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## Annual Report, 2010-2011

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# University of Arkansas

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## Division of Student Affairs Annual Report



On behalf of the departments, programs, and people of the Division of Student Affairs at the University of Arkansas, I am pleased to present our Annual Report for the 2010-2011 academic year. We value and celebrate the accomplishments of the Division, its departments, and our staff.

We hope you will share in our delight as you read about our achievements on behalf of and in service to our students. One of our major projects for this year has been the implementation of a strengths-based educational philosophy in all of our programs and services. Staff members have devoted much time and professional development effort to enhancing their understanding of Gallup's StrengthsQuest program, positive psychology, and strengths-based education.

A change you might notice in the report this year is a shift in the period covered by the report. In previous years, we have reported on the fiscal year, but with our move to report to the Provost in 2009-2010, we decided that our reporting year should match that of the colleges, so we adjusted to follow the academic calendar. As such, this year, we have a briefer reporting period, as we report our accomplishments and challenges between the end of FY2010 (30 June 2010) and AY2011 (15 May 2011). Future years will report on the full academic year.

This online annual report contains highlights from the great works of the staff comprising this Division. More information about any particular program or service is available through each department.

Please take some time to look around the site, which will help you to understand what the Division is about and how we are "strengthening students for success."

Sincerely,

Daniel J. Pugh, Sr., Ph.D.  
Vice Provost for Student Affairs/Dean of Students

## **The Division of Student Affairs**

We believe that learning, both inside and outside the classroom, is central to the University of Arkansas Experience and that the Division of Student Affairs is a significant partner in the development of a campus learning community. We recognize that this campus learning community is impacted by the individual's unique learning style and life experience. We believe our values (listed below) strengthen and enrich this learning environment.

## Values

- We are student centered
- We are an inclusive community
- We treat all individuals with dignity and respect
- We encourage and model civility in all relationships
- We provide friendly, helpful, and responsive service
- We embrace our role as scholars and educators
- We present the highest ethical standards based on trust, honesty, and integrity
- We are committed to the pursuit of professional excellence
- We strive for the acquisition and use of knowledge
- We act as partners and collaborators in all endeavors

## Vision

The Division of Student Affairs will maximize the University of Arkansas Experience by challenging, supporting, and encouraging each student to become intellectually engaged, more self-aware, and strongly bonded to the university.

## Mission

The Division of Student Affairs' mission is to help students achieve their goals through the provision of high quality support services and comprehensive programs that stimulate, enhance, and extend student learning; empowering University of Arkansas graduates to become active, engaged citizen leaders in Arkansas and throughout the world.

## Strategic Goals

- Foster the development of an inclusive community
- Enhance student learning
- Promote professional and personal development
- Increase and responsibly manage resources
- Promote innovative programs and services
- Advocate rights and responsibilities
- Encourage the application and use of new and emerging technologies

## Motto

“Strengthening Students for Success”

# University of Arkansas

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## Division of Student Affairs Annual Report

### **Executive Summary**

“Historic” and “record-breaking” described this academic year. Record numbers of students enrolled for Fall and Spring semesters. Consequently, programs and services experienced record participation and demand. Historic snowfalls cancelled classes and closed campus for more than almost two weeks early in the Spring semester. Essential services such as Campus Dining, Arkansas Union, Pat Walker Health Center, and University Housing remained opened and served students. A few weeks later, flooding due to historic rains prompted us to dismiss classes and close early. Unprecedented tornado strikes in several communities in Arkansas as well as nearby states drew the attention of our student body, which organized participation in volunteer relief efforts. Staff members in the Division of Student Affairs viewed each challenge as an opportunity to serve and to teach.

University Housing organized four (4) Academic Learning Teams (ALTs) with 132 students. Compared to a matched set of peers, students who participated in the ALTs reported practicing more positive academic behaviors, feeling that the halls provided a quality academic environment, interacting more with faculty, and engaging more on campus. These findings offered encouragement to continue to organize ALTs in the residence halls.

Many departments also focused on students’ learning through service opportunities. By creating and launching the Full Circle Campus Food Pantry, students learned about poverty, food insecurity, and starting and managing a community resource for members of our campus. Students participating in the Alternative Spring Break in the Arkansas Delta learned about poverty and its impact upon child/youth development. The Associated Student Government hosted a trip to Washington, D.C., during which five students met with think tanks, representatives, and UA alumni to learn about lobbying and the legislative process. In addition, first year students who participated in ROCK Camp before classes began completed various community service projects throughout northwest Arkansas.

In collaboration with the University Libraries and International Students & Scholars, the student ombudsperson offered The Human Library. The University of Arkansas is the only campus in the nation offering this particular program. Faculty, staff, students, and community members volunteered to serve as “books” on topics related to their own lives and experiences. Other faculty, staff, and students reserved time with the volunteers to hear their stories. Offered each semester, the program provided an opportunity for intercultural dialogue.

Off Campus Connections and University Housing collaborated to identify students moving off campus to ensure that these future commuter students were aware of city and community requirements (e.g., ordinances), agencies (e.g., police, fire, credit counseling), and resources (e.g., apartment communities, neighborhood associations, city offices). This effort, On Your Own: Getting Your Keys to Living Off Campus, earned national honors this year

from the American College Personnel Association. The event included collaboration with Campus Dining, Greek Life, Office of the Vice Provost & Dean of Students, and the City of Fayetteville Office for Community Resources.

We also provided opportunities for continuing professional education. Counseling & Psychological Services (CAPS) in the Pat Walker Health Center, Veterans' Upward Bound (VUB) in Residential Pre College Programs, and the Veterans Resource & Information Center (VRIC) collaborated with the Arkansas Psychological Association and Psychologists of Northwest Arkansas to host Service Members & Veterans On Campus, a continuing education workshop attended by area mental healthcare providers, higher education administrators, and faculty. The Office of the Vice Prost for Student Affairs and Dean of Students collaborated with The Gallup Organization to provide multiple educational opportunities for staff to learn about strengths-based education and mentoring within the context of Gallup's StrengthsQuest model.

Finally, in addition to the service performed for students here at UA, Student Affairs staff produced 70 creative or scholarly works, earned 6 awards, and served on a variety of external boards and committees: 14 national, 3 regional, 11 state, and 13 local. Two staff served on editorial boards for six national publications. In addition, students earned 38 awards from external sources for their outstanding accomplishments in Student Affairs programs.

While historic and record-breaking describe the past year in many ways, honorable and award-winning characterize the staff of this division and how they responded.

# University of Arkansas

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## Division of Student Affairs Annual Report

### Significant Achievements

The people of the Division of Student Affairs provide programs and services that adapt to meet the changing needs of our students while also stewarding responsibly the resources at our disposal. State, regional, and national peers recognize the expertise of our staff members and the leadership we offer in our respective disciplines. Beyond the university, our people serve as invited lecturers, consultants, editors, and authors. Our people serve on professional boards and committees, and our professional associations honor us with recognitions for excellence. With pride in the University of Arkansas Experience, we faithfully believe that our efforts enhance not only the reputation of the institution but also student learning.

“Historic” and “record-breaking” describe this year whether one speaks of enrollment growth, the plight of the economy, the visit of the Dalai Lama, or even the weather. Record numbers of students enrolled for Fall and Spring semesters. University Housing worked with Off Campus Connections to identify partner properties near campus with adequate space for Housing to lease from them to accommodate upperclass students so that the record number of traditional freshmen could reside on-campus. For all employees, cost of living adjustments and merit raises were held in escrow until mid-year when the state economic forecast indicated that we could afford to implement them. Fewer employers than normal participated in career fairs, despite significantly more students attending them. More than a year in the making, plans came to fruition to welcome the Dalai Lama to campus during the last week of Spring semester. Near record breaking snowfall early in the Spring semester cancelled classes for seven days. Arkansas Union, Campus Dining Services, Pat Walker Health Center, and University Housing remained open and served students and other visitors while staff from other departments worked from home via internet, social media, telephone, and multi-access radios. A few weeks later, heavy rains flooded bus routes and other roads and prevented commuters (students, staff, and faculty) from reaching the campus and caused local daycares and schools to close early. For the safety of students, faculty, staff and their families, the university dismissed classes and closed offices by mid-afternoon. Tornadoes in several communities in Arkansas as well as Tuscaloosa (Alabama) and Joplin (Missouri) drew attention of the student body, which organized participation in relief efforts.

This year also witnessed the beginnings of several new programs and services within Student Affairs. First Year Experience Programs (FYE) introduced incoming students to ROCK Camp Adventure in collaboration with the Outdoor Recreation Center. Through rafting, repelling, spelunking, and camping, the program offers new students a week-long outdoor adventure along the Buffalo National River to introduce them to the Principles of the University and UA traditions. FYE also launched the parents’ website to provide a single point of contact for parents seeking information about the campus. All incoming students were invited to participate in Alcohol.edu, an online educational program designed to help students “make healthy and safe decisions about alcohol while attending college. [It is] focused on preventing harm and making it less likely that” either one’s own or another student’s drinking will interfere with one’s academic career (quoted from <http://college.alcoholedu.com/faq.html> (<http://college.alcoholedu.com/faq.html>), 19 July 2011) . The Freshmen Honorary Society, Alpha Lambda Delta, inducted its first class of first year students in

the Spring. University Housing and Counseling & Psychological Services (CAPS) introduced Student Success Advocates to the residence halls to identify students at risk of attrition and connect them with resources to help them address the risk factors and succeed in college. The Veterans Resource & Information Center also collaborated with CAPS to offer several new services for our student veterans to facilitate their transition to university life and foster their academic and personal success here. Among these programs are the Vet-2-Vet peer mentoring program and the Boots-to-Books course offered for one credit hour each term.

Staff members in all departments of the division also prepared for the Fall 2011 launch of StrengthsQuest for all new students. Through a variety of professional development opportunities including webinars, brown bag discussions, and a half-day of local workshops, the division devoted much resource to helping staff members to understand the program and plan how to integrate a strengths perspective into their existing programs and services. The Gallup Organization partnered with us to offer a 2-day StrengthsQuest Educator workshop as an introduction for staff new to StrengthsQuest as well as a one-day StrengthsQuest Mentoring & Advising Program workshop for more experienced staff.

One of our achievements this year involved continuing to adapt to ongoing restructuring efforts. In 2009-2010, the Enhanced Learning Center, Multicultural Center, and Student Support Services moved to report to other vice provosts. In 2010-2011, International Students & Scholars shifted to the Dean of Graduate & International Education. After the Fall semester began, Orientation shifted from its home within the Office of First Year Experience Programs to the Office of Admissions under the Vice Provost for Enrollment Services / Dean of Admissions. The shift aligns Orientation more closely with the admissions, financial aid, and registration processes in an effort to enhance transition into UA. In Spring term, Pre College Outreach Programs and Residential Pre College Programs began the process to shift reporting lines to align with the Vice Provost for Diversity along with other pre college programs which serve middle and high school students from disadvantaged backgrounds with a common aim of preparing them to succeed in college. Staff members continue to voice concerns about the implications of realigning departments historically within Student Affairs. Each re-alignment, however, has involved input from departmental staff and intended to improve collaboration and the student experience. We continue to be empowered and supported to perform the work of promoting and strengthening student success.

The unprecedented growth in enrollment offered us an opportunity for ingenuity and innovation. Total enrollment grew 7.8% from Fall 2009 to Fall 2010. In that same time, undergraduate enrollment grew 8.9% (source: [http://oir.uark.edu/students/enrollment\\_level.html](http://oir.uark.edu/students/enrollment_level.html) ([http://oir.uark.edu/students/enrollment\\_level.html](http://oir.uark.edu/students/enrollment_level.html)) viewed on 27 July 2011). Meeting the increasing need for service is another significant achievement this year. Most of our departments reported disproportionate increases in utilization and participation. The Center for Educational Access saw an increase of 17.4% in students registering for accommodations; 1,241 students registered this year. In addition, the Center for Educational Access (CEA) nearly doubled production of texts converted from print into electronic, audio, and/or tactile formats. The increase in need for Federally required accommodations produced a \$100,000 deficit in the departmental budget. Community Standards & Students Ethics reported an 18.7% increase in the number of substance abuse-related offenses—most attributed to a 91% increase in the number of offenses for possession of a controlled substance. Notably, with local media reporting on incidents of hazing and academic dishonesty, the number of offenses in those categories decreased. Hazing dropped from 80 cases last year to 5 cases this year (down 93.8%). Academic dishonesty offenses dropped from 192 to 179, down 6.8%. Membership in sororities and fraternities reached an all-time high again this year with 1,481 students joining Greek-letter social organizations, 23% more than last year. The number of commuter meal plans sold soared 44% while the number of undergraduate commuter students increased 17.5%. In addition, use of RazorBuck\$ reached almost a half million dollars, an increase

of 104.9% from last year. The number of identification cards produced during the reporting period was 40.1% more than FY2010. The number of identification cards produced during the first week of classes for Fall term increased 337% from same time last year. Utilization of the Pat Walker Health Center increased 8.6% for a total of 32,259 visits. Keeping pace with the growth challenges personnel to manage effectively their resources such as time, staff, funds, technologies, and physical space.

One aspect of the global economic downturn related to job placement for graduating students. Fewer employers sought recent graduates for jobs, and employers posted fewer job openings. The number of students participating in mock interviews with Career Development Center increased 25%, and the number of classroom presentations on career topics increased 65%. The number of students using the online career assessment tool increased 196%. Student participation in career fairs increased 117%. However, the number of employers participating in the All Majors Career Fair decreased 16% and in the EXPO Fair decreased 20%.

In addition to the service performed for students here at UA, Student Affairs staff achieved 70 creative or scholarly works: 1 chapter, 1 refereed article, 2 unrefereed publication, 10 invited lectures, 33 other lectures/papers/presentations, and at least 23 other creative endeavors. Please see appendix for a detailed bibliography of these works. (<http://studentaffairs.uark.edu/annualreport/3401.php>)

Our state, regional, and national peers recognize the excellence of Student Affairs staff and the students participating in our signature programs. We earned 44 awards and other honorific recognitions this year. Staff won 6 of these honors (listed here) ([http://studentaffairs.uark.edu/Honors\\_Earned\\_by\\_Staff\\_and\\_Programs.pdf](http://studentaffairs.uark.edu/Honors_Earned_by_Staff_and_Programs.pdf)) . The remaining 38 recognized outstanding student accomplishments ([http://studentaffairs.uark.edu/Honors\\_Earned\\_by\\_Students.pdf](http://studentaffairs.uark.edu/Honors_Earned_by_Students.pdf)) arising from their participation in Student Affairs programs.

Finally, our professional peers and other leaders recognize us for the expertise that we bring and invite us to serve on a variety of boards and committees external to the institution. (<http://studentaffairs.uark.edu/annualreport/3404.php>) This year, 25 staff served on 14 national, 3 regional, 11 state, and 13 local boards or committees. Two staff served on editorial boards for six national publications.



# University of Arkansas

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## Division of Student Affairs Annual Report

### Contributions to Strategic Goals

Staff members in the Division of Student Affairs believe that learning, both inside and outside the classroom, is central to the University of Arkansas Experience and that the Division is a significant partner in the development of a campus learning community. To that end, we pursue seven strategic goals. Each department contributes to each strategic goal. Some of the most important contributions for this year appear here.

1. Foster the development of an inclusive community  
(<http://studentaffairs.uark.edu/annualreport/contributions.php#1>)
2. Enhance student learning (<http://studentaffairs.uark.edu/annualreport/contributions.php#2>)
3. Promote professional and personal development  
(<http://studentaffairs.uark.edu/annualreport/contributions.php#3>)
4. Increase and responsibly manage resources  
(<http://studentaffairs.uark.edu/annualreport/contributions.php#4>)
5. Promote innovative programs and services  
(<http://studentaffairs.uark.edu/annualreport/contributions.php#5>)
6. Advocate rights and responsibilities (<http://studentaffairs.uark.edu/annualreport/contributions.php#6>)
7. Encourage the application and use of new and emerging technologies  
(<http://studentaffairs.uark.edu/annualreport/contributions.php#7>)

#### 1. Foster the development of an inclusive community.

The modus operandi for the Division of Student Affairs is one of exploring, identifying, and implementing ways of engaging all students, regardless of diversifying characteristics, in the University of Arkansas Experience. Each year, as new programs, services, or web-based tools come online, we review them to ensure accessibility for students with disabilities. We also review their content to ensure inclusiveness of students from all segments of the campus population. Furthermore, we review the timing, location, and structure of our efforts in order to eliminate the inadvertent exclusion of any population of students. Moreover, we review marketing plans for programs and services in order to ensure that announcements reasonably would reach students in the target population(s). Departments practice inclusive hiring practices in an effort to attract qualified staff members from diverse backgrounds, and in this way, our staffing practices ensure that our personnel throughout the Division reflect the diversity of our students and the State of Arkansas. Students need not look far to find mentors like themselves with whom they can connect on a personal level to foster their academic and life success.

The Center for Educational Access (CEA) continued to provide a comprehensive array of accommodations for students with disabilities. Accommodations included proctoring of examinations, assisting with note-taking, interpreting spoken language to American Sign Language, captioning or transcribing spoken language, converting print materials into audible or tactile formats, teaching the use of assistive technologies, and providing supplemental mobility assistance around the campus. CEA also provided faculty in-service workshops and other training sessions for staff and student groups to learn more about assistive technology, accessible web design, universal design, disability awareness, and more.

First Year Experience (FYE) and University Housing collaborate annual to produce Diversity Leadership Institute (DLI). For a full day of didactic as well as experiential workshops on a Saturday each Spring, DLI brings together students who will serve during the next academic year as resident assistants, ROCK Camp mentors, or New Student Orientation mentors. Through DLI, these upperclass students, who will serve incoming and first year students, learn about social justice and diversity. DLI helps ensure that these students provide peer assistance which is inclusive and respects the needs and experiences of their new peers who differ from them.

Originally proposed by the first UA Diversity Plan, the student ombudsperson offers individual service and group trainings to foster inter-cultural respect. She teaches an 8-week course on conflict resolution in addition to offering related workshops and brief presentations. She coordinated 126 intercultural dialogues through the Human Library program, which offers students, faculty, and staff the opportunity to converse with a volunteer about the volunteer's life experiences and thereby foster a more personal understanding of different cultures and perspectives. As co-chair of the campus Safe Zone Steering Committee, the ombudsperson also contributes to ongoing dialogues and education to cultivate a campus climate which supports the academic and life success of affection, sexual, and gender minority students.

The majority of our students commute to campus, and 47% of all undergraduate students responding to the ASG Student Poll in Fall 2010 self-identified as non-traditional. To determine if a student is non-traditional, the poll asked students to check any situation which described them:

- An undergraduate student over the age of 25 years (10.4%)
- Veteran of or currently serving in any branch of the U.S. Military (1.9%)
- Are now (or have ever been) married or equivalent (6.8%)
- Have at least one dependent (4.6%)
- Work full time (35 hours or more) while taking classes (5.3%)
- Are considered financially independent for the purposes of determining eligibility for financial aid (9.5%)
- Did not start college in the same calendar year as one's high school graduation (5.8%)
- Completed high school with a GED or equivalent instead of a diploma; or did not finish high school (1.8%)
- Started college but stopped out before graduation; then returned to resume college education (7.1%)

The sum of the percentages of students endorsing each non-traditional status exceeds 47% because students could check as many situations as applied to them. Off Campus Connections (OCC) and Veterans Resource & Information Center (VRIC) target these

students with information, support, and referral to campus and community resources in an effort to ensure their successful University of Arkansas Experience. Recognizing that some of our students are homeless, because they value education and make the tough choice to pay tuition instead of rent, the Director of OCC participates annually in the Northwest Arkansas Housing Coalition, an initiative to benefit homeless people in the area, and volunteers for the Point-in-Time census of the homeless population in northwest Arkansas. VRIC partners with Counseling & Psychological Services (CAPS) at the Pat Walker Health Center to teach a one-hour course for enrolled Veterans which addresses transition from military life to the college environment. VRIC also initiated a peer mentoring program this year and collaborates with the local Veterans Administration to help enrolled Veterans take full advantage of their VA and service-related benefits.

University Housing collaborated with CAPS and the School of Social Work to create Student Success Advocates (SSAs). Through an assessment process called MAP-Works, University Housing identified students at risk of dropping out or performing poorly each semester. Graduate interns in Social Work, the SSAs reached out to the identified students and provided support and referral to resources in an effort to remedy the underlying problems early. Mental healthcare professionals in CAPS provided consultation and supervision for the SSAs.

The Pat Walker Health Center worked with the State Health Department to reduce one hassle for arriving international students who must be screened for tuberculosis. In the past, the traditional skin test returned several false positive results which meant that the students had to delay enrollment while they endured unnecessary follow-up procedures. This year, PWHC secured permission to use a more accurate test, the T-Spot, for the screening. Far fewer students had to delay their enrollment.

The Center for Leadership & Community Engagement offered several opportunities for students to learn about diverse cultures and to welcome diverse students to the campus. The curriculum of each leadership program included training in diversity and cultural competence. Service learning events—such as, the MLK Day of Service, Make a Difference Day, and Students Day of Caring—and Alternative Spring Break trips offered students insights into diverse life experiences, especially the experience of poverty.

The Career Development Center (CDC), as a requirement of the Professional Development Institute (PDI), required PDI participants to complete the CDC's Diversity in the Workplace workshop. Recognizing the quality of this workshop, the Freshmen Engineering Program scheduled this workshop for all freshmen engineering students.

Pre-College Outreach Programs began a collaboration with the staff from the Consulate of the Marshall Islands in Springdale (AR) to translate parent and family information into Marshallese. This effort will help engage the families of Marshallese students who participate in federally funded Talent Search programs. Among the middle school and high school students participating in the programs of Pre College Outreach this year, 29% were racial or ethnic minority individuals. For Residential Pre College Programs, 51% of the middle and high school students participating in federally funded Upward Bound programs this year were racial or ethnic minority individuals. To qualify for Talent Search or Upward Bound programs, pre college students must be low income, first generation, or both.

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**2. Enhance student learning:** The Division of Student Affairs will promote multidimensional learning through meaningful student engagement, experiential learning, and community service while recognizing the unique needs of individual students and populations.

Staff members from several departments offered courses to enhance students' knowledge related to the purpose or mission of their offices. The Office of Community Standards & Student Ethics (OCSSE) taught two sections of a one-credit hour course, Students Experiencing Ethical Choices. Staff from Counseling & Psychological Services (CAPS) and the University Ombuds Office (UOO) partnered to teach a course on conflict resolution and anger management. The directors of CAPS and Health Promotion taught a course on psychological well-being. Veterans Resource & Information Center (VRIC) and CAPS partnered to teach a Boots to Books course on experiences of veterans transitioning from military life to college life.

Staff members from the Division of Student Affairs also provided several hours of guest lectures in courses taught by full-time faculty throughout the academic year. These staff members represented departments including CAPS, Health Promotion, UOO, OCSSE, the Center for Leadership & Community Engagement. In addition, staff members from OCSSE collaborated with the Enhanced Learning Center and the Quality Writing Center to teach the workshop, Understanding Plagiarism, which helps students know what constitutes plagiarism and how to avoid it.

The Center for Educational Access (CEA) taught students with disabilities to use assistive technologies as part of their accommodations. CEA also recruited volunteers to serve as note-takers for students with disabilities whose accommodation plans included assistance with taking notes in classes. These volunteers earned community service credit.

University Housing hosted Dr. Dirk Philip as Faculty-in-Residence this year. Professor Philip organized 17 programs with residents across campus during the academic year. University Housing also organized four (4) Academic Learning Teams (ALTs) with 132 students and another six (6) Thematic Learning Teams of 148 students. Students participating in the ALTs reported practicing more positive academic behaviors, feeling that the halls provided a quality academic environment, interacting more with faculty, and engaging more on campus than was reported by a matched set of their peers who lived in the halls but did not participate in an ALT.

In sanctioning students who violated the Code of Student Life, OCSSE's hearing officers assessed how the student decided to violate the code and then issued sanctions relevant to that reasoning process. For example, a student who violated a code because she was unaware of it, sanctions would look very different from those for a student who knew about the code and violated it anyway.

Most departments in Student Affairs supported students who participate in their programs or services opportunities to attend conferences or institutes where students may attend educational workshops, informational sessions, roundtable discussions or case studies on hot topics. These departments include the Office of the Vice Provost / Dean of Students, First Year Experience Programs, Student Activities, Pat Walker Health Center, and University Housing.

Each student media outlet provides students with direct hands-on experience as journalists, producers, announcers, editors, graphic artists, or other media positions. Student Media

provides unique opportunity to develop essential leadership, technical, and occupational skills in all aspects of publishing and broadcasting.

Through the student's campus card, departments can verify student's enrollment and restrict events to current students. Students used their campus card to access recreational and educational events—including the visit of the Dalai Lama. During Disability Awareness Week, students swiped their campus cards to document their participation in experiential and didactic educational events and qualified for prizes.

At the Pat Walker Health Center, every patient encounter represented a learning experience for students. During each patient encounter, staff of PWHC taught students about protecting personal health information, accessing triage services, preventing sickness, and protecting health. In addition, licensed healthcare providers supervised formal training opportunities for students in healthcare majors—including undergraduate programs in nursing as well as graduate programs in counselor education, clinical social work, nursing, clinical psychology, and medicine. RESPECT (Rape Education Services by Peers Encouraging Conscious Thought) provided several sexual assault prevention programs through class presentations and campus-wide events like the annual Take Back the Night March.

The Center for Leadership & Community Engagement provided a number of experiential learning opportunities. Ropes courses taught teamwork. Workshops on StrengthsQuest (© The Gallup Organization) taught participants about their own signature talent themes as well as those of others and how to begin developing these talents into strengths. Through the creation and launch of the Full Circle Food Pantry, students learned about poverty, food insecurity, and starting and managing a community resource for members of our campus. Students participating in the Alternative Spring Break in the Arkansas Delta learned about poverty and its impact upon child/youth development. The Associated Student Government hosted a trip to Washington, D.C., during which five students met with think tanks, representatives, and UA alumni to learn about lobbying and the legislative process.

In addition, ROCK Camp for incoming first year students offered opportunities for first year students and their peer mentors to complete various community service projects throughout the Fayetteville community.

The Career Development Center collaborated again this year with the College of Engineering to enroll students in cooperative education internships. Participation increased 3% from last year to 132 students. All participating students must set and meet learning objectives for their co-ops. Student participation in the Professional Development Institute (PDI) remained strong. For PDI, students completed assignments related to acquisition, integration, and application of career-related knowledge. Initially, the students must attend workshops and/or view information through online presentations. Through individual career coaching sessions, they integrated and synthesized information. Later, they applied that knowledge. For example, students participated in a dining etiquette workshop to learn skills which might apply during an interview over dinner—or for a business meeting during a meal. After completing the workshop, CDC provided a full course meal during which students had to demonstrate their new etiquette skills. Students must successfully demonstrate competence in a variety of professionally-relevant skills in order to complete PDI.

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**3. Promote professional and personal development:** The Division of Student Affairs will provide opportunities for professional and personal development among staff.

Staff members continued to pursue their own professional and personal development as well as contribute to the professional development of their colleagues.

The Center for Educational Access (CEA) provides training workshops and faculty in-services on topics such as assistive technology, accessible web design, disability awareness, universal design, transition to college, teaching students with disabilities, and changing legal environments for persons with disabilities.

Counseling & Psychological Services (CAPS) in the Pat Walker Health Center, Veterans' Upward Bound (VUB) in Residential Pre College Programs, and the Veterans Resource & Information Center (VRIC) collaborated with the Arkansas Psychological Association and Psychologists of Northwest Arkansas to host Service Members & Veterans On Campus, a continuing education workshop attended by area mental healthcare providers, higher education administrators, and faculty.

The student ombudsperson provided training on conflict management and restorative justice for entry-level professional staff in University Housing. She also provided a faculty and administrator inservice at Owl Creek Elementary on the topic of bullying for local teachers and education administrators.

To foster their own professional development, staff members participated in annual conferences for or either institutes or workshops hosted by, these associations:

- African American Male Initiative Consortium
- AHEAD: Association of Higher Education And Disabilities
- AHEPPP: Association of Higher Education Parent & Family Program Professionals
- Associated College Press / College Media Advisors
- Arkansas College Media Association
- Arkansas College Personnel Association
- Association for Fraternity Advisors
- Association of Physical Plant Administrators
- Blackboard Users Group
- Cal Caucus for University and College Ombuds
- COE: Council for Opportunities in Education
- Southwest Association for Student Assistance Programs
- Arkansas Association for Student Assistance Programs
- College Music Journal (college and university radio station managers)
- Conference on Student Government Associations
- CNBAM: College Newspaper Business & Advertising
- Dale Carnegie Institute
- International Ombuds Association
- Leadership Educators Institute
- NASPA: Student Affairs Administrators in Higher Education
- NASPA-IV-W: Region 4-West for Student Affairs Administrators in Higher Education
- NODA: National Orientation Directors Association
- SWACUHO: Southwest Association of College & University Housing Officers
- Summer Meeting of Academic Ombudspersons
- TMA Maintenance Management

To encourage professional involvement and contributions, staff members beyond their first year of service in their department or role traveled for conferences only if they were

presenting or serving on an association board, committee, or project. For a list of conference presentations, see the Bibliography of Scholarly and Creative Works. For a list of association service, see the list of Boards.

Staff members took advantage of several webinar offerings through their professional associations this year. These offerings were especially important to the staff who did not travel to conferences. In collaboration with The Gallup Organization, the division hosted several opportunities for staff to learn about StrengthsQuest in anticipation of division-wide implementation in AY2012. Early in the fall term, Gallup held a regional StrengthsQuest Educator workshop at UA. Several of our staff attended this event along with colleagues from campuses around the region. Later that same week, Gallup provided a workshop exclusively for our staff on the use of StrengthsQuest in mentoring and advising. In December, Gallup and the division hosted a half-day conference on the implementation of StrengthsQuest on our campus. Throughout the year, staff in the Center for Leadership & Community Engagement organized group viewings of webinars which Gallup offered on a variety of topics. At the same time, Adrain Smith, Assistant Director of the Center for Leadership & Community Engagement, completed a year-long internship, mentored by Mark Pogue.

Four directors completed the Dale Carnegie Institute's course on Effective Communications & Human Relations: Skills for Success. These four were Parice Bowser, Quincy Spencer, Erika Gamboa, and Angela Seawood Williams. More directors will participate as Dale Carnegie offers more sections of the course in the future.

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**4. Increase and responsibly manage resources:** The Division of Student Affairs will responsibly steward the physical, fiscal, and human resources at its disposal and will strategically seek additional resources to carry out our mission.

Off Campus Connections (OCC), University Housing, and Campus Dining Services collaborated to make the commuter meal plan contracts available online, so commuter students could purchase their plans electronically. Sales of the commuter plans soared 44% over last year, and the revenue from these additional plans has enabled OCC to implement services for traditional age commuter students and augment services for enrolled Veterans.

For The Arkansas Traveler, shifting to a once weekly paper edition with daily—if not hourly—online updates eliminated two-thirds of the printing bill compared to previous years. Those savings along with other less significant cost savings and stronger than anticipated advertising sales turned an otherwise bad economy for newspapers into a generally profitable year.

Advertising revenues completely covered the cost of First Year Experience Programs' (FYE) annual Transitions magazine for all first year students—despite the record number of first year students. Through sponsorships, the Greek Councils and Greek Life raised more than \$11,000 to fund the Greek Marketing Campaign.

Community service volunteers helped the Center for Educational Access (CEA) reduce the cost of providing accommodations to students with disabilities, yielding a cost containment of \$44,000. Despite this effort, CEA still ended the year with a deficit of \$100,000 due to the expense of accommodations, so staff in CEA and the Division remain vigilant to find additional resources and cost containments.

The Center for Leadership & Community Engagement raised \$70,000 of cash and in-kind donations to support programs.

Throughout the Division, departments decreased the amount of paper used by switching to electronic records and digital sharing of documents. Office of Community Standards & Student Ethics (OCSSE) significantly reduced paper costs by turning to SharePoint as a resource to share electronic copies of documents with members of the All University Conduct Board. The Pat Walker Health Center implemented a new electronic health record this year and completed the process of scanning all existing paper records into digital formats.

Also throughout the Division, many departments contained costs related to technology by purchasing refurbished computer and smart phones instead of new ones. Whenever hardware updates such as adding memory would extend the usefulness of a computer, our technologists performed those updates to avoid the cost of new devices. University Housing, for example, used equipment already in inventory to fix a network problem, yielding a cost containment of \$34,000 which would have been incurred if new equipment had been used.

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**5. Promote innovative programs and services:** The Division of Student Affairs will provide innovative, intentional, collaborative, and accessible services, programs, and resources to serve the needs of all students.

In collaboration with the University Libraries and International Students & Scholars, the student ombudsperson offered The Human Library. The University of Arkansas is the only campus in the nation offering this particular program. Faculty, staff, students, and community members volunteered to serve as “books” on topics related to their own lives and experiences. Other faculty, staff, and students reserved time with the volunteers to hear their stories. Offered each semester, the program provided an opportunity for intercultural dialogue.

Off Campus Connections worked with the Center for Leadership & Community Engagement (CLCE) and the Volunteer Action Center (VAC) to discern the level of need among students for a food pantry. With this information, CLCE coordinated a large volunteer and donor effort to create, stock, and open Full Circle Food Pantry for staff, faculty, and students with food insecurity.

The Center for Educational Access (CEA) partnered with a new student organization as well as First Year Experience (FYE), Student Activities (OSA), and the Office of the Vice Provost & Dean of Students to hold the first campus-wide Disability Awareness Week. More than 350 students, faculty, and staff participated in guest lectures and experiential activities throughout the week.

FYE collaborated with the Outdoor Connection Center of Intramural & Recreational Sports to create the first wilderness-based extended orientation program for incoming UA students. The program, ROCK Camp Adventure, offered a small group of new freshmen the opportunity to camp, raft, spelunk, and repel along the Buffalo National River before the fall term began.



Student Media continued to embrace and invest in the ongoing revolution in news delivery. Each media group developed active and popular social media sites that drive interested readers, fans, and followers to their respective operations.

The Pat Walker Health Center partnered with other departments of the Division to provide several new programs and services this year. Boots to Books, a one credit hour course, provided information to assist enrolled Veterans in the transition to college life. Civilians taking the course gained insights into the transition process for Veterans. Using MAP-Works and input from residence education staff in University Housing, Student Success Advocates, graduate interns from the social work program, identified students living on campus who were at risk of attrition and then worked with those students to address their needs so they could persist in their academic careers. Clinical case management services helped our mental healthcare professionals to address and manage the needs of students with chronic mental illness.

In recognition of UA's talent search programs' national reputation for excellence, program staff from the University of North Texas visited Pre College Outreach Programs. The staff from UNT spent 2.5 days with the staff members of Educational Talent Search, College Project Talent Search, and University Access Talent Search exploring curriculum design, stakeholder recruitment and collaboration, student and family engagement, and program evaluation.

The Office of Community Standards & Student Ethics (OCSSE) continued its partnership with the Quality Writing Center and Enhanced Learning Center to provide Understanding and Avoiding Plagiarism.

The Career Development Center continued its collaborations with the College of Engineering as well as the School of Human Environmental Sciences major in Apparel Studies to incorporate the Professional Development Institute into the socialization of students into related professions.

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**6. Advocate rights and responsibilities:** The Division of Student Affairs will advocate for the rights and responsibilities of all students and empower individual students to take ownership of their own personal growth.

During the course of the normal conduct process, if staff from Community Standards & Student Ethics hear information that indicates that a violation of rights has occurred, then if that potential violation is outside the purview of OCSSE, staff alert other departments to work with the student to rectify the problem. Other departments most often include Affirmative Action, University Ombuds, Dean of Students, and Graduate School.

Off Campus Connections (OCC) worked with Legal Aid of Arkansas to provide landlord-tenant advice to domestic students and craft a document apprising students of their leasing rights. Due to funding restrictions for Legal Aid of Arkansas, they cannot serve our international students, yet because of cultural and language differences, the international students may need this type of assistance more than domestic students. OCC continues to work with International Students & Scholars (ISS) and the University Ombuds Office to help international students with leasing concerns.

OCC and University Housing collaborated to identify students moving off campus to ensure that these future commuter students were aware of city and community requirements (e.g., ordinances), agencies (e.g., police, fire, credit counseling), and resources (e.g., apartment communities, neighborhood associations, city offices). This effort, *On Your Own: Getting Your Keys to Living Off Campus*, earned national honors this year from the American College Personnel Association. The event included collaboration with Campus Dining, Greek Life, Office of the Vice Provost & Dean of Students, and the City of Fayetteville Office for Community Resources. OCC also worked with Parking & Transit to address concerns of commuter students related to parking and bus routes.

Student Media continued to champion and embody the spirit and letter of the First Amendment to the U.S. Constitution. Students who participate in Student Media learned to exercise their First Amendment rights and appreciate the responsibility that accompanies those rights.

University Housing promoted No Woman Left Behind (NWLB), a campaign designed to help students to recognize risk factors associated with alcohol in social settings. Developed nationally by women for women and the men who care about them, NWLB aims to increase bystander intervention to prevent sexual assault.

Fraternities and sororities across Greek Life endorsed stricter Anti-Hazing policies which were developed in collaboration with the Vice Provost for Student Affairs & Dean of Students and UA General Counsel. Further, when problems arise related to organizational disagreements, violations of constitutions or bylaws, new member recruitment, new member education, or consumption of alcohol; Greek Life partnered with the Office for Community Standards & Student Ethics (OCSSE) to interpret policies, investigate problems, and enforce standards designed to promote personal and organizational responsibility.

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**7. Encourage the application and use of new and emerging technologies:** The Division of Student Affairs will utilize and incorporate emerging technology to advance our mission.

Many departments embraced and began to utilize social media as a means to communicate with students. For example, during the record snow fall, Off Campus Connections (OCC) received a message from the President of the Associated Student Government (ASG) asking for feedback for him to share with university administration during inclement weather deliberations. OCC forwarded that message via email to the commuter student listserv and included contact information for ASG President including his email, Facebook page, and Twitter handle. He reported receiving in excess of 400 tweets and twitpics during the next two hours from commuter students who saw the listserv message. He reported that those messages and images significantly swayed the opinion to remain closed, for they depicted how difficult and dangerous it would be for the majority of students to travel to campus for class. As a result of the ASG President's feedback, OCC created and launched its own Twitter profile and reinvigorated efforts to use Facebook.

While the region dug itself out from the snow storm, Campus Dining, Arkansas Union, and Pat Walker Health Center relayed messages to students and ASG via Twitter so students on or near campus would be aware of when hot meals were being served, where warm shelter could be found, and what times they could see a healthcare provider in case of sickness.

Quick Response (QR) codes gained some utilization by departments and programs this year. QR codes appeared on door stickers and publications. Smart phones with a QR scanner could read the barcode as a web address and then open that address in a browser to reveal web-based content. For example, the Arkansas Traveler began to embed QR codes in the print edition of stories so that readers could view additional content on the web about those stories via their smart phones.

For the Center for Educational Access (CEA), conversion of texts from print to electronic, audible, or tactile formats for students with visual and learning disabilities increased 100 percent. CEA also introduced utilization of digital accessible information system (DAISY) “talking books” for students with visual and learning disabilities. DAISY represents an emerging technology that includes navigational and reading speed features.

Electronic recordkeeping and web-based applications saved time and paper for many offices. First Year Experience Programs (FYE) introduced utilization of MailChimp, a web-based listserv management system, to send out innovative and aesthetically pleasing newsletters to parents and family members who are part of the Parent Partner Association. MailChimp allowed staff in FYE to track which members read each newsletter. The Pat Walker Health Center launched a new electronic health record system which allowed importing of digital X-ray images, electronic immunization records, transcribed patient encounters, and scanned paper records. Greek Life turned to Interactive Collegiate Solutions for a tool that would manage registration for new member recruitment as well as the mutual selection process during recruitment. The Full Circle Food Pantry launched an online request system to help the volunteers to manage requests for food assistance. The Arkansas Union implemented a new online reservation system to expedite room and equipment reservations for student organizations as well as university units and community groups. Career Development Center introduced Razorback CareerLink, which served as a multifunction tool promoting CDC events to students and registered employers, facilitating students’ applications for jobs listed on the site, and permitting employers to manage all of their recruiting activities with our campus from a single, integrated web space. University Housing, Campus Dining, and Off Campus Connections worked together to launch a web application for commuter meal plans, so commuter students—like their residential student counterparts—could purchase a campus meal plan online. As a result, sales of the commuter meal plans increased 44%.

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# University of Arkansas

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## Division of Student Affairs Annual Report

### Benchmarking & Assessment

## Benchmarking & Assessment

Departments within the Division of Student Affairs utilized a variety of approaches to assess utilization and impact of programs and services. While most departments relied on surveys, some departments did begin to branch out and tap into other methods such as focus groups, student reflection (e.g., essays, blogging, and micro-blogging), and peer reviews. StudentVoice served as a resource to administer many of these efforts and link them to management priorities. Use of StudentVoice by Student Affairs departments increased from 71 projects last year to 137 projects this year, an increase of 93%. As staff gained familiarity with StudentVoice, they began to use it more often. None of the projects administered through StudentVoice included rubrics, so use of rubrics in assessing student outcomes will be a major of assessment consultations during the coming academic year.

All departments tracked utilization, and all departments reported increased demand for services. The increase in some departments exceeded enrollment growth. Total enrollment grew 7.8%, and undergraduate enrollment grew 8.9% (source: [http://oir.uark.edu/students/enrollment\\_level.html](http://oir.uark.edu/students/enrollment_level.html) ([http://oir.uark.edu/students/enrollment\\_level.html](http://oir.uark.edu/students/enrollment_level.html)) viewed on 27 July 2011). The Center for Educational Access saw an increase of 17.4% in students registering for accommodations. While Community Standards & Students Ethics reported a 4% increase in the number of cases adjudicated, this increase included an 18.7% growth in the number of substance abuse-related offenses, which consume disproportionate time and effort of staff. Most of that growth was attributed to a 91% increase in the number of offenses for possession of a controlled substance. Notably, with local media reporting on incidents of academic dishonesty and hazing, the number of offenses in those categories decreased. Academic dishonesty offenses dropped 6.8%. Hazing offenses dropped 93.8%. Membership in sororities and fraternities increased 23%. The sales of commuter meal plans soared 44% while the number of undergraduate commuter students increased 17.5%. In addition, use of RazorBuck\$ increased 104.9%. The number of identification cards produced during the reporting period was 40.1% more than FY2010. The number of identification cards produced during the first week of classes for Fall term increased 337% from same time last year.

The Office of Community Standards & Student Ethics (OCSSE) reviewed counterpart offices at benchmark institutions. Hearing 1,256 individual cases this year covering 2,517 offenses, OCSSE adjudicated more cases with fewer staff. In addition, staff of OCSSE developed and implemented educational outreach with the intent of improving students' ethical decision making and academic integrity. OCSSE's peers at benchmark institutions did not engage in these proactive efforts.

The Center for Leadership & Community Engagement conducted the usual annual reviews of Emerging Leaders and the Student Organization Adviser Development Series. CLCE also offered the annual Alternative Spring Break in the Arkansas Delta. Nineteen (19) students and staff focused on two projects:

- Technology Service Trip to serve the KIPP Delta Charter School and local non-profit's community technology needs of Helena.
- A Girl Empowerment Day Camp called DREAM B.I.G. (Believing in Girls) to the small community of Elaine.

Through micro-blogging and photography, students reflected on their experiences, noting how the trip changed them. Staff reviewed the micro-blog comments posted during the trip as well as the photo captions written after the trip to assess student learning. The comments and captions supported increased awareness of poverty, challenged conceptualizations of what poverty means (and does not), and how one's own future plans may include fighting poverty and its adverse effects.

The Pat Walker Health Center (PWHC) participated in the National College Health Survey from the American College Health Association as well as the CORE Survey and four additional surveys from the Sunbelt Health Center consortium. The results of these surveys suggested certain action steps. With students continuing to report high risk of drinking alcohol, PWHC created a position for a Coordinator of Substance Abuse Prevention and launched a national search which should fill the position by Fall 2011. Respondents across surveys also confirmed that students' use of tobacco is declining, and this finding supported the efficacy of the tobacco-free campus campaign. Data also suggested that while overall satisfaction with general medical services, women's health services, and mental healthcare services was high, students needed more access to primary medical care, so PWHC added a primary care physician. Benchmark surveys and reviews of local, state, and national salary data, however, revealed a competitive disadvantage for PWHC to adding staff. The results showed a need for salary increases for medical providers, registered nurses, health educators, and mental health clinicians.

Some departments reported more extensive assessment and benchmarking efforts this year. Their reports follow, grouped by department. To jump to a report for any particular department, please click on the department name from this list.

1. [Career Development Center](http://studentaffairs.uark.edu/annualreport/benchmarking.php#1) (<http://studentaffairs.uark.edu/annualreport/benchmarking.php#1>)
2. [Center for Educational Access](http://studentaffairs.uark.edu/annualreport/benchmarking.php#2) (<http://studentaffairs.uark.edu/annualreport/benchmarking.php#2>)
3. [First Year Experience Programs](http://studentaffairs.uark.edu/annualreport/benchmarking.php#3) (<http://studentaffairs.uark.edu/annualreport/benchmarking.php#3>)
4. [Greek Life](http://studentaffairs.uark.edu/annualreport/benchmarking.php#4) (<http://studentaffairs.uark.edu/annualreport/benchmarking.php#4>)
5. [Off Campus Connections](http://studentaffairs.uark.edu/annualreport/benchmarking.php#5) (<http://studentaffairs.uark.edu/annualreport/benchmarking.php#5>)
6. [Pre-College Outreach Programs](http://studentaffairs.uark.edu/annualreport/benchmarking.php#6) (<http://studentaffairs.uark.edu/annualreport/benchmarking.php#6>)
7. [Residential Pre-College Programs](http://studentaffairs.uark.edu/annualreport/benchmarking.php#7) (<http://studentaffairs.uark.edu/annualreport/benchmarking.php#7>)
8. [Student Media](http://studentaffairs.uark.edu/annualreport/benchmarking.php#8) (<http://studentaffairs.uark.edu/annualreport/benchmarking.php#8>)
9. [University Housing](http://studentaffairs.uark.edu/annualreport/benchmarking.php#9) (<http://studentaffairs.uark.edu/annualreport/benchmarking.php#9>)

As a matter of professional integrity, staff in the Division of Student Affairs value assessment and worked throughout the year to enhance the methods of discerning the educational outcomes for students who participated in our programs and services. This value and effort will continue in the coming year and beyond.

## **Career Development Center**

### **STRATEGIC GOAL 1:**

Help students reach their career goals.

Process 1:

- Provide quality career education, career resources to all UA students who seek career assistance from July 1, 2010-June 30, 2011 as measured by Student Satisfaction Survey Results.

Outcome Objective:

- 90% of students completing survey, will rate their quality of service received as good or excellent by June 30, 2011 as measured by Student Satisfaction Survey Results.

Result:

- July 1, 2010-May 15, 2011, 95% students completing the Student Satisfaction Survey rated their quality of service provided as good or excellent. (See detailed survey results at [www.studentvoice.com](http://www.studentvoice.com))

Outcome Objective:

- By June 30, 2011 at least 75% of students served by the center will complete a career action plan as measured by Razorback Career Link.

Result:

- July 1, 2010-May 15, 2011, 68% of students served by the center had a documented career action plan in Razorback CareerLink.

Process 2:

- Provide career education, career resources, and professional development training to Professional Development Institute members in order to enhance their job search and graduate school search skills from July 1, 2010-May, 12, 2010 as measured by Razorback CareerLink.

Outcome Objective:

- To increase by 10% the number of UA students who apply and graduate from PDI by June 30, 2011 as measured by Razorback CareerLink.

Results:

- The number of UA students who applied to PDI increased by 5%
  - o FY10= 2000 Active PDI students
  - o FY11=2106 Active PDI students
- The number of PDI Graduates decreased by 11% --FY10=143 PDI Graduates --FY11=127 PDI Graduates

Outcome Objective:

- At least 75% of PDI participants who complete a survey will report that they agree or strongly agree that they are prepared for the interview and the job search process by June 30, 2011 as measured by PDI Survey Results. (See detailed survey results at [www.studentvoice.com](http://www.studentvoice.com))

Results:

- 72% of PDI participants who completed the survey reported that they strongly agree or agree that they are prepared for the job search process.
- 76% of PDI participants who completed the survey reported that they strongly agree or agree that they are prepared for the interview process.

Outcome Objective:

- 75% of participants who complete resume assignments will rate competent and above on evaluations by June 30, 2011 as measured by Razorback CareerLink
- 75% of participants who complete mock interview assignments will receive a rating of competent and above -by June 30, 2011 as measured by Razorback CareerLink
- 75% of participants who complete job search or graduate school assignments will rate competent and above on evaluations by June 30, 2011 as measured Razorback CareerLink

Results:

- 227 PDI students had their resumes reviewed- 100% of these students received a rating of competent and above for this assignment
- 179 PDI students completed a mock interview- 100% of these students received a rating of competent and above for this assignment
- 178 PDI students completed the job search or graduate school search assignment-100% of these students received a rating of competent and above for this assignment

Process 3:

- Provide experiential education opportunities for eligible engineering students from July 1, 2010-June 30, 2011.

Outcome Objective:

- To increase each semester by 3% the number of College of Engineering students enrolled in the Co-op/Internship class as measured the Co-op/Internship database by June 30, 2011.

Results:

- The number of College of Engineering students enrolled in the Co-op/Internship class July 1, 2010-May 15, 2011, as measured by the Co-op/Internship database, increased 3% from FY 2010. 128 students enrolled July 2009-June 30, 2010. 132 students enrolled July 1, 2010-May 15, 2011.

Process 4:

- Provide graduate research development to UA graduate students as measured by comparing previous year's Abstract to Contract participant contact information to 2010-2011 by February 2011.

Outcome objective:

- To increase the number of Abstract to Contract participants by 10% measured by registration by February 2011.

Results:

- The number of Abstract to Contract 2011 participants were 56, compared to 65 in February 2010. This 14% drop in registration can possibly be attributed to the snow storms of February 2011. We had to cancel and reschedule several events associated with this program due to the storm.

Process 5:

- Facilitate at least 2 career fairs each semester to provide on campus opportunities for all UA students to seek internships and full time opportunities by June 2011.

Outcome objectives:

- To increase employer attendance at career fairs in the Spring 2011 semester by 5% over attendance at the fall 2010 career fairs as measured by Career Fair Registration system.

Results:

- All Majors Fair
  - o Fall 2010 Employer Attendance – 43
  - o Spring 2011 Employer Attendance – 36
  - o Attendance decreased by 16%
- EXPO Fair
  - o Fall 2010 Employer Attendance – 64
  - o Spring 2011 Employer Attendance – 55
  - o Attendance decreased by 14%

- Design Fair- (Held Spring semesters only)
  - o Spring 2010 Employer Attendance --10
  - o Spring 2011 Employer Attendance—9
  - o Attendance decreased by 10%

Outcome Objective:

- To increase student attendance at career fairs in the Spring 2011 semester by 10% over attendance at the fall career fairs as measured by the Student Tracking system.

Results

- All Majors
  - o Fall 2010 Student Attendance – 156
  - o Spring 2011 Student Attendance – 339
  - o Attendance increased by 117%

- EXPO
  - o Fall 2010 Student Attendance – 231
  - o Spring 2011 Student Attendance – 413
  - o Attendance increased by 79%

- Design Fair (Held Spring Only)
  - o Spring 2010 Student Attendance—116
  - o Spring 2011 Student Attendance—57
  - o Attendance decreased by 51%

STRATEGIC GOAL 2:

Foster a work environment that encourages collaboration, teamwork, recognition of service, contribution to community and profession, appreciation for diversity, integrity, trust and the desire to succeed by providing professional development / education opportunities for staff.

Process 1:

- Provide professional development opportunities for all staff members and graduate assistants between July 1, 2010-June 30, 2011.

Outcome Objectives:

- Each staff member and graduate assistant will participate in a professional development or educational experience relevant to his or her job between July 1, 2010 and June 30, 2011 and participation will be documented in his or her performance appraisal instrument.

Result:

- All staff members including graduate assistant participated in 3-5 professional development experiences relevant to his or her job and this was documented.

Outcome Objective:

- Each staff member and graduate assistant will have an affiliation with a professional association relevant to his or her job between July 1, 2010 and June 30, 2011 and participation will be documented in his or her performance appraisal instrument.

Result:

- All staff members including graduate assistant professional development have an affiliation with a professional association relevant to his or her job participation and is documented in his or her performance appraisal instrument.

STRATEGIC GOAL 3:



Expand use of technology for communication, education, and assessment purposes by developing systems to continuously assess needs for fully-implemented technology.

Process 1:

- Create a website to assist UA Career Center constituents in accessing career-planning resources as measured partially by constituent visits to website and Career Center Satisfaction Survey by 6-30-2011.

Outcome Objective:

- Constituent visits to the <http://career.uark.edu> website during academic year 2010-2011 will be measured by <http://statcounter.com/> between October 1, 2010 and May 12, 2011 to serve as a baseline for academic year 2011-2012.

Result:

- Website Visits

o The Career Development Center website visits between October 1, 2010 – May 31, 2011 are listed below.

- Page Loads – 130,045
- Unique Visitors – 53,624
- First Time Visitors – 40,960
- Returning Visitors – 12, 664

Month	Page Loads	Unique Visitors	First Time Visitors	Returning Visitors
Oct-10	13,473	6,296	4,823	1,473
Nov-10	14,798	6,258	4,937	1,320
Dec-10	8,284	3,385	2,555	830
Jan-11	16,311	6,076	4,705	1,372
Feb-11	22,115	8,741	6,748	1,993
Mar-11	21,995	9,324	7,220	2,104
Apr-11	22,718	9,100	6,614	2,486
May-11	10,351	4,444	3,358	1,086
<b>Total</b>	<b>130,045</b>	<b>53,624</b>	<b>40,960</b>	<b>12,664</b>

Process 2:

- Explore Razorback CareerLink’s potential for tracking student experiential learning information by February 2011.

Result:

- Razorback CareerLink was explored for its potential for tracking student experiential learning, and it was discovered not be an effective or useful tool.

Process 3:

- Investigate resources and process for gathering, recording and reporting graduate placement data to meet expectations of UA Career Center constituents by March 2011.

Outcome Objectives:

- To increase the percentage of graduates reporting useable placement data from graduates of the Colleges of Engineering, Agriculture, Education, Arts & Sciences, Architecture by 20% spring semester 2011.

- To improve methods for preparing reports of graduate placement information for Deans and Faculty members, thus reducing complaints and confusion by spring 2011.

#### Results:

- Qualtrics was selected as the survey instrument to collect the placement data. The placement survey was distributed during the last week of April-June 30, 2011. We have found the instrument to be useful; however, we are not pleased with the instrument's ability to aggregate and display the data in the manner in which we need it.
- It is not as user friendly as we had hoped. We are currently exploring other systems for gathering, recording and reporting graduate placement data.
- The current placement data is unavailable for reporting at the time of this report.

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### **Center for Educational Access**

A comprehensive 50-question item student survey was administered through StudentVoice to assess utilization rate and satisfaction of accommodations (in office and in classroom), quality of registration and other departmental processes, perception of willingness of university officials to accommodate students with disabilities, involvement of students with disabilities in student organizations, and related topics. The survey was sent four times via e-mail to the departmental student listserv in April-May 2011, with approximately a 20% return rate.

#### Key information obtained:

- Approximately 40% of students with disabilities registered with the CEA in 2nd year or later (rather than during first year)
- Over 50% of students with disabilities did not receive formal accommodations in educational settings prior to attending the UA (most of these attended private schools that informally accommodated them)
- 75% of SWD utilize some accommodation every semester; most frequently utilized are testing (29%), priority class registration (22%), and notetaking assistance (18%).
- 85% of SWD report that the accommodations they have received have been either "very helpful" or "extremely helpful" to their academic work.
- 87% of students either "strongly agree" or "moderately agree" that they feel comfortable discussing accommodations with their instructors.
- Regarding examinations, 51% report that professors make all arrangements for accommodations, 8% say that the Center makes arrangements, and 41% of report that both CEA and professors make arrangements for them.
- 88% of students were "very satisfied" or "moderately satisfied" with testing arrangements made by professors.
- 28% of students indicated that notetakers were identified for all of their classes

Summary and actions: Given the discrepancy between the number of students who report beginning at the university as a first year student, yet not registering with the CEA until second year or later, more emphasis in 2011-2012 needs to be placed on reaching out to new students regarding services and accommodations. Training on new assistive technologies was not directly addressed by this survey, although the key finding of 50% not having utilized formal accommodations before suggests a need for greater emphasis on exposing and familiarizing students with these emerging tools. Nearly 12% report some difficulty with making examination accommodation arrangements through their faculty (specific comments refer mostly to logistical challenges). This finding was not surprising given prior anecdotal feedback to the Center, although

it further supports the need to develop a centralized testing facility for ease of accommodation provision. Finally, there is evidence to suggest that the process to secure notetakers in classes for students with disabilities was not effective in the majority of the classes taken by these students. A more thorough review, which includes student and faculty focus groups, is scheduled for August, 2011.

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## **First Year Experience Programs**

For Family Weekend, parents and family members who participated in Family Weekend evaluated the weekend's events through an online survey. Out of the 97 responses, 87.6% noted that activities met their expectations and confirmed that they would attend again.

- o 81.4% felt that the Family Weekend packages were adequately priced (\$80.00 & \$45.00) based on the program events and memorabilia items received.
- o 54.6% of families heard about Family Weekend from Parent & Family Orientation. 16.5% found out about it from the Family Weekend postcard mailed out to the student's permanent address.
- o 86.6% of parents selected either agree or strongly agree when asked about the clarity and ease of use for the Family Weekend reservation process.
- o Reoccurring feedback that was received included:
  - Better football seating options/More football tickets
  - Inclusion of a sample class for parents in the Family Weekend schedule

Students who participated in either session of R.O.C.K. Camp provided feedback through an online assessment. Out of 165 respondents, 37% agreed and 45.6% strongly agreed that the camp met all of its learning outcomes.

- o My enthusiasm about attending the UofA increased as a result of attending R.O.C.K. Camp (39% Strongly Agreed, 35% Agreed).
- o I feel more connected to the UofA as a result of attending R.O.C.K. Camp (48% Strongly Agreed, 39% Agreed).
- o R.O.C.K. Camp helped me to develop positive relationships with other new students at the UofA (50% Strongly Agreed, 38% Agreed).
- o R.O.C.K. Camp helped me learn about UofA history and traditions (48% Strongly Agreed, 40% Agreed).
- o The social programs held during R.O.C.K. Camp helped me to form bonds with other first year students (43% Strongly Agreed, 33% Agreed).

Through participation in the online evaluation, 9 students who participated in R.O.C.K. Camp Adventure provided feedback. Of those respondents, all agreed or strongly that every learning outcome had been met. All of them also agreed or strongly that they would recommend Camp Adventure to other incoming students.

Online evaluations were released for student feedback on the Academic Convocation experience. A total of 591 responses were gathered from the survey. When asked to identify their two favorite areas of Convocation, 78% of new students identified the keynote speaker. The next three most favored responses were the Alma Mater and fight song (26%), the freshman band (11%), and meeting people (10%). Among those responding to the survey, 57% identified receiving the pin as the most meaningful aspect of the "Passing the Torch" element of Convocation. The next most meaningful aspect, endorsed by 27% of respondents, was the new student pledge.

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## **Greek Life**

Eighty students selected to serve in the role of Gamma Chi, sorority and fraternity members who serve as assistants during new member recruitment, trained for the role on August 9-13, 2010. The learning outcomes for the Gamma Chi Training included:

- What the recruitment experience is like for potential new members (PNMs),
- What the expectations of being a Gamma Chi are,
- How to effectively listen to and counsel my PNMs,
- How to deal with the common situations that occur in my PNM group,
- What the important recruitment rules are,
- How priority ranking works,
- How to use the computer system,
- About the daily recruitment schedules,
- Where to find the important sections of the PNM Manual,
- How to handle difficult questions that PNMs have,
- How to handle confused and upset PNMs, and
- General information about all 8 Panhellenic chapters.

Evaluation of the training through StudentVoice included testing retention of material as well as surveying participants about how engaging the training was. Results indicated that activities engaged the participating students and that their retention of material was high. Results also suggested areas for improvement including holding activities for the full day on each day of training, utilizing a facility more conducive to small group work, incorporating reflections into the activities, and including more get-to-know-you activities

Overall, Greek Life Recruitment 2010-11 was a huge success. Despite the economic challenges our nation is facing, UA Greek Life continues to set record breaking numbers in the areas of signing up to join a UA fraternity/sorority, extended bids, and retention percentages.

This year greater emphasis was placed on retention. Our ultimate goal was to place as many potential new members as possible. Both councils hosted intense recruitment counselor training sessions. Topics included, but are not limited to listening and counseling skills, teambuilding, and how to handle common recruitment situations. The major challenge both councils faced this year was weather-related. Chapters and potential new members adapted and made the most of uncontrollable situations. In addition, Greek Life is pleased with the paradigm shift IFC chapters are making towards dry recruitment and language used during parties. There is still more work to be done. However, chapters are adapting to the changes and staff is able to see the difference in comparison to previous years.

### **National Panhellenic Council (NPC) Recruitment Counts, Fall 2010**

<b>Number of Chapters Participating in Recruitment:</b>	8
<b>Number of Participants Who Signed Up for Recruitment:</b>	952
<b>Number of Participants Who Participated In Recruitment:</b>	942
<b>Number of Participants Who Went into Preference Night:</b>	787
<b>Number of Participants Who Were Matched:</b>	771
<b>Number of Participants Who Did Not Match:</b>	1*

**\*Released for intentional preference.**

Retention Percentage for 2010: 786/942= 83.44%

Chapter Quota for 2010: 101

**Chapter Members:**

	2010	2009	2008	2007	2006	2005	2004
<b>Alpha Delta Pi</b>	64	53	51	43	49	47	45
<b>Alpha Omicron Pi</b>	101	80	80	68	91	N/A	N/A
<b>Chi Omega</b>	104	82	82	68	77	68	61
<b>Delta Delta Delta</b>	101	80	81	68	74	68	61
<b>Kappa Delta</b>	105	82	81	68	76	68	61
<b>Kappa Kappa Gamma</b>	105	84	82	68	72	68	61
<b>Pi Beta Phi</b>	103	82	80	68	78	68	61
<b>Zeta Tau Alpha</b>	103	80	80	68	77	68	61

**National Pan-Hellenic Council (NPHC)**

**Recruitment Counts (2008-2010)**

	Sp' 11	Fall '10	Sp '10	Fall '09	Sp '09	Fall '08
<b>Alpha Phi Alpha</b>	0	8	1	5	0	5
<b>Alpha Kappa Alpha</b>	9	0	10	0	17	0
<b>Delta Sigma Theta</b>	12	0	5	0	7	0
<b>Kappa Alpha Psi</b>	4	3	5	2	0	5
<b>Omega Psi Phi</b>	2	0	0	5	n/a	n/a
<b>Phi Beta Sigma</b>	0	0	0	1	0	3
<b>Zeta Phi Beta</b>	2	0	0	2	3	2

**Interfraternity Council (IFC)**

**Recruitment Counts, Fall 2010**

	2010	2009	2008
<b>Number of Chapters Participating in Recruitment:</b>	12	12*	13
<b>Number of Participants Who Signed Up for Recruitment:</b>	725	592	605
<b>Number of Participants Who Participated In Recruitment:</b>	660	569	568
<b>Number of Participants Who Went into Preference Night:</b>	580	509	504
<b>Number of Participants Who Were Matched:</b>	563	505	481
<b>Number of Participants Who Did Not Match:</b>	20	4	23

\*Each was released by all fraternities.

Retention Percentage for 2009: 563/660= 85.30%

**Chapter Members:**

	2010	2009	2008	2007	2006	2005	2004
<b>Alpha Gamma Rho</b>	19	17	20	20	25	27	12

<b>Farmhouse</b>	18	7	3	2	4	3	0
<b>Kappa Alpha</b>	N/A	N/A	N/A	N/A	N/A	N/A	0
<b>Kappa Sigma</b>	65	65	65	51	60	60	65
<b>Lambda Chi Alpha</b>	51	52	53	53	56	42	38
<b>Phi Delta Theta</b>	55	50	55	45	51	48	50
<b>Phi Gamma Delta</b>	46	50	47	49	24	36	14
<b>Phi Iota Alpha</b>	3	0**	3*	8	N/A	N/A	N/A
<b>Pi Kappa Alpha</b>	60	50	29	40	44	45	41
<b>Sigma Alpha Epsilon</b>	50	55	54	54	52	51	38
<b>Sigma Chi</b>	50	48**	55	61	54	54	55
<b>Sigma Nu</b>	66	62	50	42	44	22	18
<b>Sigma Phi Epsilon</b>	55	36	31	4	18	20	14
<b>Sigma Pi</b>	25	13	16	35	N/A	N/A	N/A
<b>Zeta Beta Tau</b>	N/A	N/A	N/A	N/A	N/A	0	N/A

**Number of Recruits Receiving Preference Choice:**

#1 467

#2 72

#3 24

**\*Phi Iota Alpha (Latino fraternity)~Since their recruitment process differs from other IFC fraternities, the chapter will not participate in formal recruitment. However, their recruitment numbers will reflect in IFC's overall recruitment statistics each year.**

**\*\*In 2009, Sigma Chi only requested a quota of forty-eight (48) potential new members. Therefore, their numbers did not drop as it may appear on this report.**

To monitor and enforce individual and chapter Academic Standards, Greek Life collaborated with the Office of the Dean of Students. Greek Life also reported aggregate data each semester and annually to chapters' national organizations and national governance.

During the fall semester, 21 of our 28 Greek chapters (75%) achieved a grade point average of 2.8 or higher—including, nine (9) IFC fraternities, four (4) NPHC fraternities and sororities, and eight (8) Panhellenic sororities. During the spring semester, 20 of 28 (71%) achieved a grade point average of 2.8 or higher—including eight (8) IFC fraternities, four (4) NPHC fraternities and sororities, and eight (8) Panhellenic sororities. The All Greek Grade Point Average is 3.14; All Sorority, 3.28; All Fraternity, 2.97. Grade point averages reflected the mean of individual members' cumulative grade points weighted by their cumulative credit hours.

Maintaining a chapter grade point of 3.0 or higher, the following chapters earned the highest grade point averages during the 2010-11 academic year:

<b>Council</b>	<b>Fall 2010</b>	<b>Spring 2011</b>
Interfraternity Council	Lambda Chi Alpha	Lambda Chi Alpha
National Pan-Hellenic Council	Alpha Kappa Alpha	Alpha Phi Alpha
National Panhellenic Council	Pi Beta Phi	Kappa Kappa Gamma

This year marked the third year for Global Greeks. The Office of Greek Life collaborated again with

the International Student & Scholars (ISS) to match fraternity and sorority members with International students for a semester. This year, we matched 50 pairs of students based on majors, hobbies, and interests.

Training to participate in Global Greeks occurred on September 29, 2010. Greek Life and ISS staff trained fraternity and sorority members on cultural sensitivity and offered tips for interacting with international students. ISS and Greek Life staff also taught international students about common traditions of our UA Greek community.

On October 13, students met their Global Greek “match” and exchanged contact information. Throughout the semester, the fraternity and sorority students invited their international students to various events and activities.

At the end of the semester, we surveyed all participants via StudentVoice and challenged them to provide honest feedback regarding the Global Greeks program. Out of 50 participants, 13 responded and provided the following comments for improvement.

- This program was the best for international students while visiting here at the UofA.
- We need more opportunities in a group setting to meet with our global Greek partner.
- It was a perfect experience.
- I really appreciate your work and hope this program can expand next year.

• This a great program and I think many more would be involved if it was better promoted.

I became involved in this program because I was curious about Greek Life and wanted to know what is the difference between being Greek and just being a normal student. This Global Greek experience solved my curiosity.

- This experience made me value friendship.
- I learned to reach out of my comfort zone and try to empathize with people as well.
- I take a lot of things for granted in America. There are so many things other countries aren't able to have like we do.

The organizers of Greek Getaway committed to making this leadership event more relevant by incorporating learning outcomes into a concise curriculum. This move correlated to enthused and engaged participants who took away knowledge in the key learning outcome. More than 100 student leaders attended this event held at Heart O'Hills in Oklahoma.

As a result of participating in Greek Getaway, students took away the following learning outcomes:

- Better understand one's leadership personality
- Understand how different leadership personalities interact
- Learn how one's values compare with the values of one's fraternity/sorority and the Greek Community
- Learn about the different roles and responsibilities of NPHC, NPC, and IFC
- Better perceive situations from more than one cultural viewpoint
- Identify behaviors that may unintentionally compromise the human rights or dignity of others
- Understand that change is a natural part of growth and improvement
- Able to create relationships with people outside of one's chapter
- Learn about the resources available from the Greek Life Office

This year, Greek Summit focused on assisting the chapter executive board members of the IFC, NPHC, and NPC in gaining an overview of Strengths Quest, identifying their individual Top 5 Talents, exposing them to all three councils, and empowering them to network with officers from other chapters and councils to address issues, practice case studies, create opportunities for collaboration, and think more about their new role as an executive board officer. The learning outcomes for Greek Summit included:

- Understand the foundational principles of Strengths Quest,
- Identify and explain one's top 5 Talents,
- Understand the value and potential use of Strengths Quest in group work and one's personal/career lives,
- Develop a relationship with officer counterparts from other chapters and councils, and
- Gain an understanding of resources available to executive board members—on-campus and within the Greek Life Office.

At the end of the program, all participants received a paper survey as ticket to the event. Over 111 students responded. Just over half (51%) of the participants agreed that the StrengthsQuest activities were helpful, interesting, and assisted to them to gain a greater understanding of self. Slightly more than one in four (28%) thought the Strengths Quest activities should have been more interactive and engaging. Almost three of four (70%) enjoyed the officer breakout sessions that were held in the afternoons including the case studies, getting to know how other councils operate, and interacting with others. One in 20 (5%) provided additional feedback such as comments regarding the ability for tri council officers to meet more often outside of Greek Summit.

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## **Off Campus Connections**

Campus departments, local agencies, and the City of Fayetteville Office for Community Resources sponsored On Your Own: Get the Keys to Living Off-Campus (OYO). This collaborative event reached out to students who lived on campus this year and had not renewed housing contracts for next year. It was also available to students who already commute. The resource fair provided students with information about local properties, neighborhood associations, community resources, and principles of good neighbor relations. respondents indicated the fair was worth their time.

Assessment included a survey using likert scale items to determine student perception regarding the overall quality of OYO. Slightly more than in one in five (21%) selected the highest rating. 53% selected the 2nd highest rating; 24%, 3rd; 2%, 4th; and 0%, 5th (lowest).

Students provided comment regarding what they learned through OYO that would benefit them. 71% identified information about housing options & affordability as their main benefit. For the remaining 29%, the most useful information came from five of the remaining resources.

Resource	Percent of participants commenting
Housing Options & Affordability	71
Parking & Public Transportation	7
Budgeting & Financial Management	7
Fire Safety	6
Commuter Meal Plans	6
Tenant Rights & Campus Engagement	1

Off Campus Connections will work to improve visibility and promotion of information beyond housing options & affordability especially commuter meal plans, crime-safety, tenant rights and campus engagement.

General assessment of OYO revealed the need for a memorandum of understanding (MOU) with the partner property vendors regarding UA Union rules, arrangements for game space, and parking and unloading coordination. A policy and procedure manual complete with MOU forms is being developed for continued OYO quality assurance.



The Off Campus Housing Website, contracted through Off-Campus Partners (Charlottesville, VA). Site visits increased 48% from 14,093 between July 2009 and June 2010 to 20,815 between July 2010 through May 2011. Please note the shorter reporting period for this annual report, yet even with one less month, the site visits still show remarkable increase.

Other metrics for the website provided a more complete picture of site usage.

- Number of Page Views increased 6% (252,266 July 2010-May 2011 vs. 237,095 July 2009-June 2010)
- Average Time on the site increased by nearly 2% (8:47 July 2010-May 2011 vs. 8:47 July 2009-June 2010)
- Average Percentage of New Visits remained comparable, with slight decrease (54.10% July 2010-May 2011 vs. 58.10% July 2009-June 2011)
- The number of site visits during the busiest season of March-June increased 6% in (7866 visits in March-May FY10-11 vs. 7438 in March-June FY09-10)

OCC also maintained a departmental website and tracked utilization of that site for the reporting period of July 2010 through May 2011:

- Visits total 6,040
- Page Views total 15,793
- Average Time 1:47
- Average Percentage of New Visits 59.82%

Sales of the Commuter Meal Plan exceeded last year's count by 593 for a total of 1,923 plans sold. This growth represents an increase of 44.6% and surpassed the annual goal of 1,500 commuter meal plans sold.

The number of applicants for Non-Traditional Meal Scholarship applicants was comparable to the count for last year. Ninety-nine (99) students applied for 20 available scholarships (10/semester). Like last year, the number of applicants for the Fall semester scholarships nearly tripled the number of applicants for the Spring scholarships. The state of the national economy made food insecurity a dire issue for many non-traditional students and made the selection process a sometimes heart-wrenching experience for the raters on the committee and the selection coordinator. While we continued to advocate for more scholarship opportunities for adult-learners, we provided referrals to the Full Circle Campus Food Pantry.

Twenty-five (25) students applied for the Non-Traditional Student Leadership Award compared to 21 applicants last year. Thanks to the generous support of The University of Arkansas Alumni Association, we will continue to provide this very important recognition to deserving non-traditional students.

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## **Pre-College Outreach Programs**

Three federally funded Talent Search programs served a total of 2437 students this reporting period. Demographic data about the students indicated that 69.3% were BOTH low-income and first-generation and that 29% (707) were racial/ethnic minority.

Grade reports/transcripts were collected for all program participants to assess promotion to the next grade level. For middle and non-senior high school participants, 98.3% were promoted to the next grade level. In addition, for participants who were seniors, the participating high school reported that 98.9% of participating seniors graduated from high school.

Workshops disseminating information on scholarships and financial aid were offered to all senior participants. Follow-up surveys were conducted to determine the learning outcome of their participation based on the number of students who applied. Scholarship listings were also solicited from all target high schools. 96.9% of all senior participants completed financial aid applications including the Free Application for Federal Student Aid and other scholarship applications.

Workshops and information on applying for college was also provided. Follow-up surveys and one-on-one meetings were utilized to determine the learning outcomes of their participation based on the number of seniors who applied for college. 99.4% of senior participants applied for college.

Post-secondary enrollment of all graduating senior participants was assessed after the eleventh day census in September 2010. This was accomplished via use of ISIS, National Student Clearinghouse, verification from institutions from releases of information students provided, and personal contacts with students and family members. In all, 86.2% of participants were enrolled in a post-secondary institution representing an increase of 4% over the previous year.

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## **Residential Pre-College Programs**

Each TRIO program is funded to serve its grant objectives. Programs and performance are continually documented and assessed to determine whether objectives are being met and, if not, how we can position ourselves to better meet them.

Residential Pre-College Programs assess, via student and staff evaluations, all professional, academic and extracurricular events and activities, from residential staff training and teambuilding challenges, to college readiness workshops to summer classes, and yoga instruction to the end-of-summer trip. Adjustments are made to our program planning accordingly- annually, quarterly, and sometimes even more immediately.

Measurement of Veterans Upward Bound participant growth in academic skills is made possible by comparison of performance on pre- and post-assessments. An academic placement test such as the COMPASS is administered. In addition, each instructor utilizes a mastery approach relying on pre- and post-tests in the academic classes. The staff is responsible for interpreting this data from pre- and post-assessments and course performance.

The effectiveness of academic components of our Upward Bound summer programs is measured by pre- and post-assessments; weekly student grade reports; and students' performance in core subject areas in school the following fall (Summer classes are designed to give students a head start on their fall courses.). Actions include tutoring, individual student-parent meetings, and adjustments to the slate of summer course offerings.

Upward Bound programs' ACT prep efforts are measured via pre- and post-testing. Retired ACT tests, other practice exams and official tests provide checkpoints for our curriculum and for the students' progress. Our three-step testing process involves administering the PLAN assessment to sophomores; a retired ACT assessment to juniors; and the ACT residual on campus just before the rising seniors begin their last year of high school. The benefits of this process are multiple: students become ever more prepared to perform well on a critical college entrance exam; we get more frequent and focused reports on their college readiness; and we are able to assess the effectiveness of our test prep curriculum and other academic programming.

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## Student Media

The Office of Student Media undertook a comprehensive comparison of relevant data points against our counterparts at the UA's peer institutions. The results were used to explore such topics as ad rates, circulation statistics, media offered, institutional support (including student fees), number of professional staff, and enrollment.

Student Media operations across the country are very idiosyncratic. While most offer a newspaper, yearbook, television station, radio station and magazine, (with on-line versions) each approaches professional staffing and funding from very different perspectives. Some schools provide extensive financial faculty support. Some operate as labs, thoroughly integrated into an academic experience, while other student media outlets are only loosely associated with their university.

We offer a comprehensive portfolio of media outlets for student participation, generally as extensive as those offered by our peer institutions. We are staffed at lower levels than most the institutions with comparably sized operations and student enrollment. Our newspaper ad rates compare favorably with our peer newspapers. Overall, our sense from this was that UA Student Media compares favorably with its peer institutions in most respects.

Based on our on-going assessment of the industry and needs assessment for our campus community, The Arkansas Traveler will return its publication levels to 2005 levels, offering four print editions per week. With the growth of the campus community to about 24,000 students, we believe it is time to move back to the ranks of a college daily newspaper.

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## University Housing

The Residence Hall Experience Survey (RHES) was created in 2009, piloted in the fall of that year, and administered for the first time in the spring of 2010 to all on campus students, freshmen through seniors. The goal of the survey is to obtain data that will provide a cross section of how students perceive their experiences during their time with us. The topical areas covered by the survey include the following:

- 1 Social Quality
- 2 On-Campus Living Gains
- 3 In Hall Diversity
- 4 Conversation Quality
- 5 Relationships with Staff
- 6 Academic Environment
- 7 Academic Behavior
- 8 Student Faculty Interaction
- 9 Community Responsibility
- 10 In Hall Leadership

These 10 factors are presented in the order in which they were ranked from highest to lowest median value, with a maximum value of 5.00 and a minimum of 1.67. It is instructive to note that the lowest scoring factors, across all student classification levels, are Leadership, Responsibility, Student-Faculty Interaction, Academic Behavior and Academic Environment, all of which did not reach a mean value above 3.39 out of a possible 6.00. This provides Housing with knowledge of

where to concentrate our efforts in programs and services. Reviewing each question that makes up these bottom factors can provide even greater insight for faculty and staff.

While not presented here, as it requires much greater detail, it is also important to note that the ranking of these factors is different across residence halls by student classification. This information was provided to Hall Coordinators in 2010 during their training so they could not only compare performance across halls, but also so they could see where their hall needed the most improvement, which often differed from the overall rankings provided above.

MAP-Works (Making Achievement Possible) is an online survey given to new freshmen in the third week of the fall semester. The instrument was developed in partnership with Ball State University and Educational Benchmark Incorporated as comprehensive student retention and success program designed for both first and second year students. It identifies students early in the term allowing for immediate support and intervention.

For the Fall 2010 new freshmen cohort 1,307 students were surveyed:

1209 (92.5%) students persisted/retained from fall to spring semester

Average term grade point average for fall was 2.79

217 (16.6%) of students had a grade point average of less than 2.0

### **Fall-to-Spring Retention and Average GPA by Risk Indicator**

<b>MAP-Works Risk Indicator</b>	<b>* Average GPA</b>	<b>** Returned</b>	<b>*** Did Not Return</b>
<b>Low</b>	3.01	370 (97.4%)	10 (2.6%)
<b>Medium</b>	2.71	761 (92.4%)	63 (7.6%)
<b>High</b>	2.54	34 (69.4%)	15 (30.6%)
<b>Very High</b>	NA	0	0
<b>NA (insufficient data to calculate risk)</b>	2.69	44 (81.5%)	10 (18.5%)
<b>Total</b>	2.79	1209 (92.5%)	98 (7.5%)

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# University of Arkansas

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## Division of Student Affairs

### Annual Report

#### **Arkansas Union**

The Arkansas Student Union incurred several changes again this year and enjoyed many successes as well. Despite many challenges throughout each year, the Union continuously strives to provide excellent service to students and those who visit the building. As always, the Union promotes diversity through its services and programs, creating an inclusive environment for all.

The Silas Hunt Memorial Meeting Room was renovated and dedicated to Black History at the University of Arkansas. A commemorative event was held in March to celebrate this effort. The Union also held a student sculpture contest centered on diversity and carried out the mission by displaying the winner's sculpture in the building.

The Reservations Department has continued to improve guest services for students and other guests, including implementation of a completely virtual reservations system.

Because the Union building is old, the facilities are constantly being maintained, repaired, and improved. Several large and small-scale renovation and construction projects have taken place to enhance the building aesthetics, as well as functionality. Our maintenance staff continuously strives to use economical practices when planning projects, doing as much in-house as possible.

Our marketing efforts are ongoing, using outlets such as RibTV, Arkansas Newswire, banners, flyers, bulletin boards, and the Union's web page. We also recently created Facebook and Twitter accounts as a way of reaching students through a more popular means of communication.

Traffic in the building has been at an all-time high, with classes being held in the Union Theater, and more and more reservations being made each day. With the increased enrollment projected for the next few years, the Union will continue to need more space and better facilities. Until then, excellence in inclusive practices, customer service, and building facilities will be our goal.

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## Division of Student Affairs

### Annual Report

#### **Campus Card Office**

The Campus Card Office has had an extremely busy year. We upgraded our Blackboard Transaction System in January. A new Computer Support Specialist was hired last August. Three of our student workers graduated and were replaced. Lastly and most importantly, the number of cards created in the past year has increased.

The Blackboard upgrade included the replacement of 49 registers and peripheral equipment and 10 activity readers. The network infrastructure operating the registers was tested, and a number of connectivity issues were found and resolved. The installation of the new equipment took a week, which included pulling the old equipment and installing new. The software set-up took place across the fall semester, with training and testing during December and January. The cut-over took place the second week of January, with relatively few problems. Our two biggest problems have been how to make second additions to meal plans work and understanding a complicated reporting system. Many of the processes and monitoring methods used on the old system either did not exist or were cumbersome to follow on the new system. We continue to work on this, to find better and more convenient methods of monitoring our new system.

Michael Christiaens joined our office in the position of computer support on a permanent basis last August. He brings a wealth of talent to the office, including server, database, and internet development, just to name a few. We are extremely happy to have him onboard. We are always sad to see our student workers go, but ecstatic that they have completed their degrees. We were lucky to find three new students workers with a strong academic commitment and a great work ethic.

Last summer, the Athletic Department and ASG came to us with a new request. They wanted the students to buy their tickets online and swipe their cards at the gate to enter the football and basketball games without a ticket. This took collaboration with the Athletic Department, ASG, University IT Services and the Registrar's Office. We were happy to make this happen for the students and implemented this new process for the first football game. It worked great, and students seemed very happy with it.

University IT Services implemented P-Count, a print management system, in 43 locations across campus. This gives students a print allotment for each semester. Once the allotment has been used, it rolls over to Razorback\$, to allow for payment of additional printing. Transit and Parking implemented new parking stations around campus. Thirteen new parking stations were added to the Blackboard Transaction System, which are networked with Razorback\$. The Campus Card Office has seen an increase in student groups and departments requesting readers to track attendance at events and classes. We also assisted with Disability Awareness Week. We provided hand-held readers to track attendance and verify enrollment at Disability Awareness Week events. We then used the attendees' ID numbers to conduct random drawings for prizes. This was done electronically, with students never having to fill out forms to be submitted for a drawing.

# University of Arkansas

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## Division of Student Affairs Annual Report

### Campus Dining Services

Campus Dining experienced a year of unprecedented growth in meal plan numbers. The successful accommodation of the increased enrollment was the direct result of efforts started in past years to expand, upgrade, and diversify offerings around campus, specifically:

- Brough Commons resident dining remodeling and upgrades. Over the prior two summers, the entire second floor dining and service areas were redone in an effort to maximize the available space, increase the efficiency and flow of the areas, and increase the quality of offerings.
- Meal plan value was increased by the expansion of the areas providing Late Night and the menus offered. Papa John's and Quiznos were added to the operations offering meal trades, service hours were expanded, and weekend days were added.
- New stations were added at the Arkansas Union in the evenings, giving students more choices and value for their meal trades.
- The Grill @ Maple Hill added a Sub Gen station; giving customers added selections, as well as an additional service line to speed service in this popular operation.

These efforts to improve services for the students living on campus also benefited off-campus students, and they responded by purchasing off-campus/commuter meal plans in record numbers. In the first semester, over 1,000 students signed up for optional off-campus/commuter meal plans, an increase of well over 40 percent.

Sustainability efforts included the continued increase in usage of biodegradable disposables. ALL of the frying oil used by Campus Dining is collected by the University farm, refined into biodiesel, and used in tractors and other machinery on the farm. Food waste is converted into compost as the campus Earth Tub project proceeds. Efforts to evaluate other systems for converting food waste into something that will not clog the landfills continue—e.g., Orca Green project at Pomfret.

The University of Arkansas was a beta site this past year for the introduction of the You First customer service program. The aim of this program is to celebrate the efforts of our associates and to assure our students, faculty, and staff they are receiving the best service available. The program is focused on recognizing not only the associates in front of the house that all of our patrons see but also those in the back of the house who support and make possible the successes in front of the house. The program rolled out nationwide after the successful test implementation here showed to improve not only customer service but also associate engagement and loyalty.

Campus Dining continues to work on future plans to meet the increased needs caused by the growing enrollment. The goal is simple: be ready for growth in a responsible and efficient manner.

# University of Arkansas

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## Division of Student Affairs Annual Report

### **Career Development Center**

Like many organizations, the Career Development Center (CDC) experienced many changes, challenges, and accomplishments in 2010-2011. The academic year began under the leadership of Barbara Batson, who retired in December. In January 2011, Dr. Angela Seawood Williams took the helm as director. In August 2010, Erica Estes-Beard became Associate Director of Career Education and Staff Development. Several additional positions were also filled.

Erica Estes-Beard spent significant time hiring, training and developing new staff members. These new staff members invigorated the center with new vision, energy and innovative ideas.

Angela Seawood Williams negotiated a new memorandum of understanding which led to a stronger partnership between the CDC and the College of Engineering.

Michelle Strong joined CDC in September 2010 as the Associate Director of Employer Relations. Michelle's work significantly increased the number of employers who recruit and hire UA engineering students, and her efforts strengthened and nurtured many previously existing partnerships. Rickey Booker joined CDC in April 2011 as the Associate Director of Career Programs and brought new creative energy and innovative approaches to the center's use of technology, programs and marketing efforts.

While CDC experienced a significant number of vacancies and transitional issues, we continued to provide 2,340 (7% increase) students job search assistance, resume and interview skills assistance, career education and encouragement with regard to alternative career plans. The number of students utilizing our online career assessments online resources increased 196%, and the number attending career fairs and events increased 75%-117%.

The depressed job market clearly impacted the recruiting budgets of companies and organizations which decreased the number of employers at career fairs on campus. However, CDC saw a slight increase in the number of employers interviewing on campus and conducting information sessions. Students reported slow hiring in certain areas. However, hiring was up in areas such as STEM fields (science, technology, engineering, and math), business, education, and health-related fields. According to a report from the National Association of Colleges and Employers, the economic downturn affected the plans of graduating seniors. A larger proportion of seniors chose to bypass direct entry into the job market by either attending graduate or professional schools or taking off the year after graduation. According to the UA's Spring 2010 post graduate placement survey, 58% of UA graduates reported placement within six months of graduation.

CDC successfully implemented and utilized a new career management system, NACELink (UA Razorback CareerLink), which enabled the center to communicate more efficiently and effectively with students and to promote services and events. CDC partners with the Walton College Career Center and the Arkansas Alumni Association to provide this quality application for our students and alumni. The system allows students to search for jobs, create and save their resumes and cover letters to send to employers, update and tailor their resumes and cover letters for specific



positions, and apply for jobs through the system or off-line. The system allows employers to manage all their recruiting activities with our school from a single, integrated web space. CDC is excited about future possibilities and opportunities to connect employers with talented UA students and to use cutting edge technology and innovative educational methods to help UA students achieve their dreams and goals.

# University of Arkansas

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## Division of Student Affairs Annual Report

### **Center for Educational Access**

The Center for Educational Access continued to provide high quality support services and accommodations for the growing population of students with disabilities. Representing a 17.4% increase over last year, 1,241 undergraduate and graduate students registered with the Center this year. Students with non-visible disabilities (learning disabilities, Attention Deficit Disorder, psychological disabilities, and traumatic brain injury) continued to make up the greatest proportion of registered students (71%). Students with medical or chronic health conditions represented 13% of the registered population, and the remaining 16% included students with mobility impairments, visual and hearing impairments/deafness, and temporary conditions.

The Center provided students accommodations which included examination proctoring (via screen reading software, or live readers, scribes and typists), notetaking assistance, American Sign Language Interpreting, Typewell transcription/captioning, print materials in alternative formats (Braille, electronic and audio), magnification software, assistive technology and supplemental transportation mobility assistance around campus (via golf carts).

Consistent with the expanded departmental mission and the divisional goal of developing an inclusive community, significant effort was directed toward programming, outreach, and training for the university community. Center staff participated in campus-wide forums and spoke on such topics as assistive technology, accessible web design, disability awareness, transition to college, teaching students with disabilities, changing legal environment for persons with disabilities, and accessible program planning to 12 different academic and student affairs departments. Staff regularly provided technical assistance and consultation regarding web and technology accessibility to various areas within the university community. In addition, the first Disability Awareness Week was held this year, led by students in conjunction with the Center, First Year Experience, Student Activities, and Office of the Vice Provost/Dean of Students with more than 350 students, faculty and staff participating.

Serving 106 students with visual impairments and learning disabilities, the Center's assistive technology lab continued to lead the region in timely conversion of print material. The Center provided 604 textbooks, articles, and other materials in alternative formats, nearly doubling the amount of production from the previous year. At year's end, contracts for print media conversion and collaborative transcription services with regional colleges generated approximately \$3,555 in revenue.

Challenges continued in containing costs for American Sign Language Interpreting, for regional availability of certified interpreters remained limited. Furthermore, demand for note-taking assistance as an accommodation increased dramatically. To alleviate some cost of employing note-takers, the Center emphasized a community service credit option for volunteers in lieu of payment. Although this option yielded nearly \$44,000 in cost-savings, the department ended the year with a deficit of approximately \$100,000 for accommodations.

Finally, a comprehensive overall departmental survey and several smaller accommodation-specific assessment measures were developed and administered to students with disabilities during the year. 85% of respondents were either extremely or very satisfied with accommodations received through the Center. Students noted two areas for improvement: note-taker recruitment and facilitating exam accommodations (both with faculty and the Center).

# University of Arkansas

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## Division of Student Affairs

### Annual Report

#### **Center for Leadership & Community Engagement**

The Community Engagement area of the Center for Leadership and Community Engagement involved 4,502 students in 16,282 hours of service, yielding an economic impact of \$347,783 to Northwest Arkansas. The Full Circle Campus Food Pantry launched on February 7 and served over 400 students, staff, and their families by May 15, 2011. We raised \$70,000 in cash, in-kind and grants to support our programming.

The Center for Leadership and Community Engagement conducted 97 workshops, retreat and trainings for the University reaching over 2,500 students, faculty and staff members. The leadership area continued to play a vital role in charting the path to become a Strengths-based Division of Student Affairs. Staff provided 44 trainings related to StrengthsQuest with 34 conducted for staff groups and 10 for student groups reaching 1,200 students, faculty and staff. A half-day Fall Strengths Quest Conference was coordinated for Divisional Staff Members with a keynote by Kyle Robinson of the Gallup Organization. The Leadership area continued to foster collaboration with members of the University and Northwest Arkansas community including the Vietnam Education Foundation, Bentonville Library Teen Advisory Board, and Human Resources. The collaboration with University Athletics to facilitate four leadership development sessions for their Rookie Razorback Leadership Academy was renewed for the next academic year. The Arkansas Student Leadership Academy had 102 student participants and saw its first graduate.

Setting a record high for voter turnout, more than 4,000 students voted in ASG executive elections in Spring 2011. ASG hosted a lobbying trip to Washington DC and also added a baseball "Rollin with the Razorbacks" trip. One of the biggest accomplishments this year involved restructuring the fee areas. Fees directly related to the academic mission moved into tuition, and the other fees moved into the newly formed Program Allocations Board. This fee restructuring will allow students better representation in making final decisions and holding those programming groups more accountable. ASG also won the bid to host the SEC Exchange in January 2012.

Based on feedback from advisors of Registered Student Organizations (RSOs), CLCE implemented two more sessions of the Advisor Development Series. The Student Involvement Awards successfully recognized many student leaders for their great efforts and accomplishments this year. With more RSOs applying for office space for next year, CLCE staff developed a plan for several organizations to share office space so RSOs may utilize the limited space more efficiently.

# University of Arkansas

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## Division of Student Affairs Annual Report

### **Community Standards & Student Ethics**

The Office of Community Standards and Student Ethics (OCSSE) continued to provide services focused on educating the campus about the Code of Student Life and deterring behaviors not conforming to the standards and principles of the University of Arkansas. OCSSE provided presentations on academic integrity and the Code of Student Life to International Students and Scholars, First Year Experience, College of Health Professions and Education, Department of Health Sciences and Recreation, Masters of Arts in Teaching, and the University of Arkansas Academic Advisor Association. Staff continued to collaborate with the Quality Writing Center to provide the Understanding and Avoiding Plagiarism workshop, with 72 students referred to the program. Only one student ever sanctioned to participate in this workshop repeated an act of academic dishonesty, so the workshop is proving beneficial to students. In addition, staff served on two essential committees: the Ad Hoc Academic Integrity Committee entrusted with reviewing and revising the current Academic Integrity policies; and the Code of Student Life committee charged with reviewing and revising the current code. OCSSE re-introduced the campus newsletter, Code Connections. This campus newsletter, distributed on 4 occasions throughout Fall and Spring semesters, included topics such as academic integrity, civility/bullying, alcohol use, and campus trends. Various campus partners contributed content. Furthermore, Peers Educating Ethical Razorbacks (PEERs) surveyed the campus to identify areas of concern requiring education. As a result of this information, PEERs began formulating a media and education campaign to address drug use—specifically, K2 and alcohol.

OCSSE faced many challenges and enjoyed many successes this year. Hiring a graduate assistant to focus on outreach allowed the office to continue to provide presentations about University policies and procedures to various audiences. Furthermore, this new assistantship allowed staff to re-introduce the newsletter in effort to boost visibility and provide proactive services to the campus. OCSSE continued previously established collaborative relationships, including but not limited to University Housing, University Ombuds, STAR Central, Counseling & Psychological Services, and University Police Department. Consistent with prior years, our challenges included the increasing complexity and number of cases and, consequently, the continuing need for additional staff to ensure students a timely response and resolution of matters. The Director has responded by identifying University staff with prior judicial experience and by training other University staff who desire additional professional experience in this area. In this way, the Director increased the number of hearing officers available to adjudicate cases. Although these efforts produced favorable results, OCSSE requires additional professional and administrative support.

OCSSE consistently contributes to the Division of Student Affairs' strategic goals of fostering the development of an inclusive community, enhancing student learning, promoting professional and personal development, promoting innovative programs and services, and advocating for rights and responsibilities through the adjudication of student conduct cases by providing students opportunities to amend their past behavior into actions that are more conducive to a living and learning community. At the recommendation of the faculty, and in acknowledgement of the role OCSSE plays in promoting academic integrity and discouraging academic dishonesty, the office

will change names for the next reporting period. The new name is Academic Integrity & Student Conduct.

# University of Arkansas

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## Division of Student Affairs

### Annual Report

#### **First Year Experience**

First Year Experience Programs (FYE) at the University of Arkansas collaborates to enhance the academic and social integration of incoming students through a variety of classroom and co-curricular activities. FYE supports major initiatives including Orientation Programs, Extended Orientation Programs, Parent & Family Programs, Academic Convocation & Burger Bash, Diversity Leadership Institute, One Book-One Community Common Reading Experience and First Year Experience Seminar Courses. This year, FYE focused on ways to serve its constituents better through the creation of new programs and services and to enhance programs already in place.

First Year Experience Programs met all of the Division of Student Affairs priorities. FYE has fostered the development of an inclusive community through programming initiatives such as the Diversity Leadership Institute and the infusion of diversity initiatives throughout FYE programs and services. Enhanced student learning is evident in the assessment results of revamped Orientation sessions, academic presentations at Academic Convocation, and the curriculum covered during R.O.C.K. Camp. In the area of promoting personal and professional development, FYE staff members have participated in numerous training sessions. Additionally, FYE professional staff members serve on national boards and committees. The promotion of innovative programs and services can be seen in every program and service including the newly created R.O.C.K. Camp Adventure program and redesign of New Student Orientation and Parent & Family Orientation programs. Utilization of new and emerging technologies can be seen in the creation of a new, homegrown, online orientation portal for transfer and nontraditional students. Phase I of this new portal launched in July 2010. FYE advocated students' rights and responsibilities through the continued publication of the Parent Handbook and the "Parent's Guide to the First Year Experience" calendars. Perhaps the largest contribution that FYE has made to the Division of Student Affairs priorities is through the responsible management of resources. FYE enhanced several programs and increased participation numbers while simultaneously containing costs.

The FYE team has an amazing team spirit and strong work ethic to match, which continues to elevate FYE to the next level while providing amazing service and resources to parents and students.

# University of Arkansas

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## Division of Student Affairs

### Annual Report

#### **Greek Life**

Greek Life facilitates an educational process which provides resources and programs to promote the growth and development of students affiliated with fraternities and sororities at the University of Arkansas. Our overall mission is to enhance the academic, cultural, moral, leadership, and social development of students in Greek-lettered organizations as a productive and viable lifestyle on campus. This year, Greek Life enjoyed many triumphs and accomplishments in the following areas:

**Recruitment:** Greek councils exceeded expectations by reaching an all-time high of 1,410 new members. Forty percent of this year's freshmen class joined a Greek-lettered organization. Currently, Greek membership is comprised of more than 3,495 students. Other significant recruitment initiatives included but are not limited to maintaining an 89% retention rate during women's formal recruitment and establishing an all-Greek marketing campaign, raising more than \$11,000 from various sponsors.

**Community Service & Programming Initiatives:** Being part of a Greek organization provides ample opportunities for students to participate in activities to enhance their personal development and leadership skills. This year, Greek Life provided more programming designed to help juniors and seniors prepare for their post undergraduate experiences, including careers. Order of Omega Honor Society hosted several workshops which focused on tax preparation, job interviewing, compensation, investing, and other postgraduate options. Throughout the spring semester, many communities in America experienced severe and deadly storms. To help make a difference, our Greek community donated more than 5,000 toiletry items and 11,100 bottles of water during our WOO TIDE! HOGS CARE! tornado relief initiative. Greek students also donated \$4,000 to various charities associated with relief efforts in Vilonia, Arkansas and Tuscaloosa, Alabama. For relief efforts, Greek leaders partnered with Athletics, the Volunteer Action Center, and JB Hunt. The annual Greek Sing competition raised more than \$18,000 for future programming and community service based efforts for New Greek Council members. In addition, Greek students donated hundreds of canned goods to the UA Full Circle Pantry and donated \$2,500 to benefit UA students, faculty, and staff with food insecurities.

**Diversity & Inclusion:** One of the core goals of the University of Arkansas' Greek community is to advocate and actively promote a diverse and inclusive community. Through collaboration and student involvement, Greek Life partnered with various departments and community agencies to empower students to learn about life experiences different than their own with programs such as Global Greeks, Greek Summit, and Greek Getaway. This year, more than 2,100 Greek students participated in all diversity efforts.

**Assessment:** In May, eleven UA Greek chapters received Awards of Excellence from the Order of Omega. Three chapters were recognized as honorable mention. The Award of Excellence recognizes outstanding achievement in the areas of scholarship, leadership development, risk management, community service/philanthropy, Greek relations, chapter management, and



efficiency. All Greek chapters submit Greek Life assessment criteria annually.

Other notable Greek Life achievements include the following:

- All Greek GPA above 3.14 (All Sororities GPA: 3.28; All Fraternities GPA: 2.97)
- Donated more than \$530,435 to charities in 2010-2011
- Performed more than 22,000 hours of community service
- 21% of students on the U of A campus are Greek OR just over 1 in every 5 students on the U of A campus is Greek.

# University of Arkansas

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## Division of Student Affairs Annual Report

### **Off Campus Connections**

Students who live off-campus face many challenges including the balance of work, school, and family life. It is also difficult for them to feel connected to the campus community. Off Campus Connections strives to support and help connect the university's undergraduate commuters - including first-year students who live at home, transfer students, student veterans, and adult learners - to campus life. The number of undergraduates living off-campus on the eleventh class day was 13,419, an increase of 17.5% (2,004) over last year. Seventeen percent (2,269) of this population is aged 25+, sixteen percent (2,123) are enrolled part-time, and eight percent (1,232) are married, divorced, separated or widowed. It is anticipated that this population will continue to swell as Academic Challenge Scholarships become more available. The number of first-year commuters was 375 this year, a slight increase over 2009.

Off Campus Connections responded to 1,153 inquiries through the end of May 2011, an increase of 367 (47%) over the prior year. The increase was significant, and the reporting period was a full month shorter than in 2009. The Off-Campus Housing Website celebrated its fifth successful year with an overall 48% increase in site visits through the 11-month period of July through May. Off Campus Connections continues to partner with Chartwells on promoting and selling Commuter Meal Plans. Sales increased from 1,330 to 1,923, surpassing 2009 sales by 593 (44.6%) overall.

A departmental advisory board consisting of twenty faculty and staff volunteers provided advice and support to Off Campus Connections. A 14-member student board, active since 2008, also continues to provide invaluable input to help make the institution more commuter and adult student-friendly.

Off Campus Connections was privileged to continue supporting a new campus initiative, the Veterans Resource and Information Center (VRIC), during its second year. The director shares space and administrative support with Off Campus Connections in the Arkansas Union. Most student veterans are also part of the Off Campus Connections population, so a perfect partnership and staff team has been formed with the two departments working closely together. With the complexities of the GI Bill and the number of veterans taking advantage of educational opportunities, the creation of this area has been a necessary and welcome addition.

Our Chancellor's participation in a "Compact with the People of Arkansas," pleases us greatly. The Compact is a joint venture involving the state's 11 public universities and two public university systems, and includes an emphasis on serving non-traditional and veteran students.

# University of Arkansas

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## Division of Student Affairs Annual Report

### **Pat Walker Health Center**

Reaching an enrollment exceeding 21,400 students increased the responsibilities of Pat Walker Health Center (PWHC) to serve individual students, oversee the public health of the campus, and take every opportunity to educate groups and individuals on good health practices. Medical and counseling services were provided for students, faculty and staff for a total of 35,259 visits of which 13,091 were physician visits; 7,371, nurse practitioner visits; and 8,997, registered nurse visits. For students, Counseling and Psychological Services provided 4,359 clinical visits. Psychiatric care added another 1,323 visits. The 118 dietician consultations rounded out the total number of visits. In addition, the laboratory provided 13,025 tests at Pat Walker Health Center and forwarded another 5,036 for reference lab testing. 1,682 digital x-rays were performed.

With a changing tide and limitations on student health center pharmacy licensure, PWHC closed its pharmacy in December 2010. In January 2011, a retail pharmacy opened in Walmart on Campus just one block from PWHC.

The Immunization Clinic moved into the vacated space and, through 5,738 visits, continued to provide allergy shots, travel immunizations and consults, and other immunizations. As a result of promotions, PWHC gave 1,844 flu vaccinations. The semester health fee reduced the cost of the \$25 flu shot to \$10 for students. Collaboration with Admissions, Registrar, and Orientation enhanced accounting of immunizations for measles mumps and rubella (MMR) which state law requires of all students. To meet the requirement to screen students from areas of the world where tuberculosis is endemic, PWHC was allowed to pilot the T-Spot test which was found to be more accurate than the skin test used in the past.

Health Education provided 907 group presentations of which 32 were First Year Experience classes and 38 were one hour credit classes. RESPECT (Rape Education Services by Peers Encouraging Conscious Thought) was active through a grant from the State of Arkansas. With a focus on developing student coping skills and building resiliency, health educators included a one credit hour class on Spirituality and Holistic Health.

In collaboration with University Housing, CAPS developed the Student Success Advocates to address retention of students. CAPS continued its engagement with student veterans through classes, fairs, and collaborations across campus.

Medical services migrated to new electronic record software in March to increase efficiencies in record keeping and reporting. Programming delay for the billing portion of the software caused an unintended increase in the year end accounts receivables.

Overall, Pat Walker Health Center continued to strive for easy access and high quality service to the campus community. With an increasing student enrollment, PWHC is poised to utilize existing resources and anticipates a need for space and increased services in the future.

# University of Arkansas

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## Division of Student Affairs

### Annual Report

#### **Pre-College Outreach Programs**

Pre-College Outreach is comprised of three TRIO “Talent Search” Programs funded by the U.S. Department of Education. This reporting period, the programs completed 5-year grant cycles and wrote/submitted proposals to continue funding for the comprehensive spectrum of college preparatory services.

Overall, the programs served 2,437 low-income, first generation students in grades 6-12. Among them, 29% were ethnic minority. Of the graduating senior participants, 86% enrolled in college. Furthermore, the programs exceeded all objectives with the achievements documented in an annual performance reports submitted to the U.S. Department of Education, November 2010. Standardized grant objectives for Pre College Outreach Programs include: 1) That programs will serve a required minimum number of students to include at least 2/3 that qualify as low-income AND first-generation; 2) 95% of non-senior secondary school participants during each budget period will be promoted to the next grade level; 3) 90% of high school seniors will graduate from secondary school or receive a certificate of high school equivalency during each budget period; 4) 90% of “college ready” (seniors) will apply for financial aid during each budget period; 5) 85% of “college ready” (seniors) will apply for postsecondary school admission during each budget period; 6) 80% of “college ready” (seniors) will enroll in a program of postsecondary education during each budget period.

In addition to grant-writing and ongoing service delivery, negotiated rule-making from the reauthorization of the Higher Education Act added new mandates and expanded the scope of Talent Search. The requirements, to be implemented in Fall 2011, added services to include assistance to program participants in completing a rigorous high school curriculum; education promoting economic and financial literacy; and services for students who are homeless or aging-out of foster care. Simultaneous to the addition of services, TRIO programs nationwide received notice of a 3% funding decrease which resulted from reconciliation of the federal budget. To meet challenges and position for compliance, intensive efforts were undertaken. Staff attended trainings and planning retreats, coordinated partnership meetings, benchmarked, and piloted preliminary versions of new programs and services. To maximize resources and efforts, a request to join the Office of Diversity was also initiated and approved. This will align the department with Student Support Services, another TRIO program, and other programs of similar scope. While the department awaits notification of grant awards, efforts pursued this period have the department prepared with a plan of operation for continued success.

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## Division of Student Affairs

### Annual Report

#### **Residential Pre-College Programs**

All of the Upward Bound programs (Upward Bound, Upward Bound Math & Science, REAL Upward Bound, and Veterans Upward Bound) met or exceeded all annual performance objectives for the current reporting year. These include both college going rates and first year college retention rates for program participants. Upward Bound, REAL Upward Bound and Upward Bound Math & Science served 178 students including 24 Bridge students who took up to six credit hours during the University's first summer session. Of 41 students graduating from the three Upward Bound programs this year, 16 will attend UA this fall. Four Upward Bound students were selected to attend the National Student Leadership in Washington D.C. this past June.

Veterans Upward Bound (VUB) formed a collaborative partnership with the Office of Academic Success to provide a new academic transition program for VUB participants and assist students with placement into freshman level math and English courses. As part of the partnership, the Academic Success office will provide access to learning coaches and tutors once they transition to the University of Arkansas and track VUB student success.

VUB continued its CLEP test preparation course designed to help veterans earn college credits efficiently and inexpensively and progress more quickly toward earning bachelor's degrees. This year, 32 VUB students entered college, with eight enrolling at the University of Arkansas. JP Lopez, VUB Program Advisor, was invited to present during conferences at the regional and national level.

In an effort to align projects and programs similar in mission and purpose, Residential Pre-College Programs and Pre-College Outreach initiated a move from the Division of Student Affairs to the Office of Institutional Diversity. The new reporting structure will commence on July 1, 2011, and will allow for a more seamless collaboration between similar programs and create a stronger more centralized outreach effort in serving students traditionally underrepresented in higher education. Benefits include cost savings through shared resources, elimination of duplicated outreach efforts, shared coordination of campus resources for summer residential programs, and increased opportunity for staff to share ideas and expertise in a wider number of areas.

# University of Arkansas

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## Division of Student Affairs

### Annual Report

#### **Student Activities**

The Office of Student Activities (OSA) oversees four large programming areas: University Programs (campus programming board), Friday Night Live (FNL), Headliners Concerts Committee, and Distinguished Lectures Committee. The Office of Student Activities has had another great year in 2010-2011.

FNL had an average attendance of 700 student at 16 programs offered throughout the academic year. The OSA staff continued many campus collaborations this year with 15 different university departments, registered student organizations, and university committees.

University Programs (UP) provided approximately 120 events this year with an estimated total attendance of 16,785. UP continued traditional events such as the Freshmen Pep Rally, Homecoming Talent Show and Redeye. A highlight for UP was co-sponsoring the first One Book One Community program (freshmen common read) by sponsoring Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*. Overall, UP did a wonderful job collaborating with the community and across campus.

The Headliner Concerts Committee (HCC) hosted rap superstar Snoop Dogg for the Fall Concert and country music star Blake Shelton for the Spring Concert. More than 8,000 tickets were distributed to students for the concerts. This was also the first year the HCC partnered with the Walton Arts Center to assist with concert production and ticket distribution.

The Distinguished Lectures Committee (DLC) hosted the author of *The Pursuit of Happiness*, Christopher Gardner as a fall speaker and former Mayor of New York City, Rudy Giuliani as the spring speaker. During the spring semester, DLC also assisted in hosting His Holiness the Dalai Lama to campus in collaboration with a campus wide committee. The Walton Arts Center assisted with ticket distribution for this event.

OSA planned the 7th Annual Razorbash, the large involvement fair that is a tradition during Welcome Weeks. An attendance of approximately 4,000 made Razorbash a huge success. In 2010, 15 university departments, 54 registered student organizations, 23 community organizations, and 93 local businesses registered for Razorbash.

Overall, the cumulative attendance for all events sponsored by the Office of Student Activities was 31,869. Attendance includes students, their families, faculty, and staff. These programs are a large part of the student experience at the University of Arkansas.

# University of Arkansas

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## Division of Student Affairs Annual Report

### **Student Media**

Through its member groups, Student Media continued to provide news, information and entertainment geared to the UA student body and to the larger, extended community of the University of Arkansas. The Office of Student Media stewards four member groups. These are The Arkansas Traveler, a color broadsheet newspaper published during the fall and spring semesters, as well as an on-line edition with world-wide readership; The Razorback, a yearbook, published in the fall; UATV, a student-produced television station reaching about 85,000 homes in Arkansas; and KXUA, a 500-watt radio station with coverage extending throughout most of Northwest Arkansas and with an on-line feed reaching listeners around the world.

Each of the groups fosters a sense of community for the campus. Through their coverage, Student Media groups highlight the diversity of our student groups, individual students, faculty and staff. The Traveler expressly acknowledges this important principle in its Philosophical Statement on Diversity, which states, "Our success depends on creating an environment that embraces mutual respect, acceptance of differences and the desire to help all reach their full potential. Our newspaper must also reflect the people and concerns of the community we serve."

Students who participate directly with a Student Media group gain valuable knowledge and expertise in the medium in which they choose to work. Student Media enhances student learning by providing a real-world experience in publishing or broadcasting, which compliments and puts into practice the skills and principles explored in the classroom. Because Student Media operates as closely as possible to its counterpart in the professional world, student participation promotes professional and personal development through the training and practice of producing the various publications and broadcasts offered by member groups.

Student Media promotes responsible journalism and advocacy by adhering to the ethical standards expressed in codes of ethics of the Society of Professional Journalists as well as the Associated Collegiate Press. Further, Student Media actively strives to be technologically advanced and to offer innovative programming and publications that reflect the dynamic acceleration of technological advancement within the publishing and broadcasting industries. A primary goal of Student Media is to prepare its student employees and volunteers to be successful in their chosen fields. By keeping abreast of industry trends, Student Media better prepares its students for success after college and provides a better, more efficient and accessible product for the UA community.

# University of Arkansas

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## Division of Student Affairs

### Annual Report

#### University Housing

University Housing is fortunate to have dedicated staff working to serve students on campus; however, this year, they were definitely challenged. The Executive Director for University Housing announced in September he would retire in January. In November, the Director for Residence Education announced his resignation to take a new position, and the Director for Residential Facilities and the Associate Director for Housekeeping announced their departures. In January, the Assistant Director for Construction and Maintenance announced his retirement, and at the end of January, snow storms shut down the campus for approximately nine days. The staff in University Housing maintained morale, organizational cohesion, cross institutional collaborations, and accomplished several objectives while being without staff in key positions.

University Housing responded to historic enrollment that brought additional students into the housing system. Buchanan-Droke and Gladson-Ripley received interior upgrades while Walton North had major infrastructure upgrades completed to increase occupancy. Additionally, University Housing entered a lease with Crowne Apartments to house 113 upper-class students. The apartments, located across from the Baum baseball stadium, are served by the Razorback Transit system. Two-bedroom apartments, fully furnished, internet service provided, and all utilities included were offered to students at rates comparable to or lower than rates for facilities on campus. University Housing's 11 day fall census showed 5,040 students for a 98.5% occupancy rate. By combining this added revenue with savings on planned expenditures, the department was able to plan \$3.2 million worth of additional capital projects for FY11.

Plans on how to accommodate another expected increase in enrollment for Fall 2011 began in November of 2010. In Spring 2011, renovation on the south end of Walton hall, also known as Wilson Sharp, began. The renovation includes interior areas, infrastructure, and meeting ADA requirements to increase the housing occupancy by 68 beds. A Request for Proposal was completed to increase space using off campus apartments. University Housing again leased space from Crowne Apartments with the same amenities as this year to house 144 students for the 2011-2012 academic terms. Even with this additional space, it was necessary to limit how many upper-class students could re-contract. Unfortunately, University Housing could not accommodate requests from 830 students. University Housing is currently involved in three projects, each at a different phase, to address the need for additional beds: began collaboration with Campus Dining Services and Facilities Management on the new McIlroy facility with approximately 144 beds, began the work to assemble the team necessary to re-engage the Housing Master Plan, and began the work on issuing \$23 million worth of bonds to enable \$26 million worth of facilities re-vitalization.

Other projects or actions University Housing completed during the year included a major wiring upgrade from 10 Megabit/second wire speed to 100 Megabit/second wire speed in Gregson Hall; renovations in Reid, Gregson, Pomfret, Gibson and Holcombe; testing of hall-wide wireless in Gladson-Ripley; and making the commuter meal plan contract available to students online. A number of programs offered to students focused on academic and social engagement: four



Academic Learning Teams with 132 students, six Thematic Learning Teams with 148 students, No Woman Left Behind, MAP-Works (Making Achievement Possible), Diversity Leadership Institute, Diversity Impact, at least 330 other programs and, as part of the statutory audit findings, continued process improvement efforts in the management of facilities supplies warehousing, keeping shrinkage to less than 1% - on a monthly average.

In the coming year, University Housing will continue towards the goals of having an engaged, competent and knowledgeable staff; providing students with a safe, attractive, and trouble free environment supporting the educational pursuits of students; offering progressive programs in support of University Housing's vision and service to various constituents; having an effective and efficient financial system to support the larger management planning efforts; and having a hardware, software, and support environment that enables the needs and vision of University Housing.

# University of Arkansas

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## Division of Student Affairs

### Annual Report

#### **University Ombuds**

During the 2010-2011 year, the University Ombuds Office (UOO) assisted students and the university community with the resolution of 80 new cases through early, informal, and non-adversarial resolution practices, coordinating solutions with more than 112 primary constituents. This year's reporting period is shorter than past years (including 10.5 months vs. 12 months) with the number of new cases reported through that time period being consistent with the past 3 years.

Thirty workshops and educational presentations were provided to hundreds of students and employees regarding conflict management theory and practice. Positive feedback was received from all workshops and presentations. An 8-week life skills course was taught in both the spring and fall semesters in collaboration with the specialist in anger management from Counseling and Psychological Services. Providing education is a "bottom up" approach to creating a more collaborative and inclusive environment on campus and helps address cases of incivility through early intervention. The UOO Director also presented about bullying to Owl Creek faculty and other members of the Washington County public schools.

UOO continues to be involved in diversity initiatives and programs to promote responsibility. This includes the Safe Zone Allies program, which supports our LGBTQ students and employees and has grown to over 250 allies, and the Restorative Justice program, which brings victims and their offenders together to repair harm and create lasting solutions that lead to behavior change. In collaboration with International Students and Scholars as well as the University Library's Diversity Committee, UOO offers the Human Library. This collaborative program brings people from diverse backgrounds together to learn about each other through dialogue, and participants evaluate it highly each semester. This year, the Human Library hosted record attendance with 63 sessions in the fall and 63 in the spring.

# University of Arkansas

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## Division of Student Affairs

### Annual Report

#### **Veterans Resource & Information Center**

The Veterans Resource & Information Center (VRIC) ensures the academic and professional success of student veterans by understanding their unique needs and by serving as a central point of contact into a seamless collaboration between prospective and current student veterans, the University of Arkansas, the U.S. Department of Veterans Affairs, and a diverse network of community partners.

This year, with one person staffing one office, VRIC received an average of five to seven inquiries per day. Most inquiries regarded military educational benefits and beginning the admissions and enrollment process. In addition to answering and referring educational and personal questions, VRIC established a network with the Veterans Health Care System of the Ozarks to provide students with medical applications so they could receive health assistance through the Veterans Affairs Medical Center.

Efforts to recruit potential student veterans were accomplished through VRIC's membership in the Servicemembers Opportunity Colleges (SOC), which provides educational opportunities to servicemembers. VRIC serves as the liaison between SOC's Concurrent Admissions Program for Army Enlistees (ConAP) and the University of Arkansas. This program is a partnership to help increase college enrollment of Army soldiers, veterans, and reservists. Additionally, VRIC partnered with the veteran liaison in Admissions to increase the number of student veterans by recruiting at local military units.

To assist student veterans with transition from military to college life, VRIC collaborated with Counseling & Psychological Services (CAPS) to create a course: Boots to Books: Healthy Transitions for Military Personnel. Staff of VRIC and CAPS teach the course with a curriculum including information on campus resources, guest presentations, student research and writing, and discussion sessions. This course was offered in Fall and Spring this year and will continue next academic year. VRIC's Vet-2-Vet mentorship program offered additional transitional support. Peer mentoring increases student veteran retention, provides peer support for student veterans appointed to the program, and assists with veterans transitional process to the educational environment. The Vet2Vet program began in the Spring 2011 and will continue throughout the 2011-2012 academic year.

In conjunction with CAPS, VRIC implemented the Veterans Resource Fairs during the Fall and Spring semesters. These fairs were open to the public and provided attendees with information regarding education, employment, and military benefits. Representatives attended from agencies in the local community and around the state including the Veterans Administration, counseling organizations, service branch organizations, and university organizations.

# University of Arkansas

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## Division of Student Affairs Annual Report

### Boards

## Service on Boards, Committees, and Task Forces External to the University Division of Student Affairs Appointed and/or Serving between 1 July 2010 and 30 June 2011

### National

- Daniel J. Pugh, Sr., Ph.D., Vice Provost & Dean of Students as well as Associate Professor of Higher Education, continued to serve on the board for the James E. Scott Academy of the National Association of Student Personnel Administrators (NASPA). His appointment runs through March 2013. In March 2011, the Scott Academy selected Dr. Pugh as one of 25 senior student affairs officers to represent the perspective of higher education administrators at the National Greek Summit held at the University of Pennsylvania and co-hosted by NASPA's Fraternity & Sorority Knowledge Community. He also was appointed to serve on the editorial board for Leadership Exchange, a quarterly publication of the NASPA.
- Ashley Tull, Ed.D., Senior Associate Dean of Students served on the editorial boards for five national journals: Oracle: The Research Journal of the Association of Fraternity Advisors, NASPA Journal, College Student Affairs Journal, Journal of Happiness Studies, and Journal of College and Character.
- Mary Alice Serafini, Assistant Vice Provost and Executive Director of the Pat Walker Health Center, concluded her service on the National Association of Student Personnel Administrators (NASPA) Undergraduate Fellows Program Board through March 2011.
- Judd Harbin, Ph.D., Associate Dean of Students and Adjunct Assistant Professor of Psychology, continued to serve on the Public Policy Committee for the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues, a division of the American Psychological Association (APA).
- Parice S. Bowser, Director of Greek Life, continued to serve on the Board of Directors for the Association for Fraternal Leadership and Values. She also served on the Annual Conference

Education Committee for Association of Fraternity Advisors. In addition, she served on the National Collegiate Council of the National Pan-Hellenic Council, Inc.

- Anne Jannarone, Ed.S., Director of the Center for Educational Access, continued to serve on the Research Committee for the Association on Higher Education and Disability (AHEAD).
- Jonathan Perry, Ph.D., Director of Counseling & Psychological Services at the Pat Walker Health Center, concluded his service as a member of the Elements of Excellence Task Force for the Association of University & College Counseling Center Directors (AUCCCD).
- Josette Cline, Ph.D., Associate Director of Counseling & Psychological Services at the Pat Walker Health Center, served on the board of directors for the Association for the Coordination of Counseling Center Clinical Services (ACCCCS) and is President-Elect.
- Heidi Scher of the Center for Educational Access served as Treasurer of Access Technology Higher Education Network (ATHEN). She also served as a member of four ATHEN committees: Business Plan Development, Scholarship Development, Publications, and Presentation Reviews Advisory Board.

## **Regional**

- Mary Alice Serafini, Assistant Vice Provost and Executive Director of the Pat Walker Health Center, served as the Regional Coordinator for the NASPA Undergraduate Fellows Program (NUFP). In that role, she served on the Board of Directors for Region IV-West of the National Association of Student Personnel Administrators (NASPA IV-West).
- Parice S. Bowser, Director of Greek Life, served as the Fraternity Sorority Knowledge Community representative on the board for Region IV-West of National Association of Student Personnel Administrators (NASPA IV-West) through March 2011.
- Felisha Perrodin, Assistant Director of University Housing for Residence Education, concluded her service as the State Director for the Southwest Association of College and University Housing Officers in February 2011.
- Adrain Smith, Assistant Director for Leadership in the Center for Leadership & Community Engagement, served as the African American Knowledge Community representative on the board for Region IV-West of National Association of Student Personnel Administrators (NASPA IV-West).
- DJ Walch, Program Coordinator for Friday Night Live, served as a Volunteer Development Coordinator for the National Association for Campus Activities (NACA).
- Amanda Finch, Graduate Assistant in Student Activities, served as a Special Events Coordinator for the National Association for Campus Activities (NACA).

## **State**

- Daniel J. Pugh, Sr., Ph.D., Vice Provost & Dean of Students, continued to serve on the Arkansas Academic Challenge Scholarship Advisory Council. The appointment ends in 2011.
- Judd Harbin, Ph.D., Associate Dean of Students and licensed psychologist, continued to serve on the Arkansas Psychology Board, the state agency which regulates the practice of psychology. In December, he concluded his service as the Arkansas Psychological Association's Liaison to the American Psychological Association's Office for Lesbian, Gay, & Bisexual Concerns.
- Carol Altom, Director of Veterans' Upward Bound, and Josette Cline, Ph.D., Associate Director of CAPS, concluded their service on the Governor's Yellow Ribbon Task Force on Veterans Affairs through December 2010.
- Angela Oxford, Associate Director of the Center for Leadership & Community Engagement, continued to serve on the State of Arkansas Division of Volunteerism Advisory Board.
- Mary Alice Serafini, Assistant Vice Provost and Executive Director of the Pat Walker Health Center, served as President of the League of Women Voters of Arkansas.
- Gina Ervin, Director of Pre College Outreach Programs, served as chair on the fund-raising committee of the Arkansas Association for Student Assistance Programs.

- Parice S. Bowser, Director of Greek Life, served on the Board of Directors for the Arkansas Gospel Mass Choir.
- Lori Magar, Employer Relations Coordinator of the Career Development Center, served as Secretary of Arkansas Association of Colleges and Employers (AACE).
- Katy Evans, J.D., of the Center for Educational Access served as Acting Chair and Immediate Past Chair, of the Arkansas Association on Higher Education and Disability (AAHEAD). She also served on the Arkansas Interagency Transition Partnership Committee.
- Heidi Scher of the Center for Educational Access served as Treasurer of the Arkansas Association on Higher Education and Disability.

## **Local**

- Mary Alice Serafini, Assistant Vice Provost and Executive Director of the Pat Walker Health Center also serves as a Strategic Planning Advisor on the Northwest Arkansas Tobacco Free Coalition. In addition, she serves on the Board of Directors for the Northwest Arkansas Free Health Clinic, and she served on the Washington County Emergency Preparedness for Health & Safety Commission. She also served on the board of directors for the Washington County chapter of the League of Women Voters.
- Sylvia Scott, Director of Off Campus Connections, served on the Northwest Arkansas Housing Coalition as well as the Northwest Arkansas Apartment Association.
- Quincy Spencer, Director of First Year Experience, served on the Northwest Arkansas Action Board for Planned Parenthood of Arkansas and Eastern Oklahoma.
- Parice S. Bowser, Director of Greek Life, served on the Board of Directors (Ex-officio member) for the Black Alumni Society.
- Elizabeth Woods, M.D., served on the Washington County Hometown Health Improvement Project.
- Carol A. Fossey, M.D., served on the Medical Reserve Corps, Washington County Planning Committee.
- Danette Heckathorne, Ph. D., LPC, CAPS Mental Health Clinician, served on the Board of Directors of the Arkansas Counseling Association and is President-Elect.
- Susan Rausch, Ph.D., of Health Promotion and Education at the Pat Walker Health Center served as President of the Northwest Arkansas chapter of Mental Health America. She also served as Treasurer of the Washington County chapter of the League of Women Voters.
- Susan Stiers of Off Campus Connections also served on the Northwest Arkansas Apartment Association.
- Angela Oxford, Associate Director of Center for Leadership & Community Engagement, served on the Northwest Arkansas Martin Luther King Jr. Planning Committee.
- Felisha Perrodin, Assistant Director of University Housing for Residence Education, served as President for Fayetteville branch of the American Association of University Women (AAUW). She will continue in this role for the upcoming academic year.

Recognitions Awarded by Department

Provide a listing of awards your department has given to faculty, staff, and students this reporting period. Include the name of the award, its purpose, and the recipient during this year. Note whether the award recipient is faculty, staff, student, organization, or program.

Name of Award or Recognition	Department Awarding Recognition	Purpose	Name of AY2011 Recipient(s)	Type of Recipient (faculty, staff, student, organization, program)
Faculty Collaboration of the Year	University Housing Residence Education/RA Advisory Council	Awarded for the incorporation of faculty in a floor, hall or area program	Dr. Kathleen Barta, Nursing	Faculty
Outstanding Registered Student Organization Advisor	Center for Leadership and Community Engagement		Jeff West (Alpha Kappa Psi)	Faculty/Staff
Faculty Member of the Year	University Housing Residence Education/RA Advisory Council	Awarded to a faculty member who demonstrates outstanding service, leadership and hard work in University Housing, community development and the development of students	Dr. Candy Erbe, Athletics	Faculty/staff
Chancellor's Award for Academic Excellence: Coed	Center for Leadership and Community Engagement	Academic Excellence	Pomfret Hall First Year Experience	Organization
Chancellor's Award for Academic Excellence: Men	Center for Leadership and Community Engagement	Academic Excellence	Lambda Chi Alpha	Organization
Chancellor's Award for Academic Excellence: Women	Center for Leadership and Community Engagement	Academic Excellence	Gibson Hall	Organization
Outstanding Registered Student Organization	Center for Leadership and Community Engagement		Friends of India	Organization
Interfraternity Council Academic Excellence	Greek Life		Lambda Chi Alpha Fall 2010	Organization
Interfraternity Council Academic Excellence	Greek Life		Lambda Chi Alpha Spring 2010	Organization
Interfraternity Council Most Improved Greek Chapter	Greek Life		Sigma Phi Epsilon	Organization
National Pan-Hellenic Council Academic Excellence	Greek Life		Chi Omega Spring 2010	Organization
National Pan-Hellenic Council Academic Excellence	Greek Life		Pi Beta Phi Fall 2010	Organization
National Pan-Hellenic Council Academic Excellence	Greek Life		Alpha Kappa Alpha	Organization
National Pan-Hellenic Council Outstanding Chapter Advisor	Greek Life		Dr. Paul Adams	Organization
National Pan-Hellenic Council Outstanding Chapter Advisor	Greek Life		Yorlanda Hawkins	Organization
National Pan-Hellenic Council Outstanding Chapter Advisor Academic Excellence	Greek Life		Alpha Kappa Alpha	Organization
National Pan-Hellenic Council Outstanding Community Service	Greek Life		Alpha Phi Alpha	Organization
National Pan-Hellenic Council Outstanding Community Service	Greek Life		Omega Psi Phi	Organization
National Pan-Hellenic Council Outstanding Community Service	Greek Life		Pi Beta Phi	Organization
National Pan-Hellenic Council Outstanding Community Service	Greek Life		Chi Omega	Organization
National Pan-Hellenic Council Outstanding Education Program	Greek Life		Delta Sigma Theta	Organization
Order of Omega Greek Hall of Fame	Greek Life		Mike Bonds - Phi Gamma Delta	Organization
Order of Omega Greek Hall of Fame	Greek Life		Dr. Paul Adams - Omega Psi Phi	Organization
Order of Omega Greek Hall of Fame	Greek Life		Yorlanda Hawkins - Delta Sigma Theta	Organization
Order of Omega Outstanding Faculty Member	Greek Life		Dub Ashton	Organization
Outstanding Collaborative Program	Center for Leadership and Community Engagement		Japanese Immersion	Program
Outstanding Registered Student Organization Program	Center for Leadership and Community Engagement		Full Circle Campus Food Pantry	Program
Outstanding Service Project	Center for Leadership and Community Engagement		Students in Free Enterprise	Program
Educational Program of the Year	University Housing Residence Education/RA Advisory Council	Awarded for a program that had a positive educational impact	Purple Passion, Reid Hall	Program
Social Program of the Year	University Housing Residence Education/RA Advisory Council	Awarded for a program that had a positive impact on community engagement and interaction between residents	Fright Night for Boils and Ghouls, Northwest Quad	Program
5 Year Service Award	Arkansas Union		Jan Crouch	Staff
Coordinator of Residence Education of the Year	University Housing Residence Education/RA Advisory Council	Awarded to a CRE who demonstrates outstanding service, leadership and hard work in their residence hall, University Housing, staff development, community development, connected with other departments in the Division of Student Affairs and the development of residents	Meghan Jagnow, Gibson/Gregson	Staff
Secretary of the Year	University Housing Residence Education/RA Advisory Council	Awarded to a hall secretary who has gone above and beyond the daily requirements of his/her job	Kathy Thielen, Pomfret	Staff
Staff of the Year	University Housing Residence Education/RA Advisory Council	Awarded to the hall staff that demonstrates outstanding service and hard work in resident development, programming, interaction between CRE and RAs and the development of a hall community	Northwest Quad	Staff
Emerging Leaders Program Graduate	Center for Leadership and Community Engagement	Leadership	Jessica Nichols	Student
Outstanding Registered Student Organization Member	Center for Leadership and Community Engagement		David Noudaranouong	Student
Runkles Watercarrier Award	Center for Leadership and Community Engagement		Whitney Jones	Student
Student Leader of the Week	Center for Leadership and Community Engagement	Leadership	Jessica Nichols	Student
Student Leader of the Week	Center for Leadership and Community Engagement	Leadership	Heath Stephens	Student
Volunteer Action Center Outstanding Member	Center for Leadership and Community Engagement		Julia Lyon	Student
Volunteer Spirit Award	Center for Leadership and Community Engagement		Zoe Teague	Student
Interfraternity Council Certificates for Big Man on Campus	Greek Life		Jason Carter - Sigma Alpha Epsilon	Student
Interfraternity Council Certificates for Big Man on Campus	Greek Life		David Koehler - Lambda Chia Alpha	Student
Interfraternity Council Certificates for Big Man on Campus	Greek Life		Kevin Swanson - FIJ	Student
Interfraternity Council Certificates for Big Man on Campus	Greek Life		Adam Blue - Sigma Chi	Student
Interfraternity Council Certificates for Big Man on Campus	Greek Life		Michael Dodd - FIJ	Student
Interfraternity Council Certificates for Big Man on Campus	Greek Life		Derek Moore - Sigma Pi	Student
Interfraternity Council Certificates for Big Man on Campus	Greek Life		Robert Ivers - Sigma Phi Epsilon	Student
Interfraternity Council Certificates for Big Man on Campus	Greek Life		Ryan Harris - Sigma Nu	Student
Interfraternity Council Outstanding Chapter President	Greek Life		Daniel Hollinger FamHouse Fall 2010	Student
Interfraternity Council Outstanding Chapter President	Greek Life		Daniel Kleine - Sigma Chi Fall 2010	Student
Interfraternity Council Outstanding Chapter President	Greek Life		Graham Talley - Sigma Alpha Epsilon Spring 2011	Student
Interfraternity Council Outstanding Chapter President	Greek Life		Jake Fair - Sigma Chi Spring 2011	Student
Interfraternity Council Outstanding Greek Man	Greek Life		Nathan Sullivan - Alpha Gamma Rho	Student
Interfraternity Council Outstanding Greek Man	Greek Life		Daniel Kleine - Sigma Chi 2011	Student
National Pan-Hellenic Council Greek Woman of the Year	Greek Life		Leslie Marpe - Alpha Delta Pi 2009-2010	Student
National Pan-Hellenic Council Outstanding Chapter President	Greek Life		Brenden Sherrer	Student
National Pan-Hellenic Council Outstanding Chapter President	Greek Life		Taylor Wellborn - Alpha Delta Pi Fall 2010	Student
National Pan-Hellenic Council Outstanding Chapter President	Greek Life		Mary Kennedy - Chi Omega Spring 2011	Student
National Pan-Hellenic Council Outstanding Council President	Greek Life		Clarice Montgomery	Student
National Pan-Hellenic Council Outstanding Greek Man	Greek Life		Brandon Webber	Student
National Pan-Hellenic Council Outstanding Greek Man Honorable Mention	Greek Life		Mbato Nkwocha	Student
National Pan-Hellenic Council Outstanding Greek Woman	Greek Life		Clarice Montgomery	Student

National Pan-Hellenic Council Outstanding Panhellenic Delegate	Greek Life		Leah Nichols – Delta Delta Delta Spring 2010	Student
Order of Omega Model Initiate	Greek Life		Ratoya Banks - Alpha Kappa Alpha	Student
Order of Omega Outstanding Junior	Greek Life		Sarah Gibson - Chi Omega	Student
Order of Omega Outstanding Senior	Greek Life		Kelly Comer - Chi Omega	Student
Order of Omega Outstanding Senior	Greek Life		Daniel Hollinger - FarmHouse	Student
Order of Omega Outstanding Sophomore	Greek Life		Shannon Petrus - Delta Delta Delta	Student
Peer Assistance Leader Certificate	Off Campus Connections	Leadership	Angie Chang	Student
Peer Assistance Leader Certificate	Off Campus Connections	Leadership	Jessica Nichols	Student
Peer Assistance Leader Certificate	Off Campus Connections	Leadership	Abdallah Ihmeida	Student
Peer Assistance Leader Certificate	Off Campus Connections	Leadership	Ben Ousterhout	Student
Non-Traditional Student Leadership	Off Campus Connections w/Alumni Assoc.	Leadership	William Fleming III	Student
Non-Traditional Student Leadership	Off Campus Connections w/Alumni Assoc.	Leadership	Eric Ableitner	Student
Non-Traditional Student Leadership	Off Campus Connections w/Alumni Assoc.	Leadership	Catherine Donnelley	Student
Non-Traditional Student Leadership	Off Campus Connections w/Alumni Assoc.	Leadership	Kenetheia Reed	Student
Nola Holt Royster Scholarship	University Career Development Center	Academic Scholarship based on financial need, student engagement and academic achievement	Philip Lambey	Student
New Resident Assistant of the Year	University Housing Residence Education/RA Advisory Council	Awarded to an RA in their first or second semester who has demonstrated outstanding service and hard work in resident development on his or her floor; resident development in his or her building; leadership on the staff team; programming; development of community; participation with hall senate; and balancing duties and academics	Sadaf Anet, Buchanan-Droke	Student
Rebecca Taylor Enthusiasm Award	University Housing Residence Education/RA Advisory Council	Given in honor and the memory of Rebecca Taylor, a former Resident Assistant, to recognize a Resident Assistant who: is energetic, creative and enthusiastic; is dedicated to residence hall students and life; is involved in campus life; is committed to diversity; is someone who is unafraid to take risks; and has a good sense of humor.	Angelica McLean, Northwest Quad	Student
Returning Resident Assistant of the Year	University Housing Residence Education/RA Advisory Council	Awarded to an RA in their third semester or beyond who has demonstrated outstanding service and hard work in resident development on his or her floor; resident development in his or her building; leadership on the staff team; programming; development of community; participation with hall senate; and balancing duties and academics	Lacey Carnahan, Pomfret	Student



Students Earning Honors Related to Involvement in Student Affairs  
1 July 2010 - 15 May 2011

Name of Award	Presented by	Recipient	In Recognition of
Regional Educational Program of the Month (March 2011)	Southwest Association of College & University Residence Halls	Pomfret Hall	"The Straight Shot," alcohol misuse prevention programming
National Educational Program of the Month (March 2011)	National Association of College & University Residence Halls / National Residence Hall Honorary	Pomfret Hall	"The Straight Shot," alcohol misuse prevention programming
Regional Educational Program of the Month (April 2011)	Southwest Association of College & University Residence Halls	Rwandan residents of Holcombe and Yocum Halls	Rwanda Awareness Week, a week-long series of educational programs that focused on issues in Rwanda (including but not limited to the genocide that occurred in that country)
40 Best Small Radio Stations in the Country	Paste Magazine	KXUA	Student radio station
Best All-Around Non-Daily Student Newspaper, National finalist	Society of Professional Journalists	The Arkansas Traveler	Excellence in Newspaper Journalism
Mark of Excellence Award, First Place	Society of Professional Journalists, Region 12	Marcus Ferreira & Anna Jacobs	Editorial Cartooning
Mark of Excellence Award, Second Place	Society of Professional Journalists, Region 12	Jonathan Gibson, Zac Lehr, Matt Watson	Photo Illustration
Mark of Excellence Award, Third Place	Society of Professional Journalists, Region 12	Jonathan Gibson	Sports Photography
Mark of Excellence Award, First Place	Society of Professional Journalists, Region 12	Jimmy Carter, Matt Watson	Sports Column Writing
Mark of Excellence Award, Third Place	Society of Professional Journalists, Region 12	Jimmy Carter	Sports Writing
Mark of Excellence Award, Second Place	Society of Professional Journalists, Region 12	UATV.com	Best Affiliated Website
Mark of Excellence Award, Third Place	Society of Professional Journalists, Region 12	UATRAV.com	Best Affiliated Website
Mark of Excellence Award, Third Place	Society of Professional Journalists, Region 12	Luke Gramlich	Radio Feature
Mark of Excellence Award, First Place	Society of Professional Journalists, Region 12	Kelly Carpenter	Television Feature
Mark of Excellence Award, Second Place	Society of Professional Journalists, Region 12	Evan Bentley	Television Feature
Mark of Excellence Award, First Place	Society of Professional Journalists, Region 12	UATV staff	Television in-Depth Reporting
Mark of Excellence Award, Second Place	Society of Professional Journalists, Region 12	UATV staff	Television in-Depth Reporting
Mark of Excellence Award, Third Place	Society of Professional Journalists, Region 12	UATV staff	Television in-Depth Reporting
Pacemaker Award	Associated Collegiate Press	UATRAV.COM, Tina Korbe, editor	On-line Newspaper Excellence
Pacemaker Finalist 2010 (TBA in Oct. 2011)	Associated Collegiate Press	Helen Chase, editor	Excellence in Yearbook Journalism
General Excellence, First Place	Arkansas College Media Association	Helen Chase, editor	Excellence in Yearbook Journalism
Newspaper Editor of the Year	Arkansas College Media Association	Bailey McBride	Excellence in newspaper journalism
Yearbook Editor of the Year	Arkansas College Media Association	Helen Chase	Excellence in Yearbook Journalism

Students Earning Honors Related to Involvement in Student Affairs  
1 July 2010 - 15 May 2011

Photographer of the Year	Arkansas College Media Association	Gareth Patterson	Excellence in Newspaper Photography
Designer of the Year	Arkansas College Media Association	Erik Northfell	Excellence in Graphic Design
In-Depth News, First Place	Arkansas College Media Association	Nick DeMoss	In-Depth News
In-Depth News, Second Place	Arkansas College Media Association	Delcie Kincaid	In-Depth News
Editorial Writing, Second Place	Arkansas College Media Association	Bailey McBride, Nick DeMoss, Katherine Dowson, Millie Appleton	Editorial Writing
General Column Writing, Third Place	Arkansas College Media Association	Devini O'Dea	General Column Writing
News Photo, Honorable Mention	Arkansas College Media Association	Gareth Patterson	News Photography
Feature Photography, First Place	Arkansas College Media Association	Ben Flowers	Feature Photography
Feature Photography, Second Place	Arkansas College Media Association	Grace Gude	Feature Photography
Art or Illustration Photography, Third Place	Arkansas College Media Association	Jaclyn Johnson	Art or Illustration Photography
Sports Story Writing, First Place	Arkansas College Media Association	Jimmy Carter	Sports Story Writing
Sports Column Writing, Second Place	Arkansas College Media Association	Jimmy Carter	Sports Column Writing
Sports Feature Writing, First Place	Arkansas College Media Association	Jimmy Carter	Sports Feature Writing
Sports Design, First Place	Arkansas College Media Association	Jimmy Carter	Sports Design
Single Advertisement, Honorable Mention	Arkansas College Media Association	Erik Northfel	Single Advertisement

Student Affairs Departments, Programs, and Personnel Earning Professional Honors  
1 July 2010 - 15 May 2011

Name of Award	Presented by	Recipient	In Recognition of
ArCPA Outstanding New Professional	Arkansas College Personnel Association	Erika Gamboa	Excellence within first five years of professional service
Best Collaborative Program Award	American College Personnel Association	Off Campus Connections	On Your Own: Get the Keys to Living Off Campus
Distinguished Service Award	NASPA IV-West	Mary Alice Serafini	Service in Student Affairs
Markley Award	National Association for Campus Activities	Mary Coonley	Years of service
Outstanding Affiliate	BACCHUS Network Area 6	RESPECT (Rape Education Services by Peers Encouraging Conscious Thought) Mary A. Wyandt-Hiebert, advisor	High quality, enthusiastic and productive peer education
Top 5 College & University Dining Clients	The Compass Group	Chartwell's Dining Services, University of Arkansas	Excellence in Professional Service

# University of Arkansas

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## Division of Student Affairs Annual Report

### Bibliography of Scholarly and Creative Works

## Scholarly & Creative Works Division of Student Affairs July 2010 – May 2011

#### Books

None.

#### Chapters

**Tull, A.** (2011). Staff involvement in governance and policy formation internal and external to student affairs organizations. In Murray, J. & Miller, M. T. (Eds.), *Staff governance and institutional policy formation*. Charlotte, NC: Information Age Publishing.

#### Articles in refereed journals (peer-reviewed)

**Tull, A.** (2011). Promoting effective staffing practices in student affairs: A review of 10 years of national conference curricula. *College Student Affairs Journal*, 29(2).

#### Unrefereed publications and proceedings

**Walch, D. J.** (2011). Collaborations and sponsorships: Academic, community and student organization outreach. *Campus Activities Programming Magazine*, 44(1), 50-53.

#### Invited lectures

**Ervin, G.R.** (2010, October). Talent Search program changes and upcoming grant competition. Invited lecture for the Arkansas Association for Student Assistance Programs State Conference, Little Rock, AR.

**Ervin, G.R., Gutowski, A.D, & Brown, N.C.** (2011, January). Talent Search and the federal TRIO programs. Invited lecture for faculty at Northwest Technical Institute, Springdale, AR.

**Fuller, E.B, & Ervin, G.R.** (2011, May). Talent Search and the federal TRIO programs. Invited lecture for the Division of Children and Family Services Regional Conference, Fayetteville, AR.

**Lopez, J.** (2011, April) Transitioning veterans into the academic community. Invited lecture for the annual conference for the National Association of Veterans Upward Bound Project Personnel, Tempe, AZ.

**Lopez, J.** (2011, April) Transitioning Veterans into the Academic Community. Invited lecture for Veterans Appreciation Day at East Central University, Ada, OK.

**Perry, J.** (2010, November). Preparation is prevention: Lessons learned from VA Tech, NIU, and UA Huntsville. Keynote address for Arkansas Counseling Association, Hot Springs, AR.

**Wyandt-Hiebert, M.A.** (2010, July) Best practices for intervention: Coordinated community response. Keynote address for Saline County Sexual Violence Summit, Benton, AR.

**Wyandt-Hiebert, M.A.** (2011, March) The silent epidemic: Living in a rape culture. Invited lecture for Lynchburg College, Lynchburg, VA .

**Wyandt-Hiebert, M.A.** (2011, April) Bystander intervention for addressing the culture of rape. Keynote address for Sexual Violence Consortium of Southern Colleges, Conway, AR.

**Wyandt-Hiebert, M.A.** (2011, April) A model college health sexual assault program. Invited lecture for Sexual Violence Consortium of Southern Colleges, Conway, AR.

### **Other lectures, papers, and oral presentations**

Anderson, J., Garcia, C. & **Johnson, F.** (2010, November). Reaching across divisional borders to enhance first-year student success. Session presented at the annual conference of NASPA-IV-W: Student Affairs Administrators in Higher Education Region IV-West, Omaha, NE.

Bump, T., **Pugh, D.**, Hong, L.L., Petty, M.C., Johnson, L., Zdziarski, G., Elmore, K. (2011, March). SSAOs: Tweeting and educating with purpose. Session presented at the annual conference of NASPA: Student Affairs Administrators in Higher Education, Philadelphia, PA.

**Childers, E., & Wyandt-Hiebert, M.A.** (2010, November). Effectiveness of a peer-led bystander intervention program to reduce sexual assault victimization. Session presented at the annual conference of the American Public Health Association, Denver, CO.

**Cline, J., Altom, C., Gamboa, E., & Heckathorn, D** (2010, November). Stepping up: Student veterans and the University of Arkansas. Session presented at the annual conference of the Arkansas College Personnel Association, Springdale, AR.

**Cline, J. & Heckathorn, D.** (2011, March). Boots to books: The role of the counselor in the transition from soldier to student. Session presented at the annual conference of the American Counseling Association Conference, New Orleans, LA.

**Cloud, A., Fanning, M., Jones, W., Wortham, E.,** (2010, November). Are you up to the challenge. Session presented at the National Orientation Directors Association Extended Orientation Institute, Fayetteville, AR.

**Daily, S.L.** (2010, November). Processing trauma using prolonged exposure. Session presented at the annual conference of the Arkansas Counseling Association conference, Hot Springs, AR.

**Daily, S.L., Heckathorn, D. & Matthews, P.** (2010, October). Supervision, training, and retention: Innovations and challenges for university counseling centers, supervisors, LACs, and interns. Session presented at the annual conference of the American College Counseling Association, St. Louis, MO.

**Davey, J., & Leach, A.** (2011, February). Customer service through servant leadership. Session presented at the annual conference of NODA-IV: National Orientation Directors Association Region IV, College Station, TX.

**Fuller, E.B.** (2010). The effect of a university talent search intervention program at the middle school versus high school level. Unpublished master's thesis, University of Arkansas, Fayetteville.

Gong-Guy, E., & **Perry, J.** (2010, October). To Dx or not to Dx: Difficult dialogue on the (un)natural evolution of counseling center philosophy and practice. Session presented at the annual conference of the Association for University and College Counseling Center Directors (AUCCCD), Portland, OR.

**Gutowski, A.D., & Brown, N.C.** (2010, November). Talent Search program curriculum. Session presented at the annual conference of the Southwest Association for Student Assistance Programs, Albuquerque, NM.

**Heckathorn, D.** (2011, June). Motivational interviewing. Session presented at the annual conference of the Arkansas School Counseling Association, Hot Springs, AR.

**Manz, J., Burkhalter, T., Higgs-Burkhalter, S., Manz, L.** (2011, March). When lives are intertwined: pathways and experiences of dual career couples in student affairs. Session presented at the annual conference of The Placement Exchange, Philadelphia, PA.

**Perry, J.** (2010, May). Campus violence and the role of the campus chief mental health officer. Session presented at the annual conference of the Association for the Coordination of Counseling Center Clinical Services, Snowbird, UT.

**R.E.S.P.E.C.T.** (2011, April). Bystander intervention for rape prevention. Session presented at the spring conference of BACCHUS Area 6, Tyler, TX.

**R.E.S.P.E.C.T.** (2011, April). Sexual assault awareness and prevention. Session presented at the spring conference of BACCHUS Area 6, Tyler, TX.

**Scott, A., France M., & Jones, D.** (2011, April). An interaction driven model: Creating a new path. Session presented at the annual conference of the Southwest Association of College & University Housing Officers, Tulsa, OK.

**Scott, S., & Fields, Y.** (2010, November). Good neighbor relations: Partnering with your city for a better community. Session presented at the annual conference of Arkansas College Personnel Association, Springdale, AR.

**Smith, A.** (2010, November). Now discover your strengths. Pre-Conference Workshop presented at the annual conference of NASPA IV-W: Student Affairs Administrators in Higher Education Region IV-West, Omaha, NE.

**Spencer, Q.** (2010, November). University staff roundtable. Session presented at the National Orientation Directors Association Extended Orientation Institute, Fayetteville, AR.

**Stiers, S. and Gamboa, E.** (2010, November). And now, an award for non-traditional students! Session presented at the annual conference of Arkansas College Personnel Association, Springdale, AR.

**Thorne, J. T. & Wallace, S. L.** (2011, April). The villainy of sexual boundary violations in clinical practice. Poster presented at the annual conference of the American Association of Sexuality Educators, Counselors, and Therapists, Glendale, AZ.

**Thorne, J.T. & Wallace, S.L.** (2010, November). Contemporary trends in human sexuality. Session presented at the annual conference of the Arkansas Counselors Association. Hot Springs, AR.

**Tull, A.** (2011, March). SSAO viewpoint: Involvement in governance and policy formation. Session presented at the annual conference of NASPA: Student Affairs Administrators in Higher Education, Philadelphia, PA.

**Tull, A., Pugh, D., Kenner, A., & Harbin, J.** (2011, March). The role of the dean: 40-Year update on constituent assumptions. Session presented at the annual conference of NASPA: Student Affairs Administrators in Higher Education, Philadelphia, PA.

**Wilkes, S.** (2011, May). New media. Session presented at the annual conference of the Arkansas College Media Association, Conway, AR.

**Williamson, R.** (2010, November). Are you ready for an adventure. Session presented at the National Orientation Directors Association Extended Orientation Institute, Fayetteville, AR.

**Williamson, R., & Young, C.** (2011, February). Are you ready for an adventure. Session presented at the annual conference of NODA-IV: National Orientation Directors Association Region IV, College Station, TX.

**Winter, G. & Matthews, A.** (2010, February). Freshmen engineering program: Career Development Center and Business & Industry collaboration effort. Session presented at the annual meeting of the Cooperative Education and Internship Association (CEIA), Palm Springs, CA.

**Wyandt-Hiebert, M.A. & Webb, K.** (2011, June). Current trends in sexual violence prevention. Session presented at the annual conference of the American College Health Association, Phoenix, AZ.

**Young, C., Kohlberg, L.** (2011, February). What's your group's mark: Examining organizational dynamics and culture. Session presented at the annual conference of NODA-IV: National Orientation Directors Association Region IV, College Station, TX.

**Young, C., & Cureton, N.** (2010, November). Incorporating diversity, multiculturalism and inclusion from Boot Camp and beyond. Session presented at the National Orientation Directors Association Extended Orientation Institute, Fayetteville, AR.

### **Other creative endeavors such as recitals, concerts, shows, performances, and comparable activities**

**Breffle, J.** (2011, April). Battle within: Reconciling religious beliefs with sexual orientation. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Breffle, J. & Mussar, C.** (2011, April). Reconsidering recognition. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Carlson, G. & Jagnow, M.** (2011, April). House of numbers. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Dunn, D., Ryan, R. & Stoddart, N.** (2011, April). Cycle of violence. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Gamboa, E.** (2010, December). University of Arkansas Admissions Office and Veterans Resource & Information Center. Recruitment presentation at the monthly training of the National Guard Armory - 142nd Fire Brigade, Fayetteville, AR.

**Gamboa, E.** (2011, February). Veterans Resource & Information Center Services. Presentation at the bi-monthly dinner of the Northwest Arkansas Military Officers Group, Fayetteville, AR.

**Grothaus, M. & Wordlow, T.** (2011, April). Women's issues. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Grothaus, M. & Keene, H.** (2011, April). Against the grain. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Heckathorne, D.** (2010, August) Student veterans core competency training. Invited speaker for select faculty and staff at the University of Arkansas, Fayetteville, AR.

**Jagnow, M. & Johnston, B.** (2011, April). Tearing down the wall. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Leach, A.** (2011, April). Decision making and building consensus. Presented at the 2011 Diversity Leadership Institute (DLI), Fayetteville, AR.

**Perrodin, F. & Carlsmith, J.** (2011, April). Someone just called me their mentor? What? Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Perrodin, F., Carlsmith, J. & Keene, H.** (2011, April). So I can do this as a living?: Exploring student affairs as a career. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Scott, S.** (2010, September). Prospective transfer exchange. Invited to speak to individual prospective transfer students at Northwest Arkansas Community College, Bentonville, AR

**Smith, K.** (2011, April). Cheer up, emo kid! Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Stafford, A.** (2011, April). The pursuit of happiness. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Stafford, A. & Manz, J.** (2011, April and May). StrengthsQuest intro for RAs. Session presented at New RA Training, Fayetteville, AR.

**Statton-Brooks, T. & Ford, D.** (2011, April). That's so gay. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Stiers, S.** (2011, January). Apartment shopping. Session presented to international students at the University of Arkansas, Fayetteville, AR.

**Stiers, S.** (2011, March). UA transfer day. Session presented to prospective transfer students at Northwest Arkansas Community College, Bentonville, AR.

**Theiss, S.** (2011, January). Bullying. Session presented for Owl Creek faculty and Washington County teachers and administrators, Fayetteville, AR.



**Williamson, R.** (2011, April). When work and life collide: Using your personal experiences to enhance your leadership capabilities. Presented at the 2011 Diversity Leadership Institute, Fayetteville, AR.

**Williamson, T. & Mink, E.** (2011, April). Learning to breathe. Session presented at the Diversity Leadership Institute 2011, Fayetteville, AR.

**Young, C.** (2011, April). Are college students privileged? The roles that privilege and power play at the UofA. Presented at the 2011 Diversity Leadership Institute, Fayetteville, AR.