most striking in the spring 2013 semester with headcount increasing 42.50% and participation increasing 53.67% over the spring 2012 semester.
- The E. L. C. Tutoring Program received College Reading & Learning Association International Tutor Training Program Certification. The Association's Certification Program certifies over 900 institutions of higher learning from around the world, including 10 of the 18 institutions which serve as U of A Benchmark Institutions: Clemson University, University of Florida, University of Georgia, University of Kansas, University of Kentucky, Louisiana State University, University of Mississippi, University of Oklahoma, University of South Carolina-Columbia, University of Tennessee - Knoxville, and Texas A & M University.
- In preparation for expanded growth in 2013-2014, three versions of online programming were piloted during 2012-2013:
  - Synchronous online Chat tutoring was added to the long-established asynchronous tutoring made available by the QWC;
  - The E. L. C. piloted online synchronous tutoring in mathematics; and
  - In conjunction with the Global Campus, Supplemental Instruction (S. I.) for one section of ECON 2023 was provided online and face-to-face.

Reflecting these milestones and the increased student enrollment, the Enhanced Learning Center continued to grow in 2012-2013 with an increase of 18.55% in student participation in all services and an increase of 29.31% in the number of students served.

Tutoring, Supplemental Instruction (S. I.), Workshops, and Resources for Students & Faculty are the primary delivery systems for the Enhanced Learning Center. In addition, customized, one-time offerings designed to meet specific needs are developed in conjunction with individual faculty, staff, or departments within the university. While these one-time initiatives may be discussed here, these are not included in the data of this report.

### ALL ON-GOING CENTER SERVICES BY YEAR



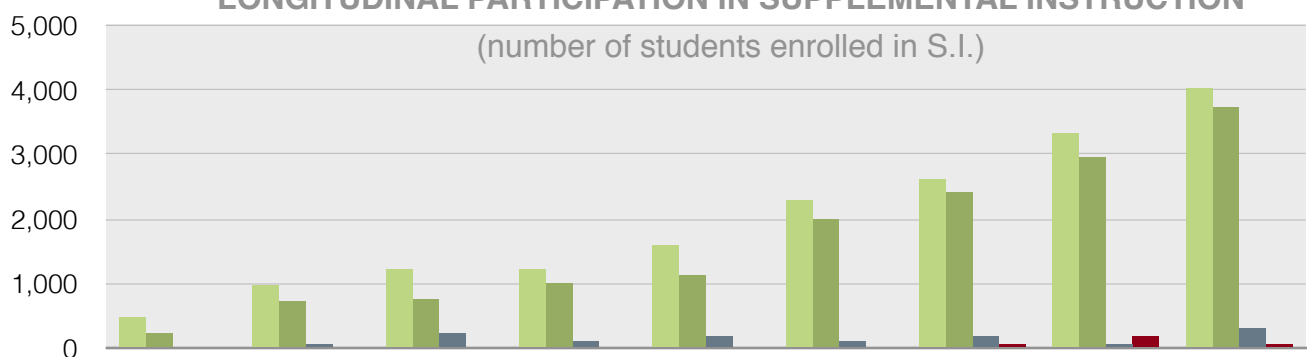
### SUPPLEMENTAL INSTRUCTION (S. I.)

S. I. continued to grow in 2012-2013 with the number of students enrolled in S. I. increasing by 25.29% from the preceding year and the level of student participation increasing by 16.36% over 2011-2012. While a portion of this growth reflected growth in the student population, it also resulted from the introduction of S. I. to all sections of ECON 2143 for the first time.

Since the first full year during which S. I. was offered (2005-2006), overall growth in the number of students served has been 363.58%. The growth in student participation (number of sessions attended) during this same time frame has been 745.19%.

### LONGITUDINAL PARTICIPATION IN SUPPLEMENTAL INSTRUCTION

(number of students enrolled in S.I.)



	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
Fall	487	954	1,203	1,205	1,600	2,312	2,625	3,306	4,037
Spring	210	725	758	1,006	1,145	1,985	2,425	2,957	3,753
Summer 1	0	81	243	85	169	114	186	64	304
Summer 2	0	0	0	0	0	0	80	185	65

During the fall 2012 semester, the E. L. C. collaborated with four university departments to provide S.I. for eleven courses in which 6,375 students were enrolled:

- BIOL 1543 – Principles of Biology
- CHEM 1073 – Fundamentals of Chemistry
- CHEM 1103 – University Chemistry I
- CHEM 1113 – University Chemistry for Engineers I
- CHEM 1123 – University Chemistry II
- CHEM 3036 – Organic Chemistry I
- ECON 2013 – Principles of Macroeconomics
- ECON 2013H – Honors Principles of Macroeconomics
- ECON 2023 – Principles of Microeconomics
- ECON 2143 – Basic Economics – Theory and Practice
- WCOB 1033 – Data Analysis and Interpretation

The effectiveness of Supplemental Instruction on student performance was tested in the fall 2012 semester as it has been for the last six years. As in preceding years, S. I. demonstrated a significant impact on the grade performance of those students participating in S. I. at a significant level (10+ times per semester). Over 90% of those students significantly participating in S. I. completed the course with a C or better while only 57% of those students not significantly participating in S. I. (9 or fewer times per semester) completed the course with a C or better. In addition, S. I. had an even greater impact on withdrawal rates, with only 0.64% of those students participating in S. I. 10+ times withdrawing from the class as compared to a withdrawal rate of 20.98% for those students participating 9 or fewer times.

In the statistical analysis performed for S. I. in support of University Chemistry I, Principles of Microeconomics, Principles of Macroeconomics, and Honors Principles of Macroeconomics, the Mean Course G.P.A. also continued to demonstrate a high correlation between attendance levels at a significant level (10+ times) and attendance at the lower levels. For example, at all cumulative G.P.A. levels, the p-values between students attending S. I. 10+ and students attending S. I. 1 to 4, 5 to 9 times, or no participation, were significant at the  $<0.0001$  level.

When asked about the helpfulness of S. I. in the spring 2013 semester, 69.03% of the responding 2,457 students rated S. I. as having been Extremely or Very Helpful, 29.04% rated S. I. as Moderately Helpful, and 7.66% rated S. I. as Slightly Helpful. Only 1.69% of the responding students rated S. I. as Not Helpful and 0.24% were Unable to Judge.

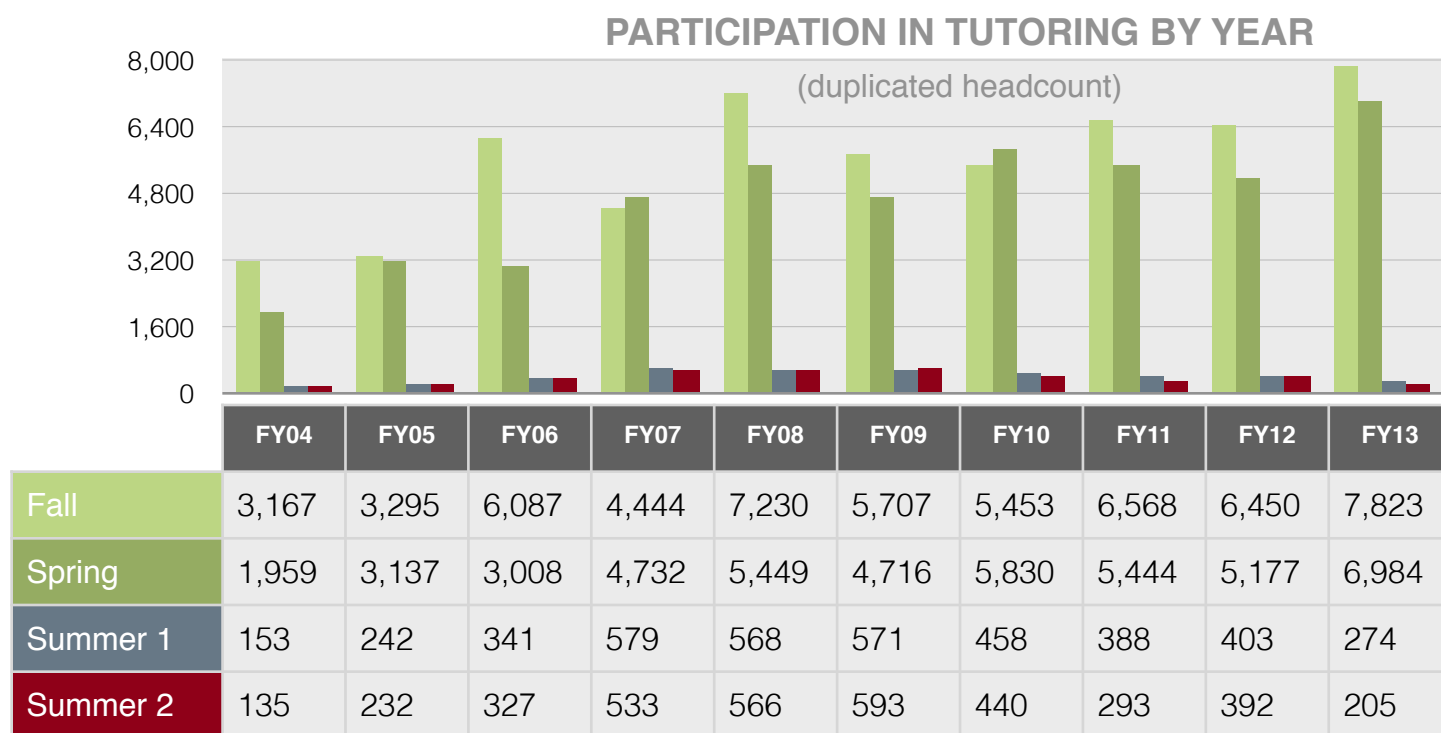
### **SUPPLEMENTAL INSTRUCTION – LOOKING AHEAD**

With the expansion of online programming through Global Campus, we anticipate offering S. I. online in support of Principles of Biology, Principles of Microeconomics, Principles of Macroeconomics, and

University Physics I and II. In addition, Principles of Accounting I, both online and face-to-face will be offered in conjunction with the Sam M. Walton College of Business starting in spring 2014.

## TUTORING

Both the number of students participating in tutoring (+ 26.47%) and the number of student visits (+23.06%) increased over the preceding year. The QWC continues to provide tutoring in both Kimpel Hall and Mullins Library. The E.L.C. provides tutoring in Gregson and in collaboration with program specific tutoring in the College of Engineering.



Tutoring in the QWC increased overall by 24.96% from 2011-2012 in the number of students who participated in the program and 14.90% in the number of appointments attended. As with S.I., this growth not only reflected growth in the student population, but also reflected the piloting of synchronous “Chat” tutoring in the spring 2013 semester.

Responding to student feedback during 2011-2012, the E. L. C. Tutoring Program was converted from an open, walk-in system to tutoring by appointment. This incorporated three types of appointments:

- Tutor with One Student (1:1)
- Tutor with Two Students (1:2)
- Tutor with up to Five Students (1:5)

With this new working model, the number of students participating in E.L.C. tutoring increased over 2011-2012 by 27.99% and the number of appointments attended increased by 28.34%. When asked

if they would recommend the E.L.C. to other students, over 92% responded definitely or probably yes to the question on the spring 2013 Student Feedback Survey. When asked “what would have made their tutoring session better”, 61.9% of responding students indicated “nothing.” Students continued to provide a wealth of comments which will be used to further improve our tutoring, training, and support processes during 2013-14.

### **TUTORING – LOOKING AHEAD**

Both the QWC and E.L.C. Tutoring Programs, in anticipation of the increased number of students accessing their coursework online, will expand their tutoring online in 2013-2014. In addition, each center (Gregson and Kimpel) will offer a new handicapped accessible station for students with disabilities.

Based on feedback from student focus groups and surveys, the E.L.C. is planning on providing tutoring in the evenings and on Sunday afternoons in the Multicultural Center. This emerging partnership will not only address student concerns with evening and weekend availability in Gregson but also meet two of the Multicultural Center’s goals: increased service to the Silas Hunt and Legacy Scholars and increased participation in center programs by all students.



## OTHER SERVICES

Although a relatively small portion of the services provided by the Enhanced Learning Center, workshops and related activities allow the center staff to collaborate with other departments and individual faculty or staff members to address unique challenges.

### ENHANCED LEARNING CENTER

- Topic-specific “Workshops to Go” for students in the College of Education and Health Professions, Walton College of Business, and the Fulbright College of Arts and Sciences.
- Collaboration with the Department of Mechanical Engineering to provide course specific tutoring for sophomore and junior MEEG students.
- Collaboration with the Department of Electrical Engineering to provide course specific tutoring for sophomore students.
- Collaborating with the Freshman Engineering Program in the pilot of “The Club,” the E. L. C. provided tutors during for freshman engineering students from 6:00-9:00 p.m. from Sunday through Thursday.
- An online S. I. pilot in conjunction with Global Campus for ECON 2023.
- Collaboration with University Housing to provide E. L. C. programming in Futrell Hall. This facility is used primarily for S. I. during the day and early evenings.
- Collaboration with Financial Aid Office: High School Counselor Workshop: “Adjusting to the University Classroom.” December, 2012.
- Collaboration with the Graduate School on the Pre-Academic Program for SENACYT Scholars (PAPSS). Supplemental Instruction, Tutoring and Study Groups were provided for the 19 Panamanian students enrolled in the spring 2013 semester.
- “Academic Success” Workshop presented for the Alumni Association’s Legacy Scholars. October, 2012.
- Train-the-Trainer Workshop for Multicultural Center Peer Mentors. September, 2012.
- Anne Raines presentation: “The Professor’s Expectations of Students in the American Classroom.” University of Arkansas International Students and Scholars Orientation Presentation. August, 2012.
- Anne Raines presentation: “Managing the Classroom” Panelist. University of Arkansas Graduate School Teaching Assistant Orientation. August, 2012.

### QUALITY WRITING CENTER

- Faculty recommended QWC specialist tutors who provide writing assistance on discipline specific writing assignments in the College of Education, the Natural Sciences, History, Communication, and Journalism.
- Provided training for writing specialist tutors working in the School of Law.
- Collaboration with the Office of Academic Integrity and Student Conduct (OAISC) to continue one-on-one who submitted problematic exercises following a plagiarism workshop.
- Provided tutoring for the Graduate School’s “Dissertation Kick-Start January Mini-Camp.” January, 2013.
- In collaboration with the Office of Campus Sustainability, initiated the “Greenbloggers” competition to promote campus sustainability and the sustainability minor. This competition will also support the increasing number of blogging assignments in the Composition, and World Literature Departments.
- Collaboration with the David W. Mullins Library staff to provide QWC writing assistance on-site in the Library.
- Provided one-on-one and online tutoring for Liebolt Pre-Medical students writing personal statements. July-August, 2012
- Provided one-on-one tutoring demonstration for Fulbright Summer iBridge Program. August, 2012.
- Working with Viviana Pagin, provided presentation and information to incoming freshmen for the Multicultural Center’s REAL Program. August, 2012.
- Presented Paraphrasing, Sources, and Avoiding Plagiarism Workshop to graduate students in Electrical Engineering. September, 2012.
- Presented QWC orientation and service training to representatives from the Veterans Resources and Information Center. October, 2012.
- Coordinated renovation of two Kimpel computer labs with Fulbright College and Facilities Management. March-June, 2013.



# PROFESSIONAL ACTIVITY

## PRESENTATIONS

Della Jordan, "Zoom! Zoom! Application Fees Pass the Checkered Flag," HEUG Alliance: Indianapolis, Indiana, March 2013.

Nancy Umphres "When Will the Helicopters End?" SACRAO conference: San Antonio, Feb 2013.

Nancy Umphres and Lisa Kulczak, "Exceptions, What Exceptions," SACRAO conference: San Antonio, TX Feb 2013, and Alliance Conference, Indianapolis, Indiana, March 2013.

Robin Carr, "Online Graduation Application and Tracking Commencement Participation in People Soft," Alliance Conference: Indianapolis, Indiana March 2013.

Robin Carr, "Online Graduation Application," SACRO conference: San Antonio, Texas, February 2013.

Suzanne McCray, "Implementing an Ethical Approach to Advising," National Association of Fellowships Advisors Regional Workshop: Stanford University, Stanford, California, July 2012.

Suzanne McCray, "Facilitating Student Writing," National Association of Fellowships Advisors Regional Workshop: Stanford University, Stanford, California, July 2012.

Suzanne McCray, "Defining Success for Competitive Awards Offices," National Association of Fellowships Advisors Regional Workshop: Richmond Virginia, Stanford, California, July 2012.

## CONFERENCES ATTENDED

Dave Dawson, Robin Carr and Jack Parker, AACRAO Conference: San Francisco, California, April 2013.

Della Jordan, HEUG Alliance 2013: Indianapolis, Indiana, March 2013.

Garrick Hildebrand, AASFAA Spring Meeting: North Little Rock, Arkansas, April 2013.

Garrick Hildebrand, Gilman Scholarship Review Panel: Houston, Texas, April 2013.

Garrick Hildebrand, National Scholarship Providers Association Annual Conference: Austin, Texas, October 2012.

Garrick Hildebrand, Pat Tillman Legacy Conference: Washington DC, July 2012.

Garrick Hildebrand, Student Loan Guarantee Foundation Training: Little Rock, Arkansas, June 2013.

Holly Moore, OCD/NCC Annual Conference: Tulsa, Oklahoma, July 2012.

Jean Mitchell, Mike Hooper, and Joe Scribner, CollegeNet Conference: Portland, Oregon, July 2012.

Jennifer Duncan and Lauren Villareal, TACAC Annual Conference: San Antonio, Texas, April 2013.

Jonathan Langley, ArkAAN Conference: Conway, Arkansas, April 2013.

Kanah Thor, Hmong National Development Conference: Fresno, California, April 2013.

Kelly Westeen and Della Jordan, HEUG Alliance Conference: Indianapolis, Indiana, March 2013.

Kelly Westeen and Jeremy Dickerson, NACAC Annual Meeting: Denver, Colorado, October 2012.

Kelly Westeen, AACRAO Conference: San Francisco, California, April 2013.

Kimberly Clark, WACAC Annual Conference: Orange County, California, May 2013.

Nancy Umphres, Lisa Kulczak, Robin Carr, SACRAO conference: San Antonio, Texas, Feb 2013.

Nicholas Daehn, Leo John Estorninos, Glennia Hunt, and Wendy Stouffer attended the Federal Student Aid Conference: Orlando, Florida, November 2012.

Robin Carr, Alliance Conference, Indianapolis, Indiana March 2013.

Robin Carr, Lisa Kulczak, Jack Parker, Joe Scribner, and Nancy Umphres attended the HEUG Conference: Indianapolis, Indiana, March 2013.

Robin Carr, Mike Harris, and Kenny Stewart attended the Western Association of Veteran Education Specialists (WAVES) Conference: Oklahoma City, Oklahoma, July 2012.

Ruth Hirsch, Annabell Olivarez, Karen Turner, Suzanne Hill and April Martin attended the ArkACRAO Fall Conference: Jonesboro, Arkansas, October 2012.

Torrey Eason attended the IACAC Annual Conference: Chicago, Illinois, May 2013.

Trevor Allen, Nicholas Daehn, Leo John Estorninos, Melissa Greenslade, Emily Patterson, Gary Moore, Diana Rice, and Amber Sisemore attended the Arkansas Association of Student Financial Aid Administrators Fall Conference: Little Rock, Arkansas, October 2012.

Trevor Allen, Phillip Blevins, Nicholas Daehn, Leo John Estorninos, and Glennia Hunt attended the Alliance Conference: Indianapolis Indiana, March 2013.

Trevor Allen, Phillip Blevins, Nicholas Daehn, Leo John Estorninos, Chris Hottinger, Gary Moore, Emily Patterson, Molly Patterson, Seth Schader, Amber Sisemore, Wendy Stouffer, and Liz Thompson, Arkansas Association of Student Financial Aid Administrators Spring Conference: Little Rock, Arkansas, April 2013.

Wendy Stouffer attend Fundamentals of Federal Student Aid Administration Training: Kansas City, Missouri, May 2013.

Wendy Stouffer attended the National Association of Student Financial Aid Administrator's National Conference: Chicago, Illinois, July 2012.

## OTHER

- Anne Raines served on an Arkansas State Department of Education Evaluation for Educational Cooperatives Team. Great Rivers Educational Cooperative – Helena, Arkansas. February, 2013.
- Anne Raines served as Co-Director of the Arkansas Delta Oral History Project in collaboration with Dr. David A. Jolliffe, Brown Chair in Literacy Project.
- Charlotte Lee served as an NCA Higher Learning Commission Consultant-Evaluator for AQIP during fall 2012 and spring 2013.

- Robert Haslam volunteered as a USTA Official at one Razorback Track and Field Indoor NCAA Meets in January, 2013.
- Suzanne McCray served on the National Association of Fellowships Advisors Publications Committee during 2012-2013 and as Chair of the SEC Enrollment Managers Group.

# PLANNING FOR THE FUTURE

Enrollment Services will tackle a variety of issues in the coming year but the major areas to be addressed include:

**CONTINUING RECORD ENROLLMENT:** Admissions is striving to break several enrollment goals in 2013 including surpassing the 25,000 mark for total enrollment and the 21,000 mark for undergraduate enrollment while achieving record overall diversity and maintaining academic quality. Another enrollment goal is an increase in the graduate student population.

**ENHANCING COMMUNICATIONS:** A main goal will be to revamp various Web pages in Enrollment Services, ensuring that each site is easy to negotiate, provides useful information, and is appealing to our various constituents.

**INCREASING RETENTION:** Increasing graduation rates is a critical component of enrollment. The Enrollment Services graduation analyst will work with various offices and units to create an overall retention report with recommendations for future studies and programs. Enrollment Services will also work with the colleges to implement a pre-orientation registration program, so that all new freshmen will have at least three courses prior to attending orientation. The goal is to pre-enroll students in core courses that will help them build schedules leading to higher retention rates. This pre-enrollment plan should also increase our ability to yield students and to predict course needs. Enrollment Services plans to infuse retention and graduations messages in all of its materials.

**CONTINUED IMPROVEMENT IN STUDENT SERVICES:** Enrollment Services is very Students First oriented and is continually working to improve its ability to serve students and faculty. In connection with these goals, the Division plans to

- **Continue to renovate Silas Hunt Hall in order to add an additional tour room to serve prospective students more effectively and to create a phone calling center that can be used both by recruitment staff and by the Financial Aid Office during peak times.**
- **Implement AcademicWorks, a software tool, to assist in coordinating the current student scholarship application process, making the scholarship process easier for students and for departments making the awards.**
- **Hire additional staff for the Transfer Central Office in order to increase transfer enrollment.**
- **Continue to develop Supplemental Instruction opportunities for challenging courses.**

- **Expand the Office of Nationally Competitive Awards, providing more support for students in STEM fields.**
- **Continue to predict and plan for growth, working with the colleges to plan for course needs.**