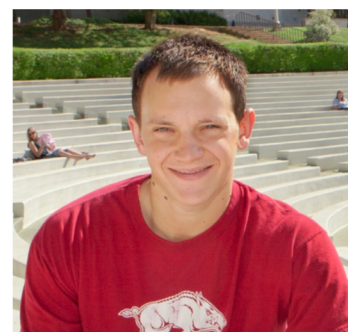




UNIVERSITY OF ARKANSAS™

ENROLLMENT SERVICES



ENROLLMENT SERVICES ANNUAL REPORT

2011-2012

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 to support the University's pursuit to become a nationally recognized research institution that puts **Students First**.

For the first time in the history of the University of Arkansas, in consultation with the Chancellor and the Provost, Admissions set a target number for the freshman class for the fall class of 2011. There was consensus that a first-time, full-time freshman class of approximately 4400 students would best serve the University of Arkansas's enrollment, fiscal, and student service goals. To make best use of our facilities and faculty (both planned and existing) the charge was to shape an appropriate class size that would serve the University's mission while increasing the number of degrees in the state. That class needed to be more diverse, and it needed to be academically prepared.

Over the last two years, we have increased the number of students admitted to the University of Arkansas by 48% and the number who actually enrolled by 53%. The fall 2011 class had an average GPA of 3.6 and an average ACT of 26. As you can see, growth did not cost the University anything in academic quality. The number of National Merit Scholars increased from 30 in the freshman class to 41, the number of the incoming students with a 3.75 GPA or higher increased by 23% and the number with a 30 ACT or higher has increased by 10.1%. Diversity has also greatly increased with an overall growth of 17% (African American 25%; Asian American 23%, Latino 28%, and 2 or more 24%) in the freshman class.

The fall 2011 freshman class of 4454 brings the University of Arkansas more in line with other institutions in the SEC and other major research universities across the country with larger campuses, like the University of Virginia or the University of Pennsylvania. And with an increase in the number of academically prepared students comes opportunity for the students, for the University, and for the state. Transfer enrollment increased by 17% this year and 32% over the last two years. Undergraduate enrollment has soared, increasing by 20% in two years, and by 32% over the last 6 years.

The 2012 class size was set for 4500, and the Enrollment Services team began preparing early in 2011 to recruit, admit, and enroll another talented freshman class that reflects a national outreach and at the same times serves Arkansans in every area of the state. Throughout the process, an important goal has been to keep key offices, all colleges, administrators and staff informed about the size of the freshman class as well as the overall growth forecast (see enrollment below) for the student body. Equally important is ensuring that services throughout the enrollment team keep pace with the growing student body. To that end, Enrollment

Services increased scholarships, added staff to Financial Aid and the Office of Academic Success, streamlined services (moved the Academic Scholarship Office into the Financial Aid Office, expanded tutoring services in the residence halls, and more), increased online availability of services (online graduate application, online diploma and transcript requests, an online class scheduler for students, etc.), and trained staff in a students first approach.

ENROLLMENT

BY THE NUMBERS

Since 2009, with the support of Institutional Research and the Graduate School, the Admissions team has predicted enrollment within accuracy of 1 – 3%. In December 2010, the Admissions predicted that the new freshman class for 2011 would be 4,400 with an overall enrollment of 23,000 (see below). The model was adjusted upward slightly from previous years to account for the Academic Challenge Scholarship, and the yield prediction was increased to 43%. The Academic Challenge Scholarship proved an even greater asset to student mobility than originally anticipated, with actual freshmen yield nearing 44%.

ENROLLMENT SUMMARY AND FORECAST FOR FALL 2011

| | | Fall 2011 Forecast | Actual Enrollment | Fall 2010 Total Enrollment | Fall 2009 Total Enrollment |
|---------------|---------------------|-----------------------|----------------------|-------------------------------|----------------------------------|
| Undergraduate | All | 18,856 | 19,027 | 17,247 | 15,835 |
| | Continuing | 12,236 | 12,228 | 11,142 | 10,784 |
| | New | 6,620 | 6,799 | 5,984 | 4,939 |
| | New Freshmen | 4,400 | 4,462 | 3873 | 3,046 |
| | Degree Seeking | 4,350 | 4,447 | 3810 | 2,919 |
| | New Transfers | 1,350 | 1,504 | 1294 | 1,151 |
| | Returning Transfers | 230 | 235 | 251 | 434 |
| | Transfer Freshmen | 100 | 64 | 101 | 99 |
| | Returning | 440 | 370 | 465 | 209 |
| | Unclassified | 100 | 164 | 121 | 112 |
| Graduate | ALL | 3,800 | 3,759 | 3,770 | 3,616 |
| Law | ALL | 400 | 413 | 388 | 398 |
| TOTAL | ALL | 23,056 | 23,199 | 21,405 | 19,849 |

Forecast Sources:

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

COMMUNICATIONS

THE MESSAGE

Communication is a critical part of Enrollment Services, and in the 2011-2012 academic year the Admissions communications team evaluated and developed a plan for revamping every aspect of its 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 presences.

Admissions also continues to develop marketing strategies aimed at attracting prospective student interest in the opportunities available at the University of Arkansas. In FY 2011-2012, strategies included more than 315,000 pieces of direct mail; 612,404 e-mail messages; 74,390 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. Increasingly, social media applications are becoming an ever more prominent part of the communication effort. Admissions has further developed its presence on [Facebook](#) and [Twitter](#) by generating new multimedia recruitment messaging, which has spurred tremendous growth in the number of students digitally interacting with admissions. In the past year, Facebook fans grew from 6,973 to 9,671, and the growth has spurred interaction with and among students.

E-MAIL AND PRINT COMMUNICATIONS

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 are in line with our visual marketing strategy.

Direct delivery publications 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.


THE WEBSITE

Admissions has also completed the 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 was to create an inviting, informative website that encourages students to maintain contact with Admissions throughout the recruitment cycle. Once completed, the new design was applied to the Academic Scholarships Office, Orientation, and Arkansas Reads, 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 to create integrated communications plans. These colleges now receive weekly data exports from Admissions that are sequenced with the department messages, thus ensuring that mail arrives at students' homes in a coordinated and systematic manner. A similar partnership is being developed with the college deans and their communication directors, adding key publications to the Admissions communications strategy.

[RazALERT](#) | [UAMail](#) | [CAMPUS MAP](#) | [DIRECTORY](#) | [A - Z INDEX](#)Search this site »


**UNIVERSITY OF
ARKANSAS** | Enrollment Services
Admissions



student centered.

The University of Arkansas offers more than 200 undergraduate and graduate degrees in more than 150 fields of study in agricultural, food and life sciences, arts and sciences, business, education, engineering, architecture, and law.

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[Funding your education](#)

[Meet your recruitment counselor](#)

[Meet the staff](#)

[For high school counselors](#)


Why choose the University of Arkansas?
Choosing a University that is the right fit can be an overwhelming process. We would like to show you that the YOU of A is the best choice for you.





events

Arkansas Northeastern College
(10/17/2011)
Wynne High School College Fair
(10/17/2011)
Trumann High School College Fair
(10/18/2011)
Greene County Tech College Fair
(10/19/2011)
Jonesboro High School College Fair
(10/20/2011)

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ADMISSIONS

ACHIEVING OUR RECRUITMENT GOALS

RECRUITMENT

RECRUITERS/ADMISSIONS COUNSELORS

Admissions directs recruitment activities across the country, working with alumni groups in states from California to New York. Their mission is both to recruit qualified students to the University of Arkansas and to be the face of the University for communities across the country. Special emphasis continues to be placed on Arkansas and neighboring states Kansas, Louisiana, Missouri, Oklahoma, Tennessee, and Texas.

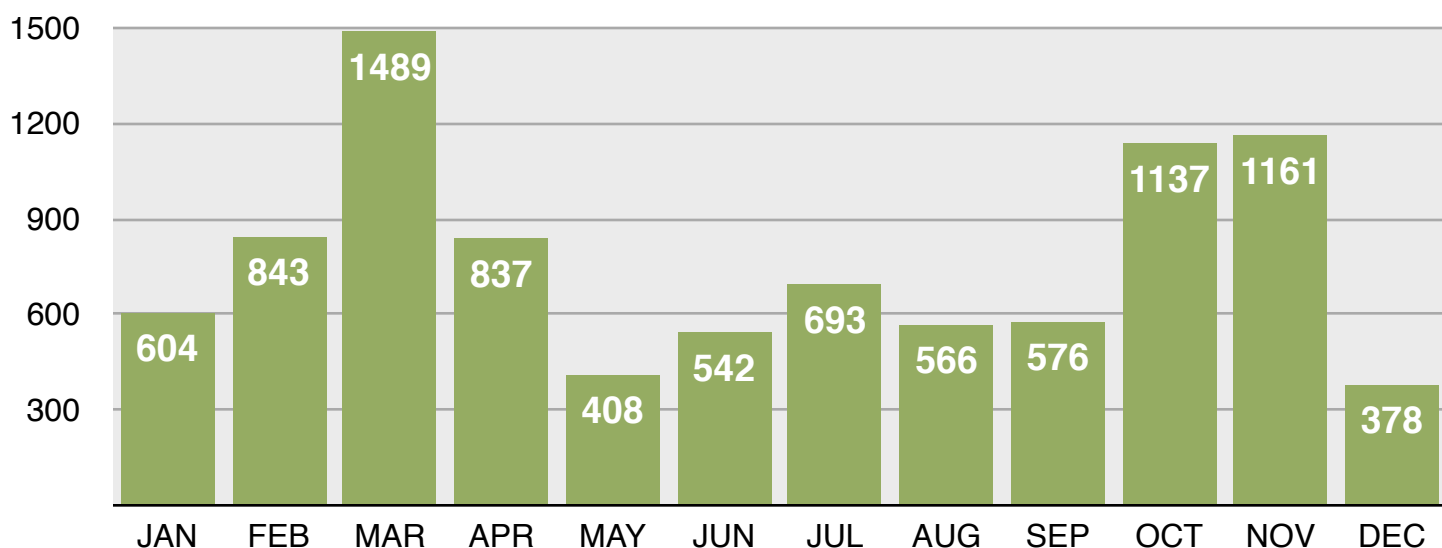
[Admissions recruiters](#) totaled over 1,041 visits and fairs in 2011-2012. The Vice Provost for Enrollment Services increased the salary for entry-level recruiters from \$28,000 to \$30,000 in an effort to more effectively hire and retain a professional staff. Office of Human Resources and the Provost approved a career ladder for recruitment staff that allows entry level counselors the ability to advance professionally (admissions counselor, seniors admissions counselor, assistant director, senior assistant director, associate director) as they successfully developed their territories and participated fully in the state and national associations. The advancement process includes internal and external reviewers.

Emerald Hames (Assistant Director), Meghan Miller (Assistant Director), Holly Moore (Assistant Director), and Samantha Sturm (Senior Admissions Counselor) received promotions this year through this process.

THE CAMPUS VISIT

The campus visit program has seen incredible growth over the last two years. The number of visitors increased by 22.3% since last year and 47.7% since 2010. The busiest week of the year was March 12-16, 2012, when the majority of our surrounding states hold their spring break, including Texas. During this week, Admissions hosted 700 students plus their families and guests. The chart below provides the monthly visit rate for the academic year with 9,234 total visitors--3,444 from in state and 5,410 from out of state. In addition to meeting with the Office of Admissions, 6,967 students requested to meet with at least one department on campus; 3,710 went on an additional housing tour; 909 went on an additional HPER tour; and 1,050 visited on a Saturday.

VISITORS BY MONTH



STUDENT AMBASSADORS

The Student Ambassador Program is a registered student organization. Students in the program participate in campus events such as Razorbash, intramural sports, and homecoming activities. They also participate in a pen pal program with a 6th grade class from Illinois. In addition to their weekly commitments and extracurricular activities, ambassadors collaborate with the Office of Admissions on philanthropic projects such as the holiday gift drive and a pop tab collection.



The 2011-2012 Student Ambassadors with Chancellor G. David Gearhart

SPECIAL EVENTS

Ready Razorback is an all-day event, which includes a university-wide college fair, an opening session, lunch, campus tours, housing tours, and afternoon breakout sessions with each of the six colleges and the Honors College and Scholarship Office.

On Campus Events



- Ready Razorback
- Razorback 101
- Diversity Impact
- Latino Impact
- Native American Impact

Diversity Impact is another major event hosted by the Office of Admissions, bringing 11th grade minority students to campus. This event is a partnership with University Housing and the Multicultural Center. The event provides students with free transportation, lodging, an ACT test, and all meals, as well as fun activities. Admissions received the largest number of applications to date with 195. Of the 195 applicants, 105 were invited to participate, and 97 attended.

Razorback 101 is a series of preview days for rising seniors held in the month of July. These events allow students to tour the campus, have lunch, see a residence hall, and learn more about the upcoming process of applying to the University of Arkansas. During the summer of 2011, 373 students and their guests attended the event.

The office hosted two Razorback Connection events in both Dallas and Little Rock. Approximately 75 students attended each event. Students had the opportunity to learn more about the University, meet with University departments, and ask questions.

TRANSFER CENTRAL

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

EXPANDING ACCESS THROUGH TRANSFER FAIRS AND TARGETED RECRUITMENT

Last year the Transfer Central Office participated in 21 Transfer Fairs. The goal this year was to build on last year's success. The office has expanded our outreach activity by participating in an increased number of fairs (24 events) and continued targeting NorthWest Arkansas Community College for weekly recruitment activity.

Expanded access includes attendance at the following community colleges in Arkansas:

| ARKANSAS COMMUNITY COLLEGES | | |
|-----------------------------|----------------------------|-------------------------|
| UACC – Batesville | Mid South CC | Ozarka College |
| UACC – Morrilton | National Park CC | Pulaski Tech CC |
| UACC – Hope | NWACC – Bentonville | Pulaski Tech CC – South |
| ASU – Heber Springs | NWACC – Washington Cnty | South Ark CC |
| ASU – Mountain Home | North Ark CC | Southern Ark Tech |
| East Arkansas CC | Ouachita Technical College | South East Arkansas CC |

In addition to the Arkansas community colleges, the Transfer Central also attended Fairs in Missouri and Oklahoma.

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

Transfer Central will continue to identify community colleges that are eligible for the NRTA scholarship program. A review of colleges in the seven states eligible for participation will allow for future activities that improve access through increasing communication to the targeted schools along with strategic visits to enhance visibility.

REDUCING TRANSFER BARRIERS

Access to higher education is often an issue of improving awareness and visibility. NorthWest Arkansas Community College (NWACC) generates the most transfer students for the University of Arkansas, in part due to its proximity. The Transfer Central office has continued the practice of scheduling visits to NWACC.

ENROLLMENT OF NEW TRANSFERS FROM ARKANSAS'S TWO-YEAR SCHOOLS: 2010 - 2011

| Two-Year College | Fall 2010 | Fall 2011 | Change |
|---|------------|------------|---------------|
| Arkansas Northeastern College | 3 | 0 | -100.00% |
| Arkansas State University - Beebe | 18 | 16 | -11.11% |
| Arkansas State University - Mountain Home | 16 | 12 | -25.00% |
| Black River Technical College | 0 | 3 | 300.00% |
| College of the Ouachitas | 0 | 2 | 200.00% |
| Cossatot Community College | 3 | 5 | 66.67% |
| East Arkansas Community College | 3 | 6 | 100.00% |
| Mid-South Community College | 1 | 5 | 400.00% |
| National Park Community College | 10 | 9 | -10.00% |
| North Arkansas College | 33 | 26 | -21.21% |
| Northwest Arkansas Community College | 325 | 400 | 23.08% |
| Ozarka College | 1 | 6 | 500.00% |
| Phillips Community College of the UA | 9 | 10 | 11.11% |
| Pulaski Technical College | 15 | 21 | 40.00% |
| Rich Mountain Community College | 4 | 7 | 75.00% |
| South Arkansas Community College | 2 | 1 | -50.00% |
| Southern Arkansas College | 2 | 1 | -50.00% |
| Southern Arkansas University - Tech | 4 | 2 | -50.00% |
| University of Arkansas Community College - Batesville | 6 | 10 | 66.67% |
| University of Arkansas Community College - Hope | 2 | 4 | 100.00% |
| University of Arkansas Community College - Morrilton | 8 | 5 | -37.50% |
| Total | 465 | 551 | 18.49% |

Twenty-six weekly visits took place at NWACC during the past year. The office partnered with NWACC's Transfer Advising Office to publicize the visits using social media and posters throughout the campus. The Transfer Central Office met with the NWACC advisors, provided updates on advising processes and enrollment updates, scheduled visit days, and identified a point person of contact.

Transfer Central participated in two events that helped identify barriers and build partnerships. The first event was held in Hot Springs, Arkansas. The Arkansas Association of Two Year Colleges Conference was held in October 2011. Participation at the event included presenting certificates to students designated as Academic All-Stars.

The second event was the 10th Annual Conference of the National Institute for the Study of Transfer Students, held in Fort Worth, Texas. The National Institute holds annual conferences to address trending topics in transfer enrollment as well as serve as a resource for improving the quality of our transfer activities.

SILAS HUNT HALL RENOVATION

The Office of Admissions renovated two additional areas of the building during the 2012 fiscal year, turning a basement storage area into useable office space for the IT staff in Admissions and Financial Aid. The new office space accommodates 10 staff members and provides a team environment for IT units. For much-needed additional storage space, the shallow end of the swimming pool was renovated and stairs were added for access. Recycled materials were used whenever possible. The renovation process began in December and was completed in April. The anticipated cost of the project was \$99,729.50. The actual expenditures were \$93,875.41, a difference of \$5,854.09 or 5% under the anticipated budget.



Renovation during and after construction.

CREDENTIALS EVALUATION

RECORD ACTIVITY

The Admissions Credential Evaluation Unit reviews incoming new freshman, transfer, non-degree seeking, and returning undergraduate applications for admission. The unit's goals for this year included continued improvements in application processing procedures, communication with applicants, and customer service technology.

Application Life Cycle



student
submits
application

application
loads into
Empower
and ISIS

transcripts, test
scores, and
supplemental
documents
logged in

credentials
evaluated for
admissibility

student notified
of decision
• admitted
• deferred
• denied

The Office of Admissions saw an increase of 1,566 in total actionable domestic undergraduate applications for 2011-2012 academic year. 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, additional permanent full-time, hourly, and temporary staff were hired. Cooperative efforts across departments within the Office of Admissions resulted in the successful and timely processing of incoming applications and credentials. A number of procedural and technological changes were implemented to more efficiently process incoming credentials.

DOCUMENTS SCANNED AND PROCESSED

| DOCUMENT TYPE | 2009-2010 | 2010-2011 | 2011-2012 |
|--|-----------|-----------|-----------|
| Paper Applications | 678 | 619 | 291 |
| Online Applications | 15,172 | 17,251 | 19,145 |
| Deny Letters | 878 | 1,016 | 896 |
| Individual E-mails from Staff to Students | 2,185 | 3,552 | 1,941 |
| Committee Evaluation Sheets | 1,724 | 2,066 | 2,532 |
| Immunization Records | 425 | 1,039 | 1,161 |
| Missing Credential Letters | 17,542 | 8,825 | 8,899 |
| Misc. Documents (Fee Waivers, etc.) | 5,286 | 5,532 | 7,315 |
| Payments | 3,910 | 1,501 | 1,100 |
| Admission Profiles | 14,051 | 14,945 | 15,065 |
| Withdraw Application Notifications | 1,543 | 1,006 | 1,047 |
| Accept Offer of Admissions (did not send out DEIN letter in 11-12) | 1,013 | 864 | 6 |
| ACT Scores | 751 | 1,377 | 851 |
| SAT Scores | 302 | 466 | 231 |
| Electronic College Transcripts | N/A | 476 | 3,195 |
| College Transcripts | 12,672 | 12,696 | 6,885 |
| Electronic HS Transcripts (Partial year through 09-10) | 557 | 860 | 979 |
| High School Transcripts | 17,151 | 16,103 | 14,025 |

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

CREDENTIALS EVALUATION UNIT ACTIVITY

| Type | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | Total |
|--------------|------|------|------|------|------|------|------|------|------|------|------|------|-------|
| HS Evals | 857 | 1886 | 1662 | 1862 | 2133 | 1092 | 336 | 1340 | 1486 | 638 | 767 | 861 | 14910 |
| Coll Evals | 1042 | 838 | 532 | 452 | 550 | 403 | 1095 | 1060 | 1101 | 1046 | 1105 | 1211 | 10435 |
| Readmits | 127 | 223 | 22 | 50 | 146 | 98 | 159 | 139 | 165 | 186 | 166 | 159 | 1640 |
| Other Admits | 130 | 106 | 26 | 192 | 459 | 347 | 399 | 314 | 535 | 412 | 402 | 252 | 3574 |
| Appls | 611 | 931 | 1347 | 2352 | 3252 | 3055 | 1768 | 1276 | 979 | 912 | 753 | 534 | 17770 |
| HS Rec | 2213 | 504 | 910 | 2161 | 2420 | 1287 | 466 | 1338 | 1041 | 384 | 472 | 1006 | 14202 |
| Coll Rec | 1182 | 1490 | 601 | 456 | 341 | 587 | 1055 | 691 | 943 | 539 | 367 | 790 | 9042 |
| ACT/SAT | 268 | 144 | 429 | 1023 | 1167 | 802 | 181 | 639 | 247 | 119 | 138 | 191 | 5375 |
| Calls | 1003 | 1257 | 824 | 1592 | 2042 | 1162 | 2174 | 1163 | 908 | 1474 | 1414 | 1166 | 16179 |
| Misc | 1049 | 1262 | 876 | 1039 | 1126 | 1428 | 1161 | 1355 | 2310 | 3073 | 4364 | 1500 | 20546 |
| Scanned | 2007 | 1899 | 2037 | 4681 | 6136 | 3160 | 5267 | 2700 | 2078 | 1921 | 2227 | 4298 | 38411 |
| Scholarships | | | | | | 1101 | | | | | | | 1101 |

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

NEW APPLICATION FOR ADMISSION

The launch of the new undergraduate application for admission was the year's largest undertaking and most important accomplishment of the credentials evaluation unit. Admissions partnered with University Information Technology Services to develop the new undergraduate application for admission. While much of the development for the application was carried out in the 2010-2011 academic year, the web application went live, and the newly designed paper application debuted in July 2011.

The application development team, working with senior staff in admissions, produced a web application that is more dynamic and user friendly while producing cleaner data in the application load process, resulting in faster application processing times and less data entry.

The new application process included important key features:

- Clearer information displayed to the applicant about errors made on the application
- Leading questions to determine student type (i.e. new freshman, transfer student, etc.) based on applicant responses

- A method for accessing a saved application by utilizing a link automatically sent to applicants when they hit “save” during the application process
- Automated scholarship information
- Applicant self-report test scores and GPA fields link sent to each applicant via email, allowing the applicant to return to pay the application fee online at a later time
- A question for university employees to self-identify, resulting in the reduced application cost for employees
- Built-in logic that identifies the applicant as eligible for the senior citizen application fee waiver
- E-mail confirmation of receipt sent to applicant upon submission with links to scholarship, housing, and major information

The new application serves as a recruitment as well as an admission tool. The practical aspects of the application also serve the office well. Since the application data loads cleaner, less time is spent on correcting data load errors in comparison to the previous application. Additional benefits include fewer applicants submitting two applications for the same term; staff members across the office are now able to assist applicants with issues, such as finishing a saved application; and a decrease in the number of applicants calling to pay the application fee over the phone, since office staff can also send the applicant’s unique application payment link to the applicant.

PROCESS CHANGES

Application Review: The transcript evaluation process for new freshmen was also streamlined. Review changes were implemented that resulted in approximately 1-2 fewer minutes spent on transcript review during peak processing times. GPA calculation was also revamped so that much of the process could be automated, reducing staff time and cost.

Final Transcript Review: Higher Education Act 668.16(p), enacted in summer 2011, states that for admitted students seeking financial aid, a final high school transcript confirming graduation must be on file. The office created a set of communications to admitted students and high school counselors notifying them of this policy. For students not submitting final high school transcripts, a one-term registration hold will be placed on their accounts on September 1. Students indicating they have not graduated high school will be required to show proof of graduation before the office will remove the hold.

Spring Deferment: The office also implemented a spring deferred enrollment program in spring 2012. The program offers students who apply for a fall term and are within a certain range of test scores and GPAs below our automatic admissions requirements the opportunity to enroll for the following spring semester, if they meet pre-enrollment requirements. As part of the pre-enrollment requirements, the student must show evidence of college success by completing 12 credit hours of

transferrable work at a regionally accredited institution during the fall semester. Students must also remove all remediations as part of their requirement, either through the 12 hours of coursework or retesting before enrolling at the University of Arkansas. The launch of this program meant a number of new communications and procedures, including a pre-enrollment agreement form, a new admissions decision notice, and new admit codes and types.

ORIENTATION

The New Student Orientation program, part of the Office of Admissions, creates programming and digital content to assist students and families transition to their first year on campus. Students attending orientation interact with a broad cross-section of the academic and student programming available on campus.



Students attending New Student Orientation

In 2012, 4,346 new and transfer freshmen attended orientation in June, resulting in a 5.49% increase from last year's high of 4,120 students. Guest registration reached 6,416. In all, 10,762 students, parents, and siblings attended new student orientation. For the first time in recent years, the schedule remained largely unchanged, owing to its popularity among faculty and staff advisors.

COMMUNICATION AND REPORTING

The communications plan for orientation was changed to provide more information to students sooner in the process. In addition to the confirmation letter they receive after registering for a session, they also receive reminder e-mails directing them to resources on the website, reminder postcards from the orientation mentors, and an innovative suitcase with final detail confirmations. The suitcase set themes of travel, exploration, and engagement.



Suitcase Packet for Students and Parents

PRE-ORIENTATION SURVEY

To the communications plan, the New Student Orientation team developed a pre-orientation survey that promises to make the registration process more seamless next year. Of the 4,370 students who received the non-mandatory survey, 2,449 or 56.04% submitted responses. The questions, developed in close consultation with key advising staff and associate deans of the colleges, ranged from course enrollment intentions to AP hours and other transfer work previously completed.



Academic Questionnaire Link Sent to Orientation Participants

ONLINE ORIENTATION

The online orientation was placed on a YouTube channel, boasting nearly ubiquitous integration to mobile devices, laptops, tablets, and desktops.



REPORTING

Besides work to revamp print pieces and online content, the New Student Orientation staff worked closely with IT staff to streamline day-of orientation data needs.

ACADEMIC SCHOLARSHIPS

ATTRACTING STUDENTS WITH SCHOLARSHIPS

The Academic Scholarship Office is a resource for prospective and current undergraduate students seeking scholarship funding. The primary task of the office is to administer university-wide merit-based scholarships. In addition, it serves as a clearinghouse for scholarships awarded by academic departments and outside agencies. The office 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 REALIGNS WITH FINANCIAL AID

In April 2012, Wendy D. Stouffer was named executive director of academic scholarships and financial aid. This change is part of the realignment of academic scholarships and financial aid, along with the academic scholarship office's relocation from Old Main to Silas H. Hunt Hall in July 2012. This reorganization is aimed at enhancing our financial aid and scholarship service to both current students and prospective students by centralizing assistance.

NEW FRESHMAN SCHOLARSHIP APPLICATION

In July 2011, with technical assistance from Admissions and in collaboration with Honors College staff, a new scholarship application utilizing Hobsons Connect CRM (Customer Relationship Management) was implemented. The new system allows students to apply for scholarships and fellowships online without re-entering general biographical information that the University already has on file. The new system allows the office to communicate with applicants throughout the process by sending email reminders, confirmation of application submission, transcripts and test scores. For the first time, applicants' parents are now sent communications regarding their student's status in the application process. Text message technology is now being used to announce scholarship decisions.

ACCESS AND TECHNOLOGY IMPROVEMENTS

With technical assistance from University of Arkansas Information Technology Services, the Academic Scholarship Office implemented a new workflow process to the eNOS (electronic Notice of Scholarship) system that allows staff to create scholarship lists that can automatically be uploaded to ISIS, significantly decreasing the volume of manual postings.

HIGH SCHOOL SCHOLARSHIP AWARD CEREMONIES

The Academic Scholarship Office worked with approximately 80 high schools to arrange for certificates, lists, and award presenters at annual award ceremonies. A new calendar system was implemented to better organize the requests and schedule presenters.

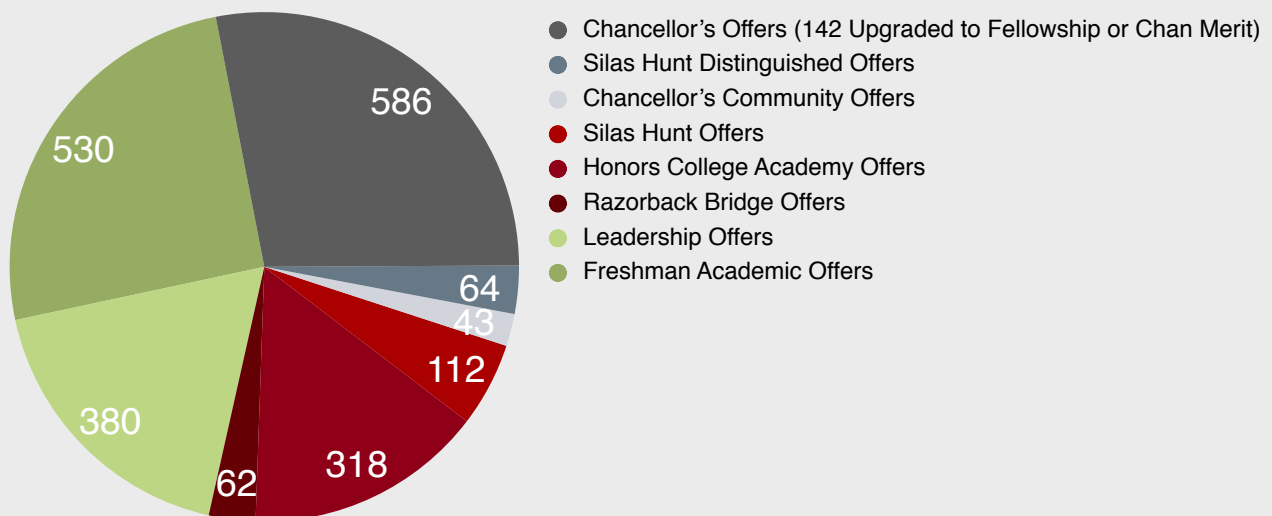
ENTERING FRESHMAN SCHOLARSHIPS

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

| Entering Class | Undergraduate Applications | Scholarship Applications | ACT | GPA |
|----------------|----------------------------|--------------------------|-------|------|
| Fall 2012 | 4,808 | 2,095 | 29.93 | 3.95 |
| Fall 2011 | 3,082 | 1,783 | 29.95 | 3.94 |

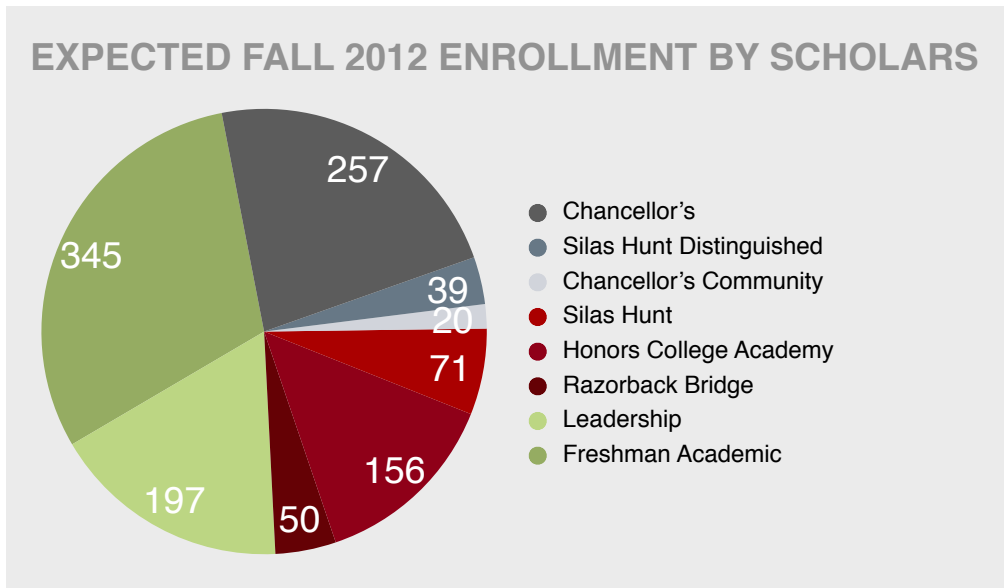
continued increase in the number of applicants and the strength of the overall applicant pool. \$280,000 was added to the budget to help offset the highest areas of need within the scholarship landscape. An additional \$350,000 (one-time funds) will be added to the budget for the next four years. The overall increase in the academic profiles of students applying is encouraging, although it stretches the impact that scholarships can have in recruiting top students.

FALL 2012 SCHOLARSHIP OFFERS



ENTERING FRESHMAN SCHOLARSHIP OFFERS

- Arkansas residents received 1,427 (68.11%) of the offers
- Non-resident students received 668 (31.89%) of the offers
- Students from 21 different states and 11 different countries were made offers
- Females received 1,155 (55.13%) offers
- Males received 940 (44.87%) offers



CHANCELLOR'S SCHOLARSHIP

- 761 applicants with a 30 ACT or higher and 4.0 GPA or higher
- Average GPA of 4.09 (4.07 in fall 2011)
- Average ACT of 32.84 (32.73 in fall 2011)
- Out-of-state applicants with a 31 ACT and 4.0 GPA not offered a Chancellor's
- 257 Chancellor's Scholars expected to enroll in fall 2012

CHANCELLOR'S COMMUNITY SCHOLARSHIP

The Chancellor's Community Scholarship is a \$5,000 renewable scholarship. Competitive applicants must show a demonstrable commitment to community service.

- Average GPA of 4.04 for fall 2012
- Average ACT of 32.14 for fall 2012
- 20 Chancellor's Scholars expected to enroll in fall 2012

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. 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). 110 Silas Hunt Scholars are expected to enroll in fall 2012 (82 in fall 2011).

Students offered a \$5,000 scholarship:

- Average ACT of 27.40 (27.21 in fall 2011)
- Average GPA of 3.88 (3.85 in fall 2011)

Students offered a \$8,000 scholarship:

- Average ACT of 29.66 (30.10 in fall 2011)
- Average GPA of 3.999 (3.96 in fall 2011)

HONORS COLLEGE ACADEMY SCHOLARSHIP

Because of 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 third straight year.

- Average ACT of 30.88 (30.85 in fall 2011)
- Average GPA of 4.00 (3.98 in fall 2011)
- 156 Honors College Academy Scholars expected to enroll

RAZORBACK BRIDGE SCHOLARSHIP

This is the only scholarship that the Academic Scholarship Office administers that has a programming portion to it. This renewable scholarship is \$3,500 per year. Previously, it was funded through the Office of Diversity, but the funds have been transferred to the Academic Scholarship Office and is partially funded by a private donor as well.

- Average ACT of 24.21 (25.09 in fall 2011)
- Average GPA of 3.73 (3.61 in fall 2011)
- 50 Razorback Bridge Scholars expected to enroll in fall 2012

LEADERSHIP SCHOLARSHIP

The Leadership Scholarship is \$2,000, renewable for four years. The students offered a Leadership Scholarship for the fall 2012 class had an average ACT of 29.21 (29.27 in fall 2011) and an average GPA of 3.96 (3.97 for fall 2011).

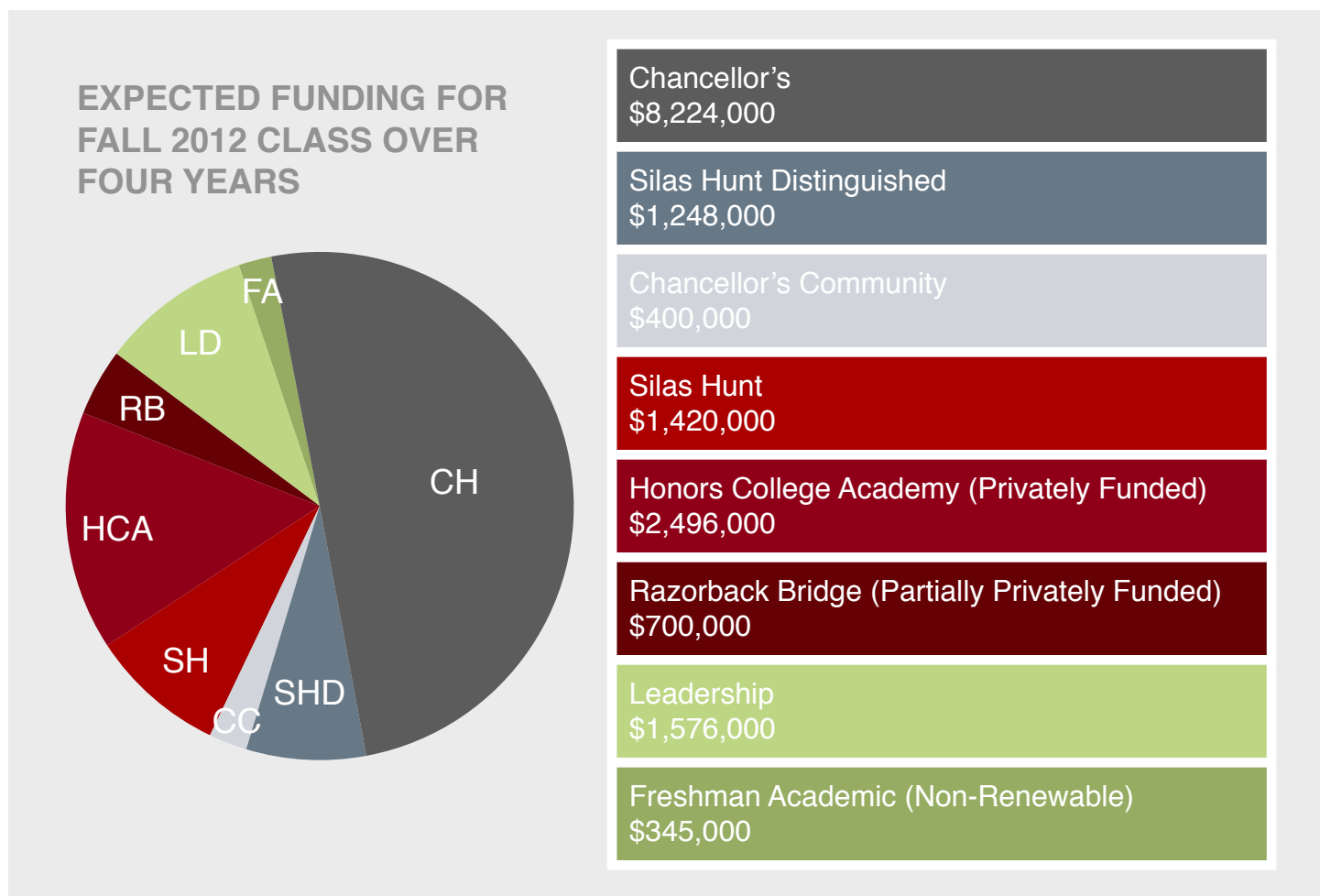
- Average ACT of 29.21 (29.27 in fall 2011)

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

FRESHMAN ACADEMIC SCHOLARSHIP

The Freshman Academic Scholarship is a \$1,000 non-renewable scholarship intended to offer assistance to additional Arkansas students at a slightly lower GPA and test score level.

- Average ACT of 27.73 (27.52 in fall 2011)
- Average GPA of 3.80 (3.79 in fall 2011)
- 345 Freshman Academic Scholars expected to enroll in fall 2012 (285 in fall 2011)



TRANSFER SCHOLARSHIPS

During the 2010-2011 academic year, a new scholarship program was instituted for transfer students. Twenty-five \$2,000 scholarships were available to transfer students who started during the fall term and twenty-five \$2,000 scholarships were available to transfer students who started in the spring term. For the fall 2011 term, nineteen transfer scholars enrolled. During the spring 2012 term, thirty-five transfer scholars enrolled.

The executive committee approved funding for a new transfer scholarship for fall 2012. The Chancellor's Transfer Scholarship will be \$3,000 renewable for two years. Students must be from an Arkansas two-year college to be eligible.

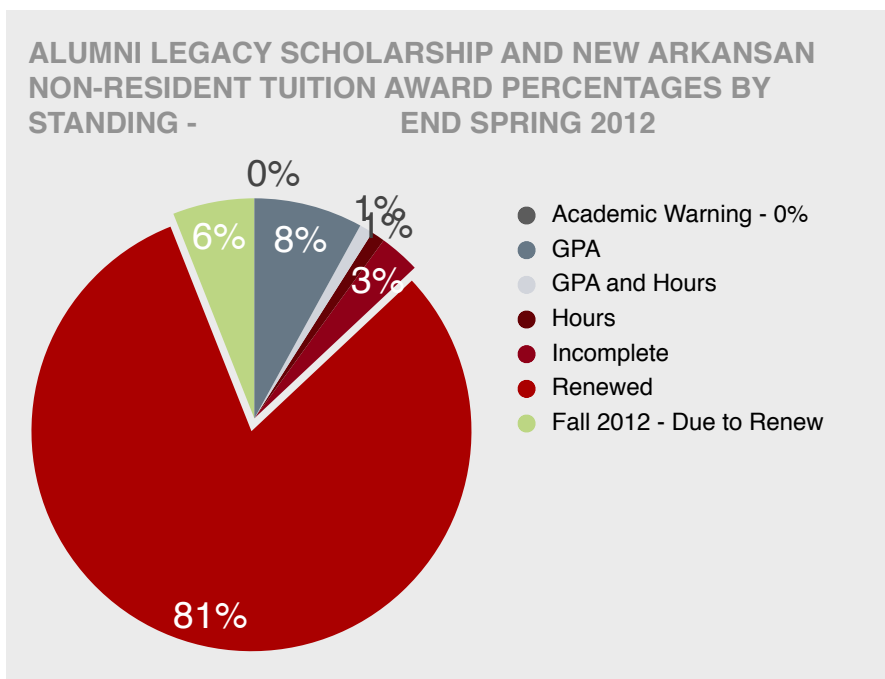
The Academic Scholarship Office continues to award the Academic All-Star Transfer Student Scholarship to students who are classified as "Academic All-Stars" by their Arkansas two-year college. For the 2011-2012 academic year, a total of seven students on campus had this scholarship.

THE NEW ARKANSAN NON-RESIDENT TUITION AWARD

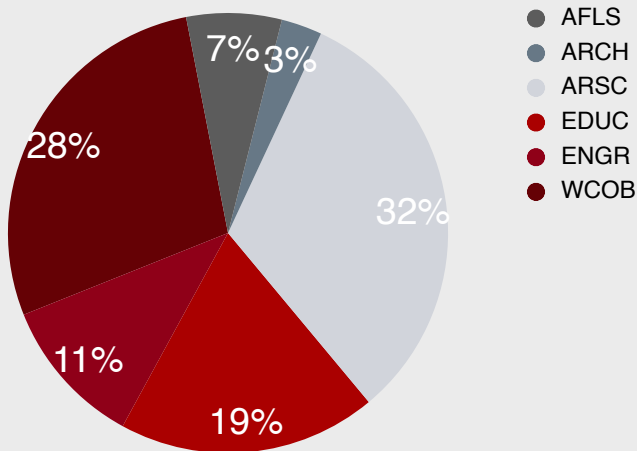
The New Arkansan Non-Resident Tuition Award pays the majority of the difference between in-state and out-of-state tuition for qualified students from contiguous states. Previously the award paid the entire difference between in-state and out-of-state tuition, but with the 2011-2012 entering student class,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

each semester as long as the student is receiving the award. Starting with the 2013-2014, the New Arkansan Non-Resident Tuition Award will have two separate eligibility levels and will pay either 80% or 90% of the difference between in-state and out-of-state tuition.

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



ALUMNI LEGACY SCHOLARSHIP AND NEW ARKANSAN NON-RESIDENT TUITION AWARD PERCENTAGES OF ENROLLMENT BY COLLEGES



At the end of spring 2012, 81% of Alumni Legacy Scholarship and New Arkansan Non-Resident Tuition Award recipients automatically renewed the award. Students have until the end of summer to meet the renewal requirements.

SCHOLARSHIP RETENTION

Scholarship renewal has remained above 90% for the six previous years. Freshman scholars had a slight increase in the year-over-year numbers with 87.6% renewing versus 85.2% of the 2008-2009 cohort.

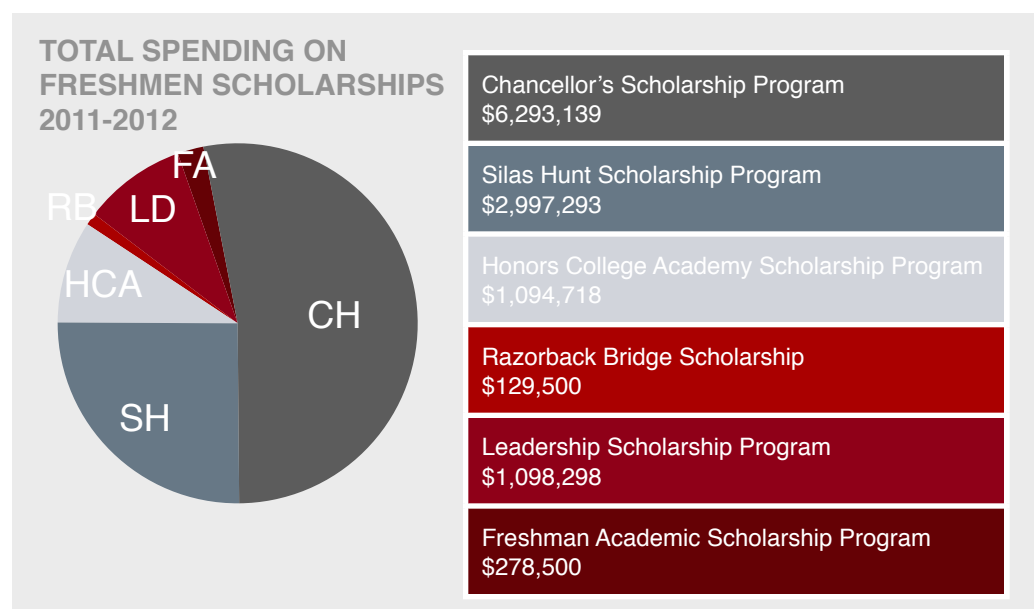
| 2010-2011 As of End of Summer 2011 | Chancellors | Chancellors Merit | Silas Hunt | Silas Hunt Dist. | HCA | Leadership | RB | TOTALS |
|---|-------------|-------------------|------------|------------------|-------|------------|-------|--------|
| Total # | 858 | 9 | 217 | 73 | 301 | 519 | 25 | 2002 |
| Total Renewed, Senior, and 5th Year | 841 | 8 | 172 | 69 | 280 | 490 | 13 | 1873 |
| Total % Renewed | 98.0% | 88.9% | 79.3% | 94.5% | 93.0% | 94.4% | 52.0% | 93.6% |
| # New Freshmen Fall 2010 | 238 | 4 | 71 | 25 | 98 | 174 | 25 | 635 |
| Freshmen Renewed into Sophomore Year | 229 | 3 | 47 | 22 | 91 | 151 | 13 | 556 |
| % Renewed into Sophomore Year | 96.2% | 75.0% | 66.2% | 88.0% | 92.9% | 86.8% | 52.0% | 87.6% |
| # Sophomore Fall 2010 | 153 | 2 | 52 | 6 | 56 | 152 | na | 421 |
| Sophomore Renewed into Junior Year | 148 | 2 | 42 | 6 | 52 | 140 | na | 390 |
| % Renewed into Junior Year | 97.0% | 100.0% | 81.0% | 100.0% | 93.0% | 92.0% | na | 93.0% |
| # Junior Fall 2010 | 212 | 3 | 60 | 16 | 68 | 119 | na | 478 |
| Junior Renewed into Senior Year | 209 | 3 | 51 | 16 | 60 | 119 | na | 458 |

| 2010-2011 As of End of Summer 2011 | Chancellors | Chancellors Merit | Silas Hunt | Silas Hunt Dist. | HCA | Leadership | RB | TOTALS |
|--|-------------|-------------------|------------|------------------|-------|------------|-------|--------|
| % Renewed into Senior Year | 99.0% | 100.0% | 85.0% | 100.0% | 88.0% | 100.0% | na | 96.0% |
| Avg. % Renewed Freshmen Sophomore Junior | 97.0% | 92.0% | 77.0% | 96.0% | 91.0% | 93.0% | 52.0% | 92.0% |
| # Senior & 5th Year Fall 2010 | 255 | 0 | 50 | 26 | 79 | 74 | na | 484 |

Of the 1,552 students due to renew their scholarship at the end of spring 2012 term, 1,363 (87.8%) of them renewed automatically (84.2% of freshmen, 90.9% of sophomores, and 89.3% of juniors). Twenty-seven students still have incomplete grades, and their renewal will be determined at the end of the summer 2012 term. 182 of the students who did not renew automatically due to low grade point average and/or hours have the opportunity for renewal by taking summer classes. 169 of those students have communicated with our office and are working toward summer renewal of their academic scholarship. Previous analysis revealed positive scholarship renewal rate increase by emailing with students below 3.2 GPA at mid-term and with students below 3.0 GPA at the end of their fall semester. The office will continue emailing with all students below 3.2 at mid-term and 3.0 GPA at the end of their fall semester to suggest a meeting with the scholarship advisors and/or the Enhanced Learning Center.

UNIVERSITY-WIDE ACADEMIC SCHOLARSHIP COHORT

The overall undergraduate scholarship cohort, comprising Chancellor's, Silas Hunt, Honors College Academy, Leadership, Razorback Bridge and Freshman Academic Scholars, has continued to grow thanks in part to new scholarship programs funded by a \$300,000 a year annual increase to the scholarship budget. There were 2,543 scholars at the end of spring 2012 (2,302 in 2011, 2,264 in 2010, 2,016 in 2009, and 1,951 in 2008).



OUTSIDE SCHOLARSHIPS

The Academic Scholarship Office is responsible for posting outside scholarships to student accounts once the awards have been receipted by the Treasurers' Office. For the second straight year, over \$4 million dollars in outside scholarships has been received.

SCHOLARSHIPS FOR CURRENT STUDENTS

As of the June 2012 notification date, the 2012-2013 Current Student Scholarship program has offered \$610,750 in privately funded scholarships (this includes a \$150,000 annual allocation from the University's institutional scholarship budget, as well as a \$175,000 one-time allotment) which represents an increase from last year's awarding of \$338,500 by \$272,250 or 44.57%. Additionally, 365 students have been awarded through this program compared to 226 awarded in the 2011-2012 program. The average award amount is approximately \$1,673 and the average recipient's cumulative GPA was a 3.569. The Current Student Scholarship program received additional one-time funding from unallocated funds from the New Freshmen Scholarship program because of unexpected acceptance rates. This allowed the program to award deeper into the applicant pool than the previous year.

The 2012-2013 program had a total of 645 applications submitted, and of those, 586 were complete and 59 incomplete as of the March 2012 deadline. The 586 completed applications constituted the 2012-2013 applicant pool. Of these, 368 applicants were deemed eligible and reviewed. Financial need was not considered.

All 6 of the undergraduate colleges are represented. The College of Engineering had the largest representation with 214 applicants followed closely by Fulbright College with 205 and the Walton College with 96. The School of Architecture had 9 applicants. 80 different academic programs were represented. Some of the largest majors represented were biological sciences with 29 applicants, chemical engineering with 15 applicants, nursing/pre-nursing with 29 applicants, and finance with 14 applicants. There was also a sizable representation of undeclared applicants.

In-state students represented 56% of the pool followed by out-of-state students at 36% and international students at 7%. The 42 international applicants represented 21 countries, with Vietnam having the largest representation with 10 applicants. The 213 out-of-state applicants represent 20 states, with Texas having the largest representation with 76 applicants followed by Missouri with 54 and Oklahoma with 32. The in-state applicants represented 47 of the 75 counties in Arkansas with Washington and Pulaski having the largest representations followed by Benton.

Finally, the overall academic quality of the applicants stayed relatively the same from 2011 to 2012. The profile applicant in 2011 was a sophomore who had completed 58 hours, with a cumulative GPA of 3.65. The profile applicant in 2012 was a junior who had completed 73 hours with a cumulative GPA of 3.569. The 2011-2012 program had 91 4.00 students representing 22% of the applicant pool. The 2012-2013 program had 84 4.00 students representing 14% of the applicant pool. 123 applicants out of 587 or approximately 21% of the pool are Pell eligible.

The Office of Financial Aid addresses need-based aid. These services will be enhanced with the physical relocation of Academic Scholarships to Silas Hunt Hall in summer 2012. The Office of Financial Aid's mission is to ease the financial burden of a college education and to make education accessible for students from all financial backgrounds. The office assists prospective and current students by collecting and processing information and by creating the best possible financial aid package for each individual student in a timely manner. The Financial Aid Office keeps students informed of all current federal government regulations and changes in those regulations. The office keeps accurate records for each student and makes information readily accessible while maintaining confidentiality. By keeping lines of communication open, the office works toward maximizing customer service and office efficiency for the benefit of the University community and outside agencies.

Financial aid comes in the form of gift aid and self help. 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. A total of 16,780 students received \$191,561,517 in federal dollars for 2011-2012.

EDUCATIONAL OUTREACH

Educational outreach is a large part of the Office of Financial Aid mission. The staff held presentations for TRIO programs, freshman classes, Student Support Services and Academic Success. In addition, the Financial Aid Office offered campus wide seminars. Those educational opportunities included the "Budgeting for College" financial series.

Training courses included:

- Budgeting and Money Wisdom
- Budgeting for College: Money Wisdom plus Scholarship Highlights
- Budgeting for College: Identity Theft
- Budgeting for College: Banking and Money Management
- Budgeting for College: Credit Cards and Credit Reports
- Budgeting for College: Buying Your First Car
- Budgeting for College: Employee Compensation and Benefits
- Budgeting for College: Student Loan Repayment

FINANCIAL AID BY THE NUMBERS

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

AID DISBURSED

- Total disbursed – \$91,561,517
- Total recipients – 16,780
- Percent of enrollment receiving aid – 67.88%
- Estimated undergraduate cost of attendance on/off campus – \$20,464 (Resident)
- Average graduating undergraduate indebtedness – \$27,082
- 2009 cohort default rate – 4.7%

2011-2012 YEAR BY TYPE OF AID DISBURSED

- Grants – \$23,610,200
- Work study – \$1,092,836
- Loans – \$97,658,188
- Scholarships – \$69,200,293

2011-2012 YEAR BY FUNDING SOURCE

- Federal aid – \$114,454,872 (59.75%)
- State aid – \$32,277,391 (16.85%)
- Institutional – \$32,346,624 (16.89%)
- Outside – \$12,482,630 (6.52%)

GRANTS FOR 2011-2012

Grant aid increased in 2011-2012.

- Federal Pell Grant – \$19,835,219
- Federal Supplemental Educational Opportunity Grant – \$953,752
- State Workforce Improvement Grant – \$172,825
- State Higher Education Opportunities Grant – \$494,969
- Student Support Services Grant – \$15,386
- Other – \$2,138,049

WORK STUDY FOR 2011-2012

109 offices employ U of A 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.

- Total students employed – 1,476

- Total dollars earned by U of A students – \$1,092,835
- Total U of A Students employed in community service – 129
- Total dollars earned by U of A students through community service – \$216,529

LOANS FOR 2011-2012

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

- Subsidized Stafford – \$35,785,945
- Unsubsidized Stafford – \$42,315,359
- Perkins – \$2,456,993
- Parent PLUS – \$10,286,362
- Graduate PLUS – \$1,713,020
- Private – \$5,100,508

ARKANSAS STATE PROGRAMS

The Arkansas Department of Higher Education administers state aid programs. The Academic Challenge Lottery Scholarship is partially funded by the state lottery. State Program funding received by U of A students – \$32,277,391.

FISCAL 5-YEAR COMPARISON

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

COLLABORATIVE EFFORTS

College Goal Sunday is an effort to assist graduating high school seniors in completing the FAFSA and is sponsored by Arkansas Department of Higher Education and Arkansas Association of Student Financial Aid Administrators. Statewide participants were 80% of the target audience. The financial aid staffed two of the thirty-five sites across the state, including Spring High School where 133 students were served and at the Office of Financial Aid where 133 students were served. Across the state, 1,938 students attended the event.

The Office of Financial Aid also assisted at various recruitment events on campus and orientation. The staff worked directly with the TRIO programs, Student Support Services, Students for Free Enterprise, Academic Success, as well as area high schools. Financial Aid worked with Media Services to produce a video that highlights the financial aid process.

SERVING STUDENTS

The counseling staff is assigned by student alphabet. Counselors are available to see students as walk-ins, as well as communicating with students through email and phone. A total of 43,400 phone calls were counted in 2011-2012 (not including call center calls). Walk-in students totaled 21,915. Tracking software does not allow for complete tracking, so walk-ins and phone calls are under estimated.

In March 2012, the Office of Financial Aid began using a telecounseling center made up of part-time and work study employees. Office space was reorganized and updated for the new telecounseling center, and new software was implemented to manage the scripts and calls.

Between the dates of May 21, 2012 and June 26, 2012, the call center answered a total of 5,784 calls and made 3,948 outgoing calls, for a total call volume of 9,786 calls for the past twenty-seven business days it was in use (data is reset monthly). Total call talk time was a combined 318.5 hours with an average call time of 1 minute and 57 seconds. When callers are not taking incoming calls, they make calls to students with delinquent student loans in an effort to keep the University's default loan rate at a minimum. Many staff members in the Office of Financial Aid are multi-lingual. Languages spoken by the staff include English, Ukrainian, Spanish, Hebrew, Russian, German, Japanese, Tagalog, and French. Staff use these language skills to assist students from a variety of backgrounds.

PROCESSING AND SYSTEMS

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

- Number selected for verification – 5,406
- Number completed verification – 4,076
- Number of scanned documents – 19,202
- Number of documents (emails and faxes) auto ported to Empower – 127,688
- An estimated 5,259 faxes were auto ported into the scanning system saving 18,761 printed pages. Over two months of numbers were not included in estimate due to problem with script conversions. Cost savings of \$1,876
- Emails are electronically sent to scanning system

Financial aid disbursed to students increased and was completed with greater speed. The main changes came with the addition of the telecounseling staff. The counselors spent more time with office visitors and responding to emails from students and parents. The total number of federal dollars disbursed to University of Arkansas students increased to \$113,152,635.

- FAFSA's received – 23,370
- Verification selection – 5,406
- Federal aid – \$114,454,872
- State aid – \$32,277,391
- Number of students receiving aid – 16,780

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

ACHIEVEMENTS

Dynamic Academic Advisement Reports Released: One of the major goals last year was to develop and refine the academic advisement reports for release to all undergraduate students. Updated reports are now run when requested by the student or an administrator. This function was released in September 2011, and, since that time, 15,723 advising reports have been generated for students, giving them real-time information on their degree progress. The next Academic Advisement Report project to be released will be the “What If” function, which will allow students to select a different major and generate a new advisement report for that major. This is scheduled to be released in the next academic year.

First Fall Commencement in 40 Years: 2011 marked the first time in 40 years that the university held a fall commencement ceremony. The registrar served as co-coordinator, and the administrative support supervisor for graduation and commencement handled many of the details associated with the event and the graduating students. It was a unified university ceremony which required coordination with staff from the eight colleges. Nearly 600 students and 250 faculty members participated.

Graduation Application Made More Convenient and Efficient: Beginning in September 2011, students were able to apply for graduation online in ISIS. As students meet the criteria to apply, a link appears on their Student Center page allowing them to submit their graduation application. The feature also allows the student to register for commencement at the same time. This process saves paper, proves more convenient to students, and reduces the potential for data entry errors.

Degree Posting Automated: In spring, a function in ISIS was implemented which allows for the automatic posting of degrees for students approved for graduation. This saves about 7-10 days of degree posting compared to the previous process of entering degrees manually for each student.

Class Scheduling Made Easier with New Tool: The Schedule Planner was released in September 2011. This web-based class scheduler allows students to generate all possible schedules based on

their classes and time restrictions. This has been a popular tool with students with over 46,800 logins this year and 9,218 unique users.

Final Exam Schedule Made Available in ISIS: Beginning in Fall 2011, students and faculty were able to see their personal final exam schedule in ISIS.

Calendar Download for Students and Faculty: In Spring 2012, a calendar download feature was added to both the Student Center and Faculty Center allowing for the class schedule to be easily downloaded to a computer or mobile device.

Dean's and Chancellor's List Recipients Noted in ISIS: For the first time at the University the Positive Service indicator is being utilized to identify students who earn Dean's and/or Chancellor's List recognition each term. A star icon will appear in the "Alerts" section of the Student Center indicating the student's accomplishment for the term.

First Full Year of Electronic Transcript Option for Students: 2011-2012 marked the first complete year where electronic (PDF) transcripts were made available to students. Students can request an electronic transcript online at iwantmytranscript.com. There were 2,101 requests this year for electronic PDF transcripts.

ADHE Transcript Request Made Available to Students in ISIS: In spring 2012 an option for students to send an electronic transcript to the Arkansas Department of Higher Education (ADHE) was made available in the Student Center of ISIS. This makes it easier and quicker for students, particularly those on the Lottery Scholarship, to send a transcript to ADHE.

Transfer Credit Reports Automatically Saved to Digital Storage: In the past, two copies of each student's transfer credit report were printed. One copy was scanned for digital imaging and the other was mailed to the student. Now credit reports are captured electronically and posted in digital imaging. We changed the policy from mailing the reports to informing students by email that the reports are available for viewing in ISIS. This new process has saved approximately 94,182 sheets of paper (189 reams) and 15,697 envelopes.

Transfer Credit Upload Automated: A process in ISIS was developed to automatically upload transfer credit from EDI transcripts. This greatly increases the speed in which transfer credit is posted, and it eliminates the potential for data entry errors.

Foreign Institutions Category Created for Transfer Equivalency Search: A new search category for foreign institutions was created on the Transfer Credit Equivalency page on the registrar's website.

Parent Center

The Office of the Registrar was pleased to announce an expansion of services to parents in June 2012. The new Parent Center allows students to grant view access to academic (student grades and schedules) and directory information (phone and addresses). The improved functionality will help parents and third parties view online information while allowing FERPA privacy restrictions to be observed.

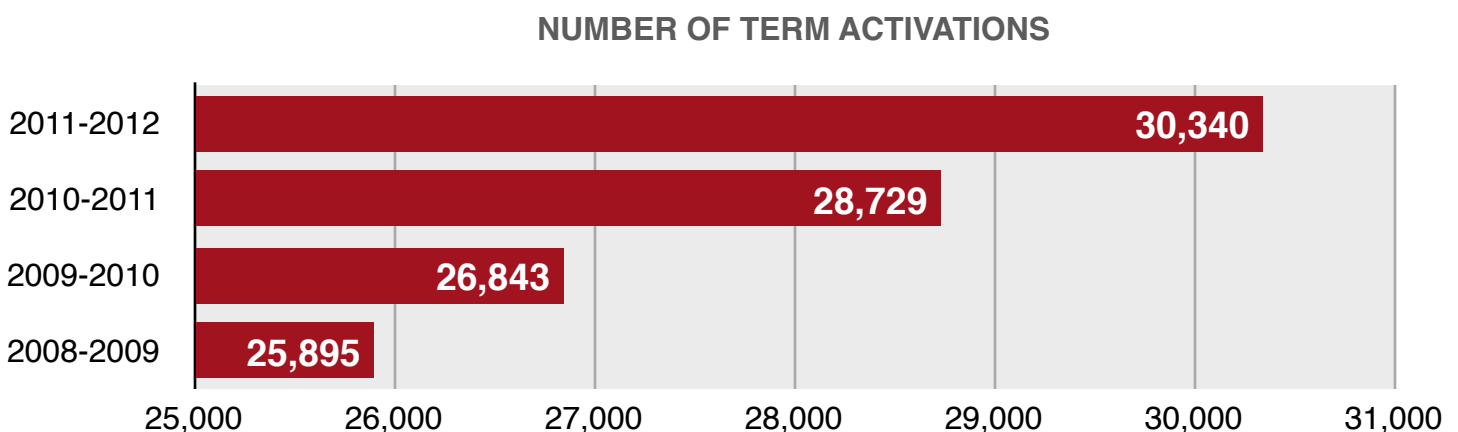
Contributions to Sustainability

A number of our accomplishments this year have made major contributions to the university's sustainability goals. Some highlights are:

- 94,000 sheets of paper and 15,600 envelopes were saved by automating transfer credit report process
- Approximately 5,000 cards and another 5,000 return mailers were saved with the implementation of the online graduation application process
- Approximately 9,000 sheets of transcript paper were saved through the increased use of electronic transcripts
- 16,000 transcript requests were made online, saving this same number of duplicate paper request forms.

REGISTRATION

Term Activations (the process to make students eligible to register for a term): Term activations for which various registration holds or enrollment appointment dates were applied increased by 1,611 over the previous year, from 28,729 in 2010-2011 to 30,340 in 2011-2012.



Priority Registration (two week totals): For the summer 2011 priority registration period, 18,122 registration appointments were created and 4,629 students registered. This means nearly 26% of the students with enrollment appointment times registered for summer classes during priority registration.

For fall 2011, 17,941 appointments were created and 10,013 students, over 56%, registered during priority. For spring 2012, there were 21,981 appointments set and 15,054 students, 68%, who registered during priority registration.

In comparison to the previous year, there was an increase in priority enrollment for each term except summer. In summer 2011 priority registrations decreased by 137 students. In fall 2011 the increase was 541 students and in spring 2012 the number of students registering during priority registration jumped by 1,235 students.

Administrative Enrollment: The Office of the Registrar performs administrative enrollment into classes in the form of adds, drops, or swaps for both current enrollment periods and also historical periods to update student records with prior degree and course information. The office performed 16,202 manual class enrollments during 2011-2012.

Final Exam Policy: In support of the fall 2011 final exams the group sent out 1,670 emails with supporting documentation. For the spring 2012 term, another 1,124 emails were generated to inform the students of this policy change and their ability to adjust their finals schedule.

RECORDS

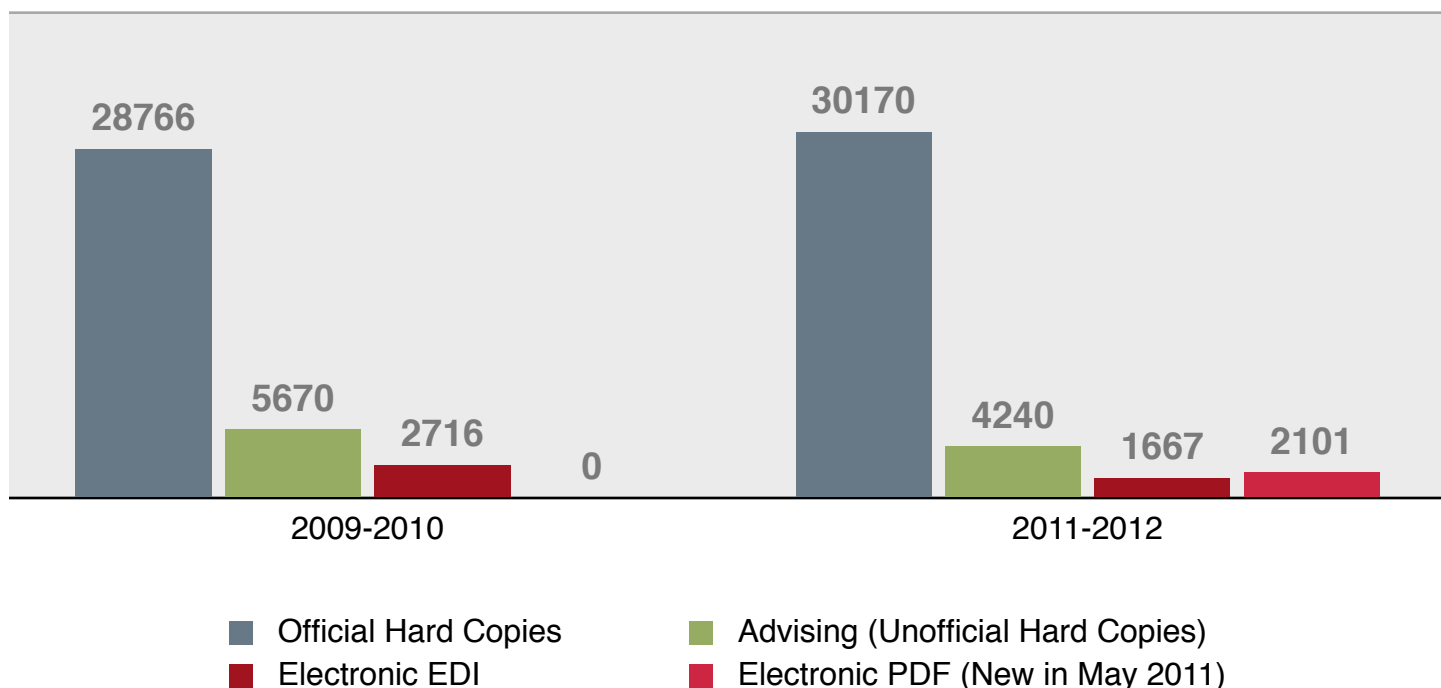
Military Friendly School: The University of Arkansas was again named by *G.I. Jobs* magazine as a Military Friendly School, ranking the University in the top 20% of all colleges and universities nationwide. The Office of the Registrar contributed greatly to this ranking by efficiently certifying veterans, processing approximately 1,400 VA certifications for about 600 students receiving benefits.

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. In 2011-2012, 3,687 residency changes were processed by the Registrar's staff.

Transcripts: The records area of the Office of the Registrar delivered 38,207 transcripts per students' request in 2011-2012, up from 37,152 in 2009-2010. Transcript numbers for 2010-2011 are excluded for this report because during this period ISIS upgrade testing was being done to generate transcripts which resulted in an extremely inflated count. This represents an increase of 1,055 transcripts, or 2.8% in the two-year period. Below is a comparison of 2009-2010 and 2011-2012 showing the number of transcripts sent and the transcript types that were delivered. The electronic (EDI) copies represent primarily those sent to other Arkansas institutions. Electronic PDF transcripts were an option beginning in May 2011. Over half of the requests for official transcripts were made online. The decrease in the number of unofficial transcripts is most likely related to the release of the

dynamic Academic Advising Report this past year, which greatly reduced the need for students to request an unofficial transcript.

TRANSCRIPT TYPES DELIVERED



Enrollment Verifications Processed: There were 2,506 student requested personal enrollment verifications produced by the office. These are generally used by students and parents to validate enrollment for insurance purposes.

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

Grade Forgiveness Forms Processed: 1,639 grade forgiveness forms were submitted by students and processed by the records area.

TRANSFER CREDIT

When a transcript is received, the Registrar's Office evaluates it 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. In 2011-2012, the transfer credit area staff evaluated 11,957 (up nearly 10% from last year) college transcripts and articulated 115,944 courses to the students' records (up 14.8% from the previous year). 1,056 institutions supplied transcripts during this period. Currently, there are 3,099 institutions with course evaluations on the Transfer Equivalency Guide.

11,449 individual courses were added to the Transfer Equivalency Guide last year, with 329,605 individual courses listed in the guide.

The transfer credit staff also applies test credits (AP, CLEP, IB, Credit by Exam, etc.) to a student's record. This year they posted a total of 4,481 test credits, a 16% increase from the previous year.

GRADUATION

During the academic year 2011-2012, a total of **4,564** degrees were awarded, an increase of **206** (4.7%) degrees awarded from the previous year. Numbers for the three main terms involved during this period (summer 2011, fall 2011, and spring 2012) are shown below. The total number of students who applied to graduate for these terms was **5,981**.

The Registrar's Office maintained contact with degree candidates regarding graduation application deadlines and commencement instructions. Diplomas were printed and mailed immediately after degrees were posted.

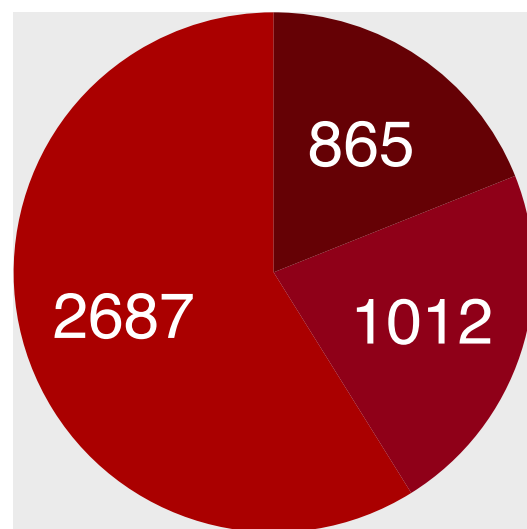
Commencement: The Office of the Registrar co-coordinated All University Commencement, with the addition of the new fall ceremony. Over 600 graduate students walked at the All University Commencement in the fall and nearly 800 graduates walked in the spring ceremony.

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 1,059 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

DEGREES AWARDED



● Summer 2011 ● Fall 2011 ● Spring 2012

more years were 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. In an ongoing effort to promote sustainability, staff scanned (as needed) and verified thousands of historical course changes in emPower in order to eliminate an extensive paper archive. In addition, implementation of CourseLeaf began. This software provides an integrated, online curriculum management system whereby course change approvals are fully automated via workflow and archived directly in CourseLeaf. As a final step, CourseLeaf integration with ISIS will allow course information updates to be made from one system to the other without the manual data entry that currently exists. CourseLeaf will replace our current Curriculum Change Facility.

Degree Inventory: Curriculum staff processed 552 degree changes via the Program Change process and began distributing the approved forms electronically in pdf format for the first time. Staff also 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. CourseLeaf implementation began an online, automated workflow system for the program approval process. Program changes approved via CourseLeaf will be updated automatically in ISIS and the CourseLeaf Catalog component. All submitted change requests will be archived within CourseLeaf.

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 were responsible for data integrity/cleanup between ISIS live files and AHEIS sink files.

ROOM SCHEDULING

R25, the room scheduling software program, was transitioned from campus based servers to CollegeNET's cloud during the Holiday break resulting in no loss of service to the campus. Following this, a project was initiated to update inventories of all technology/equipment in each room and work to implement a three level system (Tech 1, Tech 2 & Tech 3) campus wide for all spaces. This required the coordination between Facilities Management, Information Technologies and Centralized Room Scheduling.

The inception of 25Live web-based event scheduling, publishing and registration/promotion application began. Some of the highlights accomplished in the preparation of the module include:

- Campus facilities used in academic/event scheduling had their map coordinates collected and then entered into the system
- Spaces have been digitally documented and uploaded
- Users can view each space, as well as locate each building on campus, including an option of street view or satellite view map options
- Updated capacity and room seating styles for each space

The 25Live orientation to campus schedulers is set to begin in July 2012. Statistics for this past year show that even with more classes and fewer general access classrooms, we experienced improved room utilization, seat utilization, and schedule compliance over the previous year.

| | SPRING 2011 | SPRING 2012 | FALL 2011 | FALL 2012 |
|--------------------------------------|-------------|-------------|-----------|-----------|
| Room Utilization | 60.2 | 55.1 | 68.5 | 77.4 |
| Seat Utilization | 63.5 | 60.1 | 62.2 | 80.0 |
| Schedule Compliance* | 78.6 | 79.1 | 73.6 | 75.4 |
| Total General Access Rooms | 154 | 144 | 159 | 141 |
| Total Special Purpose Rooms (in R25) | 280 | 312 | 312 | 316 |

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

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

REPORTING AND SECURITY

Reporting Production: Reporting staff supported the Office of the Registrar by running scheduled reports and creating new reports as needed. Staff worked throughout the year to consolidate query outputs, refine queries, and discontinue obsolete queries. Staff wrote, tested, and implemented several new Microsoft Access Macros. Each macro is designed to ‘run’ a series of queries. There were 115 different entries scheduled on the Production Calendar over the course of the year. Over 6,500 runs were scheduled on the Production Calendar during the year, with approximately 8,200 outputs created. There were 43 external reports processed during the year (including alumni, honor societies, military recruiters, etc.). On average, 40-60 ISIS production processes were scheduled on a nightly basis.

Computer Support: Staff supported the Office of the Registrar by assisting with both hardware issues and software issues. This included 14 Computer set-ups, 18 Hard Drive Rebuilds, 60 Software Installs, 2 Operating System Upgrades, 0 Virus Removals, 225 Service Calls- On site, and 210 Service Calls – Support (Email/Phone/Jabber).

Website Updates: Routine maintenance and updates continue. Over 200 web page changes were made during the last year.

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
- Change in procedures resulted in a manual cleanup process of 1,439 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. Staff manually evaluated and processed 202 requests for assistance with Instructor Advisor access, processed 449 user requests for new access to ISIS that were not Instructor Advisor access, and evaluated 37 BASIS/ISIS security comparison reports which resulted in the manual evaluation of 460 individuals. The registrar's staff modified the nightly process that assign ISIS access to teachers to correctly assess future effective dated instructor rows on the Instructor/Advisor Table.

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 and the International Admissions Office. ISIS SEVIS system was upgraded to work with the newest version of the government database.

ACADEMIC ADVISEMENT

Academic Advising Reports Produced: **15,723** dynamic advising reports were generated for students at their request. 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 made available to students via their student center.

Core Check Advising Reports Produced: **36,673** 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

In 2010-2011, 173 modifications were tested and moved from the test environment to the database that would become productional in October 2010.

The Office of the Registrar's ISIS Business Analyst conducted various training workshops for several audiences to cover expectations of 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 completed 113 projects throughout the year. The staff also conducted testing for the system's architectural change (known as People Tools) in February 2011.

Fiscal Year 2011-12 was one of overarching change for the ISIS team. As the year began, the inaugural director of ISIS resigned to accept a position at another university. With his unexpected exit came the opportunity to take a strategic look at ISIS as the department relates to the campus as a whole.

It was determined that ISIS has two equally important but separate functions: to support users and the campus academic needs and to support the software and systems that contain ISIS. The decision was made to separate the two functions with the contractual hardware/software responsibilities going to IT Services and the academic/user support remaining with the ISIS core team.

A new ISIS website, isishelp.uark.edu, was created to replace the site that had been initially created for the system implementation. The new site features an easy-to-navigate menu and provides a more user-friendly experience. In addition, drop down menus allow visitors to access information faster and more effectively.

In early 2011 it was announced that Hotz Hall, where the ISIS Team has been housed for more than 10 years, would be reverted back into a residence hall. The ISIS Team moved to the university's new Uptown Campus in late May.

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.

SIGNIFICANT ACHIEVEMENTS/CHANGES IN FY 2011-12

While maintaining a close working relationship, the ISIS core team now oversees and champions the academic needs of the campus as they apply to ISIS, and IT Services is responsible for the purchase of necessary system hardware and software, and upkeep of the largest single database on campus.

The project assistant was moved to IT Services to continue her role of overseeing ISIS expenditures and myriad software and hardware contracts. In a cost-saving move, the full-time director of ISIS position was left unfilled with the associate vice provost for enrollment services carrying out the responsibilities on a part-time basis.

INITIATIVES

To better meet the needs of users, a new website was designed and created to replace the original site that had been on-line since ISIS was implemented. The URL for the new site reveals its focus: isishelp.uark.edu. Site visitors can now easily locate instructions for accessing ISIS information, receive answers to frequently asked questions, and request system access.



A new security request currently being tested is contained within ISIS. All departmental and functional approvals are prompted by e-mails that are sent automatically through the system. All information is then retained in one location where it can be easily accessed by functional offices in the future.

SERVICE

The ISIS core team responded to more than 2,150 inquiries and help requests from current and former students, parents, faculty, and staff. Focused e-mail announcements and Newswire articles alerted users of upcoming changes and directed them to detailed documentation. The new ISIS Help website also strengthened our support for all users.

More than fifteen group and one-on-one training sessions were created and presented to nearly 75 campus faculty and staff. The ISIS training office participated in the New Faculty Orientation and New Graduate Student Orientation to answer new user questions and explain the services ISIS offers to the different audiences. In addition, the office created an assortment of ISIS documentation and e-learning sessions covering system modifications. Existing documentation was reviewed and updated for the new ISIS Help website.

The ISIS Team continues to play an active role as an institutional member of the internationally-based OraclePeopleSoft Higher Education User Group (HEUG) and the new affiliated South Central Regional Users Group (SCHRUG). Karen Jennings, the ISIS training coordinator, served as track chair of the Training and End User Support Track for the HEUG Alliance conference. She was also selected to serve as Campus Solutions track chair for the SCHRUG conference.

NATIONALLY COMPETITIVE AWARDS

The Office of Nationally Competitive provides support for students applying for competitive post-graduate opportunities. The office contacts eligible students, provides information about scholarships appropriate to the students' long-term goals, and assists students throughout the application process. The director and the associate director meet 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 as well. The office organizes workshops, practice interviews, receptions and dinners as a means of preparing students for the rigors of competition.

In 2011–2012, University of Arkansas students were recognized by a variety of nationally competitive award programs: a Truman scholar, two Truman finalists, one Udall scholar, one Ford Foundation scholar, a Pickering fellow, six National Science Foundation Graduate Research fellows, one Goldwater scholar, three Goldwater honorable mentions, three Fulbright English Teaching Assistantships, one Fulbright Research scholar, five Gilman International Travel awardees and more. University students also enjoyed remarkable success at the state level, earning 42 SURF awards.

STUDENT AWARDS AND ACHIEVEMENTS

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. Three University of Arkansas students were awarded Fulbright scholarships to cover all basic living and travel expenses for 9-12 months abroad. These students will travel to their host countries for a year of teaching English.

FULBRIGHT ETA SCHOLARS



FULBRIGHT

STUDENT: Shawna Arnold

MENTOR: Angela LaPorte

MAJOR: Art

COUNTRY: Argentina



FULBRIGHT

STUDENT: John Jolly
MENTOR: Susan Marren
MAJOR: English
COUNTRY: Germany

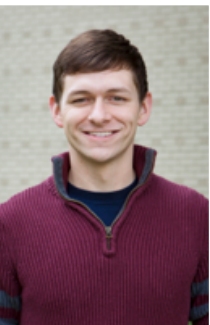


FULBRIGHT

STUDENT: Carl Monson
MENTOR: Kathleen Condray
MAJOR: German
COUNTRY: Germany

FULBRIGHT RESEARCH SCHOLAR

The [Fulbright U.S. Scholar Program](#) offers opportunities for American scholars, artists and professionals to conduct research, lecture, and/or consult with other scholars and institutions abroad.



FULBRIGHT

STUDENT: Cameron Word
MENTOR: Elizabeth Markham & Hoyt Purvis
MAJOR: Int. Relations
COUNTRY: Japan

GILMAN SCHOLARS

The Gilman Scholarship provides funds for study abroad during the junior year. This year University of Arkansas students earned five scholarships:

GILMAN

| | |
|--------------------------|----------|
| Genaro Aguilera-Reza | Morocco |
| Rachel Calandro | Jordan |
| Kelly Holmes Smith | Japan |
| Derrick McMahon-Reynolds | Italy |
| Erin Pham | Tanzania |

GOLDWATER SCHOLAR

For 17 consecutive years, at least one University of Arkansas student has been named as a Goldwater Scholar, bringing the total number of the University of Arkansas Goldwater Scholars to 46. Jimmy Vo of Fort Smith, Arkansas is one of 282 students in the nation to be named a Barry Goldwater Scholar in 2012. He will receive a \$7,500 award. Raven Bough, Katelin Cherry, and Christopher Peterson each received an honorable mention in the competition. All four students are members of the Honors College.



STUDENT: JIMMY VO
MENTOR: DAVID ZAHAROFF
MAJOR: BIOMEDICAL ENGINEERING

GOLDWATER

In addition to the Barry Goldwater Scholarship, Vo was named a German Academic Exchange Research in Science and Engineering Fellow in 2012. In summer 2012, he will work at the Helmholtz-Zentrum Geesthacht Center for Biomaterial Development located in Berlin on a research team that is exploring how polymeric microparticles are currently being used in delivery systems for vaccine components because of their ability to stimulate the immune system.

Raven Bough of Fayetteville is a horticulture major in the Dale Bumpers College of Agricultural, Food and Life Sciences. She is conducting research with her mentor, Curt Rom, on various ground covers and their effect on organic farming.

Katelin Cherry of Oklahoma City is a junior biological engineering major in the College of Engineering, and her research mentor is Jeffrey Wolchok. She is conducting research on skeletal tissues and the ability to recreate muscles from skeletal cells.

Christopher Peterson of Ocean Springs, Miss., is a junior biological sciences major in the J. William Fulbright College of Arts and Sciences. His mentor is Stephen Beaupre. Peterson's research focuses on gastrointestinal tract bacteria found in timber rattlesnakes in order to better understand these functions in wild vertebrates, information that could improve wildlife management and conservation strategies.

NATIONAL SCIENCE FOUNDATION GRADUATE FELLOWS

Four University of Arkansas graduates and two undergraduates won National Science Foundation Graduate Research Fellowships, and four 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 10 students, six are from Arkansas, eight are members of Honors College, three are graduating seniors, five are current graduate students and two are recent graduates. Seven are in the College of Engineering, two in the J. William Fulbright College of Arts and Sciences, and one is in the Dale Bumpers College of Agricultural Food, and Life Science.



Alex Lopez



Ali McAtee (front) with mentor Jamie Hestekin

| NSF FELLOWS | STUDENT | MENTOR | MAJOR |
|------------------------------|--------------------|-----------------|------------------------|
| | Troy Long | Scott Mason | Chemical Engineering |
| | Alex Lopez | Jamie Hestekin | Chemical Engineering |
| | Ali McAtee | Jamie Hestekin | Chemical Engineering |
| | Thomas Rembert | Greg Salamo | Physics |
| | John Ridenour | Burton Bluhm | Plant Science |
| | Lizbeth Rostro | N/A | Chemical Engineering |
| NSF HONORABLE MENTIONS | STUDENT | MENTOR | MAJOR |
| | Danielle Frechette | Jamie Hestekin | Biological Engineering |
| | Morgan Race | Richard Coffman | Civil Engineering |
| | Janelle Sherman | Phillip Hays | Geology |
| | Derrek Wilson | Surendra Singh | Physics |

TRUMAN SCHOLAR

Mike Norton, an honors student in the Dale Bumpers College of Agricultural, Food and Life Sciences has been named a 2012 Truman Scholar and will receive \$30,000 in funding toward graduate school. Fifty-four juniors were selected among 587 students from 292 colleges and universities. Selection is determined by the student's academic and leadership accomplishments and their likelihood of becoming public service leaders through careers in government or the non-profit sector. Norton is the first student from Dale Bumpers College of Agricultural, Food, and Life Sciences to earn this national honor. He is from Prairie Grove, Arkansas.



TRUMAN

Left to right: Truman Scholar Mike Norton with Truman Finalists Matt Seubert and Grant Hodges

Two University of Arkansas juniors were selected as Truman finalists. Grant Hodges, of Ozark, Missouri, is a political science major in the J. William Fulbright College of Arts and Sciences. Matt Seubert from Bella Vista, Arkansas is pursuing a double major of business economics in the Sam M. Walton College of Business and political science in Fulbright College.

UDALL SCHOLAR

Mallory Scheurer of Stilwell, Okla., a junior nursing major in the Eleanor Mann School of Nursing at the University of Arkansas, has been named a recipient of a Morris K. Udall Scholarship. She joins 79 other students from across the nation as the 2012 class of Udall Scholars. She is the first student from the College of Education and Health Professions to receive the award.

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



STUDENT: MALLORY SCHEURER
MENTOR: FREDDIE BOWLES
MAJOR: NURSING

UDALL

Mallory Scheurer

PICKERING FELLOW

University of Arkansas Honors College student, Clint Shoemake has been named a 2012 Thomas R. Pickering Undergraduate Foreign Affairs Fellow. Shoemake is one of only 20 new undergraduate Pickering Fellows nationwide. He is the first University of Arkansas student to be named a Pickering Fellow.



STUDENT: CLINT PICKERING
MENTOR: PAT CONGE
MAJOR: ANTHROPOLOGY AND POLITICAL SCIENCE

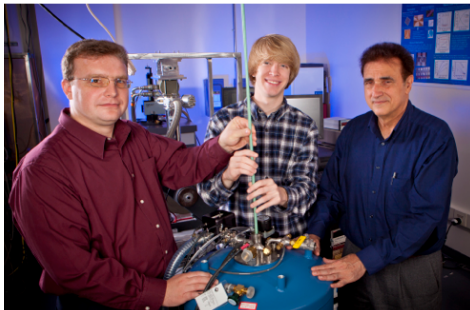
PICKERING

Clint Shoemake

The Pickering Fellowship is funded by the U.S. Department of State and provides financial support of up to \$40,000 for the student's senior year of undergraduate study and up to \$40,000 for the first year of master's degree study. Shoemake, from Bartlesville, Oklahoma, is a political science and anthropology major in the J. William Fulbright College of Arts and Sciences.

NATIONAL DEFENSE SCIENCE & ENGINEERING GRADUATE FELLOW AND DEPARTMENT OF ENERGY FELLOW

Thomas Rembert, a senior University of Arkansas Honors College Fellow from Shreveport, Louisiana, has received three of the nation's top awards for future researchers in science, math and engineering. Rembert has been named a National Science Foundation Fellow, a National Defense Science & Engineering Graduate Fellow, and a Department of Energy Fellow. He graduated in May 2012 with degrees in electrical engineering from the College of Engineering and physics from the J. William Fulbright College of Arts and Sciences. Rembert will begin graduate studies in electrical engineering at the University of California Berkeley.



STUDENT: THOMAS REMBERT
MENTORS: GREG SALAMO & ALAN MANTOOTH
MAJOR: PHYSICS AND ELECTRICAL ENGINEERING

NDSEG & DOE

Thomas Rembert (middle) with mentor Greg Salamo (right)

ADDITIONAL NATIONAL AWARDS

- Critical Language Scholars: 3
- Environmental Protection Agency Research Opportunities Fellow: 1
- German Academic Exchange Research in Science and Engineering Fellows: 2
- Pat Tillman Military Scholars: 4
- Presidential Fellow: 1
- Teach for American Winners: 11
- National Science Foundation Research Experience for Undergraduate Selections: 19



TILLMAN

Pat Tillman Military Scholarship mentor, Garrick Hildebrand (left) with 2012 Tillman Scholars Candice Hill, Chris Grisham, Thomas Bishop.

UNIVERSITY OF ARKANSAS STUDENTS EARN STATE AWARDS

For the 2011-2012 academic year, 42 University of Arkansas students earned state Student Undergraduate Research Fellowships. This number of winners is the highest by an institution in the state of Arkansas. These students' research represents a variety of fields, including the arts, humanities, social sciences, agriculture, business, education, engineering and the sciences.

Individual state awards for the 2011-2012 academic year ranged from \$1,650 to \$2,900, totaling \$95,677.00, with the university providing matching funds for each student. Total funds awarded after matching were \$130,677.00. 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 42 students receiving awards, three are from the Dale Bumpers College of Agricultural and Life Sciences, nineteen from the J. William Fulbright College of Arts and Sciences, three from the College of Education and Health Professions, three from the College of Education and Health Professions, nine from the College of Engineering, and eight 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 |
|------------------------|-----------------|-------------------------|
| Christopher Adkins | Chase Rainwater | Industrial Engineering |
| Kalee Allen | Nan Smith-Blair | Nursing |
| Mathias Bellaiche | Greg Salamo | Physics |
| Katharine Branscum | Matthew Waller | Supply Chain Management |
| Elizabeth Caruth | Laurence Hare | History |
| Brinkley Cook-Campbell | Robert Stapp | Economics |

| STUDENT | MENTOR | RESEARCH AREA |
|--------------------|-------------------|--|
| Madison Dowell | Molly Rapert | International Business |
| Shona Feistner | Ro DiBrezzo | Health Science, Kinesiology, Recreation, Dance |
| Jenna Gutierrez | Charles Adams | English |
| Ryan Harris | Billy Hargis | Poultry Science |
| Brendon Ho | Micah Hale | Civil Engineering |
| Ashley Jancuska | Carole Shook | Marketing and Logistics |
| Thomas Jones | Suresh Kumar | Chemistry/Biochemistry |
| Lauren Kegley | Jingxian Wu | Electrical Engineering |
| Ali McAtee | Jamie Hestekin | Chemical Engineering |
| Kyle Mills | Tim Yeager | Finance |
| Christopher Moutos | David McNabb | Biological Sciences |
| Lindsay Newb | Kirstin Erickson | Anthropology |
| Justin Norman | Donald Roper | Chemical Engineering |
| Mike Norton | Lanier Nalley | Agricultural Economics |
| Luke Osborn | Min Zou | Mechanical Engineering |
| Mary Alice Patton | Amy Hunter | Rehab Education and Research |
| Laura Peacock | Lisa Hinrichsen | English |
| Kaila Pianalto | Frank Millett | Chemistry/Biochemistry |
| Mirelle Pierini | Gary Ferrier | Economics |
| Austin Reid | Emily B. Jackson | English |
| Kimberly Reynolds | Jingyi Chen | Chemistry/Biochemistry |
| Sunshine Robertson | Yuchun Du | Biological Sciences |
| Matt Robinson | John Ryan | Mathematics |
| Lauren Rosso | Tim Cavell | Psychology |
| William Ryan | Jin-Woo K | Bio and Agri Engineering |
| Cody Schaff | Daniel Lessner | Biological Sciences |
| Clint Shoemake | Sidney Burris | Anthropology, Political Science |
| Colby Smith | Denise Greathouse | Chemistry/Biochemistry |
| Eric Smith | Molly Rapert | Marketing and Logistics |
| Sadie Smith | Andrew Braham | Civil Engineering |
| Kristie Spielmaker | Christian Hofer | Marketing and Logistics |

| STUDENT | MENTOR | RESEARCH AREA |
|------------------|--------------------|---------------------------------------|
| Kate Thom | Dave Fredrick | Anthropology |
| Rebecca Trubitt | Christian Tipsmark | Biological Sciences |
| Jimmy Vo | David Zaharof | Biomedical Engineering |
| Laura Weiderhaft | Charles Britton | Economics |
| Douglas Wolf | Kristofer Brye | Crop, Soil, and Environmental Science |

ON-CAMPUS EVENTS

FACULTY LETTER WRITING WORKSHOP

On September 28, 2011 the Office of Nationally Competitive Awards hosted an informational lunch session for faculty members on writing letters of recommendation. 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

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

ADDITIONAL WORKSHOPS

Goldwater Scholarship

Truman Scholarship

Udall Scholarship

Rhodes, Marshall, Gates Cambridge & Mitchell Scholarships

NSF Fellowship

LOUIS BLAIR APPLICATION SUCCESS SEMINAR

On March 28 and March 29, 2012, the Office of Nationally Competitive Awards hosted the Louis Blair Application Success Seminar. On the first day, Mr. Blair held three, hour-long workshops: Applying for the Marshall, Truman, Gates Cambridge Scholarship; Applying for the Truman Scholarship; and Applying for AmeriCorps, Peace Corps, and Teach for America. Thirty-five students attended the informational meetings. Mr. Blair met with students individually as well and assisted with application and interview preparation throughout the year.

STATE AND NATIONAL AWARDS RECEPTION

The office's annual State and National Awards Reception was held in the Janelle Y. Hembree Alumni House in April. The annual event honors student success, as well as mentor support of students, in state, regional and national award programs. Provost and Vice Chancellor of Academic Affairs, Sharon Gaber, participated in the ceremony, extending her congratulations to students and appreciation to the faculty mentors.



The 2012 Faculty Gold Medal Award recipients from left to right: Curt Rom, Dale Bumpers College of Agricultural, Food, and Life Sciences; Molly Rapert, Sam M. Walton College of Business; Lanier Nalley, Dale Bumpers College of Agricultural, Food, and Life Sciences; Hope Christiansen, J. William Fulbright College of Arts and Sciences; Bob Beitle, College of Engineering; Freddie Bowles, College of Education and Health Professions; and David Zaharoff, College of Engineering

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 Marketing Department with the 2012 Departmental Gold Medal award, which was accepted by Professor Molly Rapert, and presented six outstanding faculty members with the 2012 Faculty Gold Medal Award: Bob Beitle, Freddie Bowles, Hope Christiansen, Lanier Nalley, Molly Rapert, Curt Rom, and David Zaharoff. Nan Smith Blair from the College of Education and Health Professions received the inaugural Lifetime Achievement Award.



2012 Lifetime Achievement Award honoree, Nan Smith-Blair

SERVICE

ARKANSAS READS PROGRAM TO BRING MORE THAN 1,000 BOOKS TO WHITTEN

The Office of Nationally Competitive Awards, through a partnership with other offices on campus, collected more than 1,000 books for Whitten Elementary School in Marianna, Arkansas through Arkansas Reads. This program serves to collect and donate quality library books to underserved schools in the Delta. From January to April, the Office collected books at various drop box locations on campus and around Fayetteville. Special programs at Pomfret Honors Quarters also collected books for our effort. In early fall, Chancellor G. David Gearhart, along with administrators and students, will deliver the books personally to Whitten Elementary. After three successful years of the Arkansas Reads program, the office hopes to continue to assist with book collection and donation efforts for future drives to encourage literacy and to encourage all children to attend college.



Chancellor G. David Gearhart reading to students at Hughes Elementary

ACADEMIC SUCCESS

The Office of Academic Success, the retention wing of the Division of Enrollment Services, coordinates these units and personnel dedicated to the academic success of all University of Arkansas students – the Enhanced Learning Center, the EDUC instructional staff, and the Learning Coach. The following highlights some of the Academic Success Goals and Accomplishments for 2011-2012.

THE ENHANCED LEARNING CENTER

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

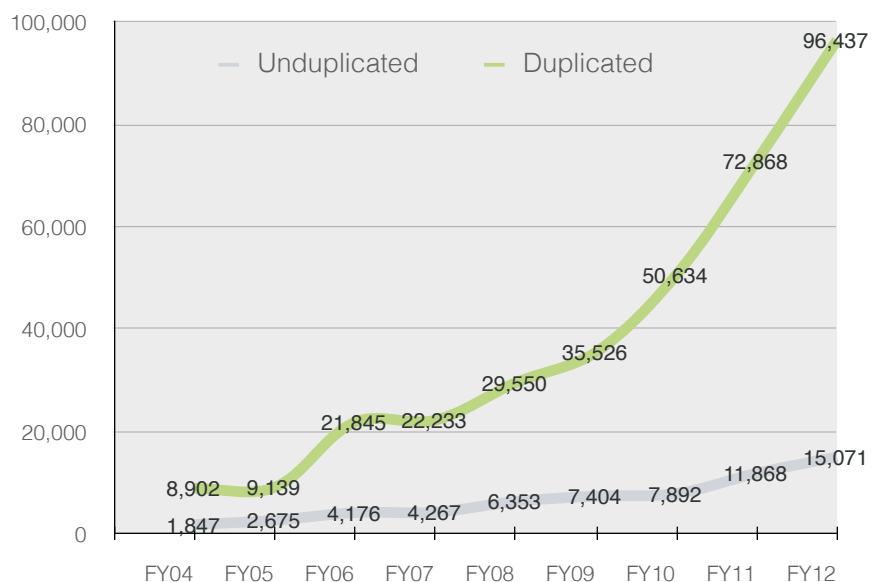
The Enhanced Learning Center includes two primary units:

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

Reflecting the increase in the student enrollment, the Enhanced Learning Center continued to grow in 2011-12 with an increase of 31.34% in student participation in all services (duplicated) and an increase of 26.99% in the number of students served (unduplicated). See 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. Customized, one-time offerings designed to meet specific needs are developed in conjunction with individual faculty, staff, or departments within the University. While these one-time initiatives may be discussed here, these are not included in the data of this report.

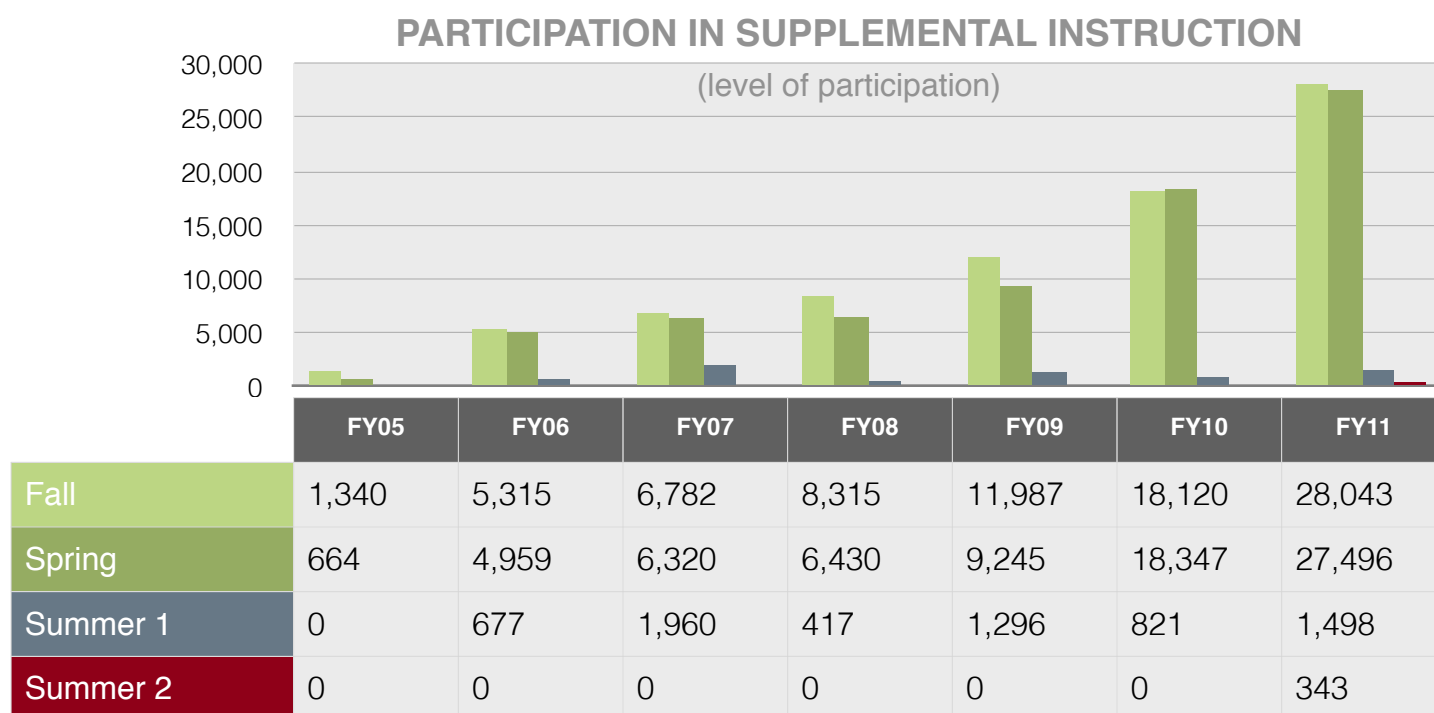
ALL ON-GOING CENTER SERVICES BY YEAR



SUPPLEMENTAL INSTRUCTION (S. I.)

S. I. continued to increase in 2011-2012. While the majority of this growth reflected student enrollment growth, two pilots also contributed to this pattern. The first was in conjunction with the Mathematical Sciences Department (MATH 3083, Linear Algebra) in fall 2011 and the second was with the Economics Department (ECON 2143, Basic Economics) in spring 2012.

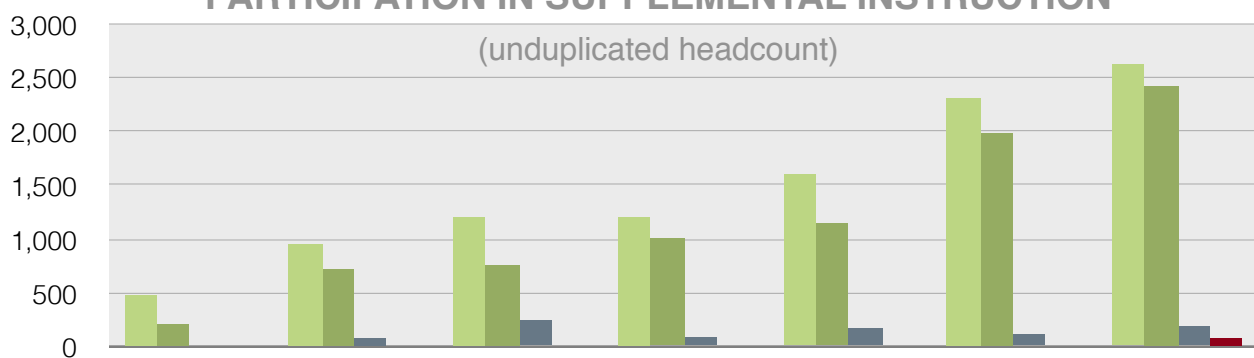
Due to lack of student participation, S. I. for MATH 3083 will not be continued into 2012-2013. The pilot for ECON 2143, however, reflected strong interest from students. This will be continued into 2012-2013 and expanded to additional sections as funding allows.



Overall, participation (duplicated headcount) in S. I. grew 38.62% in 2011-2012, and the number of students served by S. I. grew by 22.50%.

Since the first full year during which S. I. was offered (2005-2006), overall growth in the number of students served has been 270%. The growth in student participation (duplicated headcount) during this same time frame has been 626.35%.

PARTICIPATION IN SUPPLEMENTAL INSTRUCTION



| | 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 1 | 0 | 81 | 243 | 85 | 169 | 114 | 186 |
| Summer 2 | 0 | 0 | 0 | 0 | 0 | 0 | 80 |

During the fall 2011 semester, the E. L. C. collaborated with five departments to provide S. I. for eight courses enrolling 5,059 students:

- BIOL 1543 – Principles of Biology
- CHEM 1103 – University Chemistry I
- CHEM 1123 – University Chemistry II
- CHEM 3603 – Organic Chemistry I
- ECON 2013 – Principles of Macroeconomics
- ECON 2013H – Honors Principles of Macroeconomics
- ECON 2023 – Principles of Microeconomics
- MATH 3083 – Linear Algebra
- WCOB 1033 – Data Analysis and Interpretation



The effectiveness of Supplemental Instruction on student performance was tested a sixth 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 91% of those students participating in S. I. significantly completed the course with a C or better. Only 75% of those students not participating in S. I. significantly (9 or fewer times per semester) completed the course with a C or better.

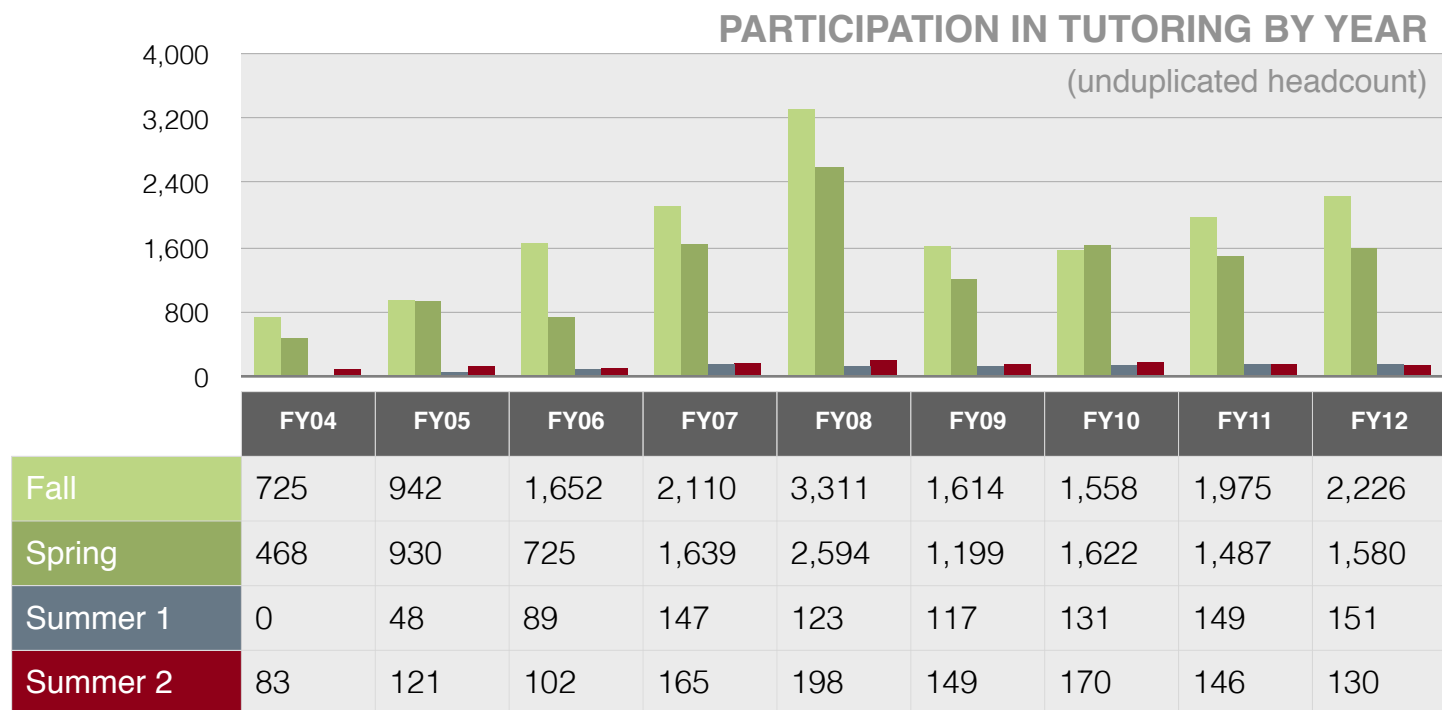
While the impact of S. I. on student performance remained consistent with previous years, the mean size of S. I. sessions jumped to 17.8 given budget constraints in 2011-2012. This constitutes a 37.4% increase in one year and will be addressed in 2012-2013.

In the statistical analysis performed for S. I. in support of University Chemistry I, Principles of Microeconomics, Principles of Macroeconomics, Honors Principles of Macroeconomics, and Data Analysis and Interpretation the mean course G. P. A. 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.

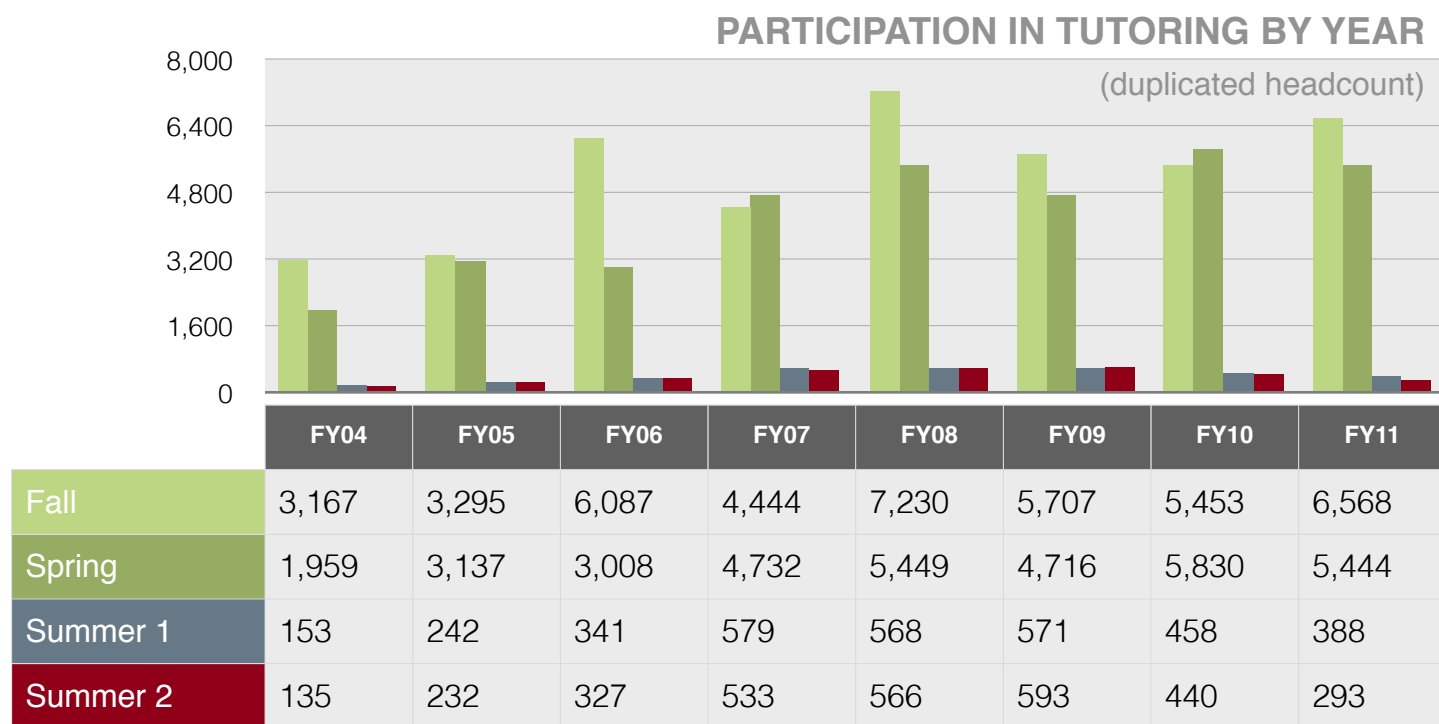
When asked about the helpfulness of S. I. in the fall 2011 semester, 71.24% of the responding 2,457 students rated S. I. as having been Extremely or Very Helpful, and 25.49% rated S. I. as Somewhat Helpful. Only 3.11% of the responding students rated S. I. as Not Helpful and 0.16% were Unable to Judge.

TUTORING

While the number of students participating in tutoring grew over the preceding academic year (+ 8.87%), the number of student visits overall dropped (-2.14%). However, tutoring in the Q. W. C. increased from 2010-2011 to 2011-2012 by 21.92% in headcount (unduplicated headcount) and 15.89% in student visits (duplicated headcount).



The number of students utilizing E. L. C. tutoring decreased by 1.83% and the number of tutoring visits by -11.10% from 2010-2011 to 2011-2012. While it was clear that the office had insufficient room to house the number of students seeking tutoring, it was also clear that the E. L. C. had too few tutors to adequately help those students who were in the Center.



To better understand the problem, the office held focus groups with students who had participated in tutoring, surveyed all students and asked for input from the tutors themselves. Given the feedback from these sources it became evident that the open drop-in model of tutoring that had been in



existence in the E. L. C. since the inception of the Center could no longer support the needs of a growing student body and a restricted budget. Consequently, the E. L. C. designed a new model which will include 1 to 1 tutoring, 1 to 2 tutoring, 1 to 5 tutoring, and tutor assisted study groups. This model will be implemented in the fall 2012 semester and will be monitored and modified as needed.

OTHER SERVICES

Although a relatively small portion of the services provided by the Enhanced Learning Center, workshops and related activities showed a 60% increase over the preceding academic year. This increase occurred primarily in the number of workshops delivered and reflects a variety of unique and collaborative projects, such as:

ENHANCED LEARNING CENTER

- Topic-specific “Workshops to Go” for students in the College of Education and Health Professions and the Fulbright College of Arts and Sciences.
- Collaboration with the College of Engineering, Fulbright College of Arts and Sciences, the Walton College of Business, and the Multicultural Center to offer a series of four-hour workshops in fall 2011. The Successful University Student series was designed to help beginning freshmen adapt their learning- and study-habits to the University environment.
- Collaboration with the Office of Academic Success to offer a “Save My Semester” Workshop Series for freshmen experiencing academic difficulties.
- Collaboration with the Department of Electrical Engineering to provide course specific tutoring for sophomore students.
- A hybrid tutoring/paper assistance project for Comparative Politics and American Government in collaboration with faculty from the Political Science Department.
- Individual Time Management sessions with students under sanction by the Office of Community Standards and Student Ethics.
- An on-line Review Session Pilot for University Chemistry II students participating in S. I. designed to increase access and participation.

QUALITY WRITING CENTER

- Faculty recommended QWC specialist tutors who provide writing assistance on discipline specific writing assignments in the College of Education, the School of Law, the natural sciences, communication and journalism.
- Collaboration with the Office of Academic Integrity and Student Conduct (OAISC) to provide five “Understanding and Avoiding Plagiarism” Workshops.
- Collaboration with OAISC to develop a new remediation procedure for students attending a plagiarism workshop and continued to submit problematic exercises.
- Participation in the Graduate School’s “Dissertation Kick-Start” Pilot. This week-long summer workshop was designed to help students make a successful beginning on their dissertation.
- In collaboration with the Office of Campus Sustainability, development of a “Greenbloggers” competition to promote campus sustainability and the sustainability minor. This competition will also support the increasing number of blogging assignments in the composition and world literature departments.

EDUC COURSES

- EDUC 1012 – Effective College Learning I helps students adjust to a university learning environment by teaching time/task management, note taking, test taking, and other academic strategies. 2011-2012 enrollment – 218.
- EDUC 1021 – Effective College Learning II focuses on financial literacy and career planning. 2011-2012 enrollment – 112.
- EDUC 1031 – Math Study Skills teaches students strategies for learning mathematics. 2011 – 2012 enrollment – 66.

ACADEMIC CHALLENGE PILOT STUDY

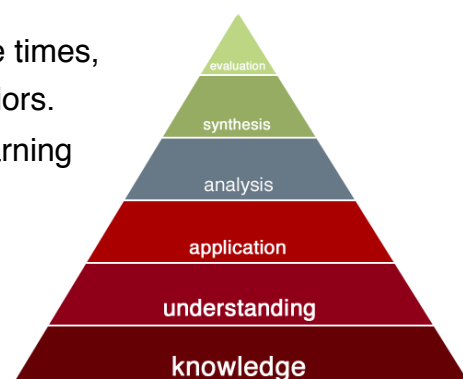
The effectiveness of these classes can be seen in the improved term GPAs of Academic Challenge freshmen who ended up on academic warning as a result of their fall 2011 grades. Of these 247 Arkansas freshmen on academic warning who returned for the spring 2012 term, 119 chose to participate in the “Save My Scholarship” pilot study. The students enrolled for a section of EDUC 1012 and either a section of EDUC 1021 or EDUC 1031. The following table presents the positive effects of these courses on grades and retention.

| Students | Average Increase in Term GPA | Withdrawals During Semester from University | Registration for Fall 2012 Classes |
|-----------|-------------------------------------|---|------------------------------------|
| Pilot | .92 or almost a letter grade | 0 % | 59% |
| Non-pilot | .27 or less than 1/3 a letter grade | 27% | 31% |

LEARNING COACH

The Office of Academic Success employs a part-time learning coach who works 16 hours a week during the fall and spring academic terms. During 2011-2012 the learning coach worked with 82 different students. Each appointment was a minimum of one hour; the number of appointments per student ranged from one to ten. Individualized topics during the appointments ranged from the differences between high school and college to studying for the NCLEX. The most popular subjects were time management, studying mathematics, and reading textbooks.

Of the students who worked with the Learning Coach three or more times, 36% were freshmen, 10% sophomores, 18% juniors, and 36% seniors. Students showed an average gain in term GPA of .618 after the learning coach appointments. Students rated the learning coach especially high on helping them replace negative thinking with a positive attitude and developing self-discipline and self-belief. The Office of Academic Success is considering approaches to expanding this service on campus.



CONTINUING WORK ON ADDRESSING ISSUES RAISED BY THE INCREASING GRADUATION RATE TASK FORCE

OPERATION GO TO CLASS

The use of student response clickers to encourage attendance and participation in class was piloted during the fall 2011 semester in American National Government and Finite Mathematics classes. The results were compared to attendance in other sections of the same course that did not use clickers. As the table below shows, the use of clickers did not increase attendance.

| American National Government & Finite Mathematics | | | | |
|---|--------------------|--------------------|--------------------|--------------------|
| | Average Attendance | Standard Deviation | Average Attendance | Standard Deviation |
| Clickers | 71.6% | 23.6 | 80.0% | 26.8 |
| No Clickers | 72.1% | 27.0 | 86.4% | 21.2 |

Data Analysis courtesy of Brian Rickard, Registrar's Office

However, an analysis of the relationship in these classes between attendance and grades, regardless of whether clickers were used, shows that going to class correlates with higher grades, even after controlling for prior academic achievement. So the issue appears to be what motivates students to go to class, not what tool is used.

Non-attending students were referred to the Office of Academic Success as a second fall 2011 pilot to determine if attendance would improve if someone other than the instructor reached out to students. This partnership between the Department of Mathematical Sciences and the Office of Academic Success involved giving Math faculty teaching five different courses (Math Structures, Math Reasoning, Basic and Intermediate Algebra, College Algebra and Survey of Calculus) the option of referring students for non-attendance. Faculty referred 90 students who were then contacted by e-mail and phone to determine what help they needed to enable them to attend class. Thirty-eight (38) of the ninety students subsequently attended class, and another nineteen were helped in various ways depending on their needs – realization that they were attending the wrong section or had not successfully dropped a class, referral to the Learning Coach for math anxiety, and receiving a small book scholarship to enable them to purchase the software to begin doing their homework.

- The Next Step is to gather more information from our students about how often and why they do not attend class. Based on a recent study conducted by MIT faculty, the Graduation Analyst and the Executive Director of Academic Success are teaming up to develop and pilot a survey in summer 2012 with plans for wider dissemination fall 2012. The goal of the survey is to receive

information that will allow the university to address more systematically the issue of non-attendance as it correlates with non-learning, low grades, and low retention/graduation rates.

CONNECTING THE RIGHT RESOURCES WITH THE RIGHT PEOPLE AT THE RIGHT TIME

- The Student Success Website to give students immediate access 24/7 to information they may need on a variety of topics is morphing into a student portal being built through a partnership between Enrollment Services, Student Affairs, and University Relations. A demo site is projected for the end of summer 2012.
- Campus Resources is a resource for faculty developed by the Office of Academic Success. This alphabetized list of offices and programs on campus and the services they provide in support of students' academic success was a tool requested by the Teaching and Faculty Support Center, especially for new faculty. Faculty attending the April TFSC luncheons received a copy of the resource guide which is also available online at success.uark.edu.
- Providing supportive, accurate, and consistent information to all freshmen is the goal of the ongoing FYE Study Committee. The Director of the Office of Academic Success serves on the committee which is re-designing the FYE course with a goal of piloting it with all new freshmen who enter spring 2013.

OTHER 2011-12 CAMPUS AND COMMUNITY PARTNERSHIPS

- **College of Engineering** – Examination of issues that prevent students from progressing smoothly into their major departments.
- **Department of English** – Study of which post-test instruments best reflect gains in college-level writing and reading; development of innovative approaches to English remediation.
- **Multicultural Center, Student Support Services and various college offices of diversity** – Workshops for students on how to succeed in college.
- **Academic Advising Council** – Advising liaison for referred students who are experiencing a multiplicity of challenges that cross departments and offices.
- **Offices of Financial Aid and Scholarships** – Workshops on retaining the Academic Challenge Scholarship.
- **Northwest Arkansas Educational Excellence Committee** – Collaboration initiative with other northwest Arkansas post-secondary institutions and K-12 school districts to improve access to and retention in/graduation from college.

PROFESSIONAL ACTIVITY

PRESENTATIONS

Paula Agee, Ron Norvell, Anne Raines, and Johnathon Williams, "Razortrack: At the Crossroads of Student Success and Data Collection" Presented at the National College Center Learning Association National Meeting: Indianapolis, Indiana, October 2011.

Robin Carr "Using Technology to Improve Customer Service," ArkACRAO Conference: Hot Springs, Arkansas, October 2011.

Robin Carr "SCRIP-SAFE Products & Services from a User's Perspective," co-presenters Janet Davis, Associate Registrar, University of New Orleans; Bobby R. Stokes, University Registrar, Mississippi State University, SACRO Conference: Covington, Kentucky, February 2012.

Robin Carr "Facilitating High Demand Transcript Request by Self Service," SACRO conference: Covington, Kentucky, February 2012.

Jeremy Dickerson and Crystal McBrayer, "Facilitating Online Academic Scholarship Application Using Connect." Annual Hobsons User Group Meeting: July 2011.

Jennifer Duncan, "Demystifying the College Admissions Process," San Antonio, January 2012.

Emerald Hames, "From the Ground Up: Building a Native American Recruitment Plan" GPACAC/MOACAC: Kansas City, KS, April 2012.

Karen Hodges, "Remediation No More," Arkansas Association of Developmental Education Annual Conference: Conway, September 2011.

Karen Jennings, "Training and End User Support Track, Community Session." Presented at the annual international Oracle/PeopleSoft Alliance Conference: Nashville, Tennessee, March 2012.

Suzanne McCray, "Defining Success for Competitive Awards Offices." National Association of Fellowships Workshop: A Holistic Approach to Advising: Richmond, Virginia, June 2012.

Suzanne McCray, "Honoring the Code: Ethics and Advising," *National Association of Fellowships Advisors 6th Biennial Conference: Broadening Opportunities Engaging Diversity*, plenary speaker: 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,” *National Association of Fellowships Advisors 6th Biennial Conference: Broadening Opportunities Engaging Diversity*, Chicago, Illinois, July 2011.

Suzanne McCray, “National Foundations, Fellowship Advisors, and NAFA: Past, Present and Future” *National Association of Fellowships Advisors 6th Biennial Conference: Broadening Opportunities Engaging Diversity*, a panel presentation with Jane Morris, Villanova University; Beth Powers, University of Illinois, Chicago; Jay Shivamoggi, Rollins College; Stephanie Wallach, Carnegie Mellon; Paula Warrick, American University: Chicago Illinois, July 2011.

Suzanne McCray, “Unintended Consequences: A Look at State and Federal Legislation Affecting Access to and Instruction in Higher Education,” *National Association of Fellowships Advisors 6th Biennial Conference: Broadening Opportunities Engaging Diversity*, lead presenter with panelists Tara Yglesias, Truman Scholarship Foundation; Lisa Knepshield, University of Illinois, Chicago: Chicago, Illinois, July 2011.

Suzanne McCray, “Professionalism and Ethics Across the Disciplines: A Workshop,” CUR: Gateways to Best Practices for Undergraduate Research Directors, a panel presentation with Kathleen Cargill, The College of St. Scholastica; Anne Boettcher, University of South Alabama: St. Louis, Missouri, June 2011.

Suzanne McCray, “Strategies for Success,” College Board Southwestern Regional Forum, a panel presentation with Ed Apodaca, University of Houston; Leo Munson, Texas Christian University; and Eduardo Prieto, Oklahoma City University: Austin, Texas, February, 2011.

Michelle Pribbernow, “Counseling Home-Schooled Students through the College Admissions Process,” at GPACAC/MOACAC: Kansas City, KS, April 2012.

Michelle Pribbernow and Emerald Hames, “Leading from the Bottom: Training, Developing, and Advancing Admissions Counselors” at SACAC: April 2012.

Nancy Umphres, “Project Management in the Registrar’s Office” at SACRAO Conference: Covington, KY, February 2011.

CONFERENCES ATTENDED

Paula Agee, Charlotte Lee, and Anne Raines, Continuous Quality Improvement Network Summer Institute on 'Individual & Organizational Accountability & Alignment to Achieve High Performance': Orlando, Florida, July 2011.

Paula Agee, Ron Norvell, Anne Raines, and Johnathon Williams, National College Center Learning Association National Meeting: Indianapolis, Indiana, October 2011.

Kerry Allen, Amy Bond, Desiree Brumley, Lola Bryant, Ruth Hirsch, Nina Linn, Penny Lukassen, April Martin, Jean Mitchell, Annabelle Olivarez, Betty Pliler, Linda Stacy, and Samantha Wilson, ArkACRAO Support Staff Workshop: Little Rock, AR, March 2012.

Barbara Batson attended the Arkansas Student Success Symposium at the University of Central Arkansas: April 2012.

Jason Blankenship and Suzanne McCray, National Association of Fellowships Advisor, Washington DC Study Tour: June 2012.

Robin Carr, Dave Dawson, Lisa Kulczak, Jack Parker, Joe Scribner, and Nancy Umphres, HEUG Conference: Nashville, Tennessee, March 2012.

Robin Carr, Mike Harris, and Kenny Stewart, Western Association of Veteran Education Specialists (WAVES) Conference: Irving, Texas, July 2011.

Robin Carr, Lisa Kulczak and Nancy Umphres, SACRAO Conference: Covington, Kentucky, February 2012.

Robin Carr and Jean Mitchell, ArkACRAO Fall Conference: Hot Springs, Arkansas, October 2011.

Dave Dawson, Jean Mitchell, April Martin, Nancy Umphres, and Joe Scribner, ArkACRAO's Registrar's Therapy Workshop: Little Rock, Arkansas, July 2011.

Jennifer Duncan and Samantha Sturm, TACAC: Betting on a Bright Future: Houston, TX, April 2012.

Rafael Garcia, National Council of La Raza, National Latino Advocacy Days: Washington DC, March 2012.

Emerald Hames and Michelle Pribbernow, GPACAC/MOACAC: Kansas City, KS, April 2012.

Emerald Hames and Michelle Pribbernow, SACAC: Arlington, VA, April 2012.

Robert Haslam, International Writing Centers Association Conference on 'Writing Center Activism: From Ideals to Strategies': St. Louis, Missouri, April 2012.

Garrick Hildebrand, Pat Tillman Legacy Conference: Washington DC, July 2011.

Karen Hodges, National Symposium of Student Retention in Charleston SC, October 31-November 2, 2011.

Suzanne McCray, National Association of Fellowships Advisors 6th Biennial Conference: Broadening Opportunities Engaging Diversity, plenary speaker: Chicago, Illinois, July 2011.

Suzanne McCray, National Association of Fellowships Workshop: A Holistic Approach to Advising: Richmond, Virginia, June 2012.

Suzanne McCray, "Professionalism and Ethics Across the Disciplines: A Workshop," CUR: Gateways to Best Practices for Undergraduate Research Directors: St. Louis, Missouri, June 2011.

Suzanne McCray, "Strategies for Success," College Board Southwestern Regional Forum: Austin, Texas, February, 2011.

Suzanne McCray and Jeremy Dickerson, NACAC annual meeting: New Orleans, September 2011.

Meghan Miller, Michelle Pribbernow, Elizabeth Johnson, Rashard Sullivan, Rafael Garcia, and Lauren Villareal, ArkACRAO Fall Conference: Hot Springs, Arkansas, October 2011.

Jean Mitchell, Mike Hooper, and Joe Scribner, CollegeNet Conference: Portland, Oregon, July 2011.

Amber Roth and Annalise Setorie, Annual Meeting of the National Orientation Directors Association: New Orleans, October 2011.

Amber Roth, Ashley Youngblood, Kate Chapman, and Dacia Stieben, Region IV Annual Meeting of the National Orientation Directors Association: Oklahoma City, February 2011.

Wendy Stouffer, HEUG/Alliance National Conference: Nashville, Tennessee, March 2012.

Wendy Stouffer, Student Loan Guarantee Foundation Spring Training: Little Rock, Arkansas, June 2012.

Wendy Stouffer and Garrick Hildebrand, National Scholarship Providers Association Annual Conference: Nashville, Tennessee, October 2011.

Kelly Westeen, American Association of Collegiate Registrars and Admissions Officers annual conference: Philadelphia, Pennsylvania, April 2012.

Kelly Westeen and Della Jordan, Higher Education User Group Alliance 2012 conference: Nashville, Tennessee, March 2012.

PLANNING FOR THE FUTURE

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 Admissions team is planning on a new freshman class of 4,550 for fall 2013. We have hired two new out-of-state recruiters--one in California, the other in Illinois. The goal is to broaden the student spectrum from across the country. We are also hiring another recruiter in South Arkansas. We want to be sure we are both a destination school nationally and in Arkansas. This additional recruiter in Arkansas will be a split position with the Office of Diversity, and one of our goals will be to increase the number of applications from African Americans in the state. This recruiter will join two other split recruiters, one who places an emphasis on Native American recruitment and another who focuses on Latino recruitment. Access will again be a very important focus as we work to include more students with financial need. Admissions will work closely with the colleges and departments to recruit actively for low enrollment departments.

COMMUNICATIONS: Crystal McBrayer was promoted to director of communications for Enrollment Services this year. The goal is to ensure that every letter, every site, every brochure provides appropriate information, compelling prose, and a look that is consistent and appealing. Enrollment Services has developed an extensive communications plan and will collaborate with the colleges in the coming year to assist with developing similar plans.

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. This position should help the division understand better the factors contributing to persistence. Again this year, 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. Spring enrollment was implemented in the 2011-2012 academic year, allowing students with academic credentials that slightly fall below a 3.0 and 20 to attend a two-year institution with the assurance that if they earn at least a 2.0 in 12 hours, they will be admitted in the following spring to the University of Arkansas. The University is currently working with NWACC to develop a joint program to move the student to spring enrollment seamlessly.

CONTINUED IMPROVEMENT IN STUDENT SERVICES: Enrollment Services wants to make sure that all students feel that Students 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 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 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.
- **Assist with developing a model for predicting course needs:** Enrollment Services is working to assist the colleges with predicting course needs by providing information from the pre-orientation survey, from the consolidated enrollment report, and the admissions admitted activity reports. Pent-up demand continues to increase course needs and must be addressed more effectively in the coming years.
- **Coordinate the current student scholarship application process:** The Provost has created a committee to exam the current student scholarship application process with the goal of creating a single application for all students and a uniform deadline. This would allow students to be considered for a variety of scholarship by completing a single application. Enrollment Services will coordinate the effort and implement the eventual solution.
- **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 plan for phase two upgrades which will include features to make the applicant's experience more personalized and informative.
- **Develop Academic Advisement :** The Academic Advisement team would like to realize several goals for 2012-2013. 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.

- **Complete Implementation of 25Live:** Beginning in July 2012, campus orientation to 25Live, the web-based room scheduling software will begin. This will require some final steps for setup and security, along with extensive training. The goal is to begin using 25Live for Spring scheduling.
- **Implement CourseLeaf for Curriculum Management and Catalog Publication:** This software provides a workflow for course and program change approvals, whereby requests are submitted, tracked, approved and archived all in one system. In addition, these changes are integrated into an online catalog, making the task of editing copy for each new publication faster and more accurate for campus users, curriculum staff and the Office of University Relations, who oversees catalog publication. The catalog can also be reproduced in pdf format in one easy step via this software. The goal is to use CourseLeaf for the 2013 Catalog of Studies.
- **Work with UITS to Implement Blackboard Integration with ISIS:** During late summer and early fall 2012, a project to integrate Blackboard with ISIS should begin. The registrar's office will work with UITS and ISIS on developing the course, enrollment, and grade load portions of this integration.

Growth has posed challenges especially since the campus has many renovation and construction projects in progress. Classes have been held in the Union and in athletic facilities. They have also extended late into the evening. Despite concerns about growth, Enrollments Services enjoys strong support from the upper administration, from deans and chairs, and from faculty. Enrollment Services has addressed and will continue to address issues connected to growth and will work 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.