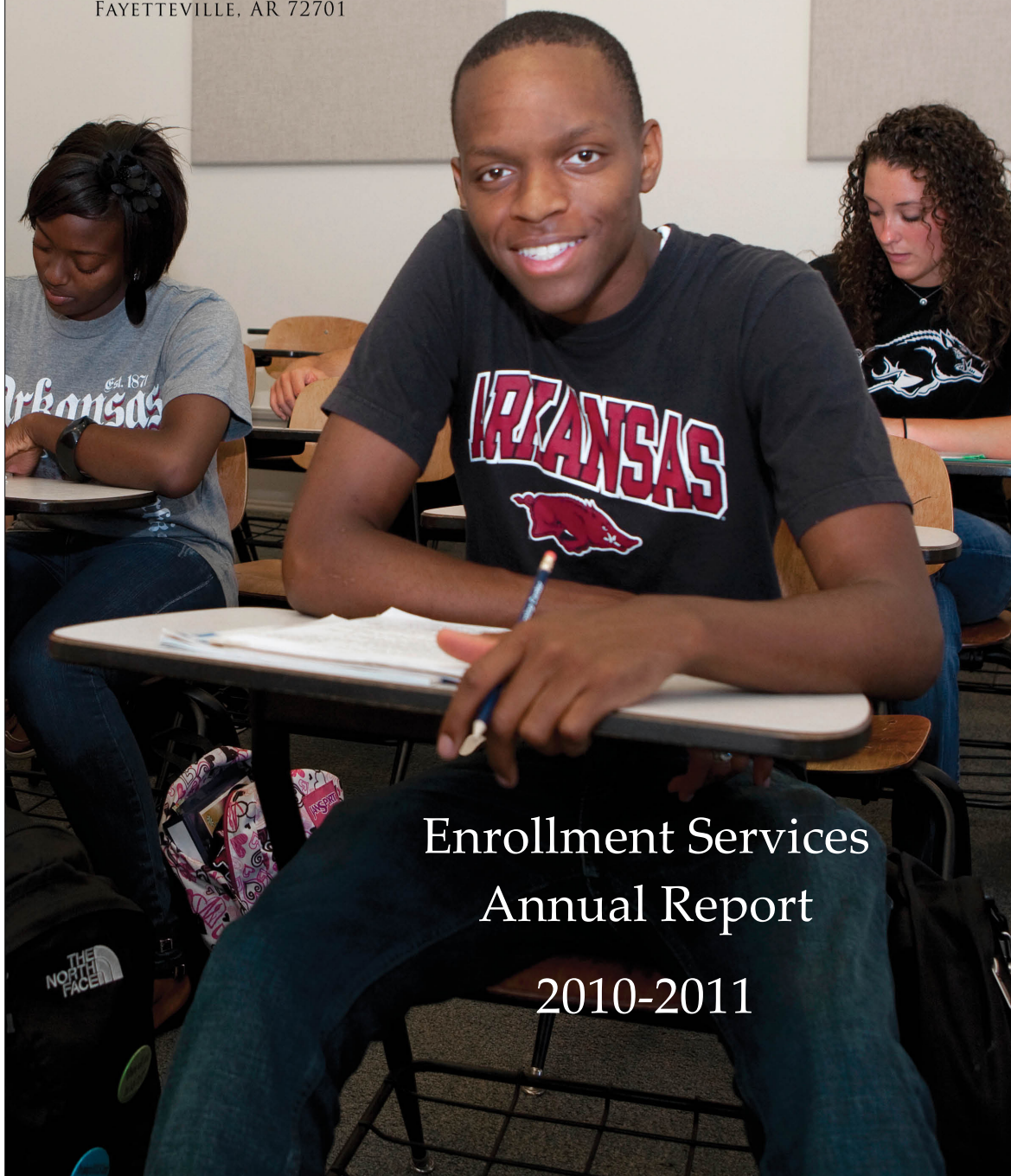UNIVERSITY OF
ARKANSAS

Enrollment Services
232 Silas H. Hunt Hall
1 University of Arkansas
Fayetteville, AR 72701

Enrollment Services
Annual Report

2010-2011

Enrollment Services Annual Report
2010-2011

The mission of the Enrollment Services Division of the University of Arkansas continues to be to enroll and graduate a diverse 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. To carry out this mission, the Enrollment Services Division is comprised of seven professional and service-oriented offices: Academic Success, Admissions (including orientation), Financial Aid, Nationally Competitive Awards, Registrar, ISIS, and Academic Scholarships. Through collaborative efforts, Enrollment Services strives t
o:

- Promote the University of Arkansas and the pursuit of higher education;
- Foster initiatives that support diversity as a key goal of the University of Arkansas community;
- Attract, admit, and prepare new and returning students for enrollment on campus while working with academic affairs to ensure planned and sustainable growth in accordance with institutional priorities;
- Accurately and efficiently reduce financial obstacles through federal, state, and institutional scholarship and aid programs;
- Commit to preparing traditional and non-traditional students, including returning adult learners, for academic achievement and success in life;
- Assist future, current and former students as they navigate the administrative requirements to achieve their academic goals;
- Ensure accuracy for registration and academic records;
- Commit to retaining students who enroll at the University of Arkansas and assist them through academic transitions on their path to graduation;
- Prepare students to be nationally competitive;
- Craft and maintain policy that facilitates effective administration to support Division goals, including coherence of policy across all divisions;
- Develop innovations in the use of technology and information systems aimed at supporting a research engine for best practices in enrollment services and data-based decision making;
- Increase state and global knowledge by achieving a net increase in Arkansas residents holding bachelor's, master's, and doctorate degrees; and
- Support the University's pursuit to become a nationally recognized research institution that puts *Students First*.

Enrollment Goals

Chancellor David Gearhart and Provost Sharon Gaber charged the Office of Admissions with increasing the size of the new freshman class as aggressively as possible. In December of 2009, based on the number of applications for admission received at that time, Admissions, with the help of Institution Research predicted a freshman class of 3800. This was based on a 41% yield-rate model. The actual freshman class was 3,873 (see below). The team again predicted enrollment within 1% of the final numbers. The overall enrollment of 21,405 placed the University within striking distance of 22,050, the 2015 goal. In December of 2011, the Admissions team predicted that the new freshman class for 2012 would be 4400 with an overall enrollment of 23,000. The model was adjusted upward slightly to account for the Academic Challenge Scholarship, and the yield prediction was increased to 43%, a figure that seems to be accurate for the 2011 incoming freshman class.

Enrollment Summary and Forecast for Fall 2010

		Fall 2010 Forecast	Actual Enrollment	Fall 2009 Total Enrollment	Fall 2008 Total Enrollment
Undergraduate	*All*	*17,094*	*17,247*	*15,835*	*15,426*
	Continuing	*11,094*	*11,142*	*10,784*	*10,353*
	New	*5,900*	*5,984*	*4,939*	*4,950*
	New Freshmen Degree Seeking	3,800	3,873	3,046	3,233
	New Transfers	3,750	3,810	2,919	3,011
	Returning Transfers	1,350	1,294	1,151	1,028
	Transfer Freshmen	225	251	209	213
	Returning	100	101	99	70
		425	465	434	406
	Unclassified	*100*	*121*	*112*	*123*
Graduate	**All**	**3,700**	**3,770**	**4,014**	**3,768**
Law	**All**	**400**	**388**		
Total	**All**	**21,194**	**21,405**	**19,849**	**19,194**

The growth over the last two years is in keeping with the University's overall plan to reach 25,000 in order to make appropriate use of its facilities, staff, and faculty. The original plan as outlined in the Chancellor's TAP report was to reach 25,000 by 2021, but the goal will likely be achieved by 2015. Financial imperatives have made the acceleration of this plan necessary.

From the TAP Report	Goal 2015	Goal 2021
Undergraduate Enrollment	17,650	20,000
Graduate & Law Enrollment	4,400	5,000
Total Enrollment	22,050	25,000
New Transfer Enrollment	1,600	1,900
New Freshmen (degree-seeking only)	3,350	3,700

Admissions

ACHIEVING OUR RECRUITMENT GOALS

The Message

Communication is a critical part of Enrollment Services, and in the 2009-2010 academic year Admissions evaluated and developed a plan for revamping every aspect of it communications plan. In the coming year, Admissions will continue to develop a cohesive message and look that spans across print materials, email communications, and web presence.

Admissions is intent on developing a marketing strategy aimed at attracting prospective student interest in the opportunities that await them at the University of Arkansas. In FY 2010 – 2011, this marketing strategy included more than 540,000 pieces of direct mail; nearly 500,000 e-mail messages; 60,000 letters; 28,117 phone calls; 494,222 visits to the department's web properties; and countless interactions on Facebook and Twitter.

E-Recruitment

A large portion of the communications effort went into the growth of new media and incorporating the University's new campaign into our recruitment events and direct

communications. In October, Crystal McBrayer, admissions counselor for e-recruitment, created a new campus tour presentation that introduces the concept of the "You of A" to prospective students in a dynamic and visual way, while providing them with the information students need during the admissions and enrollment process. This presentation has also been personalized to reach different demographic bodies of students (NRTA & Arkansan), as well as Native Americans, Military and Veterans, and Transfer students.

Increasingly, social media applications are becoming an ever more prominent part of the communication effort. Admissions has further developed its presence on Facebook (www.facebook.com/uofaadmissions) and Twitter (http://twitter.com/uofaadmissions), by developing new multimedia recruitment messaging, which has spurred tremendous growth in the number of students interacting with admissions in the virtual world. In the past year, Facebook fans grew from 4,245 to 6,973, and the growth has spurred interaction with and among students that otherwise would not have occurred.

E-mail and Print Communications

In an effort to continue to reach students in a way that is both interactive and visually engaging, Admissions is working on developing new e-mail marketing campaigns, both in the content of the messaging and the visual nature of the content as well. The new e-mail campaigns have been made more concise, contain links directing them to our website, and in line with our visual marketing strategy.

Direct delivery publications, too, contribute to the overall marketing plan. Following the deployment of the new logo created by University Relations, the Admissions team spent a significant amount of time this fall working to revamp publications as previous inventories were exhausted.
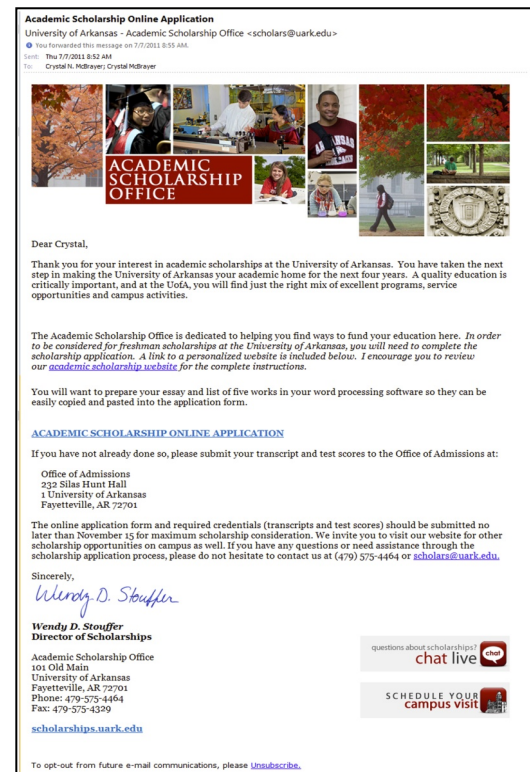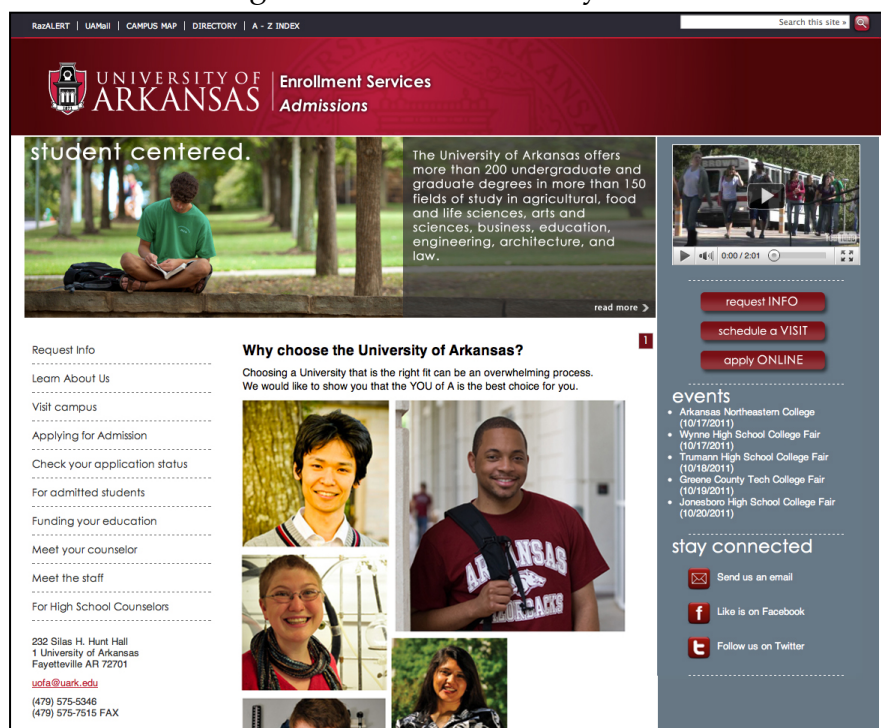
In March, Crystal McBrayer was promoted to Associate Director for Admissions in Communications and charged with coordinating the development and implementation

of a comprehensive media strategy, and streamlining the recruitment materials, including a complete redesign of the Admissions website. John Baltz was also promoted to Deputy Associate Director for Communications, heading up print production and advertising efforts. While bringing publications into compliance with the new visual style guide published by University Relations, Admissions took the opportunity to overhaul the pieces' messaging and content, positioning the University as a place where students can engage with faculty and fellow students in meaningful ways both in and outside of the classroom. This work continues into the next year when Admissions will redesign a number of publications, including a diversity piece, an alumni achievements piece, a finance piece, and a nationally competitive awards brochure. In addition, the communications team will work with the newly hired associate director for Transfer Central to create key communications for the transfer population.

The Website

Admissions has also worked on a complete redesign and restructuring of the admissions website, including a comprehensive review of the site's content to include focus groups and peer-institution benchmarking. The goal of this initiative is to create an inviting, informative website that encourages students to maintain contact with admissions throughout the recruitment cycle. The web site is scheduled for completion in August 2011. Once completed, the new design will be applied to the Academic Scholarships Office, Orientation, and Financial Aid, with future plans of integrating the style into the rest of Enrollment Services.

Admissions partnered with a number of units across campus to advance recruitment-oriented communications. Both the College of Engineering and Honors College worked with Admissions this year to create integrated communications plans. These colleges now receive weekly data exports from Admissions that are sequenced with the department's

messages, thus ensuring that mail arrives at students' homes in a coordinated and systematic manner. A similar partnership was developed with the Dale Bumpers College of Agricultural, Food and Life Sciences' recruitment team, adding key AFLS publications to the admissions communications strategy.

Hobson's

The software that provides the platform for the bulk of the letter, e-mail, and phone communications with prospective students is Hobsons. This year marked the fourth and final year of Admissions' contract with Hobsons, a higher education solution company, for Connect CRM. The CRM is the nexus of all of the department's communications and recruitment activities and is used also to facilitate marketing for the College of Engineering, Honors College, and the Dale Bumpers College of Agricultural, Food and Life Sciences. After an exhaustive review of competing software and a fit-gap analysis of Connect's modules, the Admissions made the decision to continue with the Hobsons solution for another four-year contract, realizing a savings of $50,000 over the four-year period while also acquiring a new module: events. The events module allows for online scheduling and maintenance of recruitment events such as Ready Razorback and daily visits. In the coming year, Admissions will work to implement the events module so that these data reside permanently in the software.

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.

The campus visit program has seen a striking increase over the last year. The number of visitors has grown by 21%. The busiest week of the year was March 14-18, 2011, spring break in many of the surrounding states, including Texas. During this week, Admissions hosted over 650 students plus their families.   The number of visitors for the included 7,548 parents and students—2,644 from in state and 4,606 from out of state.

In addition to meeting with the Office of Admissions, 5,634 students met with at least one department on campus; 2,998 took an additional housing tour; 388 participated in an additional HPER tour; and 813 visited on a Saturday.

Due to the increase in campus visitors and the lack of space in Silas Hunt Hall, Admissions remodeled current office space to create a new tour room for campus visitors.   The new room accommodates 75 guests compared to the previous space, which could only hold 35 visitors. The revamped tour room includes new furniture, banners, representing each of the academic colleges, and a wall mural featuring students and campus landmarks. This renovation also transformed the previous tour room into useable space for the Credential Evaluations Unit

(CEU). Though the room is smaller, new modular furniture created more useable working space for staff. The basement storage closet also became office space that now houses three staff members. The renovation process began in September and was completed in November. The anticipated cost of the project was $155,453.38. The actual expenditures were $145,500.05, a difference of $9,953.33 or 6% under the anticipated budget.

Student Ambassadors

The Student Ambassador Program is volunteer-based, consisting of 68 undergraduate students; all are volunteers. Admissions is very excited about the next academic year as it will have a record number of ambassadors with just over 100. 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. Student ambassadors are required to give at least two tours a week and one Saturday tour per semester, and they must assist with special events such as Ready Razorback, Diversity Impact, and Razorback 101. Without the student ambassadors, the Office of Admissions would not be able to provide such a positive, student-oriented experience for prospective students as it currently does nor would the University of Arkansas enjoy the same level of enrollment success.

Recruitment Staff

For many students, a recruiter represents their first contact with the University of Arkansas. Recruiters must be knowledgeable about all aspects of the University so that students can make an informed college choice. In July of 2009, Admissions hired two additional recruiters, bringing the total to fourteen. Admissions directs recruitment activities across the country, working with alumni groups in states from California to New York. The recruiters, however, spend most of their time in Arkansas and neighboring states with the greatest emphasis placed on Kansas, Louisiana, Missouri, Oklahoma, Tennessee, and Texas. The territories are divided as follows:

Michelle Pribbernow	Northwest Arkansas
Elizabeth Johnson	Northwest Arkansas
Lauren Villareal	Central Arkansas
Meghan Miller	North Arkansas
Rashard Sullivan	South Arkansas
Emerald Hames	Oklahoma, Kansas

John Moore	Missouri (Kansas City, KS)
Holly Moore	Louisiana, Tennessee
Jennifer Duncan	Dallas/Fort Worth Metro Area
Samantha Sturm	Texas
Rafael Garcia	Diversity Outreach Arkansas—Split duties with the Office of Diversity
Ana Ayala	Split duties with Fulbright College. Travels as needed.
Elizabeth Sullivan	Split duties with the College of Education and Health Professions. Travels as needed.

Recruiters visit as many high schools and attend as many college fairs as possible. In the academic year of 2008-2009, recruiters attended 996 visits/fairs and in 2009-2010 that number increased to 1064. This past recruitment cycle, recruiters were able to attend 1216 visits and fairs, an all time high for the office, made possible in part by the additional staff.

Special Events

The Admissions spring preview days called Ready Razorback moved last fall from a Saturday to a weekday, showcasing the campus when it was more vibrant with current student activity. The change proved extremely successful. In response to prospective student interest Admissions also increased the number of programs offered.

Diversity Impact is another major event hosted by Admissions. This event focuses on juniors in high school. This year, Admissions received the largest numbers of requests to participate in the history of the program with 176 students applying for the program. 90 were chosen; 87 participated. Though Admissions hosts the event, it also partners with University Housing and the Multicultural Center. Admissions provides students with free transportation, lodging, an ACT test, and all meals as well as entertainment.

The office also hosted several off-campus events in some of our larger recruitment markets. These events were held in Dallas, Texas (Jennifer Duncan); Little Rock, Arkansas (Lauren Villareal); Overland Park, Kansas (John Moore); Tulsa, Oklahoma (Emerald Hames); Houston, TX and Austin, TX (Samantha Sturm). Approximately 265 students attended all six events. Students had the opportunity to learn more about the University, meet with University departments, ask questions, and enjoy refreshments.

A Career Ladder for Recruiters/Admissions Counselors

A career ladder was developed for Admissions counselors who are part of the recruitment team. Recruiters have a difficult job, spending approximately 12 weeks on the road. The Vice Provost for Enrollment Services increased the salary for entry-level recruiters from $28,000 to $30,000 in an effort to more effectively hire and retain a professional staff. The career ladder below has been approved by the Office of Human Resources and the Provost, and it has also been reviewed at the state level. Human Resources posted the career plan on its web page as a model for other offices and programs.

Senior Assistant Director (total of two in this position/$3,000 minimum pay increase)
- Assist with new employee training
- Participate in the admissions counselor search committee
- Assist with planning travel
- Advise on budget allocations
- Serve as a Departmental/College liaison
- Coordinate one major recruitment event (Ready Razorback, Diversity Impact, Razorback 101, other new initiatives)
- Coordinate two panel discussions or give two presentations at state or national conferences
- Assist three recruiters in developing a plan to increase market share

Assistant Director (total of four in this position/$3,000 minimum increase)
- Assist with planning of at least one major recruitment event (Ready Razorback, Diversity Impact, Razorback 101, other new initiatives)
- Serve as departmental/college liaison
- Serve as mentor to two admissions counselors during first year
- Make at least one presentation each year at a national or state conference
- Demonstrate an increase in territory's market share

Senior Admissions Counselor (an unlimited number of recruiters can hold this position/no specific increase is associated with this step up. Recruiters who are very successful can by-pass this step)
- Serve two years as an admissions counselor at the University of Arkansas, promotion is based on longevity and acceptable job performance

Admissions Counselor (unlimited)

- New employee to the University

Admissions implemented the new career ladder in the spring of 2010. A committee comprised of advisors from the various academic colleges selected three for promotion from six candidates. Those promoted included:

Michelle Pribbernow – Senior Assistant Director
Elizabeth Sullivan – Assistant Director
Crystal McBrayer – Associate Director for Admissions for Communications

Transfer Central

Transfer Central provides support for transfer students who apply to the University of Arkansas for undergraduate studies. Additionally, the office serves as a resource to connect students to various offices on campus. The office also engages in recruitment efforts to attract perspective students. Transfer Central is also continuing to develop and implement transfer initiatives. The associate director for Transfer Central is available to meet with students to discuss issues such as transferable credit, scholarship opportunities, NRTA, and other transfer specific issues. The office also works with feeder schools and community colleges in and out of state to organize transfer fairs as well as site visits and to provide pertinent information for prospective transfer students. Transfer Central also works closely with other offices on campus to insure that transfer students have continued support through their academic experience.

2011 Transfer Central Participates in Record Number of Transfer Fairs

Arkansas Northeastern

Arkansas State University-Mountain Home

ASU Beebe

ASU Heber Springs

Crowder College in Cassville, MO

Crowder College in Neosho, MO

East Arkansas Community College

Mid South Community College

National Park Community College

North Ark

NWACC

NWACC Washington County

Ouachita Technical College

Ozarka College

Pulaski Tech

South Ark

South East Arkansas

Southern AR University Tech

UACC Batesville

UACC Morrilton

UACC-Hope

Partnerships
NorthWest Arkansas Community College served as a partner in helping Admissions establish a presence on the Bentonville Campus. Once a week the Associate Director of Admissions for Transfer Central would spends the day at NWACC Transfer Center to counsel students interested in the University of Arkansas. NorthWest Arkansas Community College Washington County Center also allowed Transfer Central to work with its students at NWACC Springdale location once a month.

New Transfer Events
Transfer Central has a developed "Transfer Talk," an hour and a half-long presentation that consists of a video, PowerPoint and presentations from representatives from Admissions, Financial Aid, Off Campus Connections, Veteran Affairs, and for specific groups, International Admissions. During the spring 2011 semester Admissions conducted three "Transfer Talks" for students from NWACC and NWACC Washington County Center. Total attendance was 87 students.

Transfer Central also hosted an event for current enrolled NWACC students, providing transportation from their campus to ours for a personal visit and an overview of admissions and other key transfer issues.

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 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.

The Academic Scholarship Office manages many scholarship related activities across campus and works with a multitude of offices to insure that scholarship recipients are properly served.

The Academic Scholarship Office Joins Enrollment Services

An administrative reporting change was implemented in January with the Academic Scholarship Office reporting solely to Enrollment Services. The office previously reported to both Enrollment Services and the Honors College. The Academic Scholarship Office staff members work closely with the Admissions Office staff, relying regularly on Admissions' data and technical support.

The previous director of academic scholarships, Bryan Hembree, left the position in September 2010 and joined the Office of Diversity as the co-director of the College Access Initiative. He was replaced in September by Wendy Stouffer who formerly served as the associate director of admissions for operations. Rhonda Roberson, also previously with the Office of Admissions, joined the Academic Scholarship Office staff as the administrative specialist in April. Mary Willis was promoted to the position of program coordinator for scholarship retention.

New Scholarship Initiatives

Several new initiatives were implemented this year to serve students, as well as the units across campus more effectively. In September 2010, with technical assistance from the Honors College, a new scholarship application was implemented. The new system allowed students to apply for scholarships and fellowships online, as well as upload the supplemental documents required for the academic scholarship application process.

While this was the first time that students were able to apply completely without submitting paper documents, the system was cumbersome and did not allow full and active communication with the scholarship applicants. In March 2011, the Academic Scholarship Office, in collaboration with Admissions and Honors College staff, began implementing a different online scholarship application. The new application process utilizes the Hobsons Connect CRM (Customer Relationship Management) system and will allow applicants to apply for scholarships and fellowships without re-entering general biographical information that the university already has on file. The new system will also allow the office to communicate with applicants every step in the scholarship review process, including via text messages. The new system went live in July 2011, and it has worked seamlessly.

Access and Technology Improvements
This year, the Academic Scholarship Office with Admissions support created a link in ISIS that allows users to automatically access scanned images stored in EmPower. Previously only one staff member in the office had access to see the scanned documents and that was only going through EmPower directly.

The staff in the Academic Scholarship Office also began to take advantage of the University chat software, Jabber. This has allowed staff members to not only communicate discretely with each other when needed, but it has also allowed staff to communicate with colleagues across the division and the campus. In addition, the staff started utilizing HogChat. This is a system used primarily by the Admissions Office to answer prospective student questions quickly and easily in format that is comfortable for high school students.

Finally, the Academic Scholarship Office began scanning historical documents this year. With new paperless system, waste has been significantly reduced.

New Student Orientation Presence
The Academic Scholarship Office has been involved with the orientation program for several years. For the last few years, the office staff participated in a panel with the Office of Financial Aid and the Student Accounts Office. This year, the Academic Scholarship Office hosted a stand alone session on applying for academic scholarships. The office also had a presence at each of the orientation information fairs. The session and the presence at the information fair allowed the staff to be available to assist students and parents with all their scholarship questions.

Entering Freshman Scholarships

For the sixth year straight, the competitive nature of the new freshman scholarship application process continued. Each year, scholarships are awarded to the top students from the applicant pool based on a multitude of factors including GPA, ACT, essay, resume, strength of curriculum, and more. The GPA and ACT combination needed to compete for 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. This phenomenon comes at a very difficult time for families as the economy is stretching many of their resources. Every att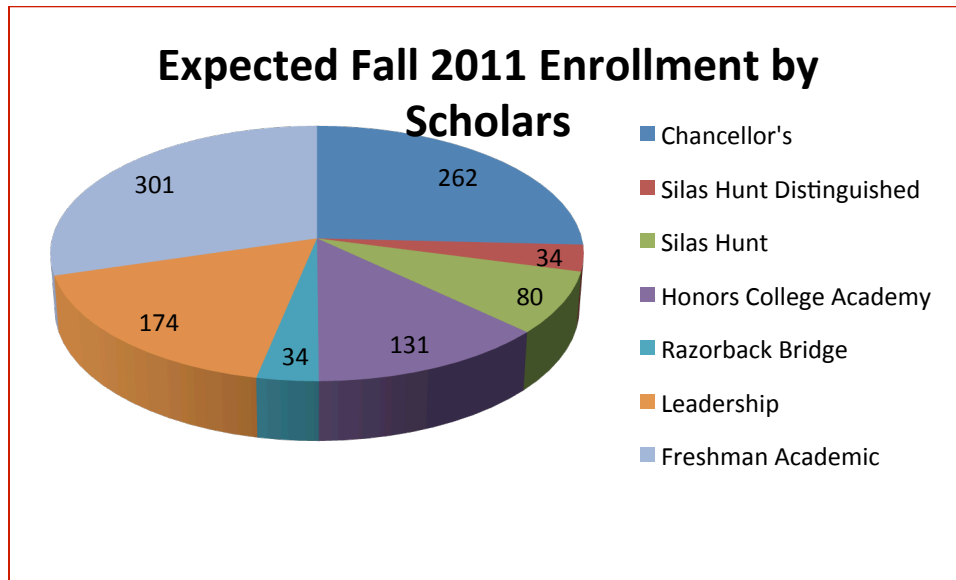empt was made to extend as many scholarship offers as possible from the existing scholarship budget. In addition, $300,000 was added to the budget to help offset the highest areas of need within the scholarship landscape. The overall increase in the academic profiles of students applying is encouraging, although it stretching the impact that our scholarships can have in recruiting top students.

For the Fall 2011 entering freshman class, 4,477 applications were received. Of that, 3,082 applications were complete and considered in the application review process. Of the complete applicants, 1,783 applicants were offered an academic scholarship. Applicants that were offered an academic scholarship had an average ACT score of 29.95 and an average GPA of 3.94. Arkansas residents received 1,252 (70.2%) of the offers and non-resident students received 531 (29.8%) of the offers. Students offered scholarships were from twenty-seven different states and six were from foreign countries. Of the 1,783 scholarship offers made, 979 (54.91%) were
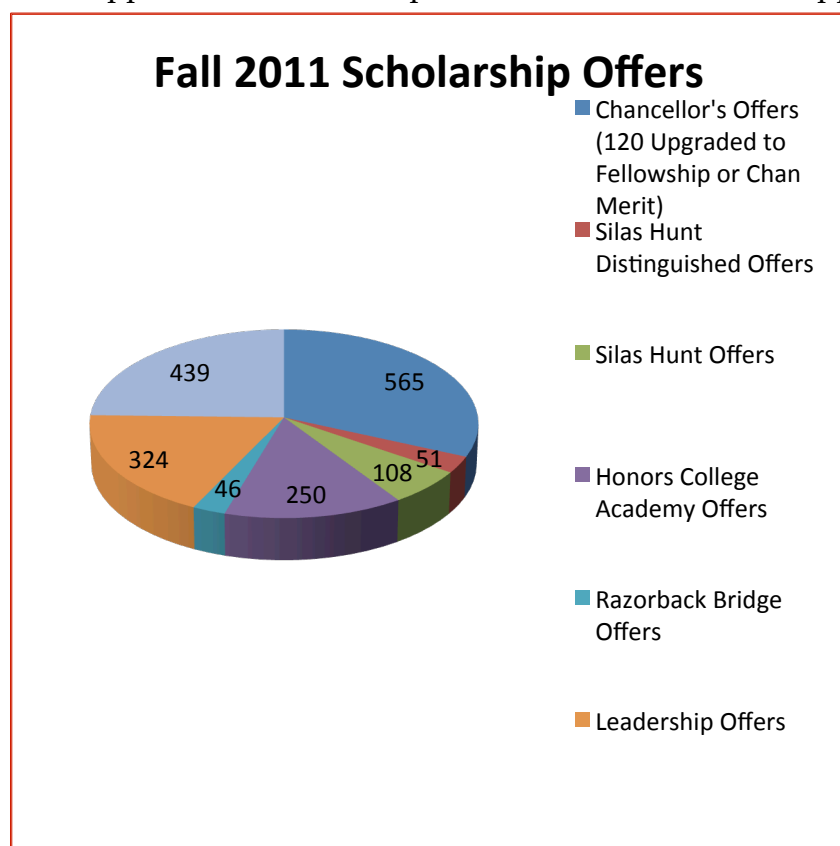
Fall 2011 Scholarship Offers

- Chancellor's Offers (120 Upgraded to Fellowship or Chan Merit)
- Silas Hunt Distinguished Offers
- Silas Hunt Offers
- Honors College Academy Offers
- Razorback Bridge Offers
- Leadership Offers

(565, 51, 108, 250, 46, 324, 439)

made to females and 804 (45.09%) were made to male students.

Expected Fall 2011 Enrollment by Scholars

- Chancellor's
- Silas Hunt Distinguished
- Silas Hunt
- Honors College Academy
- Razorback Bridge
- Leadership
- Freshman Academic

262
34
80
131
34
174
301

Expected Funding for Fall 2011 Class Over Four Years

Legend:
- Chancellor's
- Silas Hunt Distinguished
- Silas Hunt
- Honors College Academy (Privately Funded)
- Razorback Bridge (Privately and Off. Diversity Funded)
- Leadership
- Freshman Academic

Values shown on chart:
- $1,392,000
- $476,000
- $301,000
- $2,096,000
- $8,384,000
- $1,600,000
- $1,088,000
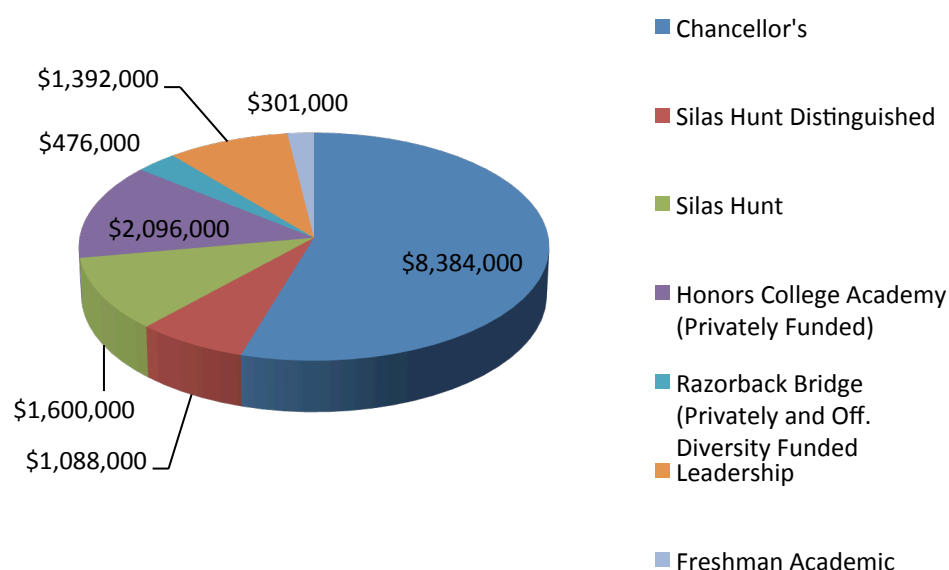
Chancellor's Scholarship

Six years ago, an applicant with a 4.00+ GPA and a 30 ACT score was almost a guaranteed qualifier for a Chancellor's Scholarship. Given the striking increase in the quality of and quantity in the applicant pool this is no longer the case. The number of applicants entering for fall 2006 with a 30 ACT or better and a 4.0 GPA or better was 432 versus 705 for the fall 2011.   For the second straight year applicants from out-of-state with a 31 ACT and 4.0 GPA were not offered a Chancellor's Scholarship. The average GPA for the Chancellor's Scholarship offers for fall 2011 was 4.07 and the average ACT was 32.73. In the fall of 2011, 262 Chancellor's scholars are expected to enroll.

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 had an average ACT of 27.21 and an average GPA of 3.85. Students offered an $8,000 scholarship had an average ACT of 30.1 and an average GPA of 3.96. In the fall of 2011, 114 Silas Hunt Scholars are expected to enroll. That is an increase of eighteen scholars over the fall 2010 class.

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 second straight year. This decision was important as the out-of-state student that missed the cut for the Chancellor's Scholarship would have been offered a Leadership Scholarship, which is a difference of $24,000 over four years. The students offered an Honors College Academic Scholarship for the fall 2011 class had an average ACT of 30.85 and an average GPA of 3.98. Approximately, 130 Honors College Academy scholars are expected to enroll for fall 2011.

Razorback Bridge Scholarship
The Razorback Bridge Scholarship was awarded for the first time in the fall of 2010. This the only scholarship that the Academic Scholarship Office administers that has a programming portion to it. This renewable scholarship is $3,500 per year and is funded by the Office of Diversity and private funds. It is included in this report because students apply for this scholarship through the general freshman scholarship application process and are selected, with consultation with the Office of Diversity, by the Academic Scholarship Office. The office anticipates that thirty-four Razorback Bridge Scholars will enroll for fall 2011. The students offered a Razorback Bridge Scholarship for the fall 2011 term had an average ACT of 25.09 and an average GPA of 3.61.

Leadership Scholarship
The Leadership Scholarship was instituted in the fall of 2009. The fall 2010 cohort of Leadership scholars had an average ACT of 29.65 and GPA of 3.94. This is almost identical to the 2006 cohort of Honors College Academy Scholars. The students offered a Leadership scholarship for the fall 2011 class had an average ACT of 29.27 and an

average GPA of 3.97. Approximately, 175 Leadership Scholars are expected to enroll for fall 2011.

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. A total of 292 Freshman Academic Scholars enrolled in the fall 2010 semester. The office anticipates that approximately 301 Freshman Academic Scholars will enroll in fall 2011. The average ACT of the students offered a Freshman Academic Scholarship is 27.52 and the average GPA is 3.79.

Transfer Scholarships

During the 2010-2011 academic year, a new scholarship program was instituted for transfer students. 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. For the fall 2010 term, we had 24 transfer scholars enrolled. During the spring 2011 term, eleven transfer scholars enrolled.   The fall 2010 cohort has until the end of summer to renew.

The Academic Scholarship Office continues to award the Academic All-Start Transfer Student Scholarship to students that are classified as "Academic All-Stars" by their Arkansas two-year college. For the 2010-2011 academic year, there were a total of six students on campus with this scholarship.

The New Arkansas Non-Resident Tuition Award Scholarship

A name change was implemented this year for the Non-Resident Tuition Award. The award that pays the difference between in-state and out-of-state tuition has been referred to as the Non-Resident Tuition Award for several years. The award is now referred to as the New Arkansan Non-Resident Tuition Award Scholarship.   Starting with the 2011-2012 entering student class, the award also has a fee associated with it. Students who enrolled in summer 2011 were charged $450 per semester and their fee will continue at this amount as long as they are receiving the award. The Academic Scholarship Office and the Admissions Office recoded all students with the award to the appropriate residency classification in ISIS. Also starting this year, the Academic Scholarship Office is going to better track students that are on the various other non-resident tuition waivers such as the board policy waiver, the Alumni Association Legacy waiver and the athletic non-resident tuition waiver.

The Academic Scholarship Office is responsible for processing renewals of the New Arkansan Non-Resident Award Scholarship, 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.

The New Arkansan Non-Resident Tuition Award, the "Board Policy" waiver and the Alumni Legacy are the largest waivers. At the end of the 2009-2010 academic year, 4,831 students renewed the New Arkansan Non-Resident Tuition Award Scholarship. At the end of the 2011 spring semester—2, 441 students were due to renew. The decrease is due to the reclassification of many of the New Arkansas Non-Resident Tuition Award students to "Board Policy" waivers. At the end of the spring 2011 term, 2099 students automatically renewed. The remaining students will be reviewed at the end of the summer. At the end of the 2009-2010 academic year, 244 students were due to renew the Alumni Legacy Waiver. Of those, 209 renewed. At the end of the spring 2011 term, 300 students were up for renewal. Of those, 234 were automatically renewed. The remaining students will be reviewed at the end of the summer.

Scholarship Retention
During the 2009-2010 AY, 92.4% of all scholars renewed their scholarships. This numbers is up from 91.6% from the previous year and from 90.3% from the 2007-2008 AY. Although the total number fluctuates overall scholarship renewal has remained above 90% for the five previous years that we have tracked scholarship retention. Freshman scholars had a slight decrease in the year-over-year numbers with 85.2% renewing versus 86.1% of the 2008-2009 cohort, but an increase over 2007-2008 cohort where 84.3% of freshman renewed.

Of the 1,548 students due to renew scholarships at the end of Spring 2011 term, 1,299 (83.9%) of them renewed automatically (79.5% of freshmen, 88.4% of sophomores, and 89.1% of juniors). Twenty-four students still have incomplete grades and their renewal will be determined by the end of the summer 2011 term. Of the 1,548 due for renewal 182 of the students did not renew automatically due to low grade point average and/or hours, but have the opportunity for renewal by taking summer classes. Of the 185 students, 132 have communicated with our office and are working toward summer renewal of their academic scholarship.

2009-2010 Scholars	Total # Scholars	Total Renewed, Senior, and 5th Year	Total % Renewed	# New Freshmen Fall 2009	Freshmen Renewed into Sophomore Year	% Renewed into Sophomore Year
Chancellors	743	710	95.6%	157	150	95.5%
Silas Hunt	232	199	85.8%	79	58	73.4%
HCA	257	232	90.3%	67	53	79.1%
Leadership	392	354	90.3%	182	152	83.5%
University	71	71	100.0%	0	0	0.0%
TOTALS	1695	1566	92.4%	485	413	85.2%

University-Wide Academic Scholarship Cohort
(includes Chancellor's, Silas Hunt, University, Honors College Academy, Leadership, Razorback Bridge and Freshman Academic scholars)

The overall undergraduate scholarship cohort has continued to grow thanks in part to new scholarship programs funded by a $300,000 a year annual increase to the scholarship budget. This group remains a vibrant part of the undergraduate student population. There were 2,779 scholars at the end of Spring 2011 (2,264 in 2010, 2,016 in 2009, 1,951 in 2008).

Total Spending on Freshman Scholarship Programs

- $167,570
- $87,500
- $287,000
- $968,996
- $1,012,458
- $1,582,115
- $6,088,764

Legend:
- Chancellor's Scholarship Program
- Silas Hunt Scholarship Program
- Leadership Scholarship Program
- Honors College Academy
- Freshman Academic Scholarship Program
- University Scholarship Program
- Razorback Bridge Schol Yr1

Honors College Academy is Privately Funded. Razorback Bridge is funded from Diversity Office.

Other Publically Funded Scholarship Programs

- Air Force ROTC
- Army ROTC
- Border County Waiver
- International FIES Scholarships
- P.A.R.K. Scholarship
- National Merit - UA Sponsored
- Transfer Student Scholarships
- Military Scholarships

$374,000
$156,478
$146,720
$80,432
$100,570
$85,875
$26,470
$41,800
$20,000
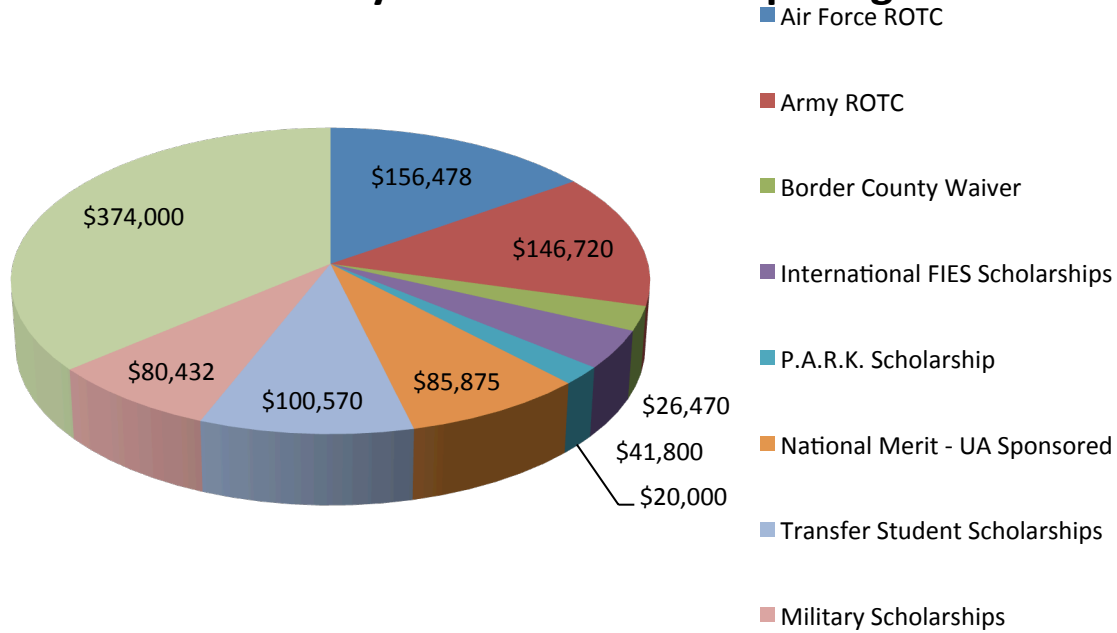
Outside Scholarships

Outside scholarships continue to be a growing asset for University of Arkansas undergraduate students. The Academic Scholarship Office is responsible for posting outside scholarships to student accounts once they have been receipted by the Treasurers' Office. The annual total of outside scholarships receipted has continued to increase at a dramatic pace. For the 2010-2011 academic year, the annual amount is already above $4 million. This number represents a 353% increase over 1998 totals and an 11.27% increase over last year.

Fiscal Year	Total Receipted	Fiscal Year	Total Receipted
1998	$886,923.12	2005	$2,497,699.53
1999	$1,021,464.65	2006	$2,523,745.46
2000	$1,552,202.59	2007	$2,648,990.83
2001	$1,817,294.04	2008	$3,032,755.26
2002	$1,891,875.82	2009	$3,121,728.76
2003	$2,037,043.35	2010	$3,612,805.39
2004	$2,049,179.07	2011	$4,020,062.33

Scholarships for Current Students

As of the June 2011 notification date the Current Student Scholarship Program has offered $324,000 in privately funded scholarships (this includes a $100,000 annual allocation from the universities institutional scholarship budget) for 2010-2012 academic year, representing a significant increase over last year's awarding of $232,800 by $91,200 or 39.17%. The average award amount is approximately $1,427 and the average recipient's cumulative GPA was a 3.658. Unlike the 2010-2011 program year, in 2011-2012, the program did not receive any unallocated funding from the New Freshmen Scholarship Program. The Current Student Scholarship Program was not able to receive this additional funding because the acceptance rates on new freshmen scholarships were higher than had been budgeted. This prevented the Current Student Scholarship Program from awarding as far down into the applicant pool as we had in the previous year.

Representation of Colleges

- AFLS - 32
- ARCH - 9
- ARSC - 152
- EDUC - 45
- ENGR - 56
- WCOB - 73
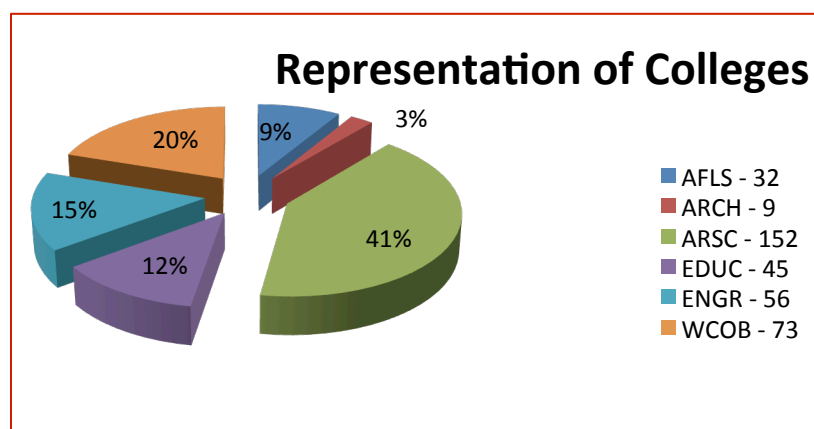
The 2011-2012 program had a total of 412 applications submitted and of those 368 were complete and 44 incomplete as of the April 1, 2011 deadline. The 368 complete applications constituted the 2011-2012 applicant pool. Of these, 276 applicants were deemed eligible and reviewed. Financial need was not used to determine which applicants would be identified for review.
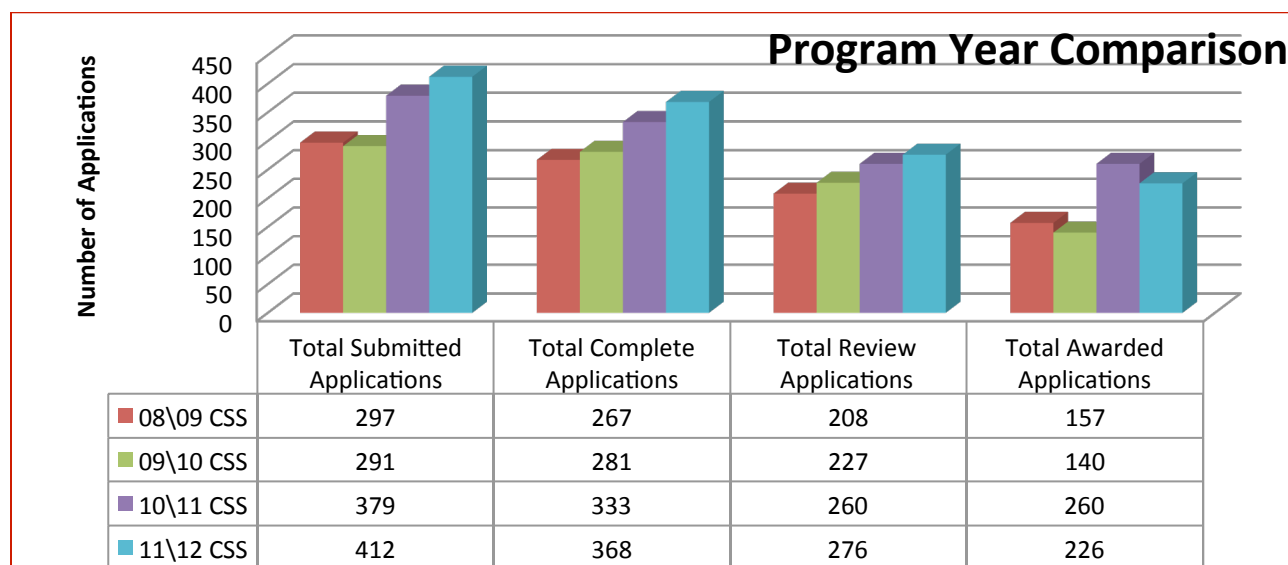
The applicant pool is very broad and diverse. All six of the undergraduate colleges are represented. Fulbright College has the largest representation with 152 applicants, followed closely by the Walton College with seventy-three applicants then Engineering with fifty-six applicants. The School of Architecture has the smallest representation with only nine applicants. Another sign of the academic diversity of the applicant pool is the eighty different academic programs and majors represented in the pool. Of these, some of the largest majors that are represented are biological sciences with thirty-one applicants, international business with fourteen applicants, nursing\pre-nursing with twenty-one applicants, and accounting with fourteen applicants. There is also a sizeable representation of undeclared applicants.

In-state students represent 61% of the pool followed by out-of-state students at 32% and international students at 7%. The thirty-six international applicants represent eighteen countries, with Japan and Vietnam having the largest representation with six applicants each. The 115 out-of-state applicants represent seventeen states, with Texas having the largest

Representation by Residency Classification (self reported)

- In State - 218 — 59%
- Out of State - 115 — 31%
- International - 36 — 10%

representation with 42 applicants followed by Missouri with nineteen applicants and Oklahoma with 20 applicants. The in-state applicants represent forty-three of the seventy-five counties in Arkansas with Washington and Pulaski having the largest representation followed by Benton.
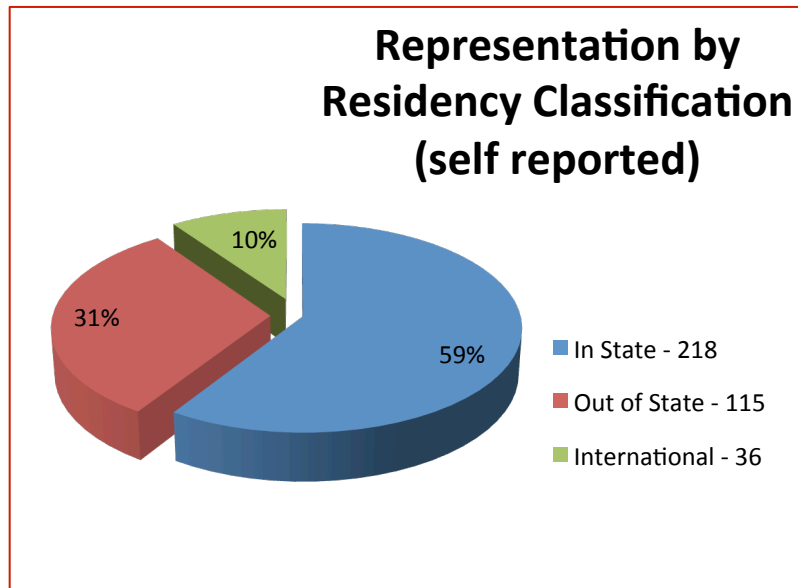
Finally, the overall academic quality of the applicants stayed relatively the same from the 2010-2011 AY to the 2011-2012 AY. The profile applicant in the 2010-2011 program was a sophomore who had completed 57 hours and had a cumulative GPA of 3.69. The average student applicant in the 2011-2012 AY was a sophomore who had completed 58 hours and had a cumulative GPA of 3.65. The 2010-2011 program had ninety 4.00 students representing 27% of the applicant pool. The 2011-2012 program had ninety-one 4.00 students representing 22% of the applicant pool. The applicant pool that eighty-four applicants out of 368 or approximately 22.8% of the pool are Pell Grant eligible.

Program Year Comparison

	Total Submitted Applications	Total Complete Applications	Total Review Applications	Total Awarded Applications
08\09 CSS	297	267	208	157
09\10 CSS	291	281	227	140
10\11 CSS	379	333	260	260
11\12 CSS	412	368	276	226

Number of Applications (y-axis: 0, 50, 100, 150, 200, 250, 300, 350, 400, 450)

The Office of Financial Aid

The Academic Scholarships Office manages merit-based aid. The Office of Financial Aid addresses need-based aid. Its 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 and self help. Gift aid consists of scholarships and grants. Self help 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.

The quality and delivery of funds to students improved mainly due to the movement of Federal Direct lending from the federal loan program financed by private lenders,

FFEL. Funding from the U. S. Department of Education is delivered using processes already in place for other federal programs such as Pell Grants. A total of **15,496 students received $190,431,553 in federal dollars for 2010-2011.**

Educational Outreach
Educational outreach is a large part of what the Office of Financial Aid mission. Financial literacy was added in the spring semester to help students and the community learn about financial aid. It was promoted using the Treasurer's Office spring bills, an estimated 20,000 emails, Arkansas Newswire, and flyers. Invitations were accepted for presentations from Upward Bound, Career Services, and Veterans Upward Bound. Information regarding the financial aid process was presented to all orientation sessions including law and graduate schools. To reach a more diverse population, training was provided to the League of United Latin American Citizens, a student organization allowing them to mentor others in their community.

Other opportunities for outreach included:
- Impacto Latino
- American Indian Impact
- Benton County High School Fair
- Dollarway High School, Pine Bluff, AR
- Delta Sigma Theta Sorority
- Students for Free Enterprise
- Adult Education Workshop
- Effective Learning Classes
- First-Year Experience Classes
- Academic Advisors Group Meeting

Website Updates
The financial aid web site had two major updates for 2010-2011. One included the upgrade of the net cost calculator supported by Student Aid Services. The upgrade in late spring provided an updated look with some enhancements. Student Aid Services reported 3,965 families used the student aid calculator. Arkansas residents were the most frequent users (totaling 2,192 visits) followed by Texas, Missouri, Oklahoma, Illinois, and Kansas.

First Page of Aid Calculator

The Net Price Calculator site received extensive press coverage.

Net Price Calculator News Articles

Bill Smith, "Testimony before the Congressional Advisory Committee on Student Financial Aid," March 17, 2011.

Mary A. C. Fallon, *Enrollment Management's Sleeping Giant: The Net Price Calculator Mandate,"* Journal of College Admission (NACAC), (Spring 2011): 7-13.

Cecilia Hadley, "Schools Launch Veteran-Friendly Net Price Calculators," *The Military Times*, January 11, 2011.

Aaron Crowe, "Coming Soon: Reliable College-Cost Calculators," *Wallet Pop/AOL*, January 10, 2011.

Staff Writer, "Add It Up: Calculating College Costs," *Top-Colleges*, January 10, 2011

Mary A. C. Fallon, "Net Price Calculators - Finding the Right Fit," *Student Aid Transcript* (NASFAA), November 15, 2010, 10-16.

Stacy Teicher Khadaroo, "College Tuition: New Law Aims for More Transparency in Costs," *The Christian Science Monitor*, October 5, 2010.

Lynn O'Shaughnessy, "Use an Aid Calculator to Get the Real Cost of College," *U.S. News & World Report*, July 13, 2010.

Lynn O'Shaughnessy, "College Cost Calculators: Are They Accurate?" *CBS MoneyWatch.com*, June 24, 2010.

Daniel de Vise, "Calculating the Net Price of College," *The Washington Post* – College Inc. blog, March 17, 2010.

Financial Aid TV videos were embedded on individual web pages increasing dramatically the viewing of the video clips. The total number of video clips watched since the embedding has been 7,831 so far this year. The total questions answered via Portal and embedded clips so far in 2011 are 12,187, compared to 2,971 questions for the same time period in 2010.

Financial Aid TV Most Popular Videos Viewed

# of Views	Video Viewed
968	How can I pay for college?
846	Will financial aid pay for all of my expenses?
824	What is financial aid?
757	What is the difference between a grant and a loan?
736	Can financial aid help me with out-of-state tuition costs?

The Office of Financial Aid is always available to assist students. Students may access their information in the Intergraded Student Information System (ISIS) online. Computers are available in the financial aid office lobby at 114 Silas Hunt Hall for assistance in completion of financial aid information.

Aid Disbursed

- Total Disbursed - $174,071,099
- Total Recipients – 15,205
- Percent of Enrollment Receiving Aid – 65%
- Estimated Undergraduate Cost of Attendance On/Off Campus – $19,490
- Average Graduating Undergraduate Indebtedness – $26,383
- 2009 Cohort Default Rate – 4.7

2010-2011 Year by Type of Aid
- Grants – $24,948,661
- Work-study – $1,950,901
- Loans – $90,402,862
- Scholarships – $73,129,128

2010-2011 Year by Funding Source
- Federal aid – $110,203,575
- State aid - $29,250,860
- Institutional – $31,065,642
- Outside – $19,911,474

Grants for 2010-2011
Grant aid increased in 2010-2011. It is valuable in the student's awarded aid by keeping indebtedness as low as possible.
- Federal Pell Grant - $19,266,840
- Federal Supplemental Educational Opportunity Grant - $939,092
- Federal Academic Competitiveness Grant – $734,045
- Federal National Science & Mathematics Access to Retain Talent Grant - $663,962
- State Workforce Improvement Grant – $196,247
- State Higher Education Opportunities Grant – $733,374

Work Study for 2010-2011
Ninety offices employ UA work study 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. Work study is a win-win situation for both employer and employee.
- Total students employed - 738
- Total dollars earned by UA students - $523,197
- Total UA Students employed in community service - 108

- Total dollars earned by UA students through community service - $180,995

Loans for 2010-2011

2010-2011 was a transition year for the loan programs as the federal Direct Loan programs was begun and the FEEL program was ended. Students borrow from the federal government under the DL program.

- Subsidized Stafford – $33,775,483
- Unsubsidized Stafford – $40,830,441
- Perkins – $2,001,499
- Parent PLUS – $8,432,358
- Graduate PLUS – $1,583,953
- Private – $3,779,128

Arkansas State Programs

The Arkansas Department of Higher Education administers state aid programs. The Academic Challenge Grant was partially funded by the state lottery. It brought with it challenges to be faced and overcome, such as additional requirements for reporting and a student consent form that allowed the approval or denial of release of student information to the Arkansas Bureau of Legislative Research.

- State Program funding received by UA students – $29,250,860

Collaborative Effort

College Goal Sunday is an effort to assist graduating high school seniors in completing the FAFSA. It was a large initiative for the Office of Financial Aid. Even though Fayetteville High School had to withdraw at the last minute, due to construction issues, the event was successful at our other two planned sites.

Serving Students

The counseling staff is assigned by student alphabet. They served 15,496 students last year. Counselors are available to see students as walk-ins, as well as communicating with students through email and phone. A total of 62,294 phone calls were counted in 2010-2011. Walk-in students totaled 18,251.

Processing and Systems

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

- Number selected for verification – 5,663
- Number completed verification – 4,190

The student information system (ISIS) received two upgrades during the year. The additional workload was completed successfully, often after normal working hours.

- Number of scanned Documents - 71,360
- Faxes were auto ported into the scanning system saving 24,022 printed pages. Cost savings of $1,201.
- Emails are electronically sent to scanning system.
- PMS Solutions reported a reduction of 42,446 copies for 2010-2011. Most are due to electronic documents instead of prints.

The 2010-2011 academic year was marked, as most years in Financial Aid, by changes in processing, enhancements, and increased volume. Financial aid disbursed to students increased and was completed with greater speed. The main changes came with verification speed and programs changes to federal direct loans and the state lottery funded Academic Challenge Scholarship. The Academic Challenge Scholarship shifted the percentage of total state aid to 15% vs. 7% in 2010. The shift resulted in federal aid dropping to 58% of a financial aid package from 62% in 2010. The total number of federal dollars disbursed to University of Arkansas students increased to $102,957,149.

- FAFSA's received - 21,145
- Verification selection – 5,663
- Federal aid – $110,203,575
- State aid - $29,250,860
- Number of students receiving aid - 15,496

Credentials Evaluation in Admissions

Recruiting a Record Number of Applicants Means Record Activity for the Credentials Evaluation Unit

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, communication with applicants, and customer service technology. Wendy Stouffer, former associate director of admissions for operations, assumed the interim role of director of academic scholarships in September 2010 and was later hired permanently into the position. Kelly Westeen, former assistant director of the office of nationally competitive awards, was appointed to the position of interim associate director of admissions beginning September 2010.

The Office of Admissions has seen an increase of 2,020 in total actionable domestic undergraduate applications for 2010-2011 academic year over 2009-2010. The result was an increase in the number of transcripts, test scores, and miscellaneous documents that

office staff had to process. To assist with this increase, two temporary employees were hired during the busiest processing time period beginning in October and ending in February. Cooperative efforts across departments within the Office of Admissions and across the Division of Enrollment Services resulted in the successful and timely processing of incoming applications and credentials. Additionally, a number of procedural and technological changes were implemented to more efficiently process incoming credentials.

The chart below provides data on the number of documents scanned and processed by undergraduate admissions per year for the last three fiscal years. The second chart is an informal ("tick") count of evaluations, applications reviewed, telephone calls, etc. per month for the last fiscal.

Document Type	08-09	09-10	10-11
Paper Applications	877	678	619
Online Applications	13132	15172	17251
Deny Letters	918	878	1016
Individual E-mails from Staff to Students	671	2185	3552
Committee Evaluation Sheets	2317	1724	2066
Immunization Records	181	425	1039
Missing Credential Letters	10988	17542	8825
Misc. Documents (Fee Waivers, etc.)	5391	5286	5532
Payments	2150	3910	1501
Admission Profiles	12771	14051	14945
Withdraw Application Notifications	1730	1543	1006
Accept Offer of Admissions	2062	1013	864
ACT Scores	2461	751	1377
SAT Scores	1122	302	466
Electronic College Transcripts	N/A	N/A	476
College Transcripts	10655	12672	12696
Electronic HS Transcripts (Partial year through 09-10, full year 10-11)	0	557	2237
High School Transcripts	15130	17151	16103

Type	July	August	September	October	November	December	January	February	March	April	May	June	Total
HS Evals	1916	439	962	1721	3048	4076	744	917	802	541	270	679	16115
Coll Evals	962	924	361	289	582	636	861	835	1605	755	482	1075	9367
Readmits	172	224	51	28	188	140	199	54	109	150	147	166	1628
Other Admits	232	178	118	182	254	385	298	336	866	248	138	242	3477
Appls	924	1114	1420	1342	2928	4179	1596	851	844	826	663	633	17320
HS Rec	750	599	815	1895	3345	1880	1775	1141	877	499	496	1570	15642
Coll Rec	1258	1888	443	307	761	849	1533	868	926	922	1131	1334	12220
ACT/SAT	201	326	432	760	1524	1501	821	733	388	296	171	320	7473
Calls	1054	1428	667	1150	1152	1056	529	272	517	832	790	1023	10470
Misc	884	1278	583	833	820	945	1562	1658	1624	1156	2780	1282	15405
Scanned	2090	2924	2828	5688	5500	5299	4839	5140	4112	3189	3882	6513	52004

A major processing and technological change recently implemented involved the way incoming college transcripts through electronic data interchange (EDI) are received and loaded into ISIS, and subsequently, the way transfer credit is posted to student accounts from these transcripts. Della Jordan, Admissions IT specialist, worked with colleagues in the Registrar's Office to use available programming in ISIS to automatically mark incoming college EDI transcripts as received and send them to the students' accounts, bypassing the time consuming and costly process of printing them off, scanning them into emPower, marking them as received, and evaluating them for GPAs, transferrable courses, and earned degrees. Given Admissions and the Registrar's Office received 476 EDI transcripts over the FY 2010-2011, this new process will result in time and monetary savings for both departments.

The way miscellaneous documents are entered and coded in emPower has also improved, resulting in a decrease in the amount of time these documents are marked as received in the student's file. Numerous documents the office receives for an applicant have little to no bearing on the admissions decision. It was often difficult to distinguish between essential miscellaneous documentation and non-essential documentation once logged into emPower and placed in the miscellaneous document work list. To more quickly process essential admissions documents, the data entry crew now marks them

as received in the applicant's file before scanning them into emPower and codes them more clearly with comments on what type of documents they are. This has resulted in a faster admissions decision for students who submit fee waivers and other requested documentation such as resident alien and social security cards.

A welcomed change to the way institutional COMPASS scores are received and entered into ISIS also came to fruition this year. Previously, COMPASS scores were faxed from the testing services office on campus to the processing unit upon an applicant's completion of the test. The test results were then manually entered into ISIS, and the test result sheets were then scanned into emPower and had to be manually pushed through the test score work list. This outdated process of receiving faxed scores was often frustrating and required additional contact between the processing unit and the testing center when problems such as unreadable faxes occurred. The new process now involves fewer people and consumption of fewer resources. When an applicant completes their exam, Admissions is now able to log into ACT's COMPASS site and download test scores. The scores are then saved and passed to a member of the Admissions team who can load them directly into the student's file in ISIS. This new procedure has saved paper and reduced data entry mistakes and application response time.

Not only has the unit devised ways to better process COMPASS scores for prospective students, but it also now assists other offices on campus with current students' COMPASS scores and the role those scores play in state reporting. Students taking remedial English and reading on campus are now required to take the COMPASS exam as further evidence of mastery of those content areas. When these students take the COMPASS exam, they are loaded into ISIS using the process mentioned above so that the instructor, the director of academic success, and the office of institutional research can have access to these scores. This collaboration has resulted in a streamlined reporting process and student tracking method, especially for the office of institutional research as it prepares its state reports.

In addition to improvements in document handling procedures that affect application response times, changes to how the unit processes committee review sheets after students are reviewed by the Admissions and Appellate Board have allowed the unit to focus more on processing essential admissions documentation. While the admissions analysts still log in post-committee decisions, they no longer have to scan in, review, and move the sheets through the miscellaneous list in emPower. Additionally, thanks to the Enrollment Services iPad fleet purchased during FY 2010-2011, the Admissions and Appellate Board can now review applicant files electronically, saving pre-committee

processing time and money since hundreds of pages of paper no longer need to be printed.

Fiscal year 2010-2011 also saw the Admissions and Appellate Board take steps to better prepare the incoming student population for success. In previous years, a number of students not meeting admission requirements were conditionally admitted. After a review of the success of these students and the institutional impact of such admissions decisions, the board took a more active role in guiding students not meeting admissions guidelines to resolve areas of concern, such as remediation and low GPAs, before granting admission. The result thus far has been a decrease in the number of students admitted conditionally and those requiring remediation. This process continues to be reviewed and improved to better ensure student success and persistence at the university.

Admissions began work in 2010 in making changes to the application for undergraduate admissions. The goal was to deliver a more user-friendly, student-centered, and robust application for admission. The application for admission was also developed with scholarship applicants in mind, closely linking both application processes together. By the end of the fiscal year, the majority of the work on the new online application was completed, and the application launched on July 11, 2011. A full report of the new application will follow in the 2011-2012 annual report.

Orientation

In the fall of 2010, the New Student and Transfer Student Orientation Program moved from Student Affairs to Enrollment Services. Jeremy Dickerson was named Assistant Dean of Admissions and was given a supervisory role with orientation, which is housed in Admissions. In January, Ashley Youngblood joined the orientation staff as administrative specialist II. Among other duties, Youngblood answers the team's main phone line and e-mail account. Nikki Cureton, graduate assistant, graduated in May, and Annalise Setorie, a recent graduate of Temple University, assumed her role. In June, Amber Roth transitioned from her role as associate director for Transfer Central to associate director for orientation. In this capacity, Roth serves as the primary facilitator of the student portion of orientation.

With these staff additions, the orientation team comprises four full-time professionals, two graduate assistants, and forty student assistants, who work year-round to execute the University's new student orientation program. The work involves countless hours

of exhaustive planning with myriad campus constituencies. The group works closely with its college partners to ensure that they have the resources they need to quickly advise and register students. Facilities, the Arkansas Union, Transit & Parking, and Chartwell's contribute to the successful movement of and quality service to orientation's guests. Several offices from the Division of Student Affairs, also, aid the team in assuring students and parents alike have the information they need to make a successful transition to the University community. During the last fiscal year, the University hosted 8,435 students and family members for orientation.

This year, the orientation team worked closely with the first year experience office to recruit and train undergraduate mentors. For the thirty-six positions available within orientation, more than 200 students applied. The selected team included students from each college and was highly representative of the student body. Many were current or future student ambassadors. Training began in the spring semester and included a newly launched weekly workshop aimed at preparing the students for the questions they might encounter and at uniting them around a central mission of ensuring a safe, educational, and fun atmosphere for our guests. Throughout June, the mentors received solid praise from students, parents, and university staff alike.

Last year's schedule, though liked by our college partners, placed considerable stress on the orientation team because it involved several hours of overlap among sessions over the week. Realistically, the team knew it could not maintain that schedule as it required too many people to be in two places at the same time. While reducing some time for other offices to present before the guests, removing the overlap allowed the student mentors with time to regroup between sessions. The resulting dynamic was a group of calm, focused student mentors who were able to maintain a high level of friendliness with attendees.

In order to better engage the parents and families of our students, several changes were implemented. First, the program took on a solid academic appeal with presentations from the Division of Enrollment Services, the Enhanced Learning Center, and Center for Educational Access. Second, what was a social consisting of heavy *hors d'oeurve* became a family dinner which gave parents a break from the presentations and time to enjoy one another's company. Finally, sessions were added in day two to address issues like homesickness, campus involvement, and other first-year topics. These interactive sessions were highly popular and often drew laughter and a few tears.

With an eye toward increasing student involvement in breakout sessions, the orientation team conceived of and executed a new passport incentive program that

allows students to possibly win prizes for participating in sessions on day two. With a very generous donation from the Division of Student Affairs for a $2,000 scholarship, the program was very popular. Between-year attendance in sessions grew anywhere from 56% to 352%. Students and parents turned in their passports in a newly created capstone meeting, Traditions, which introduced students to Senior Walk, Spoofer's Stone, the Hog Call, and the Alma Mater.

The orientation staff received great support from the communications team in overhauling its publications and web presence. During the year, a new website was launched. Based on plans developed in 2009, the new website features different paths for first-year, transfer, and nontraditional students. The site, hosted on Reddot, is highly customizable and allows the staff to quickly make edits or emergency notifications as needed. The site also features a digital preview book that answers basic questions about the orientation program, saving not only staff resources answering redundant questions over the phone but also financial resources removing the need for an additional hard-copy publication.

In previous years, orientation would close events five days ahead in order to have time for constituent offices to massage a data file. With the work of David Gibson, assistant director for Admissions for IT, Admissions was able to centralize that effort and provide all of the data elements within one file, which allowed orientation staff to close events one business day out. This produced far fewer errors with reports not reflecting actual student attendance and greatly enhanced the accuracy of clearance reports. In addition, Gibson was integral in developing a database that systematically pairs students with similar majors into room assignments. The process that previously took four hours of staff members' time per session now takes no more than fifteen minutes. Finally, the communications team developed an attractive packet of materials, which follows a travel theme, which will serve the orientation team for years to come.

Office of Nationally Competitive Awards

The Office of Nationally Competitive 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 assistant director meet 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 2010-2011 academic year, University of Arkansas students were recognized in a variety of nationally competitive award programs. This year, there were eleven National Science Foundation Graduate Research fellows, two Goldwater scholars, four Fulbright English Teaching Assistantships, nine Gilman International Travel awardees and more. University students also enjoyed remarkable success at the state level, earning a record number of 108 SURF awards.

Student Awards and Achievements

Nine Named Gilman Scholars

The Gilman Scholarship is a nationally competitive award that provides funds for study abroad during the junior year. This year University of Arkansas students earned nine scholarships:

Amanda Compean	Australia
Gabrielle Compton	India
Anna Felder	Ireland/Germany
Spencer Foust	India
Brittany Rodgers	Italy (UA Rome Center)
Audrey Stone	Italy (UA Rome Center)
Shunterrence Trammell	Ireland/Germany
Alexandra Wallace	China
Brittany Williams	Jordan

Four Win 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. This year four University of Arkansas students were awarded Fulbright scholarships to cover all basic living and travel expenses for 9-12 months abroad. Arkansas Sen. J. William Fulbright introduced the legislation that established the program in 1946. It now operates in more than 155 countries and is considered the flagship international educational exchange program sponsored by the United States.

These students will travel to their host countries for a year of teaching English. 2011 Scholars, their mentors, and country are:

Donald Goetz	Nicholas Copeland	Brazil
Cass Trumbo	DeDe Long	Turkey

Andrew Walchuk	Hoyt Purvis	Spain
Elizabeth White	Kathleen Condray	Germany

University of Arkansas Students Earn State Awards

For the 2010-11 academic year, 89 University of Arkansas students earned state Student Undergraduate Research Fellowships. This number of winners is the second highest in University history. These students' research represents a variets of fields, including the arts, architecture, agriculture, business, education, engineering and the sciences. The number of awards greatly surpasses the 51 SURF grants received by University of Arkansas students in 2008-09.

Individual state awards for the 2010-11 academic year ranged from $1,650 to $2,900, totaling $206,125, with the university providing matching funds for each student. Total funds awarded after matching were $284,250. 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 89 students receiving awards, eight are from the Dale Bumpers College of Agricultural and Life Sciences, one from the Fay Jones School of Architecture, thirty six from the J. William Fulbright College of Arts and Sciences, seven from the College of Education and Health Professions, four from the Dale Bumpers College of Agricultural, Food & Life Sciences, eighteen from the College of Engineering, and fifteen 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
Lindsay Andrews	Mack Ivey	Human Nutrition
Mille Appleton	Pasty Watkins	Journalism
Jisoo Bae	Raja Kali	International Business
Iain Bailey	Brian Haggard	Biological Engineering
Rex Bair	Po-Hao Huang	Mechanical Engineering
Bryant Baker	Thad Scott	Envi., Soil, and Water Science
Ashlee Bell-Cohn	Roger Koeppe II	Biology
Jody Bland	Jeffrey Jones	Finance, Economics
Micah Borges	Fran Hagstrom	Communication Disorders
Natalie Brown	William Levine	Psychology
Lucas Brown	Douglas Spearot	Mech. Engineering, Physics
Allen Busick	Shannon Servoss	Chemical Engineering

Courtney Cagle	Jeffrey Silberman	Biochemistry
Lacey Carnahan	Daniel Sutherland	History And Anthropology
Trent Chudej	Uchechukwa Wijinya	Mechanical Engineering
Hannah Coffman	Matthew Feldner	Psychology
Leeanne Compere	Bill Buron	Nursing
Isaac Cook	Ro DiBrezzo	Kinesiology
Nathan Cook	Lisa Margulis	Music Education
Robyn Cota-Sieckmeyer	Ralph Henry	Biology
Jonathan Cox	Jesse Casana	Anthropology
Catherine Craig	Christian Hofer	Transportation/Logistics
Kaitlyn Datzman	Marcia Imbeau	Early Childhood Education
Lauren Dech	Amy Farmer	International Business
Chris Dempewolf	Craig Thompson	Computer Science
Laura Dickerson	Ellen Leen-Feldner	Psychology
Carrie Forrester	Juan Manual Sanchez	Accounting
Anna Franceschi	Todd Shields	Political Science
Elise Geraghty	Denise Beike	Psychology
Donald Goetz	Nicholas Copeland	Anthropology
Sarah Griffis	Alexandra Pappas	English, Classical Studies
Terra Hardcastle	Molly Rapert	Marketing
Isaac Hayes	Lisa Margulis	Music, Psychology
Melissa Hinds	Juan Manual Sanchez	Finance
William Hogan	Fiona Davidson	Political Science
Michael Howland	Micah Hale	Civil Engineering
Brady Hurlburt	Jingxian Wu	Electrical Engineering
William Jean	Michael Lehmann	Biology
Kathleen Kennedy	Andrew Dowdle	Political Science
Luke Knox	Kristin Musgnug	Art
Iris Celeste Kon Njewel	Paul Adams	Biology
Matthew Krieger	Dub Ashton	Finance
Lauren Lavender	Timothy Kral	Biology
William Lewis	Reeta Vyas	Physics
Li Hui Li	Robert Stapp	Int'l. Business, Finance
Hannah Lintag	Christa Hestekin	Chemical Engineering
Nicole Lorenz	Jamie Hestekin	Chemical Engineering
Aisha Mahmoud	Julia Kennefick	Physics
Tyler McBride	William Quinn	English, Journalism
Michael McCain	Molly Rapert	Finance
Jay Mehta	Wilbur Myers	Mechanical Engineering

Melinda Milburn	Carole Shook	Accounting
Hannah Moreland	Robert Beitle	Biological Engineering
Shannon Mumma	Wesley Stites	Chemistry
MariAlison Murry	Douglas Rhoads	Biology, Anthropology
Brent Norniella	Molly Jensen	Finance
Joseph O'Neill	Ashley Dowling	Horticulture
Luke Osborn	Min Zou	Mechanical Engineering
Elizabeth Phillips	Tahar Messadi	Architecture
Chase Phillips	Robert Stapp	Economics
Claire Purdy	Robert Stapp	International Marketing
Morgan Race	Richard Coffman	Civil Engineering
Kylan Rakestraw	D. Keith Roper	Chemical Engineering
Jessie Rambo	Kimberly Baker	Communication Disorders
Anum Rasheed	Nilda Burgos	Biology
Rosalee Reese	Jason Apple	Animal Science
Austin Reid	Joseph Candido	English
Thomas Rembert	Gregory Salamo	Physics, Elec. Engineering
Greg Renick	James Lampinen	Psychology
Daniel Rice	Andrew Dowdle	Political Science
Brittany Rodgers	Andrea Arrington	History
Ashley Rosenberg	Matt McIntosh	Chemistry
Francis Sabado	Jia Di	Computer Engineering
Amee Salois	Claud Lacy	Physics
Stuart Shirrell	John Ryan	Mathematics, Economics
Ayla Smartt	Michelle Evans-White	Biology
Heyley Stephens	Jeffrey Ryan	Political Science
Nicholas Tingquist	Suresh Kumar	Biochemistry
Jimmy Vo	David Zaharoff	Biological Engineering
Andrew Walchuk	Jeff Ryan	Political Science
Derek Walker	Jeannine Durdik	Biology
Abigail Washispack	Anoop Samant	Biological Engineering
Kathryn Watkins	Alishia Ferguson	Social Work
Chelsea Williams	Elizabeth Markham	Music, History
Elizabeth Wilson	Sabrina Billings	Anthropology
Frances Wilson	William Quinn	English
Lauren Wood	Fiona Goggin	Entomology
Lindsay Andrews	Mack Ivey	Human Nutrition
Mille Appleton	Pasty Watkins	Journalism
Jisoo Bae	Raja Kali	International Business

Iain Bailey	Brian Haggard	Biological Engineering
Rex Bair	Po-Hao Huang	Mechanical Engineering
Bryant Baker	Thad Scott	Envi., Soil, and Water Science
Ashlee Bell-Cohn	Roger Koeppe II	Biology
Jody Bland	Jeffrey Jones	Finance, Economics
Micah Borges	Fran Hagstrom	Communication Disorders
Natalie Brown	William Levine	Psychology
Lucas Brown	Douglas Spearot	Mech. Engineering, Physics
Allen Busick	Shannon Servoss	Chemical Engineering
Courtney Cagle	Jeffrey Silberman	Biochemistry
Lacey Carnahan	Daniel Sutherland	History And Anthropology
Trent Chudej	Uchechukwa Wijinya	Mechanical Engineering
Hannah Coffman	Matthew Feldner	Psychology
Leeanne Compere	Bill Buron	Nursing
Isaac Cook	Ro DiBrezzo	Kinesiology
Nathan Cook	Lisa Margulis	Music Education
Robyn Cota-Sieckmeyer	Ralph Henry	Biology
Jonathan Cox	Jesse Casana	Anthropology

Two Students Named 2011 Goldwater Scholars

Aisha Mahmoud of Puerto Rico and William Lewis of Little Rock are among 275 students in the nation to be named Barry Goldwater Scholars. They will each receive a $7,500 award. Both students are members of the Honors College. Ali McAtee of Lonsdale received an honorable mention in the competition. All three students are members of the Honors College.

Mahmoud, a junior majoring in physics and Spanish in the J. William Fulbright College of Arts and Sciences, is also a S-STEM Physics Scholar and a recipient of the Wakefield Endowment Fund Scholarship. Her research focus is astrophysics, and she works under the mentorships of physics professor Julia Kennefick.

Lewis is a junior who is double majoring in both physics and mathematics in the J. William Fulbright College of Arts and Sciences. He is an Arkansas Governor's Distinguished Scholar and a Chancellor's Scholar and also received a SURF grant this spring. He works on theoretical laser physics under the mentorship of physics professor Reeta Vyas.

McAtee, a junior in the College of Engineering, is an Honors College Fellow and an Arkansas Governor's Distinguished Scholar. Working with her research mentor, Jamie Hestekin, a chemical engineering professor, McAtee conducts research on alternative biofuels.

This is 16th consecutive year that a University of Arkansas student has been named as a Goldwater Scholar, bringing the total number of the University of Arkansas Goldwater Scholars to 45.

Eleven Students Receive National Science Foundation Graduate Fellowships

Eleven University of Arkansas graduates won National Science Foundation Graduate Research Fellowships for the upcoming academic year, and three more 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. Of these 14 students, 10 are from Arkansas, 10 were members of Honors College, four are graduating seniors, two are current graduate students and seven are recent graduates. Of those who earned their bachelor's degrees at the University, eight were in the College of Engineering and three were in the J. William Fulbright College of Arts and Sciences.

This year's recipients, including their majors and special awards and designations while attending the University of Arkansas are:

John Blanchar	Social Psychology	(not UA undergraduate)
Nathaniel Bobbitt	Chemical Engineering	Chancellor's Scholar
Elaine Christman	Physics/Astronomy	Sturgis Fellow
Joseph Courtney	Biophysical Engineering	Honors College Fellow
Robert Fleming	Mechanical Engineering	Chancellor's Scholar
David Fryauf	Electrical Engineering	Honors College Fellow
Elise Geraghty	Social Psychology	Sturgis Fellow
Jacob Irwin	Biological Engineering	Chancellor's Scholar
Nicole Lorenz	Chemical Engineering	Honors College Fellow

Colin Paul	Chemical Engineering	Honors College Fellow
Ben Rainwater	Materials Engineering	(not UA undergraduate)

Honorable mentions include:

Jordan Greenlee	Electrical Engineering
Christopher Walton	Mechanical Engineering
James Wesolowski	Archaeology

On-Campus Events

Faculty Letter Writing Workshop

On September 28, 2010 the Office of Nationally Competitive Awards hosted an informational lunch session for faculty members about writing letters of recommendation. This session provided helpful information to faculty members who are likely to write letters of support for students applying for various nationally competitive awards, as well as graduate programs. Though the focus of the workshop was on writing successful letters for National Science Foundation Graduate Research Fellowship applicants, participants also discussed general tips for writing letters of recommendation. Approximately 20 faculty mentors participated in the workshop.

NSF Informational Workshop

On September 20, 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. Dr. John Hehr reviewed the important points of a good research plan. A panel of faculty mentors and NSF GRF application readers from the U of A--Dennis Brewer, Luca Capogna and Matt Gordon--were also on hand to offer advice. Forty students attended the workshop.

State and National Awards Reception

The office's annual State and National Awards Reception was held in the Arkansas Union Ballroom on May 4. The annual event honors student success, as well as mentor support of students, in state, regional and national award programs. Dean Bob McMath of the Honors College, Vice Provost for Research and Economic Development Jim Rankin, and Vice Provost for Diversity Charles Robinson participated in the ceremony, extending their congratulations to students and mentors. 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, the office presented the International Relations Program with the 2011 Departmental Gold Medal award, which was accepted by Professor Hoyt Purvis, and presented six

outstanding faculty members with the 2011 Faculty Gold Medal Award: Marica Imbeau, William Quinn, D. Keith Roper, Jeff Ryan, Mary Savin, Kim Sexton, and Robert Stapp. The awards are given to departments and faculty members offering outstanding assistance to student award applicants and winners.

Service
Arkansas Reads Program Brings More Than 2,000 Books to Hughes
The Office of Nationally Competitive Awards, through a partnership with other offices on campus and with Fayetteville High School, helped bring more than 2,000 books to

Hughes Elementary School thanks 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 March, the Office collected books at various drop box locations on campus and around Fayetteville. Special programs at Fayetteville High School and Pomfret Honors Quarters also collected books for our effort. On March 31, Chancellor G. David Gearhart, along with administrators and students, delivered the books personally to Hughes Elementary. The Office also procured quality shelving for these new volumes, and the Chancellor and University representatives helped install the new furniture and shelve the books. After two successful years of the Arkansas Reads program, the office hopes to continue to assist with book collection and donation efforts for future drives to encourage literacy and to encourage all children to attend college.

<div style="background-color:#8B0000; color:white; text-align:center; padding:4px;">Office of Academic Success</div>

The Office of Academic Success was established June 1, 2009, as the retention wing of the new Enrollment Services Division. This office works closely with colleagues in Enrollment Services, with the staff of the Enhanced Learning Center and the Quality Writing Center, and with faculty and staff across campus to support students through to graduation.

Office of Academic Success Goals and Accomplishments
The Office of Academic Success established these goals for FY 2011:

- Monitor all students on Academic Challenge Scholarships who have required remediation to make sure they complete this requirement before they have accumulated 30 credit hours. Also, monitor the grades of these

students at the critical junctures of early progress (fall and spring) and end of fall semester, offering tutoring and learning coach services to students whose grades are below the 2.5 for scholarship renewal.

- o Of the 106 Academic Challenge students who entered fall 2010 with required remediation, 96 or 90% completed their remediation within the first year of college. The average cumulative GPA of those not completing remediation was 2.23; the average cumulative GPA of those completing remediation was 2.42.

- In keeping with state law, insure that all students completing remedial classes take the post-course assessment.

Semester and Course	Fall 2010 Reading	Spring 2011 Reading	Fall 2010 Writing	Spring 2011 Writing	Fall 2010 Math	Spring 2011 Math
Students Completing Course	77	6	87	16	226	132
Students Taking Assessment	75	6	83	15	204	129

- Begin phasing in the recommendations of the Increasing Graduation Rate Task Force as determined by the provost.
  - o Of the ten projects selected by the provost, seven are underway. Two assigned to the Office of Academic Success are the "attendance matters" project and the virtual student success center. Use of the Turning Technologies Student Response System for monitoring attendance will be piloted fall 2011 in large classrooms of predominantly first-year students. All copy for the virtual student success center has been written and is awaiting being designed and uploaded.

- Expand the Academic Success Network by collaborating with other entities on campus.
  - o Retention takes a campus working together. The Office of Academic Success reaches out to diverse areas on campus to partner for the benefit of students. Some of these accomplishments in 2010 included:
    - ▪ With the English Department, developing a "stretch" English composition class for fall 2011 to serve entering students with required English remediation. These students will sign up for a

section of regular English Comp I and a "lab" section of English 0002. This concurrent registration will result in students completing English remediation their first semester without getting behind in their English sequence.

- With the Department of Mathematical Sciences and the College of Education and Health Professions, developing a new course, EDUC 1301, Math Study Skills, to support students struggling in basic mathematics. The class will be offered the second 8 weeks of the fall 2011 semester.
- With the Veterans Upward Bound program, developing programming to ease the academic transition of veterans into a university setting.
- With various diversity units on campus and the Enhanced Learning Center, developing a four-hour workshop on being a successful university student.
- For the Teaching and Faculty Support Center, developing two oral and written presentations on working with underprepared students.

A comprehensive, campus-wide, academic support center, the Enhanced Learning Center provides academic support services to all University of Arkansas students in meeting their academic goals here and beyond the university.
The Enhanced Learning Center includes two primary units:

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

The Enhanced Learning Center continued to grow in 2010-11 with an increase of 41.62% in student participation in all services (duplicated) and an increase of 28.57% in the number of students served (unduplicated). See All On-Going Services by Year.

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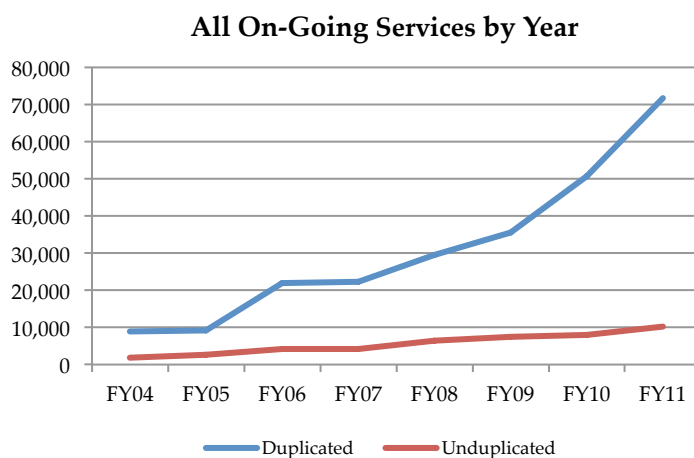
Tutoring, Supplemental Instruction (S. I.), Workshops, and Resources for Students & Faculty, are the primary delivery systems for the Enhanced Learning Center. In addition, customized, one-time offerings designed to meet specific needs are developed in conjunction with individual faculty, staff, or departments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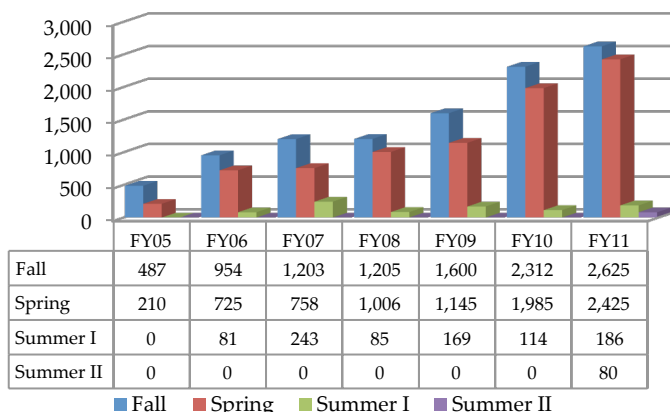
QWC Tutoring in Mullins

Supplemental Instruction

S. I. grew over the preceding academic year. With the full implementation of S. I. for Data Analysis and Interpretation in collaboration with the Sam M. Walton College of Business and the increase in 2010-11 freshman enrollment, participation in S. I. grew 53.88%, and the number of students served by S. I. grew by 20.52%. This is consistent with a three year trend of increased growth in the number of students served with a greater increase in student participation in S. I. as reflected by a 231.53% increase in the number of students served from 2008-09 to 2010-11 and a 378.45% increase in student participation during that same timeframe.

During the fall 2011 semester, 3,772 students were enrolled in one or more of the following classes:

Participation in Supplemental Instruction
(Unduplicated Headcount)

	FY05	FY06	FY07	FY08	FY09	FY10	FY11
Fall	487	954	1,203	1,205	1,600	2,312	2,625
Spring	210	725	758	1,006	1,145	1,985	2,425
Summer I	0	81	243	85	169	114	186
Summer II	0	0	0	0	0	0	80

■ Fall   ■ Spring   ■ Summer I   ■ Summer II

BIOL 1543 - Principles of Biology CHEM 1103 - University Chemistry I
CHEM 3603 - Organic Chemistry I
ECON 2013 - Principles of Macroeconomics
ECON 2013H - Honors Principles of Macroeconomics
ECON 2023 - Principles of Microeconomics
WCOB 1033 - Data Analysis and Interpretation

The effectiveness of Supplemental Instruction on student performance was tested a fifth year. As in preceding years, S. I. demonstrated a significant impact on the performance of those students participating in S. I. at a significant level (10+ times per semester). Over 90% of those students participating in S. I. significantly completed the course with a C or better. Only 57% of those students not participating in S. I. significantly (9 or fewer times per semester) completed the course with a C or better.

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 <0.0001. The same was true for Data Analysis and Interpretation with one exception: The comparison of mean grade at the 5 to 9 and 10+ levels generated a p-value of <0.0041.
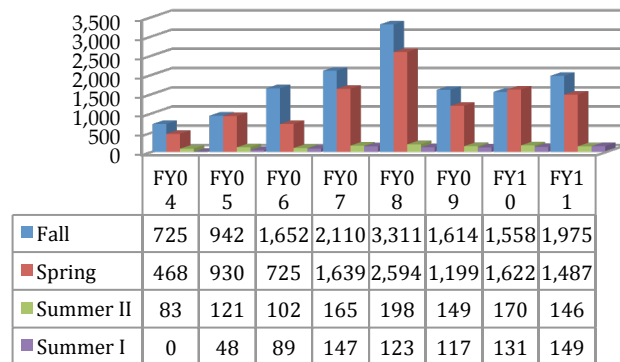
When asked about the helpfulness of S. I. in the fall 2010 semester, 57.47% of the responding 1,900 students rated S. I. as having been Extremely or Very Helpful, and 36.37% rated S. I. as Somewhat Helpful. Only 6.16% of the responding students rated S. I. as Not Helpful.

Tutoring
Tutoring also grew over the preceding academic year. The number of students served by tutoring grew over 2009-10 by 7.93% and student participation in tutoring grew by 4.20%. Despite this growth, tutoring has not yet regained its highest level of pre-My Math Lab participation, which was achieved in 2008-2009 when mathematics was the largest single discipline tutored by the Enhanced Learning Center.

However, over the same three-year period, the level of participation in tutoring has increased at a higher rate than the number of students served. Consequently, the student participation rate in tutoring is within 8.09% of its 2008-09 pre-My Math Lab level while the number of students served is 39.66% percent below its 2008-09 level.

Participation in Tutoring by Year
(Unduplicated Headcount)

	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11
Fall	725	942	1,652	2,110	3,311	1,614	1,558	1,975
Spring	468	930	725	1,639	2,594	1,199	1,622	1,487
Summer II	83	121	102	165	198	149	170	146
Summer I	0	48	89	147	123	117	131	149

During each semester, students are asked to rate their experience with tutoring both at the QWC and the E. L. C. During the fall 2010 semester, two questions were asked to determine the effectiveness of tutoring: As a result of tutoring, I have performed better in the course; and As a result of tutoring, I have a better understanding of the material. Of the responding students, 69.46% and 71.90% respectively chose Strongly Agree for these two questions; 16.32% and 14.88% chose Moderately Agree. Of the remaining respondents, 2.93% and 1.24% chose Moderately Disagree, and 1.26% and 2.07% chose Strongly Disagree. The remaining 10.04% and 9.92% respondents were undecided.

Additional Services

Although a relatively small portion of the services provided by the Enhanced Learning Center, workshops and related activities showed a 177.28% increase over the preceding academic year. This increase reflects a variety of unique and collaborative projects such as:

- Increased collaboration with faculty on topic-specific in-class "mini-workshops",
- An increase in student utilization of the E. L. C. Learning Coach,
- Chemistry and Biology review sessions for those classes supported by S. I.,
- Exam reviews for Architecture Technology I and II in collaboration with the Fay Jones School of Architecture,
- A hybrid tutoring/writing assistance project for Comparative Politics, and American Government in collaboration with faculty from the Political Science Department, and
- Individual-specific work with students under sanction by the Office of Community Standards and Student Ethics.

Campus Recognition for ELC

During 2010-2011 academic year, the Enhanced Learning Center team was honored by the University of Arkansas Staff Senate with its 2011 Outstanding Staff Team of the Year Award. The award was based on the team's development of a web-based/ i-Touch technology system (Razortrack) which allows students to register for Center activities (S. I., workshops, tutoring, etc.), tracks students receiving services, and collects payroll data for over 100 tutors, S. I. leaders, and/or mentors. The resulting efficiencies allow a small staff to support a rapidly growing program dedicated to student achievement and success.

Office of the Registrar

The Office of the Registrar has consistent and significant interaction with students from the point of matriculation to graduation and beyond. The responsibility for maintaining student records is great, but the Registrar is also about serving the needs of students, faculty, alumni, and staff.

The Office of the Registrar contributes to the mission of the University of Arkansas by constantly pursuing excellence in the accuracy of academic records, the integrity of academic processes, and the quality of service given to our University community and the general public. In so doing, the office strives to create an environment that:

- seeks efficient and effective ways of operating
- encourages personal and professional growth
- utilizes teamwork
- respects diversity
- promotes open communication
- cultivates a service attitude

Major Goals and Accomplishments

Academic Advisement Reports Released
One of the major goals for this year was to develop and refine the academic advisement reports for release to all undergraduate students. This was done in collaboration with the undergraduate colleges. By February 15, advisement reports for ARSC and AFLS were released to students and those for ENGR, ARCH, and EDUC followed shortly afterwards. The reports for WCOB required more programming and were released in the summer. Meeting this goal required extensive coding and will require constant

maintenance in the future. Duties in the office were shifted so that one person could focus primarily on coding for the advisement reports. Currently, the advisement reports are run manually three times a term. The next step is to program these to be dynamic reports that will be updated with each student request.

Centralized Room Scheduling Unit

The centralized room scheduling unit was formed with the hiring of Jean Mitchell as the coordinator and two support staff, Mike Hooper and Adrienne Ransom. The staff began working immediately upgrade R25 to make it compatible with the ISIS upgrade. Changes to R25 also had to be made, including assigning rights for 466 rooms, setting preferences for 142 academic departments, determine general access and special purpose rooms, and match room features with the Facilities Management RUSS system. The unit added eighteen new R25 users and facilitated three training sessions for new users. Training documents were created with the assistance of ISIS trainer, Karen Jennings.

The first centralized room scheduling for general access classrooms was successfully completed for summer and fall 2011 classes. The unit worked very effectively with the colleges and, in fact, much of the success in making this transition was because of the excellent collaboration by the college representatives.

While much was learned from this first batch room scheduling process, there were initial successes. The average room utilization (number of meeting hours in week divided by number of possible hours in week) increased in fall 2011 to 71.23% from 60.99% in fall 2010. The average seat utilization (average of enrollment capacity divided by room capacity for all classes in room) increased in fall 2011 to 76.69% from 75.41% in fall 2010. After census day we will compare actual enrollment to room capacity. The average number of classes held in general access classrooms increased to 12.52 in fall 2011 from 10.80 in fall 2010. Finally, the percentage of classes complying with the standard class time schedule increased in fall 2011 to 77.60% from 72.45% in fall 2010.

Web Site Changes

Released a completely overhauled Red Dot web site in May 2011 to extremely positive response from faculty, staff, and students. It is visually more appealing, and the

information and navigation is much improved. Evaluation of the site and site content will be done on a weekly basis at senior management staff meetings.

ISIS Upgrade
The Office of the Registrar played an integral role in the preparation, testing, and implementation of the ISIS upgrade to PeopleSoft 9.0 in October 2011. This involved every aspect of student records, including enrollment, course scheduling and curriculum setup, transcripts, security, and many other areas. The staff worked closely with University IT Services on making the Student Center and Advisor Center portions of ISIS as useful and easy to navigate as possible. One goal was to eliminate as many modifications and customizations as possible in preference to delivered features. Overall, this goal was met as a number of modifications were discontinued with the upgrade. The implementation went extremely well and the campus users seemed pleased with a number of the new features. The office will continue to work with users on improving the student records side of ISIS.

The ISIS 3.5.1 Tools upgrade occurred in May 2011 and required extensive testing by Office of the Registrar staff for all applications involving student records. The implementation went smoothly.

Final Exam Schedule Changed
In working with the Enrollment Advisory Committee, the Office of the Registrar developed a new 5-day final exam schedule that began in spring 2011. The new schedule took into account concerns expressed by students and faculty, specifically regarding Saturday exams and the timing of exams. The new schedule eliminated Saturday exams and better aligns the exam times to correspond with class times. For

instance, a class taught in the morning on Tuesday and Thursday has a final exam time in the morning on Tuesday or Thursday. Also, two 45-minute periods were inserted during the day for lunch and dinner breaks. Finally, maintaining a static final exam schedule will make it manageable to include the exam times in ISIS so students and faculty can view this information as part of their class schedule in ISIS. The response from both faculty and students was extremely positive.

On-Site Diploma Printing Implemented
Successfully implemented Diplomas on Demand in November 2010. This software program allows us to efficiently and professionally print diplomas on-site. In the past diplomas were ordered through an off-site vendor. This was costly and required time for processing and shipping. Printing diplomas on-site allows us to provide immediate service to students when providing an original or a duplicate diploma. This spring, graduates received their diplomas approximately three weeks earlier than in the past.

Grade Change Process Automated
Collaborated with the Enrollment Advisory Committee and associate deans to explore the option of using the delivered grade change facility in ISIS to replace the cumbersome and inefficient paper process. After extensive testing and modifying of security permissions, the grade change facility was turned in the fall and faculty began to submit grade changes through ISIS. This has made the grade change process much quicker and more efficient for faculty, while maintaining an audit trail to track changes. Faculty have been very pleased with this feature and it has eliminated the potential for errors through data entry from paper copies.

Electronic Transcript Option Implemented
Working with our online transcript request vendor, Scrip-Safe, we began delivering electronic (pdf) transcripts on May 24, 2010. This is an option for students who wish to have their transcripts delivered quickly and directly to their recipient. This is a great service to students and is a more efficient and secure way to send transcripts. In just over a month 1,443 electronic transcripts were sent. The expectation is that this will soon be the preferred method for delivery and we have established ourselves in a good position by providing this option at this point.

**Online Transcript Request Option: Successful First Year**

This marked the first complete year where students have had the option to request their transcripts online through Transcripts on Demand. During this year, 13,500 transcripts were requested online. This represents 23.7% of the total transcript requests.

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 nearly 2,000 over the previous year, from **26,843** in 2009/2010 to **28,729** in 2010/2011.
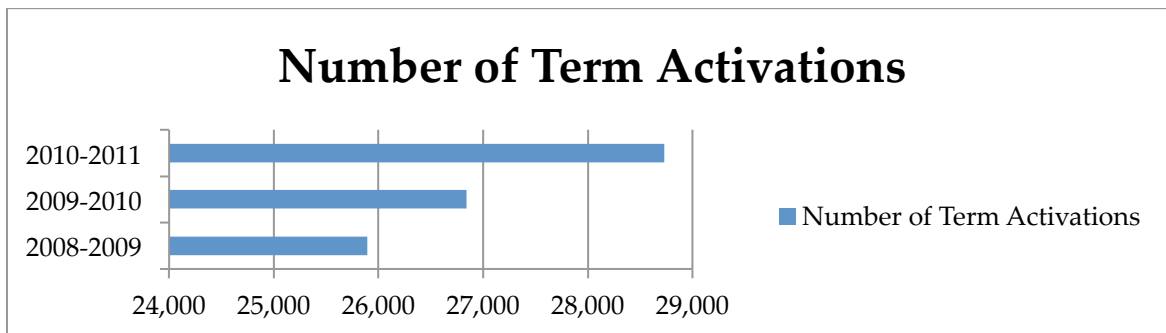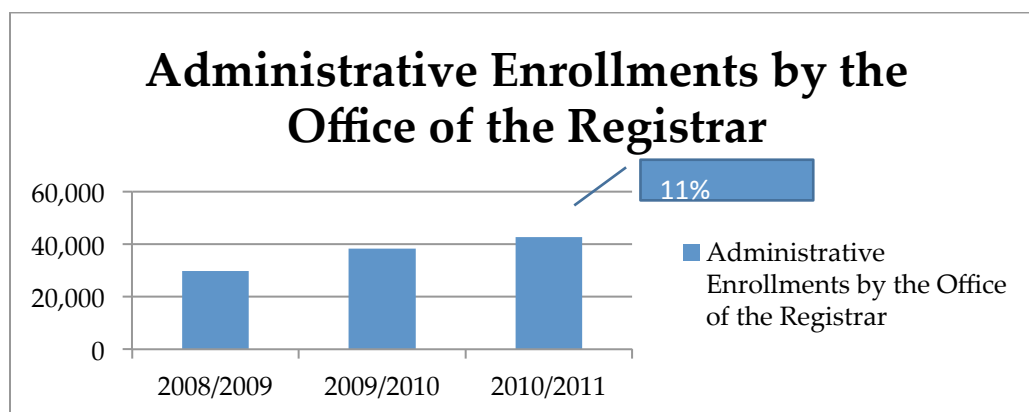

Priority Registration (two week totals)
 For the summer 2010 priority registration period, **17,272** registration appointments were created and **4,766** students registered. This means nearly 28 percent of the students with enrollment appointment times registered for summer classes during priority registration. For fall 2010, **17,132** appointments were created and **9,472** students, over 55 percent, registered during priority. For spring 2011, there were **20,815** appointments set and **13,819** students, 66 percent, who registered during priority registration.

In comparison to the previous year, there was an increase in priority enrollment for each of the three terms. In summer 2010 priority registrations increased by **124** students. In fall 2010 the increase was **169** students and in spring 2011 the number of students registering during priority registration jumped by **851** 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. During the period from summer term 2009 through spring term 2010 a total of **38,249** class enrollments were performed. The office performed **42,617** class enrollments during the same relative period in 2010 to 2011. This represents an increase of **4,368**, or 11.4 percent.

Administrative Enrollments by the Office of the Registrar

60,000	
40,000	
20,000	
0	
2008/2009 2009/2010 2010/2011	■ Administrative Enrollments by the Office of the Registrar

11%

Final Exam Policy

In support of the fall 2010 final exams the group sent out **1,301** emails with supporting documentation and for the Spring 2011 term another **1,487** emails were generated to inform the students of this policy change and their ability to adjust their finals schedule.

<div align="center">

Records

</div>

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 **1,287** VA certifications this past year.

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 **2,506** residency changes processed by the Registrar's staff.

Transcripts

The records area of the Office of the Registrar delivered **56,818** transcripts in 2010/2011, up from **37,152** in 2009/2010.   This represents an increase of 19,666 transcripts, or **52.9%.** This is due primarily to students needing a transcript for the lottery scholarship. Below is a comparison of the last two years for the number of transcripts sent and the transcript types that were delivered. The electronic (EDI) copies represent primarily those sent to other Arkansas institutions.

Transcript Types Delivered
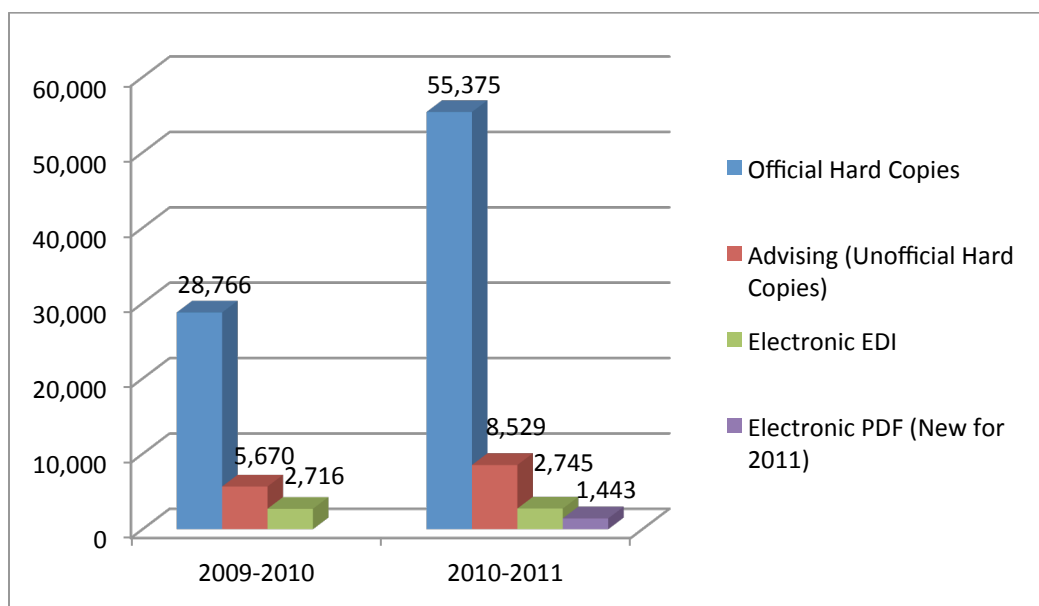
Enrollment Verifications Processed

There were **4,272** 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 Grade Forms Processed

This past year the records area processed **5,191** grade change forms submitted by faculty.

Grade Forgiveness Forms Processed

1,352 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 **10,895** college transcripts and articulated **100,944** courses to the students' records, up **20.6%** from the previous year.   There were **939** institutions supplying transcripts during this period. Currently, there are **3,032** institutions with course evaluations on the Transfer Equivalency Guide. There were **22,293** individual courses added to the Transfer Equivalency Guide last year. Overall, there are now **318,156** individual courses listed in the guide.

The transfer credit staff also applies test credits (AP, CLEP, IB, etc.) to a student's record. This past year they posted a total of **3,857** test credits. Overall, this demonstrates the production of a small, but dedicated transfer area staff.

Graduation

Degrees Awarded in 2010-2011

During this annual report year, a total of **4,358** degrees were awarded. This represents an increase in **418 (10.6%)** degrees awarded from the previous year. Numbers for the three main terms involved during this period (summer 2010, fall 2010, and spring 2011) are shown below. The total number of students who applied to graduate for these terms was **5,189**.

Degrees Awarded

814
1,057
2,487

■ Summer 2010   ■ Fall 2010   ■ Spring 2011
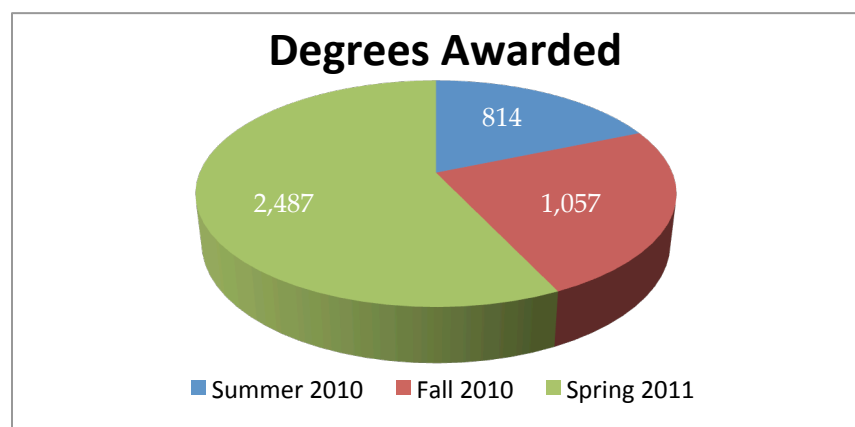
This year the graduation clearance process was made more efficient by utilizing SharePoint. Instead of sending and receiving hard copies of spreadsheets with each college's candidates, a SharePoint site was created that allowed the colleges to access their own graduation list and update as needed. This provided for a completely electronic process, saving time and money.

The registrar's office maintained contact with degree candidates regarding graduation application deadlines and commencement instructions. Diplomas were printed and mailed immediatley after degrees were posted.

All University Commencement 2011

The Office of the Registrar co-coordinated All University Commencement again this year. This involved coordinating most of the logistics for the program. Overall, the event went extremely well with over **800** graduate students going across the stage for All University Commencement. Plans for fall 2011 commencement began in May 2011.

Curriculum Inventory

Curriculum Inventory is comprised of the two areas of course/class inventory and degree 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 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 **1,137** course changes via the online Curriculum Change Facility, recording each of those changes in Course Catalog on the Integrated Student Information System (ISIS). 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 both the undergraduate and graduate *Catalog of Studies,* and coordinated with colleges in order to produce each term's Schedule of Classes. Staff identified and resolved class scheduling issues through regularly scheduled QAs.

Degree Inventory

During the past year, curriculum staff processed **225** degree changes via the Program Change process. Staff then 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.

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.

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 **24** new Microsoft Access Macros. Each macro is designed to 'run' a series of queries. There were **120** different entries scheduled on the Production Calendar over the course of the year. Over **6,000** runs were scheduled on the Production Calendar during the year, with approximately **9,000** outputs created. There were **41** external report 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 15 Computer set-ups, 20 Hard Drive Rebuilds, 145 Software Installs, 25 Operating System Upgrades, 2 Virus Removals, 200 Service Calls- On site, and 250 Service Calls – Support (Email/Phone/Jabber).

Website Updates
The Office of the Registrar launched a new website in May 2011 with a totally new look to help users navigate through with greater ease. The new website required all new page creations to conform to the Red Dot web development rules. Routine maintenance and updates continue.

ISIS Security
Manually set security for access to change grades in ISIS via the Faculty Center for 1,889 users who teach classes. Completed project to have the security set in the nightly security processes for anyone who has access to grade rosters in the Faculty Center.

Completed project to set security access for approximately 1,400 users to view majors in Faculty Center for new access available in the center with the ISIS upgrade. Modified the automated process to assign teaching security roles. Now the security roles are only assigned to teachers and are no longer used administratively as well. Change in procedures resulted in a manual cleanup process of 1439 security roles that needed to be changed for Administrative ISIS users.

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 **159** requests for assistance with Instructor Advisor access, processed **365** user requests for new access to ISIS that were not Instructor Advisor access, evaluated **39** BASIS/ISIS security comparison reports which resulted in the manual evaluation of **551** individuals, and manually rebuilt **202** changes to permission lists generated by SIS modifications moved into ISIS 9.0 DEV.

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. Also, staff provided assistance by answering questions from the Office of International Students and Scholars or the International Admissions Office. There are generally 2-3 questions a month regarding the ISIS/SEVIS batch processing system.

<div align="center">**Academic Advisement**</div>

Academic Advising Reports Produced

86,495 electronic advising reports were produced at the beginning and end of terms and during priority registration. These reports are used by some colleges for advising purposes, and other colleges for degree clearance. With the upgrade to 9.0, advisement reports were also made available to students via their student center.

Core Check Advising Reports Produced

52,516 State Minimum Core checks were processed for current and future applicants for graduation. These reports are used to validate the completion of University requirements and the State Minimum core for undergraduate applicants.

ISIS Projects and PeopleSoft 9.0 Upgrade

During this past year, Office of the Registrar staff devoted much of their time in the upgrade of the student information system, and later, a systems' architectural update to the same system. In 2010/2011, **173** modifications were tested and moved from the test environment to the database that would become productional on October 11, 2010. The staff, working briefly with a Ciber consultant, had prepared for the upgrade earlier in the year with individual meetings and group trainings. Staff were intensely engaged and ensured a smooth transition before, during and after the upgrade.

The Office of the Registrar's ISIS Business Analyst conducted various training workshops for several audiences to cover what to expect with the upgrade as it related to different academic areas. The Business Analyst was also the Project Lead in managing the migration of the different modifications.

In addition to the effort put forth with the upgrade, the Office of the Registrar's staff also completed **113** projects throughout the year. Projects completed reflect the Office of the Registrar's constant effort to enable added functionality and assist users across the campus. The staff also conducted testing for the system's architectural change (known as People Tools) on February 26, 2011.

Fiscal Year 2010-11 was a challenging one for the ISIS team. A major, unplanned system modification occurred in August when state legislative auditors required a change in the ISIS log in procedure for administrative users. Even though the ISIS technical group was required to change delivered code to meet the stated requirements, the modification went into effect in 30 days.

A major system upgrade to Oracle|PeopleSoft Campus Solutions was unveiled in October. The entire process for this massive upgrade took more than eighteen month of planning and testing while the ISIS technical group maintained the current and upgraded systems. The entire ISIS team worked countless hours and focused on bringing the latest in student information system technology to the University in the new ISIS. When the new version 9 was unveiled in October, all of the planning and testing paid off with a seamless move from version 8.9. In fact, the upgraded ISIS Reporting came on line five full days ahead of schedule.

A second ISIS upgrade to PeopleTools 8.51 took place exactly four months later. Modifications in this upgrade were more behind the scenes, with changes affecting the technical side of ISIS. While ISIS user functionality did not change, the look and some behavior in the system were updated.

ISIS team members continue to play an active role in the Oracle|PeopleSoft Higher Education User Group (HEUG) through attendance, presentations, and serving in leadership roles at the group's annual Alliance conference. Alliance is traditionally the largest meeting of higher education, public sector, and federal users of Oracle applications in the world. Through the many roles served in the conference, the ISIS team takes great pride in representing the University of Arkansas.

Significant ISIS Achievements in 2010-11
The ISIS team was involved in a major, two-phase upgrade and one significant system modification during the past fiscal year. While the major software upgrade from Oracle|PeopleSoft Campus Solutions version 8.9 to version 9.0 began in July, 2009, the final modifications, testing, and go-live took place during the summer and fall of 2010. This upgrade was a massive undertaking, involving many person-hours and the entire team's focus on all aspects of the new software, while still making modifications in and keeping the version 8.9 system available to users.

The successful go-live to version 9.0 took place on October 11, with ISIS production

being unavailable to users for only one workday. The following day, ISIS Reporting was brought on-line, five days ahead of schedule. The success of this major upgrade was only made possible by a Herculean effort from all members of the ISIS team: functional, technical, and administrative.

The second phase of the upgrade took the ISIS system to PeopleTools 8.51.06 four months later. While this upgrade was completed during the regularly scheduled weekend maintenance period, the impact to the system was no less complex than the earlier version 9.0 upgrade.

Since July 1, 2010, more than 430 modifications have been made in the ISIS version 8.9 and 9.0 systems. Changes, ranging from an additional link on a page to new, interactive capability, were requested by the campus functional offices that manage the data, as well as the administrative ISIS Security Team.

A system modification in August brought a controversial change for all ISIS administrative users: faculty, staff, parents, and teaching assistants. Previously, ISIS had required the same log in verification as a user's university e-mail account (LDAP). Concerned about the possibility of security breaches, state legislative auditors requested a change. In the midst of the version 9.0 upgrade, the ISIS technical group changed delivered PeopleSoft code to that which requires administrative users to log in with an ISIS-specific password. Unlike the LDAP password which locks a user account after 100 failed log in attempts, the new ISIS password locks an administrative account after five consecutive failed attempts. The user was required to go to the IT Services Help Desk or one of three designated computer labs on campus to have the password reset and unlock the account.

Following an overwhelming outcry from administrative users, a modification was developed and put in place this spring allowing a user to change his or her ISIS password at any time. Once the individual's ISIS Security Question and Response is set, the password can be changed prior to or after being locked out ISIS without a need to leave the office.

Service
During the past year, ISIS has continued a tradition of outstanding service to constituents. The ISIS core team responded to more than 2,000 inquiries from current and former students, parents, faculty, and staff. Communication to all users was intensified during system changes such as upgrades and major modifications. Focused e-mails, announcements, and *Newswire* articles notified users of upcoming changes and

directed them to documentation detailing changes. When the administrative password change was put in place, the ISIS communications manager spent two days at the IT Services Help Desk assisting in the response to more than 700 phone calls and countless walk-ins.

More than twenty training sessions were created and presented to nearly 125 campus faculty and staff in groups or one-on-one sessions. A new training session, ISIS for New Faculty, was created to focus on use of the faculty center and new advisor center in ISIS. The training office also participated in the new Faculty Orientation and new Graduate Student Orientation to answer new user questions and explain the services of ISIS specific to the different audiences. The office also created an assortment of ISIS documentation and e-learning sessions covering system changes tied to upgrades and modifications.

The ISIS team takes user comments and concerns very seriously and acts quickly to minimize any issues that affect a large audience. One example of quick response is the password reset modification mentioned in Significant Achievements/Changes in FY 2010-11. Another example is the revamped version 9.0 ISIS banner that was larger than in the previous version. When users complained that the banner was too large and interfered with daily work, the team developed a smaller ribbon that occupies one-third less area of the computer screen.

The ISIS team continues to play an active role in the internationally-based Oracle|PeopleSoft Higher Education User Group (HEUG). ISIS communications manager and security team member, Mary-Ann Bloss, served a fourth and final term as Chair of the Project Management Track for the organization's annual Alliance international conference. Karen Jennings, the ISIS training coordinator, served as assistant chair of the conference Training and End User Support Track, and accepted the position of track chair for the Alliance '12 conference.

Conferences Attended

Robin Carr, Dave Dawson, and Nancy Umphres attended the AACRAO National Conference: Seattle, Washington, March 2011.

Robin Carr, Lisa Kulczak, Jack Parker, Joe Scribner, and Nancy Umphres attended the HEUG Conference: Denver, Colorado, March 2011.

Robin Carr, Mike Harris, and Kenny Stewart attended Seminar for VA Certifying Officials – The Past, Present, and the Future: Little Rock, Arkansas, April 2011.

Desiree Brumley, Nina Linn, Jean Mitchell, Annabelle Olivarez, Betty Pliler, Julie Rogers, and Samantha Wilson attended the ArkACRAO Support Staff Workshop: Little Rock, AR, March 2011.

Dave Dawson, Lisa Kulczak, Jean Mitchell, and Joe Scribner attended ArkACRAO's Registrar's Therapy Workshop: Hot Springs, Arkansas, July 2010.

Anna Glisson, Beverly Vargo, Megan Byrd attended ArkACRAO Support Staff Workshop: Customer-Service: Little Rock, Arkansas, March 2011.

Garrick Hildebrand attended the Pat Tillman Legacy Conference: Washington DC, June 2010.

Ruth Hirsch, Jean Mitchell, Joy Roelfs, and Karen Turner attended the ArkACRAO Fall Conference: Bismark, Arkansas, October 2010.

Lisa Kulczak and Jean Mitchell attended the SACRAO Conference: Atlanta, Georgia, February 2011.

Jean Mitchell and Joe Scribner attended the CollegeNet Conference: Portland, Oregon, July 2010.

Amber Roth attended a conference on transfer students at the National Institute for the Study of Transfer Students: Jacksonville, Florida, March 2011.

Amber Roth attended The Student Success Conference: Conway, Arkansas, May 2011.

Wendy Stouffer and Garrick Hildebrand attended the National Scholarship Providers Association Annual Conference: Denver, Colorado, October 2010.

Kelly Westeen attended the American Association of Collegiate Registrars and Admissions Officers Annual Conference: Seattle, Washington, March 2011.

Kelly Westeen, Della Jordan, and Daniel McClelland attended the Higher Education User Group Alliance conference: Denver, Colorado, March 2011.

Kattie Wing attended AASFAA Conference: Little Rock, Arkansas, October 2010.

Kattie Wing attended SWASFAA Decentralized Training: Little Rock, Arkansas, November 2010.

Kattie Wing, Phillip Blevins, Nick Daehn, Glennia Hunt, Gary Moore attended Federal Student Aid Conference: Orlando, Florida, November 2010.

Kattie Wing, Phillip Blevins, Nick Daehn, Glennia Hunt attended Federal Spring Training: Little Rock, Arkansas, February 2011.

Kattie Wing attended NASFAA Leadership Training: Washington, D.C., March 2011.

Kattie Wing, Phillip Blevins, Nick Daehn, Glennia Hunt attended HEUG: Denver, Colorado, March 2011.

Kattie Wing attended AASFAA Spring Conference: Searcy, Arkansas, April 2011.

Presentations
Mary Ann,Bloss, "Project Management & Life Cycle Track, Community Session." Presented at the annual international Oracle|PeopleSoft Alliance Conference, Denver, Colorado, March 2011.

Mary-Ann Bloss, "Project Management & Life Cycle Track, Mix and Mingle Session." Presented at the annual international Oracle|PeopleSoft Alliance: Denver, Colorado, March 2011.

Nikki Cureton and Jonathan Davey, "Making the Connection: Engaging from Arrival to Departure." Regional IV National Orientation Directors Association Meeting: College Station, Texas, Regional IV National Orientation Directors Association Meeting: College Station, Texas.

Nikki Cureton, "Shaping Leaders: It's All in the Training." Regional IV National Orientation Directors Association Meeting: College Station, Texas.

Jonathan Davey, "Customer Service Through Servant Leadership," Regional IV National Orientation Directors Association Meeting: College Station, Texas,

Dave Dawson, "Creating an AACRAO Mentor Culture: Report from the First Cohort," co-presenters Barbara Todd, University of Colorado, Bradley Tomhave, University of Puget Sound, and Wendy Kutchner, Temple University, at AACRAO National Conference, Seattle, Washington, March 2011.

Jeremy Dickerson and Crystal McBrayer, "Facilitating Online Academic Scholarship Application Using Connect." Presented at the annual Hobsons User Group Meeting, July 2011.

Jeremy Dickerson, R. Brown, M. Curtis, T. Johnson, A. Roop, "Maximizing Your Students' College Recruitment and Admission Opportunities." Presented at the ACT Invitational Symposium on College Readiness, Course Rigor, and Student Preparation, Dallas, Texas, January 2011.

Karen Jennings, "Training and End User Support Track, Birds of a Feather-Community Session." Presented at the annual international Oracle|PeopleSoft Alliance Conference: Denver, Colorado, March 2011.

Suzanne McCray, "Trends in Enrollment Services," College Board Southwestern Regional Conference: Austin, Texas, February 2011.

Suzanne McCray, "Ethics and Undergraduate Research," CUR Gateways to Best Practices in Undergraduate Research: St. Louis, Missouri, June 2011.

Suzanne McCray, keynote speaker, "Honoring the Code: Ethics and Scholarship Advising," National Association of Fellowships Advisors: Chicago, Illinois, July 2011.

Suzanne McCray, "National Foundations, Fellowships Advisors and NAFA: Past, Present and Future." Panel presentation with Beth Powers, University of Illinois at Chicago; Jay Shivamoggi, Rollins University; Stephanie Wallack, Carnegie Mellon; Paula Warrick, American University, National Association of Fellowships Advisors Conference: Chicago, Illinois, July 2011.

Suzanne McCray, "NAFA's Role in the National Conversation about Our Schools: The Varieties of High School Experience and the Transition to College Scholarship Programs," a panel presentation with Laure Pengelly Drake, University of Montana; Kyle Mox, Texas A&M; Dana Schumacher, University of Iowa; and Derick Strode, University of Western Kentucky.

Suzanne McCray, "Unintended Consequences: A Look at State and Federal Legislation Affecting Access to and Instruction in Higher Education," a panel presentation with Tara Yglesias, Deputy Executive Secretary of the Truman Foundation; Lisa Knepshield, University of Chicago at Illinois, National Association of Fellowships Advisors Conference: Chicago, Illinois, July 2011.

Justin Smith, "Academic Advising During Orientation." National Orientation Directors Association: St. Louis, Missouri, November 2010.

Justin Smith, "Building an Online Orientation – From Scratch." National Orientation Directors Association: St. Louis, Missouri, November 2010.

<div style="background-color:#800000; color:white; text-align:center; padding:4px;">Planning for the Future</div>

Enrollment Services continues to work to build a cohesive, collaborative division that effectively supports students as well as the campus community. The division will continue to build partnerships with the academic units, student support services, student groups, service organizations, scholarship foundations, and community groups in order to facilitate student success. The division will tackle a variety of issues in the coming year but the major areas to be addressed include:

   Enrollment: The time is quickly approaching when the University of Arkansas will need to set new freshman enrollment goals, limiting the number of students that will be admitted. We must decide if we want to consistently welcome a class of 4000, 4200, 4400, or 4500 and develop plans for doing so. Lower goals will allow us to increase the quality of the student body, but may interfere with financial goals. With guidance from the Executive Committee, Enrollment Services hopes to set a path to include more students from across the nation, improve the average GPA and ACT scores of new freshman, and achieve an overall enrollment number through recruitment and retention that fits the University of Arkansas' comprehensive plan.

Retention: Increasing graduation rates is a critical component of enrollment, affecting the student experience, the University's ranking in US News and World Report, and its funding from the state. Enrollment Services has now hired a graduation data specialist. This position should help the division understand better the factors contributing to persistence. The Admissions and Appellate Board will most likely see changes in the way students are admitted to the University in an attempt to decrease the number of admitted remedial students and those who do not meet regular admissions requirements.

Staffing: Organizing staff in Enrollment Services to match the right person with the right job continues. Adjustments and additional partnerships still need to occur in critical areas: communications, financial aid, ISIS, and recruitment.

Student Services: Enrollment Services wants to make sure that all students feel that *Student's First* is real and applies to them. The division has made progress but still has room to improve especially in the assistance it provides transfer students and to veterans and in its handling of students with need.

Improvement in Online Services: Continued improvement in the use of online resources must be made in order to facilitate student connecting to various offices in Enrollment Services, making it an easy and productive process. In connection with its online goals, the Division plans to

- **Implement Online Graduation Application**
  Students currently apply for graduation in person at their Dean's office and then walk the paperwork over to the Office of the Registrar. With the implementation of PeopleSoft 9.0, the Office of the Registrar will develop and implement a process where students can apply online through their ISIS account. This will allow them to apply more quickly and conveniently and will automate the billing process. Work on this application has been in process for months with a goal to complete it by fall 2011.

- **Implement the College Scheduler**
  This software will generate every possible schedule for a student based on their course selection and any parameters they put in place. It will remove the need for sketching out schedules on paper by automatically generating schedules. This will make the registration process much easier and more efficient for students. It should also make it easier for students to enroll in the number of hours they desire. The goal is to implement by October 15, 2011.

- **Enhance Academic Advisement**
  The Academic Advisement team would like to realize several goals for 2011-2012. One goal is to implement a query, which will identify new students for initial reports to be run. A second goal will be to research and implement the use of the "My Planner" functionality in conjunction with degree reports for use by students in their student center to plan completion of degree requirements. The last goal will be to utilize the delivered purge functionality in eliminating dated reports no longer needed.

- **Develop Enhancements to the Online Curriculum Change Facility**
  This system is in need of updating to improve user-friendliness, to incorporate system/security edits, to fix known bugs, and to reflect updates in policy/procedure with regard to course changes. There are third party vendors who provide the software for this process, as well as integrating the information into an online catalog. We have begun evaluating these products and plan to propose an option by this fall.

- **Develop a Student Friendly Phone System for Financial Aid**
  As this report indicates, Financial Aid is receiving an unmanageable number of calls in late August. The answering system that the University of Arkansas phone office supports is antiquated and does not serve students well. Financial Aid plans to investigate other systems that might be put in place here to allow students to be directed through a phone system that serves their needs.

- **Develop an online pre-orientation survey**
  Many universities use pre-orientation survey to provide invaluable information to the advisors before they meet with students and allow curriculum managers to better anticipate the course needs of our freshman class. Possible avenues for delivery include Blackboard, Hobsons Connect, or a similar tool.

- **Monitor the New Application for Admission and for Scholarships**
  A main priority for the coming year is to ensure that the delivered new application for undergraduate admission works successfully together with the scholarship application as a streamlined recruiting tool. Admissions must continue to monitor student and staff responses to the application to begin to

plan for phase two upgrades which will include features to make the applicant's experience more personalized and informative.

Enrollments Services continues to enjoy strong support from the upper administration, from dean and chairs, and from faculty. Once again, the united efforts of dedicated people across the campus led to a record-breaking enrollment year both overall and with new degree-seeking freshmen. It is clear that the same will be true again next year. While we are celebrating these recruitment successes, we are not content to recruit numbers. Our goal is to recruit alumni, who succeed in realizing their academic and career goals. Enrollment Services will continue its efforts to only enroll qualified students who will thrive in their classes and in our community, engaging fully in academic and service programs, developing intellectually and personally, and contributing to the campus, the state, and the global community.