



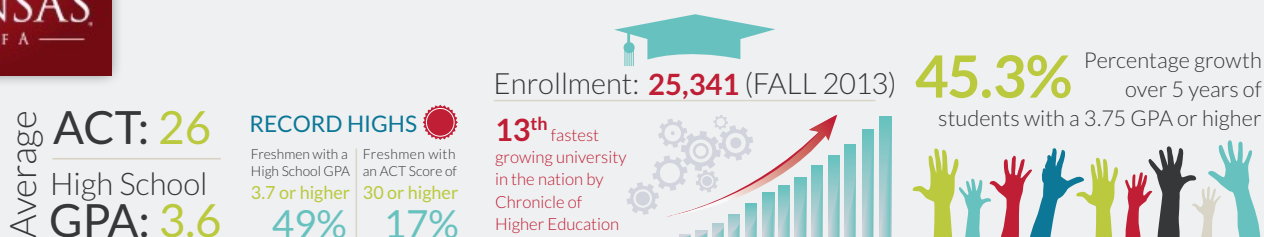
Enrollment Services



2013-2014
Annual Report



ENROLLMENT SERVICES



With the mission to enroll, support, and graduate a diverse group of academically prepared students, the Enrollment Services Division at the University of Arkansas has successfully managed unprecedented growth in the student body, in terms of both the number of students enrolling and their academic quality. In 2013, overall enrollment reached 25,341 – a growth milestone the U of A originally hoped to meet by the year 2021.

In addition to joining the largest student body in University history, the incoming freshman class was exceptionally prepared. Since 2008, the level of academic preparedness has increased across the board:

- Students enrolling with a 3.75 GPA or higher increased 45%
- Students with an ACT score of 30 or higher increased nearly 26%
- Number of AP credits received by incoming students increased 43.8%
- Number of students eligible to participate in the Honors College (3.5 GPA/28 ACT) increased 22.8%

Additionally, the academic quality of the U of A student body is reflected in the number of current students and alumni who compete for and receive nationally competitive, merit-based scholarships and fellowships. In a review of national standings conducted this year, the Office of Nationally Competitive Awards found U of A students to be ranked among the top winners of the most prestigious national awards, including the Marshall, Rhodes, Truman, and Goldwater scholarships.

25,341 OVERALL ENROLLMENT

UNDERGRADUATES 21,009

3,942 GRADUATE STUDENTS

ONLINE ENROLLMENT UP 74%

\$2.7 Million in outside awards last year

1st in the SEC
Truman and Goldwater

Top 20 among Publics
Truman, Goldwater and Marshall

Top 50 among Publics
for the Rhodes Scholarship



49 Goldwater Scholars
60 Fulbright Scholars
104 NSF Fellows
7 Marshall Scholars
13 Truman Scholars
10 Rhodes Scholars
327 SURF Scholars

In order to sustain such positive growth, Enrollment Services works collaboratively to balance outreach to prospective students with support for current students. In 2013-2014, the Office of Admissions continued to implement best practices for outreach, recruitment, and communication with prospective students. The Admissions team expanded outreach through a range of digital media, including Facebook, Twitter, Instagram, and Google+, while also continuing to reach prospective students through traditional recruiting. Admissions facilitated campus visits for 8,567 students, while Transfer Central increased the U of A's presence at community colleges across the state. New Student Orientation served 4,211 incoming freshmen, and, together with the Office of the Registrar, piloted a pre-enrollment program that improved the orientation experience for new freshmen. Likewise, the Academic Scholarship Office and Office of Financial Aid administered more than \$203 million in aid to a total of 17,876 students, and the Office Academic Success continued to offer a range of academic support options to improve the educational experience of current students. The following is a report of Enrollment Services' activities and accomplishments during the 2013-2014 academic year.

ENROLLMENT

BY THE NUMBERS

With support from the Graduate School and the Office of Institutional Research, Enrollment Services has predicted enrollment with an accuracy of 1% - 3% since 2009. In February 2013, Enrollment Services predicted a freshman class of 4,400 for the following fall, with an overall enrollment of 23,350 (see below). Unexpected changes in the Arkansas Academic Challenge Scholarship late in the recruitment year negatively affected the prediction's accuracy.

Forecast Sources:

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

ENROLLMENT SUMMARY AND FORECAST FOR FALL 2013

		Fall 2013 Forecast	Actual Enrollment	Fall 2012 Total Enrollment	Fall 2011 Total Enrollment
Undergraduate	All	21,181	21,009	20,350	19,027
	Continuing	14,522	14,668	13,545	12,228
	New	6,659		6,805	6,799
	New Freshmen	4,400	4,357	4,591	4,462
	Degree Seeking	4,400	4,339	4,574	4,447
	New Transfers	1,445	1,354	1,395	1,504
	Returning	614	580	587	605
	Transfer Freshmen	100	50	88	64
	Unclassified	100	0	144	164
Graduate	All	3,777	3,942	3,777	3,759
Law	All	392	390	410	413
TOTAL	All	23,350	25,341	24,537	23,199

COMMUNICATIONS

Communication is a critical part of the core mission of Enrollment Services, and in the 2013-2014 academic year, the Admissions communications team continued to expand student outreach while also ensuring cohesive branding through strategic messaging and visual design across print and digital media.

The Admissions communications team also develops and manages outreach strategies designed to encourage prospective students to explore the opportunities available for them at the University of Arkansas. In 2013-2014, outreach and marketing activities included 28,409 direct calls, 3,625 text messages, and 493,861 emails to prospective students, 103,797 emails to applicants and admitted students, over 1.8 million page views on the Office of Admissions website, and numerous interactions with students through social media platforms like Facebook, Twitter, Instagram, and Google+.

DIGITAL COMMUNICATIONS

The Office of Admissions website (admissions.uark.edu) received 1,822,130 page views in 2013-2014. Total views were down by 22% compared to last year, but this drop may be attributed to the recent launch of the new U of A main page (www.uark.edu), which now features more robust information about the admissions process. The redesigned main page launched in September of 2013, the same month Admissions page views began to decline in comparison to the previous year. This correlation supports the possibility that users are finding the information they need on the U of A main page, without needing to navigate to admissions.uark.edu.

Despite a decrease in overall page views, the rate of new sessions on the Admissions website is steadily increasing, a trend consistent with healthy growth. Likewise, social media outreach continues to increase. The number of “likes” on the Admissions Facebook page has grown to 14,258, up 15% from last year. The Admissions Twitter account currently has 2,324 followers and continues to grow. Importantly, activity on Facebook and Twitter has continued to facilitate timely and positive interactions with students. On several occasions, students who have needed immediate help have reached out to the communications team on social media, and by responding in real time, the communications team has been able to resolve the students’ problems on the go. The communications team anticipates being able to harness this type of informal, real-time interaction during future events and campaigns as a way of enhancing student experience.

In addition to Facebook and Twitter, Admissions expanded its reach in social media by joining Google+ and Instagram. The Admissions G+ page is a “verified local business,” – when someone performs a Google search for the Admissions office, the G+ page will immediately display Admissions’ contact information, business hours, and location. While direct communication with G+ followers is not a main priority, Admissions has gained 23 followers and the page has received over 5,227 views. Since the Admissions Instagram account launched in March, our 48 posts have received 1,137 likes. This account gained momentum through orientation, and now has 372 followers.

ADVERTISING

The communications team uses advertising to increase awareness of the University of Arkansas among target markets. Marketing projects from fiscal year 2013-2014 included advertising in high school newspapers, regional newspapers, college guides, and through online channels.

INQUIRY CARDS

Data entry is an important part of the communications process. Each year, recruiters return with thousands of inquiry cards, containing contact, demographic, and college interest information from prospective students.

These cards are scanned and then entered into the Hobsons database for future contact via print, electronic, and phone communications. Entry of these 24,750 plus cards is more than a full-time task, as the majority of inquiry cards arrive in a short four month period. To ensure the shortest delay possible from the time a card is received at a college fair to the first contact with students, both full-time employees and part-time work-study students complete many hours of data entry each fall and spring.

PHOTOGRAPHY

One of the most important parts of communications is visual design. Fresh, creative design is vital to engaging prospective students with information about the campus, research, and the student experience. During the 2013-2014 academic year, over 173 gigabytes of photographs – or more than 7,000 pictures –

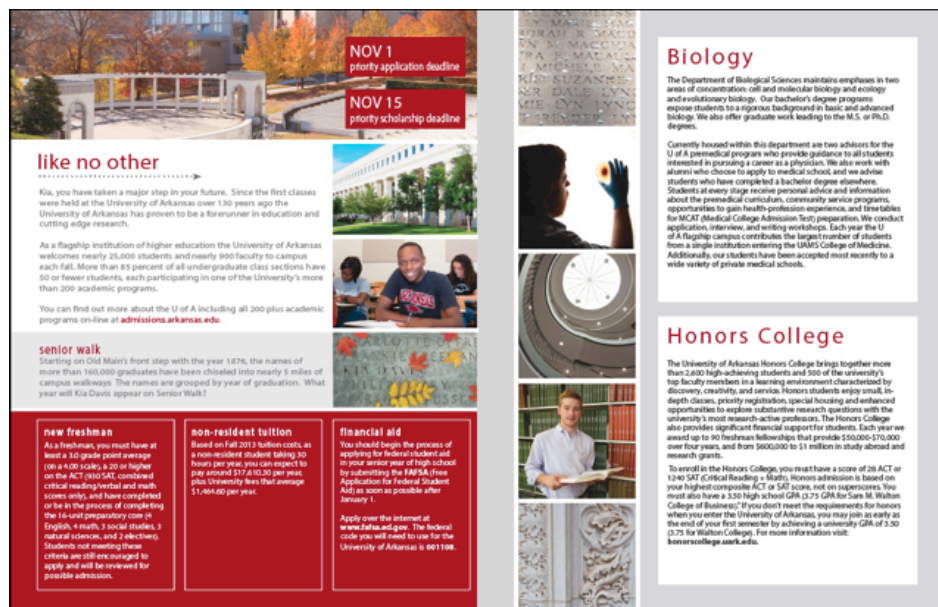


were taken by admissions staff to help support visual design and recruitment communications. Pictures range from highlighting campus life to profiling outstanding University of Arkansas students.

The University of Arkansas virtual campus tour, available on the U of A home page, received an update during the 2013-14 fiscal year. New live action tour guides were added to the online tour. The updated tour begins with a short address by Chancellor Gearhart and then follows student tour guides across campus, providing information about each stop on the tour. New locations were photographed and added to the virtual tour including: Vol Walker Hall, the Honors College at Ozark Hall, Maple Hill, Hotz Hall, and other recent U of A renovations and additions to campus.

PRINT COMMUNICATIONS

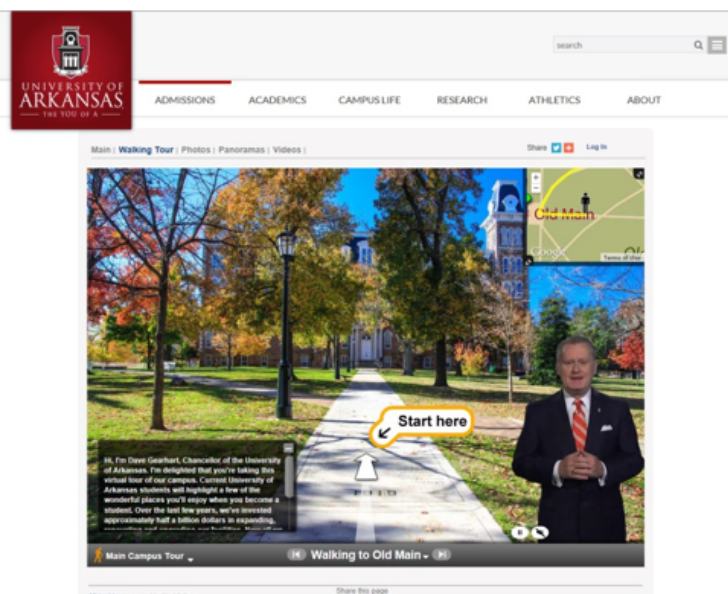
The Print & Mail Communications group fulfilled many correspondence responsibilities, including distribution of standardized letters, creation of customized postcards, dispersal of class materials to high school teachers, scholarship communications, production of traditional offset press publications, and creation of promotional items. Additionally, during the 2013- 2014 academic



year, new individually customizable print pieces were added to the communications plan using the xmPie variable data print software. The xmPie software allows for the adjustment of publications during the print process. This makes possible printed materials that are customized to prospective students, based on data stored in the Hobsons communications database. Already used for various personalized postcards, the new Initial Inquiry Piece is the first in-house full brochure

printed using the xmPie software. Over 22,600 variable data Initial Inquiry Piece publications were mailed with information specific to individual prospective students. In the Initial Inquiry Piece, text and images change based on application type, home location, major interests, and campus life interests.

The past year also witnessed the expansion of the campus visitor's guide. The guide is a joint project between University Relations and Admissions and is printed free of charge by Campus Publishers. The new guide is almost twice the size of the previous year's printing and provides key information about the University of



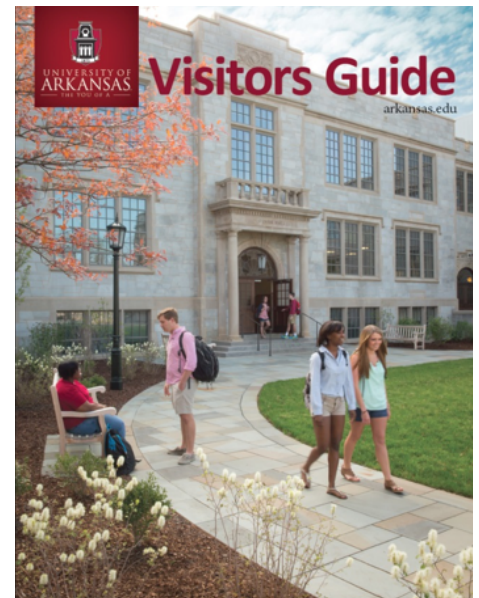
Arkansas, as well as information on Northwest Arkansas. Campus Publishers provides free guides to high school visitors, orientation attendees, and guests at special events. It also provides guides for use by the colleges and for distribution to key locations around Northwest Arkansas.

INFORMATION TECHNOLOGY

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

During the last year, the IT team developed a new enrollment reporting database to support the pre-enrollment of new freshmen who were registered for an orientation session. Additional updates were made to existing databases to accurately manage this change.

Cliff Murphy joined the Office of Admissions in June as the Associate Director of Information and Technology.



ADMISSIONS

ACHIEVING OUR RECRUITMENT GOALS

RECRUITMENT

RECRUITERS/ADMISSIONS COUNSELORS

During the summer of 2013, Admissions added three new admissions counselors to the recruitment team: Tanner Burge, Tara Carr, and Mary Eikenberry. Each has been an excellent representative of the University across the state of Arkansas, and each is a part of the reason overall in-state application numbers have increased this past year.

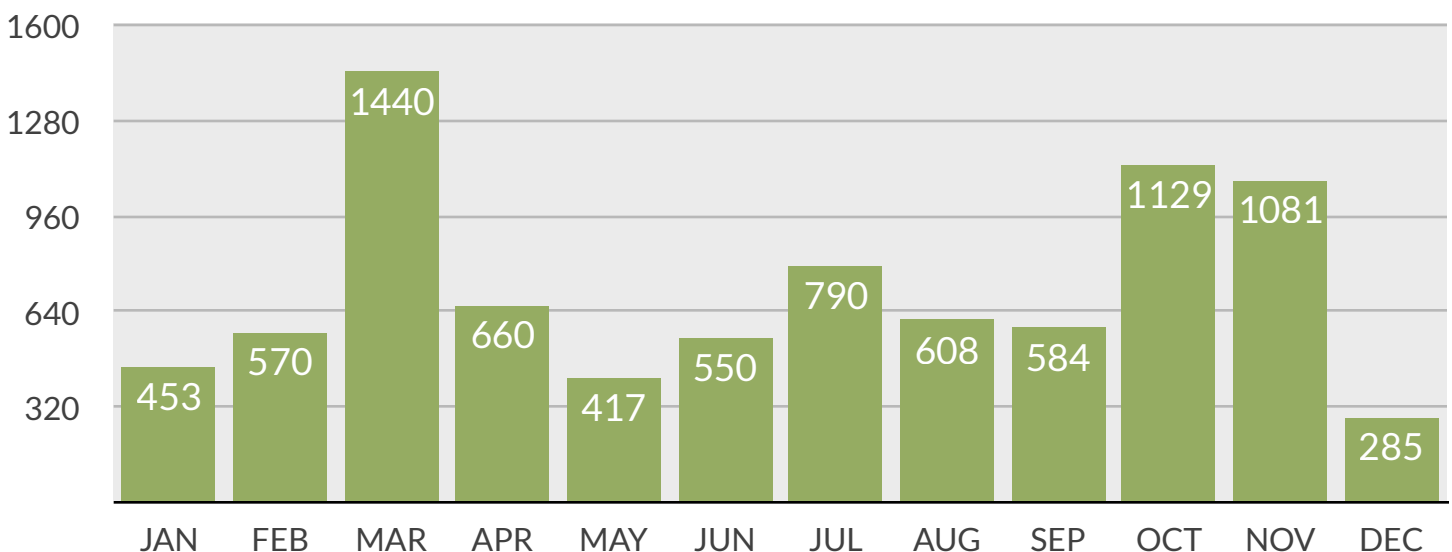
Texas continues to be the state outside of Arkansas that yields the most students. To capitalize on this trend, admissions counselor Dacia McBryde is relocating to the Dallas/Fort Worth area to serve as a regional recruiter. The entire state of Texas will be recruited from DFW for faster and more economical travel. With this move, Admissions now has five regional recruitment staff members across the U.S., all of whom continue to be active participants in their regional recruitment organizations. Additionally, Admissions has 13 recruitment staff members located on campus, for a total of 18. Similarly to last year, recruitment staff were able to visit more high schools and attend more college fairs than in previous years. In 2013-2014, recruiters attended 1,380 events located off campus.

Two employees received promotion through the admissions counselor career ladder: Rafael Garcia (Senior Assistant Director) and Kimberly Clark (Assistant Director).

THE CAMPUS VISIT

National data continues to suggest that the campus visit is the most influential factor in a student's enrollment decision. With this knowledge, the Admissions team continues to work to make the campus visit as effective as possible. The past year was the first full year using Hobsons as the campus visit database, and the new system continues to allow Admissions more flexibility, better tracking abilities, and access to more student information. This year, 8,567 students visited campus – an increase of 37% since 2010. Once again, the busiest week of the year was March 10-14th, 2014, when the majority of surrounding states held spring break, including Texas. During that week alone, 668 students visited campus, joined by their families and guests. Of the 8,567 students who visited campus, 2,826 were from in-state and 5,632 were from out-of-state. The addition of a second tour room in Silas Hunt allowed staff to serve twice the number of visitors on game days, compared to previous years.

VISITORS BY MONTH



STUDENT AMBASSADORS

One of the highlights of the campus visit program continues to be the Student Ambassador Program, a volunteer-based program consisting of almost 105 undergraduate students for the fall semester. Student ambassadors have strong leadership and presentation skills, positive attitudes, and an enthusiastic commitment to the University of Arkansas. All potential ambassadors participate in both group and individual interviews before they are selected, and all are required to lead at least two tours a week, plus one Saturday tour per semester. Additionally, student ambassadors are required to assist with campus preview days. A select group of student ambassadors works for Admissions during all holiday breaks and the summer months.

Laramie, a student from Aledo, TX:

"Lindsey was our campus tour guide, and she did a wonderful job. She is very knowledgeable about the campus, its history, and its students. Great visit!"

The Student Ambassador Program is a registered student organization. Students in the program participate in campus events such as Razorbash and intramural sports. 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.

Admissions also recognizes an ambassador of the month. Recipients are then qualified for an end of the year award called the "Heart of the Hog." The "Heart of the Hog" recipients

Brenna, student from Olathe, KS:

"Our tour guides were Michael Tapee and Lindsey, and they were both wonderful. Michael had so much information for us and was excited to share all he could. I can honestly say that Michael made a huge impact on how I viewed the university. Talking with Michael made me want to go to the U of A even more. The tour felt extremely personal, and I felt any questions I had were answered with plenty of information. This was the best college visit I have been on."

for 2013-2014 were Caleb Tyson, a senior Architecture major from Jacksonville, AR, and Ryley McMurtry, a junior Biomedical Engineering major from Plano, TX.

SPECIAL EVENTS

Razorback 101 is the first preview day event of the year, held in July for rising seniors. This event allows students to tour the campus, have lunch, view a residence hall, and learn more about the process of applying to the University of Arkansas. During the summer of 2013, Admissions hosted nearly 400 students and their guests. Razorback 101 is a great introduction to campus and a way for many students to kickstart their college search process.

Admissions also hosts a preview day in the fall and spring called Ready Razorback. While regular campus visits allow students to receive personalized attention, university-wide participation in Ready Razorback has helped make it a success. The event is an all-day affair and includes a university-wide college fair, an opening session, lunch, campus tours, housing tours, and afternoon breakout sessions with each of the six colleges, as well as the Honors College and Scholarship Office.

Diversity Impact is another major event hosted by the Office of Admissions. This event focuses on bringing 11th grade minority students to campus. Diversity Impact is a partnership with University Housing and the Multicultural Center. The event was held twice in the spring, and Admissions hopes to continue to grow the second event for the future. Diversity Impact provides students with free transportation, lodging, and all meals, as well as fun and engaging activities. The event is very popular with students, and many participants have gone on to enroll at the University of Arkansas.

One of Admissions' most popular events continues to be Counselor Connection each spring. Once again, Admissions hosted counselors from all over the country, including from Arkansas, California, Missouri, Kansas, Illinois, Oklahoma, and Texas. The counselors spent two days on campus meeting with Admissions and various University departments, eating in the dining halls, visiting Crystal Bridges Museum, and touring campus. Overall, the feedback was positive, and Admissions looks forward to expanding this event in the future.

Admissions continues to participate in regional networks across the U.S. to better establish the U of A's presence in newer out-of-state regions in both California and Chicago. One of this year's newest ventures was partnering with the Arkansas Alumni Association and New Student & Family Programs to co-sponsor a brand new nationwide yield event called "Arkansas & YOU." Throughout April and May, Admissions helped host 10 events across the state and

Kim Kostin-Borders, a counselor at Justin-Siena High School in Napa, CA:

"Thank you so much for the opportunity to learn about the high standard of educational and campus experience the University of Arkansas has to offer. Adding the museum to the tour was such a wonderful perk. The accommodations and hospitality were excellent as well. I look forward to sharing the information I received with my students and their families."

region for rising seniors committed to or still considering becoming a Razorback. It was a fun, interactive program to welcome them to the Razorback community. Throughout the 10 locations, more than 1,000 people attended in the event's first year.

In addition to those events, extra efforts were focused on yield in newer territories. Admissions hosted "Home Run with the Hogs" in conjunction with the Razorback baseball team, when the team played at the University of California, Berkley. Admitted students and their families met before the game with University officials and alumni to learn more about the U of A. Admissions

also added "Coffee talks" in March and April throughout Chicagoland. Students met with an admissions counselor one-on-one to discuss questions they might have over a cup of coffee at a local coffee shop.

Regional recruitment staff helped plan and participated in an outreach program hosted throughout the Dallas/Fort Worth metro area, as well as in both Oklahoma City and Tulsa, last summer. Hosted by local libraries during the summer months, the College Search Series is designed to provide general college preparatory information for students in the surrounding communities.

Admissions also hosted 100 students of Cherokee and Potawatomi heritage from across the nation on Sunday, July 7, through Friday, July 12, at this year's Cherokee College Preparatory Institute. The institute is a residential college-preparatory program staffed by admissions officers and college counselors from public and private universities throughout the country. The five-day event was open and free to Cherokee and Potawatomi citizens who would be high school juniors or seniors in the 2013-14 school year.

Students participated in workshops covering a range of scholarship and college-related topics. As part of the institute, students took part in an ACT preparation workshop staffed by members of the College Access Initiative. Students also had the opportunity to learn in a small group setting and receive one-on-one attention and advice from staff members while working through tasks assigned during workshops covering topics such as application processes, scholarship essays, and academic resumes. The University also provided on-campus housing for the students in a residence hall for five nights, giving them the opportunity to experience life on a college campus.

TRANSFER CENTRAL

Transfer Central is committed to creating conditions that foster a smooth transition for students wishing to transfer from another institution, as well as for students who wish to return to finish their undergraduate degree at the University of Arkansas. Transfer Central offers support and guidance to assist prospective transfer students through the admissions and enrollment process. Since Transfer Central's creation four years ago, the office has successfully promoted, supported, and complemented the academic mission of the University by working collaboratively with community colleges, universities, faculty, and staff.

ENGAGING STUDENTS WHERE THEY LEARN

During the 2013-2014 recruitment cycle, the Transfer Central Office participated in 35 transfer events – an increase of more than 8% in visits compared to the previous recruitment cycle. Transfer Central has worked to build stronger partnerships with area community colleges, as well as out-of-state feeder schools, by providing information, training, and support for advisors and key administrators who help serve students enrolled in two-year institutions. Representatives of Transfer Central attended events and fairs at a range of locations, both in- and out-of-state.

ADDRESSING THE CHALLENGE

In the spring of 2014, Transfer Central hosted two Transfer Preview Days, inviting prospective transfer students and their families to campus to learn more about the transfer process and the opportunities available to them at the University of Arkansas. Responses from the 269 students and their families who registered for the event were very favorable; Transfer Central is planning more events like these for fall of 2014.

Through an agreement with Zinch, a provider of student contact information, Admissions is able to directly contact community college students whenever they place an order with Chegg, the nation's leading provider of rented text books. In addition to regular recruiting activities, Transfer Central has used this marketing channel to reach 782 students from the Little Rock area, 800 students from the Dallas area, and 1,000 students from the Tulsa area with information about transferring to the U of A.

PROVIDING LEADERSHIP

The Transfer Central team participated again in the annual conference of the Arkansas Association of Two-Year Colleges, this year as a sponsor. In this role, Transfer Central and the Global Campus partnered to provide a 45-minute session presenting information to the two-year college community. In addition, the team recognized the state's academic all-stars, the top two students from each community college, with scholarship offers. Transfer Central and Global Campus will again partner for the upcoming conference this fall.

ARKANSAS COMMUNITY COLLEGES

Arkansas Northeastern College	Mid-South Community College	South Arkansas Community College
Arkansas State University - Beebe	National Park Community College	Southeast Arkansas College
Arkansas State University - Mountain Home	North Arkansas College	Southern Arkansas University - Tech
Arkansas State University - Newport	Northwest Arkansas Community College	University of Arkansas Community College at Batesville
Black River Technical College	Ozarka College	University of Arkansas Community College at Hope
College of the Ouachitas	Phillips Community College of the University of Arkansas	University of Arkansas Community College at Morrilton
Cossatot Community College of the University of Arkansas	Pulaski Technical College	
East Arkansas Community College	Rich Mountain Community College	

TARGETED OUT OF STATE COMMUNITY COLLEGES

Collin County Community College – Plano, TX	Collin County Community College – Preston Ridge, TX
Crowder College – Neosho, MO	Crowder College – Webb City, MO
Crowder College – Nevada, MO	Crowder College – Cassville, MO
Ozark Technical Community College – Springfield, MO	Ozark Technical Community College – Table Rock, MO
North Eastern Oklahoma A&M College – Miami, OK	Johnson County Community College – Overland Park, KS

Transfer Central has worked closely with key transfer advisors in each of the colleges on campus to develop best practices for serving transfer students and advisors who assist students in transferring. Transfer Central has taken this collaborative approach to feeder schools through outreach to two-year college advisors and administrators.

LEADERSHIP CHANGES

Transfer Central has undergone leadership changes during the last year. Tony Myers, Associate Director of Admissions for Transfer Central, left campus to take on a new role in May of 2013. Jeremy Dickerson, Assistant Dean, and John Moore, Assistant Director of Admissions, provided guidance and leadership until Associate Director of Admissions for New Student Orientation, Amber Roth, could rejoin the Transfer Central Team as Associate Director in September of 2013. Amber first joined Transfer Central in 2010 as the Associate Director and served in that capacity until she transitioned to New Student Orientation to provide guidance and leadership as orientation became a part of the Office of Admissions in 2011.

PLANNING FOR THE FUTURE

In May of 2014, Johnson County Community College's articulation coordinator visited campus to discuss articulation agreements with Transfer Central. The visit has promised a new relationship where agreements are being developed that will allow students from Johnson County Community College an opportunity for a seamless transfer to the U of A. Monica Moore, Northwest Arkansas Community College's new transfer coordinator, has been working closely with Transfer Central to partner with transfer programs and services to enhance the already great relationship and services the two provide. Transfer Central has representation at NWACC's locations once a week to provide in-house services to students wishing to transfer. Transfer Central has also been active in the involvement of various organizations in Northwest Arkansas such as the Single Parent Scholarship Fund Organization and Graduate Northwest Arkansas, which serve non-traditional students wishing to obtain a four-year degree. Through these partnerships, various programs have taken place on and off campus to assist this population wishing to receive information about transferring to the U of A.

BY THE NUMBERS

Despite increased outreach and visits to campuses, 2013 saw a drop in enrollment from students attending Arkansas's two-year Colleges. Northwest Arkansas Community College continued to generate the most transfers.

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

Two-Year College	Fall 2012	Fall 2013	Change
Arkansas Northeastern College	4	4	0.00%
Arkansas State University - Beebe	15	27	80.00%
Arkansas State University - Mountain Home	18	20	11.11%
Black River Technical College	1	4	300.00%
College of the Ouachitas	3	1	-66.67%
Cossatot Community College	6	4	-33.33%
East Arkansas Community College	0	0	0.00%
Mid-South Community College	5	2	-60.00%
National Park Community College	11	11	0.00%
North Arkansas College	13	40	207.69%
Northwest Arkansas Community College	358	436	21.79%
Ozarka College	3	4	33.33%
Phillips Community College	10	7	-30.00%
Pulaski Technical College	12	24	100.00%
Rich Mountain Community College	5	4	-20.00%
South Arkansas Community College	1	5	400.00%
Southeast Arkansas College	4	1	-75.00%
Southern Arkansas College	4	4	0.00%
Southern Arkansas University - Tech	2	12	500.00%
University of Arkansas Community College - Batesville	8	11	37.50%
University of Arkansas Community College - Hope	2	8	300.00%
University of Arkansas Community College - Morrilton	4	5	25.00%
Total	485	630	29.90%

SILAS HUNT HALL RENOVATION

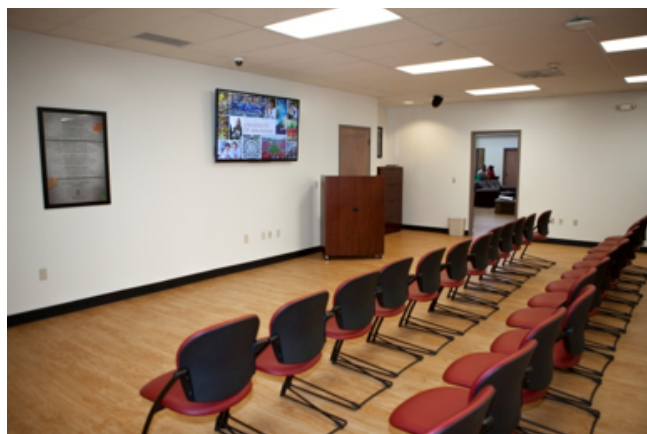
The Office of Admissions renovated vacant space left by the Registrar's Office after the office moved to the Uptown campus. The renovations included a second tour room, relocating CEU (Credentials Evaluation Unit) to a bigger space, and creating a call center and a conference room.

The second tour room was needed to meet the needs of our growing campus visit program. The room accommodates 65 prospective students and guests.

By relocating CEU, Admissions created more individual space for each employee in the unit.

The call center created functional space for 13 workstations and is shared by Financial Aid and Admissions.

The total anticipated cost of these projects was \$41,563.70. The actual expenditures, however, were \$35,122.39, a difference of \$6,441.44, or 15.5% under the anticipated budget.



New Tour Room after renovation

CREDENTIALS EVALUATION

RECORD ACTIVITY

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

CREDENTIALS EVALUATION UNIT ACTIVITY													
Type	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total
HS Evals	948	1,017	3,154	4,511	4,694	803	789	866	428	487	616	693	19,026
Coll Evals	714	1,070	353	466	623	469	678	603	1,254	1,338	735	786	9,089
Readmits	165	217	39	89	192	123	143	50	67	155	123	107	1,470
Other Admits	279	333	178	346	426	250	314	275	326	425	396	217	3,765
Appls	1,265	2,171	2,690	3,935	3,462	979	1,274	814	753	748	848	496	15,972
HS Rec	1,906	742	1,286	1,339	2,098	981	768	771	309	156	329	587	11,272
Coll Rec	1,044	1,949	412	245	352	1,432	349	305	1,001	901	482	341	8,813
ACT/SAT	1,055	92	341	556	587	152	206	282	51	63	110	174	3,669
Calls	1,503	1,280	583	1,332	2,186	825	845	302	380	873	679	927	11,715
Misc	1,583	1,878	1,828	2,801	2,715	1,134	1,931	2,611	2,063	2,496	3,647	804	25,491
Scanned	1,580	2,251	2,325	3,482	3,454	1,320	2,938	1,795	1,017	1,171	1,235	2,116	24,691
Scholarships	0	23	60		130	32		11			5		208

The Office of Admissions has seen an increase of 275 total actionable domestic undergraduate applications for 2013-2014 academic year over 2012-2013. The result was an increase in the number of transcripts, test scores, and miscellaneous documents that office staff processed. However, an increase in documents received electronically, especially college and high school transcripts, reduced scanning of paper documents and reduced required manual data entry. A decrease in the number of paper applications received, due to making the paper application available by request only, further sped up processing times. Cooperative efforts across departments within the Office of Admissions resulted in the successful and timely processing of incoming applications and credentials, leading to faster decision communication to applicants and a reduction in mandatory overtime hours over previous years. Additionally, a number of procedural changes were implemented to more efficiently process incoming credentials.

DOCUMENTS SCANNED AND PROCESSED			
DOCUMENT TYPE	2011-2012	2012-2013	2013-2014
Paper Applications	291	151	7
Online Applications	19,145	19,704	20,123
Deny Letters	896	1,003	884
Individual E-mails from Staff to Students	1,941	1,513	1,544
Committee Evaluation Sheets	2,532	2,116	752
Immunization Records	1,161	806	3,398
Missing Credential Letters	8,899	7,361	7,331
Misc. Documents (Fee Waivers, etc.)	7,315	7,078	1,957
Payments	1,101	782	1,279
Admission Profiles	15,065	16,032	15,785
Withdraw Application Notifications	1,047	1,027	1,856
Accept Offer of Admissions (did not send out DEIN letter in 11-12 and 12-13)	6	0	0
ACT Scores	851	641	521
SAT Scores	231	200	183
Electronic College Transcripts	3,195	2,647	2,894
College Transcripts	6,885	7,237	6,801
Electronic HS Transcripts (Partial year through 09-10)	979	1,125	2,749
High School Transcripts	14,025	16,537	17,235
Waitlist Letters	N/A	N/A	564
Spring Defer Letters	N/A	422	364

During the fall of 2013, senior staff reviewed document receipt and evaluation processes to cut down on the time it previously took for a student to receive an admissions decision. By having front desk staff mark crucial documents, such as transcripts and test scores, as received, the office saw a reduction of over 600 phone calls over 2012-2013's peak processing time. Further streamlining processes by prioritizing automatic admit file evaluations resulted in these students receiving much faster communication of their admissions decisions. During the office's peak processing time, admits were up more than 55% over 2012-2013, demonstrating the success of these changes.

With the launch of the Fall 2014 application in July 2013, the office implemented its first ever waitlist decision for out-of-state students not meeting regular admissions criteria. Students received waitlist decisions and were encouraged to turn in updated credentials. Decisions to admit or deny waitlisted students went out in three batches, depending on their application completion dates, and many students converted to automatic admits as they turned in updated transcripts and test scores. This program also gave the Admissions and Appellate Board and Admissions staff more flexibility in shaping the incoming class.

A number of staff members in the office, including Kelly Westeen and Della Jordan, sat on the campus committee to review solutions to replace the campus' current document storage solution, emPower. After months of reviewing proposals and demonstrations, the campus committee chose Perceptive's ImageNow solution, which provides not only document storage capabilities, but also document text reading (OCR) and extraction functionality. The office ended the fiscal year in the early stages of adopting this technology by setting document retention policies and partnering with Perceptive staff to develop high school transcript reading technology that will revolutionize the way the office receives and evaluates documents. Implementation is ongoing and will continue well into fiscal year 2014-2015.

Della Jordan played an integral role in the campus' launch of PeopleMobile, the campus' mobile version of ISIS. Months of testing, demonstrations, and mock-ups resulted in admissions and orientation functionality going live seamlessly, giving students the ability to check their application status, accept admission, and register for orientation.

Della Jordan and Kelly Westeen partnered with the campus' athletics compliance officer to develop an improved way to track athletes during the admissions process. In the past, athletics would send a list of all student-athletes applying for admission, and admissions staff would manually review the list daily before posting admissions decisions to ensure the correct decision was entered. By having athletics staff mark applicable athletics fields in ISIS earlier, Jordan created a field on daily decision reports highlighting student-athletes, so that decisions could be posted accordingly. This change has saved processing staff valuable time and has resulted in fewer incorrect decisions going out to eligible student-athletes.

With the campus' growing focus on distance programs, unit staff partnered with Global Campus, as well as cross-campus teams, to implement new policies and procedures in distinguishing between on- and off-campus degree programs. These partnerships have led to important changes on the application for admission that allow students to more easily apply for online programs and for departments to track their applicants with more ease. More changes are on the horizon for the upcoming fiscal year as this team looks to further streamline both the application process and the design of the application.

With numerous changes made to pre-enroll students prior to orientation, CEU staff saw a number of new policies and processing changes. Kelly Westeen and Della Jordan worked closely with the Registrar's Office and Orientation staff to develop reports and new functionality in ISIS to track pre-orientation survey responses. Quick communication of student major changes and processes to withdraw pre-enrolled students upon request were vital, and unit staff worked out a communication plan with the Registrar's Office to ensure program and student needs were met.

CEU staff also trained to assist other campus and office staff as needed. Backlogged immunization records in the health center resulted in CEU staff training to remove immunization holds to better serve students. Staff also trained in assisting office IT staff with the ISIS search/match process when large volumes of applications and test scores are loaded, resulting in faster posting of these credentials and fewer duplicate files.

STAFF CHANGES

Karen Davison, a part-time hourly Data Entry/Clerical Specialist since March of 2013, left the office.

Julie Crawford, Administrative Support Supervisor, retired from the University in December 2013 after 26 years of service.

Kelly Westeen was promoted to Interim Assistant Dean of Admissions in February 2014.

Jesse Serio, Administrative Specialist I, left the office in May 2014 to pursue graduate school full-time.

ORIENTATION

New students enrolling in the fall or spring semester have an opportunity to sign up for an orientation session that assists in their transition to the University. New entering freshmen had the opportunity to sign up for an orientation session that best fit their needs. If students are eligible to join the Honors College, they are invited to attend an honors orientation, or attend a two-day, overnight traditional orientation.

OFFERING STUDENTS ADDITIONAL ORIENTATION OPTIONS

New Student Orientation carefully considered prior requests to develop a one-day orientation model for students wishing to participate in a more condensed session. The last week in June was designated for five one-day sessions that would allow students to compress the two-day experience into one. Using the one-day model allowed one more enrollment date to accommodate the increasing size of orientation sessions. During orientation students connect with other new students and are assigned an orientation mentor; they meet with their college representatives and advisors, and register for classes. Students are encouraged to bring guests and family members to orientation, as information and transitional services are available for the entire family. Transfer students have the option to attend an on-campus transfer orientation that is specific to students transitioning from one institution to the U of A, or to participate in an online transfer orientation for students who are not able to attend the on-campus orientation. Based on a small group model, New Student Orientation staff, orientation mentors, Admissions, and the entire campus community work together for the benefit of new students – assisting a smooth and seamless transition to the University of Arkansas.

LEADERSHIP CHANGES

During the 2013 fiscal year, orientation leadership changed. Amber Roth, Associate Director of Admissions, who led under Jeremy Dickerson's direction since 2011, returned to Transfer Central with the resignation of Tony Myers, Associate Director for Transfer Central, in May of 2013. Jeremy Dickerson left to assume a new position in January of 2014, and Roth shifted back to her former role as Associate Director for New Student Orientation, with the addition of Transfer Central. Ashley Youngblood was promoted from Admissions Counselor for New Student Orientation to Assistant Director for New Student Orientation. Kallie Tanner joined the New Student Orientation Team as an Administration Specialist, replacing Kim Isfalt, in May of 2014. Tanner Burge, an Admissions Counselor who had previously been a Graduate Assistant for New Student Orientation, assisted orientation during the season. The staff supervises three graduate assistants, two summer interns, and 45 undergraduate orientation mentors.

ENHANCING THE ORIENTATION EXPERIENCE

Based on feedback from the 2013 student evaluation, adjustments were made to the agenda to enhance the delivery of information by providing more graphics and videos and condensing information to aid in the retention of information provided during orientation. Students were given the opportunity to get to know other new students and connect with current U of A students who served as orientation mentors. During orientation, students and guests are allowed to customize their orientation experience by choosing among optional breakout sessions, with popular topics that range from student involvement to financial education. Students and guests also have the opportunity to participate in campus, library, and housing tours, meet with Honors College representatives, learn about additional scholarship information, attend a Greek life and registered student organization fair, participate in icebreaker activities, or just sit back and relax with other students. Family members who attend orientation can participate in sessions designed and tailored for popular questions and issues parents and family members have. In addition, the colleges also address family members and are available to answer questions that guests and family members may have. This has proven to be a highly effective way to partner with family members to ensure the student's favorable experience with orientation and enrollment at the U of A.

PRE-ENROLLMENT INITIATIVE

While advising and enrollment are already key elements of the orientation experience for incoming freshmen, Enrollment Services launched a pre-enrollment initiative for incoming freshmen as a way to enhance the focus and quality of the orientation experience. The orientation team collaborated with key offices in Enrollment Services and other campus constituents to facilitate the University's first pre-enrollment process. Incoming freshmen who signed up for an orientation session prior to May 1 were pre-enrolled in 9 hours. Students who were pre-enrolled in classes were allowed to make changes and adjust their schedules when they met with an advisor during orientation. At the conclusion of the orientation sessions offered in May and June, 4,211 students had attended orientation, accompanied by 3,231 guests. 4,156 students were pre-enrolled in classes. This change in the enrollment procedure has been overwhelmingly popular with both the colleges and students. Pre-enrollment resulted in students having more time to spend with their advisors and allowed the University to better prepare class offerings. In an effort to assist campus partners, orientation developed additional checks and balances during the check-in process that allowed students to change their ISIS passwords and majors earlier. These changes assisted advisors by allowing them additional time to prepare for each student's advising experience.

While continuing to provide the best orientation experience for students and guests, the Orientation team and its partners in Admissions developed a strategic outreach plan to assist students who needed to reschedule their orientation session. This procedure resulted in more than a 50% decrease in the attrition rate for orientation enrollment, compared to the previous year.

POST-ORIENTATION SURVEY

Students and guests who attended orientation shared emails and comments about their orientation experience. Of those responding to the orientation satisfaction survey, 99% felt that the orientation staff was helpful, friendly, and knowledgeable.

"I've had 2 other children that attended different schools, and this was by far the best orientation process that I've been part of as a parent. I felt that the school was truly interested in my child and their wellbeing and success throughout the next 4 years. Thank you to the staff and all of the students that participated in the June 24th orientation groups."

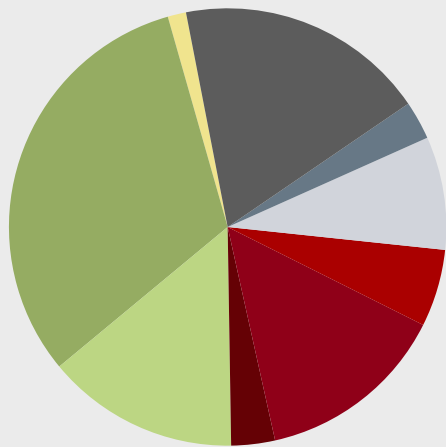
"The way everything was so organized and well planned out was amazing. I had an awesome time and feel well prepared. Can't wait to be up there! WPS!"

ACADEMIC SCHOLARSHIPS

ATTRACTING STUDENTS WITH SCHOLARSHIPS

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

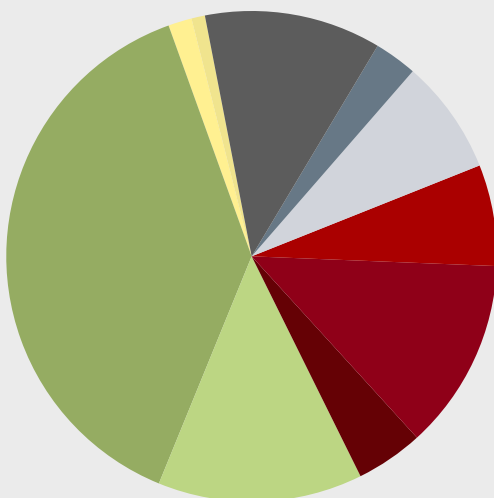
FALL 2014 SCHOLARSHIP OFFERS



- Chancellor's Offers - 476
- Silas Hunt Distinguished Offers - 73
- Chancellor's Community Offers - 215
- Silas Hunt Offers - 147
- Honors College Academy Offers - 363
- Razorback Bridge Offers - 83
- Leadership Offers - 366
- Freshman Academic Offers - 812
- Jewel Minnis Scholarship - 35

Entering Class	Scholarship Applications	Scholarship Offers	Avg. ACT	Avg. GPA
Fall 2014	5,190	2,623	29.39	3.92
Fall 2013	5,312	2,190	29.39	3.9
Fall 2012	4,808	2,095	29.93	3.95
Fall 2011	3,082	1,783	29.95	3.94

ESTIMATED FALL 2014 ENROLLMENT BY SCHOLARS



- Chancellor's - 157
- Silas Hunt Distinguished - 38
- Chancellor's Community - 102
- Silas Hunt - 90
- Honors College Academy - 170
- Razorback Bridge - 60
- Leadership - 182
- Freshman Academic - 517
- Jewel Minnis Scholarship - 21
- Chancellor's Merit - 12

ACCESS AND TECHNOLOGY IMPROVEMENTS

The largest project completed by the Academic Scholarship Office during the 2013-2014 academic year was the purchase and implementation of AcademicWorks, the campus' new online scholarship administration system. AcademicWorks provides a completely online and paperless scholarship administration and application environment. The system provides a common area for students not only to apply, but also to receive the scholarship decision and accept the scholarship. For campus scholarship administrators, it provides a streamlined and paperless environment for the collection and evaluation of applications, as well as for the handling of student notifications.

The implementation of AcademicWorks started in October, shortly after the purchase was completed, with the Academic Scholarship Office, Arkansas Alumni Association, College of Engineering, College of Education and Health Professions, and the Dale Bumpers College of Agricultural, Food and Life Sciences implementing and utilizing the system during the first year. The other colleges plan to move forward with implementation this year.

Over 1,000 students submitted the general application required of all applicants for the university-wide scholarships and the individual college and departmental scholarships.

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

Scholarship reviews happen in two phases each year. During the second review phase, a new scholarship review process was implemented. The system utilizes Hobsons contact management system. Scholarship reviewers are forwarded an email with a link to a personalized website that contains the applicant's scholarship materials and a review and comment form. This change streamlined the review process significantly by eliminating the reviewer's need to search out the scholarship application materials.

ENTERING FRESHMAN SCHOLARSHIPS

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

An additional \$70,000 was added to the budget to increase the number of Razorback Bridge scholars, and for the first time, the Jewel Minnis Scholarship was awarded as part of the freshman scholarship process. This change allowed this particular scholarship to be utilized as part of the recruitment process, rather than awarded to students who were expected to enroll. An additional \$350,000 (one-time funds) will be added to the budget for the next three years. The overall increase in the academic profiles of students applying is encouraging, although it stretches the impact that scholarships can have in recruiting top students.

ENTERING FRESHMAN SCHOLARSHIP OFFERS

For the fall 2014 entering freshman class, 5,190 applications were received. That is a decrease of 122 applications over the fall 2013 entering freshman class.

- Arkansas residents received 1,987 (75.8%, down from 79.3% in fall 2013) of scholarship offers.
- Non-resident students received 635 (24.2%, up from 20.6% in fall 2013) of the offers.
- Students from 27 different states and 9 different countries were given offers.
- Females received 1,477 (56.3%) offers.
- Males received 1,146 (43.7%) offers.
- 908 applicants with a 30 ACT or higher and 4.0 GPA or higher were given offers.

CHANCELLOR'S SCHOLARSHIP

The Chancellor's Scholarship is \$8,000 per year. About 135 Chancellor's offers were upgraded to Chancellor's Merit or to a fellowship.

Entering Class	Number of Offers	Average ACT of Offered	Average GPA of Offered	Expected to Enroll
Fall 2014	476	33.51	4.11	157*
Fall 2013	423	33.40	4.11	153*
Fall 2012	586	32.84	4.09	257*

CHANCELLOR'S COMMUNITY SCHOLARSHIP

The Chancellor's Community Scholarship is a \$5,000 renewable scholarship. Competitive applicants must show a demonstrable commitment to community service. A total of 50 Chancellor's Scholarships were used to fund additional Chancellor's Community Scholarships. The first year for the Chancellor's Community was Fall 2012.

Entering Class	Number of Offers	Average ACT of Offered	Average GPA of Offered	Expected to Enroll
Fall 2014	215	31.77	4.07	102
Fall 2013	220	31.12	4.04	133
Fall 2012	43	32.14	4.04	20

SILAS H. HUNT DISTINGUISHED SCHOLARSHIP

The Silas H. Hunt Distinguished Scholarship Program was created to increase the diversity of the undergraduate student body by targeting groups of students who have traditionally been underrepresented at the University. The primary area of focus is on students from underrepresented communities who have demonstrated outstanding academic leadership qualities and potential. Underrepresented communities include, but are not limited to, underrepresented ethnic or minority groups, a student with an interest in a field that does not typically attract members of their ethnicity or gender, residence in an underrepresented 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).

Entering Class	Number of Offers	Average ACT of Offered	Average GPA of Offered	Expected to Enroll
Fall 2014	147	27.21	3.85	90
Fall 2013	125	28.19	3.91	72
Fall 2012	112	27.40	3.88	110

Students offered \$5,000 Silas H. Hunt Scholarship:

Entering Class	Number of Offers	Average ACT of Offered	Average GPA of Offered	Expected to Enroll
Fall 2014	73	30.10	4.01	38
Fall 2013	46	30.28	4.02	21
Fall 2012	64	29.66	3.99	39

Students offered \$8,000 Silas H. Hunt Scholarship:

HONORS COLLEGE ACADEMY SCHOLARSHIP

Entering Class	Number of Offers	Average ACT of Offered	Average GPA of Offered	Expected to Enroll
Fall 2014	363	30.92	4.04	170
Fall 2013	267	30.81	4.03	121
Fall 2012	318	30.88	4.00	156

RAZORBACK BRIDGE SCHOLARSHIP

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

Entering Class	Number of Offers	Average ACT of Offered	Average GPA of Offered	Expected to Enroll
Fall 2014	83	25.01	3.65	60
Fall 2013	64	25.55	3.72	48
Fall 2012	62	24.21	3.73	50

LEADERSHIP SCHOLARSHIP

Entering Class	Number of Offers	Average ACT of Offered	Average GPA of Offered	Expected to Enroll
Fall 2014	366	29.61	3.98	182
Fall 2013	203	29.69	3.95	104
Fall 2012	380	29.21	3.96	197

UNIVERSITY ENRICHMENT SCHOLARSHIP

The University Enrichment Scholarship was first awarded for the Fall 2013 academic year. It is a \$2,000 one-time award with the same eligibility requirements as the Silas Hunt and Razorback Bridge scholarships. It is only awarded to Arkansas residents.

Entering Class	Number of Offers	Average ACT of Offered	Average GPA of Offered	Expected to Enroll
Fall 2014	53	23.60	3.47	34
Fall 2013	31	24.52	3.58	18

JEWEL MINNIS SCHOLARSHIP

Fall 2014 is the first year that this scholarship has been awarded as a part of the University's general freshman scholarship award process. It is a \$2,000 one-time scholarship for Arkansas residents.

Entering Class	Number of Offers	Average ACT of Offered	Average GPA of Offered	Expected to Enroll
Fall 2014	35	27.03	4.08	21

FRESHMAN ACADEMIC SCHOLARSHIP

The Freshman Academic Scholarship was awarded for the first time in fall of 2010. This \$1,000 non-renewable scholarship helps fund additional Arkansas students at a slightly lower GPA and test score level. Some Leadership Scholarships were used to fund additional Freshman Academic Scholarships for the 2013-2014 academic year and that trend continued this year.

Entering Class	Number of Offers	Average ACT of Offered	Average GPA of Offered	Expected to Enroll
Fall 2014	812	26.82	3.66	517
Fall 2013	811	26.92	3.80	533
Fall 2012	530	27.73	3.71	345

TRANSFER SCHOLARSHIPS

The number of transfer scholarships available to fall and spring term transfer students has continued to increase. 25 \$2,000 scholarships are available to transfer students that start during the fall term and 15 \$2,000 scholarships are available to transfer students that start in the spring term. In Fall 2012, the first class of Chancellor's Transfer Scholars began. The Chancellor's Transfer Scholarships are \$3,000 per year, and there are 19 scholarships budgeted

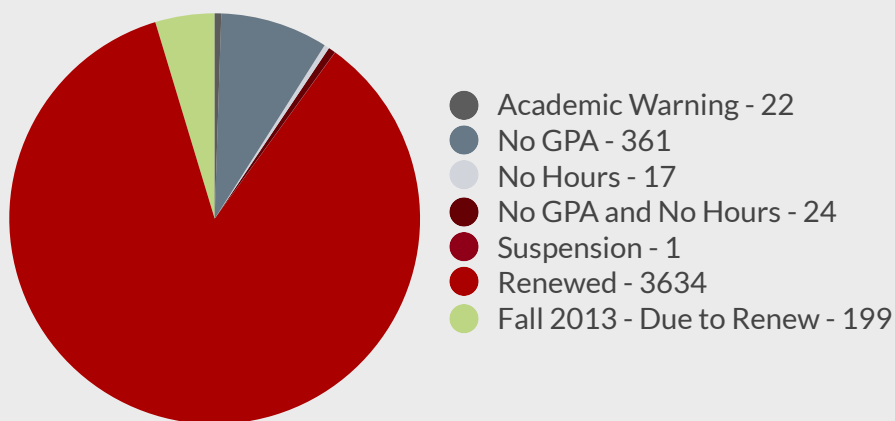
for the Fall 2014 and Spring 2015 beginning semesters. Starting in fall 2013, the first class of Phi Theta Kappa Transfer Student Scholars began. This scholarship is \$2,500 per year and is renewable for one additional year. Students must be a member of the Phi Theta Kappa organization to be considered. There are 15 Phi Theta Kappa Transfer Scholarships available for the Fall 2014 and Spring 2015 beginning semesters.

The Academic Scholarship Office continues to award the Academic All-Star Transfer Student Scholarship to students that are classified as “Academic All-Stars” by their Arkansas two-year college.

THE NEW ARKANSAN NON-RESIDENT TUITION AWARD

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

ALUMNI LEGACY SCHOLARSHIP AND NEW ARKANSAN NON-RESIDENT TUITION AWARD RENEWAL - END SPRING 2014



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

At the end of Spring 2014, 88.8% of Alumni Legacy Scholarship and New Arkansan Non-Resident Tuition Award recipients automatically renewed the award. Students have until the end of summer to meet the renewal requirements.

SCHOLARSHIP RETENTION AND RENEWAL

Scholarship renewal for the 2012-2013 academic year has increased to 92.4% from the previous year of 92.1%. Freshman 2012-2013 scholars had a slight decrease in the year-over-year numbers with 89.3% renewing versus 89.4% of the 2011-2012 scholars. Sophomore 2012-2013 scholars decreased to 92.9% from the previous year of 93.8%, and juniors increased to a 92.9% renewal from the previous year of 89.8%.

Of the 1,815 students due to renew their scholarship at the end of Spring 2014 term, 1,559 (85.9%) of them renewed automatically (81.8% of freshmen, 88.8% of sophomores, and 87% of juniors). Twenty-six students still have incomplete grades, and their renewal will be determined at the end of the Summer 2014 term. 160 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. 103 of those students have communicated with the Scholarship Office and are working toward summer renewal of their academic scholarship. Previous analysis revealed positive scholarship

renewal rate increase by emailing with students below 3.2 GPA at mid-term and with students below 3.0 GPA at the end of their fall semester. The office will continue emailing with all students below 3.2 GPA 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.

OUTSIDE SCHOLARSHIPS

The Academic Scholarship Office is responsible for posting outside scholarships to student accounts once the awards have been received by the Treasurer's Office. For the 2013-2014 academic year, the U of A received approximately \$5 million in outside scholarships. This is the 4th consecutive year that over \$4 million in outside scholarships has been received. This represents approximately a 148% increase in outside scholarship funding from

Outside Scholarships											
Aid Year	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
Total	\$5,083,832	\$4,890,854	\$4,410,128	\$4,020,062	\$3,612,805	\$3,121,728	\$3,032,755	\$2,648,990	\$2,523,745	\$2,497,699	\$2,049,179

10 years ago.

SCHOLARSHIPS FOR CURRENT STUDENTS

As of the June 2014 notification date, the 14/15 Current Student Scholarship program has offered \$470,250 in privately funded scholarships (this includes a \$150,000 annual allocation from the University's institutional scholarship budget; however, there was no one-time allotment from the institutional scholarship budget for this award year) which represents a decrease from last year's awarding of \$527,750 by \$57,500 or 10.89%.

Additionally, 270 students were awarded through this program, compared to 420 awarded in the 13/14 program. The average award amount was approximately \$1,741, and the average recipient's cumulative GPA was a 3.807. The endowments that support the private scholarships are still recovering from the financial downturn. Much ground has been recovered in recent years, however; slow but steady growth has allowed us to maintain certain minimum awarding levels while continuing to allow the endowments to recover. The 14/15 program had a total of 1,175 applications submitted, and of those, 1,092 were complete and 83 incomplete as of the March 14, 2014, submission deadline. The 1,092 complete applications constituted the 2014-2015 applicant pool. Of these, 641 applicants were deemed eligible and reviewed. The applicant's academics, as seen in the cumulative GPA, and class standing, as seen in cumulative GPA hours, was used to determine which applicants would be identified for review.

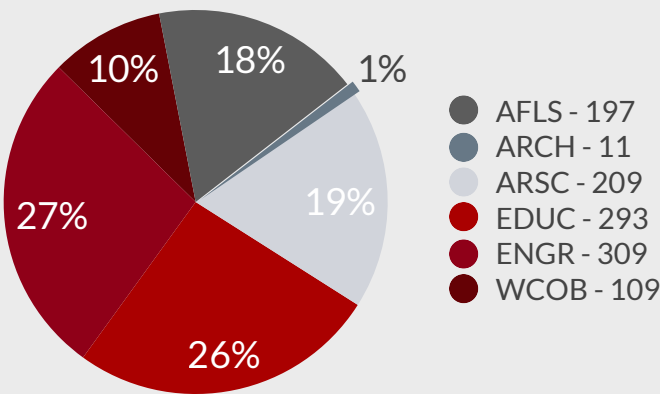
All six of the undergraduate colleges were represented. The College of Engineering has the largest representation with 309 students followed closely by College of Education and Health Professions with 293 and the Fulbright College of Arts and Sciences with 209. There were also 435 Honors College students representing 40% of the pool. The School of Architecture has the smallest representation with only 11 students. Additionally, over 100 different academic programs were represented. As the campus transitions to the new AcademicWorks system, it is anticipated that the academic units represented will continue to fluctuate.

In-state students represent 56% of the pool followed by out-of-state students at 39% and international students at 5%. The 51 international applicants represent 19 countries and the 428 out-of-state applicants represent 21 states. The in-state applicants represent 61 of the 75 counties in Arkansas.

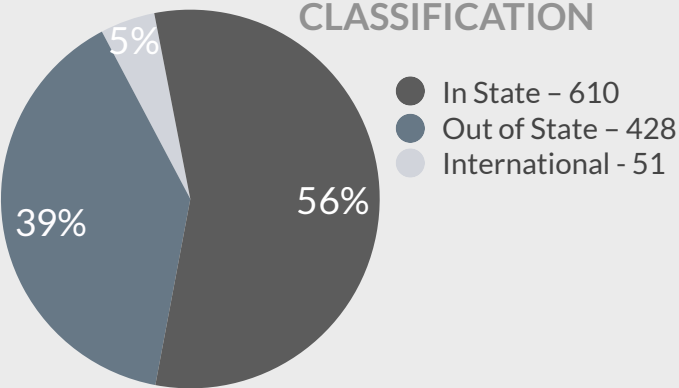
Finally, the overall academic quality of the applicants stayed relatively the same from the 13/14 program to the 14/15 program. The profile applicant in the 13/14 program was a junior that had completed 76 hours and had a cumulative GPA of 3.568. The profile applicant in the 14/15 program was a junior that had completed 63 hours and had a cumulative GPA of 3.572. The 13/14 program had 104 students with a 4.0, representing 13% of the applicant pool. The 14/15 program had 182 students with a 4.0, representing 16% of the applicant pool, and 329 students, or 30% of the pool, were Pell Grant eligible.

In October 2013, the Scholarship Office began a campus wide implementation of the AcademicWorks scholarship administration software system. For the 14/15 selection cycle, the Scholarship Office, Alumni Association, the Bumpers College, the College of Engineering, and the College of Education and Health Professions all used the new system and the same general application for their unit-based scholarships. A large increase in the number of scholarship applications submitted was anticipated (minimum 500 count increase); however, there was only an increase of 224 applications from the 13/14 year to the 14/15 year. It appears that this lower than expected increase in submitted applications might be due to the large number of students that were already submitting multiple scholarship applications. The one general application appears to have reduced the duplication of applications while simultaneously including those students that had previously only been applying for unit-specific programs. For the 15/16 selection cycle, when the School of Architecture and the Walton and Fulbright Colleges have transitioned to the AcademicWorks system, we will be able to get a clearer picture of how well the general application is serving students and what type of application increase the new system is providing.

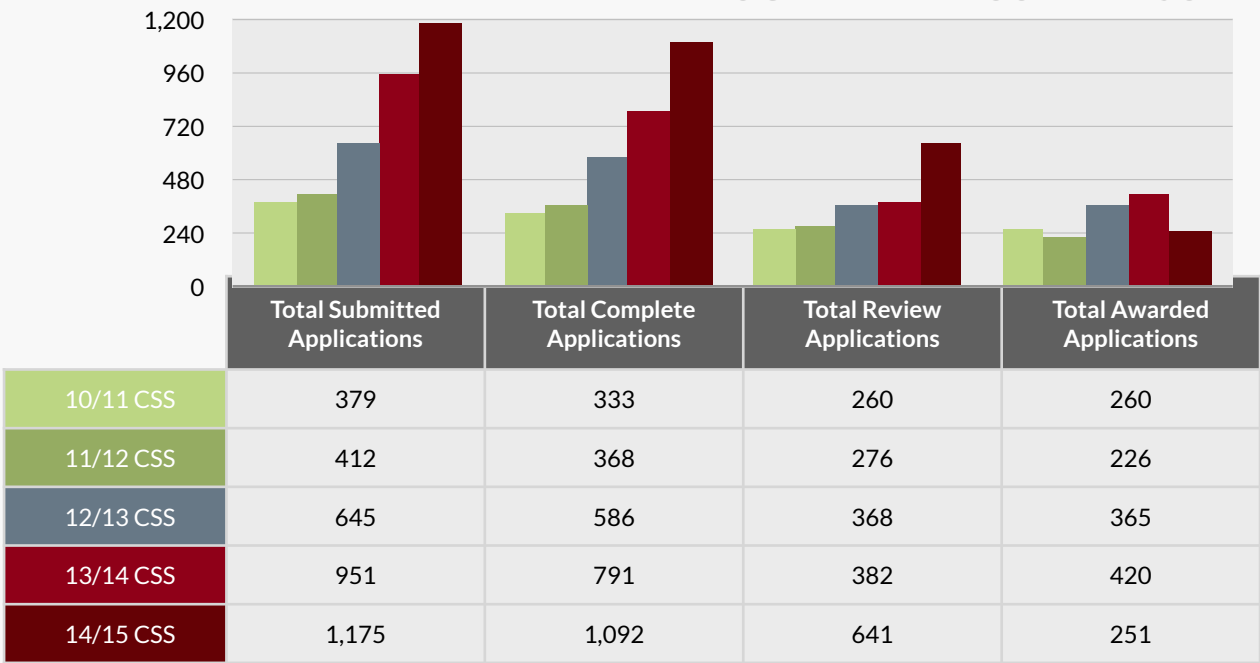
REPRESENTATION OF COLLEGES



REPRESENTATION BY RESIDENCY CLASSIFICATION



PROGRAM YEAR COMPARISON



SERVICE

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

FINANCIAL AID

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

Financial aid comes in the form of gift aid and self-help aid. Gift aid consists of scholarships and grants. Self-help aid is made up of loans and work study. Eligibility is determined by use of a federally mandated formula resulting in an estimated family contribution. Although families are primarily responsible for financing the student's education, the Office of Financial Aid provides individualized assistance according to each family's financial circumstance from information reported on the FAFSA. A total of 17,876 students received \$203,445,518 in funding for 2013-2014.

ACCESS AND TECHNOLOGY IMPROVEMENTS

Financial Aid TV is an important advising tool for the Office of Financial Aid. Between July 1, 2013-June 30, 2014, 17,038 videos were viewed by current and prospective U of A students and parents. The most-viewed video is "How can I pay for college?" The video was viewed 1,851 times.

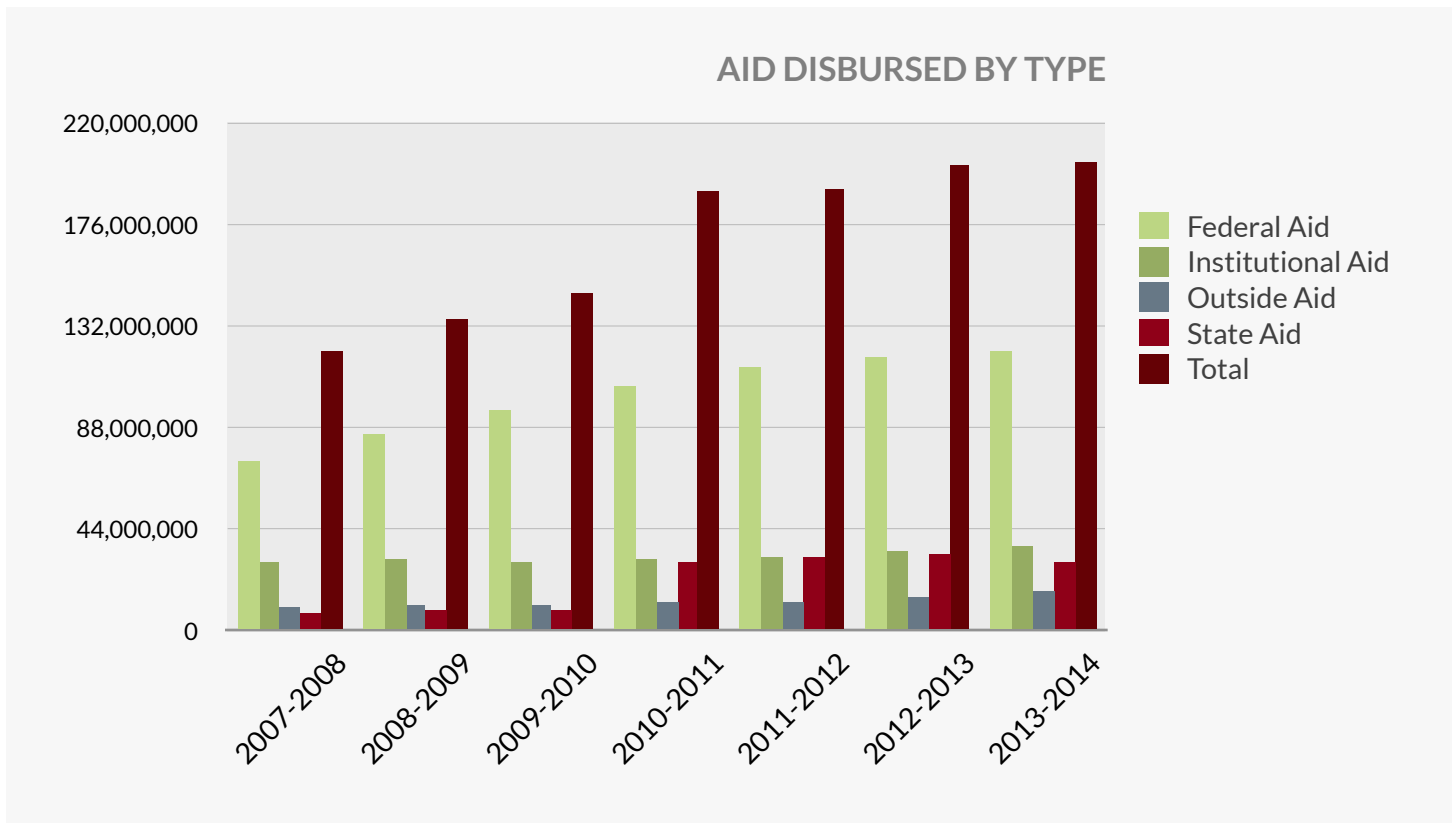
EDUCATIONAL OUTREACH

Educational outreach is a large part of the Office of Financial Aid mission. The staff held presentations for the TRIO program, freshman classes, Student Support Services, SIFE Adult Education, Veterans Resource Center, high schools, Admissions, Academic Success and Orientation.

FINANCIAL AID EDUCATIONAL OUTREACH	
DATE	EVENTS
10/05/2013	Ready Razorback
10/22/2013	Comebackers Fair
10/25/2013	Orientation
11/09/2013	Celebration of Mind
11/13/2013	Fayetteville Adult Education Fair
11/15/2013	Money Matters
11/20/2013	Engineering Highlights Presentation
01/07/2014	Orientation Information Fair
02/02/2014	Springdale HS Financial Aid Night
02/10/2014	Rogers Heritage HS Presentation
02/21/2014	University-Wide College Fair
02/27/2014	Razor Coach
02/28/2014	Rogers Heritage HS Presentation
04/02/2014	Graduate NWA Presentation
04/20/2014	Native American Impact Day
04/22/2014	Planting the Seed Presentation
05/21/2014	Pulaski Tech Presentation
05/21/2014	Gravette Career day
05/28/2014	Money Matters
07/24/2014	Parent Outreach

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.



	Federal Aid	Institutional Aid	Outside Aid	State Aid	Total
2008	\$73,463,834	\$29,805,393	\$9,451,671	\$8,151,493	\$120,872,391
2009	\$85,050,332	\$30,364,911	\$10,693,725	\$8,363,340	\$134,472,308
2010	\$95,517,209	\$30,080,607	\$11,388,665	\$9,084,414	\$146,070,895
2011	\$106,268,174	\$31,206,938	\$11,773,623	\$29,146,397	\$190,431,551
2012	\$114,454,872	\$32,346,625	\$12,482,630	\$32,277,391	\$191,561,517
2013	\$119,068,552	\$34,614,171	\$14,837,294	\$33,549,960	\$202,069,977
2014	\$121,233,896	\$36,079,433	\$16,435,010	\$29,697,179	\$203,445,518

FINANCIAL AID

Summary Data Regarding Aid Disbursed	2010-2011	2011-2012	2012-2013	2013-2014
Total Aid Disbursed	\$174,071,099	\$191,561,517	\$202,069,977	\$203,445,518
Total Recipients	15,205	16,780	17,707	17,876
Percent of Enrollment Receiving Aid	65%	67.88%	67.86%	66.59%
Percent of Enrollment Receiving a Pell Grant	24.42%	24.64%	23.73%	23.26%
Estimated Undergraduate Cost of Attendance (Resident)	\$19,490	\$20,464	\$21,472	\$22,212
*Average Graduating Undergraduate Indebtedness	\$26,383	\$27,082	\$27,095	\$22,212
Cohort Default Rate	4.7% (2009)	4.7% (2009)	6.00% (2010)	4.9% (2011)

GRANT AID

Financial aid funds that do not have to be paid back.

Type of Grant Aid	2010-2011	2011-2012	2012-2013	2013-2014
Federal Pell Grant	\$19,266,840	\$19,835,219	\$20,565,561	\$20,906,585
Federal Supplemental Educational Opportunity Grant	\$939,092	\$953,752	\$897,775	\$936,753
State Workforce Improvement Grant	\$196,247	\$172,825	\$180,300	\$162,912
State Higher Educational Opportunities Grant	\$733,374	\$494,969	\$545,250	\$485,930
Other	\$3,813,108	\$2,153,454	\$1,965,039	\$1,706,350
Total	\$24,948,661	\$23,610,199	\$24,153,925	\$24,198,530

WORK STUDY

A total of 109 offices employ 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.

Work Study Facts	2010-2011	2011-2012	2012-2013	2013-2014
Offices Employing Work Study Students	90	109	109	109
Students Employed	738	1,476	557	576
Amount Earned by UA Students	\$523,197	\$1,092,835	\$1,138,524	\$1,051,109
UA Students Employed in Community Service	\$108	\$129	\$129	\$133
Total Earned by UA Students in Community Service	\$108,995	\$216,529	\$251,498	\$224,856

STUDENT LOANS

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

Loan Type	2010-2011	2011-2012	2012-2013	2013-2014
Subsidized Stafford	\$33,775,483	\$35,785,945	\$25,729,675	\$26,180,395
Unsubsidized Stafford	\$40,830,441	\$42,315,359	\$55,387,284	\$54,522,925
Perkins	\$2,001,499	\$2,456,993	\$2,372,063	\$2,165,619
Parent PLUS	\$8,432,358	\$10,286,362	\$11,283,275	\$13,809,777
Graduate PLUS	\$1,583,953	\$1,713,020	\$1,674,713	\$1,637,433
Federal Nursing	N/A	N/A	N/A	\$9,679
Private Loans	\$3,779,128	\$5,100,508	\$6,867,579	\$8,195,929
Total	\$90,402,862	\$97,658,187	\$103,314,589	\$106,521,757

ARKANSAS STATE PROGRAMS

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

COLLABORATIVE EFFORTS

The Financial Aid Office collaborated with Student Accounts and the Arkansas Union to create two new offices in the Arkansas Union to be utilized by the Financial Aid Office during peak times to serve students better.

The Financial Aid Office also collaborated with the local program Graduate NWA to hold a FAFSA completion program for non-traditional and students returning to school. This program was meant to mirror the College Goal Sunday that used to be offered in Arkansas for freshmen.

SERVING STUDENTS

The counseling staff is assigned by student alphabet. Counselors are available to see students as walk-ins, as well as communicate with students by email and phone. The call center answered 54,365 calls and made 34,899 outgoing calls, for a total call volume of 89,245 calls (not including counselor direct calls). Total call talk time was a combined 4,790 hours with an average call time of 3 minute and 13 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. Tracking software does not allow for complete tracking so phone calls are under estimated. Walk-in students totaled 15,072 (down from 19,919 in 2012-2013). It is believed that the decrease is due to quicker processing eliminating the need for students to visit the office.

PROCESSING AND SYSTEMS

Staff use the verification process to evaluate FAFSA documentation for accuracy. During this verification period, wait time for students was reduced to 1 day.

Processing and Systems	2010-2011	2011-2012	2012-2013	2013-2014
FAFSA's Loaded	21,145	23,370	21,660	21,795
Selected for Verification	5,663	5,406	4,770	5,664
Completed Verification	4,190	4,076	3,413	4,132
Scanned Documents	71,360	N/A	N/A	56,718
Faxes	N/A	5,259	4,512	4,418
Documents Auto ported to Empower	N/A	127,688	165,187	158,123

The Office of the Registrar has consistent and significant interaction with students from the point of matriculation to graduation and beyond. Maintaining student records is a large portion of the office's responsibility, but the Registrar is also dedicated to serving the needs of students, faculty, alumni, and staff. It is the goal of the office to meet these responsibilities in the most effective ways, utilizing excellent service skills, technology, and the best practices among registrar's offices of peer institutions.

MAJOR ACCOMPLISHMENTS

OUTSTANDING STAFF TEAM AWARD FOR 2014

In March, the University of Arkansas Staff Senate recognized the Office of the Registrar with the Outstanding Staff Team Award for 2014. From among 15 other team nominations, the Registrar's office was selected in part for its

As reported in *Newswire* on March 12, 2014:

The team worked tirelessly to offer efficient, dynamic customer service and positive sustainability efforts, even while undergoing a physical relocation of the office and staff to an off-campus site mid-year. The dedicated efforts by this outstanding group of team members continue to exemplify the cooperation necessary to meet the University's mission and goals and to lay the groundwork for future initiatives.

efforts in finding innovative solutions to increase efficiency and to improve services for the campus. This included increasing online services, working with other university units to comply with new policies and requirements, and setting up the new Intersession terms. Much of this was done while the office was making preparations to move its core operations to the Uptown Campus.

PRE-ENROLLMENT OF NEW FRESHMEN

In the spring of 2014, the Office of the Registrar began the planning process for enrolling 4,145 new freshmen into nine hours of coursework before the students arrived at orientation. This was the first attempt to do something like this at the U of A, and it required extensive collaboration with the Office of Admissions and the undergraduate academic colleges. There were 44 different classes and labs used for this process, which amounted to a total of 25,034 pre-enrolled hours. The project was time intensive, but initial indications show that it is a worthwhile initiative. Assessment of the process will begin in July 2014.

ONLINE COURSE CHANGE FACILITY RELEASED

The new online course change facility through CourseLeaf was released in the fall of 2013. This provides a more sophisticated and robust online course change process for the campus, and one that is integrated with the Catalog of Studies. Registrar's office staff worked extensively with the vendor and campus users to customize this process for the U of A campus.

PROGRAM CHANGE FORM PREPARED FOR LAUNCH

Final preparations for the release of the online program change form in CourseLeaf were also completed this past academic year. For the first time at the University, program changes will be done completely online without the need of paper copies until the final part of the process. All users will be able to view the status of a program change form online. This update is expected to be released by August 1, 2014.

25LIVE IMPLEMENTED

During the spring of 2014, 25Live, a web-based room scheduling software, was fully implemented across campus. Administrators and guests can now log in to a more user-friendly interface with their UARK credentials. Training is ongoing across campus.

ROOM SCHEDULING AND FIRE CODE COMPLIANCE

The Central Room Scheduling unit worked with an ISIS programmer to develop a modification that restricts enrollment in a classroom beyond the fire code limit. This allows for scheduling with 100% fire code compliance for all classes, including special purpose rooms.

CLASSES SCHEDULED INTO ROOMS BY PRIORITY REGISTRATION

Fall 2013 was the first time in over 20 years that all classes were scheduled into rooms by the beginning of priority registration. This represents progress made by the Central Room Scheduling unit over the last three years in making the scheduling process more efficient and effective.

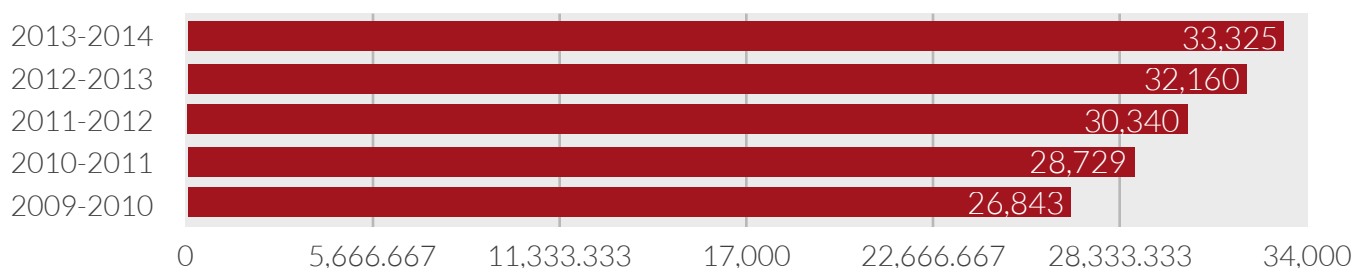
NEW DEGREE AUDIT INITIATED

Over this past year, work was done to identify the best approach for improving the degree audit process. Through this process, it was discovered that North Carolina State University had developed an online audit that best fit the University's needs. Last fall staff made a site visit to the NCSU campus, and in the spring the Registrar's office hosted their programmer for a week to discuss setup. This collaboration has resulted in a working audit in a test environment. The goal is to continue to work over the next academic year, releasing the audit to colleges after successful testing. This update will greatly enhance the ability for students, advisors, and administrators to view degree progress. The end result should be a more efficient degree clearance process and increased retention and graduation rates.

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 1,165 over the previous year, from 32,160 in 2012/2013 to 33,325 in 2013/2014.

NUMBER OF TERM ACTIVATIONS



Priority Registration (two week totals): For the Summer 2013 priority registration period, 21,127 registration appointments were created and 4,991 students registered. This means nearly 24% of the students with enrollment appointment times registered for summer classes during priority registration. For Fall 2013, 21,300 appointments were created and 12,198 students, over 57%, registered during priority. For spring 2014, there were 24,823 appointments set and 16,608 students, nearly 67%, registered during priority registration.

In comparison to the previous year, there was an increase in priority enrollment for each term except summer. In Summer 2013 priority registrations decreased by 162 students. In Fall 2013 the increase was 836 students, and in Spring 2014 the number of students registering during priority registration jumped by 421 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 18,163 manual class enrollments during 2013-2014, an increase of 666 from the previous year.

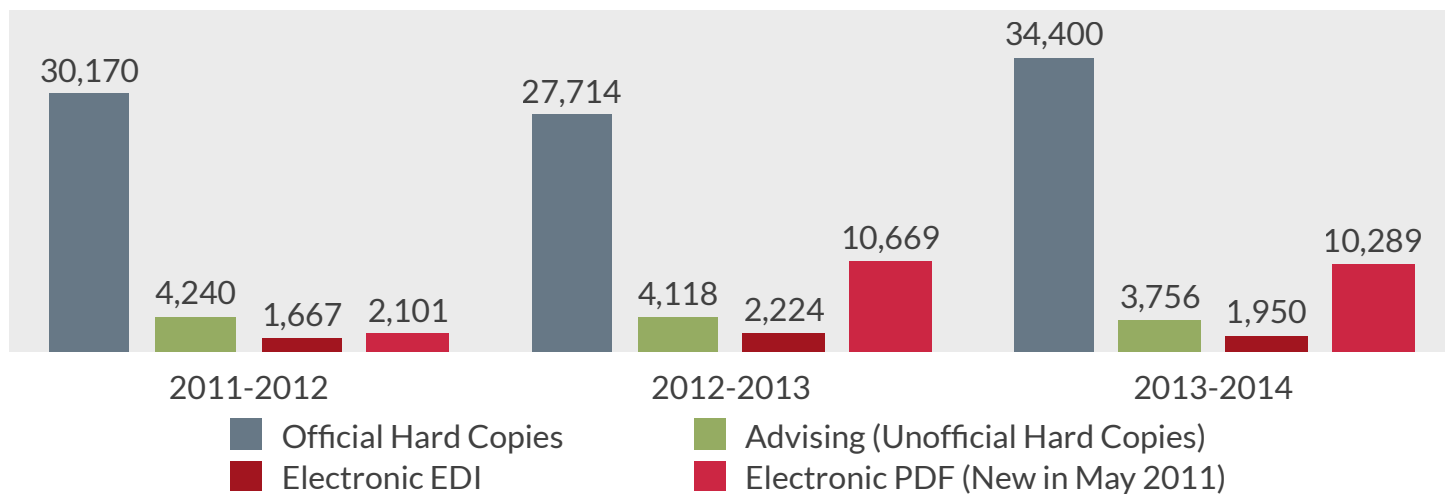
Final Exam Policy: In support of Fall 2013 final exams, the group sent out 2,586 emails with supporting documentation, and, for the Spring 2014 term, another 1,832 emails were generated to inform students of their ability to adjust their finals schedule due to multiple daily finals as defined by policy.

RECORDS

Residency Reclassifications: The Office of the Registrar processes all residency reclassifications and manages the appeal process for non-residents who want to petition for resident status. This past year there were 3,296 residency changes processed by the Registrar's staff.

Transcripts: The records area of the Office of the Registrar delivered 40,106 transcripts per students' requests in 2013/2014, down slightly from 40,607 in 2012/2013. Below is a comparison of 2011/2012 through 2013/2014 that shows the number of transcripts sent and the transcript types delivered. The electronic (EDI) copies represent primarily those sent to other Arkansas institutions and the Arkansas Department of Higher Education. Over 22,000 of the requests for official transcripts were made online. There were 15,143 requests made through Transcripts on Demand, our online transcript service. An additional 7,280 requests were made by current students through their Student Center page in ISIS.

TRANSCRIPT TYPES DELIVERED



Enrollment Verifications Processed: There were 2,089 student-requested personal enrollment verifications produced by the office. These are generally used by students and parents to validate enrollment for insurance purposes.

Grade Forgiveness Forms Processed: 1,678 grade forgiveness forms were submitted by students and processed by the records area.

Grade Change Forms Processed: 1,088 grade changes that could not be completed by instructors in ISIS were processed by the office.

TRANSFER CREDIT

The transfer credit area has done an exceptional job evaluating and posting transfer credit. When a transcript is received, it is evaluated, regardless of whether or not the student has been admitted to the university. This allows prospective students to see how their transfer credit can be applied at the U of A. This past year, the transfer credit area staff evaluated 16,827 college transcripts and articulated 104,428 courses into students' records. There were 11,902 individual transcripts posted to students' academic records, with 83,817 courses receiving credit. Currently, there are 3,212 institutions with course evaluations on the Transfer Equivalency Guide. There were 26,186 individual courses added to the Transfer Equivalency Guide last year. Overall, there are now 355,791 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 records. This past year, staff posted a total of 4,030 test credits, a decrease of 629 test credits from the previous year.

GRADUATION

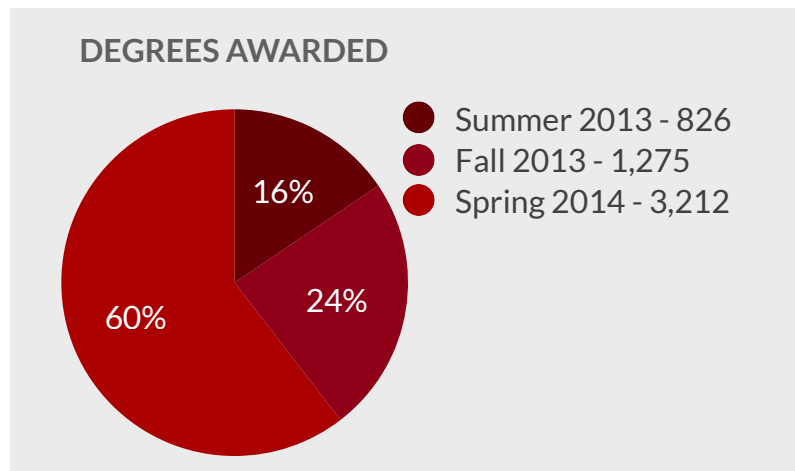
During the academic year of 2013-2014, a total of 5,365 degrees were awarded. This represents an increase of 499 (10.25%) degrees awarded, compared to the previous year. Numbers for the three main terms involved during this period (Summer 2013, Fall 2013, and Spring 2014) are shown below. The total number of students who applied to graduate for these terms was 6,897. 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.

Commencements: The Office of the Registrar again co-coordinated the fall and spring All University Commencements ceremonies. This involved coordinating most of the logistics for the program. Overall, the events went extremely well, with over 860 students crossing the stage for All University Commencement in the fall, and nearly 800 graduate students walking in the spring ceremony.

DATA INTEGRITY

Ensuring and maintaining data quality assurance is paramount to accurate record keeping and data integrity. Data integrity encompasses more than student data, and through queries and communications with the colleges and other areas, a number of data issues were resolved:

- Staff identified and corrected over 8,600 data integrity issues revolving around students' records.
- ISIS information uploads for faculty and staff are conducted in a nightly process. Over 32,000 of these records were loaded into ISIS this past year, with over 4,500 records requiring additional item resolution.
- Staff ensured accurate transfer credit posting for more than 1,900 students whose credits had been entered but who had not yet matriculated.
- Staff maintained athletic student groups to ensure over 800 holds were removed or added in timely fashion.
- Staff assisted the Office of Admissions with more than 350 changes to students' admit terms and application statuses.
- Staff completed data assurance checks with Clearinghouse pulls (four within each regular term), averaging 25 errors and 44 verifications each.



CURRICULUM INVENTORY

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

Course/Class Inventory: During the past year, curriculum staff processed 1,158 course changes (an increase of 61 from the previous year) via the online facility for course change proposals, recording each of those changes in Course Catalog on the Integrated Student Information System (ISIS). In addition, some 1,600 new courses were created to support the ongoing initiative to more accurately articulate transfer credit work posted to student transcripts. In a related project, another 1,016 existing transfer courses were adjusted to allow repeatability. ACTS course equivalency information (added to the catalog last year) was reviewed throughout the year in order to remain compliant with Act 747's guaranteed course transfer policies. Catalog data integrity was maintained through regularly scheduled Quality Assurance reports (QAs) and through an Annual Course Review process. In the review process, courses with no enrollment for five years and courses inactive for three or more years are evaluated. Staff collaborated with University Relations to produce the undergraduate, graduate, and law school catalogs, and once again worked with the colleges in order to help them prepare each term's Schedule of Classes in a timely manner. Staff corrected course-to-class discrepancies identified through recurrent QAs, and responded to questions and issues brought to their attention by college personnel working to schedule their department's class offerings.

Implementation of CourseLeaf software continues. This year marks the second in which the undergraduate, graduate, and law school catalogs were published via the software. Additionally, phase two of the project was rolled out, allowing users to submit course change proposals in the new curriculum management (CIM) system. Workflow is fully automated, and course change proposals are archived directly in CourseLeaf. Collaboration with UITs was necessary in order to create and maintain multiple course information extracts to populate the software database, as well as the development of a nightly process to transmit those files to the CourseLeaf servers. Future integration with ISIS will allow course information updates to be made from one system to the other without the manual data entry that is currently required. Since the go-live date in early January, more than 250 course change proposals have been submitted in CIM. Curriculum staff continues to work with the software company to troubleshoot outstanding issues in order to improve system performance.

Degree Program Inventory: During the past year, curriculum staff processed 429 degree changes via the Program Change process. Electronic distribution (in the form of scanned documentation emailed to campus constituents) of the approved forms continues to be standard procedure, and staff coordinated with Admissions 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, as well as via the annual internal degree program audit conducted in conjunction with Institutional Research. Work on Program Management, the final component of the CourseLeaf software, is nearly finished. Once implemented, it will provide the campus with an online, automated workflow system for degree program approvals for the first time ever. As with the course inventory piece, program change proposals submitted via Program Management will be distributed by and archived within the software itself, and then updated in the software's catalog component. This means a significant reduction in the manual data entry currently required to edit catalog copy in preparation for each year's publication. System testing is ongoing, with a targeted go-live date of early August 2014.

Curriculum staff collaborated with admissions offices, UITs, and Global Campus in a project to revise the online application process so that prospective students can select between on-campus and online degree programs offered at the University. On the curriculum side of the project, modifications to multiple degree inventory tables were required, as well as manually reviewing/setting all active degree plans and concentrations (approximately 1,500 in all) to display appropriately in the application.

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

modifying a census day process in order to significantly reduce manual data entry required to accurately reflect graduate students receiving graduate credit for undergraduate classes.

ROOM SCHEDULING

Fall 2013 was a record breaking semester for Centralized Room Scheduling. For the first time in 25 years, rooms were assigned for all classes requiring a general access classroom space before Priority Registration began. Rooms were also assigned before Priority Registration for Spring 2014. Room assignments now average approximately 3,000 class sections per spring and fall term.

The rededication of Ozark and Vol Walker Hall infused much-needed classroom, laboratory, and auditorium space back into the inventory for scheduling; this, in turn, caused a slight drop in the utilization numbers. As the year progresses, this percentage is expected to balance out and reflect more accurately the actual room usage.

Average room utilization of 61% and seat utilization of 60% was attained for general access classrooms in the newly renovated Ozark Hall.

	SPRING 2014	SPRING 2013	FALL 2012	FALL 2013
Room Utilization	68.9	68.1	77.4	74.0
Seat Utilization	65.1	81.7	80	64.9
Schedule Compliance*	68.8	76.5	75.4	69.1
Total General Access Rooms	151	142	141	151
Total Special Purpose Rooms (in R25)	582	372	316	316

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 95 different entries scheduled on the Production Calendar over the course of the year. Over 7,400 runs were scheduled on the Production Calendar during the year, with approximately 10,900 outputs created. There were 42 external reports processed during the year (including Alumni, honor societies, military recruiters, etc.). On average, 40-75 ISIS production processes were scheduled on a nightly basis.

Computer Support: During the course of the year staff provided support assistance via on-site, phone, email, and Jabber for the Office of the Registrar at UPTE and HUNT. This support included installs of 6 new computers, 4 new laptop setups, 6 new monitor setups and 2 new printer setups. Additional support included: hardware – 387 issues documented (installs, repairs, troubleshooting/research, updates/upgrades, moves/setups, surplus); network – 36 issues documented (troubleshooting, RDC, VPN, wireless, printer and LAN); and software – 500 issues documented (installs, troubleshooting/research, upgrades/updates, adware/virus issues and special requests).

Computer Equipment Inventory: During the course of the year, staff documented assistance with pricing/purchasing of new computer equipment and supplies, as well as the surplus of old equipment. The staff also kept inventory records for the year that included tagging and entering new inventory, documenting inventory that was moved between different offices at UPTE and also between UPTE and HUNT. Work included documenting the removal and/or surplus of any replaced/outdated equipment that was no longer in use by the Office of the Registrar at UPTE or HUNT. Additionally, work included the storage of computer equipment used as backup/replacement for UPTE and HUNT.

Pricing and Purchasing: Staff priced/purchased 6 Dell Computers, 4 Dell laptops and 10 Dell monitors from the U of A Computer Store. 3 HP printers, 5 Microsoft Ergo Keyboards, 15 Altec Speaker Sets, 5 monitors, 4 laptop cases,

1 Logitech Webcam, 1 Logitech Wireless Keyboard and Mouse, 16 Ethernet, USB or VIDEO cables, 4 monitor risers and 7 various power supplies were purchased from Amazon. One surplus, consisting of 4 items, was completed during the 2013/2014 fiscal year.

Website Updates: Routine maintenance and updates continue. Over 127 web page changes were made during the last year.

SharePoint Site for the Office of the Registrar: Regular Sharepoint maintenance was conducted, especially for Graduation sites with access issues.

ISIS Security: Staff supported the Office of the Registrar by evaluating security requests and assigning appropriate security roles to campus users of ISIS. New security roles were created and assigned to users as needed. Staff manually evaluated and processed numerous requests for assistance with Instructor Advisor access, processed 395 user requests for new or additional access to ISIS that were not Instructor Advisor access, and evaluated 12 BASIS/ISIS security comparison reports which resulted in the manual evaluation of 678 individuals.

ACADEMIC ADVISEMENT

Administrative Academic Advisement Reports: 9,239. These reports are used by some colleges for advising purposes and other colleges for degree clearance, but the majority were used to “seed” reports for new students.

Self-Service Advisement Reports: 545 reports were processed.

Core Check Advising Reports Produced: Reports were produced for 12,884 students (each report ran 4-5 times per student through the reporting period for the fall and spring graduation ceremonies). Reports were processed for current and future applicants for graduation and used to validate the completion of University requirements and the State Minimum Core for undergraduate applicants.

Program Updates/Changes: 104 updates completed for the 2014/2015 catalog.

New Degree Audit: In October, 2013, senior staff from the Office of the Registrar joined others for an on-site visit at North Carolina State University (NCSU) for an overview of a promising re-versioning of the PeopleSoft product's advisement report. After the meeting, NCSU provided the delivery and assistance to implement the new version of the degree audit on the UofA campus. Several aspects of the new “Degree Audit” will prove to be advantageous to our campus such as visual appeal and ease in completing substitutions.

The encoding team has coded the new version for majors in the College of Engineering and the Walton College of Business and is currently completing coding for the Bumpers College of Agricultural, Food and Life Sciences (49 majors total so far). Tasks such as branding the audit to make it U of A specific have also been put into place. Other requests to ensure greater user satisfaction are being added for project completion. It is anticipated the degree audits will be made available to administrators, advisors, and students within the College of Engineering by the Fall 2014 term. In the Spring 2015 term, it is anticipated access will be made available to other colleges as degree audits are coded, tested, and approved.

The Office of the Registrar's staff completed over 100 projects throughout the year. Projects completed reflect the Office of the Registrar's constant efforts to enable added functionality, maintain a stable and efficient database experience, and assist users across the campus. Some major projects are included below.

Syllabus Upload: In a collaborative effort between University Information Technology Services (UITs) including the ISIS and Java teams and the Office of the Registrar, a facility was created in the faculty self-service center to upload syllabi within ISIS. Uploaded syllabi were available for viewing in the Schedule of Classes, students' class schedules after registration, and a public, searchable website created by the Java team.

Grade Roster Approval Column: To assist faculty members with identification of grade roster approval status, an additional display was added to the faculty self-service page. This allowed faculty members to quickly and easily determine rosters that had been submitted and approved.

Transcript Requests: To aid current students' efforts in requesting official and unofficial transcripts, a service was enabled in the student self-service center. Students can immediately view and print their unofficial transcripts for free; the fee was dropped. Students are charged the official transcript request fee directly to their student account and their requests are processed via the normal business practice.

Starfish/UASuccess: Staff implemented phase one of Starfish/UASuccess campus-wide as a replacement for AdvisorTrac. Staff also worked closely with Starfish support, the UA Starfish administrator, UITs, and the Blackboard administrator to assure data integrity across three applications – ISIS, Blackboard, and UASuccess. Adjustments to the advisors' display on the student self-service centers were made as needed. UASuccess is designed to help improve student retention by increasing information tracking among advisors.

Sunapsis: Staff worked with the office of International Students & Scholars in their implementation of Sunapsis, an immigration case management system. Previously ISS had to rely on customizations made within ISIS to access and process information on foreign students and scholars as required by the Department of Homeland Security. Sunapsis communicates directly with SEVIS, making the existing ISIS customizations unnecessary. This change has freed up time and resources for the ISIS team.

ISIS currently has nearly 32,000 active student users, over 2,000 faculty users, almost 11,000 parent users, and 46,000 undergraduate and graduate applicants who can use the system daily. These are large numbers, and the ISIS Team works diligently to keep the system accessible, pertinent, and convenient for all users.

The three ISIS User Groups implemented two years ago continue to represent the student, faculty, and staff end users in a positive manner. Each group has brought excellent ideas, as well as constructive feedback from their peers, to each meeting. They have been so successful that Mary-Ann Bloss, associate director of ISIS, had a presentation about U of A user groups accepted at an annual conference for PeopleSoft peers.

ISIS MOBILE

A suggestion from one of the user groups last year was the campus' need to be able to view ISIS easier on mobile devices. Among other things, students were excited about the possibility of being able to access their schedules and grades while walking across campus. Faculty liked the idea of accessing their rosters and student photos on tablets while in class. After much research, GreyHeller was selected as the mobile provider, and the ISIS student and faculty user groups served as focus groups for our mobile project. The mobile Student Center went live just before priority registration in October.

Caitlin Allison, a sophomore education major who used ISIS mobile to register said, "I was able to see which classes were open, and when seconds count to get in the class you want, it's helpful to have ISIS in the palm of your hand. ISIS Mobile was really easy to use and much more convenient than using a computer."

Faculty Center mobile was unveiled in early December, and Advising Center followed the next month. Spring 2014 was the first semester that all three mobile centers were available, and the numbers show the new option is very popular with end users. On the day prior to, and the first day of classes that semester, more than 92,000 mobile transactions took place in ISIS during the 34-hour window of normal availability.

ISIS TRAINING

When implementation of the new student information system kicked off in 2001, ISIS had a dedicated training database where instructors could create specific scenarios needed for training the different types of users. Soon after implementation was completed, the training database hardware was taken for use in other areas of IT Services. The move forced our instructors to start training ISIS users in the production instance, which does not meet general IT security best practices. Following a meeting with IT Services management this past fall, it was decided that a new training instance could be created. While ISIS Training — as it will be called — has not yet been turned over to staff, it is anticipated that use will begin this fall, and the number of training sessions offered to faculty and staff users will increase.

ONLINE SECURITY REQUESTS

Another update from the system implementation occurred in the fall when a new method of requesting ISIS security was introduced to users. Previously, when an employee needed access to ISIS, a paper form first had to be completed and then signed by the employee's respective department head and dean, before finally being faxed to the first of six functional offices. Several issues resulted from this method: faxes were lost; requests became extremely difficult to read by the third-generation fax; forms sat idle on desks; and each functional office was keeping a copy of the request (significant paper burden).

After three years in development, a new ISIS security request unveiled in October has been met with overwhelming approval. Now, a security request is processed completely within ISIS. Employment verification and departmental approval are both done online. The functional offices automatically receive notification that a request for security is in their queue, and once all security has been assigned, an e-mail is generated to the end user with a temporary password. The originator of the request is also notified that security has been set. This new method is easier for the person making the request, fewer administrators are required for approval, and security is assigned faster. And since all new requests are stored in ISIS, less paper is being used across campus.

RESTRUCTURE

The ISIS restructure continued this year with the announcement that the ISIS core group would be moved to a new budgetary unit. The new BU, ISIS Student User Management (ISUM), becomes active July 1, 2014, and will be managed by the core team. Starting the first of the new fiscal year, all payroll, purchases, and travel charges made by ISIS core team will move from the ISIS Maintenance account that has been managed with IT Services oversight for three years. ISIS Maintenance will remain with UITs, which has been managing the ISIS contractual hardware/software cost centers since the restructure began in 2011. This will be the final step in restructuring the original ISIS Project, creating two separate entities focused entirely on their areas of supporting users and supporting the software and systems that contain the system.

SERVICE AND PROFESSIONAL DEVELOPMENT

Throughout the past year, ISIS has continued its tradition of outstanding service to constituents. The ISIS core team responded to more than 2,600 inquiries and help requests from current and former students, parents, faculty, and staff. Communication to all users was intensified during system changes and modifications. Focused e-mail, social media, announcements, and Newswire articles alerted users of outages or upcoming changes and directed them to detailed documentation located on the ISIS Help website.

More than 21 group and one-on-one training sessions were created and presented to campus faculty and staff. In addition, the office set up Oracle training for the ISIS technical and database groups. The ISIS training office participated in campus orientation sessions for new faculty and new graduate students to answer new user questions and explain the services ISIS offers to the different audiences. The office also created an assortment of ISIS documentation and e-learning sessions covering system modifications. Existing documentation was reviewed

and updated on the ISIS Help website. In addition, training materials were created for campus offices specific to their use in ISIS.

NATIONALLY COMPETITIVE AWARDS

The Office of Nationally Competitive Awards (ONCA) provides information, resources, and support for students applying for a variety of merit-based, nationally competitive undergraduate and post-graduate opportunities, including scholarships, fellowships, internships, and study abroad programs. ONCA manages outreach and advising for students at the freshman through graduate level and works to connect students with opportunities appropriate to their long-term academic and professional goals. In addition to offering individual advising appointments, ONCA staff members organize informational meetings, group workshops, and practice interviews as means of preparing students to compete at the state and national level. The office also supports students applying to graduate, law, and medical school (the director sits on the Pre-Medical Advisory Committee).

BY THE NUMBERS

During the 2013-14 academic year, ONCA completed a review of the University of Arkansas's standing in several key scholarship programs. In two major undergraduate competitions, the Goldwater Scholarship and the Truman Scholarship, the U of A is ranked 1st in the SEC. In the Goldwater, our all-time total of 49 scholars places the U of A 15th among public institutions and 29th among both public and private institutions. For the Truman Scholarship, our total of 18 scholars places the U of A 13th among public institutions and 32nd among both public and private institutions.

In two major post-graduate competitions for study in the United Kingdom, the Marshall Scholarship and the Rhodes Scholarship, the U of A is in the top fifty among public institutions. Our record of 7 Marshall Scholars places the U of A 20th among public institutions and 51st among both public and private institutions. For the Rhodes Scholarship, our total of 10 Rhodes Scholars ranks the U of A 38th among public institutions and 76th among all institutions.

In total, U of A students have received 60 Fulbright Scholarships, 104 National Science Foundation Graduate Research Fellowships, 7 Udall Scholarships, 3 Gates Cambridge Scholarships, and 827 State Undergraduate Research Fellowships.

STUDENT AWARDS AND ACHIEVEMENTS

During the 2013-14 academic year, the University of Arkansas continued a long tradition of students winning prestigious scholarships, as U of A students received more than \$2.7 million dollars in competitive fellowships and scholarships. Students earned awards on both the state and national level and were recognized for their commitment to academic excellence, research, public service, leadership, and community involvement. This year saw U of A students win some of the most prestigious and competitive scholarships and fellowships in the nation, including the Marshall Scholarship, Fulbright Scholarship, National Science Foundation Graduate Research Fellowship, Truman Scholarship, Goldwater Scholarship, James Madison Fellowship, Gilman Scholarship, and National Institutes of Health Oxford-Cambridge Scholarship.

MARSHALL & RHODES SCHOLARSHIPS

The Marshall Scholarship, one of the most prestigious post-graduate awards available to an American student, funds one to three years of graduate-level study at any university in the United Kingdom. This year, Mike Norton, who graduated from the University of Arkansas in 2013, received the Marshall Scholarship – one of only 34 awarded in the nation. Norton, also a 2013 Truman Scholar, majored in both poultry science and agricultural business in the Dale Bumpers College of Agricultural, Food and Life Sciences, and was a member of the Honors College. He plans to pursue a master's degree in politics at the University of Oxford.

Norton is the seventh Marshall Scholar from the U of A. Previous Marshall Scholars include Ben Hood (2002), Megan Ceronsky (2001), Warwick Sabin (1998), Charles King (1990), Lisa Pruett (1989), and John Eadie (1960).

The Rhodes Scholarship is the oldest international scholarship program and was initiated after the death of Cecil Rhodes in 1902. The scholarship is intended to bring outstanding students from many countries around the world to

study at the University of Oxford. Only 32 U.S. Rhodes Scholars are selected each year. Last fall, two U of A students – Mike Norton and Rachael Pellegrino – were selected as finalists for the Rhodes and invited to interview for the scholarship.

Rachael Pellegrino, a Bodenhamer Fellow and Honors College student who majored in anthropology and biochemistry in the J. William Fulbright College of Arts and Sciences, graduated this spring and will enter medical school at Johns Hopkins University this fall.

There have been 10 Rhodes Scholars from the U of A. Previous Rhodes Scholars include Anna Terry (2001), Eric Wear (1985), William Huff (1957), Gaston Williamson (1935), J. William Fulbright (1925), Phillip Brodie (1913), John Shipley (1911), Morris Cleveland (1908), Charles A. Keith (1907), and Neil Carothers (1904).

J. WILLIAM FULBRIGHT SCHOLARSHIP

The Fulbright program was established in 1946 through legislation sponsored by Sen. J. William Fulbright of Arkansas to promote international education as a means of fostering cultural and political understanding across the globe. More than 155 countries participate in the program, and approximately 1,900 students from all fields of study are awarded grants each year.

This year, five U of A students were awarded Fulbright Scholarships to complete their studies or teach abroad during the upcoming academic year. The Fulbright international exchange program offers students the opportunity to travel to a country of their choice, either to conduct advanced research in their fields of study or to teach English in elementary and secondary schools. Of the five University of Arkansas students awarded, two received research scholarships and three won English teaching assistantships. Two applied as undergraduates; three as graduate students. A sixth student received a Fulbright Scholarship, but accepted a different award instead.

The Fulbright winners are:

Anne Greeott, a Walton Creative Writing Fellow, is pursuing a Master of Fine Arts in literary translation and creative writing in the department of English in the J. William Fulbright College of Arts and Sciences. She has been awarded a Fulbright Scholarship to travel to Rome to complete her work on translations of the poet Mario Luzi, a Nobel Prize nominee. In addition to her research, she will teach periodic workshops on poetry and literary translation to public high school students in Rome.

Courtney Hill, a Chancellor's Scholar and Distinguished Governor's Scholar, graduated this spring with a degree in civil engineering and a sustainability minor. She will spend the upcoming year teaching English in South Korea before pursuing a doctorate in civil engineering as a National Science Foundation Graduate Research Fellow.

Karsten Powers, an Honors College Fellow and an Arkansas Governor's Scholar, majored in Spanish and international relations in Fulbright College, minoring in German. He graduated this spring and will teach English in Madrid, Spain, in the fall. After completing the Fulbright, he plans to pursue a Master of Arts in international relations.

Vena Romero has just completed the Master of Laws program in agricultural and food law at the School of Law. She will complete a research study on indigenous food sovereignty in New Zealand. Her study will compare similar colonial experiences between the Maori people of New Zealand and American Indians in the United States and explore the influence of traditional food systems.

Rachael Schaffner is a master's student in the department of English in Fulbright College. She will teach English at Ataturk University in Erzurum, Turkey. When she returns, she plans to pursue a doctorate in ecological criticism.

Adrian Beam majored in music and European studies in Fulbright College, graduating last spring. She was offered a Fulbright Scholarship to teach English in Austria but declined the offer in order to accept the Austrian Government Teaching Award.

NATIONAL SCIENCE FOUNDATION GRADUATE RESEARCH FELLOWSHIP

Twelve University of Arkansas students – six undergraduate students, three recent graduates, and three graduate students – received National Science Foundation Graduate Research Fellowships for the upcoming academic year. Each fellowship is worth \$32,000 per year and can be renewed for up to three years. Along with the renewable stipend, each student's institution will receive \$12,000 per year, bringing the total amount of funding awarded to these 12 students to more than \$1.5 million. The award recognizes not only academic excellence, but also the expected future contribution that each student's research will make to her or his field and to society at large.

Jeremy Dunklin is a graduate student in chemical engineering at the University of Arkansas. He received his undergraduate degree from Southern Arkansas University.

Megan Dunn majored in chemical engineering and graduated from the University of Arkansas in 2013. Dunn was a member of the Honors College as an undergraduate. She is currently a graduate student at the University of Michigan.

William Erwin graduated from the University of Arkansas in 2012 as a chemical engineering major with minors in chemistry and mathematics. As an undergraduate, Erwin was an Honors College student. He is currently a graduate student at Vanderbilt University.

Gregory Forcherio is a graduate student in microelectronics-photonics at the U of A. He received his undergraduate degree from Southeast Missouri State.

Courtney Hill, an Honors College student who majored in civil engineering with a sustainability minor, graduated this spring. She also received a 2014 Fulbright Scholarship to South Korea. After completing her Fulbright, Hill plans to attend graduate school at the University of Virginia.

Ross Liederbach, an Honors College student who majored in electrical engineering with a minor in mathematics, graduated this spring. He will attend graduate school at the University of Illinois at Urbana-Champaign.

Frederick McCollum, an Honors College student who majored in mathematics and computer science, graduated this spring. He will attend graduate school at New York University's Courant Institute of Mathematical Sciences.

Justin Norman graduated from the University of Arkansas in 2013 with degrees in chemical engineering and physics with honors. He is currently a graduate student at the University of California, Santa Barbara.

Trent Rogers majored in mathematics. He will attend graduate school at the University of Arkansas.

William Stiritz, an Honors College student who majored in biology with a Spanish minor, graduated this spring. He will attend the University of Arkansas for graduate studies in ecology.

Nasya Moriah Sturdivant is a graduate student in biomedical engineering. She received her undergraduate degree from North Carolina A&T State University.

Douglas Wolf graduated from the U of A with a degree in environmental, soil and water science.

This group of fellowship recipients marks a milestone year for the University of Arkansas. As of 2014, 104 U of A students have received the prestigious NSF Graduate Research Fellowship. Six recent graduates – Alexander Nelson, Kaila Pianalto, Preston Scrape, Ryan Shinabery, Rebecca Simpson, and Mariel Williams – and four graduate students – Joseph O'Neill, Sean Salazar, Aaron Shew, and Micah Wyssmann – also received honorable mentions.

NATIONAL INSTITUTES OF HEALTH OXFORD CAMBRIDGE SCHOLARSHIP

The National Institutes of Health Oxford-Cambridge Scholars Program funds students pursuing both an M.D. and Ph.D. in order to prepare for careers in biomedical research. Scholars study under scientists at the NIH and at either Oxford or Cambridge.

This year, Mathias Bellaiche, a Sturgis Fellow who majored in both biophysics and biophysical chemistry, received the NIH Oxford-Cambridge Scholarship. He is the first student from the U of A to win this highly competitive award and one of only ten students selected in the country. He plans to study at Cambridge.

JAMES MADISON FELLOWSHIP

This year, Annie Williams, a student enrolled in the Master of Arts in Teaching program in the College of Education and Health Professions, won the prestigious James Madison Fellowship in the amount of \$24,000 to help her pay for graduate studies in American history. The James Madison Memorial Fellowship Foundation generally selects one winner from each state, the District of Columbia and U.S. territories each year.

Previous James Madison Fellows from the U of A include Alexander McKnight (2009), Korienne Barnes (2002), Kathleen Blankenship (2001), and David Buchner (1999).

TRUMAN SCHOLARSHIP

University of Arkansas senior Cicely Shannon of Texarkana won a 2014 Harry S. Truman Scholarship. Shannon is a Bodenhamer Fellow in the J. William Fulbright College of Arts and Sciences and is majoring in economics with a concentration in international finance and economic policy. Shannon is one of 59 students from 52 U.S. colleges and universities to be awarded the prestigious scholarship this year. She will receive \$30,000 to be used toward graduate study.

Landscape architecture student Katie Dunn was selected as a Truman finalist.

Truman Scholars are selected on the basis of their academic success, leadership skills and the likelihood of their becoming public service leaders. Recent University of Arkansas Truman Scholars include Nathan Coulter (2013); Mike Norton (2012); Olivia Meeks (2008); Dwayne Bensing (2006); and Catherine St. Clair (2005).

GOLDWATER SCHOLARSHIP

Hailey Dunsworth, an honors senior majoring in chemical engineering, was selected as a 2014 Goldwater Scholar. She will receive a scholarship of up to \$7,500 from the Barry Goldwater Scholarship Foundation for the coming academic year. Dunsworth's scholarship marks the 19th consecutive year that at least one U of A student has won the Goldwater.

Dunsworth is one of 283 students in the nation to be named a Goldwater Scholar. Her research focuses on reverse electrodialysis as it relates to fracking, with the goal of eliminating current environmental concerns associated with the process. Dunsworth plans to pursue a doctorate in chemical engineering and would like to conduct research at a national laboratory or with a company focusing on renewable energy.

Congress established the Barry M. Goldwater Scholarship and Excellence in Education program in 1986 to provide a continuing source of highly qualified scientists, mathematicians, and engineers by awarding scholarships to college students who intend to pursue careers in these fields. Goldwater Scholars are selected from a field of more than a thousand mathematics, science, and engineering students, who must be nominated by their institutions. The first University of Arkansas student to receive a Goldwater was mathematics major Todd Williams in 1991. The university has had a total of 49 students receive the prestigious award.

The University of Arkansas nominated four students for the Barry Goldwater Scholarship for excellence in math, science and engineering; three of those students were recognized with honorable mentions: Sushanth Kumar, Jonathan Mishler, and Michael West.

UDALL SCHOLARSHIP

The Morris K. and Stewart L. Udall Scholarship Foundation awards 50 merit-based scholarships of up to \$5,000 and 50 honorable mentions to college sophomores and juniors who have demonstrated outstanding potential and a commitment to pursuing careers related to the environment. The foundation also awards scholarships to Native American college sophomores and juniors who have demonstrated outstanding potential and a commitment to careers related to tribal public policy or health care.

The Udall Foundation recognized two U of A students with honorable mentions: Jodi Nimmo of Fayetteville and Katie Dunn of Muskogee, Okla.

Katie Dunn, also a finalist for the Truman Scholarship, received an honorable mention from the Udall Foundation for the second year in a row. A senior honors student majoring in landscape architecture, she is interested in city planning that revolves around sustainable practices. After years of professional practice, she plans to attend graduate school and then begin a career as a faculty member, teaching ecological practices within urban environments.

Jodi Nimmo is a senior majoring in sociology and minoring in sustainability and gender studies. She has worked actively with Tri Cycle Farms. She plans to pursue a master's degree in environmental sociology and hopes to bridge the gap between environmental issues and human rights.

GILMAN SCHOLARSHIP

During the 2013-14 academic year, 19 University of Arkansas undergraduates received the prestigious Benjamin A. Gilman International Scholarship, sponsored by the U.S. Department of State, for the fall, spring, or summer terms. The Gilman Scholarship allows undergraduate students with high financial need the opportunity to study or participate in an internship abroad, develop valuable career and language skills, and prepare themselves for the global economy while serving as citizen ambassadors in their host country.

Gilman Scholars receive up to \$3,000 to apply towards their summer study abroad program costs, and a limited number of students will also receive additional funding for language study through the Critical Need Language Awards, for a total award of \$8,000. At present, 80 U of A students have received the Gilman Scholarship since the program began in 2001.

ADDITIONAL NATIONAL AWARDS RECEIVED BY U OF A STUDENTS

Whitaker Scholarship
Japan Exchange and Teaching (JET) Scholarship
American Chemical Society Scholarship
Austrian Government Teaching Assistantship
Critical Language Scholarship
Gates Millennium Scholarship
National Science Foundation Dissertation Improvement Grant
National Science Foundation CyberCorps Scholarship
National Science Foundation Research Experiences for Undergraduates

STATE UNDERGRADUATE RESEARCH FELLOWSHIP

For the 2013-14 academic year, 49 U of A students earned State Undergraduate Research Fellowships (SURF). These students' research interests represent a variety of fields, including the arts, humanities, social sciences, agriculture, business, education, engineering, and the sciences.

Individual state awards ranged from \$1,375 to \$2,750, with the university providing matching funds for each student. SURF funds provide financial support for students to engage in research projects that are meaningful to their degrees and future careers, while also providing financial support to faculty research mentors who supervise student projects.

Name	Major	Mentor
Juan Aguilar	Electrical Engineering	Manasreh, Omar
Hannah Anderson	Health, Human Performance and Recreation	Ganio, Matthew
Anna Arnaud	Biomedical Engineering	Wolchok, Jeff
Brooke Beckwith	Biological Sciences	Magoulick, Daniel
Stephanie Bledsoe	Rehabilitation, Human Resources, Communication	Hagstrom, Fran
Mary Casteel	History	Hare, J. Laurence
Alexandra Chilton	Chemistry and Biochemistry	Tian, Ryan
Stephanie Cone	Biomedical Engineering	Balachandran, Kartik
Dorothy Currey	Psychology	Parks, Nathan
Amy Dunn	Food Science	Baum, Jamie
Hailey Dunsworth	Chemical Engineering	Hestekin, Jamie
Greg Esmond	Animal Science	Apple, Jason
Kaitlin Flattmann	Entomology	Goggin, Fiona
Spencer Foust	Mechanical Engineering	Spearot, Douglas
Jennifer Holmes-Smith	Civil Engineering	Zhang, Wen
Johnathan Hughes	Biological Engineering	Li, Wingning
Rachel Humble	Music	Margulis, Elizabeth
Keaton Jaramillo	Mechanical Engineering	Spearot, Douglas
Vasupradha Kumar	Chemistry and Biochemistry	Koeppel, Roger
Amanda Lowe	Chemistry and Biochemistry	Greathouse, Denise
Alexys Marrufo	Entomology	Goggin, Fiona
Sarah Mayfield	Food Science	Proctor, Andy
Frederick McCollum	Mathematical Sciences	Arnold, Mark
Amanda Mishler	Food Science	Hettiarachchy, Navam
Jonathan Mishler	Physics	Herzog, Joseph
Gabriela Morris	Biological Sciences	McNabb, David
Kevin Morris	English	Fagan, Benjamin
Sussana Oad	Biological Sciences	Du, Yuchun
Margaret Oliver	Chemistry and Biochemistry	Shi, Wei
Tracy Pack	Economics	Stapp, Robert
Hayden Pacl	Psychology	Bridges, Ana
Rebecca Pearce	Biological Sciences	Silberman, Jeffrey
Rachael Pellegrino	Chemistry and Biochemistry	Kumar, Suresh
Sarah Pittman	Finance	Rennie, Craig
Tyler Priest	Geography	Davidson, Fiona
Rachel Reeves	Biological Sciences	Pinto, Ines
Taylor Richmond	Marketing and Logistics	Kopp, Steven

Name	Major	Mentor
Anna Salomaa	Psychology	Veilleux, Jennifer
Gibran Santana	Civil Engineering	Grimmelsman, Kirk
Hannah Smith	Rehabilitation, Human Resources, Communication	Hagstrom, Fran
Gavatri Suresh Kumar	Chemical Engineering	Beitle, Robert
Jordana Thibado	Chemistry and Biochemistry	Koepp, Roger
Alexander Tinguist	Social Work	Schriv, Joe
Nattapron Tun	Psychology	Beike, Denise
Cassandra Walker	Biomedical Engineering	Zaharoff, David
Hope Washispack	Supply Chain Management	Waller, Matthew
Amy West	Agricultural Economics	Popp, Jennie
Ethan Williams	Electrical Engineering	Balda, Juan
Rachel Woody	Psychology	Feldner, Matthew

CAMPUS EVENTS

INFORMATIONAL WORKSHOPS

Each year, ONCA offers informational sessions for students interested in applying for outside scholarships and fellowships. This year, ONCA offered informational sessions for SURF, NSF, Truman, Goldwater, Udall, the UK scholarships (Marshall, Rhodes, Gates Cambridge), and – in collaboration with the office of study abroad – Fulbright.

NATIONAL SCIENCE FOUNDATION WRITING WORKSHOP

Following the NSF informational session, ONCA organized a workshop for students planning to apply for the National Science Foundation Graduate Research Fellowship. The workshop included presentations from ONCA, the office of study abroad, and a number of U of A faculty. After participating in a panel discussion chaired by Dr. Magda El-Shenawee, students met one-on-one with ONCA advisors and STEM faculty to discuss their individual application materials. Approximately 35 students attended the workshop.

STATE AND NATIONAL AWARDS RECEPTION

On April 23, ONCA honored more than 250 students and over 100 faculty members at its annual state and national awards reception at the Janelle Y. Hembree Alumni House. Among the students honored were a Marshall Scholar, 2 Rhodes finalists, a Truman Scholar, a Truman finalist, a National Institutes of Health Oxford-Cambridge Scholar, 12 National Science Foundation Graduate Research Fellows, a J. William Fulbright Research Scholar, 4 Fulbright English Teaching Scholars, 7 Gilman Scholars, a Goldwater Scholar, 2 Goldwater honorable mentions and two Udall honorable mentions.

Provost Sharon Gaber and Dean Bob McMath presented awards to the winning students and their mentors. Vice Provost Suzanne McCray, director of the office of nationally competitive awards, also presented lifetime achievement awards to Dean McMath and Maribeth Lynes, Assistant Dean of the Honors College, in recognition of their years of service and commitment to the university and its students.

Continuing its tradition of honoring outstanding faculty mentors and their departments, ONCA also recognized seven faculty members and one department with the 2013-14 Faculty and Departmental Gold Medal Awards. Winners are selected because of their demonstrated commitment to student success. The 2013-14 Faculty Gold Medal winners were:

- Juan Balda, professor of electrical engineering, College of Engineering

- Noah Billig, assistant professor of landscape architecture, Fay Jones School of Architecture
- Steve Boss, professor of geosciences, Fulbright College of Arts and Sciences
- Matthew Ganio, assistant professor of health, human performance and recreation, College of Education and Health Professions
- J. Laurence Hare, assistant professor of history, Fulbright College of Arts and Sciences
- Andy Proctor, university professor of food science, Bumpers College of Agriculture, Food and Life Sciences
- Matthew Waller, professor of supply chain management, Walton College of Business

The department of Electrical Engineering was recognized with the 2013-14 Departmental Gold Medal Award. Previous departmental winners include Crop, Soil, and Environmental Science; Marketing; International Relations; Biological Sciences; Chemical Engineering; History; Political Science; Chemistry; Economics; World Languages, Literatures & Cultures; and Physics.

STAFF ADDITIONS

During the 2013-14 academic year, ONCA added two new staff members, both at the assistant director level, in order to increase the office's capacity to advise and support high-achieving students.

Jeremy Burns joined ONCA in August of 2013. In this position, he works closely with students applying to the Truman, Marshall, Gates Cambridge, Rhodes, Udall, and James Madison scholarships. Additionally, he provides copywriting and communication support to Enrollment Services, oversees the State Undergraduate Research Fellowship program, and serves as the U of A's liaison to The Washington Center for Internships and Academic Seminars. Burns holds a Bachelor of Fine Arts in Creative Writing & English from Arkansas Tech University and a Master of Arts in English from the University of Arkansas.

Jonathan Langley joined ONCA in May of 2014. Langley works closely with students applying to the Goldwater, NSF, and Fulbright programs, as well as a range of STEM programs. Additionally, he oversees the Arkansas Reads program and provides application support to premedical students preparing to apply to medical school. Born and raised in Arkansas, Langley graduated cum laude from the University of Arkansas in 2009 with a B.A. in English and French. He returned to the U of A to complete a Master of Arts in French studies in 2011. Before joining ONCA, Langley spent one year teaching English at Université du Maine in Le Mans, France and nearly two years working as an admissions counselor for the University of Arkansas.

SERVICE AND PROFESSIONAL DEVELOPMENT

Along with regular duties, ONCA staff enjoyed a productive year of service and professionalization.

In addition to overseeing the publication of *All In*, McCray organized, served as guest speaker, or attended a number of NAFA conferences and workshops. On May 30th, McCray organized and hosted a NAFA workshop at the U of A, featuring guest speakers from American University, Baylor University, Kansas State University, and Villanova University. In attendance were representatives from The Clinton School of Public Service, the University of Central Arkansas, and John Brown University.

On June 12-13, McCray spoke at a NAFA conference at Florida State University. The conference, tailored for fellowship advisors at large, R1 institutions, was nationally attended.

Jeremy Burns served as an exam reader for the Advanced Placement English Literature exam at the annual scoring in Louisville, Kentucky, June 9-16.

Jonathan Langley attended the annual Institute of International Education workshop at the University of San Diego, May 27-29.

ACADEMIC SUCCESS

Retention and graduation both continue to be issues at the forefront of the University's goal of becoming a *U.S. News and World Report* Top 50 Public Research University by the year 2021. The Office of Academic Success (OACS), a department within Enrollment Services, is dedicated to the improvement of retention and graduation rates and committed to working with partners across campus to reach this common goal. During 2013-14, the OACS staff and programming dedicated to this goal included learning coaches, Effective College Learning courses, the Save My Scholarship program, the Satisfactory Academic Success Program, targeted academic advising, services provided by the Enhanced Learning Center and the Quality Writing Center, the establishment of key partnerships across campus, and other outreach activities.

LEARNING COACHES

The Office of Academic Success employs two half-time learning coaches to work with students individually on topics such as time management, self-efficacy, taking and using class notes, study-reading, and preparing for tests, including national examinations like the PRAXIS and the NCLEX. According to a 2011 study by Stanford professor Eric Bettinger, coaching is one of the more cost effective ways to improve retention and graduation rates (https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf). During the 2013-14 academic year, the coaches worked with 123 students over 351 appointments. The students represented all schools and colleges, including the Graduate School, and all classification levels from freshman through graduate study.

LEARNING COACHES – IMPACT

Data from the Spring 2014 semester can demonstrate the impact of the learning coaches on students who utilized their services. The average Spring 2014 grade point average for students working with one of the learning coaches was 2.85.

In response to the Spring 2014 Student Feedback Survey, all students strongly agreed with the statements "The Learning Coach helped me develop a plan to address my primary areas of need," and "As a result of the sessions with the learning coach, I study more effectively for my courses." When asked about the positive highlights of the coaching sessions, one student wrote: "I came to my first session with a list of a few things I wanted help on and over time we have covered everything I needed help with. Talking with her about my classes and my grades really helped too. I always left the sessions feeling positive about my school work."

LaTisha Boney is one of the students who benefitted from working with a learning coach. "My learning coach was such a blessing in my life," Boney said. "She pushed me and always encouraged me. I became a better student. I'm learning ways to study that are better for me because I had test anxiety. I now feel confident going into this next semester."

EFFECTIVE COLLEGE LEARNING COURSES

Student Success classes help in improving retention rates. The Office of Academic Success offers three Effective College Learning courses to support students' journeys to graduation:

- EDHP 1012. College Learning I (a basic study skills class)
- EDHP 1021. College Learning II (a career and financial planning class)
- EDHP 1031. Math Study Skills

During the fall semester, the classes are open to any student who wishes to take them. During the spring term, however, the seats in these classes are reserved for freshmen on academic warning or for other students referred by their advisors, since these skills and topics help students persist.

During the Fall 2013 semester, 60 freshmen, 29 sophomores, 19 juniors, and 15 seniors enrolled in at least one EDHP class. The average fall term GPA for the 60 freshmen was 2.74, and only six of these freshmen ended the semester on academic warning.

SAVE MY SCHOLARSHIP PROGRAM

With the implementation of the Academic Challenge Scholarship Program, the Effective College Learning courses became the backbone of a spring semester program called the Save My Scholarship Program. The program targets freshman recipients of the Academic Challenge Scholarship who are on academic warning at the end of their first semester, and it aims to help them retain their scholarship. Through this program, students enroll in EDHP 1012 and EDHP 1021 or EDUC 1031, depending on their unique academic needs. For Arkansans receiving the Academic Challenge Scholarship, these additional 3 credit hours allow them to complete the required 15 hours in order to retain their scholarship, while also helping them to become better, more efficient students.

In the spring of 2013, the program enrolled 68 students. 60% of these students improved their GPA by an average of 1.35 on a 4 point scale.

SAVE MY SCHOLARSHIP PROGRAM – CHALLENGES

A few of the students participating in the program experienced personal issues, such as a death in the family or a diagnosis of psychological problems. Instructors in the courses reported that the majority of those who did not do well did not come to class and did not complete the required work. An intern assigned to the classes reported low self-efficacy among some of the students; his additional research outside of the classes unearthed the interesting point that when students have a bad semester, they are less inclined to attend classes the following semester.

SATISFACTORY ACADEMIC PROGRESS PROGRAM

The Satisfactory Academic Progress Program is offered in coordination with the Office of Financial Aid. The Satisfactory Academic Progress Committee refers students who are denied their appeal for continuing financial aid to the Office of Academic Success. Students who follow up on this recommendation work with a learning coach to develop a personal action plan with the purpose of meeting the requirements to regain federal financial aid.

TARGETED ACADEMIC ADVISING

OACS offers targeted academic advising to students who are trying to find their way back into or out of the university, as well as to students who are seeking different academic majors within the university. The initiative currently handles eight students: two are seeking majors that better suit their skills and personalities, three are seeking to enter higher education after being in the workforce for an extended time, one is trying to graduate, one is deciding whether to stay here or to transfer to a different institution, and one is attempting to reenroll after being placed on academic suspension.

KEY PARTNERSHIPS

Throughout the 2013-14 academic year, OACS worked with a variety of partners across campus to implement initiatives designed to improve graduation and retention.

- In partnership with academic advising offices and college advisors as well as Student Affairs, OACS piloted a Student Success Advisor station in the Arkansas Union.
- OACS continued to partner with the Departments of English and Mathematical Sciences to help students complete their required remedial courses.
- OACS collaborated with many areas of Student Affairs, especially the Office of the Vice Provost, the Health Promotions Department, the Veterans Resource and Information Center, the Center for Educational Access, and Off-Campus Connections.
- OACS worked with Diversity Affairs to station learning coaches in Student Support Services and the Multicultural Center.

- Working with the Office of the Provost and colleges across campus, OACS co-chaired a task force that researched, wrote, and submitted a successful Quality Initiative Proposal that examined graduation to the Higher Learning Commission as part of the accreditation reaffirmation process.
- OACS led a team along with representatives from the Office of the Provost, the College of Engineering's Office of Student Development, and ISIS to implement UASuccess, a campus-wide connection and retention software.
- OACS partnered with the Office of Student Athlete Success to offer a summer bridge program and learning community for freshmen athletes and to develop a five-year strategic plan for the office.

OFFICE OF ACADEMIC SUCCESS – OUTREACH

The Office of Academic Success was created to assist faculty and staff in achieving the university's vision to be recognized as one of the nation's Top 50 Public Research Universities. The mission of this office and its departments is to promote student retention and graduation through collaboration and coordination with other colleges and departments within the university. This included the following during the 2013-14 academic year:

- OACS staff co-led 17 training sessions to educate new users of UASuccess across campus during the implementation of the new software.
- During training workshops for instructors of UNIV 1001 (University Perspectives), OACS staff lead breakout sessions on specific topics related to student success.
- OACS oversaw the internships of two students currently pursuing a Master of Education in Higher Education.
- OACS served as an advisor to the University of Arkansas Global Campus on the subject of learning support services for online learners.
- "Peer Reviewer Training-Criterion 4C (Retaining & Graduating Students)". 2014 North Central Association of Colleges and Schools, Higher Learning Commission Annual Conference (Chicago, Illinois).

LOOKING AHEAD – PLAN...DO...STUDY...ACT FOR CONTINUOUS IMPROVEMENT

While OACS has implemented many programs on campus throughout the 2013-14 academic year that have helped the university move toward its goal of improving retention and graduation rates, there is still much work to be done. In the upcoming year and beyond, OACS looks to continue implementing initiatives that are designed to:

- Expand the reach of the learning coaches by having them share strategies with the resiliency coaches employed in the residence halls. In turn, the resiliency coaches will share their own techniques with the learning coaches and instructors of the Effective College Learning courses. OACS will also explore the possibility of the learning coaches holding an informational session for academic advisors across campus as part of their professional development series.
- Link EDHP 1031 more specifically to the foundational mathematics classes.
- Rework the Save My Scholarship Program into an Academic and Self-Recovery Program for students on academic probation under the university's revised academic guidelines.
- Revamp the Union Advising pilot by placing a university advisor in an office located next to the Office of Student Accounts at specific and well-advertised hours throughout the week.
- Expand key partnerships to include the new Graduation Office in the Division of Enrollment Services.
- Make the UASuccess website fully operational, including the addition of videos for online training.
- Decrease the number of stop-outs and increase the number of graduates through the continued launching of Project Re-Enroll in partnership with Enrollment Services and with colleges and schools across campus.

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

The 2013-14 academic year was one of new milestones for the Enhanced Learning Center:

- The ELC celebrated its tenth year of operation in the 2013-14 academic year.
- The ELC's programming has grown from serving 5.9% of the student body in fall 2003 to serving 23.8% of the student body in fall 2013, with students participating in one or more sessions.
- 20.5% of all QWC tutoring in 2013-14 was conducted through online appointments.
- The ELC completed its first full year of tutoring by appointment (as opposed to walk-in sessions) in 2013-14.
- The ELC Tutor Training Program received CRLA/International Tutor Training Program Level 1 Certification.

SUPPLEMENTAL INSTRUCTION (S.I.)

Supplemental Instruction (S.I.) is a series of weekly review sessions for students taking historically difficult courses, which are defined as courses with failure or withdrawal rates of 30% or more. The sessions are guided by a model student who has successfully completed the course that the S.I. session accompanies, and they are designed to help students improve their understanding of course material and their grades.

The 2013-14 academic year saw several new milestones for the S.I. program:

- Student participation in S.I. increased by 13% over 2012-13. These students participated in one or more S.I. sessions 104,616 times during the year.
- In the nine years since its creation, the S.I. Program has grown 1,227% in the number of total students served and 5,120% in student participation in the program.
- S.I. sessions were made available for ACCT 2013 (Accounting Principles I) and BIOL 2013 (General Microbiology) for the first time in fall 2013.

SUPPLEMENTAL INSTRUCTION – EFFECTIVENESS

The effectiveness of S.I. on student performance was tested in the fall 2013 semester as it has been for the last seven years. As in preceding years, S.I. demonstrated a significant impact on the grade performance of those students participating in S.I. at a significant level (attending 10+ times per semester). For those 7,469 students enrolled in an S.I. supported class, over 74.14% of the students with significant S.I. participation completed the course with a C or better, while only 64.97% of students without significant S.I. participation (attending 9 or fewer times per semester) completed the course with a C or better.

In addition, S.I. had a positive impact on withdrawal rates with only 1.7% of students who had significant S.I. participation withdrawing from the course as opposed to a withdrawal rate of 10.07% for those students participating 9 or fewer times, and 15.38% for those students not participating in S.I. at all.

When asked about the helpfulness of S.I. in the spring 2014 semester, 67.99% of the responding 2,590 students rated S.I. as having been Extremely or Very Helpful. 20.73% rated S.I. as Moderately Helpful, and 8.46% rated S.I. as Slightly Helpful. Only 2.63% of the responding students rated S.I. as Not Helpful, and 0.19% were Unable to Judge.

ELC – KEY PARTNERSHIPS

In the 2013-14 academic year, both the ELC and the QWC fostered new partnerships with offices across campus while continuing existing partnerships to make services more available to students of all levels and disciplines.

- The ELC partnered with the Multicultural Center to provide additional tutoring on Monday through Thursday from 3:30-8:50 pm and from 3:00-6:50 on Sundays.
- The ELC partnered with the Office of Student Athlete Success (OSAS) to extend the ELC Level 1 CRLA/International Tutor Training Program to the OSAS Tutor Training Program. The OSAS is the first SEC athletic program to receive this certification.
- The S.I. Program collaborated with the Global Campus to provide online S.I. for 263 students. This constituted 2.84% of all students participating in S.I.
- The QWC continued its partnership with Mullins Library to provide writing assistance tutoring in the afternoons and evenings on the main floor of Mullins Library.
- The QWC partnered with the Liebolt Premedical Program to review students' personal statements to be submitted with their medical school applications.
- In partnership with the Center for Educational Access and the Office of Academic Success, the QWC and ELC installed an ADA tutoring station in both centers.
- The QWC collaborated with the Office of Academic Initiatives and Integrity to develop UNIV 1011 (Writing with Integrity for the Academic World), a course made available to students who have been given an educational sanction by the University Conduct Board.

ELC – LOOKING AHEAD

In order to continue efforts to increase retention and graduation rates across campus, the ELC has a number of goals that it hopes to pursue in the upcoming academic year and beyond.

- In conjunction with the Sam M. Walton College of Business, the S.I. Program will expand to include support for ACCT 2023 (Principles of Accounting II).
- The ELC will partner with the Walton College to provide tutoring by appointment for students enrolled in pre-business coursework and selected business core requirements.
- The ELC will pursue CRLA/International Tutoring Training Program Level II certification.
- The QWC will renovate its Writing Lab, located in Kimpel 315, to provide private tutoring spaces and updated technology.
- The QWC website will be updated with improved navigation and a new, indexed resources and handouts page that will allow students to more easily access the best available web resources on rhetoric, grammar, citation, style, etc.
- The QWC will fully implement the QWC Chat Tutoring Program, and the ELC will pilot its own Chat Tutoring Program for mathematics and sciences.

SERVICE AND PROFESSIONAL DEVELOPMENT

2013 Continuous Quality Improvement Summer Institute (Boston, MA). Learning focused on using systems thinking as a catalyst to drive breakthrough change with Peter M. Senge, Director of the Center for Organizational Learning

at the MIT Sloan School of Management, and David Stroh & Michael Goodman, Bridgeway Partners as the primary learning partners.

Robert Haslam served as an official in field events or as an umpire in running events at 3 indoor and 2 outdoor intercollegiate track meets.

PROFESSIONAL ACTIVITY

National Service

Garrick Hildebrand. Member, National Selection Panel. Gilman Study Abroad Scholarship.

Jean Mitchell. Member, Academic Calendars, Scheduling, and Publications. Southern Association of Collegiate Registrars and Admissions Officers (SACRAO).

Jeremy Burns. Exam Reader, English Literature. Advanced Placement (AP).

Karen Jennings. Chair, General Interest Track. 2014 HEUG South Central Regional User Group Conference (SCHRUG).

Karen Jennings. Member, Planning Committee. 2014 HEUG South Central Regional User Group Conference (SCHRUG).

Kelly Westeen. Member, re:Fresh. Southern Association of Collegiate Registrars and Admissions Officers (SACRAO).

Lisa Kulczak. Chair, Academic Calendars, Scheduling, and Publications (2nd year). Southern Association of Collegiate Registrars and Admissions Officers (SACRAO).

Mary-Ann Bloss. Chair, Campus Community Track. 2014 HEUG South Central Regional User Group Conference (SCHRUG).

Mary-Ann Bloss. Member, National Volunteer Committee. PeopleSoft Higher Education Users Group (HEUG).

Mary-Ann Bloss. Member, Planning Committee. 2014 HEUG South Central Regional User Group Conference (SCHRUG).

Mary-Ann Bloss. Communications Committee Liaison. PeopleSoft Higher Education Users Group (HEUG).

Nancy Umphres. Alternate Member, Academic Advisement Product Advisory Group. PeopleSoft Higher Education Users Group (HEUG).

Nancy Umphres. Member, Executive Committee. South Central Regional Users Group (SCHRUG).

Nancy Umphres. Vice President, Informational Technology. Southern Association of Collegiate Registrars and Admissions Officers (SACRAO).

Robin Carr. Member, Informational Technology (2nd year). Southern Association of Collegiate Registrars and Admissions Officers (SACRAO).

Suzanne McCray. Chair, Southeastern Conference Enrollment Managers Group.

Suzanne McCray. Member, National Selection Committee. Morris K. Udall Scholarship.

Suzanne McCray. Member, College Board National Higher Education Committee.

Suzanne McCray. Member, College Board Southwest Regional Council.

Suzanne McCray. Member, National Association of Fellowship Advisors Publication Board.

Suzanne McCray. Organizer and Host, National Association of Fellowship Advisors Workshop (University of Arkansas).

National Presentations

Anne E. Raines & Javier Reyes (2013, November). *S.I. for high enrollment online courses*. Presentation at the annual meeting of the WCET-WICHE Cooperative for Education Technologies-WICHE-Western Interstate Commission for Higher Education, Denver, CO.

Anne E. Raines & Javier Reyes (2013, November). *S.I. for high enrollment online courses*. Presentation at the Sloan Consortium International Conference on Online Learning, Orlando, FL.

Anne E. Raines & Lorraine Brewer (2014, May). *Impact of mandatory S.I.: Data metrics and perspectives 2006 to 2014*. Presentation at the 8th International Conference on Supplemental Instruction, Chicago, IL.

Anne E. Raines (2013, September). *Students helping students: Using student feedback to improve tutor and S.I leader performance*. Presentation at the National College Learning Center Annual Conference, Charleston, SC.

Jean Mitchell (2014, February). *Fire! Fire! Stamping out the flames of classroom occupancy violations*. Presentation at the Southern Association of Collegiate Registrars and Admissions Officers Conference, Raleigh, NC.

Jean Mitchell (2013, August). *Using Schedule25: Overview and troubleshooting*. Presentation at the Midwest Users Conference, Champaign, IL.

Karen Jennings (2014, March). *Data dictionary lite*. Presentation at the Annual International Oracle|PeopleSoft Alliance Conference, Las Vegas, NV.

Lisa Kulczak (2014, February). *Leeping your catalog and curriculum into the electronic world!* Presentation at the Southern Association of Collegiate Registrars and Admissions Officers Conference, Raleigh, NC.

Mary-Ann Bloss (2014, March). *Hit the jackpot with winning user groups*. Presentation at the Annual International Oracle|PeopleSoft Alliance Conference, Las Vegas, NV.

Mary-Ann Bloss (2014, March). *It's all in the (project) plan: A communications strategy for upgrades*. Presentation at the International PeopleSoft|Alliance Conference, Las Vegas, NV.

Rafael Arciga Garcia (2013, July). *Latinos and higher education*. Presentation at the Phi Iota Alpha National Convention, San Juan, Puerto Rico.

Robin Carr (2014, February). *Will this course transfer? Developing your transfer credit guide*. Presentation at the Southern Association of Collegiate Registrars and Admissions Officers Conference, Raleigh, NC.

Robin Carr (2014, February). *The future of electronic document exchange*. Presentation at the Southern Association of Collegiate Registrars and Admissions Officers Conference, Raleigh, NC.

Suzanne Hill & Kanah Thor (2013, July). *Why students who take AP classes are successful in college*. Presentation at the Arkansas School Counseling Association Summer Conference, Hot Springs, AR.

Suzanne McCray & Doug Cutchins (2013, July). *A workshop on ethics and advertising*. Presentation with invited remarks by S. McCray at the National Association of Fellowships Advisors Biennial Meeting, Atlanta, GA.

Suzanne McCray, Elizabeth Vardaman Paula Warrick, Mary Tolar, & Ann Brown (2013, July). *Life beyond scholarship advising*. Presentation at the National Association of Fellowships Advisors Biennial Meeting, Atlanta, GA.

Suzanne McCray, Paula Warrick, G. Fernando, & Liz Veatch (2013, July). *The candidate with the one-track mind: An advising challenge*. Presentation at the National Association of Fellowships Advisors Biennial Meeting, Atlanta, GA.

Publications

Kulczak, Lisa (2014). Class scheduling: Exceptions? *SACRAO Journal*, 27, 21-30.

McCray, Suzanne (Ed.). (2013). *All in: Expanding access through nationally competitive scholarships*. Fayetteville, AR: University of Arkansas Press.

McCray, Suzanne (2013). Honoring the code: The ethics of scholarship advising. *All in: Expanding access through nationally competitive scholarships*. Fayetteville, AR: University of Arkansas Press.