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2007-08 ANNUAL REPORT

University of Arkansas
School of Continuing Education
and Academic Outreach –
The Global Campus

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SECTION I
EXECUTIVE SUMMARY

The Executive Summary of the Annual Report for the School of Continuing Education and Academic Outreach is divided into two parts: Significant Achievements and Changes and State of the School.

Significant Achievements and Changes

Significant achievements and changes for the School of Continuing Education and Academic Outreach included the following:

1. Dr. Linda Beene Ballard assumed leadership as the Dean and Associate Provost of the School of Continuing Education and Academic Outreach as of July 1, 2007.
2. Ms. Kimberly Bradford became the Associate Dean of the School of Continuing Education and Academic Outreach as of December 1, 2007.
3. As of July 1, 2007, the migration of the Office of Study Abroad and International Exchange to the School officially completed, with the Office remaining at its pre-migration location of 722 West Maple Street in Fayetteville.
4. During the previous fiscal year, the Silas Hunt Documentary earned three prestigious awards (an Aegis Winner's, an Aurora Gold, and a Telly Bronze) in the documentary film category from the video and film industry nationwide. The documentary continues to garner accolades, having won three more awards (a Davey, an AVA, and a Communicator) in FY '08.

Additionally, the documentary was broadcast locally on Jones Television, as well as throughout the State on Arkansas Educational Television Network (AETN). The documentary was also shown at several other events throughout Arkansas.

5. Media Services produced a video for the Department of Physics' Graduate Teaching Fellows in K-12 Education Program, known as GK-12, and the program was selected from nearly 150 other National Science Foundation (NSF) programs to receive the Media Award. The program earned the award primarily for the production of a video about the University's efforts and the program's results. Both the program and video were cited by the

NSF for "bringing national prominence to the GK-12 program." Moreover, the GK-12 project won a Telly Bronze award. Both awards are independently judged and attract entries from the top commercial and independent production talent worldwide.

6. An Award of Excellence was presented in FY '07 by Learning Resources Network International, Inc. to the Legal e-Source online program for non-profit organizations, a cooperative project between the School of Continuing Education and Academic Outreach, the School of Law, and the Survey Research Center. The program's success continued in FY '08 with its recent win of the Innovations in Outreach and Engagement Award from the University Continuing Education Association.
7. A major project focusing on updating the School's website was completed in early May 2008 and can be viewed at <http://sceao.uark.edu>.
8. Taken from the vision presented by the new Dean and Associate Provost during the interview process, the University of Arkansas Global Campus was adopted as the brand name for the School of Continuing Education and Academic Outreach. Since its scope and reach was not limited to the physical boundaries of the Fayetteville campus, the School's new identity was assumed in an effort to be more descriptive of its vision. A University announcement was made in December 2007, and University Relations subsequently created variations of a logo, which quickly began appearing on printed promotional materials and signage. Additionally, the new logo was used in the development of a new official School banner, which was carried in the May 2008 commencement procession. It should be noted, however, that the new term will not replace the School's formal name, but they will be used together in future communication and marketing efforts.

In April 2008, a new website was launched, reflective of such branding efforts, which can be accessed at <http://globalcampus.uark.edu>. It is anticipated that the new website will be the cornerstone of the School's promotional initiatives.

9. Donnie Dutton, Dean Emeritus of the School, was chosen as a recipient of the Arkansas Distance Learning Association's Lifetime Achievement Award. As a tireless supporter of distance learning in Arkansas, he was instrumental in introducing the utilization of compressed interactive video as a means for offering various University degree programs. Likewise, he was responsible for the initiation of web-based degree programs at the School.
10. The School was awarded a \$100,000 grant by the Bernard Osher Foundation to establish the only Osher Lifelong Learning Institute in Arkansas for the purpose of providing a social and educational network for people over fifty who desire to learn simply for the joy of learning.

11. A partnership with Lynda.com, an award-winning provider of online educational materials, was established to offer the School's staff members the opportunity to participate in online professional development training.
12. In collaboration with the Arkansas Education Television Network (AETN), a special screening of *The War*, a seven-part Public Broadcasting Service (PBS) documentary series was held. The program explored the history and horror of the Second World War from an American perspective. Approximately 125 area residents and campus faculty attended the preview.
13. In June 2008, the Benjamin A. Gilman International Scholarship Program recognized the Office of Study Abroad and International Exchange for receiving seven Gilman Scholarship awards for the Fall 2008/Academic Year 2008-09, thus identifying the University of Arkansas as the ninth highest-ranking institution nationwide.

Gilman Scholars traditionally receive up to \$8,000 to apply toward study abroad program costs, with the program aimed at diversifying the students who plan to study abroad, as well as the countries and regions where they plan to study. The program is sponsored by the U.S. Department of State Bureau of Educational and Cultural Affairs and is administered by the Institute of International Education's Southern Regional Center in Houston, Texas.

14. The annual Study Abroad Fair held on September 20, 2007, in the Arkansas Union Connections Lounge attracted more than 700 students for the purpose of considering all of the University's study abroad opportunities. Several outside organizations were invited to attend, and thirty University faculty members promoted their own study abroad programs.
15. One service learning project of the Office of Study Abroad and International Exchange enrolled 42 students under the supervision of 8 faculty members for a second summer program held in Dangriga, Belize. University support permitted Spring 2008 placement of two volunteers in Dangriga for the purpose of supporting faculty members and students traveling in teams to Belize to monitor ongoing projects prior to the four-week summer program.
16. To coincide with the lighting ceremony for the Lights of the Ozarks on the downtown square, the School hosted a holiday open house in the Center on November 17, 2007. All members of the University community and the general public were invited to attend, and students of the Suzuki Music

School of Arkansas provided entertainment. Additionally, new exterior holiday lights in outlining the building were installed to support the City of Fayetteville's efforts in promoting the lighting ceremony.

17. The Office of Study Abroad and International Exchange was instrumental in a \$94,000 grant award by the Institute for Study Abroad Foundation (IFSA) to the Southeastern Conference Academic Consortium (SECAC) Committee on Education Abroad for scholarships focusing on study abroad community service and hosted by Queen's University in Belfast, Ireland. As a result, the Office was assigned responsibility for serving as the lead institution in administration of the two-year grant, benefitting 24 Southeastern Conference (SEC) students.
18. Traditionally, the School has shared a lease with three other University units for rental of a 20-seat football skybox; likewise, an agreement was also secured in FY '08 for the leasing of a 12-seat basketball skybox to be shared with other University partners. Both skyboxes were used, in accordance with State and University policies, for hosting business contacts and others with whom building or maintaining professional relationships would be beneficial to the School.
19. In an effort to provide more accurate representation of the School's Conferences, Special Programs, and Professional Studies' data, a significant change was made relative to existing reporting methods.
20. Representation at the City of Fayetteville's 2008 Springfest activities facilitated the School's marketing efforts.
21. Production of a promotional video, as well as testimonial interviews to be used on a website, was completed for the College of Education and Health Profession's Human Resource Development undergraduate degree program.
22. The School provided banners and slides for use at the new Mid-South Community College University Center in West Memphis.

State of the School

Effective July 1, 2007, a change in the School's leadership occurred, a result of the former Dean announcing his intention to retire on January 2, 2008, having served the School since 1983. In addition to the Dean's responsibilities for the School, University-related duties were also added to the position through

the expansion of the Dean's existing title, thus renaming it Dean and Associate Provost for Academic Outreach.

Regarding the School's budget, it became necessary to project revenue and analyze over 14,000 expenditures for FY '07 in order to create a FY '08 budget, since one had not been previously prepared for the School. As a result, travel expenditures were restricted, due to uncertain revenue projections and the imminent need to focus on core tasks. The activity in every category had been declining, particularly over the last three years, with the exception of distance education and independent study courses.

Also related to declining activity of the School, the business hub of Northwest Arkansas has been steadily shifting to Benton County during recent years as reported in the past. An ongoing keen awareness has existed that the University, especially the School, needed a physical presence in that area should the Institution plan to remain a major educational provider for all of Northwest Arkansas.

Plans, therefore, have been made for the School to open a new 13,000 square-foot site in Rogers, effective August 25, 2008--the beginning of the Fall 2008 semester. Occupying the fourth floor of the Pinnacle Center One building, the facility will be housed in the same building as the Arkansas World Trade Center and will be in close proximity to the Embassy Suites Hotel and John Q. Hammons Center, just west of Interstate 540.

In addition to the offering of courses leading to degree completion programs for students pursuing undergraduate degrees from the University, the Rogers

location will also offer University graduate-level programs, customized or open-enrollment training, professional development programs, and executive education courses.

A great deal of time and collaborative effort has been expended on this vital project, and a dedication ceremony of the facility is currently being planned for later in the year.

Strategic Plans and Goals

Upon arrival of the new Dean and Associate Provost, the first order of business was to identify and meet with the School's core leadership group; however, prior to arrival, this group was asked to identify the School's strengths, weaknesses, opportunities, and threats, forming a basis for the reemergence of regular leadership meetings.

Throughout the next several months, the School continued to conduct an ongoing review of its Strategic Plan for updating, as deemed consistent with University priorities and goals. In general, the School's ongoing efforts continued to be reflective of assisting all units of the University in achieving their priorities and goals.

During strategic planning sessions facilitated by Bruce Johanson of the Johanson Group, vision and mission statements were carefully developed and follow:

Vision

The School of Continuing Education and Academic Outreach--the Global Campus--is the collaborative leader creating innovative learning solutions connecting the University of Arkansas and the world.

Mission

The mission of the School of Continuing Education and Academic Outreach is to collaborate globally in development and delivery of quality, innovative, and student-centered offerings of the University of Arkansas, addressing both the formal and informal educational needs of the State and beyond.

Focus was also given toward the development of goals, which were refined throughout the strategic planning process. Overarching goals for the School were identified as:

1. Increase outreach awareness and participation in preparation for a global presence.
2. Expand transfer opportunities utilizing web-based bachelor's degree programs, etc.
3. Provide diversity connections.
4. Internationalize the student experience.
5. Create innovative learning solutions through state-of-the-art digital technology.

Likewise, program area goals were developed.

In an attempt to support the newly identified vision, mission, and goals, the School underwent a reorganizational structuring to ensure the sharing of opportunities, as well as the removal of barriers, for staff members to work together on various teams. The organizational design, as a result, became one that could be viewed as being more cohesive, efficient, and responsive. Therefore, the following sections (accompanied by brief descriptions) are responsible for:

1. Administration
 - a) Associate Dean--Assisting the Dean and Associate Provost in the daily administration of the School's units, activities, and personnel, including credit and non-credit instruction, offerings via distance

education, study abroad programs, a state-of-the-art conference facility, on- and off-campus media support services, etc.

- b) Dean and Associate Provost--Providing leadership in carrying out the School's official business, as well as focusing attention to the University's academic outreach efforts, in a dedicated fashion.
 - c) Digital Operations--Information Technology (IT) operations support, maintenance, licensure, and related advising; development for internal business and extranet applications; and systems administration to ensure maximum performance and security. This section also collaborates with internal and external constituents to define data reports. Services provided by this section provide the foundation for student learning and outreach administration.
 - d) Financial Affairs--Budget and expenditure monitoring and advising; establishing accounts as a result of collaboration with other section leaders; receiving and paying invoices; and generating transfer to internal and external constituent units in accordance with general accounting principles and University policies. Services relative to the coordination of activities and reporting support internal and/or State of Arkansas audit functions.
 - e) Human Resources--All human resources functions, as well as providing administrative support to the Associate Dean, who is charged with enhancing organizational effectiveness.
2. Business Development--Information creation and dissemination, which is designed to inform the public of outreach programs and services and occurs through media channels, in addition to face-to-face group and individual presentations to target populations.
 3. Conferences, Special Programs, and Professional Studies--Conference and campus support services (registration, packet preparation, coordination of media services, housing, travel, food service, facility arrangements, signage, etc.). In addition, the section is responsible for building maintenance, security, inventory, repairs, physical coordination, etc. The section is also charged with the development and implementation of innovative and custom-designed outreach programs. It is essential that this section work in collaboration with other School sections, as well as internal and external customers.
 4. Distance Education and Enrollment Services--All aspects of credit student enrollment, including admissions, financial aid, scheduling, and advising. The section is also responsible for coordinating testing services for University and external credit students. Collaboration with appropriate

University units and partners to identify and support the expansion of distance education and off-campus offerings is central to the section's success.

5. Instructional Design Services--Working with University faculty to develop distance education courses and support instructional delivery. Individualized technical assistance to distance education students and faculty is the cornerstone of services provided by this section.
6. Media Services--Providing media services and support for internal and external constituents.
7. Student Support Services--Development and implementation of credit outreach connections in partnership with other sections and University units to support student participation and success in off-campus academic courses and programs. The section is also responsible for ensuring record integrity and security for all student records. Research and reporting related to the effectiveness of support services for outreach students is a key responsibility for this section.
8. Study Abroad--Expanding learning horizons by increasing and supporting global learning opportunities.

Diversity

Regarding diversity, the School's employee distribution as of June 30, 2008, was as follows:

1. Total Staff = 47 employees
 - a) Females = 31 or 66% of total staff.
 - b) Males = 16 or 34% of total staff.
2. Race
 - a) White, Non-Hispanic = 41 or 87% of total staff.
 - b) Other = 6 or 13% of total staff.
 - (1) Black, Not of Hispanic Origin (4 or 9% of total staff).
 - (2) Hispanic (1 or 2% of total staff).
 - (3) Asian (1 or 2% of total staff).

3. Non-Classified Staff = 26 employees
 - a) Females = 12 or 46% of non-classified staff.
 - b) Males = 14 or 54% of non-classified staff.
4. Classified Staff = 21 employees
 - a) Females = 19 or 90% of classified staff.
 - b) Males = 2 or 10% of classified staff.
5. Administrative Staff: Dean, Associate Dean, and Team Leaders = 12 employees
 - a) Gender
 - (1) Females = 8 or 75% of administrative staff.
 - (2) Males = 4 or 25% of administrative staff.
 - b) Race
 - (1) Black, Not of Hispanic Origin = 2 or 17% of administrative staff.
 - (2) White = 10 or 83% of administrative staff.

Academic Outreach Opportunities

In light of the Dean's added responsibilities relative to the University's academic outreach, as well as in response to the vision and direction of the Institution's leadership, a clear focus quickly emerged targeted at extending quality academic outreach opportunities beyond traditional borders. The School's accelerated efforts, involving plans for the development and/or improvement of programs designed to be delivered through the use of technology with enhancement of services and products aimed at strengthening student success

within an inclusive environment, included collaboration with the following University units:

1. College of Agricultural, Food, and Life Sciences--A determination was made that market research, if appropriate, would precede course development to establish priorities and confirm potential markets and alliance partners for online programs in the College. The overall goal was identified as the expansion of educational opportunities in agriculture and related sciences, either independently or in partnership through course exchange cooperatives with other four-year institutions.
2. College of Arts and Sciences--Development of the College's online Master of Social Work (MSW) program focused on the completion of courses resulting in expanded opportunities for students in either un- or under-served markets with which to earn this graduate degree from the University.
3. College of Education and Health Professions--Plans were discussed regarding the completion of online courses/programs, supported by appropriate promotion, which will result in global expanded participation and student success.

Additional development focused on the College's Center for the Utilization of Rehabilitation Resources for Education, Networking, Training, and Services (CURRENTS), otherwise known as the Rehabilitation Continuing Education program, to result in training and service delivery support being provided to rehabilitation consultants, thus allowing them to focus primarily on the program, with attention to administrative details given by the School.

Relative to existing collaboration with Northwest Arkansas Community College (NWACC) for the Bachelor of Science in Education in Elementary Education (BSE) degree and in response to NWACC's recent space limitations, the University's establishment of an outreach post near that campus was necessary to fulfill program delivery expectations and respond to interest in University programs.

Other discussions occurred with the College regarding its Professional Development Academy's programs and events, including the Annual Literacy Conference. Efforts included enhanced, flexible support contributing to the development of a mutually-beneficial relationship, thus enabling the academic units to mainly focus on program content, while the School focused on providing coordination of and service support for the College's defined activities.

4. College of Engineering-- Strategies provided for market research, if appropriate, to precede course development in establishing priorities and confirming potential markets and alliance partners. Online courses/ programs would result in an expansion of learning opportunities for the College's cooperative education students, architectural and civil engineers requiring professional development hours in order to practice, and others, including military personnel and individuals directly involved in the development of countries.

Further partnership development focused on the College's online Master of Science in Engineering (MSE) or Master of Science in Engineering (MSEM) programs for the purpose of prioritizing the development of those online courses already approved for distance delivery. A market research comparison of the demand and markets for both degrees would be conducted.

5. Office of Admissions\Student Remediation and Retention--Designed as an online Summer pilot program aimed at the University's entering freshmen to specifically improve the success rate of students needing remedial English and mathematics through the recruitment of high school seniors with identified remediation needs, arrangements for the program focused on reducing academic deficiencies, while offering campus resources to students and community integration supportive of diversity and promotion of excellence.
6. Office of Human Resources--Designed as a web-based training resource, design of the online Human Resources Education and Resource program resulted in simplistic searching or indexing by users as needed.
7. Office of Student Involvement and Leadership--The outcome of partnership development would result in contracting performing artists for the promotion and production of shows beneficial to University students. As such, the School would accept responsibility for securing various artists, as well as arranging and producing campus concerts, which would be based on a contract previously approved by the Institution's Board of Trustees. Acting on behalf of the University, the School would involve appropriate University offices in the execution of responsibilities within University and State of Arkansas guidelines, thus minimizing University liability, while enhancing the student community overall.
8. School of Continuing Education and Academic Outreach--A redevelopment of the School's Independent Study Program ensured course quality, based on academic unit involvement, as well as expanded student support and access. Through the presentation of flexible learning options, the same quality, benefits, and support of any University offering is now

provided. Similarly, an enhancement of the School's distance education opportunities resulted.

Also, in addressing delivery and support services for the School's Office of Study Abroad and International Exchange, streamlining procedures and redevelopment of campus-wide support for learning opportunities will increase study abroad and international learning participation for University students, as well as for non-degree seeking students from other markets. Enhancement of international learning may include online development of pre- and post-instructional modules and promotional support.

Additional plans were made relative to the School's Osher Lifelong Learning Institute for the purpose of further developing the existing Institute, with an emphasis to be made on expansion of the program to Central Arkansas, possibly in cooperation with the University of Arkansas at Monticello. As a result, Osher Foundation funding would be used in increasing the number of quality learning opportunities to as many senior Arkansans as possible.

With new opportunities emerging daily, strategies are in process for the School to focus on training and workforce development by working with consultants, in addition to business and industry, to address customized training and workforce needs.

9. Walton College of Business--Designed to be used by the College's Career Development Center for engaging students in career planning and preparation, a newly created website offers online interactive technology instructional units that can be customized to document career development from high school graduation through University program completion and beyond.

Similarly to the College of Education and Health Professions' existing collaboration with NWACC for the BSE degree, the University's establishment of an outreach post near the campus of NWACC, due to its recent space limitations, was necessary to fulfill program delivery of the Walton College's General Business Major (BSBA) degree expectations and respond to interest in University programs.

Also, designed to be mutually-beneficial financially, a reevaluation of the College's Executive MBA (Shanghai, China) degree program's relationship was aimed at enhancing support for students and faculty.

SECTION II

SUMMARIES

A summary for each of the following will be presented for 2007-08:

1. Conferences, Special Programs, and Professional Studies
2. Digital Operations.
3. Distance Education.
4. Independent Study.
5. Media Services.
6. Off-Campus Classes.
7. Study Abroad and International Exchange.

Conferences, Special Programs, and Professional Studies

In 2007-08, Conferences, Special Programs, and Professional Studies

presented offerings in the following six areas:

1. Computer Training--The School's computer training network provided quality, instructor-led computer training courses designed to help students gain the skills necessary to become more productive. Customized training content was offered in order to meet specific objectives and goals of each customer, and the mobile training lab was available to be taken to any location for the delivery of onsite classes. Assistance was offered to qualified companies in completing applications for Existing Workforce Training Program (EWTP) grants in order to offset training expenses. A listing of courses offered can be accessed at training.uark.edu.
2. Conferences, Planning Services, and Facilities--A team of talented conference planning professionals was available for helping plan, budget, and implement first-class meetings, conferences, and events, designed to fit customers' individualized needs. Each event was assigned to a personal conference coordinator who realized the importance of attention to detail in planning; therefore, whether the program was for 40 or 400 attendees, accommodations were easily arranged with the use of flexible space for meeting rooms and exhibit areas that were tailored to fit specific needs.

3. Non-Credit Online Courses--Through a myriad of partnerships, the School offered many online course selections for training employees, administrators, or individuals who were actively seeking personal growth.
4. Professional Development--A variety of programs, offering excellence in both quality and timeliness, were offered and included the Paralegal Certificate Course, the Municipal Clerks Institute, as well as customized training for business and industry.
5. Programs for Seniors--Since research has demonstrated that lifelong learning activities can be a key factor in enhancing longevity and quality of life for adults 50 and over, related offerings were provided through two exciting ventures--Elderhostel and the Osher Lifelong Learning Institute.
6. Summer Programs--Through the administration of summer youth programs, the needs of many organizations can be met. Some of those offerings included the Summer Reading Institute, Summer Music Camps, and Intergenerational Elderhostel Programs.

Although previously mentioned, it should be noted that, in an effort to provide more accurate representation of the School's non-credit data, a significant change was made relative to reporting methods for FY '08.

Consequently, duplication of data was carefully eliminated regarding the number of programs conducted on non-consecutive dates, thus providing a more true assessment of the number of non-credit programs and participants served by Conferences, Special Programs, and Professional Studies.

Overall achievements for 2007-08 included a total of 205 programs being conducted, serving 8,948 participants,* and an examination of the total number of program and participant days revealed that there were 594 program days and 29,706 participant days. By and large, these total numbers reflect a significant

*If the number of persons were included who received teleconference downlinks from teleconference uplinks conducted by the School, the headcount would be in the millions.

decrease when compared to the 964 programs conducted in 2006-07, serving 33,737 participants*, in addition to the 1,546 program days and 53,448 participant days. It should be reminded that this decrease is reflective of the aforementioned change in reporting methods relative to non-credit data, effective FY '08.

According to the Arkansas Department of Parks and Tourism's 2007-08 Economic Report, travel expenditures per travel party and length of stay in Arkansas were \$482.36 and 3.3 nights, respectively, in 2007; therefore, a conclusion was made in determining \$146.17 as the amount a visitor spends per day.

Based on that conclusion, the 8,948 total participants who attended the School's programs would be expected to generate at least \$1,307,929 throughout the State of Arkansas. Most significant is the realization that if this figure is multiplied by the number of times money turns over before it leaves Arkansas, then the economic impact is obvious.

Additional accomplishments for 2007-08 included the following:

1. Sixteen Elderhostel programs were conducted with 389 participants and 2,519 participant days in 16 different sites across 4 states. New programs and expansions included:
 - a) Village Creek State Park, Wynne, Arkansas.
 - b) Lake Chicot State Park, Lake Village, Arkansas.
 - c) Devil's Den State Park, West Fork, Arkansas.
 - d) Queen Wilhelmina State Park, Mena, Arkansas.

2. There were 11 new Existing Workforce Training Program (EWTP) grants received and implemented, serving 281 people. Four companies were served, resulting in a total of \$23,740 in awarded grant funds, including:
 - a) Clarke Industries, Springdale, Arkansas.
 - b) Hanna's Candles, Fayetteville, Arkansas.
 - c) J.B. Hunt, Lowell, Arkansas.
 - d) Simmons Foods, Van Buren and Siloam Springs, Arkansas
3. As a licensed provider of Command Spanish®, the School delivered occupational Spanish training to two Arkansas companies--ARVEST Bank in Lowell and Cobb-Vantress in Siloam Springs.
4. Planning continued toward a collaborative project for an international certificate to be offered with the Arkansas World Trade Center in Rogers.
5. Professional development conferences hosted by the School in cooperation with other University units were as follows:
 - a) Advanced Placement Summer Institute (Honors College).
 - b) Arkansas IDeA Network of Biomedical Research Excellence (INBRE) (College of Arts and Sciences' Department of Chemistry).
 - c) Arkansas Political Science Association Conference (College of Arts and Sciences' Department of Political Science).
 - d) Arkansas Water Resources Annual Conference (Arkansas Water Resources Center).
 - e) Autism Conference (College of Education and Health Profession's Department of Curriculum and Instruction).
 - f) Better Process Control (College of Agricultural, Food, and Life Sciences' Department of Food Science).
 - g) Central Association of Physical Plant Administrators (CAPPA) Conference (Facilities Management).
 - h) Ceramics Symposium (College of Arts and Sciences' Department of Art).

- i) Disney Institute: Keys to Success (Office of Human Resources and Walton College of Business).
 - i) Electric Meter School (College of Engineering).
 - k) Field Instructor Training (College of Arts and Sciences' School of Social Work).
 - l) National Collegiate Athletic Association (NCAA) Indoor Track Championships (Women's Athletics).
 - m) Women in Information Technology (IT) Conference (Walton College of Business).
6. Support was provided in professional development and conference-related activities for the University's recruitment and retention efforts by the academic units. For example, the School worked with the Honors College to host the Advanced Placement Summer Institute. Additionally, the School continued to support a variety of youth-related academic activities in cooperation with the College of Arts and Sciences' Department of Music, including the Children's Choir, Suzuki Music School of Arkansas, Junior and Senior Band Camps, and Junior/Senior Orchestra Camp.
7. A total of 209 Continuing Education Unit (CEU) professional programs were administered, serving 2,506 participants.
8. The Osher Lifelong Learning Institute stipulated that the membership consist of a minimum of 100 members by the end of the first year in order for the School to be considered for additional funding; however, the program's success resulted in a total of 169 members, thus exceeding the first year membership requirement.

Additionally, a total of 48 different classes, workshops, and field trips were conducted during 2007-08, serving a total of 765 participants.

Campus-wide collaboration played a key role in promoting the Institute, as University units were involved in the initial planning stages, served as course instructors, and promoted the Institute. Those units included:

- a) Arkansas Alumni Association.
- b) College of Agricultural, Food, and Life Sciences' Pauline Whitaker Equine Science Center.
- c) College of Arts and Sciences' Department of Geosciences.

- d) College of Arts and Sciences' Department of Journalism.
- e) College of Arts and Sciences' Department of Music.
- f) College of Arts and Sciences' Middle East Studies.
- g) College of Education and Health Profession's Department of Curriculum and Instruction.
- h) Walton College of Business' Applied Sustainability Center.

Likewise, the Institute benefited from the cooperation of many local organizations, which offered meeting venues, instructional expertise, promotional assistance, and other resources geared toward increasing membership and offering to participants the highest quality experiences possible. Those partners included:

- a) Area Agencies on Aging.
 - b) Botanical Garden of the Ozarks.
 - c) Butterfield Trail Village: A LifeCare Retirement Community.
 - d) Crystal Bridges: Museum of American Art.
 - e) Fayetteville Public Library.
 - f) Headquarters House.
 - g) Shiloh Museum of Ozark History.
 - h) Theater Squared.
 - i) University of Arkansas Retirement Association.
 - j) Walton Arts Center.
9. The School's mobile computer lab, complete with fifteen notebook computers equipped with wireless capability, positively impacted economic development by providing high quality, onsite software training to employees of the Arkansas business and industry sector, including seven different businesses. As a result 44 training sessions were conducted with the mobile lab, serving 552 participants.

When onsite training was not necessary, efforts continued by providing general audiences training through the use of the School's fixed computer lab, with 31 classes conducted in the fixed lab, serving 200 participants.

Furthermore, computer training for the School was performed by its Coordinator of Computer Training Services, a high-end computer administrator, who has successfully achieved Microsoft certification as a Microsoft Certified Systems Administrator (MCSA) in Windows Server 2003, a Microsoft Certified Systems Engineer (MCSE), and a Microsoft Certified Trainer (MCT).

Digital Operations

In the day-to-day immersion of technology, the area of Digital Operations is critical to the success of the School. A summary of 2007-08 achievements follows:

1. The School's datacenter was enhanced with the installation of an additional extended run-time APC battery bank, thus ensuring the protection of data by supplying reliable, network-grade power for critical applications.
2. Previously secured space in Computing Services' datacenter provided for the School's off-site disaster recovery (DR) system, and equipment racks and additional hardware were acquired and installed. Implementation of Phase I at the disaster recovery (DR) site was completed, and additional development will continue into FY '09.
3. The School's upgrade to Microsoft Office 2007, as well as to the Microsoft Exchange server, is nearing completion.
4. All previous users of Eudora email software were converted to Microsoft Office Outlook 2007.
5. The School's internal information system (MIDIS) received 15 major software releases and 72 minor updates during FY '08.
6. Upgrades were made to existing server firmware and drivers, and Dell OpenManage, a set of systems management applications built using industry standard protocols and specifications, was installed.

7. Microsoft Sharepoint Services was implemented, thus providing a web-based document sharing and collaboration tool for the School. Enhancement to this ongoing development effort will continue into FY '09.
8. The FY '07 move and redesign of Independent Study's online student information system to a newly created secure web server to protect students' personal data resulted in a system design in FY '08 to simplify the accessing of University records.
9. Media Services' Apple XSAN and Pro Tools audio editor, as well as the Axis, Blackboard, Elluminate, Tegrity, and Window Media servers, received upgrades during the past year. Likewise, the Symantec Ghost Solution Suite and the DSX security system software were also upgraded.
10. The Microsoft Operations Manager (MOM) server, previously deployed for real-time monitoring of all servers and clients to provide proactive maintenance and security checks on all systems, was enhanced to provide web-based reporting capability.
11. Connecting the Office of Study Abroad and International Exchange to the School's network was implemented.
12. In addition to the creation of a financial component, a membership, course scheduling, and enrollment tracking system was developed for use with the Osher Lifelong Learning Institute. A seating chart tracking system was also designed and implemented.
13. The addition of four modules to the existing Legal e-Source website was completed.
14. A database was developed for tracking non-credit online course enrollments.
15. Laserfiche scanning stations were installed on the School's first and third floors.
16. An internal blanket purchase order request and approval system was developed and implemented.
17. The development of a non-credit event registration and budgeting system occurred.

Distance Education

In 2007-08, the School's Distance Education program area presented various offerings, including:

1. Graduate Degree Programs--These flexible programs offered professionals a variety of options for degree completion, regardless of location or scheduling, and were designed to mirror the program of study that a graduate student experiences in a traditional "on campus" program. Delivery methods used vary, depending upon the degree program; however, many included web-based delivery.
2. Independent Study Courses--Such courses were available to be taken online or through the traditional method of print-based correspondence courses, and a detailed listing of all independent study courses is available online at http://www.globalcampus.uark.edu/Distance_Education/Correspondence_Courses.asp.
3. Licensure and Certificate Programs--Four certificate programs, featuring areas of Food Safety, Gerontology, Hazard Analysis and Critical Control Point (HACCP), and Special Education, were offered to allow professionals the opportunity to expand an existing knowledge while enhancing skills.
4. Undergraduate Degree Programs--In collaboration with University units, quality undergraduate degree programs were provided for students needing flexibility and convenience in their academic endeavors.

In addition to the aforementioned information related to the School's distance education offerings, in FY '00, the School was assigned the responsibility to further the University's overall efforts in distance education. While the proliferation of other University units going "their own way" in distance education is expensive duplication and needs closer examination, some progress has been made in solving this problem.

Also, web-based distance education offerings on-campus continue to need examination and possibly merging into the School, since it has the necessary experience and infrastructure, founded on the successful operation of present distance education programs.

A summary of mediated Distance Education's 2007-08 achievements for the entire University follows:

1. As a result of merging existing degree programs and adding new ones, 23 degree programs have been approved for offering via distance delivery.
2. Of the 23, 10 are web-based, 7 are compressed interactive video (CIV)/web-based combinations, 3 are web-based/campus combinations, 2 are off-campus, and 1 is compressed interactive video (CIV)/web-based/face-to-face combination.
3. In addition, there are 2 graduate and 2 undergraduate certificate programs, and 1 licensure program. All 5 are web-based.
4. Of the 23 degree programs, 19 are graduate and 4 are undergraduate programs.
5. Of the 23 degree programs, 15 are from the College of Education and Health Professions, 3 are from the College of Agricultural, Food, and Life Sciences, 3 are from the College of Business, and 2 are from the College of Engineering
6. Of the 5 certificate/licensure programs, 2 are from the College of Agricultural, Food, and Life Sciences (undergraduate), 2 are from the College of Education and Health Professions (graduate), and 1 is from the Graduate School (interdisciplinary, graduate).
7. Thirty-seven college Independent Study courses now have a web-based version.
8. Degree programs approved for distance delivery include the following:
 - a) BS in Engineering (CIV/Web-Based/Face-to-Face Combination).
 - b) BSBA in General Business (Off-Campus).
 - c) BSE in Elementary Education (Off-Campus).
 - d) BSE in Human Resource Development (CIV/Web-Based Combination).
 - e) EdD in Educational Administration (CIV/Web-Based Combination).
 - f) EdD in Workforce Development Education (Web-Based).

- g) EdS in Curriculum and Instruction (Web-Based).
 - h) EdS in Educational Administration (CIV/Web-Based Combination).
 - i) MAT in Childhood Education (CIV/Web-Based Combination).
 - j) MBA in Business (Web-Based/Campus Combination).
 - k) MEd in Educational Administration (CIV/Web-Based Combination).
 - l) MEd in Educational Technology (Web-Based).
 - m) MEd in Elementary Education (Web-Based/Campus Combination).
 - n) MEd in Physical Education (Web-Based).
 - o) MEd in Special Education (Web-Based).
 - p) MEd in Workforce Development Education (Web-Based).
 - q) MIS in Business (Web-Based/Campus Combination).
 - r) MS in Food Safety (Web-Based).
 - s) MS in General Agriculture (CIV/Web-Based Combination).
 - t) MS in Health Science (Web-Based).
 - u) MS in Human Environmental Sciences (CIV/Web-Based Combination).
 - v) MS in Nursing (Web-Based).
 - w) MSE in Engineering (Web-Based).
9. Certificate/licensure programs approved for distance delivery include the following:
- a) 18-Hour Interdisciplinary Graduate Certificate Program in Gerontology (Web-Based).
 - b) 15-Hour Graduate Certificate Program in Autism Spectrum Disorders (Web-Based).
 - c) 15-Hour Undergraduate Certificate Program in Food Safety Manager (Web-Based).

- d) 15-Hour Undergraduate Certificate Program in Hazard Analysis and Critical Control Point (HACCP) Coordinator (Web-Based).
 - e) 15- to 18-Hour Graduate Additional Licensure Plan in Special Education (Web-Based).
10. Additional web-based degree programs in various stages of development include the following:
- a) MS in Rehabilitation (Web-Based).
 - b) MSW in Social Work (Web-Based).
 - c) PhD in Curriculum and Instruction (Web-Based).
 - d) PhD in Engineering (Web-Based).
11. Online courses served 5,292 enrollments and produced 14,851 SSCH.
12. Independent Study courses converted to the web totaled 37, compared to 33 in FY '07.
13. Non-credit web-based activities, totaling 76 online courses with 145 enrollments, included the following:
- a) Agreements continued with Gatlin Education Services and Education to Go (ed2go) to offer 2,000+ non-credit web-based courses.
 - b) The third year of collaboration was completed with the School of Law and the Survey Research Center in offering a Legal e-Source online program to non-profit organizations. Plans are underway to seek additional funding for the expansion of the website from a local to a national resource.

Independent Study

As previously stated, Independent Study courses were offered either online or through traditional, print-based correspondence courses, and a summary of Independent Study's 2007-08 achievements follows:

- 1. Additional enrollments in college courses increased from 2,523 in FY '07 to 2,718 in FY '08, an increase of 7.7 percent.
- 2. Based on additional enrollments, a total of 3,635 SSCH were generated.

3. The mean grade for college students was a C+ (2.81).
4. Eleven courses were revised, and two courses were developed, a total of thirteen courses. Of these thirteen, five were new courses for web-based delivery, bringing the total number of courses available through Independent Study for web-based delivery to 37.

Media Services

Through Media Services, support and enhancement of meetings and activities became possible as a result of the availability to use a variety of media methods, ranging from remote productions to multimedia presentations. A summary of Media Services' 2007-08 achievements follows:

1. Audio

a) Duplications and transfers (cassette)	13
b) Cassette and reel-to-reel tapes	13
c) Studio recording, mixing, and editing (hours)	105
d) Field recording, mixing, and editing (hours)	198
e) Public address and sound support systems (hours)	225
f) CD duplications	944
g) DVD duplications	699

2. Video

a) Production of single- and multi-camera recordings (hours)	384
b) Production truck productions (hours)	47
c) Duplications and transfers (hours)	699
d) Videotapes	65
e) Video editing (hours)	171
f) Graphics (hours)	8
g) CamMate video crane(hours)	10

3.	Satellite Services	
	a) Teleconferences	33
4.	Equipment Rental/Loan	
	a) Video monitors	37
	b) Videotape recorders	27
	c) Video and data projection systems	222
	d) Audio equipment	296
	e) Film and slide projection equipment	118
	f) Computers	37
	g) Blank CDs	13
	h) Miscellaneous Equipment Rentals (easels, carts, flip charts, etc.)	316
	i) Conference telephones	1
	j) Other Services (multimedia, deliveries, etc.)	1,174

In addition to providing media support for the Center's conference activities, Media Services was involved in 113 major media productions involving video and/or audio. Additional media accomplishments included the following:

1. Conversion of the in-house video production system continues; however, program remains slow due to the extremely high cost of this type of equipment.
2. A G5 Power Mac for the Protocols HD3 workstation has been added, allowing enhanced editing and mastering of multi-track audio recordings, as well as increasing audio capability for soundtrack and film scoring.
3. The purchase of Grundorf equipment will assist in the ability to provide audio support for three simultaneous events, as well as maintaining the equipment in a semi-permanent configuration.
4. Media Services conducted 31 uplinks and 2 downlinks in FY '08.

5. In conjunction with the College of Arts and Sciences Fulbright Office of Remediation and Retention, Media Services produced a video to be used with an ENGL 0003 (Basic Writing) online course, which will be delivered to high school students during the Summer of their senior year before their initial Fall Semester at the University of Arkansas.
6. A faculty appreciation video was produced for Northwest Arkansas Community College by Media Services; due to the success of this video, contact has been initiated by the client concerning the possibility of another video project being done in the near future.

Off-Campus Classes

A summary of Off-Campus Classes' 2007-08 achievements follows:

1. Classes totaled 407, serving 5,292 enrollments, and producing 14,851 SSCH.
2. Summer Sessions provided 100 classes, serving 1,253 enrollments, and producing 3,710 SSCH.
3. Fall Semester provided 157 classes, serving 1,971 enrollments, and producing 5,417 SSCH.
4. Spring Semester provided 150 classes, serving 2,068 enrollments, and producing 5,725 SSCH.
5. The largest number of enrollments at a specific site was Bentonville, with 10.5 percent of the classes, 11.8 percent of enrollments, and 11.8 percent of the SSCH.
6. Fort Smith offerings provided 0.5 percent of the classes, 0.2 percent of enrollments, and 0.2 percent of the SSCH.
7. Other locations provided 88.9 percent of the classes, 88.0 percent of enrollments, and 88.0 percent of the SSCH.
8. National/international credit study tours administered through Off-Campus Classes were held in 13 countries: Belize, Brazil, China, England, Greece, India, Italy, Japan, Jordan, Mexico, South Africa, Sweden, and the United States.
9. Seventy-nine national/international credit study classes were administered through Off-Campus Classes, serving 386 enrollments, and producing 1,369 SSCH.

Study Abroad and International Exchange

Through the Office of Study Abroad and International Exchange, students may earn credit through instructor-led study abroad trips or formal exchange programs, and approximately twenty percent of the University's undergraduates enroll in credit studies that are taught in another country. It should be noted that study abroad enrollment for FY '08 is based on activity occurring during the period of September 1, 2007, through August 30, 2008, in order to create a complete reflection of Summer 2008 activity. Also, study abroad enrollment numbers include all University students with whom enrollment for credit outside of classes is established through the School's Off-Campus Classes. A summary of Study Abroad and International Exchange's 2007-08 achievements follows:

1. Study abroad activities for the University's participating units (College of Agricultural, Food, and Life Sciences; College of Arts and Sciences; College of Education and Health Professions; College of Engineering; School of Architecture; School of Law, and Walton College of Business) occurred in 39 countries, and total enrollments increased from 622 in FY '07 to 635 (including 580 undergraduates and 55 graduates) in FY '08, an increase of 2.0 percent.
2. The overall study abroad participation rate for University units is not yet available; however, it is anticipated that the rate will continue to increase from the FY '07 estimated participation rate of twenty percent.
3. Short-term (six weeks or less) study abroad programs for the University's participating units resulted in 469 enrollments or 74 percent; however, these numbers still reflect a 10 percent increase in the number of enrollments (166) for semester- or year-long programs.
4. 57 percent of enrollments are associated with study abroad programs administered by the University, as compared to the remaining 43 percent of enrollments with whom study abroad is administered through one of the University's affiliated partners or through another accredited institution in the United States.

5. Escalating airline costs and the devaluation of United States currency contributed significantly to many students either postponing or cancelling study abroad plans altogether due to insufficient funding. As a result, more than 150 students completed an application for a selected study abroad program but withdrew at some point during the process.
6. 268 of 633 enrollments participated in one of the University's 22 short-term, faculty-led, study abroad programs administered through the Office, including leadership from 45 faculty members.
7. Enrollments totaled 38 during FY '08 at the Rome Center for Architecture and the Humanities, including 7 from the College of Arts and Sciences and 31 from the School of Architecture.

Additionally, the Office has traditionally worked with faculty and students of the College of Arts and Sciences on the Rome program; however, the Office will assume full responsibility for all student services and support associated with this program beginning in Spring 2009. Moreover, the Rome courses will be offered through the School's Off-Campus Classes beginning in Fall 2008.

8. Regarding exchange programs, the Office facilitated nine new study abroad agreements with foreign partners.
9. During FY '08, thirty University students studied abroad at fourteen partner institutions.
10. The Office hosted 38 incoming study abroad exchange students, also from 14 partner institutions, and established a "Pals" program by connecting returning study abroad students with incoming exchange students.
11. In addition to the reciprocal exchange students, significant growth resulted in the number of international students seeking one semester or year of study as "visiting" students. In FY '08, the Office facilitated the admission, placement, and advisement for 39 visiting non-degree seeking students from Belarus, Korea, Moldova, Romania, and Russia.

While the Visiting Student program had potential for growth, it did not fall easily within the goals established for the Office; therefore, the responsibility for working with self-funded visiting students was shifted to the Office of International Students and Scholars, effective July 1, 2008, in order to allow more staff time to be dedicated to building reciprocal partnerships focused at opening opportunities for outbound University students.

12. Considerable staff time was invested in preparing students for their study abroad experience, as all students approved for study abroad are required to attend at least one pre-departure orientation meeting. As a result, approximately forty pre-departure orientation meetings were arranged for students and faculty members preparing to study abroad during Spring, Summer, and Fall 2008.

In addition, 250 students completed a pre-departure course presented via Blackboard, thus allowing for more cultural focus during the face-to-face orientation meeting, and plans are underway to expand this offering to University faculty-led program participants by Summer 2009.

13. A number of students worked closely with staff to identify internal and external funding for study abroad opportunities, resulting in several national awards, including six Fulbright Scholarships, seven Gilman Scholarships, and two Freeman Asia awards. An additional 54 scholarships, ranging from \$300 to \$600, were awarded to deserving students who had not otherwise received University funding. Such funding was derived from general University and private Foundation scholarship funding, as well as administrative fees generated from consortia and program providers.