



ANNUAL REPORT 2014-2015



ENROLLMENT SERVICES



ENROLLMENT SERVICES



2014-2015 Annual Report

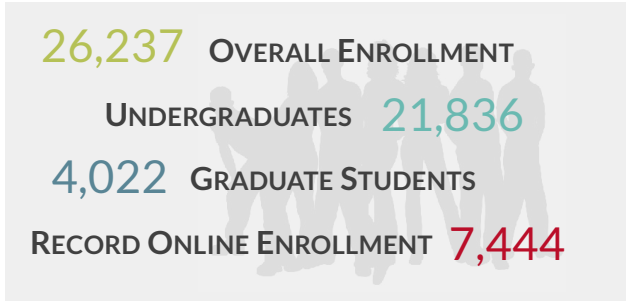
With the mission to enroll, support, and graduate a diverse group of academically prepared students, the Enrollment Services Division at the University of Arkansas continues to guide unprecedented growth in the student body, in terms of both the number of students enrolling and their academic quality. In 2014, overall enrollment reached a record 26,237. In addition to joining the largest student body in University history, the incoming freshman class was exceptionally prepared. Since 2009, the level of academic preparedness has increased across the board:

- Students enrolling with a 3.75 GPA or higher increased 70.2%
- Students with an ACT score of 30 or higher increased 48.5%
- Total AP credits received by new freshmen increased 80.9%
- Number of students eligible to participate in the Honors College (3.5 GPA/28 ACT) increased 59.8%

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.

Enrollment Services works collaboratively to balance outreach to prospective students with support for current students. In 2014-2015, the Office of Graduation and Retention, the latest addition to enrollment services, began piloting several initiatives aimed at streamlining academic support services for current students,

with the goal of reaching a six-year graduation rate of 70% and beyond. Admissions continued outreach and recruiting of prospective students using industry best practices and communicated with students through traditional channels as well as a range of digital media, including Facebook, Instagram, Twitter, and targeted online messaging. On campus, Admissions facilitated visits for 8,722 students, while Transfer Central increased the U of A's recruiting presence at community colleges across the state. New Student Orientation served more than 4,500 incoming freshmen, along with their guests and families, and, together with the Office of the Registrar, expanded a pre-enrollment initiative that not only improved the orientation experience for new freshmen, but also helped the academic colleges better prepare fall course offerings. For incoming freshmen and continuing students, the Academic Scholarship Office and Office of Financial Aid administered more than \$207 million in aid to a total of 18,113 students. The following report offers an overview of Enrollment Services' activities and accomplishments during 2014-2015.



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 2014, Enrollment Services predicted a freshman class of 4,500 for the following fall, with an overall enrollment of 25,720 (see below).

ENROLLMENT SUMMARY AND FORECAST FOR FALL 2014

		Fall 2014 Forecast	Actual Enrollment	Fall 2013 Total Enrollment	Fall 2012 Total Enrollment
Undergraduate	All	21,388	21,835	21,009	20,350
	Continuing	14,868	14,968	14,668	13,545
	New	6,520	6,867	6,341	6,806
	New Freshmen	4,500	4,591	4,357	4,592
	Degree Seeking	4,475	4,572	4,339	4,574
	New Transfers	1,360	1,462	1,354	1,395
	Returning	570	666	580	587
	Transfer Freshmen	40	68	50	88
	Unclassified	50	80	0	144
Graduate	All	3,942	4,015	3,942	3,777
Law	All	390	379	390	410
TOTAL	All	25,720	26,229	25,341	24,537

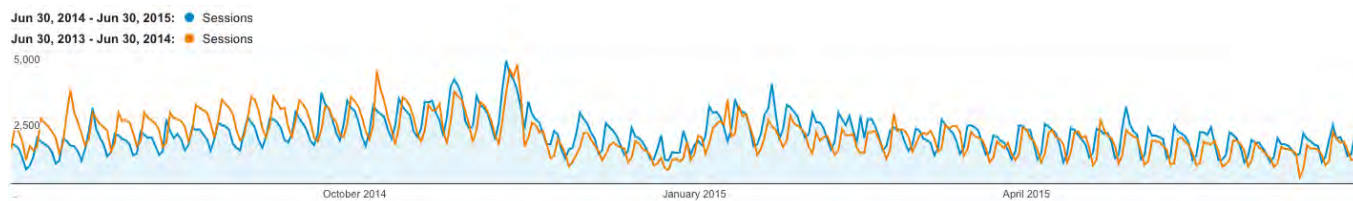
Communications

The Communications unit supports Enrollment Services in both print and digital media production, including strategic messaging and visual design, multimedia support, and web development. Communications also collaborates with Enrollment Services IT to manage Hobsons Connect – the CRM platform central to prospective student recruitment. During the 2014-2015 academic year, Communications continued to support outreach to students for recruitment and enrollment purposes, while also maintaining cohesive branding across online and traditional communication channels. Outreach activities included email and phone communication with more than 180,500 students who entered Hobsons as either prospects, inquires, or applicants for fall 2015 admission. Print communication included approximately 13,000 admission packets for new freshmen, more than 1,700 admission packets for new transfers, over 27,400 information packages provided to inquiring students, and more than 13,000 support items produced for New Student Orientation.

Additionally, Communications supported the ongoing migration of Enrollment Services' websites to OmniUpdate Campus, the University's new content management system, and partnered with the Office of Graduation and Retention to develop a new website to support graduation and retention initiatives and streamline information about academic support services for incoming and current students.

Digital Communications

Visits to the admissions.uark.edu website have followed similar trends as in the past, and the graph below reflects the comparison year over fiscal year. Additionally, sessions have increased by 3.03 percent, new sessions have increased by 8.20 percent, new users have increased by 11.48 percent, and bounce rates have decreased by 3.72 percent.

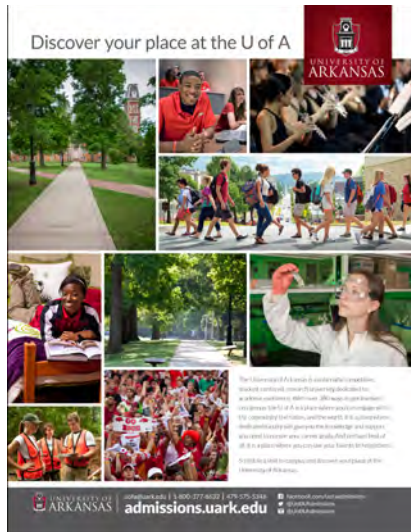


Over the past year, Enrollment Services communicated with more than 180,500 students who entered the communication flow as either a prospect, an inquiry, or an applicant for a spring, summer, or fall 2015 term. Working collaboratively with other units in Enrollment Services, the Communications unit supported applications for admission, scholarships, and fellowships. The unit also communicated with students to support the enrollment process, including orientation, housing, immunization compliance, and more.

Communications also assists in training for Admissions Counselors, providing guidance for utilizing Hobsons Connect to communicate with students and plan recruitment events. Throughout the year, the Communications Unit supports Admissions Counselors by managing email and print communications to advertise upcoming college fairs and high school visits, as well as to provide post-event follow-up.

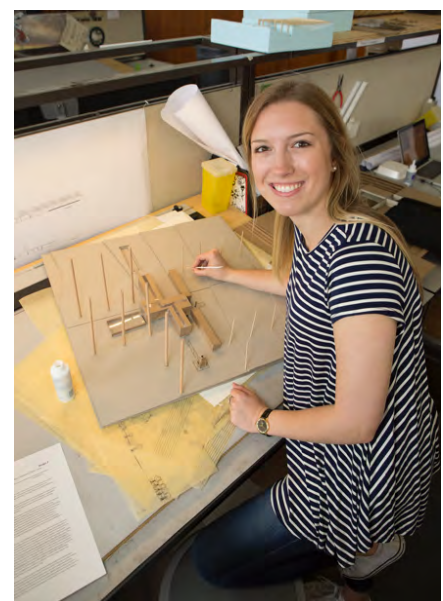
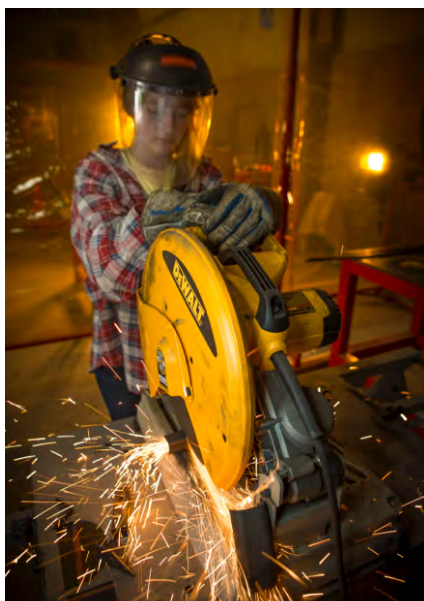
Advertising

The Communications unit employs advertising to increase awareness of the many opportunities available to students at the University of Arkansas. During the 2014-2015 academic year, Communications completed marketing projects including advertisements in regional newspapers, college guides, online venues, and more.



Photography

During the 2014-2015 academic year, Communication staff captured more than 8,000 photographs designed to support recruitment efforts. Photographs range from highlighting campus life to profiling outstanding University of Arkansas students. Communications also provided pictures for partner offices, including University Relations, Housing, the Honors College, the College of Education and Health Professions, the Arkansas Alumni Association, Arkansas Lottery Commission, and more.





You've applied... What's next?

- UNIVERSITY EXAMS:** All incoming students must attend a University exam.
- IMMUNIZATION RECORDS:** Health records are required.
- HOUSING:** Housing is available for students.
- NEW STUDENT ORIENTATION:** Orientation is required for all students.
- FINAL TRANSCRIPT:** Final transcripts are required.

Important Dates

APR	Submit a self-recommended letter of intent to the admissions office.
APR 15	Final application deadline for fall admission.
APR 30	Final application deadline for spring admission.
MAY 1	Priority admission deadline for fall admission.
MAY 15	Priority admission deadline for spring admission.
JUN 1	Final admission deadline for fall admission.
JUN 15	Final admission deadline for spring admission.

When to apply

Students interested in applying to the University of Arkansas for the fall 2016 semester are encouraged to apply through the early admission process on or before **November 1**.

Application Process

1. Complete & submit your application.
2. Receive your application review letter.
3. Receive your admission decision.

Minimum Admission Requirements

1	HIGH SCHOOL GPA: 3.0
2	ACT COMPOSITE SCORE: 20
3	ACT SCORES: English & Math

Questions ABOUT ADMISSIONS?

admissions@uark.edu
 1-800-377-8822 | 479-575-5366
admissions.uark.edu
 facebook.com/uarkadmissions

Quick Facts

Total Enrollment: **26,748**

62 RAZORBACKS (7th ranked in the nation for the Division I college football program)

ACT: 26 Average High School GPA: **3.64**

HIGHEST RESEARCH CLASSIFICATION

4,916 New Freshmen

OVER 200 DEGREE PROGRAMS

STUDY ABROAD

200+

380+ Student Organizations

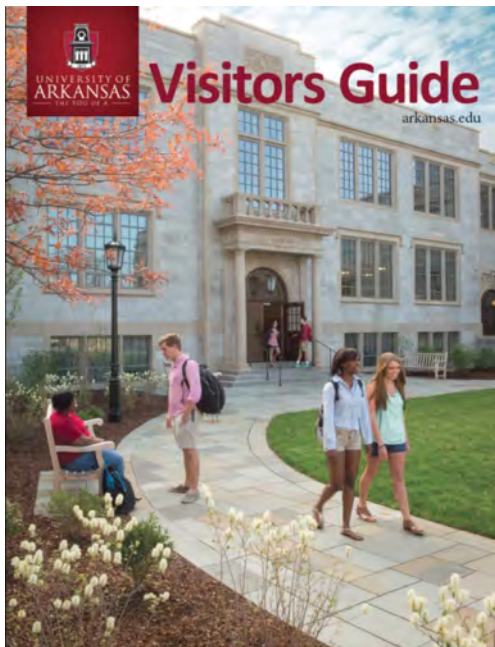
800+ STUDENTS in 42+ countries

admissions.uark.edu

Print Communications

The Communications unit served many correspondence responsibilities, including distributing standardized letters, creating customized postcards, dispersing educational and promotional materials to high school teachers, mailing scholarship communications, producing traditional offset press publications, and designing promotional items. During the 2014-2015 year, 12,936 New Freshman admit letter/packets, 1,717 New Transfer letter/packets, 27,463 variable data Initial Inquiry Pieces, and many other communications were distributed by the communications staff.

In addition to printing for mail distribution the communications staff also provided design and print services for events including the printing of over 13,000 orientation agendas, an eight page 8.5x11 glossy booklet, agendas for events, parking passes, campus maps, lunch tickets, name tags and the many other in-house printing needs.



Campus Visitors Guide

The Communications unit also partnered with University Relations and Campus Publishers to refresh the University of Arkansas Visitors Guide. The new guide includes four additional editorial pages and provides key information about the U of A and the Northwest Arkansas region. Campus Publishers produces the guide free of charge to be distributed to high school visitors, orientation attendees, guests at special events, and at key locations throughout 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 Credentials Evaluation 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 began working on migrating its CRM, Hobsons Connect, to a new solution, Hobsons Radius. The migration and implementation are continuing into the 2015-2016 fiscal year. Additionally, the IT team purchased two new servers for the offices located in Silas Hunt Hall. One supports and stores files for Mac platform users and the other supports Windows platform users. The IT team worked with the various units to determine document retention to the new servers.

Daniel McClelland's job position was reclassified as a Computer Support Specialist in February 2015.

The IT team filled a GA position in May 2015, which will give oversight to inquiry data entry and assist with daily reports and quality assurance.

ADMISSIONS

Recruitment

The Office of Admissions seeks to hire intelligent, personable Admissions Counselors who are passionate about the University of Arkansas. This goal was met in the past year with the addition of Chad Cox, Rachelle Prince, and Jessica Williams to the recruiting team. They have all been excellent representatives of the University across the state of Arkansas and are part of the reason that in-state application numbers increased last year. At the same time, out-of-state numbers continue to grow and the recruitment team is strong as a whole. Continuing last year's trend, the recruiting team visited more high schools and attended more college fairs than in previous years. In 2014-2015, University of Arkansas representatives attended over 1,350 events located outside of campus.

One significant change is the decision to discontinue the regional recruiter position located in Oklahoma City, OK. With the move, there are now four regional recruitment staff members across the U.S. (Chicago, IL; Dallas, TX; and San Diego, CA), all of which continue to be active participants in their regional recruitment organizations. In addition, two employees were promoted through the career ladder process: Mary Eikenberry and Tara Carr became Assistant Directors of Recruitment.

The Campus Visit

National data continue to suggest that the campus visit is the most influential factor in a student's enrollment decision. With this knowledge, the recruitment team strives to make the campus visit experience as effective as possible.

2014-15 was the second full year that Hobsons served as the visit database, and it continues to be a valuable tool for the office. The new system allows for more flexibility, a better tracking system, and more student information. This year 8,722 students visited campus, which is an increase of 40% since 2010. Once again the busiest month of the year was March since spring break occurred in the majority of the surrounding states and Arkansas. During that month, over 1,200 students visited campus with their families and guests. The chart below provides the monthly visit rate for the academic year with 8,722 campus visitors (2,800 in-state and 5,812 out-of-state). Football Fridays in the fall continue to be some of the more popular visit days. With the addition of a second tour room, a new single day visit record was set twice, on both the 15th and the 22nd of November.



Student Ambassadors

One of the highlights of the campus visit continues to be the Student Ambassador Program which is volunteer-based, consisting of just over 100 undergraduate students for the fall semester. A student ambassador must have strong leadership and presentation skills, a positive attitude, and an enthusiastic commitment to the University of Arkansas. All potential ambassadors participate in both group and individual interviews before they are selected. All student ambassadors are required to give at least two tours a week and one Saturday tour per semester, and they must assist with preview days, such as Razorback Reveal. A select group works for the Office of Admissions during holiday breaks and the summer months.

The Student Ambassador Program is a Registered Student Organization. In addition to their weekly commitments and extracurricular activities, ambassadors collaborate with the Office of Admissions on philanthropic projects such as our holiday gift drive. The office also recognizes an ambassador of the month which qualifies them for the end-of-the-year award called the "Heart of the Hog". The "Heart of the Hog" recipients for 2014-2015 were Michael Tapee, a senior History major from Sachse, Texas, and Elisa Mills, a junior Biomedical Engineering major from Irving, Texas.

Special Events

Razorback 101 is the first preview day event of the year, hosted in July for rising seniors. These events allow students to tour the campus, have lunch, see a residence hall, and learn more about the upcoming process of applying to the University of Arkansas. During the summer of 2014, 374 students and their guests attended one of the four Razorback 101 events. It is a great introduction to campus and a way for many students to begin their college search process.

This past fall we added a new event for prospective students. The Office of Admissions collaborated with the College of Engineering to combine Engineering Highlights and Ready Razorback into a new event called Razorback Reveal. The new format allows each of the undergraduate colleges to spend two hours with interested students introducing them to the unique opportunities available through their college and at the University of Arkansas. There were 374 students in attendance at the fall event. This was an increase in student attendance of 94% from the previous fall's Ready Razorback. We are excited about the future of this event and how we can improve it going forward.

The spring preview day for high school continues to be called Ready Razorback and the format remains largely unchanged. The event is typically held in conjunction with the spring Red/White football scrimmage, which helps create a festive atmosphere. The day consists of an information fair, an opening session with admissions highlights and speakers from Enrollment Services, lunch in a dining hall, campus tours, housing tours, and breakout sessions with each of the six colleges.

Diversity Impact is another major event hosted by the Office of Admissions that focuses on bringing 11th grade minority students to campus. This event is a partnership with University Housing and the Multicultural Center. In the 2014-15 year, one of the two planned Diversity Impact weekends was cancelled due to inclement weather. The event provides students with free transportation, lodging, all meals, educational workshops, and fun and engaging activities. It has been a very popular event for students and many participants have later enrolled at the University of Arkansas.

One of the most popular recruitment events continues to be Counselor Connection held each spring. The Counselor Connection held in the spring of 2015 focused solely on out-of-state counselors from California, Missouri, Kansas, Illinois, Oklahoma and Texas. The fall 2015 Counselor Connection will be for in-state counselors. The counselors spent two days on campus meeting with Admissions and various University departments, eating in the dining halls, attending a Razorback baseball game, and touring campus. Overall, the feedback was very positive.

University recruiters continue to participate in regional networks across the U.S. to better connect incoming freshmen to the University of Arkansas. Similar to last year, the Office of Admissions partnered with the Arkansas Alumni Association and New Student & Family Programs to co-sponsor a yield event nationwide called "Arkansas & YOU". Throughout April and May, recruiters hosted 9 events across the state and 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. Among the nine locations, more than 1,500 future Razorbacks, parents and alumni attended.

Admissions once again participated in the SEC College Tour which visited both Northern California and the Midwest. In addition to those events, recruiters continue to make strides in both California and Illinois. In California, regional recruiter Kimberly Clark hosted two Razorback Advantage events, two counselor luncheons, two Razorback Connection events, and the Martini Wine event with local alumni. With the success of the newly implemented Coffee Chats in Chicago last year, Torrey Eason expanded them even more this year and with great success. These sessions allow recruiters to connect with students and families in their local communities in a more comfortable setting. The program has grown to include more cities, from Texarkana, AR to Nashville, TN!

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

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. The office offers support and guidance to assist prospective transfer students through the admissions and enrollment process. By working collaboratively with community colleges, universities, faculty, and staff, Transfer Central continues to promote, support, and complement the academic mission of the University of Arkansas.

Engaging Students Where They Learn

During the 2014-2015 recruitment cycle, the Transfer Central Office participated in 36 transfer events at various colleges – an increase of more than 5% in school visits compared to the previous recruitment cycle. Transfer Central has continued to work on building stronger partnerships with area community colleges, as well as out-of-state feeder schools. Representatives of Transfer Central attended events and fairs at a range of locations, both in- and out-of-state. Transfer Central enjoyed having representatives from Tulsa Community College and Johnson County Community College visit campus to learn more about the University’s articulation agreements and to inquire about transfer processes and services to students.

UNIVERSITY OF ARKANSAS
Your Next Destination

Visit the U of A at the **Transfer Information Desk** and learn more about all of the opportunities waiting for you at the University of Arkansas!

MONDAY
Sept. 14, 2015
9:00 a.m. – 11:00 a.m.
Second Floor of the Becky Paneitz Student Center

200+
DEGREE PROGRAMS

19:1
Student-to-Faculty Ratio

380+
STUDENT ORGANIZATIONS

UNIVERSITY OF ARKANSAS
Office of Admissions | Transfer Central
1.800.377.2632 | transfer@uark.edu
transfer.uark.edu

Transfer PREVIEW DAY
FRIDAY | OCTOBER 9, 2015

9:30 a.m. **Check-In**
Silas Hunt Hall

10:00 a.m. **Welcome to the University of Arkansas**
Silas Hunt Hall, Downstairs Tour Room
Amber Halls, Associate Director of Transfer Central

Admissions Presentation
Amber Halls, Associate Director of Transfer Central
Jamie Kern, Assistant Director of Transfer Central

Scholarships & Financial Aid
Mary Wills, Program Coordinator

11:15 a.m. **Walking Tour of Campus**
Leaving from Downstairs Tour Room
U of A Ambassadors

12:00 p.m. **Lunch**
Brough Dining Hall

1:15 p.m. **Breakout Sessions with Colleges**

3:00 p.m. **Honors College Session (Optional)**
Housing Tour (Optional)
Leaving from Silas Hunt Hall

UNIVERSITY OF ARKANSAS
Transfer Central will be available in Silas Hunt Hall until 5:00 p.m.
Feel free to visit with us if you have additional questions.

Initiatives to Drive Growth

For the second consecutive year, Transfer Central has invited prospective transfer students to participate in one of our Transfer Preview Day events. Transfer students are given the opportunity to learn more about the transfer process and services available to them as students at the U of A. Transfer Students also had the opportunity to connect with representatives from their college and meet current students who went through the transfer process. A total of 124 students and their guests attended one of the two events held during the fall 2014 and spring 2015 semesters. Transfer Central will continue to plan events like this and is exploring the possibility to have events tailored for particular feeder schools.

Transfer Central made 12 individual visits to Northwest Arkansas Community College’s Transfer Information Desk at both the main campus and the Washington County campus in Springdale. Transfer Central continues to present to individual students and transfer groups interested in learning more about opportunities for transfer students. Representatives of the office met with 815 transfer students who went through the campus visit program. This is an increase of 218 students over the previous year.

Transfer Central and New Student Orientation are working together to update the online transfer orientation that has been available for the past several years as an option to the traditional on-campus orientation. Transfer students welcome the option as many of them want to learn more about campus resources and services prior to enrolling, while others are not able to attend the on-campus orientation.

Providing Leadership

The Transfer Central team has enjoyed participating and sponsoring in the annual conference of the Arkansas Association of Two-Year Colleges. 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.

Transfer Central also attended the National Institute for the Study of Transfer Students national conference held in Atlanta, GA where they were able to connect with professionals from other institutions that focus on transfer initiatives. Representatives from the College of Education and Health Professions, College of Engineering, Global Campus, and Walton College of Business were also in attendance.

Transfer Central 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. Transfer Central is also a partner with Graduate Northwest Arkansas, an initiative that helps drive the number of college graduates in the Northwest AR region. Transfer Central is a part of this greater initiative that holds special events in the area to encourage students to come back to college.

Staff Changes

Transfer Central underwent some staff changes during the year. John Moore, Assistant Director of Admissions, left to pursue other opportunities. Jamie Kern replaced John as Assistant Director. Emerald Hames, Assistant Director for Native American Outreach, joined Transfer Central's effort as Assistant Director for Transfer Central and Diversity Outreach.

Planning for the Future

Transfer Central expanded its Transfer Preview Day to partner with the freshman Razorback 101 recruitment event. Transfer Central will host two events specifically for transfer students in order to reach those who are able to visit during the summer. The office plans to continue these new recruitment events throughout the year as well.

The office's partnership with Northwest Arkansas Community College continues as the office works closely with Monica Moore, Coordinator of Transfer and Transition Services. Together these partnerships offer students a variety of events and opportunities to learn more about transferring to the U of A.

By The Numbers

Transfer Central saw an increase of enrolled transfer students by 3.6% from the previous year. The team believes that the increase in communication to admitted transfer students resulted in a higher percentage of enrolled students.

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. All students have the opportunity to sign up for an orientation session that best fits 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. Transfer and non-traditional students have the option of participating in an online orientation or attending an on-campus orientation.

Offering Students Additional Orientation Options

New Student Orientation successfully implemented a new option for incoming freshmen, a one-day orientation. New freshmen and transfer freshmen had the option to attend a one- or two-day orientation this year. This model and this year's calendar allowed for four additional enrollment days to accommodate the increasing growth. During orientation students connect with other new students, are assigned an orientation mentor, 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 an outside 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.



Students Leading

The Orientation team supervises three graduate assistants, two summer interns, and 53 undergraduate orientation mentors. NSO hired an additional nine mentors due to programmatic needs. Mentors are key to the success of the program and are often praised by attendees for their involvement and fantastic work during orientation.



Enhancing the Orientation Experience

New Student Orientation and the Communications team worked together to build a seamless flow of communication for admitted students to register for orientation.

From there, students and parents receive a series of communication pieces that guide them all the way through orientation. Based on feedback from the 2014 student evaluation, adjustments were made to the agenda to include additional information regarding financial affairs, including sessions by the Offices of the Treasurer, Academic Scholarships, and Financial Aid. 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. Guests who attend orientation can participate in sessions that address popular questions and issues parents and family members have. In addition, representatives of the undergraduate colleges 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.



By The Numbers

The 2014 orientation season experienced growth as enrollment continued to increase. 5,532 students went through orientation during the 2014 year compared to 5,246 during the 2013 season. This is an increase of over 5%. Of the 5,532 students registered for orientation in 2014, 4,632 enrolled compared to 3530 the previous year, an increase of over 31%. New Student Orientation also saw a 3.8% increase in guests attending with their student, from 4,537 in 2013 to 4,708 in 2014.

Silas Hunt Hall

This year saw less construction and remodeling than previous years. The only change in the office was the creation of a second conference room. This space was created by repurposing a vacant office space. The newly added conference room is located adjacent to the main lobby and also serves as an overflow space for guests. The cost for creating this additional space was minimal as furniture was reallocated from another office on campus.

Enrollment Services staff assisted University Housing on move-in day for new freshmen, helping welcome more than 4,571 new freshmen to campus. Staff also participated in the ALS Ice Bucket Challenge, a national initiative to raise money for research into ALS. Additionally, through a bi-weekly jeans day event, Enrollment Services staff raised \$837.59 to support Children's House.

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.

The Office of Admissions has seen an increase of 814 total actionable domestic undergraduate applications for the 2014-2015 academic year over 2012-2013. This resulted in 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. 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.

The Office of Admissions implemented the new document storage and document text reading software ImageNow in January 2015. Within the first month of using the new software, CEU hit zero documents to process for the first time in four years. ImageNow has drastically changed CEU processing, which has resulted in faster processing and the ability to prioritize workflows. Included in the change is college transcript processing, which has been moved to the Office of the Registrar as the receiving office. College transcripts are evaluated for transfer credit upon arrival, then sent to the Office of Admissions for admittance evaluation.

In February 2015 CEU launched a centralized system to receive internal requests to modify admissions files. At the close of the academic year CEU had completed over 2,500 requests.

The design partnership with ImageNow's parent company, Lexmark, grows stronger as Della Jordan and Cliff Murphy work to help develop high school transcript reading technology. This technology will begin testing in July 2015. Once the software has completed testing, the Office of Admissions will begin utilizing the software to extract data from high school transcripts and automatically calculate high school grade point averages.

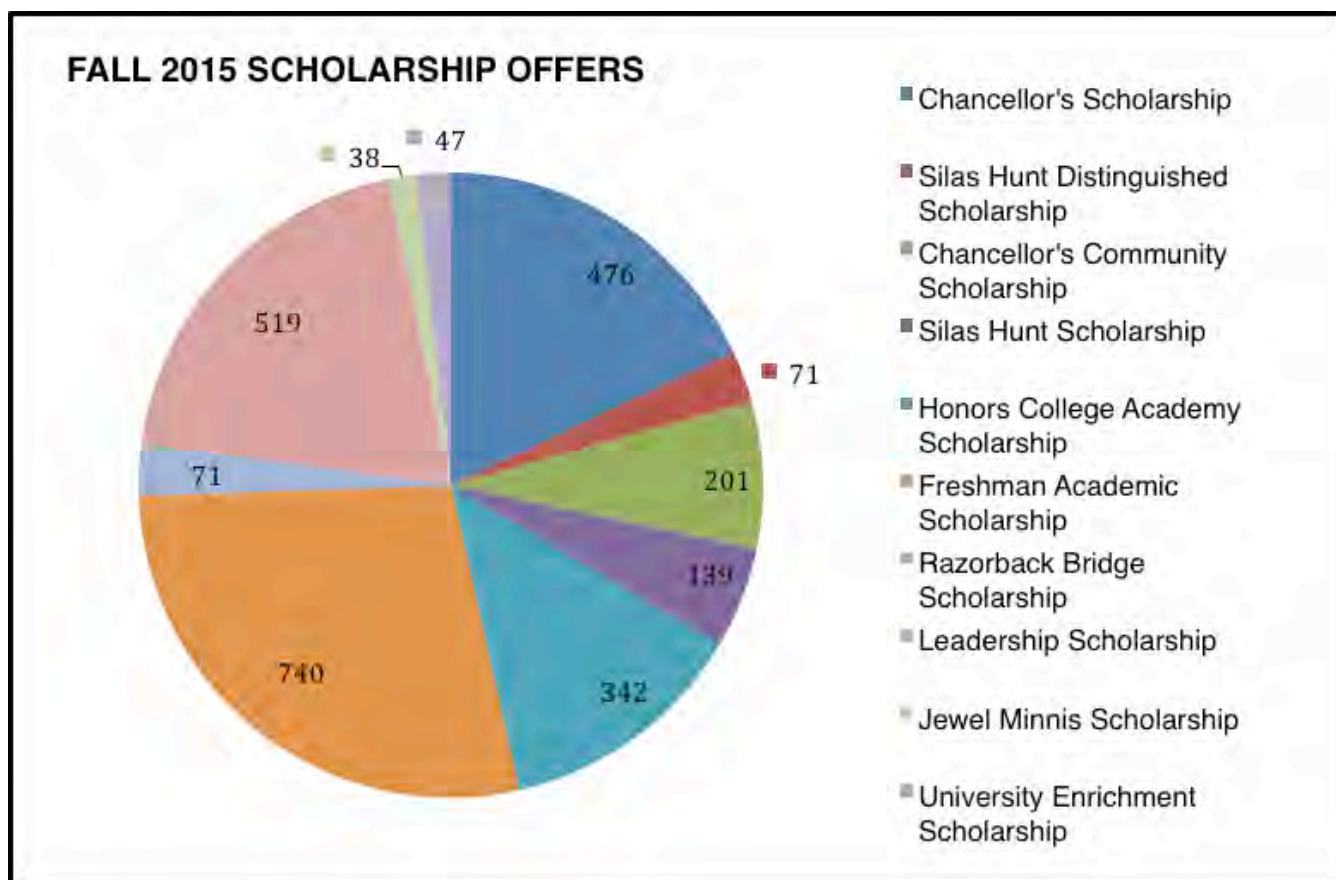
Staff Changes

- Six RazorTemps were hired during July 2014-January 2015 to assist in processing applications.
- Jason Lovett was hired as the Administrative Specialist I in October 2014.
- Jessica McCollum was hired as the Administrative Specialist I in October 2014.
- Rhonda Roberson was hired as the Administrative Support Supervisor in September 2014.
- Cliff Murphy was promoted to Senior Associate Director of Operations and Information in January 2015.

Academic Scholarships

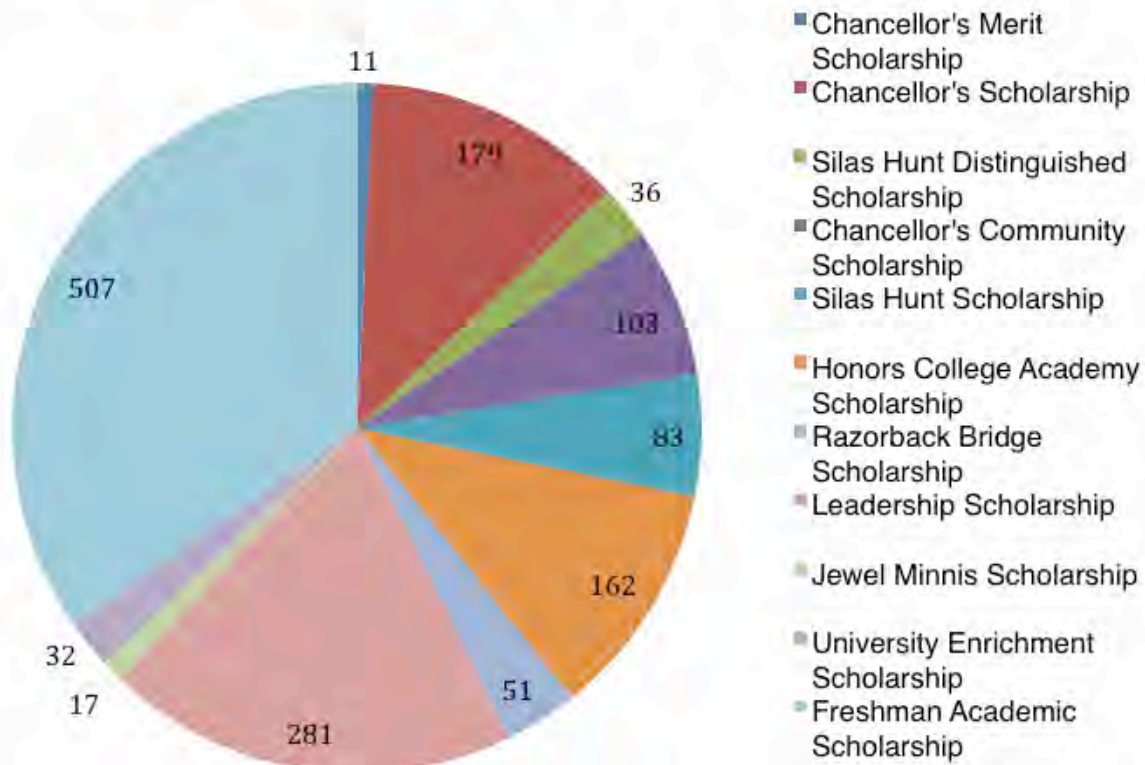
Attracting Students with Scholarships

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.



Entering Class	Scholarship Applications	Scholarship Offers	Average ACT of offered	Average GPA of offered
Fall 2015	5,399	2,644	29.52	3.93
Fall 2014	5,190	2,623	29.39	3.92
Fall 2013	5,312	2,190	29.39	3.90
Fall 2012	4,808	2,095	29.93	3.95
Fall 2011	3,082	1,783	29.95	3.94

ESTIMATED FALL 2015 ENROLLMENT BY SCHOLARS



Access and Technology Improvements

Like most of the offices in Enrollment Services, the Academic Scholarship Office implemented ImageNow as its workflow and imaging system in the spring semester. Academic Scholarships primarily uses the system to manage the Electronic Notice of Student Support (eNOSS). The eNOSS process went live in mid-July. So far, users are very pleased with the updated form and capabilities. The process is much more efficient.

Entering Freshman Scholarships

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

An additional \$56,000 was added to the budget to increase the number of Razorback Bridge scholars in FY16, and an additional \$350,000 (one-time funds) was added in FY16 and will be added FY17. The Office of Academic Scholarships has requested that this funding become permanent. 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 2015 entering freshman class, 5,399 applications were received. That is an increase of 209 applications over the Fall 2014 entering freshman class. 914 applicants presented a 30 ACT or higher and 4.0 or higher GPA.

- Arkansas residents received 1,905 scholarship offers (72%, down from 75.8% in fall 2014).
- Non-resident students received 739 offers (28%, up from 24.2% in fall 2014).
- Students from 24 different states and 9 different countries were given offers.
- Females received 1,533 offers (58%).
- Males received 1,111 offers (42%).

Chancellor's Scholarship

The Chancellor's Scholarship is \$8,000 per year. Approximately 136 Chancellor's offers were upgraded to Chancellor's Merit or to a fellowship. In Fall 2013, funding for 50 Chancellor's Scholarships was reallocated to the Chancellor's Community Scholarship program.

Chancellor's Scholarship	Number of Offers	Average ACT of offered	Average GPA of offered	Number Expected to Enroll as of July 15
Fall 2015	476	33	4.13	190*
Fall 2014	476	34	4.11	157*
Fall 2013	423	33	4.11	153*
Fall 2012	586	33	4.09	257*

*Does not include students that were upgraded to a fellowship

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 Scholarship was Fall 2012.

Chancellor's Community Scholarship	Number of Offers	Average ACT of offered	Average GPA of offered	Number Expected to Enroll as of July 15
Fall 2015	201	32	4.05	103
Fall 2014	215	32	4.07	102
Fall 2013	220	31	4.04	133
Fall 2012	43	32	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).

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

Silas H. Hunt \$5,000 Scholarship	Number of Offers	Average ACT of offered	Average GPA of offered	Number Expected to Enroll as of July 15
Fall 2015	139	27	3.87	83
Fall 2014	147	27	3.85	90
Fall 2013	125	28	3.91	72
Fall 2012	112	27	3.88	110

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

Silas H. Hunt \$8,000 Scholarship	Number of Offers	Average ACT of offered	Average GPA of offered	Number Expected to Enroll as of July 15
Fall 2015	71	30	4.04	36
Fall 2014	73	30	4.01	38
Fall 2013	46	30	4.02	21
Fall 2012	64	30	3.99	39

Honors College Academy Scholarship

The Honors College Scholarship is \$4,000 per year and is the largest privately funded scholarship in the general freshman scholarship program.

Honors College Academy Scholarship	Number of Offers	Average ACT of offered	Average GPA of offered	Number Expected to Enroll as of July 15
Fall 2015	342	31	4.06	162
Fall 2014	363	31	4.04	170
Fall 2013	267	31	4.03	121
Fall 2012	318	31	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.

Razorback Bridge Scholarship	Number of Offers	Average ACT of offered	Average GPA of offered	Number Expected to Enroll as of July 15
Fall 2015	71	25	3.74	51
Fall 2014	83	25	3.65	60
Fall 2013	64	26	3.72	48
Fall 2012	62	24	3.73	50

Leadership Scholarship

The Leadership Scholarship is \$2,000 per year. Some funds from many of the scholarships were reallocated to the Leadership Scholarship this year to expand the number of scholarship offers at the 28-29 ACT level.

Leadership Scholarship	Number of Offers	Average ACT of offered	Average GPA of offered	Number Expected to Enroll as of July 15
Fall 2015	519	30	3.98	281
Fall 2014	366	30	3.98	182
Fall 2013	203	30	3.95	104
Fall 2012	380	29	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.

University Enrichment Scholarship	Number of Offers	Average ACT of offered	Average GPA of offered	Number Expected to Enroll as of July 15
Fall 2015	47	24	3.53	32
Fall 2014	53	24	3.47	34
Fall 2013	31	25	3.58	18

Jewel Minnis Scholarship

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

Jewel Minnis Scholarship	Number of Offers	Average ACT of offered	Average GPA of offered	Number Expected to Enroll as of July 15
Fall 2015	38	27	4.08	17
Fall 2014	35	27	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.

Freshman Academic Scholarship	Number of Offers	Average ACT of offered	Average GPA of offered	Number Expected to Enroll as of July 15
Fall 2015	740	27	3.70	507
Fall 2014	812	27	3.66	517
Fall 2013	811	27	3.80	533
Fall 2012	530	28	3.71	545

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 19 \$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 25 scholarships budgeted for the Fall 2015 and Spring 2016 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 17 Phi Theta Kappa Transfer Scholarships available for the Fall 2015 and Spring 2016 beginning semesters.

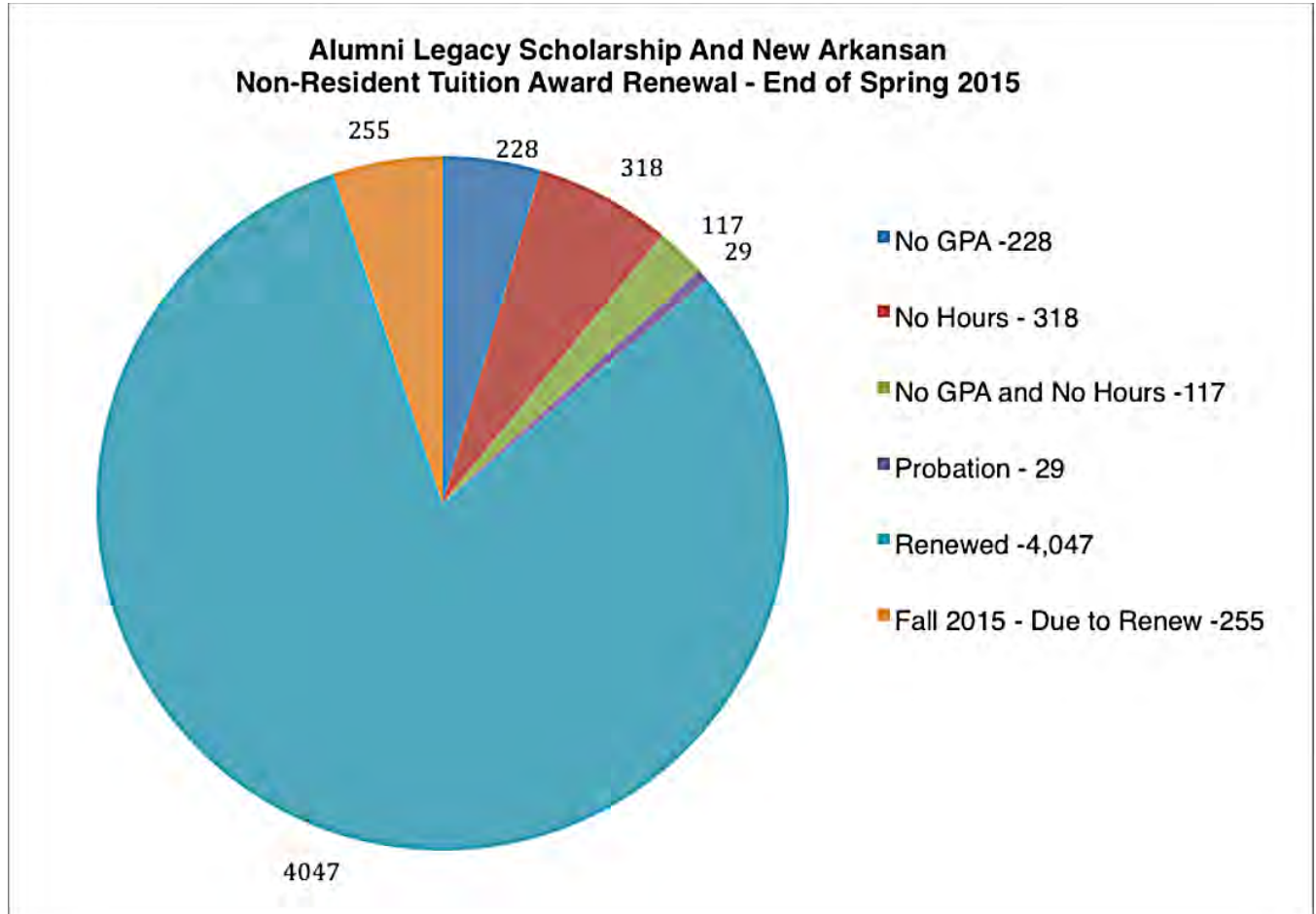
The Academic Scholarship Office continues to award the Academic All-Star Transfer Student Scholarship to students that are classified as “Academic All-Stars” by their Arkansas two-year college.

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.

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 2015, 83.0% 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 & Renewal

Scholarship renewal for the 2013-2014 academic year has increased to 94.1% from the previous year of 92.4%. Freshman 2013-2014 scholars had an increase in the year-over-year numbers with 91.2% renewing versus 89.3% of the 2012-2013 scholars. Sophomore 2013-2014 scholars also increased to 94.3% from the previous year of 92.9%, and juniors slightly increased to a 96.4% renewal from the previous year of 96.3%.

Of the 2,045 students due to renew their scholarship at the end of spring 2015 term, 1,856 (91%) of them renewed automatically (86.8% of freshmen, 92% of sophomores, and 95.3% of juniors). Twenty-one students still have incomplete grades, and their renewal will be determined at the end of the summer 2015 term. 191 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. 111 of those students have communicated with the Scholarship Office and are working toward summer renewal of their academic scholarship. Previous analysis revealed a positive scholarship renewal rate increase by emailing students below a 3.2 GPA at mid-term and students below a 3.0 GPA at the end of their fall semester. The office will continue emailing all students below a 3.2 GPA at mid-term and a 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 2014-2015 academic year, the U of A received approximately \$5 million in outside scholarships. This is the 5th consecutive year that over \$4 million in outside scholarships has been received. This represents approximately a 147% increase in outside scholarship funding from 11 years ago.

Outside Scholarships												
Aid Year	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
Total	\$5,031,170	\$5,083,832	\$4,890,854	\$4,410,128	\$4,020,62	\$3,612,805	\$3,121,728	\$3,032,755	\$2,648,990	\$2,523,745	\$2,497,699	\$2,049,179

Scholarships for Current Students

As of the May 2015 notification date, the 2015-2016 Current Student Scholarship program has offered \$519,500 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 an increase from last year's awarding of \$470,250 by \$49,250 or 10.47%.

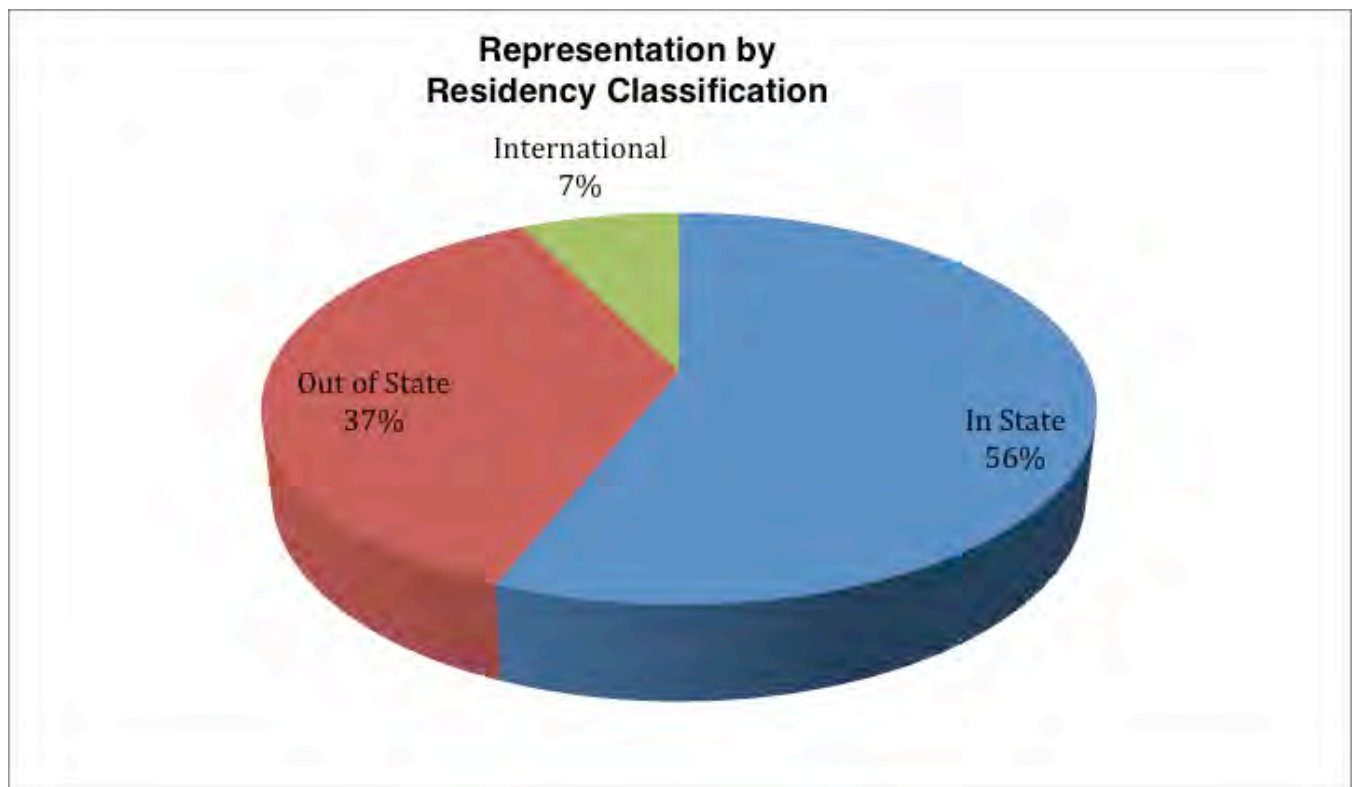
Additionally, 304 students were awarded through this program, compared to 270 awarded in the 2014-2015 program. The average award amount was approximately \$1,709, and the average recipient's cumulative GPA was a 3.818. The endowments that support the private scholarships are still recovering from the financial downturn. Much ground has been recovered in recent years, however; slow but steady growth has allowed the office to maintain certain minimum awarding levels while continuing to allow the endowments to recover. The 2015-2016 program had a total of 911 applications submitted, and of those, 855 were complete and 56 incomplete and/or not eligible as of the February 15, 2015, submission deadline. The 855 complete applications constituted the 2015-2016 applicant pool. Of these, 459 applicants were deemed academically high priority and reviewed. The

applicant's academics, as seen in the cumulative GPA, and class standing, as seen in cumulative GPA hours, were used to determine which applicants would be identified for review.

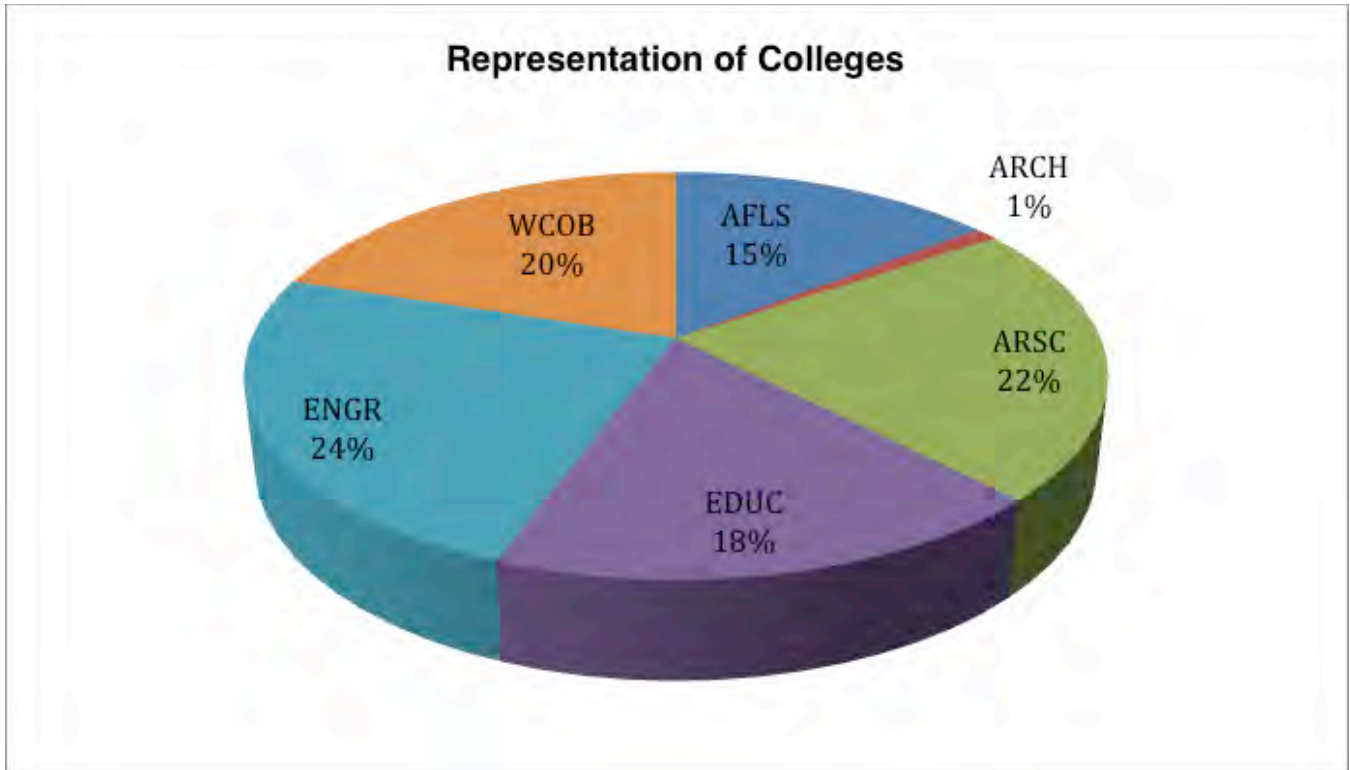
All six of the undergraduate colleges were represented. The College of Engineering had the largest representation with 212 students followed closely by the Fulbright College of Arts and Sciences with 194 and the Walton College of Business with 176. There were also 327 Honors College students representing 38% of the pool. The School of Architecture had the smallest representation with only 9 students. Additionally, over 100 different academic programs were represented. As the campus transitions to the new AcademicWorks system at both the departmental and college-wide levels, it is anticipated that the academic units represented will continue to fluctuate.

In-state students represented 56% of the pool followed by out-of-state students at 37% and international students at 7%. The 63 international applicants represented 26 countries and the 313 out-of-state applicants represented 23 states. The in-state applicants represented 53 of the 75 counties in Arkansas.

Finally, the overall academic quality of the applicants stayed relatively the same from the 2014-2015 program to the 2015-2016 program. The profile applicant in the 2014-2015 program was a junior that had completed 63 hours and had a cumulative GPA of 3.572. The profile applicant in the 2015-2016 program was a sophomore that had completed 39 hours and had a cumulative GPA of 3.610. The shift in class standing from junior to sophomore occurred since spring term grades were not factored into scholarship consideration. The 2014-2015 program had 182 students with a 4.0, representing 16% of the applicant pool. The 2015-2016 program had 172 students with a 4.0, representing 20% of the applicant pool, and 233 students, or 27% 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 2014-2015 selection cycle, the Scholarship Office, Alumni Association, the Bumpers College, the College of Engineering Dean's level, and the College of Education and Health Professions all used the new system and the same general application for their unit-based scholarships. For the 2015-2016 selection cycle, the Walton College of Business and Fulbright Colleges Dean's levels have transitioned to the AcademicWorks system. This leaves the School of Architecture and the departmental level programs in Engineering and Arts and Sciences to be transitioned to the new system for the 2016-2017 selection cycle. The upcoming cycle



will give the Academic Scholarship Office more options for customization of the system to meet the campus programmatic needs better.

Service

Garrick Hildebrand was nominated for the third 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.

Wendy Stouffer was approved as a member of the Single Parent Scholarship Fund of Northwest Arkansas' Community Leadership Council. Council members participate in scholarship applicant interviews, support fundraising activities, and contribute skills and resources to the organization.

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 Free Application for Federal Student Aid (FAFSA). A total of 18,113 students received \$207,897,641 in funding for 2014-2015.

Access and Technology Improvements

Financial Aid TV is an important online educational tool for the Office of Financial Aid. It provides over 250 short informational videos that cover many basic financial aid topics in an easy to understand format. Between July 1, 2014-June 30, 2015, 17,998 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 1,782 times.

Like most of the offices in Enrollment Services, the Office of Financial Aid implemented ImageNow as its workflow and imaging system in the spring semester. The office is getting used to the new advances and is looking forward to implementing new forms and workflows over the next few months to make some processing tasks more efficient and document submission easier for students.

Educational Outreach

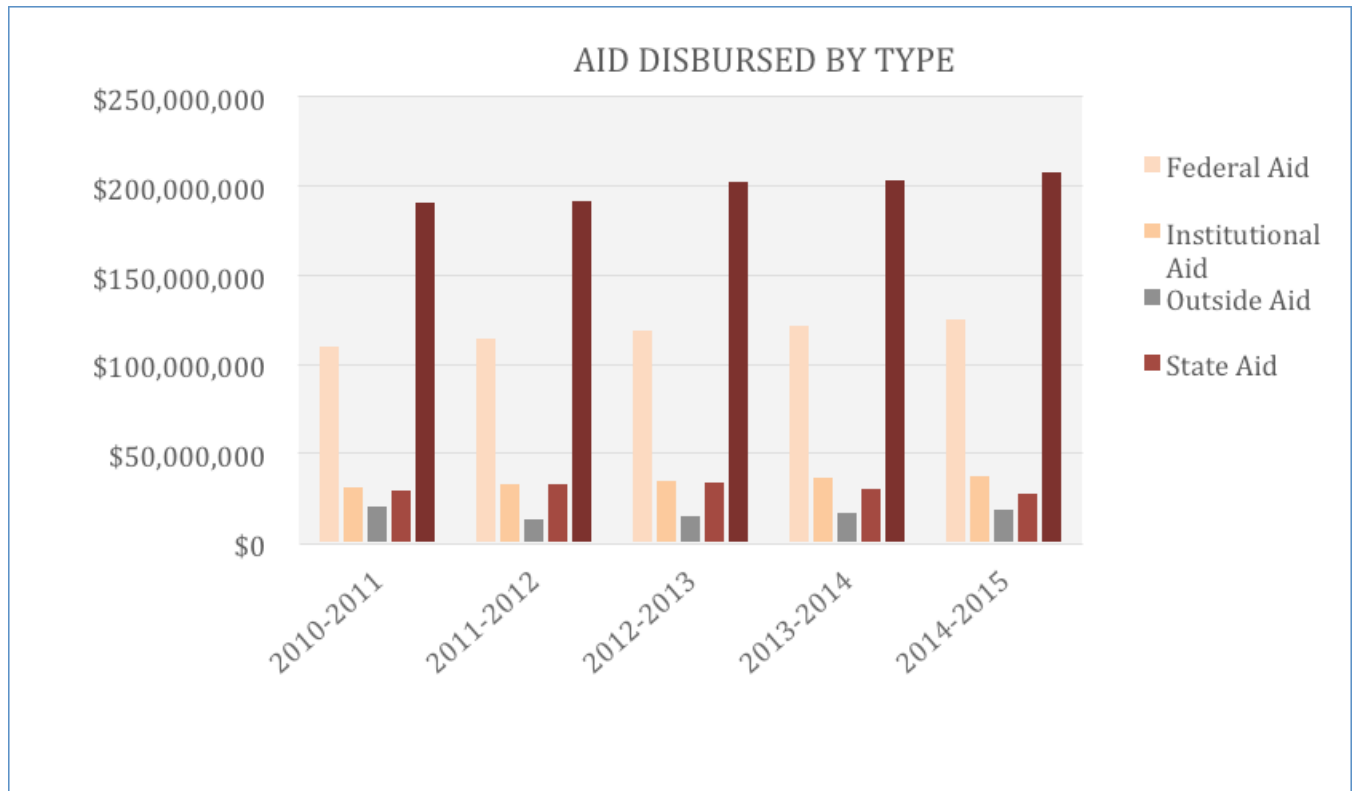
Educational outreach is a large part of the Office of Financial Aid mission. The staff held presentations for the freshman classes, Admissions, Academic Success, and Orientation.

Financial Aid Educational Outreach

Date	Events
07/14/2014	Information Fair
08/23/2014	Diversity Affairs Event
09/22/2014	Honors College Fair
09/26/2014	Hispanic Preview Day
09/30/2014	Farmington High School Financial Aid Night
10/04/2014	Razorback Reveal Panel
10/04/2014	Razorback Reveal
10/05/2014	Financial Literacy Presentation
10/06/2014	Financial Literacy Presentation
10/07/2014	Graduate NWA
10/15/2014	Native American Impact Day
11/01/2014	Har-Ber High School Financial Aid Night
11/17/2014	Financial Literacy Presentation
11/19/2014	Prairie Grove High School Financial Aid Night
12/01/2014	Financial Literacy Presentation
01/06/2015	Orientation Table
02/03/2015	Razor Coach
02/13/2015	Admissions Presentation
02/17/2015	Financial Literacy Presentation
02/19/2015	Financial Literacy Presentation
02/21/2015	Bentonville High School FAFSA
02/23/2015	Springdale High School Financial Aid Night
03/13/2015	National Association of Black Accountants Panel
05/05/2015	Upward Bound
05/12/2015	Farmington Awards Ceremony
May 2015 & June 2015	Orientation Info Fair & Sessions

Financial Aid by the Numbers

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



	Federal Aid	Institutional Aid	Outside Aid	State Aid	Total
2011	\$110,203,575	\$31,065,642	\$19,911,474	\$29,250,860	\$190,431,551
2012	\$114,454,872	\$32,346,624	\$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
2015	\$125,352,995	\$36,935,830	\$18,042,551	\$27,566,265	\$207,897,641

Summary Data Regarding Aid Disbursed	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Aid Disbursed	\$174,071,099	\$191,561,517	\$202,069,977	\$203,445,518	\$207,897,641
Total Recipients	15,205	16,780	17,707	17,876	18,113
Percent of Enrollment Receiving Aid	65%	67.88%	67.86%	66.59%	66.09%
Percent of Enrollment Receiving a Pell Grant	24.42%	24.64%	23.73%	23.26%	22.63%
Estimated Undergraduate Cost of Admissions	\$19,490	\$20,464	\$21,472	\$22,212	\$23,066
Average Graduating Undergraduate Indebtedness	\$26,383	\$27,082	\$27,095	\$24,111	\$24,120
Three Year Cohort Default Rate	NA	7.0% (2009)	8.1% (2010)	6.7% (2011)	6.5% (2012)

Grant Aid

Financial funds that do not have to be paid back.

Type of Grant Aid	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Federal Pell Grant	\$19,266,840	\$19,835,219	\$20,565,561	\$20,906,585	\$21,190,671
Federal Supplemental Educational Opportunity Grant	\$939,092	\$953,752	\$897,775	\$936,753	\$898,005
State Workforce Improvement Grant	\$196,247	\$172,825	\$180,300	\$162,912	\$176,063
State Higher Education Opportunities Grant	\$733,374	\$494,969	\$545,250	\$485,930	\$499,785
Other	\$3,813,108	\$2,153,434	\$1,965,039	\$1,706,350	\$1,604,583
Total	\$24,948,661	\$23,610,199	\$24,153,925	\$24,198,530	\$24,369,107

Work Study

A total of 107 campus 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. In addition to on-campus work study employers, there are 12 off-campus community service organizations that employ work-study students.

Work Study Facts	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Offices that Employ Work Study Students	90	109	109	109	107
Students Employed	738	1,476	557	576	585
Amount Earned by UA Students	\$523,197	\$1,092,835	\$1,138,524	\$1,051,109	\$1,140,689
UA Students Employed in Community Service	108	129	129	133	109
Amount Earned by UA Students in Community Service	\$180,995	\$216,529	\$251,498	\$224,856	\$197,776

Student Loans

Loans are money that must be paid back with interest. Students use both federal and private loans to help pay for their education. Students who receive private loans are encouraged to make use of their federal loan eligibility as a first option.

Loan Type	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Subsidized Stafford	\$33,775,483	\$35,785,945	\$25,729,675	\$26,180,395	\$26,261,233
Unsubsidized Stafford	\$40,830,441	\$42,315,359	\$55,387,28	\$54,522,925	\$54,664,402
Perkins	\$2,001,499	\$2,456,993	\$2,372,063	\$2,165,619	\$2,268,444
Parent PLUS	\$8,432,358	\$10,286,362	\$11,283,275	\$13,809,777	\$16,785,742
Graduate PLUS	\$1,583,953	\$1,713,020	\$1,674,713	\$1,637,433	\$2,116,498
Federal Nursing	NA	NA	NA	\$9,679	\$14,906
Private Loans	\$3,779,128	\$5,100,508	\$6,867,579	\$8,195,929	\$9,461,102
Total	\$90,402,862	\$97,658,187	\$103,314,589	\$106,521,757	\$111,572,327

Arkansas State Programs

The Arkansas Department of Higher Education administers state aid programs. The largest of these programs are the Academic Challenge Scholarship (funded by the state lottery), the Governor's Distinguished Scholarships, and the Higher Education Opportunities Grant (GO! Grant). State Program funding received by U of A students totaled \$27,566,265.

Collaborative Efforts

The Financial Aid Office collaborates with Student Accounts and the Arkansas Union to maintain an office in the Arkansas Union to be utilized by the Office of Financial Aid during peak times to serve students more effectively.

The Financial Aid Office partnered with the CollegeBoard to provide financial aid training to local counselors during a counseling event held on campus in September. The office also partnered with the organization National Training for Counselors and Mentors and hosted high school counselors as well as on-campus advisors and coaches for a financial aid workshop.

Policy Updates

The office collected student expense survey data for the first time in many years to assist in formulating the Cost of Attendance. Through this effort, it was found that too much was being allocated to the book expense category, but not enough to transportation.

The office also updated the Satisfactory Academic Progress policy to be consistent with the change in the Academic Standards Policy.

Serving Students

The counseling staff is assigned to students alphabetically by student last name. Counselors are available to see students as walk-ins, as well as communicate with students by email and phone. Walk-in students totaled 15,733 with students having to wait an average of 3 minutes and 56 seconds before seeing a counselor. To assist students with questions and to provide reliable access to office staff, the Office of Financial Aid maintains a call center. The financial aid call center answered 52,105 calls and made 33,056 outgoing calls, for a total call volume of 85,161. Total call talk time was a combined 4,878 hours with an average call time of 3 minutes and 26 seconds.

Processing & Systems

The Federal Government requires colleges and universities to verify or confirm the data reported by students and their parent(s) on the FAFSA. The U.S. Department of Education selects students for verification through a random selection process or if irregularities of data are identified. Verification requires students and parent(s) to provide documentation to the Office of Financial Aid so that it can verify the information reported on a student's FAFSA is accurate. During this verification period, process time to complete verification once the documentation was received was one day.

Processing & Systems	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FAFSAs Loaded	21,145	23,370	21,660	21,795	22,015
Selected for Verification	5,663	5,406	4,770	5,664	4,735
Completed Verification	4,190	4,076	3,413	4,132	3,423
Faxes Received	NA	5,259	4,512	4,418	3,672

Office of the Registrar

The Office of the Registrar has consistent and significant interaction with students from the point of matriculation to graduation and beyond. The responsibility for maintaining student records is great, but the Registrar is also about serving the needs of students, faculty, alumni, and staff. It is the goal of the office to do this in the most effective ways, utilizing excellent service skills, technology, and the best practices among registrar offices of peer institutions.

Core Functions

The Office of the Registrar's core functions are to serve as the University's central academic support unit to:

- Collect and record student and instructional academic program information, including conducting and managing processes related to registration
- Coordinate and produce official enrollment and academic certification from academic records
- Provide support for determining academic eligibility and academic progress
- Implement and monitor academic and administrative policies
- Provide degree processing and diploma distribution
- Coordinate and support campus classroom assignment process
- Evaluate and process transfer/test credit for undergraduate students
- Manage access to and coordinate the release of student academic information in compliance with federal regulations and University policies
- Support and maintain curriculum through program and course inventory
- Coordinate enhancements and provide support for maintenance and upgrades of the Student Information System and Auxiliary Software systems.

Mission Statement

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

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

Accuracy, Integrity, Service

Major Accomplishments and Goals Achieved

NEW DEGREE AUDIT RELEASED TO STUDENTS AND ADVISORS

In November, the Office of the Registrar released the new degree audit to students and advisors in the Walton College of Business. Advisors in the College of Engineering also used the new audits for testing purposes. During this time, coding was completed for programs in all the undergraduate colleges. The release date for the other undergraduate colleges is August, 2015.

Progress on the new degree audit increased significantly with the hiring of a dedicated programmer in August. It is expected that all undergraduate colleges will be utilizing the new degree audit in Fall 2015. The release dates are as follows:

- Walton College of Business – Nov 2014 (released)
- Bumpers College of Agricultural, Food and Life Sciences – June 2014 (released)
- Fulbright College of Arts and Sciences – July 2015 (released)
- School of Architecture – July 2015 (released)
- College of Education and Health Professions – August 2015 (planned)
- College of Engineering – August 2015 (planned)

The new audit has a cleaner view and is more functional for students, advisors, and administrators. Degree progress will be easier to track, resulting in a clearer path to graduation. This will help contribute to the goal of increased retention and graduation rates.

DEGREE AUDIT REQUEST PAGE

The screenshot shows the 'Degree Audit Plan Selection' interface. At the top left is the University of Arkansas logo. To its right, the text reads 'Degree Audit Plan Selection' in blue, followed by 'Student Id 0105'. Below this, there is a checkbox labeled 'Include Planned Courses:' which is checked. A blue header bar labeled 'Plans' is followed by a list of four items, each with a yellow 'Run Report' button and a blue title: 'University Requirements', 'Finance Financial Mgmt/Investment', 'Minor - Spanish', and 'Minor - Economics Minor'.

DEGREE AUDIT HEADING



Degree Audit Report Detail

This degree audit should be used in conjunction with the Catalog of Studies and regular meetings with your academic advisor. While every effort has been made to insure this report's accuracy, your dean's office has the final authority for certifying degree requirements. If you have any questions concerning this audit, please contact your academic advisor or your college dean's office.

Student Id 0105 [redacted]
 Program WCOB Walton College of Business
 Plan FINNBS Finance
 Sub-Plan FINMG Financial Mgmt/Investment
 Req Term Fa 2011
 Last Updated 07/06/2015 08:46 AM
 Advisor

Total Hours: 118
 Cum GPA 3.239
 Major GPA 3.000
 Applied for Graduation None
 Academic Standing Good Standing

Sort results by [dropdown]

[View Transfer Credit](#)

Completed
 Enrolled
 Incomplete
 Unmet

2 - General Education Core (WCOB)

Description	Class	Term	Grade	Hours		
10 COMPOSITION I	ENGL 1013	Sp 2013	A	3.000	Rqmnt Details	Move
20 COMPOSITION II	ENGL 1023	Sp 2015	B	3.000	Rqmnt Details	Move
30 SURVEY UNIVERSE LAB	ASTR 2001L	Fa 2012	A	1.000	Rqmnt Details	Move

REQUIREMENT BLOCK

4 - Finance Major: Financial Management (24 Hrs)

Description	Class	Term	Grade	Hours		
10 FINANCIAL ANALYSIS	FINN 3013	Fa 2014	B	3.000	Rqmnt Details	Move
20 FINANCIAL MARKETS/INSTITUTIONS	FINN 3053	Fa 2013	C	3.000	Rqmnt Details	Move
30 INTERNATIONAL FINANCE	FINN 3703	Su 2014	B	3.000	Rqmnt Details	Move
40 FINANCIAL MODELING	FINN 3103	Sp 2015	B	3.000	Rqmnt Details	Move
50 INVESTMENTS	FINN 3063	Fa 2014	A	3.000	Rqmnt Details	Move
50 CORPORATE FINANCE	FINN 3603	Sp 2015	B	3.000	Rqmnt Details	Move
60 Option 2 (6 Hrs)				6.000	Rqmnt Details	Exception
70 Option 3 (6 Hrs)				6.000	Rqmnt Details	Exception
80 MONEY AND BANKING	ECON 3433	Sp 2015	C	3.000	Rqmnt Details	Move
80 PERSONAL FINANCIAL MGMT	FINN 3003	Fa 2015		3.000	Rqmnt Details	Move
90 BUSINESS STRATEGY	WCOB 3016	Fa 2013	B	6.000	Rqmnt Details	Move

NEW GRADUATION CLEARANCE PAGE IN ISIS

Integrated with the new degree audit is a page in ISIS that will allow administrators to clear students for graduation once all requirements are met. This will allow assigned college personnel to pre-approve students for graduation as an initial step before final approval by the dean's office. It will also allow administrators to quickly search for those students who have been preapproved, approved, denied, or deferred for graduation. Overall, it will provide a much

quicker, accurate, and more transparent process for degree clearance. Like the new degree audit, the graduation clearance page is another way the Office of the Registrar is contributing to improving graduation and retention.

UA Student Degree Clearance

Student ID 010130888 **Sandra Torres**

Academic Career Undergrad

Academic Program WCOB

Degree Checkout Status Applied for Graduation **Term** 1159

Academic Advisor

Department Approved Department Denied

College Pre-Clear College Approved College Denied Defer to Next Term

Degree Honors 1 **Degree Honors 2**

CUM GPA 2.412

Total Hours 129.000

[Audit Report](#)

Degree Audit Notes

Completed Enrolled Unmet

Academic Plan:

University Requirements
Student has not met University requirements.

Academic Plan:

Major - Marketing Marketing Management **Major GPA** 3.000

Academic Plan:

Minor - Supply Chain Management

PRE-ENROLLMENT OF NEW FRESHMEN

In the spring of 2015, the Office of the Registrar pre-enrolled over 4,500 new freshmen in nine hours of courses before the students arrived at orientation. This was the second time to do this at the U of A and it required much collaboration with the Office of Admissions and the undergraduate academic colleges. There were 38 different classes and labs used for this process, which amounted to a total of 34,884 pre-enrolled hours.

Assessment done on July 9, 2015 of the fall 2015 pre-enrollment process showed the following:

- 55.07% kept the class and the same section as pre-enrolled
- 12.69% kept the class but in a different section than pre-enrolled
- 32.24% did not keep the class

Overall almost 68% of classes scheduled during pre-enrollment remained on the schedule for a student after June orientations ended.

Assessment done on August 4, 2014 of the fall 2014 pre-enrollment process showed the following:

- 50.16% kept the class and the same section as pre-enrolled
- 12.47% kept the class but in a different section than pre-enrolled
- 37.37% did not keep the class

ROOM SCHEDULING

Room scheduling staff completed an upgrade of 25Live with no loss of service to the campus community, resulting in greater speed of data movement between 25Live and ISIS and faster report generation.

25Live Publisher was implemented for campus use. Various departments across campus are now able to use the publishing features of 25Live to produce calendars of events direct from 25Live at the push of a button.

25Live publisher calendars have been implemented for the Music Department, CAST Department, and Economics & Finance Departments. Using the 25Live Publisher feature, users can now update their department event calendar when they create an event or assign a room for their classes in 25Live, eliminating the need for duplicate data entry.

The upgrade of 25Live to version 25 has resulted in greater speed of data movement between ISIS and 25Live. Students, faculty and staff have access to view general access classroom availability. In addition, users can also use 25Live to locate buildings using the maps feature in 25Live.

Room scheduling staff assisted the colleges with the placement of 3,692 classes for Fall 2104 and 2,956 classes for the Spring 2015 term. An additional 189 classes were placed for the Enhanced Learning Center for Fall 2014, and 312 classes for the Spring 2015 term.

Room/Seat Utilization & Scheduling Compliance

	Spring 2015 %	Spring 2014 %	Fall 2013 %	Fall 2014 %
Room Utilization	65.8	68.9	74	72.6
Seat Utilization	64.6	65.1	64.9	66.4
Schedule Compliance	77.6	68.8	69.1	64.5
Total General Access Classrooms	154	151	151	146

NOTE: There are a number of classes with no room assigned. Parameters used: M-F 7:30 to 5:30.

Total classes reflect classes with meeting patterns.

Classes without a meeting pattern would not be moved into R25 or X25.

ONLINE PROGRAM CHANGE PROCESS RELEASED

Work on Program Management, the final component of the CourseLeaf software, was completed. Implemented in August, 2014, it provides the campus with an online, automated workflow system for degree program approvals for the first time. As with the course inventory piece, program change proposals submitted via Program Management are 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 by the campus to edit catalog copy in preparation for each year's publication. Staff continue to work with the software team to resolve outstanding issues, and a number of enhancements to the system are already in the works.

IMPLEMENTATION OF IMAGE NOW

The Office of the Registrar was one of the first participants in moving records from the old Empower document imaging system to the new one, Image Now. This involved evaluating documents in the Empower system and determining what would be moved to Image Now. It was decided to only move records for students who have been enrolled in the last five years. Reports that were generated in the last two years were moved to the new system. Folders and security were developed to prepare to move the selected documents. An archival process will be in place to only maintain records for five years after enrollment for students and two years for daily reports.

INITIATED PROCESS FOR OCR OF TRANSCRIPTS

The office began the new process for using the OCR in Image Now to read hard copy transcripts and import the data into ISIS. As part of this project, current processes were evaluated and changes were made to scanning workflow to speed the processing time.

NEW WEBSITE LAUNCHED

The Office of the Registrar launched a new website in May utilizing the new OmniUpdate content management system. The site is more visually appealing, easier to navigate, and allows for more efficient content updates.

APPENDIX: OFFICE OF THE REGISTRAR GENERAL PRODUCTIVITY

STUDENT RECORDS

- Enrollment Verifications: 2,062 student-requested personal enrollment verifications were produced by the office. These are generally used by students and parents to validate enrollment for insurance purposes.
- Grade Change Forms: 1,161 grade changes that could not be done in ISIS by the instructor were processed by staff.
- Grade Forgiveness Forms: 1,304 grade forgiveness request forms were processed.
- Residency Reclassifications: 2,976 residence changes were completed. The Office of the Registrar processes all residency reclassifications and manages the appeal process for non-residents who want to petition for resident status.
- Transcripts: 36,929 transcripts were delivered per students' request in 2014/2015. Over 24,000 of the requests for official transcripts were made online. There were 15,337 requests made through Transcripts on Demand, the online transcript service. An additional 8,957 requests were made by current students through their Student Center page in ISIS

TRANSFER/TEST CREDIT

- College Transcripts/Courses: 18,417 college transcripts were evaluated with 104,428 courses articulated and posted to the students' records.
- Transfer Equivalency Guide: 3,254 institutions are currently included and 6,417 classes added last year for a total of 362,208 individual classes listed in the guide.
- Test Credit: 4,169 test credits (AP, CLEP, IB, Credit by Exam, etc.) were posted to students' records.

GRADUATION

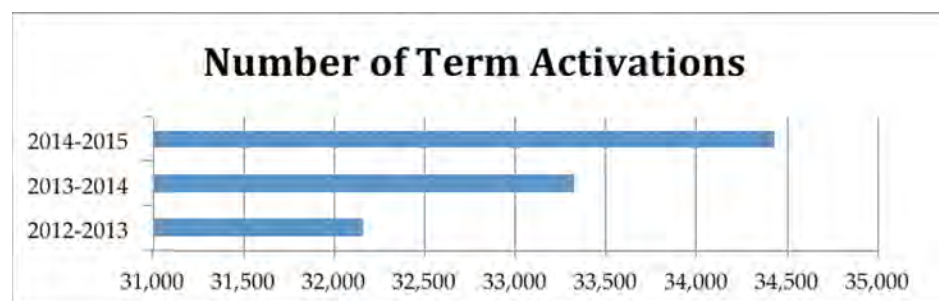
- Applied to Graduate: 7,657 students applied to graduate during this period, which includes the summer 2014, fall 2014, and spring 2015 terms.
- Degrees Awarded: 5,783 (increase of 410 students from last year) degrees were actually awarded during this same period, representing 75.6 percent of those who applied.

CURRICULUM INVENTORY

- Course Changes/Adds: 1,217 course changes/adds were completed via the online course change facility and recorded in ISIS.
- New Courses for Transfer Articulation: 250 new courses were created to support the ongoing initiative to more accurately articulate transfer credit work posted to student transcripts.
- Program Changes: 254 program changes were completed online through CourseLeaf and updates made to ISIS as necessary.
- NSLC Reporting Changes: Approximately 1,500 degree plan settings were updated to accommodate changes in the reporting requirements to the National Student Clearinghouse.
- Transcript Descriptions: Approximately 500 degree plans were revised in conjunction with a project to begin displaying concentrations on student transcripts.
- Honors Notation: Inactivated approximately 200 degree plan codes for a project to restructure how student transcripts reflect participation in an honors degree program.
- 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.

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 1,104 over the previous year, from 33,325 in 2013/2014 to 34,429 in 2014/2015.



- **Priority Registration (two week totals):** For the summer 2014 priority registration period, 21,912 registration appointments were created and 6,389 students registered. This means over 29 percent of the students with enrollment appointment times registered for summer classes during priority registration. For fall 2014, 22,053 appointments were created and 12,794 students, over 58 percent, registered during priority. For spring 2015, there were 25,979 appointments set and 17,531 students, over 67 percent, who registered during priority registration. In comparison to the previous year, there was an increase in priority enrollment for each term. In summer 2014 priority registrations increased by 1,398 students. In fall 2014 the increase was 596 students and in spring 2015 the number of students registering during priority registration jumped by 923 students.
- **Administrative Enrollment:** The Office of the Registrar performs administrative enrollment into classes in the form of adds, drops, or swaps for both current enrollment periods and also historical periods to update student records with prior degree and course information. The office performed 17,724 manual class enrollments during 2014/2015, a decrease of 439 from the previous year. The decrease was due to implementation of an automated process to mass enroll students into FTEE classes.
- **Final Exam Policy:** In support of the fall 2014 final exams the group sent out 2,510 emails with supporting documentation and for the spring 2015 term another 2,368 emails were generated to inform the students of their ability to adjust their finals schedule due to multiple daily finals as defined by policy.

REPORTING, SECURITY, AND TECH SUPPORT

- **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 92 different entries scheduled on the Production Calendar over the course of the year. Nearly 7,000 runs were scheduled on the Production Calendar during the year, with approximately 12,600 outputs created. There were 55 external reports processed during the year (including Alumni, honor societies, military recruiters, etc.). On average, 50-70 ISIS production processes were scheduled on a nightly basis.
- **Computer Support:** During the course of the year staff documented the following support assistance via on site, phone, email and jabber for the Office of the Registrar at UPTe and HUNT. This support included installs of 4 new computer setups, 2 new laptop setups, 10 new monitor setups and 1 new printer setup. Hardware – 333 issues documented (installs, repairs, troubleshooting/research, updates/upgrades, moves/setups, surplus), Network – 68 issues documented (troubleshooting, RDC, VPN, wireless, printer and LAN), Software – 736 issues documented (installs, troubleshooting/research, upgrades/updates, adware/virus issues and special requests).
- **Website Updates:** Routine maintenance and updates continue. Over 182 web page changes were made during the last year.
- **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 400 user requests for new or additional access to ISIS that were not Instructor Advisor access, and evaluated 7 BASIS/ISIS security comparison reports which resulted in the manual evaluation of 387 individuals.

DATA INTEGRITY

- Identified and corrected over 8,000 data integrity issues revolving around students' records.
- A crucial component that affects several areas of ISIS is the uploading of information for faculty and staff conducted in a nightly process. Over 32,200 of these records were loaded into ISIS this past year with over 5,300 needing some attention for item resolution.
- Ensure accurate transfer credit posting for over 3,800 students whose work have been entered but who had not yet been matriculated.
- Maintain athletic student groups to ensure holds are removed or added in a timely manner (over 1,500).
- Assisted the Office of Admissions with over 600 changes to students' admit terms and application status changes.
- Completed over 14,000 changes to correct student data for National Student Clearinghouse submitted files.

ACADEMIC ADVISEMENT

- Administrative Academic Advisement Reports: 13,655. 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: 1,631 reports generated by students through ISIS.
- Core Check Advising Reports Produced: 6,045 students (each of these ran 4-5 times per student through the reporting period for the Fall and Spring graduation ceremonies). These reports were processed for current and future applicants for graduation and used to validate the completion of University requirements and the State Minimum Core for undergraduate applicants.

NEW DEGREE AUDIT

- Encoding: 443 program plans were re-coded. All majors, minors, concentrations, and honors plans for the six undergraduate colleges were completed.
- Projects: 20 projects were completed that added functionality and/or enhancements to the new degree audit. Major projects included:
 - Added option to sort courses within each section by subject or grade
 - Added functionality to make exceptions for minors not attached to colleges
 - Added additional functionality to adjust security behind making exceptions
 - Captured courses with incomplete grades and moved to "courses not used"
 - Identified courses with "D" grades to total and display for users
 - Identified courses ineligible to prevent them being used in exceptions
- Degree Audits Generated: 2,281 audits were run with only one college going live in November. Administrators ran 1,753 and students in WCOB ran 913.

ISIS STUDENT RECORDS PROJECTS

The Office of the Registrar's staff completed over 80 projects (including Degree Audit) 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.

- College Scheduler Update: Coordinated with University Information Technology Services (UITS) to test and install a new, enhanced mobile-enabled version of the schedule building product with improved graphics for Fall 2015 Priority Registration. The version also allows students to compare multiple schedules in a grid format.
- Grey Heller Update: Collaborated with the ISIS Team and University Information Technology Services (UITS) to test and install a new, fluid version of the mobile presentation. The "tiles" allows for easier navigation to pages of interest for students for records, financial aid, and accounts information.
- Rave Implementation: Collaborated with University Relations and University Information Technology Services (UITS) to update the University's emergency alert system to a new product. A new sign up page was developed in student self-service along with new tables and extracts.
- Student Activity Guides (SAG): Collaborated with Student Financials, University Information Technology Services (UITS), and the Registrar's Office, a delivered feature was enabled, tested, and released to students. The featured included a financial agreement that could be signed by students in compliance by federal mandate. An ability for students to view and update emergency contacts proved to be beneficial – over 6,000 emergency contacts were added after the SAGs were introduced.
- Other Projects Completed:
 - Academic Works extract
 - Added Faculty Mentor option in the advisor table
 - Added icon for online classes
 - Added evaluation before enrollment to enforce Online policy
 - Adjusted extract for AcademicWorks for HONORS/HONCOL****
 - Added advisor/mentor display in UA advisee list
 - Changed Intramural Extract
 - Changed signup page for RazAlert
 - Created batch load ability to Honors Table for Chancellor/Dean's List students
 - Created session codes in the term/session translate table for on-line sessions
 - Developed extract for GoArmyEd
 - Corrected CoursEval Errors
 - Added missing fields needed for NSC file
 - Moved January Intersession (1151) Class Data from ISIS to R25
 - Modified Faculty/Staff Load to include library privileges for EMER and RETR
 - Modified the quick enroll security to allow instructors to make grade changes for their own classes without having access to make changes to other classes
 - Extended the extract term dates to allow full access to independent study terms in Starfish

- Created an export for StarRez replacing RMS housing extracts
- Created 4 new extracts for Blackboard in lieu of the originally plain SAIP integration
- Continued development of Sunapsis extract
- Developed UA advisor load
- Developed UA Success extract

ISIS

ISIS supports nearly 34,000 students with active accounts and more than 2,000 faculty, 12,000 parent, and 25,000 undergraduate and graduate applicant users who have daily access to the system. The ISIS team works diligently to keep the system accessible, pertinent and convenient for all users.



UPTTE TRAINING LAB

When ISIS moved to the Uptown Campus facility in 2012, one of the first decisions was to create a training room that could be shared by offices residing in the building. Plans were made to update the training room to make it more effective and functional. This past year, ISIS purchased 11 new Dell OptiPlex 3020 computers, keyboards, monitors, and mice. Development Information Services (DIS) contributed a projector and technical assistance, and BASIS purchased a projection screen, truly making it a collaborative effort. The end product has been met with praise by end users and instructors alike. During the past FY, the UPTTE training lab has been used almost 200 times by trainers based in ISIS, BASIS, DIS, Admissions, University Relations, and the Office of the Registrar.

ISIS MOBILE UPGRADE

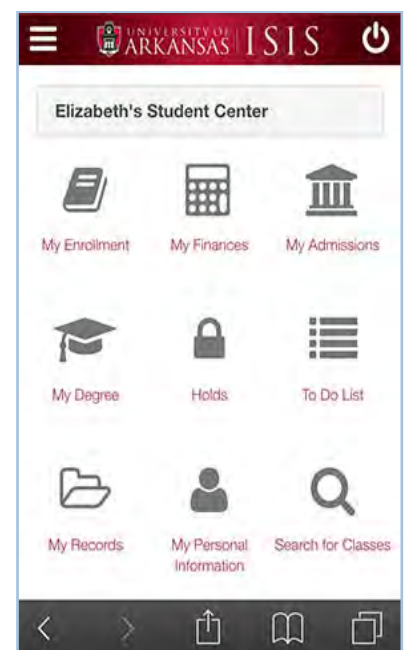
A new, updated version of the ISIS Mobile Student Center went live in February. The new tile feature offers a much easier method for students to see the information they are seeking. With the new interface, a conscious effort was made to keep all information available in two clicks or less, making use of ISIS Mobile much faster.

Current plans are to have the new tile presentation for the Faculty Center and Advisor Center by start of school this fall. The office hopes to engage Faculty User Groups in testing the new product before releasing it to campus.

ISIS RESTRUCTURE

The final step of the ISIS Project restructure was completed as FY15 began. On July 1, responsibility for the ISIS maintenance cost center that included financial, travel and inventory, was transferred to the new ISIS Student User Management (ISUM) budget. IT Services continues to manage the ISIS contractual hardware/software cost centers acquired during the restructure.

This move of fiscal responsibilities from ISIS to ISUM resulted in the loss of the administrative assistant position that had been responsible for purchasing and BASIS transactions since the inception of the ISIS project. Based on the increased workload being absorbed by the



remaining ISIS core team, it was determined best to move the labor intensive ISIS Help phone and email inquiries responsibility to the ITS Help Desk. The ISIS security team set up security and in-depth training with ITS staff was conducted in July and August. The telephone and email responsibilities were officially moved to ITS on August 14, 2015.

ISIS HELP WEBSITE

While the responsibility of responding to email and telephone requests for ISIS assistance was moved to the ITS Help Desk as part of the department restructure, the ISIS core team retained oversight of the ISIS Help website. This past December an updated site was released that utilizes features available on the new campus web content management system, OmniUpdate.

The new site offers users quick answers to the most frequent questions about ISIS. And the updated campus design brought forward by University Relations makes the site easier to maneuver. Current plans are for a much larger upgrade to the ISIS Help website to coincide with the upcoming PeopleSoft Campus Solutions 9.2 upgrade and rebranding. Instructional videos will be created and posted on YouTube, and HTML-based help aids will be posted on the site. An additional section, the ISIS Help Library, will be created to offer PDF help aids in support of the HTML and video offerings.

SERVICE

Throughout the past year, ISIS has continued its tradition of outstanding service to constituents. Communication to all users was intensified during system changes and modifications. Focused email, 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.

A new ISIS security request unveiled last year has made a positive difference for all of the employees who were involved with the nearly 600 ISIS security requests made in the past year. The request is on-line, and all notifications occur automatically. Submitting the request is easier, security is assigned faster, and the process is more environmentally conscious than the previous paper-based process.

A new database, ISIS Training, was brought on-line late fall which allows for ISIS instruction to be done in a dedicated training database. Previously training was done in the production instance, which does not meet general IT security best practices. This move allows for the creation of specific training scenarios needed for the different audiences served.

More than 28 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 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 2014-15 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, the University's all-time total of 50 scholars places the U of A 16th among public institutions and 30th among both public and private institutions. For the Truman Scholarship, the University's total of 19 scholars places the U of A 14th among public institutions and 31st 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. The University's record of 7 Marshall Scholars places the U of A 24th among public institutions and 53rd among both public and private institutions. For the Rhodes Scholarship, the University's 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 67 Fulbright Scholarships, 113 National Science Foundation Graduate Research Fellowships, 9 Udall Scholarships, 3 Gates Cambridge Scholarships, and 868 State Undergraduate Research Fellowships.

Another exciting development in the 2014-15 academic year was the University of Arkansas's recognition as a participating institution by the Winston Churchill Foundation of the United States. This recognition will allow University of Arkansas students to apply for the Churchill Scholarship, an award that gives students in specific life science, physical science, technology, arts, humanities, and social science fields the opportunity to complete a one-year degree at the University of Cambridge. The University of Arkansas is one of 105 participating institutions across the United States.

Student Awards & Achievements

During the 2014-15 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 Fulbright Scholarship, National Science Foundation Graduate Research Fellowship, Truman Scholarship, Goldwater Scholarship, James Madison Fellowship, Gilman Scholarship, Udall Scholarship, and Harvard-Amgen Scholarship.

2014-15 was a landmark year for University of Arkansas students competing for the most prestigious junior-level scholarships in the nation: the Goldwater, Truman, and Udall Scholarships. Armin Mortazavi became the University's 50th Goldwater Scholar, and his win also marked the 20th year in a row that at least one University of Arkansas

student was named a Goldwater Scholar. In addition, Elise Clote and Michael Reinisch were both named 2015 Udall Scholars. This is the first time in University history that two students have been named Udall Scholars in the same year. Finally, Grant Addison was named a Truman Scholar, making him the 19th in University history. Because of these students' success, the University of Arkansas was one of eight schools in the nation to have at least one Goldwater, Truman, and Udall Scholar in the same year.

Rhodes Scholarship

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, Nathanael Franks was named as a finalist for the Rhodes Scholarship and invited to interview for the award.

Nathanael Franks graduated cum laude in 2012 with a degree in physics and biochemistry and in 2014 with master of business administration. During the 2014-15 academic year, he completed a master of accountancy. In addition to his academic performance, Franks was a member of the University of Arkansas track and field team.

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, seven U of A students were awarded Fulbright Scholarships to 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. All seven winners this year received English Teaching Assistantships. Six of the applicants were seniors in the Fulbright College and one was a senior in the College of Education and Health Professions.

THE FULBRIGHT WINNERS ARE:

Erick Axxe, a senior honors German and sociology major in Fulbright College. Axxe is a previous Honors College Study Abroad Grant recipient and spent the Spring 2014 semester studying at the University of Regensburg in Regensburg, Germany. He will spend the upcoming year teaching English in Germany.

Bree Bursch, a senior English major in Fulbright College. She will spend the upcoming year teaching English in Germany before pursuing a master of fine arts in creative writing.

Amy Cosgrove, a senior communication major in Fulbright College. After completing her English Teaching Assistantship in Thailand, she plans to pursue non-profit work.

Grace Gandy, an honors elementary education senior in the College of Education and Health Professions. Gandy is an active member of the National Science Teachers Association. She will spend the upcoming year teaching English in Greece.

Zoe Gastineau, an honors history and Asian studies senior in Fulbright College. After completing her English Teaching Assistantship in South Korea, she plans to pursue a doctorate specializing in Korean history.

Jacob Pinter, a broadcast journalism major in the Fulbright College. Pinter graduated in December 2014 and currently works in Washington, D.C., as a production assistant on NPR's Morning Edition. He will spend the upcoming year teaching English in Thailand.

Haley Smith, a senior anthropology major in Fulbright College. Smith previously received a Benjamin A. Gilman Scholarship. She will spend the upcoming year teaching English in Malaysia.

National Science Foundation Graduate Research Fellowship

Nine University of Arkansas students – one undergraduate student, five graduate students, and three recent graduates – received National Science Foundation Graduate Research Fellowships for the upcoming academic year. Each fellowship is worth \$34,000 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 9 students to more than \$1.2 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.

Sarah Bilsky is a doctoral student at the University of Arkansas. She received an undergraduate degree from Vanderbilt University in 2011.

Calvin Johnson is a master's student in geology at the University of Arkansas. He received an undergraduate degree from Pennsylvania State University in 2014.

Elizabeth Reese graduated from the University of Arkansas with a bachelor of science in biology in 2012 and a bachelor of arts in psychology in 2013. She will begin a doctoral program in clinical psychology at the University of North Carolina-Chapel Hill in the fall of 2015.

Sean Salazar is a doctoral student in civil engineering at the University of Arkansas. He received his undergraduate degree in civil engineering from the University of Arkansas in 2013.

Andrew Sanders graduated from the University of Arkansas in 2014 with a bachelor of science in biology. He is currently a doctoral student in ecology and evolutionary biology at Dartmouth College.

Aaron Shew is a doctoral student in environmental dynamics at the University of Arkansas. He received his undergraduate degree from Middle Tennessee State University in 2011.

Rebecca Simpson graduated from the University of Arkansas with honors in 2013 with a bachelor of arts in mathematics and a bachelor of science in biochemistry. She is currently a doctoral student in biochemistry and molecular and cell biology at Cornell University.

Bradley Wilson is an incoming graduate student of geosciences at the University of Arkansas. He received his undergraduate degree in geophysical engineering from the Colorado School of Mines in 2015.

Mariel Young graduated magna cum laude with majors in anthropology and Spanish in 2013. In 2013, Young was named a Gates Cambridge Scholar. She is currently a doctoral student in human evolutionary biology at Harvard University.

This group of fellowship recipients brings the overall total of NSF GRFP winners from the University of Arkansas to 113. Three recent graduates - Tobias Bothwell, Preston Scrape, and Michael Wyssman; three graduate students - Stephen Bauman, Gage Greening, and Kayla Skinner; and one undergraduate students - Michaela Mertz - received honorable mentions.

James Madison Fellowship

This year, Scott Shackelford, an incoming Master of Arts in Teaching student in the College of Education and Health Professions and University of Arkansas alumnus, won the prestigious James Madison Fellowship in the amount of \$24,000 to help him pay for graduate studies in American history. Shackelford graduated from the University of Arkansas in 2001 with a degree in political science and journalism. 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 Annie Williams (2014), Alexander McKnight (2009), Koriene Barnes (2002), Kathleen Blankenship (2001), and David Buchner (1999).

Truman Scholarship

University of Arkansas junior Grant Addison of Cabot won a 2015 Harry S. Truman Scholarship. Addison is an honors history and political science double major in the Fulbright College. He plans to work in education policy and reform in the state of Arkansas. Addison is one of 58 students from 50 U.S. colleges and universities to be awarded the prestigious scholarship this year. He will receive \$30,000 to be used toward graduate study.

Political science and Middle East studies student Hilary Zedlitz 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 Cicely Shannon (2014); Nathan Coulter (2013); Mike Norton (2012); Olivia Meeks (2008); and Dwayne Bensing (2006).

Goldwater Scholarship

Armin Mortazavi, a Bodenhamer Fellow majoring in chemistry and physics, was selected as a 2015 Goldwater Scholar. He will receive a scholarship of \$7,500 from the Barry Goldwater Scholarship Foundation for the coming academic year. Mortazavi's win marks the 20th consecutive year that at least one U of A student has won a Goldwater Scholarship.

Mortazavi is one of 260 students in the nation to be named a Goldwater Scholar. His research focuses on studying the stability and behavior of alpha-helical peptides. Upon graduation, Mortazavi plans to pursue an MD/PhD and eventually conduct research and teach at a medical university.

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 50 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: Ailon Haileyesus (biomedical engineering); Stephanie Long (biology and psychology); and Lauren Reed (chemical engineering).

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.

Two University of Arkansas students received Udall Scholarships this year: Elise Clote of Glendale, Missouri, and Michael Reinisch of Düsseldorf, Germany.

Elise Clote is an honors junior agribusiness management and marketing major in Bumpers College. She is a member of the Osage Nation and currently serves as the president of the Native American Student Association. Clote ultimately plans to work for the Osage Nation by focusing on food sovereignty and food security through their Bird Creek Farms project.

Michael Reinisch is an honors junior working on degrees in chemical engineering and physics. He is a previous recipient of an NSF Research Experience for Undergraduates and a RISE Scholarship. His ultimate goal is to help build “eco-villages” (self-sustaining communities) around the world.

Gilman Scholarship

During the 2014-15 academic year, 20 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.

Harvard Amgen Scholarship

The Harvard-Amgen Scholars Program is an intensive 10-week summer research program for undergraduate students studying biotechnology. Scholars work with faculty mentors and live in Harvard’s Summer Undergraduate Research Village community. In addition to performing research, Scholars also receive a stipend and attend the Amgen Scholars Symposium at UCLA with students participating in other Amgen programs around the country. The Amgen Foundation currently operates Amgen Scholars Programs at 17 of the top educational institutions in the United States, Europe, and Japan.

Ailon Haileyesus, a junior honors biomedical engineering major, is the University of Arkansas’s first Harvard-Amgen Scholar. She plans to pursue a graduate degree in biomedical engineering and use her research to improve the quality of medical care in developing nations.

Additional National Awards Received by U of A Students

Environmental Protection Agency Greater Research Opportunity (GRO) Fellowship

Gates Millennium Scholarship

NASA Pre-Service STEM Fellowship

National Science Foundation Research Experiences for Undergraduates

Smithsonian Environmental Research Center Internship

Southern-Sustainable Agriculture Research and Education Young Scholars Enhancement Grant

State Undergraduate Research Fellowship

For the 2014-15 academic year, 42 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
Leslie Baldwin	Anthropology, Chemistry	Zheng, Nan
Darcy Boultinghouse	Nursing	Smith-Blair, Nancy
Christian Buechel	Marketing, Supply Chain Management	Jensen, Sarah
Kyle Camp	Biology	Pinto, Ines
Timothy Carroll	Biology	Baum, Jamie
Joe Carter	Biological Engineering	Zhu, Jun
Skye de Saint Felix	Communication	Corrigan, Lisa
Annie Everett	History	Hare, J. Laurence
Lucas Fair	Biology	McNabb, David
Grace Gandy	Elementary Education	Imbeau, Marcia
Kevin Glennon	Chemistry and Biochemistry	McIntosh, Matt
Ailon Haileyesus	Biomedical Engineering	Balachandran, Kartik
Kristen Harrison	Environmental, Soil & Water Science	Zhang, Wen
Amy James	Chemistry and Biochemistry	Zheng, Nan
Logan Jones	Physics	Kennefick, Julia
Alex Khang	Biomedical Engineering	Balachandran, Kartik
Kendall Kraus	Economics, Marketing	Rapert, Molly
Carolyn Kroger	Psychology	Margulis, Elizabeth
Stephanie Long	Biology, Psychology	Parks, Nathan
Aneeka Majid	Biomedical Engineering	Muldoon, Timothy
Padma Mana	Chemistry	Adams, Paul
Emily Miller	Chemistry, French	Chen, Jingyi
Jonathan Mishler	Physics, Mathematics	Herzog, Joseph
Alita Mobley	Psychology	Ham, Lindsay
Shawn Morris	Physics	Herzog, Joseph
Armin Mortazavi	Chemistry, Physics	Koeppe, Roger
Nelly Muyia	Accounting	Jensen, Molly
Ryan Nakamoto	Physics	Bellaiche, Laurent

Name	Major	Mentor
Anna Nguyen	Biology	Du, Yuchun
Juniper Patel	Communication, English	Schulte, Stephanie
Joshua Pennington	Microelectronics-Photonics	Huang, Adam
Rebekah Porter	Civil Engineering	Braham, Andrew
Bonnie Ramsey	Chemistry	Striegler, Susanne
Anna Rigdon Rowe	Kinesiology	Elbin, Robert
Cicely Shannon	Economics	Kali, Raja
Christopher Sims	Agricultural Business, Poultry Science	Goodwin, Harold
Kaylee Smith	Chemical Engineering	Servoss, Shannon
Griffin Sonaty	Biomedical Engineering	Barbote, Ravi
Sarah Stolze	Computer Science	Gashler, Michael
Kaitlyn Thomas	Industrial Engineering	Zhang, Wen
Margaret Watermann	French, History, Political Science	Pierce, Michael

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 40 students attended the workshop.

STATE AND NATIONAL AWARDS RECEPTION

On April 20, ONCA honored nearly 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 Truman Scholar, a Goldwater Scholar, 2 Udall Scholars, a Rhodes Finalist, 9 NSF Graduate Research Fellows, 42 SURF Scholars, and 7 Fulbright English Teaching Assistants.

Vice Chancellor Charles Robinson and Interim Dean Curt Rom presented awards to the winning students and their mentors. Vice Provost Suzanne McCray, director of the office of nationally competitive awards, also presented the first staff gold medals to DeDe Long, director of the office of study abroad, and Angela Oxford, director of the center for community engagement, in recognition of the continued impact they have on campus.

Continuing its tradition of honoring outstanding faculty mentors and their departments, ONCA also recognized eight faculty members and one department with the 2014-15 Faculty and Departmental Gold Medal Awards.

Winners are selected because of their demonstrated commitment to student success. The 2014-15 Faculty Gold Medal winners were:

- Kartik Balachandran, assistant professor of biomedical engineering, College of Engineering
- Mark Boyer, professor of landscape architecture, Fay Jones School of Architecture
- Robert J. Elbin, assistant professor of kinesiology, College of Education and Health Professions
- Raja Kali, professor of economics, Walton College of Business
- Doug Karcher, associate professor of horticulture, Bumpers College of Agricultural, Food and Life Sciences
- Roger Koeppe, distinguished professor of chemistry, Fulbright College of Arts and Sciences
- Ines Pinto, associate professor of biology, Fulbright College of Arts and Sciences
- Stephanie Schulte, associate professor of communication, Fulbright College of Arts and Sciences

The Walter J. Lemke Department of Journalism was recognized with the 2014-15 Departmental Gold Medal Award. Previous departmental winners include Electrical Engineering; Crop, Soil, and Environmental Science; Marketing; International Relations; Biological Sciences; Chemical Engineering; History; Political Science; Chemistry; Economics; World Languages, Literatures & Cultures; and Physics.

Office Changes

In December 2014, Jeremy Burns received his Ph.D. in English literature from the University of Arkansas. In addition, Dr. Burns was promoted to associate director and gained the title of communications liaison. He continues to work with students applying for nationally competitive awards, and he helps coordinate the communication efforts and campaigns of enrollment services.

Arkansas Reads

In October, the Arkansas Reads program, conducted by the office of nationally competitive awards, received a \$5,000 grant from the University of Arkansas Women's Giving Circle. The grant money will help support Arkansas Reads' new "Women in STEM" initiative that will work to promote science careers and fields of study to children at C.B. Partee Elementary in Brinkley. The ONCA team identified 20 books that feature women scientists as protagonists. For each of these books, a University of Arkansas student or staff member will make a recording introducing herself, talking about her path to higher education, and reading an excerpt from the book. In addition, each reader will choose a book that was influential in her childhood and make a similar recording. The grant funding will support the purchase of these books.

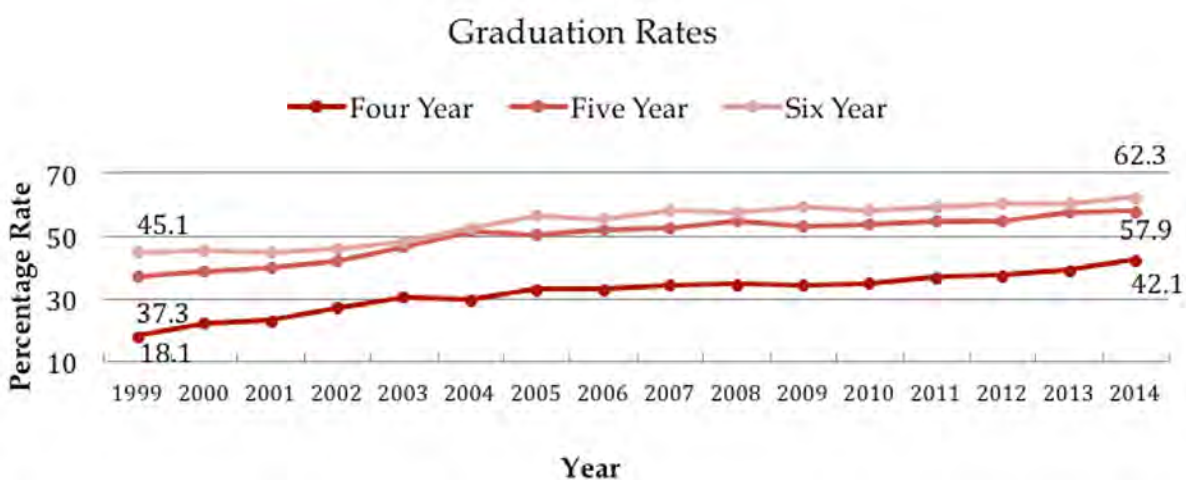
Through new partnerships on campus and throughout the Fayetteville community, the Arkansas Reads program has collected a record number of books for C.B. Partee Elementary in Brinkley. Donation bins were placed in various locations around campus, including the Student Union, Hotz Honors Hall, and Silas Hunt Hall. In addition, Parice Bowser, director of greek life, helped coordinate a book drive among the sororities on campus that gave nearly 2,000 books to the program. The University's Advancement Division held its own book drive that collected over 750 books. Additional partnerships with Nightbird Books and the Charlie Brown Book Sale at Vandergriff Elementary netted close to 1,000 books. In all, the Arkansas Reads program will donate well over 3,000 books to benefit Brinkley students.

Graduation & Retention

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. The Office of Graduation and Retention was created in response to the University's Quality Initiative Proposal (QIP) in September 2014. The office comprises four members: the Associate Vice Provost for Graduation and Retention, a Graduation Analyst, a Faculty Fellow focused on retaining First-Generation Students, and an Assistant Director for Retention and Recruitment. Additionally, the Associate Vice Provost oversees three separate units: the Enhanced Learning Center, the Quality Writing Center, and the Office of Academic Success.

Office of Graduation & Retention

The Office of Graduation and Retention exists in order "to make substantive sustainable changes" of the sort that enable the University to retain and graduate more of its students (QIP, p. 4). Thanks in some measure to Enrollment Services, the University is already seeing consistent improvement in its graduation rates. The most recent six-year graduation rate for full-time, degree-seeking freshmen is more than 17 percentage points higher than it was in 1999; the four-year graduation rate is 24 percentage points higher.



Despite this improvement, the University's graduation rates remain "an area of underperformance for the institution" (QIP, p. 1). As of 2013, the University's six-year graduation rate was tied for 36th among the 50 flagships; it ranked 91st among the 106 universities that received the Carnegie Foundation's very high research activity classification; and it was among the lowest in the SEC. What progress the University has seen in its six-year graduation rate, moreover, is in many respects a reflection of stronger enrollment; the University's performance in getting students to graduation, once adjusted for the quality of its incoming cohorts, has not improved over the past 15 years. It is similarly disconcerting that the University's one-year retention rate has not improved since 2004.

INITIATIVES COMPLETED OR UNDERWAY

The Office of Graduation and Retention is working to address these deficiencies. Since its creation, the office has proposed changes to the undeclared policy on campus; it has collaborated with the Fulbright College to pilot eight 10-month faculty “Director of Undergraduate Studies” positions within the Fulbright College, the largest college on campus; it has reported on graduation rates among various student populations (such as NWACC transfers, first generation students, and students admitted by the Appellate Board); it has analyzed factors underlying trends in the U of A’s graduation rates; and it has initiated conversations regarding best practices for retaining undeclared students, first-generation students, and students in academic distress. In compliance with the QIP’s “Technical and Communication Component”, the office has taken steps to create a one-stop website for student success (class.uark.edu), a staff position dedicated to fully utilizing Starfish’s retention tools, and success communication plans for freshmen, sophomores, and seniors. To help fulfill the QIP’s “Student Support Component”, the office has initiated conversations related to Living Learning Communities, and has researched best practices regarding academic pathways for college students. It has created a high impact learning webpage to be profiled on class.uark.edu, and has created webpage information for undeclared and exploring students. Finally, in accordance with the QIP’s “Learning Centered Component”, the office’s director facilitated discussion at the winter faculty symposium regarding teaching methods that promote student engagement.

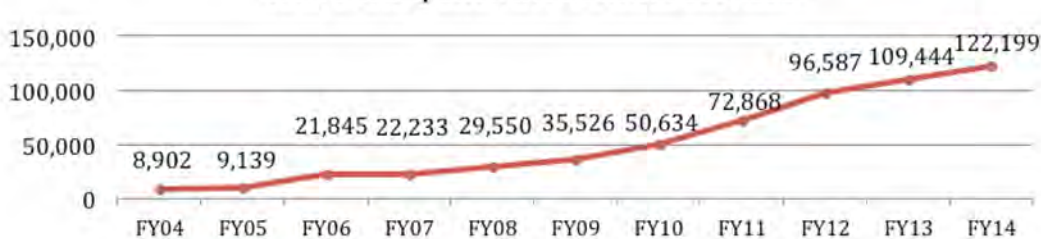
INITIATIVES PLANNED

During the coming summer and fall, the office intends to enhance and create programs, communications, and policies that promote the retention of undeclared students, first-generation students, and students in academic crisis. It plans to compile a list of mentoring programs on campus and develop mentoring action plans for individual colleges; to work with the colleges to finalize their retention strategic plans; and to participate on a Math Department task force investigating student experiences in UA math courses. The office’s analyst is continuing his study of the factors that have contributed to, or have impeded, student success, and is beginning research assessing, “to the extent practicable, the value of the [QIP’s] various components” (QIP, p. 7). To support the QIP’s “Learning Centered Component”, the office is hiring a faculty fellow. Finally, to more fully realize the QIP’s “Student Support” and “Technical and Communication” components, the office plans to work with the colleges to develop “Academic Pathways” for each major, incorporating these plans into UASuccess and ISIS; and, again collaborating with the colleges, to standardize an Academic Recovery Plan in UASuccess that can be used during one-on-one meetings with students in academic distress.

ENHANCED LEARNING CENTER, ACADEMIC SUCCESS OFFICE, QUALITY WRITING CENTER

Student participation in Supplemental Instruction (S.I.), academic coaching, and tutoring has dramatically increased over the past ten years (see the illustration below). As enrollment increases during the 2015-2016 academic year, student and faculty requests for S.I., academic coaching, and tutoring will continue to trend upward. The office’s student success team is proactively working to meet the most urgent S.I. and tutoring demands, to offer support to the 1,300 students on academic probation, and to create a model that answers the most urgent academic needs.

Total Participation in Academic Services

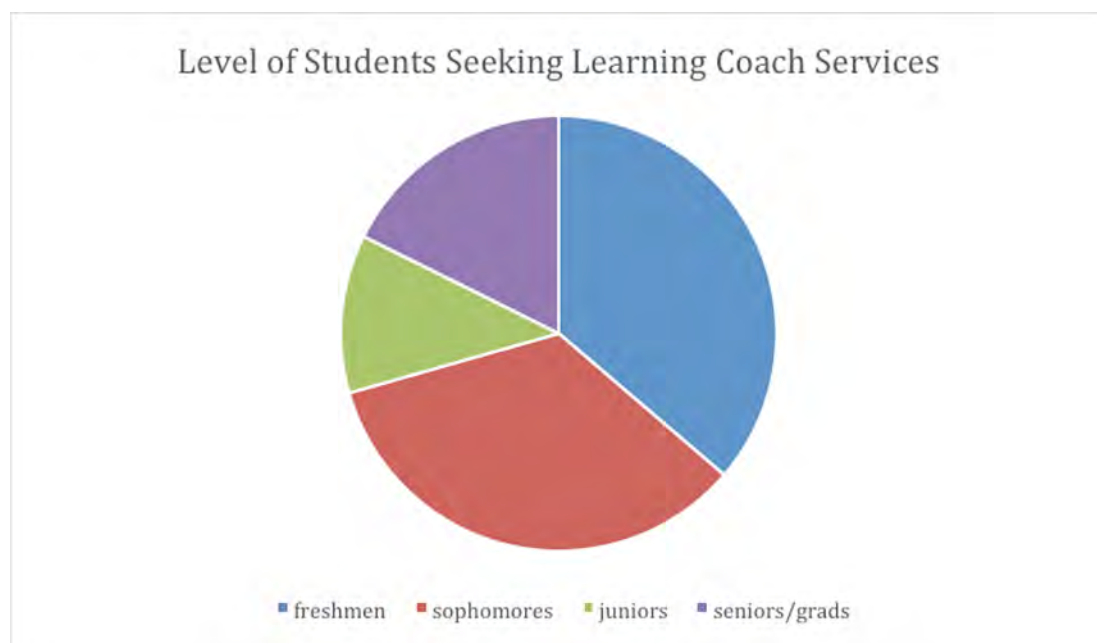


Office of Academic Success

ACADEMIC COACHING

Studies have shown that “students who participate in academic coaching are 10 to 15% more likely to persist toward their degrees and have higher graduation rates than their peers.” (University of Cincinnati research study). An academic or learning coach is neither an advisor nor a tutor but a hybrid, a specialist in helping students develop success strategies and self-efficacy.

In 2011 the Office of Academic Success hired its first part-time learning coach. Because of the popularity of this service, in 2014-2015 academic year, there were 3 part-time learning coaches who served 117 students during the fall semester and 115 students during the spring semester. Of the students served, 37% were freshmen, 35% were sophomores, 12% were juniors, and 18% were seniors or graduate students. 24% were referred by the Center for Educational Access, and 10% were on academic probation.



Each hour-long session is individualized for the student, but there were common topics among a majority of the students: time management, increasing grade point average, preparing for exams, adjusting approaches to note taking and textbook reading, and math study skills. Between sessions, coaches followed up with the students via e-mail or text: “So how was the Chem II test?”

At the end of the fall semester, students who had worked with a learning coach were invited to complete a 12-item student satisfaction survey. 100% of the students who completed the survey were definitely satisfied with:

- coach’s explanation of coaching session format and protocol
- coach’s communication skills
- student’s primary areas of need were discussed, with a resulting plan
- coach provided both constructive and positive feedback

In response to a more open-ended question about the positive highlights of working with a learning coach, students had this to say:

- Looking at my school work a different way, like finding new ways to understand it.

- We came up with a game plan and it was detailed very fine. Surprisingly, I followed through with it and got a lot accomplished.
- I learned different and better study habits.

But does academic coaching at the University of Arkansas make a difference in student grades?

Of the students who had three or more appointments this spring term:

- only one made below a 2.0 term GPA
- three of the four students on probation increased their spring term grade point averages over their fall grade point averages and were removed from probation. One had a two letter-grade increase, one a 1.9 increase, and the third a .76 increase.
- The average spring term increase for all students who had three or more learning coach appointments was .66 or 2/3rds of one letter grade.



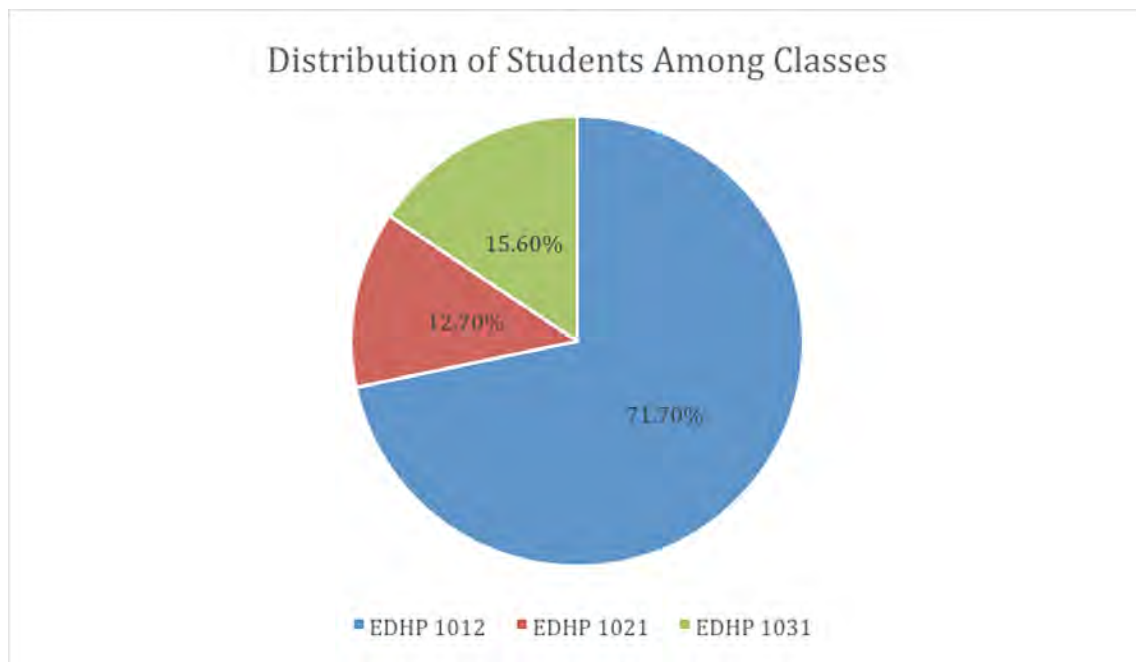
To ensure sustainability of this program, the Office of Academic Success has reached out to the graduate programs in both counselor education and higher education with information about internships in the learning coach program. Two interns are set to work during the 2015-16 year.

In appreciation for one of the learning coach's contributions to the success of its program's participants, Student Support Services awarded its Service Award for 2015 to Jan Buckles.

EFFECTIVE COLLEGE LEARNING CLASSES

Numbers In partnership with the College of Education and Health Professions, the Office of Academic Success offers three different classes designed to address reasons that students withdraw from college – lack of university-level study skills (EDHP 1012), lack of appropriate major/career choice (EDHP 1021), lack of financial planning (EDHP 1021), and lack of knowledge about how to study math at the college level (EDHP 1031). During the 2014-15 academic year, including the May Intersession, 17 sections of these classes were offered serving 403 students.

The percentage of students in each class was as follows:



STUDENT COMMENTS ON THE CURRICULA

In addition to answering the regular university online course evaluations, students were surveyed about the degree to which the topics in the courses were meeting their needs or needed to be revised. Faculty teaching the classes were asked the same questions during the end-of-year luncheon meeting. An overview of the results includes these points which will guide necessary course revisions:

- EDHP 1021 students prefer the career planning topics to the financial planning topics. More information on scholarships will be given to increase student interest in financial planning. The course works better in the first rather than the second 8 weeks, according to the instructor
- EDHP 1031 students verify that they do not know how to approach studying mathematics on the university level. Additional activities will be added to the class to help these students practice the approaches they need to take to university-level mathematics. According to the instructor, the course works better in first 8 weeks.

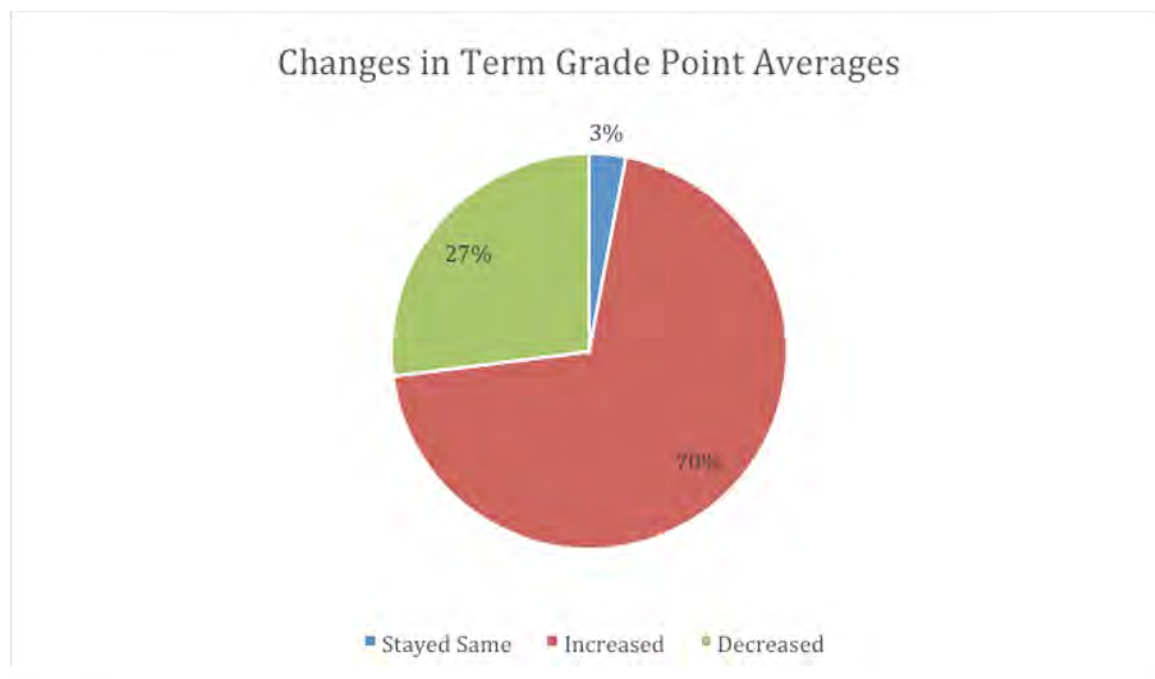


Jeff Hood teaching a section of EDHP 1012, Effective College Learning

- EDHP 1012 curriculum works, according to the instructors, who also say that more critical thinking activities would up the ante. Either 8-week term works well for this class. Topics cited by students to be the most valuable are
 - Time management, including procrastination
 - Preparing for and taking tests
 - Goal setting
 - Concentration
 - Motivation
 - Memory
 - Learning styles

EFFECT OF EDHP 1012 ON GRADES OF FRESHMEN AND SOPHOMORES

There were 131 freshmen and sophomores enrolled in Spring 2015 sections of EDHP 1012 who had also been enrolled in Fall 2014 U of A classes. Four of these students (3%) had spring term GPAs identical to their fall term GPAs. Interestingly, they earned a 4.0 both terms. Eighty-nine of the students (70%) earned a higher spring term GPA than their fall term GPA. The average gain was .714, or 71% of one letter grade. Thirty-eight of the students (27%) lost ground at an average of .544 or ½ a letter grade.



EFFECT OF EDHP 1031 ON GRADES IN MATHEMATICS CLASSES

Research on the 39 students enrolled in EDHP 1031, Math Study Skills, Spring 2015, revealed that most were not enrolled concurrently in a mathematics class. In fact, many of these students appeared to have already completed their requirements in mathematics. Since the class is intended to help students who are struggling in mathematics, the Office of Academic Success is searching for a new model in tandem with the Department of Mathematical Sciences. Specifically, the idea is to offer EDHP 1031 as an optional lab for students enrolled in lower level math classes. A new Pearson math study skills text comes in an e-book form with a MyMathLab component. The vice-chair of the Mathematics Department, the EDHP 1031 instructor, and the director of the Office of Academic Success are investigating the compatibility of this textbook with the U of A's math classes that use MathLabPlus software with the goal of moving to a math class/study skills lab combination Spring 2016.

EDHP 1021 RESULTS

Nineteen students enrolled in EDHP 1021 during the spring semester earned an average term GPA of 3.2 The two students who earned less than a 2.0 quit attending class.

INTERSESSION CLASS

For the first time a section of EDHP 1012 was offered in an intersession format. Ten students took the May Intersession class, team-taught by two seasoned U of A professors who have authored books and articles on college student success. The professors plan to contact the ten students in November to see if they are still following the tips the students deemed the most important in an essay written as their final examination. The class may be again offered in an intersession format in January 2016 to serve students who have ended up on probation after their fall term.

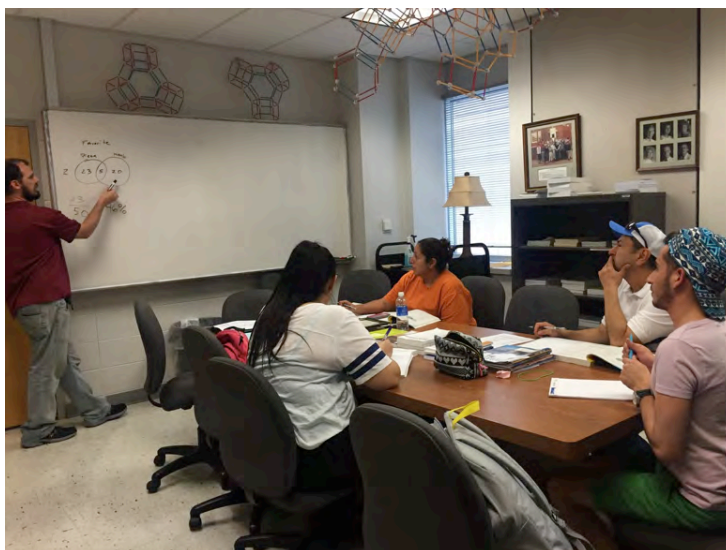
DESIGNATION AS FRESHMEN/SOPHOMORE CLASSES; TRIAL SECTION FOR JUNIORS/ SENIORS

Because juniors and seniors sign up for the EDHP classes looking for what they see as two easy credits to fill out their schedule, a designation that the courses are intended for freshmen and sophomores has now been put on the courses in ISIS. At the urging of juniors and seniors surveyed, however, non-freshmen and sophomores will not be locked out of classes. In fact, the juniors and seniors in the classes Spring 2015 said that there needs to be a version of the course designated just for them that deals with transition issues typical of college students nearing graduation. Such a section will be piloted during 2015-2016.

WORKSHOPS/NEW WORKSHOP SERIES

The Office of Academic Success conducts workshops upon request on topics related to student success. For example, in January 2015, the director conducted a workshop for mathematics teaching assistants on the topic of "Who Are Our Students?" The purpose was to give the assistants an overview of how students not as gifted in mathematics as they are perceive mathematics and mathematics classes.

A new series of workshops preparing students for the Praxis examinations debuted late September. The Office of Academic Success is partnering with COEHP's RISE program and Office of Field Placement and Licensure to offer these workshops: 1) overview of the new Praxis Academic Core examination, 2) the Praxis Academic Core writing test, 3) the Praxis Academic Core reading test, and the 4) Praxis Academic Core mathematics test. Fifty-three students attended the workshop series in either late September or late February/early March. One-on-one follow-up sessions were offered to the students as well. As the students' Praxis examination scores come in, the office will be able to judge the success of these workshops.



Josh Girshner conducting a PRAXIS mathematics workshop for RISE

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 2014-15 academic year was one of new milestones for the Enhanced Learning Center:

- The ELC's services were utilized by 15,030 students who participated in one or more of those services 137,752 during the 2014-15 year.
- The ELC's programming has grown from serving 5.9% of the student body in fall 2003 to serving 28.1% of the student body in fall 2014.
- The Supplemental Program celebrated its tenth year of operation in the 2014-15 academic year.
- 20.5% of all QWC tutoring in 2014-15 was conducted through online appointments.
- Student participation in S.I. increased by 17.07% over 2013-14. These students participated in one or more S.I. sessions 122,473 times during the year.
- In the ten years since its creation, the S.I. Program has grown 1,419.65% in the number of total students served and 6,111% in student participation in the program.

- S.I. sessions were made available for ACCT 2023 (Accounting Principles II) for the first time in fall 2014.
- The QWC was renovated in order to bring the Center up to the standard of the renovations being made in Kimpel Hall and, in so doing, added additional capacity for tutoring.
- The QWC collaborated with Dean Koski of the Graduate School to establish writing center services as part of the Affiliate Status, a privilege that provides graduate students writing theses and dissertations extended access to library research services.
- The QWC proposed the creation of undergraduate affiliate program to the Office of Graduation and Retention. Undergraduate affiliates would be students who have completed course work but need assistance with a senior writing project to obtain a diploma. Establishment of an undergraduate affiliate program would improve four, five, and six year graduation rates. During spring 2015, the proposal was piloted with two students who completed their senior writing requirements.

SUPPLEMENTAL INSTRUCTION – EFFECTIVENESS

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 effectiveness of S.I. on student performance was tested in the fall 2014 semester as it has been for the last eight 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 8,631 students enrolled in an S.I. supported class, over 67.44% of the students with significant S.I. participation completed the course with a C or better, while only 22.01% 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 5.7% of students who had significant S.I. participation withdrawing from the course as opposed to a withdrawal rate of 42.3% for those students participating 9 or fewer times, and 39.1% for those students participating in S.I. between 1 and three times during the semester.

ELC – KEY PARTNERSHIPS

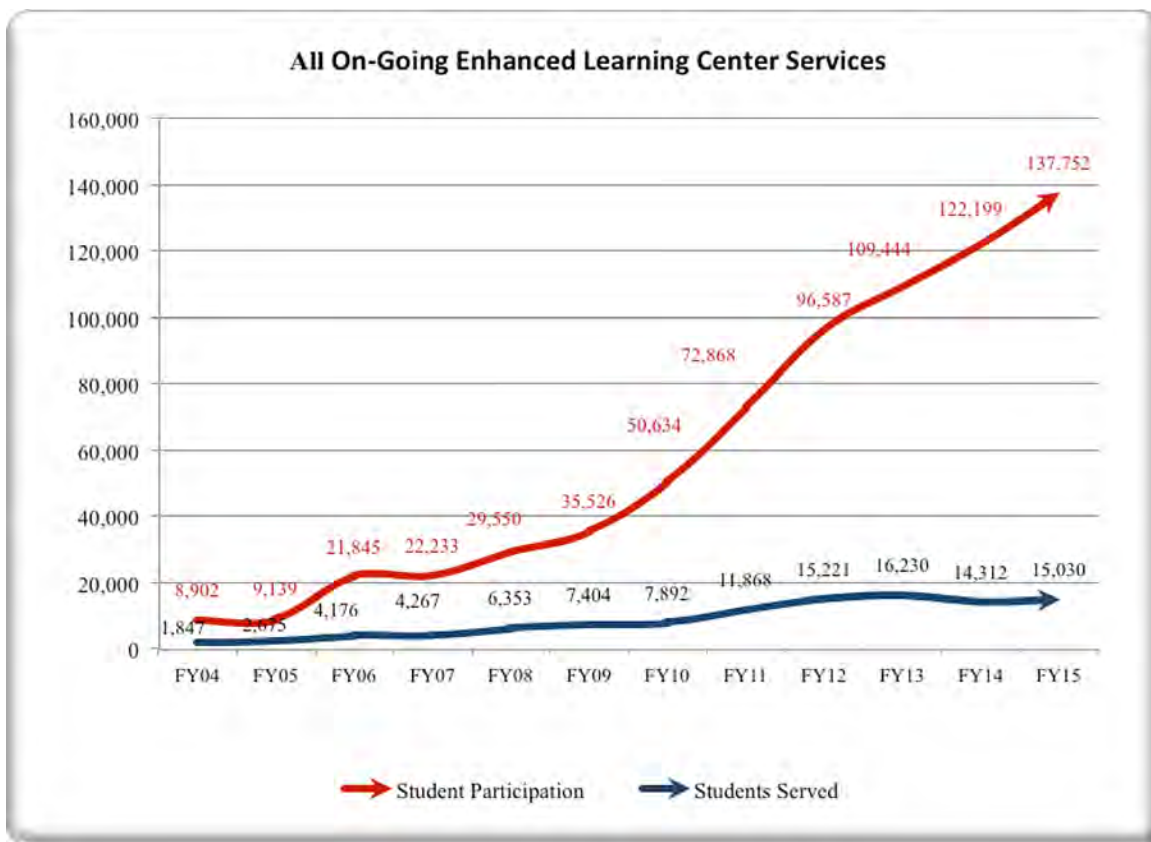
In the 2014-15 academic year, both the ELC and the QWC fostered new partnerships with offices across campus while continuing existing partnerships to make services more available to students of all levels and disciplines.

- 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 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 ELC expanded tutoring by appointment to Mullins Library in the mornings Monday through Friday.
- The QWC partnered with the Liebolt Premedical Program to review students' personal statements to be submitted with their medical school applications.
- 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.
- The ELC partnered with the Sam M. Walton College of Business for tutoring by appointment for students enrolled in pre-business coursework and selected business core requirements.

ELC – LOOKING AHEAD

In order to support increased retention and graduation rates across campus, the ELC will pursue the following initiatives in the upcoming academic year and beyond.

- Keeping pace with enrollment growth, the ELC will continue to provide supplemental instruction for targeted courses in Fulbright College (University Chemistry I and II, Fundamentals of Chemistry, University Chemistry for Engineers, and Principles of Biology) and targeted courses in Walton College (Principles of Accounting I and II, Principles of Macroeconomics, Principles of Microeconomics, Basic Economics, and Data Analysis).
- The ELC S. I. Program will fully implement the S. I. Team Mentor Program to continue improvements in training, quality of S. I. leadership, and effectiveness of program.
- In partnership with Global Campus, the ELC will continue to provide academic support for online courses to reflect the academic support available to on-campus students enrolled in the same courses.
- In partnership with the Graduate School, the ELC will continue to provide academic programming as requested for the PAPSS students.
- In partnership with the Office of Student Athlete Success, the ELC will submit a joint CRLA/International Tutoring Training Program Level II Certification.
- The ELC will work to improve the new partnership with the Sam M. Walton College of Business for tutoring by appointment for students enrolled in pre-business coursework and selected business core requirements.



Professional Activity

Publications

Cochran, Robert & McCray, Suzanne (2015). Lights! Camera! Arkansas!: From Broncho Billy to Billy Bob Thornton. Fayetteville, Arkansas: University of Arkansas.

McCray, Suzanne & Cutchins, Doug (Eds.). (2015). All Before Them: Student Opportunities and Nationally Competitive Fellowships. Fayetteville, Arkansas: University of Arkansas.

McCray, Suzanne (2015). Advanced placement as a tool for scholarship and fellowship advisors. In Suzanne McCray & Doug Cutchins (Eds.), All Before Them: Student Opportunities and Nationally Competitive Fellowships (111-120). Fayetteville, Arkansas: University of Arkansas.

Conference Presentations

Carr, Robin (2015, February). Diplomas on demand: Process of printing diplomas. Southern Association of Collegiate Registrars and Admissions Officers Conference, Mobile, AL

Carr, Robin (2015, February). Electronic records retention. Southern Association of Collegiate Registrars and Admissions Officers Conference, Mobile, AL.

Carr, Tara, & Eikenberry, Mary (2014, July). Making the most of the college visit. Arkansas School Counseling Association Summer Conference, Hot Springs, AR.

Carr, Tara, & Eikenberry, Mary (2014, October). How to communicate effectively in the workplace. Arkansas Association of College Registrars and Admissions Officers (ArkACRAO) Fall Conference, Rogers, AR.

Clark, Kimberly (2014, September). Management and responsibilities of regional admissions counselors. Co-presenter at the National Association of Regional Admission Counselors (NARAC) National Conference, Indianapolis, IN.

Dawson, Dave (2015, February). CIM Post Launch Debrief Panelist. Leepfrog User Conference, San Antonio, TX.

Garcia, Rafael Arciga (2014, August). Higher education opportunities and how to be prepared. Panel moderator at the Phi Iota National Convention, San Diego, CA.

Hildebrand, Garrick (2014, September). Aid displacement: Steps to empower students. Panelist at the National College Access Network Annual Conference, Phoenix, AZ.

Hildebrand, Garrick, & Flack, Brande (2014, October). The impact of a diversity oriented scholarship and support program on education access and attainment. National Scholarship Providers Association Annual Conference, Pittsburgh, PA.

Hooper, Mike (2014, October). Decentralized to centralized: Software & support services helped transform 138 years of habit. National Association of College Auxiliary Services Conference, Montreal, Canada.

Hooper, Mike (2015, February). Decentralized to centralized: Software & support services helped transform 138 years of habit. Southern Association of Collegiate Registrars and Admissions Officers Conference, Mobile, AL.

Martin, April & Scribner, Joe (2014, October). Getting them all set: Pre-orientation registration for new freshmen. Arkansas Association of Collegiate Registrars and Admissions Officers Conference, Rogers, AR.

- Martin, April & Scribner, Joe (2015, February). Getting them all set: Pre-orientation registration for new freshmen. Southern Association of Collegiate Registrars and Admissions Officers Conference, Mobile, AL.
- McCray, Suzanne & Cutchins, Doug (2014, July). The NAFA code of ethics and its importance to new advisors. Session organizers at the New Advisors Workshop: National Association of Fellowships Advisors (NAFA), Des Moines, IA.
- Mitchell, Jean (2015, February). Disaster recovery: Is your office really ready? Southern Association of Collegiate Registrars and Admissions Officers Conference, Mobile, AL.
- Roth, Amber & Smith, Rebel (2014, October). Next steps: Transferring to a four-year institution. Arkansas Community Colleges Conference, Hot Springs, AR.

Conferences Attended

- Ayo, Jake (2015, May). Adult Education Research Conference, Manhattan, KS.
- Blevins, Phillip, Hildebrand, Garrick, Sisemore, Amber, Stouffer, Wendy, & Thompson, Liz (2014, July). National Association of Student Financial Aid Administrators, Nashville, TN.
- Blevins, Phillip, Doise, Michelle, Hildebrand, Garrick, LaBounty, Debra, Schader, Seth, & Stouffer, Wendy (2014, December). Federal Student Aid Training Conference, Atlanta, GA.
- Blevins, Phillip, Doise, Michelle, & Estorninos, L.J. (2015, March). Alliance Conference, Nashville, TN.
- Bowers, Pam, Estorninos, L.J., Hielscher, Kelly, Moore, Gary, Schader, Seth, & Thompson, Liz (2015, April). Arkansas Association of Student Financial Aid Administrators Spring Conference, Little Rock, AR.
- Burford, Denise, & Hildebrand, Garrick (2014, October). AcademicWorks Client Conference, Austin, TX.
- Burns, Jeremy & Langley, Jonathan (2014, July). National Association of Fellowships Advisors New Advisors Workshop, Des Moines, IA.
- Carr, Robin (2015, April). INSPIRE (Perceptive) Conference, Washington, DC.
- Carr, Robin, Dawson, Dave, Martin, April, Mitchell, Jean, Scribner, Joe, & Umphres, Nancy (2014, October). ArkACRAO, Rogers, AR.
- Carr, Robin, Martin, April, Mitchell, Jean, Scribner, Joe, & Umphres, Nancy (2015, February). Southern Association of Collegiate Registrars and Admissions Officers, Mobile, AL.
- Carr, Robin, Martin, April, Scribner, Joe, Tilley, Sandra, & Umphres, Nancy (2015, March). HEUG, Nashville, TN.
- Carr, Tara (2015, February). Southern Association of Collegiate Registrars and Admissions Officers (SACRAO) Annual Meeting, Mobile, AL.
- Clark, Kimberly (2015, May). Super Association for College Admission Counseling/Western Association for College Admission Counseling (SuperACAC/WACAC) Annual Conference, Reno, NV.
- Dawson, Dave & Turner, Karen (2015, February). Leepfrog User Conference, San Antonio, TX.
- Doise, Michelle, Kinsey, Gillian, & Rice, Diana (2014, November). Southwest Association of Student Financial Aid Administrators, New Orleans, LA.
- Duncan, Jennifer (2015, April). Texas Association for College Admission Counseling (TACAC) Annual Conference, Houston, TX.
- Eason, Torrey (2014, September). National Association of Regional Admissions Counselors (NARAC) National Conference, Indianapolis, IN.

Eason, Torrey (2015, April). Illinois Association for College Admission Counseling (IACAC) Annual Conference, Itasca, IL.

Garcia, Rafael Arciga (2014, September). Hispanic Women's Organization of Arkansas, Springdale, AR.

Haslam, Bob. International Writing Centers Association Annual Conference, Lake Buena Vista, FL.

Haslam, Bob & Raines, Anne E. (2014, October). Sloan 20th Annual Online Learning Consortium International Conference, Orlando, FL.

Higinbothom, Ansley, LaBounty, Debra, Sisemore, Amber, Stouffer, Wendy, & Thompson, Liz (2014, October). Arkansas Association of Student Financial Aid Administrators Fall Conference, Lake DeGray, AR.

Hildebrand, Garrick (2014, October). National Scholarship Providers Conference, Pittsburgh, PA.

Hill, Suzanne (2015, April). Great Plains Association for College Admission Counseling (GPACAC) Annual Conference, Kansas City, MO.

Hill, Suzanne (2015, April). Women in the Workforce Conference, Fayetteville, AR.

Hooper, Mike (2014, August). Midwest Users Conference, Chicago, IL.

Hooper, Mike (2014, October). NACAS Conference, Montreal, Canada.

Hooper, Mike & Mitchell, Jean (2014, July). CollegeNet Users Conference, Portland, OR.

Lee, Charlotte J. & Raines, Anne E. (2014, July). Continuous Quality Improvement Summer Institute, St. Louis, MO.

McBryde, Dacia (2015, April). TACAC Annual Conference, Houston, TX.

Prince, Rachele & Williams, Jessica (2014, October). ArkACRAO Fall Conference, Rogers, AR.

Raines, Anne E. (2014, October). National College Learning Center Association (NCLCA) Annual Conference, Albuquerque, NM.

Raines, Anne E. (2014, November). College Reading and Language Association (CRLA) Annual Conference, St. Paul, MN.

Scribner, Joe (2014, July). AACRAO Technology Conference, Fort Lauderdale, FL.

Stouffer, Wendy (2014, October). CollegeBoard National Forum, Las Vegas, NV.

Stouffer, Wendy (2015, February). CollegeBoard Regional Forum, Dallas, TX.

Umphres, Nancy (2014, July). South Central HEUG Regional Conference, Arlington, TX.

Professional Activity

Bloss, Mary-Ann (2015). Planning Committee. South Central Regional User Group (SCHRUG) Conference.

Carr, Robin. Committee Member, Informational Technology. Southern Association of Collegiate Registrars and Admissions Officers.

Haslam, Bob. Judge, Fay Jones School of Architecture's Pella Essay Contest.

Haslam, Bob. Judge, Northwest Arkansas Chapter of Arkansas Alumni Association's Scholarship Awards.

Haslam, Bob. Track and Field Umpire, Arkansas Razorback Indoor Track and Field Meets.

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

Jennings, Karen (2015). Proposal Review Committee, Training Track. Oracle/PeopleSoft Higher Education User Group Alliance Conference.

Kulczak, Lisa. Chair, Academic Calendars, Scheduling, and Publications. Southern Association of Collegiate Registrars and Admissions Officers.

Langley, Jonathan. First-round Reader, Critical Language Scholarship.

Langley, Jonathan. Staff Representative, All University Conduct Board.

Langley, Jonathan. Team Coordinator, University of Arkansas Red, White, & True Campaign.

McCray, Suzanne. College Board National Advanced Placement Higher Education Advisory Committee, 2013-2016.

McCray, Suzanne. College Board Southwestern Regional Council, 2013-2014 (appointed); 2014-2016 (elected).

McCray, Suzanne. Morris K. Udall National Scholarship Selection Committee, 2012-2015.

McCray, Suzanne, Burns, Jeremy, & Langley, Jonathan (2014, October). Arkansas Reads Program: Promoting Women in STEM. Women's Giving Circle granting agency. Grant Awarded: \$5,000.

Mitchell, Jean. Committee Member, Academic Calendars. Southern Association of Collegiate Registrars and Admissions Officers.

Raines, Anne E. Provost Lecturer, University of Arkansas.

Sisemore, Amber. Member, Fall Conference Planning Committee. Arkansas Association of Student Financial Aid Administrators.

Stouffer, Wendy. Delegate, College Scholarship Service Assembly. CollegeBoard.

Stouffer, Wendy. Member, Enrollment Leadership Academy. CollegeBoard.

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

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

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