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2010

## Annual Report, 2010

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UNIVERSITY OF  
**ARKANSAS**  
GLOBAL CAMPUS  
SCHOOL OF CONTINUING EDUCATION  
AND ACADEMIC OUTREACH

**ANNUAL REPORT**  
**July 1, 2009 – June 30, 2010**  
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## SECTION I

### EXECUTIVE SUMMARY

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

#### **Significant Achievements and Changes**

Significant achievements and changes for the School of Continuing Education and Academic Outreach for 2009-2010 include the following:

1. The Global Campus inaugurated the Southern Regional Education Board Electronic Campus connection to University of Arkansas to join with 15 other states in providing electronic courses and programs for students.
2. The School became the official statewide higher education institution for awarding graduate credit for professional development by teachers delivered through PBS Teacher Line.
3. Chancellor G. David Gearhart appointed a 19-member Distance Education Task Force to consider opportunities to expand distance education programs at the University of Arkansas.
4. University of Arkansas System included Global Campus in the Distance Learning Task Force to develop a new policy for coordination and delivery of distance education programs and coordination among University of Arkansas System institutions.
5. Collaborated with the colleges and schools of the University of Arkansas to market credit programs and process a total of 8558 enrollments in 870 credit class sections offered through the Global Campus. Compared to 2008, this represents an 11% increase (854 enrollments) from 7704 enrollments and a 9% increase (74 sections) from 796 credit class sections.
6. The University of Arkansas Global Campus maximized lower cost Professional Development Opportunities for the Global Campus staff by using webinars and on-site local training from Mitchell Communications and LERN.
7. A new, more efficient revenue sharing agreement was developed that allows transfers to be made early in the semester with less need for posting detailed charges to arrive at costs than was required for the previous model. Dean Tom Smith at COEHP has accepted the model, and it is also being used for transfers to Fulbright College of Arts and Sciences.

8. The Global Campus developed a customized computer software request for proposal. This new, custom software will provide reliable data to management in order to make informed decisions and clarify objectives. Global Campus teams collaborated to determine common system needs as well as unique program requirements. This defining process opened new internal communication pathways which are beginning to foster fresh ideas for cost effective, student-centered outreach.
9. Independent Study charges and payments are now being administered in ISIS. The goal was to implement the change beginning with the 2010 calendar year; however, the timeline was advanced to accommodate the start of the ISTD Spring term in November. The Global Campus Accounting staff worked closely with the University of Arkansas Treasurer's Office to meet the expedited timeframe and perform testing in the ISIS environment prior to implementation. The initial transition took place on November 30, 2009, involving a combination of electronic and manual processes which are monitored daily by Global Campus Accounting staff. As problems are encountered, Global Campus Accounting staff works closely with the Treasurer's Office to determine the source of the problem and a resolution. Moving to the next phase by the end of March, 2010, will provide more transparent financial data for students as well as decrease the staff monitoring function to several times a week.
10. The Global Campus issued a request for proposals from faculty members and colleges to develop online courses resulting in 35 courses that will be transformed from traditional to online delivery. The online course development will be funded by the Global Campus initiative.
11. The Global Campus was represented on the University Sustainability Council and instrumental in the production of a promotional video related to the University's sustainability efforts. The video received an award from the National Wildlife Federation for Campus Ecology, and the University was recognized as one of only five universities in the United States to receive such an award.
12. An Aerospace Industry recruitment video was completed for the Arkansas Economic Development Commission.
13. The Global Campus created a new informational video which may be found on the school's website and is frequently used for promotion. Global Campus website was updated to make it more user-friendly and technical support was provided to overhaul the Study Abroad website. On-line registration for non-credit classes such as Electric Meter School, Municipal Clerks School and Society for Human Resource Management was offered by Conferences and Special Events for the first time.
14. Independent Study's additional enrollments in college courses increased from 2,718 in FY 2008 to 3,143 in FY 2009, and 3,380 in FY 2010.

15. Liz Stover, a Global Campus instructional designer, and Dr. Cheryl Murphy, a faculty member in the Curriculum and Instruction Department, designed an Educational Technology course that was selected as a 2009 Blackboard Exemplary Course and highlighted at BbWorld® '09 in July.
16. The school's Osher Lifelong Learning Institute was awarded a \$25,000 "Lagniappe" grant by the Bernard Osher Foundation.
17. In collaboration with the University of Arkansas Art Department the Global Campus has begun displaying featured works by UA art students in its second floor lobby, greatly enhancing the aesthetic appeal of the building.
18. The School continued to share a lease with three other University units for rental of a 20-seat football skybox. The School's agreement and partnership for leasing a 12-seat basketball skybox, however, was terminated in March due to fiscal considerations.
19. The Fayetteville facility maximized space and improved efficiency by remodeling employee workstations. Thousands of dollars were saved by purchasing used desks and equipment in lieu of brand new furniture.

### **Goals and Objectives**

The ten overarching goals will be supported by objectives that are specific and measurable. The construction of an integrated software management data system will provide easily accessible, up-to-date information that can be on common metrics.

Each objective is listed under the goal to which it primarily corresponds, with the understanding that most objectives support multiple goals.

- I. Increase outreach awareness and participation in preparation for a global presence**
  - A. Continue to expand distance education offerings available through Southern Regional Electronic Board Electronic Campus and PBS Teacher Line.
  - B. Extend the option to earn academic credit to participants of professional development institutes and conferences whenever possible (e.g., credit offered for the Higher Education Leadership Institute).
- II. Expand transfer opportunities using web-based bachelor's degree programs, etc.**
  - A. Complete transformation of the Independent Study program so that the offerings can be used as a bridge for potential transfer students.
  - B. Continue to partner on recruiting with Enrollment Management.
- III. Provide diversity connections**
  - A. Implement the Global Campus Diversity Plan which was completed in March 2010 with accomplishments reported monthly through *The Global Gazette*.
- IV. Internationalize the student experience**

- A. Create a virtual orientation module that provides expanded diversity information to off-campus students.
- V. Create innovative learning solutions through state-of-the-art digital technology**
  - A. Formalize partnership agreement with AETN to link technological learning resources to Northwest Arkansas by enabling video streaming between AETN and the Global Campus in Fayetteville.
  - B. Initiate a campus-wide exposition of state-of-the-art digital technology used to support teaching and learning. Foster campus-wide involvement through collaboration with the MMRC, the College of Engineering, and ARE-ON.
- VI. Provide leadership for new degree programs for quality off-campus delivery**
  - A. Disseminate a second round of Distance Education RFPs for courses to be developed during the summer and fall of calendar year 2010.
  - B. Offer on-line modules and resources to support faculty in quality pedagogy within new and developing technological environments.
  - C. Implement an on-line faculty mentorship program to complement on-line training and networking opportunities for distance education faculty.
- VII. Establish a plan consisting of policies and procedures for periodic review of credit and non-credit offerings and services**
  - A. Confirm the process for obtaining regular updates on academic course and program approval to include approved delivery methods (e.g., on-line, hybrid, face-to-face) and planned schedules for offering courses.
  - B. Implement quarterly review and update of non-credit program and course offerings and planned schedules based on internal reports and external environmental scan(s).
  - C. Implement quarterly review and update of service descriptions and availability based on internal reports and external environmental scan(s). Review will include approved pricing menus.
- VIII. Formalize Internal Management Procedures**
  - A. Institute an internal planning schedule which includes a focus retreat for each team and culminates in a school-wide capstone event. The event would involve an external consultant and borrow from the model piloted in March 2010 by the Conferences and Special Programs Team.
  - B. Identify “co-leaders” to: 1) develop and implement a plan for training staff in the use of the new computer software and internal procedures, and 2) and revise and maintain internal procedures that incorporate the use of the new system.
- IX. Continue Development of Financial Management Model**
  - A. Develop Letters of Agreement (LOAs) in cooperation with partnering colleges and departments to clarify financial processes and confirm responsibilities of the department, the college, and the Global campus related to the distance education course development and delivery.
  - B. In cooperation with the Bumpers College of Agriculture, Food & Life Sciences, implement operational procedures for listing and promoting on-line courses

developed in connection with consortium agreements and/or supported by grant funding.

**X. Continue Plan for Marketing Programs and Services**

- A. Redevelop the Global Campus web site and maintain it based on a schedule to be established in collaboration with University of Arkansas departments, colleges, and support units to provide accurate, easily accessible information related to distance education learning opportunities.
- B. Increase communication with off-campus students by including Global Campus announcements in publications sponsored by other University of Arkansas units (e.g., Off-Campus Connections, the Graduate Newsletter, the College of Education and Health Professions Newsletter, the UA HR Newsletter, etc.).

**Vision**

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

**Mission**

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

**Academic Outreach Opportunities**

**In response to the vision and direction of the university’s leadership, the School focused on its goal of increasing outreach awareness and participation in preparation for a global presence.** These efforts included collaboration with the following:

A determination was made with the Bumpers College that market research would precede course development to establish priorities and confirm potential markets and alliance partners for online programs in the college. The overall goal was identified as the expansion of educational opportunities in agriculture and related sciences, either independently or in partnership through course exchange cooperatives with other universities.

Development of an online Master of Social Work (MSW) program for the Fulbright College of Arts and Sciences focused on the completion of courses resulting in expanded opportunities for students in unserved or underserved markets with which to earn this graduate degree from the university.

Plans were discussed with the College of Education and Health Professions (COEHP) regarding the completion of online courses/programs, supported by appropriate promotion, which will

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

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

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

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

Collaboration with the Office of Admissions\Student Remediation and Retention resulted in the design of an online Summer pilot program aimed at the university's entering freshmen to improve the success rate of students needing remedial English and mathematics through the recruitment of high school seniors with identified remediation needs. The program focused on reducing academic deficiencies, while offering campus resources to students and community integration supportive of diversity and promotion of excellence.

Delivery and support services for the Office of Study Abroad and International Exchange were addressed, procedures were streamlined and redevelopment of campus-wide support for learning opportunities increased study abroad and international learning participation for university students, as well as for non-degree seeking students from other markets. Enhancement of international learning may include online development of pre- and post-instructional modules and promotional support.

Additional plans were made relative to the School's Osher Lifelong Learning Institute (OLLI) to further develop the existing Institute.



## **Diversity**

To achieve the goal of providing diversity connections, the School recognizes the need to increase the diversity of its faculty, staff, and student body as a major objective. In order to enhance educational diversity, the School seeks to include individuals from varied backgrounds and with varied characteristics such as those defined by race, ethnicity, national origin, age, gender, socioeconomic background, religion, sexual orientation, disability, and intellectual perspective. The Diversity Committee implements the school's diversity plan. The committee identified three objectives: 1) ensure an inclusive, affirming learning climate for all members of the Global Campus/University of Arkansas community; 2) provide a means for varied perspective of a diverse University and society to be reflected in the Global Campus community; and 3) Participate in the effort to promote an environment of inclusiveness that encourages opportunities for all underrepresented populations with realistic recruitment and accountability measures.

The School's employee distribution as of June 30, 2010 is as follows: Out of a total staff of 49, 65% are female and 35% are male. Employees designated as Caucasian comprise 88%, African American 6%, Hispanic 2%, Native American 2%; Asian or Pacific Islander 2%. In accordance with university and School diversity goals, the Office of Credit Studies has updated its application materials to capture racial and ethnicity information for enrollment reporting next year.

## **SECTION II SUMMARIES**

A summary of the accomplishments of each SCEAO unit for the reporting period of July 1, 2009, to June 30, 2010, is provided below.

### **Administrative Services**

Progress continued by the school's Policies and Procedures Committee toward the formalization of internal management procedures with the drafting of an online handbook. Efforts were made in continued reorganization of the school's administrative services unit, including alignment of support staff positions, resulting in enhanced performance within the unit. Development occurred in the formalization of internal emergency planning procedures by the drafting of a plan by the school's Emergency Planning Committee. The Global Campus automated many administrative processes through the Administrative Services' section on the school's SharePoint website, including an updated leave reporting form for exempt employees provided by University of Arkansas Human Resources.

The school was represented at various events and training sessions throughout the year included attendance at the 2009 Arkansas State Human Resources Conference and Expo in Hot Springs, as well as monthly meetings of the Northwest Arkansas Human Resources Association in Springdale. Implementation occurred with the University of Arkansas's PeopleAdmin

system, automating many of the position management, employee performance, and employment application processes. We completed the transfer of the University of Arkansas's extra compensation process from the school to Human Resources.

The Global Campus provided service as a University of Arkansas cash handling facility in accordance with State and Federal regulations and accepted payments for credit and non-credit course offerings, as well as for other University of Arkansas charges. Additionally, registrations were accepted for Independent study courses.

The Global Campus employed more than a dozen RazorTemps over the course of the year for recording and archival of records, administrative duties, and various other projects. The team also administered nine searches for vacant positions.

### **Business Development**

During FY '10, the Business Development Team continued its plan for marketing programs and services, including the attraction, retention, and expansion of Global Campus business. Achievements included a 56% increase (from 142,710 in FY '09 to 223,057 in FY '10) in tracked Global Campus website visits, along with considerably higher rankings in global search engines, resulting in advancement of search engine ranking from page eight to page one when using the search term "Global Campus" on Google's website search engine. Advertising summary for the School included the following increases from FY '09--brochure distribution rose from 5,000 to 7,600; promotional items distributed increased from 3,000 to 5,000; advertisements placed went from 14 to 62; press release announcements increased from 6 to 26; and a total number of impressions, well over 3,000,000, occurred.

The Team secured an advertisement contract with AT&T Yellowpages.com and YP clicks to promote Global Campus offerings and services online. The agreement was designed to deliver 70 leads per month, focusing on the headings of "Conference Facilities," "Media Services," and "Education Consultants." The Yellowpages.com agreement not only promotes the Global Campus products and services through its online portal but is made available through AT&T U-Verse cable to its subscribers across the nation on channel 111. Major results of this advertising opportunity encompass the benefits of marketing strategies through qualified leads and the enhancement of search engine rankings of the Global Campus website.

A 60-second commercial highlighting Global Campus conference facilities and related planning services was uploaded to the School's social networking sites.

Participation in various public relations events, including trade shows, festivals, and conferences, increased from 7 to 11 during FY '10. The Global Campus renewed a one-year contract with Northwest Arkansas Regional Airport (XNA) to run advertisements with messages viewable more than 2,500 times daily on their new digital signage system throughout the airport terminal with an anticipated outreach encompassing over 2 million passengers and visitors per year. A series of posters, flyers, and brochures reflective of Global Campus distance

education information was developed and placed in a significant number of venues, including bulletin boards, supermarkets, regional two-year colleges, the University campus, employment offices, community centers, and various other locations throughout Arkansas.

The team developed new and enhanced existing collaborative partnerships with the World Trade Center, Arkansas Economic Development Commission, Arkansas Association of Two-Year Colleges, Arkansas Press Association, Northwest Arkansas Community College, United States Green Building Council, etc. Along with current memberships to the Rogers-Lowell and Fayetteville Chambers of Commerce, the School initiated memberships with the Springdale and Bentonville-Bella Vista Chambers of Commerce. Arrangements were made for an official Ribbon Cutting Ceremony at the Global Campus' Rogers Facility in October 2009.

The Global Campus was represented on the University's Sustainability Council and instrumental in the production of an additional promotional video related to the University's sustainability efforts, and this video was widely distributed. This sustainability video received an award from the National Wildlife Federation for Campus Ecology, and the University of Arkansas was recognized as one of only five universities in the country to receive such an award.

### **Conferences, Special Programs, and Professional Studies**

In 2009-10, the Conferences, Special Programs, and Professional Studies team's efforts focused on six major areas:

1. conference services provided for events wholly sponsored by external clients at various venues;
2. management of the Global Campus's Fayetteville facility (space rental, art exhibits, client services, general aesthetics);
3. professional development programming (customized training, workshops, courses sponsored in part or wholly by us);
4. special programs (those sponsored in part or wholly by us for the purpose of personal enrichment);
5. management of the campus's Continuing Education Unit (CEU) programs and records;
6. management of the campus's state Workforce Education Training (WET) reporting.

Conference services and facility management were handled by a team of professionals who continued their tradition of helping plan and execute first-class meetings, conferences and events, designed to fit customers' individualized needs. Further improvements were made to the Fayetteville facility, including additional seating in public areas, and the purchase of an artwork hanging system.

Integration with the local art community was continued, and a series of community art exhibits was implemented, including:

- Photography (Ellen Gregory)
- Sculpture (Hank Kaminsky)
- Quilts (Northwest Arkansas Quilt Guild)

- UA Study Abroad Photo Contest Winners
- Osher Lifelong Learning Institute Members' "Eclectic" Display
- America in Bloom Display

The work of rebuilding programs related to professional development continued in 2009-10. The Global Campus coordinated and/or facilitated a total of 20 events which would not have otherwise been possible. Professional Development activities included workshops related to generational diversity, supervisory training, training for trainers, and the Society for Human Resource Management (SHRM) Learning System preparatory course. The SHRM Learning System has grown from one course per year to two, with an average class size of 22. Customized training clients for 2009-2010 included: NWACC, NTI, Synergy Tech, NOARK Human Resources Association, UA Police Department, Pratt & Whitney, Cobb-Vantress, and UA Career Services, among others.

Additional professional development programming included computer training courses, a continuation of partnerships with several online providers, and implementation of the 37<sup>th</sup> Annual Municipal Clerks Institute.

At the request of the Arkansas Alumni Association, the team was asked to participate in a discussion of how to better serve the professional development needs of UA alumni. It is anticipated that this will lead to a partnership in the coming year.

The School's Computer Training Network has provided quality, instructor-led courses designed to help students gain the skills necessary to become more productive for over a decade. Customized training content was offered in order to meet specific objectives and goals of each customer, and the mobile training lab was available to be taken to any location for delivery of onsite classes. Assistance was offered to qualified companies in completing applications for Existing Workforce Training Program (EWTP) grants in order to offset training expenses. The loss of a large contract with J.B. Hunt in 2008-2009, due to training budget cuts, continued in 2009-2010. However, that company and others have indicated a readiness to again invest in their personnel, as the economy begins to recover. It is estimated that the coming year could bring at least 20 classes solely for J. B. Hunt. With both Existing Workforce Training Program and Incumbent Worker Training Program funds now available, companies can offset their training costs with state dollars.

Professional development courses administered by the School in cooperation with other University units were as follows:

- a. Advanced Placement Summer Institute (Honors College)
- b. Autism Conference (College of Education & Health Professions)
- c. Arkansas IDeA Network of Biomedical Research Excellence (INBRE) Conference (College of Arts & Sciences)
- d. Better Process Control School (Food Science & Engineering Department)
- e. College Ready Partnership Meeting (Physics Department)
- f. College Business Finance Officers Meetings
- g. Education Leadership Series (College of Education & Health Professions)

- h. Electric Meter School (College of Engineering)
- i. Enriching Literacy with Arts, Enriching Arts with Literacy Conference (College of Education & Health Professions)
- j. Fourth Annual RAZOR Fitness Sports Medicine Symposium (College of Education & Health Professions)
- k. Fifth Annual Literacy Symposium (College of Education & Health Professions)
- l. Field Instructors Meetings (College of Arts & Sciences – School of Social Work)
- m. Introduction to Computational Thinking Workshop (Computer Science & Computer Engineering Department)
- n. Third Annual Joining Forces Conference (College of Education & Health Professions)
- o. Master of Arts in Teaching Childhood Education Meeting (College of Education & Health Professions)
- p. Northwest Arkansas Writers Project (College of Education & Health Professions)
- q. Partnering Workshops (Facilities Management)

Support continued in professional development and conference-related activities for the University's recruitment and retention efforts by the academic units. For example, the School worked with the Honors College to host the Advanced Placement Summer Institute. Additionally, the School continued to support a variety of youth-related academic activities in cooperation with the College of Arts and Sciences' Department of Music, including the Children's Choir, Suzuki Music School of Arkansas, Junior and Senior High Band Camps, Junior/Senior High Orchestra Camp, and Sequoyah Music Festival.

The Global Campus continued in its role in managing the University's issuance and record maintenance for CEU programs. A total of 135 professional programs qualifying for Continuing Education Units (CEU) were administered, serving 1,122 participants. This is a decrease from last year's reported 153 CEU programs. This is due primarily to a national trend away from reliance on university-issued CEUs for professional licensure maintenance.

The School continued to serve as the University's collection point for campus-wide reporting of all workforce education programs. This area remains in need of improvement, regarding participation by campus units. An internal campus-wide web site was developed and published by the Global Campus in 2008 for the purpose of providing information about workforce education reporting, and making it easier for departments to submit reports. However, the number of reported outreach programs has declined dramatically over the past two years, although there is evidence that units continue to sponsor eligible activities.

The Global Campus' largest special program, the Osher Lifelong Learning Institute, successfully completed its third year of operation having reached a total of 463 members, up 24% from last year. A total of 203 different classes, workshops and field trips were conducted during 2009-10, serving a total of 987 participants, up 23% from last year. The work completed in year three of the Osher Institute resulted in application submission for the fourth year of funding.

Campus-wide collaboration continued to play a key role in promoting the Institute, as University units were involved in planning and instructing courses and promoting the Institute.

Those units included:

- a. Arkansas Alumni Association
- b. Arkansas Union
- c. College of Arts and Sciences' Department of Geosciences
- d. College of Arts and Sciences' Department of Journalism
- e. College of Arts and Sciences' Department of Music
- f. College of Arts and Sciences' Middle East Studies Program
- g. College of Education & Health Professions' Department of Curriculum & Instruction
- h. Cooperative Extension Service
- i. Museum Collections
- j. University of Arkansas Athletics
- k. University of Arkansas Development

Likewise, the Institute benefited from the cooperation of many local and regional organizations, which offered meeting venues, instructional expertise, promotional assistance and other resources geared toward increasing membership and offering high quality learning experiences.

Those partners included:

- a. Arkansas Arts Center
- b. Arkansas Chapter of Trail of Tears
- c. Arkansas State Parks
- d. Butterfield Trail Village Retirement Community
- e. Cherokee Nation Headquarters
- f. Coleman Theatre
- g. Crystal Bridges Museum of American Art
- h. Fayetteville in Bloom
- i. Fayetteville Police Department
- j. Fayetteville Public Library
- k. Fayetteville Underground Art Gallery
- l. Fayetteville Solid Waste Center
- m. Fort Smith Railway
- n. Headquarters House
- o. Heritage Trail Partners
- p. Historical Air Museum
- q. Jacobsen Tours
- r. Jones Television
- s. Malco Theatre
- t. Medieval Fortress in the Ozarks
- u. Nightbird Books
- v. Philbrook Museum
- w. Rogers Little Theatre
- x. Rolling Hills Baptist Church
- y. Shiloh Museum of Ozark History

- z. Son's Chapel
- aa. TheatreSquared
- bb. University of Arkansas Retirement Association
- cc. Walton Arts Center
- dd. White River Nursery

Partnerships in the community and on campus resulted in members supplying a total 5,010.5 volunteer hours with over three-fourths of the membership serving on committees, special projects, and special events, as hosts, and/or instructors.

The success of the program resulted in an invitation for the coordinator to present at the Southern Regional Lifelong Learning Institute Conference in Greenville, South Carolina at Furman University, on the topic of "Successful Volunteer Member Driven Programs."

Other special programs included a total of five Elderhostel programs conducted with 109 participants at seven different sites. Topics ranged from regional history, culture and folklore to documentary film and ornithology. The Global Campus also continued to co-sponsor Summer Reading Institutes in cooperation with the Institute of Reading Development, in various locations around the state.

The total number of non-credit classes and events, including both administered and sponsored programs decreased by 9% due to continued difficult economic conditions. This is considered an acceptable drop, compared to the 20% decrease shown the previous year. Administered programs (those wholly sponsored by an external client) remained steady at 91 events for both 2008-2009 and 2009-2010. Sponsored programs (those supported all or in part by the Global Campus) went from 179 in 2008-2009 to 161 in 2009-2010. (A change in how programs are reported for the team this year is that responsibility for all uplink events were transferred to the Media Services Department, so they are not included in 2009-2010 numbers.)

The team has made progress in rebuilding the number of programs and participants over the past year, and has developed a focused plan for future growth. A SWOT analysis was followed by the development of nine goal areas and specific steps to achieve them. Further work toward implementing strategies to streamline processes and increase business will follow.

### **Technology Services**

2009-2010 marked another year where Technology Services were pivotal in the continued support and maintenance of the various departments within Global Campus. This period marked the implementation of Microsoft System Center Configuration Manager 2007, which enabled the department to deploy, monitor, and patch servers and clients across the network. It also provides centralized monitoring of the disparate systems unique to the School. AxisTV, Blackboard and Tegrity were upgraded, with our Blackboard user base seeing major improvements with the ability to access courseware where and when they want, including on mobile devices.

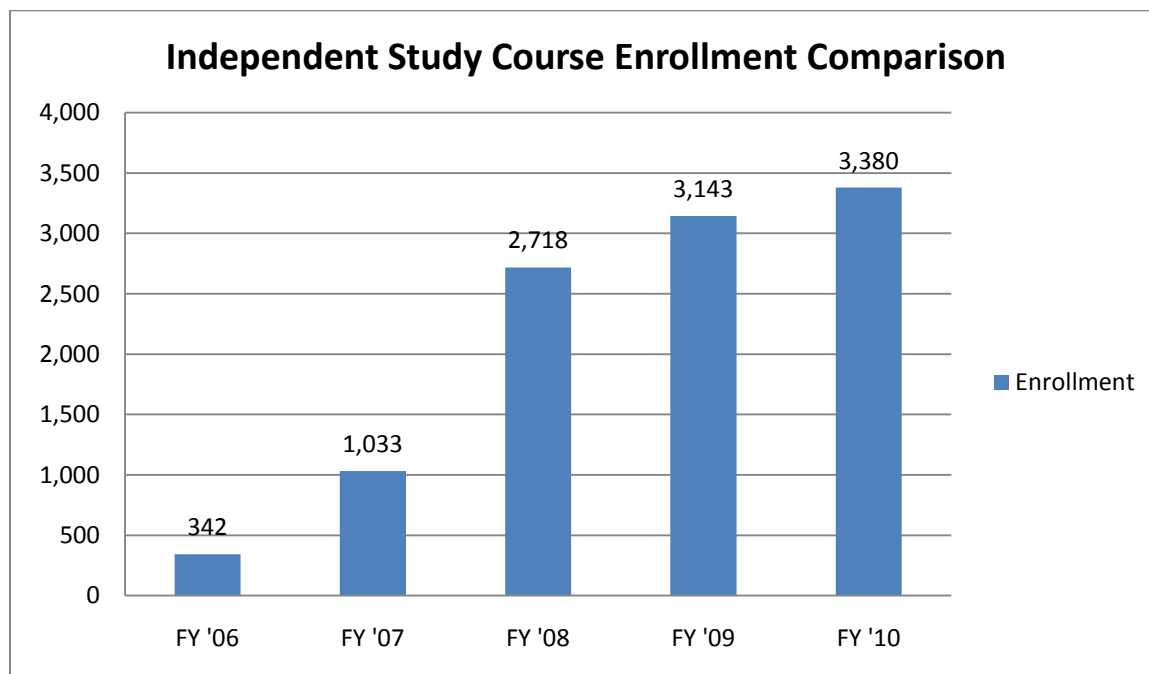
### Distance Education Programs and Courses

In the fall of 2009, the Global Campus issued to academic colleges and schools a Request for Proposals for Distance Education Development Grants. Nineteen faculty from the J. William Fulbright College of Arts and Sciences; the College of Education and Health Professions; the Dale Bumpers College of Agricultural, Food and Life Sciences; and the Fay Jones School of Architecture submitted proposals for the development of 35 courses to be completed for online delivery during the spring and summer terms. The Global Campus instructional designers worked with each faculty member in the design and development stages. The work continues in stages through 2012. Plans are to invite the faculty to continue submitting proposed courses to be developed. The Chancellor and Provost support the development of online programs.

### **Independent Study**

There are 41 Independent Study courses available now via the Web. This number has remained steady since the prior reporting period. Independent Study's enrollments in college courses increased from 3,143 in FY '09 to 3,380 in FY '10, an increase of 7.5%. Beginning with the Spring 2010 term, the department pilot tested the association of tuition and fees for all Independent Study courses in the campus student information system (ISIS). As such all charges for registration in Independent Study courses for Spring 2010 appear on the student's ISIS account.

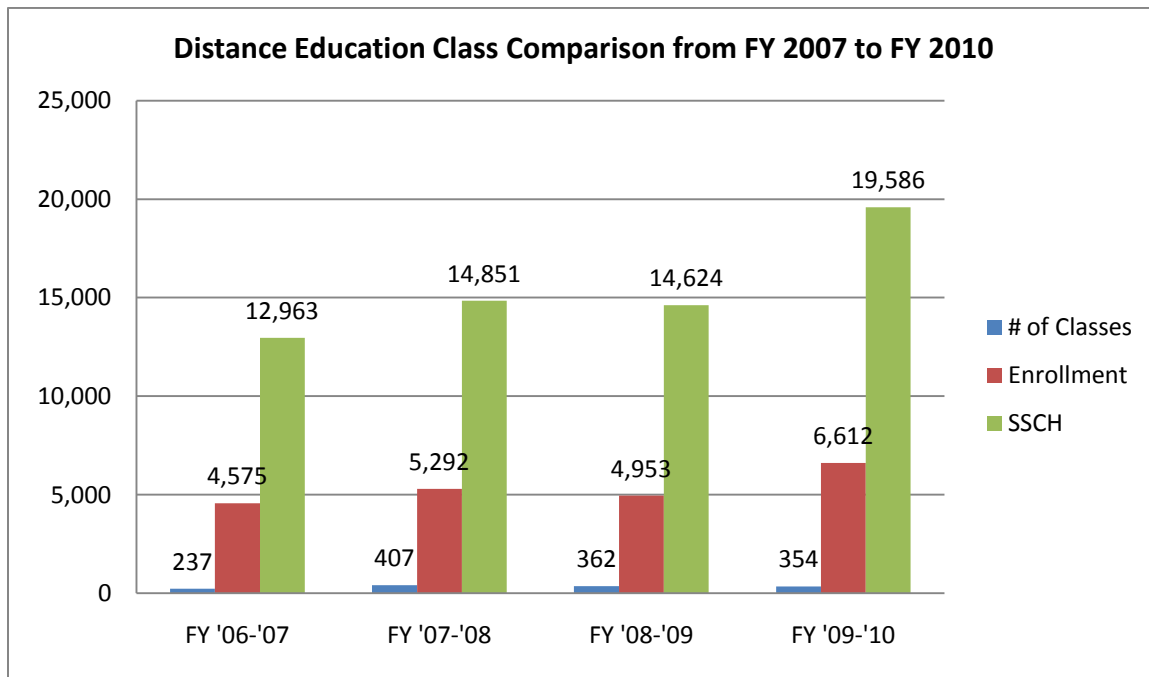
Five courses were revised or developed for web-delivery and three are currently in development. 3,173 examinations was conducted on-site, inclusive of 107 examinations from non-University of Arkansas programs. Based on additional enrollments, a total of 19,586 SSCH were generated. The mean grade for college students was 2.92 or C+.





The Department of National/International Credit Studies supported the offering of faculty-led study tours during Summer II 2009, Fall 2009, Spring 2010, and Summer I 2010 in the following locations: Belize, Brazil, China, Egypt, England, Ghana, Greece, India, Ireland, Italy, Japan, Mexico, Russia, Sweden, Syria, Tanzania, and the U.S.A. The department conducted 90 classes with a total of 575 enrollments producing 2,186 SSCH.

The Distance Education Programs and Courses area provided consultation and support to University of Arkansas colleges and schools in conducting 354 classes with a total of 6,612 enrollments, producing 19,586 SSCH. This compares with 362 classes with an enrollment of 4,953 during FY 2008-09, a 33.5% increase. The largest number of enrollments at a specific site was Global Campus-Rogers with 12.3% of all enrollments. Online enrollments continue to exceed traditional site based enrollments for off-campus classes. Online enrollments represent 80.5% of total enrollments. Testing sites were arranged for 198 students to take proctored exams.



### Financial Services

Reviewed and assessed all operational areas of the school in order to develop a RFP to develop a system of computer applications to facilitate management, oversight, and accountability for all school operations. This includes calendaring, event management, resource usage and tracking, accounting, and customer and student management. This system would replace the outdated system built in-house over ten years ago. This process took over a year to complete and the RFP was open for proposals in December 2009 and awarded to Verisource, LLC in March of 2010. Currently, development of the event management module is nearing completion and testing should begin in the next month. We anticipate the remaining modules being testing by December 2010.

Financial Services moved Independent Study charges and payments to the ISIS system in November of 2009. This accomplishment has allowed SCEAO to stop requiring payment prior to enrollment in ISTD courses, students are able to review and pay ISTD tuition and fees in ISIS with on-campus tuition/fees, UA faculty/staff are now able to take advantage of payroll deduction (this was requested by UA Staff Senate), and the manual preparation of 1098T's has been eliminated. Financial Affairs continues to monitor and review enrollment activity daily to ensure charges/credits are posting to ISIS correctly. As problems are encountered, SCEAO Accounting staff works closely with the Treasurer's Office to determine the source of the problem and a resolution.

Continued review and analysis of school budget, resulted in a \$35,000 annual cost savings due to cancellation of the remaining Compressed Interactive Video line charges. The school also recognized a temporary cost savings of \$577,000 by keeping vacant positions open.

### **Media Services**

Media Services continues to provide high quality audio and video production services to the University of Arkansas and other clients. Presently, a documentary for the Infant Development Center is underway. This documentary will chronicle the history and aspirations of the program. It will be used to assist in a fundraising effort for building a new facility. Work with the Horticulture department to develop videos for on-line courses, training, and continuing education is in progress.

Over the past 3 years Media Services has been transitioning to high definition (HD) acquisition capabilities. We were able to complete this process during this fiscal year with the purchase of two Sony HD XDCAM cameras and a Rimage CD/DVD Blu-Ray/HD duplicator. With these purchases we can now shoot, edit, and burn a DVD in the HD format.

In time for the 2011 fiscal year, Media Services is evaluating its pricing structure and considering efforts to collaborate with other University entities. A customer survey of departments will be helpful in assessing their needs. Other ideas include considering new services such as conducting webinars, an updated web-site, working closely with our instructional design department, etc.

Audio-supported events included:

1. Academic Convocation
2. Hog Statue Dedication
3. Silas Hunt Image Awards
4. Phi Delta Theta Dedication
5. Harington Memorial Service
6. Dedication of Diane Blair Papers
7. Distinguished lecture series (Ehud Olmert, Martin Luther King III)
8. General, Bumpers College, and Law school commencements

9. Multiple recordings of the University Symphony Orchestra, the Schola Cantorum, and the Razorback Marching Band.

In order to meet a growing demand for High Definition (HD) Video production, and in keeping with the state of the art (driven by the Television Industry during its transition from narrow and wide format Standard Definition (SD) to HD video production), Media Services has gradually upgraded components in the video suite that will can handle both SD and HD signals. The Final Cut Pro nonlinear editor handles HD video as well as all the SD video formats presently used in the shop. The Ross video switcher handles both HD and SD video. The Chyron Character Generator provides titles and texts in both HD and SD. A Tektronix Master Video Generator provides both HD and SD test and synchronization signals for the entire video system.

Events supported by Media Services this year included General Commencements, Distinguished Lecture Series, Academic Convocation, and ESPN Uplinks. Additionally the College of Engineering Hall of Fame Banquet project consisted of producing eight video vignettes and providing multi-media event support for the College's annual banquet. Repeat business from many clients include the University of Arkansas Special Events, University of Arkansas Athletics, Mullin's Library, Alumni Association and Fayetteville Public Schools. These events included; the University Board of Trustees meeting, the Fayetteville Public Schools Hall of Honor Banquet, the Dedication of the Diane Blair Papers, the Don Harington Memorial and the Homecoming Parade. The University of Arkansas athletics requested the videotaping of spring and fall Athletics Speaker Series and multi-media support for required SEC training for coaches and athletes. The first deployment of the Greenhouse Management production with the Horticulture Department is complete. Additional requests for productions are anticipated.

Work on a project for the Horticulture Department called Sustainable Agriculture Research and Education (SARE) will continue into Spring 2010. This production will consist of videotaping several training modules for web-based learning. Production includes travelling to the Dripping Springs Farm and production shoots here at the University. The School of Human and Environmental Sciences' 30-minute documentary on the Child Development Program is nearing completion. Over the last year, 9 interviews, including many subject matter experts and students, were recorded which required extensive research into the history of the program and the location of images throughout the programs' existence on campus. The post-production phase for the documentary continues with an anticipated completion date of June, 2010. This production will be used to promote the School's program and educate the community about the need for trained early childhood development professionals.

In addition to designing rooms, recording the symphony, producing videos, etc., Media Services assisted other Global Campus units in reaching their goals. Examples of this include:

1. Producing videos for the business development team to be used in a digital signage system or for promotion.
2. Working with conference personnel and their clients to provide best technical solutions for events.

3. Communicating continually with digital operations to maintain server needs, as well as computer software and hardware needs for capturing and editing audio and video material.
4. Duplicating and producing various media materials for distance education and Independent Study.

### **Study Abroad and International Exchange**

The Global Campus's Study Abroad and International Exchange office played a crucial role in the goal of internationalizing the student experience. The economic downturn appears to have had an impact on the study abroad numbers for the first time. 1,250 students expressed enough interest in study abroad this past year to be entered into the database expressing an intention to go abroad. The year ended with a total study abroad enrollment of 573 students, with 87 additional students who applied for a program but changed their plans sometime between application and departure. Our total enrollment reflects an 8% decrease from the previous year. The number of students studying abroad actually increased slightly for Bumpers, Architecture, Education, and Law. However, Fulbright and WCOB experienced a 17% drop, which can be explained by certain faculty led programs not being offered during this past year.

Summer short term programs continue to be preferred by UA students. The summer numbers compared to 2008-2009 are almost even, but there was a 24% drop in the number of students choosing to study during the semester or year. This may be largely attributed to the lower cost of studying abroad during the summer. 48% of our study abroad students this past year were from the Honors College and were able to use at least scholarships.

The most significant new initiative during the past year was the establishment of weekly information sessions for students just starting to consider study abroad. These were advertised across campus and held each week in the Foreign Language Lab in the Center for Excellence and provided students with basic information about selecting and financing a study abroad program. Students were encouraged to attend an Information Session before making an appointment to meet with an advisor; the change resulted in more productive one-on-one advising sessions in the office. These meetings had a steady attendance throughout the fall and spring semesters.

Efforts were stepped up to collect photos and post blogs from recent study abroad students for use in our campus wide promotional effort and web presence.

The Annual Study Abroad Fair was held on September 24, 2009. The fair continues to attract hundreds of students to the Arkansas Connection Lounge. At least 40 UA faculty and staff participated in addition to representatives from 16 outside program providers and universities.

For the second year, matching funds provided by the Honors College enables the sponsorship of a pre-fair breakfast for our program providers to meet with UA college advisors and administrators. Each year, three program providers are invited to make brief presentations to faculty and advisors; hopeful program providers have inquired about presenting this fall.

The Office of Study Abroad participated in at least 8 university wide recruitment events for prospective high school students, including leading student panel discussion at the Honors College Annual Convocation, presenting to junior high and high school students at the pre-college summer programs, and participating in "Saturday at the University." In addition, staff provided information at a table at all summer orientation programs and gave more than 20 class presentations to promote study abroad during the fall and spring semesters.

Staff continues to provide significant support to our faculty leaders in their recruitment efforts for their own programs. Information sessions were held throughout the fall and early spring to provide students with specific details about the different UA faculty led programs to be offered during Summer 2010.

Note: Although major improvements were made to the Office's website over the past year, a study abroad program search engine is needed.

21 UA Short-Term programs were proposed, each providing up to 6 hours credit. 3 of these programs were cancelled in the early spring due to low enrollment. All others attracted sufficient enrollment to move forward. Preference for enrollment in UA administered programs continues to grow, with 61% of our students selecting UA administered programs in comparison to 39% going with program providers.

The Office of Study Abroad continues to work more closely with the Fay Jones School of Architecture in the administration of programs at the Rome Center and in Mexico City. DeDe Long visited the Rome Center in September during the new student orientation to meet with Davide Vitali and staff.

Fulbright College renewed its commitment to establish a sustainable study abroad program for its students at the UA Rome Center. The Director of European Studies was asked to serve as program director and will be teaching 2 courses in European Studies in Rome for the 2010 fall semester. Extensive recruitment efforts this past year succeeded in attracting 18 Fulbright College students to the program this fall.

The Belize Program once again enrolled the most students for any single summer program, with 44 students travelling to Belize with 8 faculty. The University of Arkansas visibility in Belize continues to grow and our institution was accepted for membership in February 2010 to the Consortium for Belize Educational Cooperation.

Our second annual training session for study abroad faculty leaders was held in April with more than 40 faculty leaders in attendance. Study Abroad staff members were joined by representatives from SCEAO Accounting, Pat Walker Health Center, and the Dean of Students office to review and discuss good practices in accounting, health and safety, and dealing with student behavioral issues.

Over the past year, the Office of Study Abroad actively engaged with 14 partner universities, served as the primary contact for 45 incoming exchange students, and sent out 26 UA exchange students.

Increased federal funding to promote linkages between U.S. and overseas institutions has resulted in several new exchange opportunities for undergraduates and graduates. The University of Arkansas currently administers five mobility programs awarded through the U.S. Department of Education, in cooperation with the European Union. This has created new partnerships with institutions throughout Europe and provided study opportunities for students from Mathematical Sciences, Horticulture, Agricultural Economics, Crop and Soil Sciences, and Chemistry.

Considerable staff time was spent each semester preparing students for their upcoming study abroad experience in order to reduce risk and maximize the full benefits of the study abroad experience. During Spring 2010, the the office experimented with a new orientation model by holding a cultural orientation meeting for all students planning to study abroad during the next fall/year and a second meetings for all students planning to study abroad this summer. The agenda included a student panel comprised of study abroad alumni, speakers form the Pat Walker Health Center, a facilitated cross cultural exercise, and a review of the resources available to students on our website to help them prepare. This was followed by students breaking into groups by country to talk with "country resource people." Based on student feedback, this approach was very successful.

In addition, pre-departure meetings were held separately for every UA faculty led program to insure that students were well prepared.

The University of Arkansas continues to have one of the most generous study abroad scholarship programs of any state institution in the country. Study Abroad scholarships were awarded by almost every college, with the largest number of grants continuing to come out of the Honors College Study Abroad Scholarship endowment. The Office of Study Abroad tracked which students were being awarded what scholarships through the spring semester so that the \$10,000 annual general scholarship fund administered through the office was directed to those students who had not received significant funding from any other source. Our office was also able to supplement that total with left over funds available through the Consortium for Academic Partnership account. Close to 60 students were offered STAB grants and program discounts (provided by affiliated program providers) ranging from \$300 - 500 to study abroad.

Our University of Arkansas students were successful in obtaining scholarships at the national level for the 2010-2011 academic year:

- 6 Fulbright Scholarships
- 6 Gilman Study Abroad Scholarships
- 1 Boren NSEP Scholarship

## Summary of Enrollment

Semester/year: 140 (24%) Short Term/Summer: 433 (76%)  
Total Enrolled in Honors College: 277 (48% of the undergraduate enrollment)  
Enrollment in UA administered programs: 350 (61%)  
Enrollment in affiliated or other non-UA Programs: 223 (39%)

### Top Program Providers (non UA):

ISA	70	Lorenzo de Medici	7
USAC	27	Arcadia	5
AIFS	20	Australearn	5
Italy Business Consortium	11	Semester at Sea	5

### Global Campus at Rogers

During the 2009-2010 fiscal year, the Global Campus at Rogers catered to the following niches: Credit Courses – Working with the College of Education and Health Professions and the Sam M. Walton College of Business, degree completion courses were offered at the Global Campus at Rogers. Additionally, The College of Arts and Sciences held course offerings in the areas of English and Art for open enrollment. A total of 44 sections were offered, with an overall enrollment of 769 students.

Conferences, Events, and Room Rentals – Staff at The Global Campus at Rogers (GCR) provided superior customer service to individuals, groups, etc. wanting to use space for private events. Each event was customized to fit the needs of the customer. Coordination of events was produced through the GCR staff and the conference coordinators on main campus. Careful planning was utilized in order to properly schedule events around the set credit classes. The following is a list of organizations that used the GCR space to serve 996 participants:

- June 29<sup>th</sup>- July 2<sup>nd</sup> Verizon Wireless Sales Training (14)
- July 13<sup>th</sup> Wal-Mart Meeting (20)
- August 14<sup>th</sup> Work Matters Board Meeting (10)
- August 24 Chamber of Commerce Meeting (12)
- August 27<sup>th</sup> – 28<sup>th</sup> Dale Carnegie High Impact Presentations (10)
- September 16<sup>th</sup> – 18<sup>th</sup> Dale Carnegie High Impact Presentations (12)
- September 29<sup>th</sup> Wal-Mart Realty Meeting (12)
- October 8<sup>th</sup> Arkansas Secretary of State Office, Notary Public (35)
- October 28<sup>th</sup> – 29<sup>th</sup> Wal-Mart Marketing Meeting (16)
- November 12<sup>th</sup> ACLS Constrictor course (5)
- November 13<sup>th</sup> Arkansas Trial Lawyers (55)
- November 16<sup>th</sup> Kappa Alpha Psi (28)
- November 23<sup>rd</sup> BLS Instructor Course (4)
- December 9<sup>th</sup> – 10<sup>th</sup> Dale Carnegie High Impact Presentations (5)
- December 11<sup>th</sup> Dale Carnegie Training (10)

January 20<sup>th</sup> Go Cleanse (5)  
 January 26<sup>th</sup> – 28<sup>th</sup> Wal-Mart ELDIE Conference (167)  
 January 27<sup>th</sup> PRSA (37)  
 January 27<sup>th</sup> Taste of Europe (100)  
 February 3<sup>rd</sup> – 5<sup>th</sup> Dale Carnegie Immersion Seminar (9)  
 February 4<sup>th</sup> – 5<sup>th</sup> Dale Carnegie High Impact Presentations (5)  
 March 5<sup>th</sup> Dale Carnegie Step up to Leadership (40)  
 March 12<sup>th</sup> Walton College of Business: Center for Retailing Excellence (50)  
 April 2<sup>nd</sup> Dale Carnegie Leadership Advantage (18)  
 April 2<sup>nd</sup> Wal-Mart Corporate Crisis Response and Security Team (24)  
 April 14<sup>th</sup> Wal-Mart Stephen Davis Meeting (17)  
 April 16<sup>th</sup> Dale Carnegie Leadership Advantage (20)  
 April 30<sup>th</sup> Dale Carnegie Leadership Advantage (20)  
 May 5<sup>th</sup> Wal-Mart Merchandising and Consumables (13)  
 May 6<sup>th</sup> – 7<sup>th</sup> Dale Carnegie High Impact Presentations (13)  
 May 10<sup>th</sup> – 12<sup>th</sup> Crossmark Conference (26)  
 May 10<sup>th</sup> – August 9<sup>th</sup> Dale Carnegie Effective Communication (18)  
 May 12<sup>th</sup> – 14<sup>th</sup> Dale Carnegie Immersion Seminar (10)  
 May 14<sup>th</sup> Dale Carnegie Communicating with Diplomacy and Tact (20)  
 June 3<sup>rd</sup> Exit Realty (36)  
 June 10<sup>th</sup> WalMart (45)  
 June 24<sup>th</sup> – 25<sup>th</sup> American Trial Lawyers Association (40)  
 June 28<sup>th</sup> – July 22<sup>nd</sup> NWA Summer Writing Institute (15)

Non-credit and professional development – The GCR hosted professional development courses for non-degree seeking individuals looking to further advance their professional careers. The GCR hosted the following non-credit and professional development for 130 students:

- a. SHRM Learning System Course (HR certification exam preparation course) (33)
- b. Global Trade Certificate (17)
- c. OLLI (41)
- d. Social Work (39)

Above and beyond the non-credit and professional development offered here at the GCR, the GCR team has also begun research to determine if there is a need for additional non-credit in the following areas:

- a. CPA (accounting)
- b. CCI (medical training)
- c. Sustainability
- d. Disaster Recovery Institute
- e. HVAC
- f. School Board CPE
- g. Counselors



- h. Autocad (engineering)
- i. Real Estate CPE
- j. Foreign language
- k. American Management Association
- l. Religion courses
- m. Test prep

Additional activities and accomplishments:

1. Collaborated with the World Trade Center on various events, bringing a total of 135 participants into our facility. These events included:
  - a. Taste of Europe Vendor Fair (100)
  - b. Collaborated with Larson's Language Center to offer classes teaching English to the Hispanic community and Spanish to the Anglo community. These classes drew 18 total participants.
  - c. Global Trade Certificate (17)
2. Established relationship with Rogers and Bentonville/Bella Vista Chamber of Commerce constituents through attendance at chamber functions such as:
  - a. Multicultural Lunches
  - b. Business to Business Lunches
  - c. Brown Bag Lunches
  - d. Morning Mixers
  - e. Coffee Connections
  - f. Other chamber events
3. Connected the Rogers facility to the main campus by:
  - a. Assisting with the elementary degree completion program by
    - i. Providing space for senior seminar
    - ii. Providing space for prospective juniors to interview to get into program
    - iii. Helped to host New Student Orientation
4. Established relationships with area businesses by making site visits and providing tours at our facility to:
  - a. Hotel Managers
  - b. Meeting planners (private)
  - c. Suzuki Music School
  - d. WalMart Employees
  - e. WalMart Vendors
  - f. Triad Digital
5. Mentorship for the Bentonville Vital Link program.