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## Annual Report, 2012

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**Annual Report**

**2011 – 2012**

**School of Continuing Education and Academic Outreach  
Global Campus**

**Report Submitted by**

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Office of Academic Affairs**

**August 15, 2012**

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**Annual Report 2011 – 2012**  
**School of Continuing Education and Academic Outreach – Global Campus**

Vision

The School of Continuing Education and Academic Outreach–Global Campus (GC) is the collaborative leader creating innovative learning solutions which connect 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.

SCEAO

The School of Continuing Education and Academic Outreach (SCEAO) collaborates with other academic colleges, schools and University units to provide distance education offerings, including degree programs, degree-completion programs, certification and licensure programs, online courses, and Independent Study (correspondence) courses. SCEAO uses state-of-the-art technology to provide learning solutions to students in Arkansas and around the globe who are location-bound or need flexible learning time and place options to complete their education. By providing students with positive educational experiences that mirror those of a traditional learning environment, students have the opportunity to earn degrees identical to those offered on campus.

SCEAO served different purposes under various names during the past 95 years. The Division of Continuing Education began operation in 1917 as the General Extension Services and was later designated as the Division of General Extension. In 1969, the unit's name changed to the Division of Continuing Education, and its purpose was to provide correspondence courses for academic credit, non-credit professional development classes, and other programs and activities to advance arts, culture and community interest.

The division gained the Center for Instructional Media in the early 1980s, which later evolved into today's departments of media services and instructional design and support services, which assist in the development of online learning. Construction began in 1981 of the Center for Continuing Education, 2 E. Center St., on the downtown Fayetteville square, expanding the division's responsibilities to include conference services and space for groups as large as 400 people.

The division became the School of Continuing Education and Academic Outreach in the 2005-2006 fiscal year, changing the name publically in 2007. The Osher Lifelong Learning Institute at the University of Arkansas began in 2007 and provides college-level programming for people age 50 years and older by working with university professors and retired university emeritus professors. The school began using the branding name of Global Campus for marketing purposes in 2008.

SCEAO connects the University with the community and businesses by providing professional development and other non-credit classes and workshops, hosting state and regional conferences, and supporting other UA colleges and schools to provide outreach programs, such as summer music camp and literacy programs. SCEAO provides conference and meeting space and services, audio and video equipment and services, and a variety of non-credit courses and programs for personal enrichment and lifelong learning.

In February of 2012, Provost Gaber announced an administrative realignment with the objective of having a greater campus emphasis on distance, online and continuing education programs. The announcement presented a plan to reorganize the Global Campus, which provided distance and continuing education along with audio and video production services and conference planning. These latter functions were reassigned to University Relations and the Conference and Events team in the Sam M. Walton College of Business, respectively. Refocusing the resources and mission of the Global Campus will allow the University of Arkansas to serve and more fully integrate those individuals whose family, employment or economic circumstances make it difficult to attend on-campus classes.

The announcement to reorganize the Global Campus was made in February of 2012, but the realignment of units and resources became effective on July 1<sup>st</sup>, 2012. This annual report presents the accomplishments and data for the activities of the School of Continuing Education and Academic Outreach under the organizational structure that delineated its activities, mission, and objectives for the 2011-2012 academic year.

### **Significant Accomplishments / Events**

Global Campus (GC) enhanced the online website, and developed and set into operation a system to track online course development.

Enrollments in GC classes increased over last year's enrollments as follows:

- Primarily web-based off-campus classes – from 6,157 to 6,863
- Independent study – from 3,387 to 3,826
- Primarily face-to-face off-campus – from 1,594 to 1,636

Global Campus offered live streaming of the UA commencement, the Wal-Mart Analyst meeting, and the "Undocumented: Living in the Shadows" event.

The number of conference service events increased by 84 percent over last year, and the number of conference participants increased by 75 percent.

The number of professional development courses increased from 27 in 2010-2011 to 53 in 2011-2012. Administered programs (those wholly sponsored by an external client) increased from 87 in 2010-2011 to 160 in 2011-2012. Sponsored programs (those supported all or in part by the Global Campus) increased from 26 to 69. Continued growth is expected for the coming year.

The UA Osher Lifelong Learning Institute membership increased to 835, and 153 different classes attracted 2,406 enrollees.

The Computer Training Network (CTN) established a lab at GC's downtown facility. Seven hundred and fifty-two students completed 67 courses. Among the groups of students were JB Hunt employees and UA employees. A certification program is under consideration for the computer training program.

Of the 114 events supported by Media Services, 93 were after-hours or weekend productions. Media Services (MS) assisted faculty members in planning video projects that required visual equipment and production. Examples include Bookstore Movie Night and grant proposals from faculty.

Administrative Services prepared and maintained records necessary for hiring, evaluating and promoting employees, as well as facility matters for Global Campus.

UA's involvement with HEOA 600.9 State Authorization requirements necessitated the development of plans and actions for compliance.

Global Campus collaborated with the Registrar's Office, Institutional Research, Associate Provosts, Associate Deans, and the ISIS team to develop and confirm distance education definitions and codes that enable the reporting of distance education courses and programs.

Global Campus led a group of faculty and administrators in the consideration of options for the authentication of students in online and face-to-face settings.

GC staff attended the New Faculty Orientation and 17 recruitment events in collaboration with Enrollment Services, the Graduate Recruiting Office and various academic departments.

GC collaborated with university representatives and partners to plan, implement, and support projects for credit and non-credit courses, including Grain Basis Trading, the ACCEPtS website, the nursing proposal, World Food Day and United Way campaign.

More than half of the staff participated in staff development activities. Every area was represented in one or more institutes, conferences, workshops, seminars, webinars, trainings, classes and/or self-paced courses.

Staff members from GC visited with various faculty and departmental groups to discuss online learning. Global Campus added several elements to its website to make it easier for students to find online and distance degree programs and courses. This action came in response to student requests for help. Global Campus added the first-ever listing of online courses not associated with online degree programs (see [http://globalcampus.uark.edu/Distance\\_Education/Online/](http://globalcampus.uark.edu/Distance_Education/Online/).) Creating student-friendly website elements helped remove some of the barriers students faced when trying to find the courses they needed toward their degree programs.

The interim manager of Independent Study left SCEAO in November 2011, and Nancy Arnold, who formerly worked with Credit Off-Campus Offerings, was hired as director of credit studies. Given Nancy's expanded role, GC hired a RazorTemp to assist with Off-Campus Offerings. Another RazorTemp continued to archive paper Independent Study student records using Laserfiche.

Two Independent Study staff members celebrated 35 and 23 years of service, and another staff member received the Rick A. Haley Memorial Scholarship from the Staff Senate awards committee.

**Progress Toward Transparency and Accountability to the People of Arkansas**

Enhance diversity by attracting more students, faculty and staff from underrepresented groups and by nurturing intercultural understanding inside and outside the classroom.

*Progress toward goal:*

Global Campus hosted and promoted exhibits in its second-floor gallery that focused on intercultural understanding. These exhibits included dolls that were handmade by Ida Roberta Bell to represent black historical figures (February 2012), prints of photographs taken by Edward S. Curtis of North American Indians (November 2011), and photos of *Soul Train* (June 2012) in recognition of Juneteenth.

Global Campus remained focused on the recruitment of a diverse population of applicants when seeking to fill the School's vacancies. In order to promote an environment of inclusiveness that encouraged opportunities for all underrepresented populations, we paid particular attention to seeking individuals with varied backgrounds and characteristics, such as those defined by race, ethnicity, national origin, age, gender, socioeconomic background, religion, sexual orientation, disability, and intellectual perspective.

The 2012 Arkansas Health Disparities Conference addressed minorities, veterans and people with disabilities in subject matter content, and brought in subject experts from those underrepresented fields. The conference attracted attendees who are service providers to these groups of people.

Put students first by enhancing academic programs, creating an engaging campus life, keeping costs as low as possible and reducing obstacles to student success.

*Progress toward goal:*

Global Campus introduced several pages and action buttons to its website to remove some of the barriers students faced when trying to find the online and distance courses offered by the University of Arkansas academic colleges and schools.

Global Campus increased the efficiency of setting up audio through use of Ivie IE45 Audio Analyzer System and associated software. This maximized efficiency resulted in decreased set-up time, allowing Media Services to perform more tasks and maintain client satisfaction.

Global Campus added Adobe Flash Media Server 4.5 to the streaming ensemble at Global Campus, allowing staff to introduce technology that streamed high quality video content across multiple platforms and devices. This platform introduced cutting-edge technology in the delivery of Distance Learning course content. Four hundred and twelve videos were encoded with this technology to date and are all available to students as a stream on a 24/7/365 basis.

The computer training network launched online registration in August 2011. The online registration tool helps Computer Training Network clients be able to register any time and make payment with credit cards. This improvement helps support the University goal to improve customer service.

Global Campus offered programs for professionals face-to-face and via distance technology to provide programming for professionals, wherever they live or work.

**Increase overall enrollment while remaining the school of choice for the state's most gifted students; provide a concomitant increase in faculty and staff.**

Progress toward goal:

Global Campus used print and digital advertising to reach prospective students across the southeastern states and beyond. This included Constant Contact email marketing and magazine advertising in SEEN (Southeast Education Network) and Newsweek (Arkansas).

Global Campus produced 15 programs attended by 416 professionals and awarded over 4,234 hours of PDUs to 172 participants. The Grain Basis Trading course included students from Singapore, Canada, and 22 U.S. states.

**Improve graduation rates and degree-completion times.**

Progress toward goal:

Global Campus makes it possible for students to enroll in courses when they are unable to get into the ones they need on campus, thereby enabling them to graduate on time.

**Establish and market a quality brand reputation for the University statewide, nationally and internationally.**

Progress toward goal:

Global Campus hired a director of communications January 3 to ensure all external communications harmonized with the communication goals and missions established by University Relations, including the mandate to establish and market a quality brand reputation.

Global Campus made a state-of-the-art upgrade in the video suite to accommodate High Definition (HD) and SD productions, allowing them to maximize the number of jobs they can perform simultaneously. They also updated the auditorium for better sound and video projection to help meet

the needs of their video and film-oriented clients. These upgrades make Media Services more competitive in terms of quality and ability to meet clients' needs.

Global Campus opened a new computer lab in Room 302 of the Fayetteville Global Campus facility. Equipped with 13 state-of-the-art Dell workstations and monitors, this lab provides a convenient location for corporate lab rental, open enrollment and UA Human Resources computer training classes. Offering a variety of computer application training courses to the general public helps support the University's goal of growing Arkansas' knowledge-based economy.

Global Campus, a recognized leader in human resource management programming, provided certificate programs for professionals from 25 states as well as Asia, South Asia, the Pacific Rim and Canada.

**Foster the arts on campus and throughout the region.**

**Progress toward goal:**

Global Campus publicized several art exhibits and gained attention from print and broadcast media for some shows, including Tim Tyler's exhibit of oil paintings and the exhibit of dolls created by Ida Roberta Bell to represent black historical figures.

Global Campus collaborated with local artists to present a series of community art exhibits at the Global Campus.

**Expand outreach through distance education and partnerships with other institutions.**

**Progress toward goal:**

Global Campus, primarily the part-time Web designer, worked with Dr. Mike Evans and ACCEPtS to create a website for that consortium, which includes the University of Arkansas, Louisiana State University, Mississippi State University, and Ohio State University. The team also collaborated with the Global Campus Credit Off-Campus Offerings office and the Dale Bumpers College of Agricultural, Food & Life Sciences to add content to the AG\* IDEA website. AG\*IDEA, a consortium, includes the University of Arkansas, Auburn University, University of Florida, Texas Tech University, and 16 other higher education institutions.

Global Campus consulted with the nursing faculty regarding a program to be offered by multiple institutions.

The Dale Bumpers College of Agricultural, Food and Life Sciences collaborated with Global Campus to offer the web-based Bioenergy and Sustainable Technology Graduate Certificate. It will be offered through the Great Plains Interactive Distance Education Alliance, made its way through the necessary approval processes this year and will be available in fall 2012. Work also continued with another consortium, the Alliance for Cooperative Course Exchange in the Plant Sciences. In the College

of Education and Health Professions, the Workforce Development Education graduate programs separated into two master's programs and two doctoral programs, which are now Adult and Lifelong Learning and Human Resource and Workforce Development Education.

In Global Campus' Independent Study program, two criminal justice courses were completely removed from offering at the request of the academic department, and a new course, Basic Musicianship, was added to the list of available courses. As of July 2012, there are 89 courses available through the Independent Study program, 40 of which are available in a paper-based format only, 22 of which are available in a web-based format only, and 27 of which are available in both paper-based and web-based formats. The vast majority, nearly 87 percent, of courses offered through the Independent Study program are housed in the Fulbright College of Arts and Sciences.

In the continued effort of collaboration and partnership with other colleges and University units, Global Campus designed and hosts a secure online application form for the Eleanor Mann School of Nursing, transferred data storage equipment to the Walton College of Business, and participated in a number of University-wide projects such as the review and selection of a new web content management system and the investigation of student identity and academic integrity solutions.

Global Campus engaged in collaborative efforts within the Global Campus, too. IDSS joined forces with the Global Campus Professional Development Network and developed online courses to serve both credit and non-credit students. In one case, the entire course was offered to both credit students and industry professionals at the same time, and in the other case, only parts of the course were open to non-credit students. The courses successfully met the needs of both credit and non-credit students and created unique learning and networking opportunities for students and industry professionals.

Global Campus distinguished itself through the use of innovative delivery methods: Blackboard Collaborate; drop-in classes; and, concurrent (or dual) enrollment.

**Promote environmental sustainability.**

**Progress toward goal:**

Global Campus increased digital promotions at a more rapid rate than printed promotions, reducing the use of paper and mailing costs. Examples include Constant Contact email promotions, digital advertising at XNA airport, and digital message boards within the Global Campus building.

Global Campus shut down Legacy SANs and servers, which introduced an immediate dramatic reduction in power consumption from a 53 percent load to a 13 percent load. The power consumption in the datacenter was reduced to a quarter of what was previously used. This initiative was one of many that added to existing sustainability efforts and aids in the University's goal of attaining carbon neutrality.

Global Campus also used Thin Clients to replace the aging computers located at the GC Fayetteville Independent Study testing center and the student lab at GC Rogers. The benefits of thin client computing include less time on administration and user-support, cost reduction in both hardware and software, and greatly reduced energy consumption.

Global Campus established a partnership with the University of Arkansas Human Resources Department to provide computer application training for University staff, faculty and students at a discounted rate. This partnership began in January 2012 and provided 154 people in 20 classes with methods of electronic data acquisition and retrieval, thereby reducing the amount of printed material generated in their respective offices.

Global Campus partnered with the College of Agriculture to offer a certificate course in Greenhouse Management.

**Marshall resources to grow the state's knowledge-based economy and address major issues confronting Arkansas and the world.**

Progress toward goal:

Global Campus joined efforts with UA units and commercial firms to offer programming in Grain Basis Training, Project Management, and Human Resource Analytics.

**Grow public support and the endowment through enhanced relationships with constituents and sound investment strategies.**

Progress toward goal:

Global Campus partnered with businesses and corporations to offer classes for the clients and employees.

## **APPENDIX A**

### **Distance Education**

The Distance Education Program continued to grow in 2011-2012.

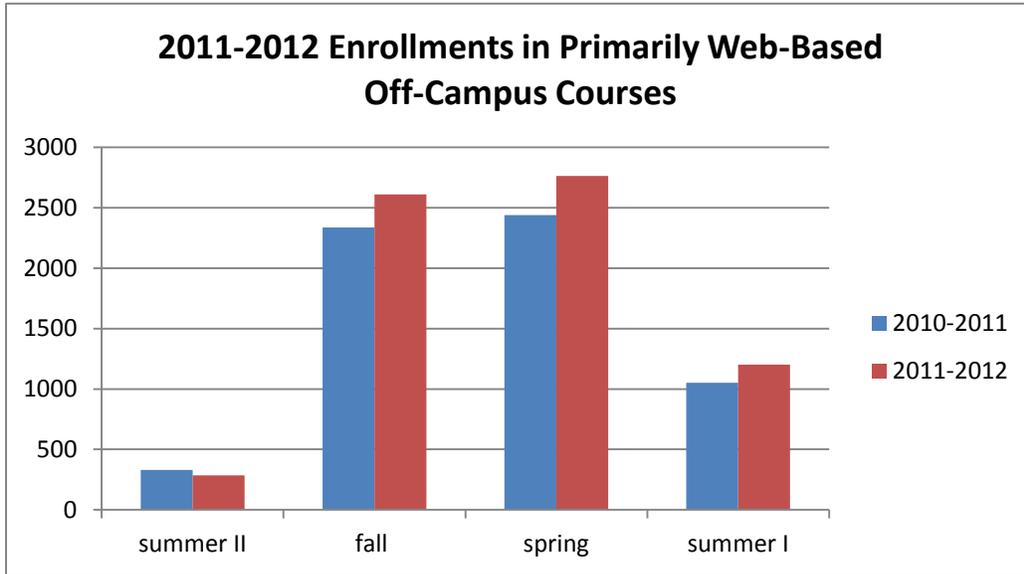
#### **Enrollment Numbers**

Enrollment numbers are presented according to program areas and types:

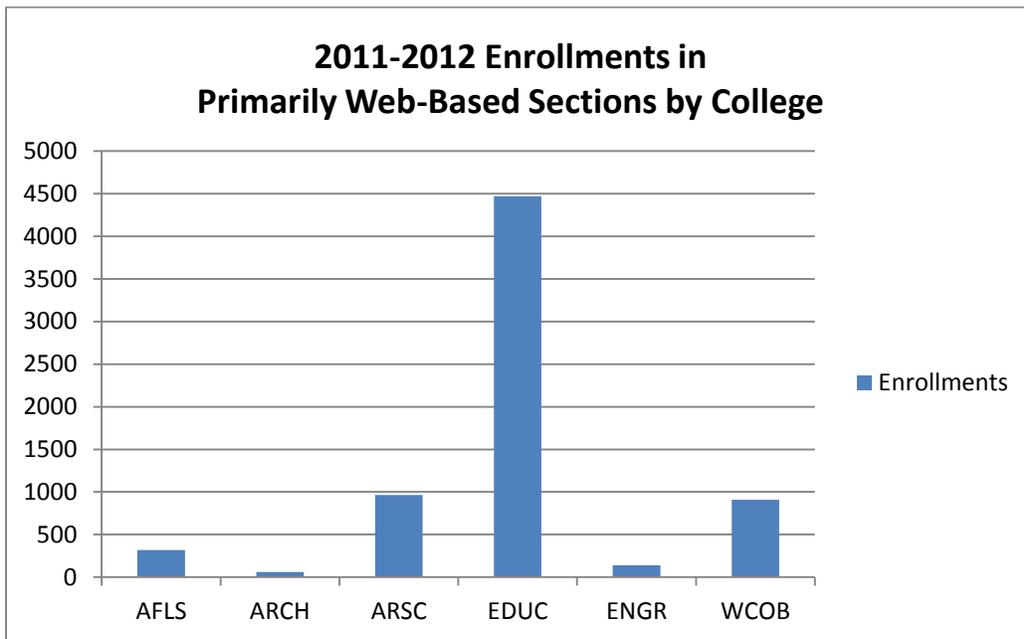
- Primarily web-based off-campus sections
- Primarily face-to-face off-campus sections
- Independent Study sections
- Study abroad sections (national/international credit studies)

### Enrollment in Primarily Web-Based Off-Campus Sections

In 2011-2012 (summer II 2011, fall 2011, spring 2012, summer I 2012), there were 6,863 enrollments in primarily web-based off-campus sections. For the same period in 2010-2011, there were 6,157 enrollments in primarily web-based off-campus sections, marking an 11 percent increase.

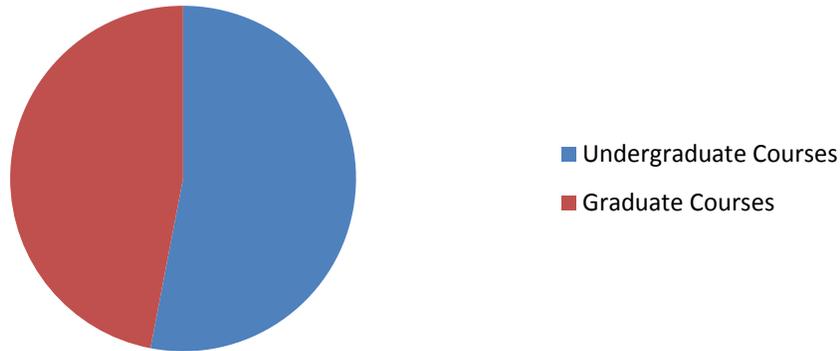


In 2011-2012, as in previous years, the majority of enrollments in primarily web-based off-campus sections were in College of Education and Health Professions courses.



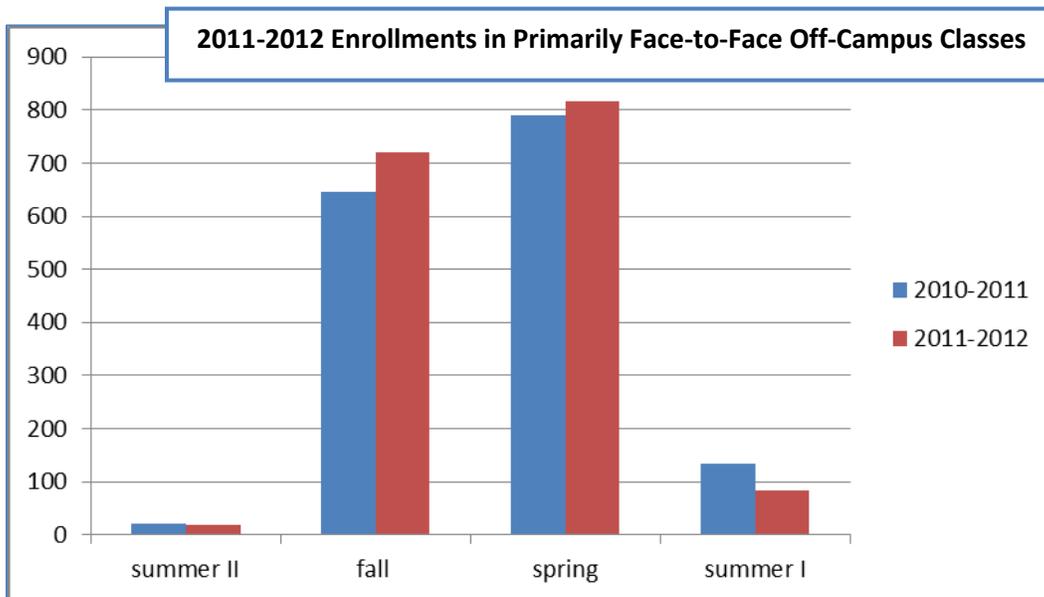
Of the enrollments in 2011-2012 primarily web-based sections, 3,639 enrollments were in undergraduate-level courses, and 3,224 enrollments were in graduate-level courses.

## 2011-2012 Enrollments in Primarily Web-Based Sections by Career



### Enrollment in Primarily Face-to-Face Off-Campus Sections

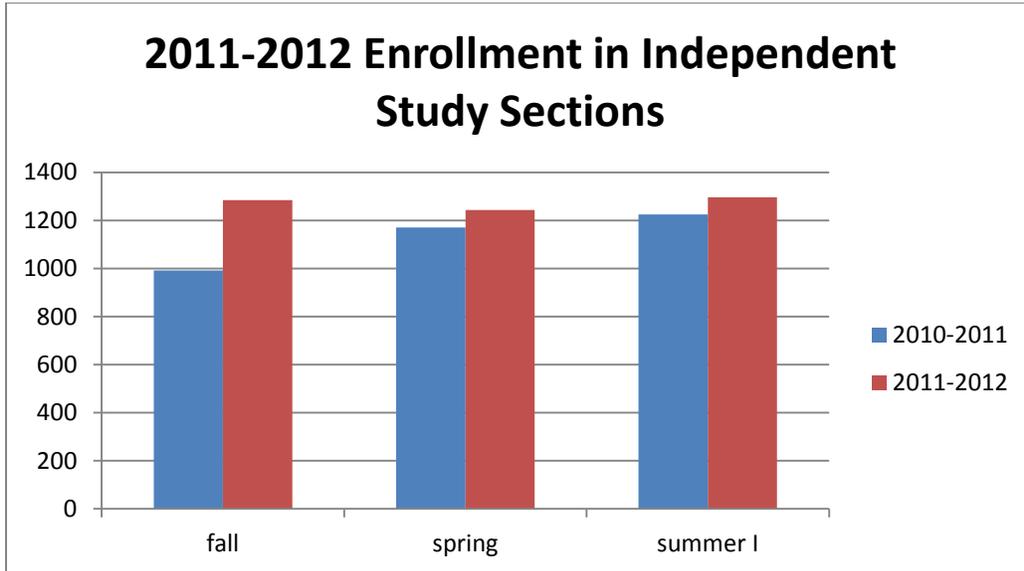
In 2011-2012 (summer II 2011, fall 2011, spring 2012, summer I 2012), there were 1,636 enrollments in primarily face-to-face or otherwise arranged off-campus sections. For the same period in 2010-2011, there were 1,594 enrollments, marking a two percent increase.



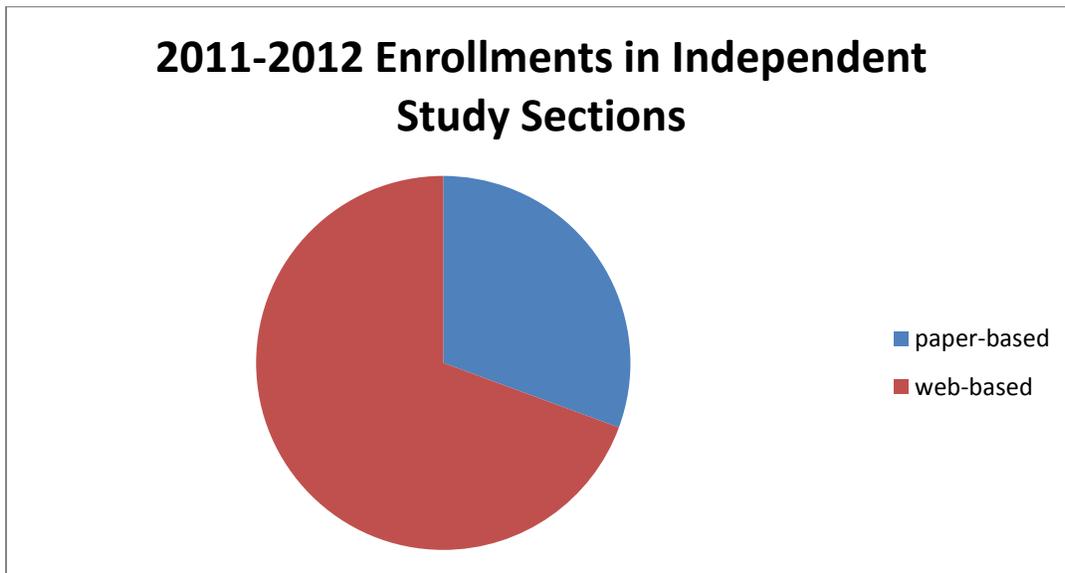
In 2011-2012, as in previous years, the majority of enrollments in face-to-face and arranged off-campus sections were in College of Education and Health Professions courses and in undergraduate-level courses. This is due in large part to the Elementary Education degree-completion program that meets face-to-face at the Global Campus facility in Rogers.

### Enrollment in Independent Study Sections

In 2011-2012 (fall 2011, spring 2012, summer 2012), there were 3,826 enrollments in Independent Study sections, including both web-based and paper-based delivery formats. For the same period in 2010-2011, there were 3,387 enrollments in Independent Study sections, marking nearly a 13 percent increase in enrollments. Approximately two-thirds of the Independent Study sections are web-based.

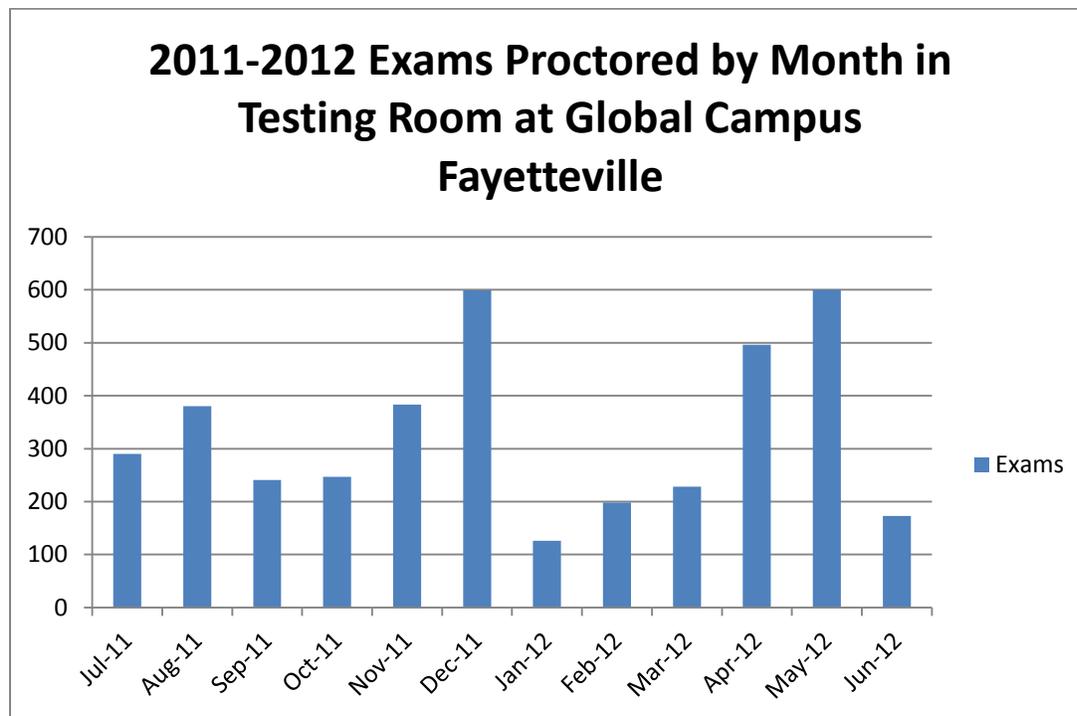


In 2011-2012, 69 percent of enrollments were in web-based sections and 31 percent of enrollments were in paper-based sections.



Demand for proctored exams at the Global Campus Fayetteville location has increased. Between July 1, 2011, and June 30, 2012, 3,961 exams were proctored. This represents a 10 percent increase over the

number of exams proctored between July 1, 2010, and June 30, 2011. December and May are the busiest testing months as students attempt to complete courses prior to the end of the fall and spring terms, respectively.

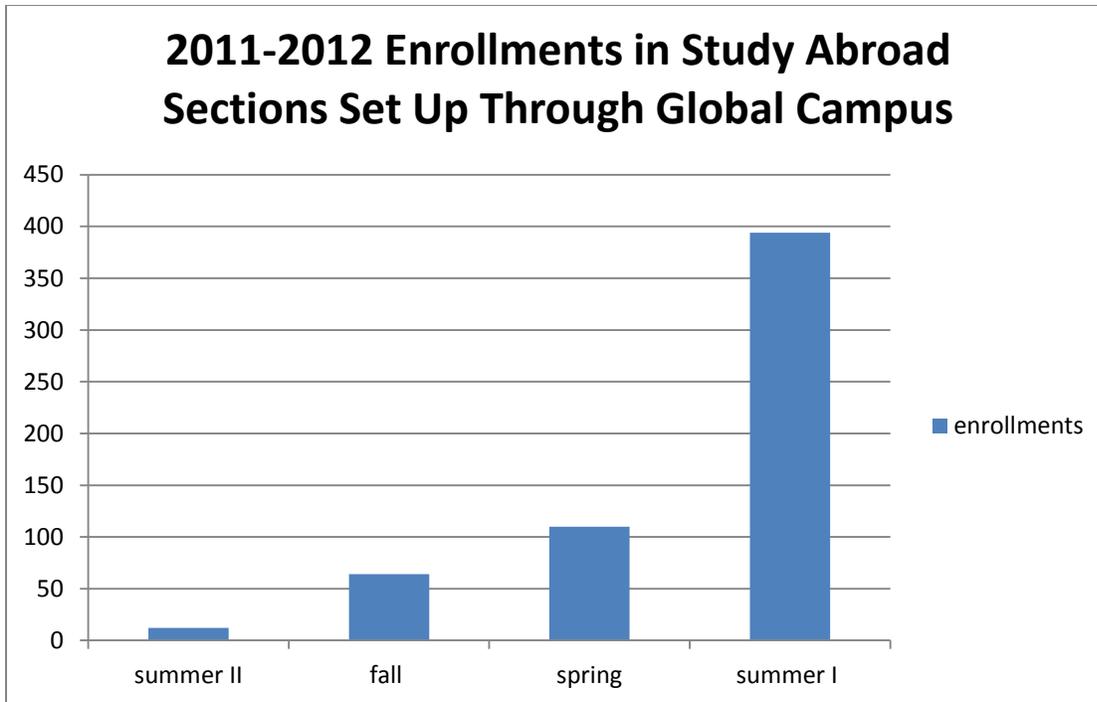


#### Enrollment in Study Abroad Sections (National/International Credit Studies)

Most class sections set up with the reporting attribute of national/international credit studies are at the request of the Office of Study Abroad. The single exception in 2011-2012 was the course associated with Geology Field Camp, GEOL 4666, for which Global Campus staff coordinates admission and registration of both University of Arkansas and visiting students. Most sections set up in ISIS are part of a faculty-led program, a reciprocal exchange program, or the University of Arkansas Rome Center.

In 2011-2012, there were 580 enrollments in national/international credit studies sections set up through Global Campus. The majority of enrollments are in the early summer in association with University of Arkansas faculty-led Study Abroad programs.

The Study Abroad Program reports to the Office of Study Abroad & International Exchange, but SCEAO is responsible for setting up class sections in ISIS, posting program fees, assisting with admission and enrollment of visiting students, travel supplements, and reporting the number of students.



Travel destinations in 2011-2012 included Austria, Belgium, Belize, Brazil, China, Denmark, Egypt, England, France, Germany, Ghana, India, Ireland, Italy, Japan, Korea, Mexico, Mozambique, Spain, Sweden, Taiwan, Tanzania, and USA (Montana).

#### **APPENDIX B**

#### **Regulatory Compliance and Quality Assurance**

##### Progress toward State Authorization Compliance during 2011-2012

Global Campus hosted seven webinars on State Authorization (HEOA 600.9) in order to inform and engage UA stakeholders in discussions on requirements, plans, and actions to show good faith toward compliance.

GC made contacts with colleagues from other institutions and gathered information from professional associations to provide comparative information and institutional approaches to State Authorization and regularly consulted with professional organization resources like WCET, SREB, UPCEA, Eduventures, and SHEEO.

GC held campus and system meetings to begin developing processes that enable distance education management and reporting for compliance. Javier Reyes, the newly-appointed Vice Provost for Distance Education, joined in meetings to support campus-wide collaboration on distance education issues.

President Don Bobbitt began official state authorization compliance efforts by sending an inquiry letter to the states and territories; GC continues with campus-based follow up to the states and territories.

Thirty-nine states have responded to date and approval has been confirmed for 18 states based on current information.

Global Campus staff collaborated with the Registrar's Office, Institutional Research, the Associate Provosts, and the ISIS team in order to develop and confirm distance education definitions and link them to reporting codes that enable distance education reporting.

GC helped collaboratively define a course enrollment process to gather the primary state location of students enrolling in distance courses. The ISIS team is programming the process for implementation Spring 2013. Until the students' self-reported learning location process is complete, the Compliance Office is relying on resident reports produced by Institutional Research to process state approval applications.

GC worked with the help of the Financial Aid and Enrollment Services Office to include notice for students located in other states of the University's complaint process and accreditation status on the UA's Enrollment Services website.

#### Maintaining Academic Integrity through Student Authentication

The Student Identity Discussion Group reviewed and identified the primary methods used across campus to authenticate the identity of students online and in controlled face-to-face environments. The group determined the institution was in compliance with the broad standards, but identified possible authentication technologies to be further explored.

GC held four campus-wide product demonstrations and conducted small-scale pilots with two of the products. One of the demonstrations was videotaped and disseminated to campus representatives, along with a survey requesting feedback on the products and recommendations of additional technologies that might be explored. The feedback pointed to a desire for one product to fulfill proctoring needs and another to satisfy federal authentication requirements.

#### Supporting Academic Integrity as the GC Academic Integrity Monitor (AIM)

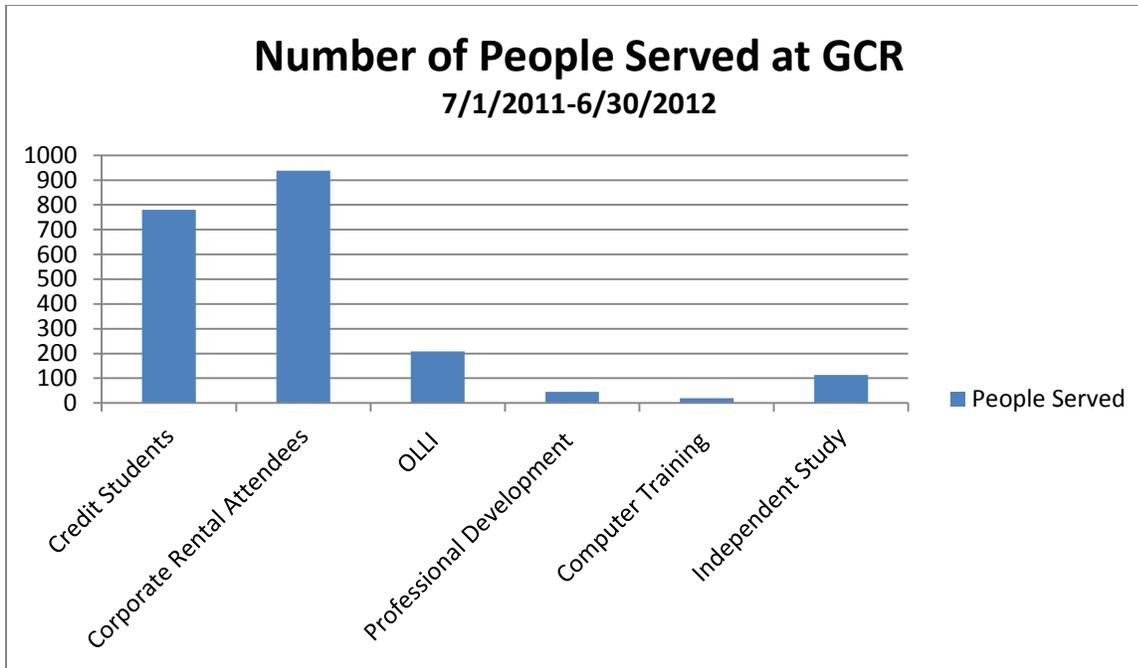
GC processed 14 cases in 2011-2012, all of which related to Independent Study courses.

At the request of the Provost and Vice Provost of Distance Education, the GC will maintain the status of its AIM, who will continue to participate in meetings of the Associate Deans' group.

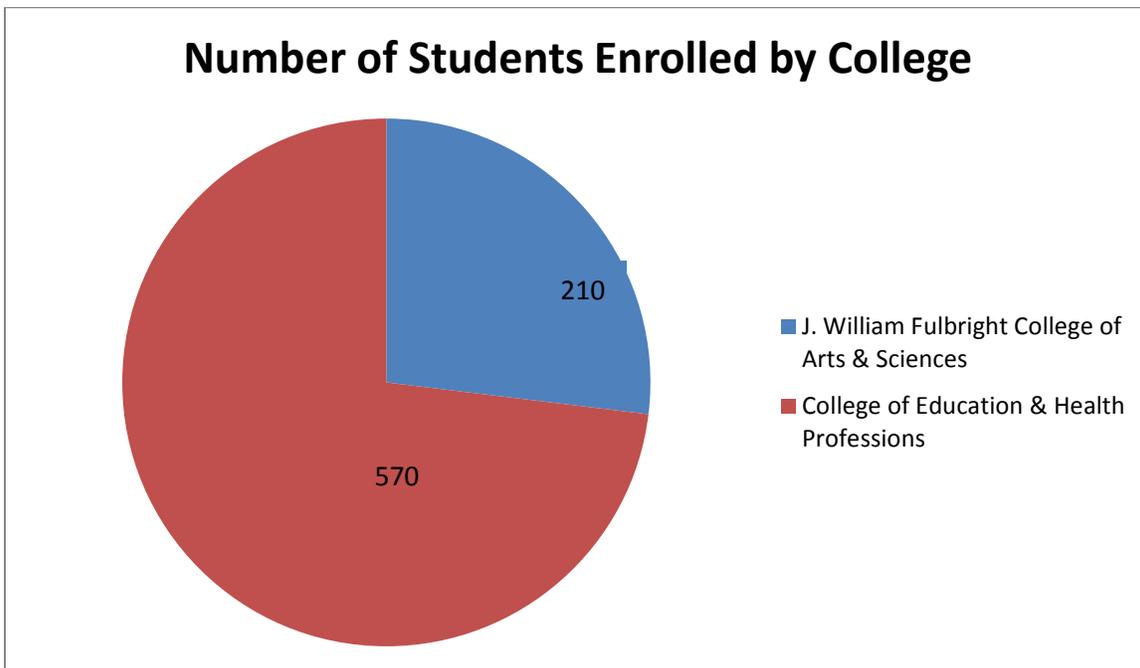
### **APPENDIX C**

#### **Global Campus at Rogers**

The Global Campus at Rogers was used in a variety of capacities during the 2011-2012, including credit classes, rental clients, OLLI programs, professional development, computer training and Independent Study testing.



While corporate rental client participants outnumbered credit students at the facility, the majority of time and space usage at the facility is by credit students. The College of Education & Health Professions used the space and offered the most classes at the Rogers facility.



The Global Campus at Rogers assisted with the business efforts of the local corporate community and other organizations. Following is a list of clients that used space throughout the year.

### **Clients of the Global Campus at Rogers**

- Triad Digital
- Dale Carnegie
- Kellogg
- Vision Chain
- Wal-Mart
- Emergency Education Association
- Arkansas Trial Lawyers
- Kraft Foods
- MoneyGram International
- Junior League of NWA
- ALPFA
- Public Relations Society of America
- Perennial North
- Arvest

The Rogers facility continued to partner and collaborate with various University of Arkansas departments/colleges:

- College of Engineering - OMGT
- College of Education and Health Professions - Collaborate on CIED degree completion program
- ALPFA - Board Service Certification
- Arkansas World Trade Center – Various
- College Access Initiative (VPDV)- ACT Prep
- Campus Life Center – Student Activities Retreat

A standing partnership has also been developed with the following external organizations:

- Dale Carnegie - Professional Development for GCR employees
- U.S. Green Building Council (USGBC) – Complimentary Advertising

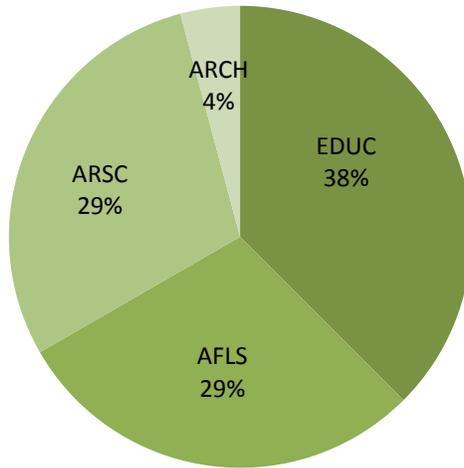
### **APPENDIX D**

#### **Instructional Design and Support Services (IDSS)**

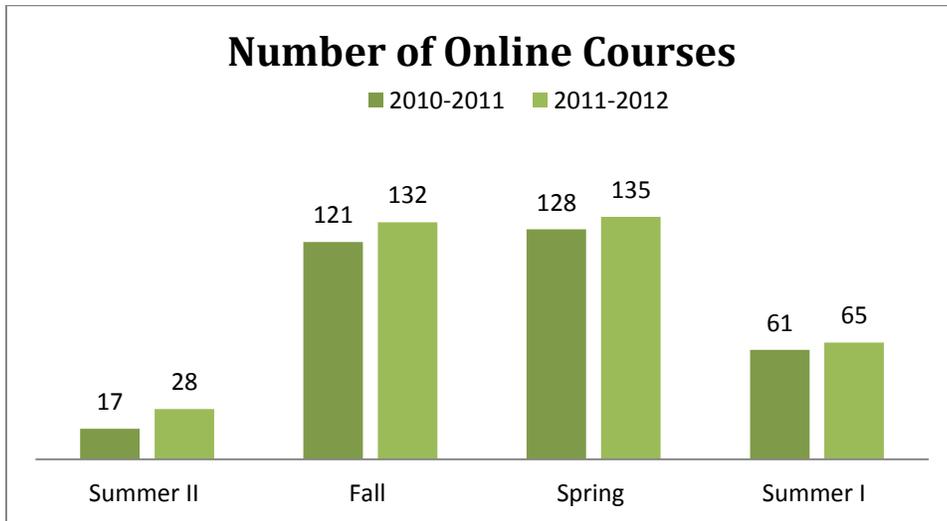
With growing demand for online courses and the new system president's emphasis on Distance Education, Global Campus Instructional Design and Support Services experienced a significant increase in interest and inquiries about online learning. This increase is reflected in the number of applications for Distance Education Development Grants. The number of courses approved for development doubled from nine in Fall 2011 to 18 in Spring 2012. IDSS assigned instructional designers to the approved courses and provided one-on-one assistance with identifying learning objectives, aligning objectives and assessments, organizing course materials, creating learning resources, and selecting appropriate tools and technology.

During 2011-2012, Global Campus developed 24 new online courses in collaboration with the following colleges: College of Education and Health Professions (nine courses); Dale Bumpers College of Agricultural, Food and Life Sciences (seven); J. William Fulbright College of Arts and Sciences (seven); and, Fay Jones School of Architecture (one). Before Summer 2010, 90 percent of courses offered through Global Campus were from College of Education and Health Profession. As illustrated in the chart below, Global Campus is now expanding its service to a broader community of the University of Arkansas.

## New Course Development 2011-2012



The total number of online courses instructional designers helped develop, revise, and deliver increased 10 percent over the past year. IDSS supported 360 online courses during 2011-2012. By term, offerings included the following:



Although the quantity of courses increased, the quality was not sacrificed while accommodating the increased demand for new online courses. To that end, the Global Campus subscribed to Quality Matters, a faculty-centered peer review process designed to certify the quality of online and blended courses. Global Campus invited a certified facilitator from Quality Matters and held “Applying the QM Rubric” workshop on campus. All instructional designers and several faculty and staff completed the workshop and received the certificates. IDSS incorporated the Quality Matters rubric into the faculty training and course development process. Global Campus also joined WICHE Cooperative for

Educational Technologies and the Sloan Consortium for guidance and direction in building its online programs.

In an effort to improve/maintain the course quality and to better serve our faculty, IDSS focused on developing effective faculty training programs. In Summer 2011, Global Campus instructional designers collaborated with the Faculty Technology Center instructional designers and provided face-to-face Blackboard trainings and open lab hours for all University of Arkansas faculty. In Fall 2011, IDSS created an online training course for the recipients of Global Campus Distance Education Development Grants. The 11-week course was designed not only to prepare instructors to design and teach an online course, but also to give them a first-hand experience of online learning. In Spring 2012, IDSS condensed the course to a four-week session and offered optional face-to-face workshops to complement the online course. In Summer 2012, IDSS developed a self-paced Blackboard Training course that benefits both Blackboard and online instructors. Global Campus also hosted various webinars for University of Arkansas faculty and staff, including “Making the Shift from Classroom to Online Course Design,” “Online Accessibility for Students with Disabilities,” and “Webcast: Copyright and Faculty Rights.”

IDSS developed resources for online students as well. Instructional designers created a “Student Blackboard Tutorial” course where students can learn various Blackboard tools and practice submitting assignments, posting in the discussion board, taking a quiz, etc. The tutorial course also provides basic information about online learning. IDSS plans to enroll all online students into the tutorial course so they may have easy access to this resource. LibGuides is another great resource instructional designers began creating for online students in collaboration with the University of Arkansas library.

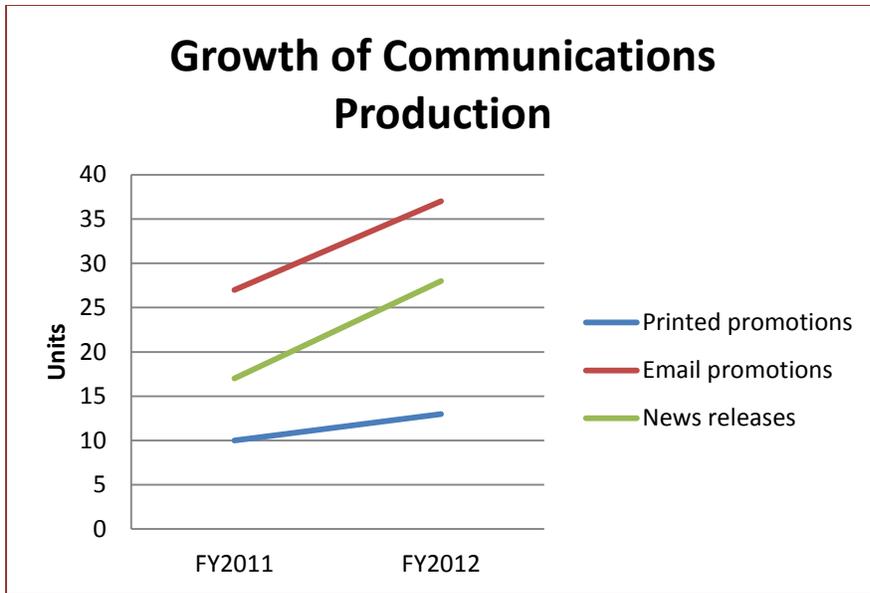
## **APPENDIX E**

### **Communications**

The communications team – one full-time employee and two part-time employees – was responsible for communication and promotion efforts for the school and its departments: distance education, Independent Study (correspondence), professional development, computer training, conferences, special programs, and media services.

The team managed the school’s website, updated social media, managed the school’s external email account, and produced news releases, electronic promotions using Constant Contact, brochures, mailers, conference programs, ads for digital message boards at XNA airport, print ads for publications, posters for events and exhibits, flyers for credit courses and non-credit classes, postcards, business cards, and internal communication tools. The team also worked closely with University Relations, ensuring that the Global Campus’ efforts were in line with the University’s communications and branding goals.

The team’s production increased during 2011-2012, compared with the previous fiscal year.



The number of **news releases** sent to the media via University Relations and Newswire increased from 17 in 2010-2011 to 28 in 2011-2012. At least three news releases led to newspaper and broadcast stories.

The number of Constant Contact **email promotions** rose from 27 in 2010-2011 to 37 in 2011-2012. These 37 messages account for 36,913 marketing “touches,” meaning the number of times information went into the inboxes of people on our marketing lists. The director of professional development programs noticed an increase in online registration following each email marketing campaign. Data collected from people who register online will provide marketing information for 2012-2013.

Global Campus produced brochures, postcards, mailers and other **printed promotions** on behalf of the university’s academic colleges to promote online degree programs and various credit and non-credit online courses. Printed materials contained unique URLs and QR Codes that allow us to track the number of visits resulting from printed materials. The Global Campus attended about 8 teacher fairs, business expos, and other events across the state and region to distribute promotional materials and meet with prospective students. The Global Campus collaborated with the Office of Graduate and International Recruitment and Admissions to reach more venues, distributing more printed promotions.

Global Campus published two ads in the Southeast Education (SEEN) magazine, one in Newsweek (Arkansas), and one in the Arkansas Democrat-Gazette’s Crystal Bridges supplement. The team placed other ads in the university’s student planner and the *College Town Profile*, and arranged the display of digital ads on message boards at XNA airport.

Global Campus created new website pages to make it easier for students to find distance education offerings. The team added the first-ever listing of online courses not associated with online degree programs (see [http://globalcampus.uark.edu/Distance\\_Education/Online/](http://globalcampus.uark.edu/Distance_Education/Online/)). The part-time Web designer created a bright action button on the home page, which links to a mobile-friendly site containing information about distance education offerings from academic colleges and schools across

the university (see <http://online.uark.edu/>). That page also contains an interactive decision tree to help students determine what types of courses they need, either traditional online courses or web-based correspondence courses. The part-time web designer managed a workload of 250 requests for changes or additions to the website in 2011-2012.

The director of communications attended the Conference on Management and Executive and Professional Development Nov. 18-21, 2012, and she and the graphic artist were participants in the LERN Marketing Institute held at the Global Campus Feb. 7-9, 2012. Team members attended various webinars on distance education, communications and marketing during the fiscal year.

## **APPENDIX F**

### **Technology Services (TS)**

The Technology Services (TS) department completed a number of significant projects during 2011-2012 which varied in scope, but they all had the same goal of further advancing the mission of the school with the intelligent and cost-effective use of technology.

#### **Datacenter Redesign**

Most of the dated timber rack structure was completely removed from the datacenter and replaced with two existing modern steel racks. The work was performed by in-house TS staff during the Christmas break at zero cost to the University and with no disruption to critical services.

#### **SharePoint Development**

Further additions to the Global Campus SharePoint site involved the development of a system to track online course development (Online Course Development Tracking System), and an OLLI SharePoint site to track class schedules and office events.

On the web front, TS department staff was instrumental in the launch of the new [online.uark.edu](http://online.uark.edu) website, and continued to support the communications team with QR code creation and Google Analytic tracking for print advertisements. We maintained top SEO ranking for various search terms by using a variety of mechanisms throughout the year. For Global Campus CTN (Computer Training Network), TS staff created two state-of-the-art computer labs with Acronis imaging capabilities in both the Rogers and Fayetteville locations.

The first ever live stream of a University of Arkansas (UAF) commencement was broadcast to the world using TS services and hardware, which were also used for other notable events such as the streaming of the Wal-Mart Analyst meeting with CEO Mike Duke and his executive staff, and the stream of the successful "Undocumented: Living in the shadows" event in the Fayetteville Town Center.

Technology Services support of the GC community can be judged by the successful completion of 1,052 Help Desk tickets throughout the fiscal year, and the immediate response to e-mail/phone requests and walk-ins. The department continued to support diverse roles such as the maintenance and monitoring of the CCTV system, DSX access, security response and risk mitigation, and business continuity planning and implementation. However, the ultimate goal of the department is the continuation in the provision of superior service to our students, staff and customers. Technology Services is a proactive technology

enabler, which helps other units within the Global Campus and the University fulfill their objectives and mission.

## **APPENDIX G**

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

In February, the Provost's Office announced that Conference Services will report to the Sam M. Walton College of Business effective July 1, 2012.

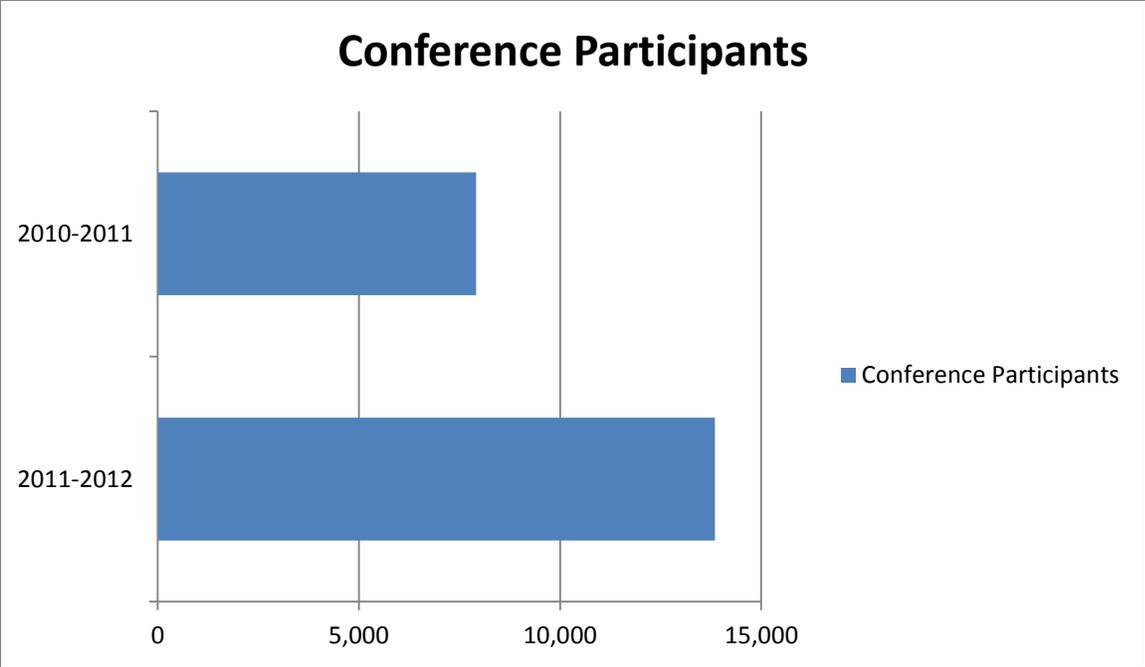
In 2011-2012, the Conferences, Special Programs, and Professional Studies team continued to focus on six major areas:

1. conference services provided for events wholly sponsored by external clients (at our conference facilities, on campus, or elsewhere);
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 & Facility Management**

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. They made further improvements to the Fayetteville facility, and continued collaborating with local artists through a series of community art exhibits.

The number of conference service events handled by our team increased by 84 percent this year, from 87 to 160. About half were for university clients and the remainder for corporate customers. The majority of events continued to be held at the Global Campus Fayetteville facility (65 percent) and on campus (49 percent). In total, 13,847 conference participants were served this year, representing an increase of 75 percent. This marked increase in workload was accomplished without the addition of any staff. There were several main factors contributing to the increase: the closing of the Cosmopolitan Hotel (adjacent to our conference facility), the College of Education and Health Profession dean's decision to implement a policy of all non-credit activity being handled by the Global Campus' team of expert conference coordinators, an increased awareness in the community of our facility, and a concerted effort to promote our services.



The work of the entire school relies heavily on the availability of classroom and meeting space, which is supported in large part by our team. A total of 365 internal meetings and training activities were held in the Fayetteville facility during 2011-2012, an increase of 37 percent over the previous year. Global Campus departments utilizing free conference space for meetings and training include Administration, Administrative Services, Financial Services, Media Services, Instructional Design and Digital Technology.

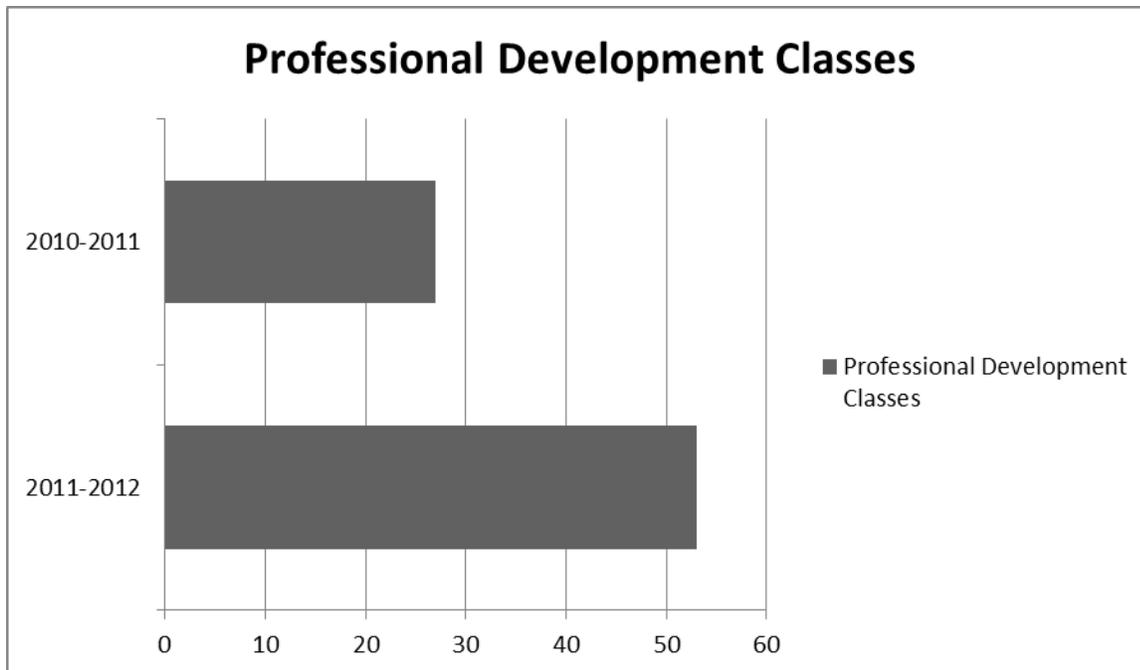
The conference team also continued its support of the Osher Lifelong Learning Institute's (OLLI's) efforts by providing free classroom space and administrative support. In total, 114 different OLLI classes representing 242 room days were held at the Global Campus facility. OLLI's committee meetings, administrative meetings and other room use were also provided at no cost.

#### Professional Development Programming

The work of rebuilding programs related to professional development continued in 2011-2012. To create a cohesive overall program of professional development offerings and services, the Professional Development Network (PDN) concept was implemented in 2010-2011. The PDN encompasses all Global Campus programs and initiatives related to professional development. The focus of the PDN is to create and provide continuing education opportunities to professionals who require training, certification and re-certification for career entry, growth, and advancement. The development of a strategic plan is currently underway, including identification of target audiences, programs, marketing and tracking.

A key component of increasing PDN activities has been developing effective relationships with corporate and University partners. For example, we are collaborating with the Small Business and Technology Development Center to cross-market programs, provide appropriate professional development credits and increase participation. Corporate relationships continue to yield positive results, as in local company human resource professionals providing free instruction for courses and assisting in the development of new programs.

The number of customized training clients increased for 2011-2012, and included the following: NWACC, Benchmark Group, Synergy Tech, Nilfisk, UA Graduate School of Business, Walton College of Business, Tyson Foods, UA Sustainability Council, UA School of Architecture, UA Human Resources and UA Career Services. Additional professional development programming included a continuation of partnerships with several online providers and implementation of the 39<sup>th</sup> Annual Municipal Clerks Institute.



Staff associated with PDN activities held several strategic sessions, resulting in a more focused plan of action for the coming year and beyond.

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. In total, 53 professional development courses were administered by the School in cooperation with other University units. This is a 96 percent increase over the previous year, primarily due to the initiation of Global Campus’ service to the Center for Math and Science Education’s (CMASE’s) professional development workshops for teachers.

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 Community Music School programs. Youth programs sponsored by the College of Education and Health Professions’ Center for Writing continued and increased, as well.

Continuing Education Unit (CEU) Program Management

The CEU team continued its role in managing the University’s issuance and record maintenance for CEU programs. It administered a total of 73 professional programs qualifying for CEUs, serving 705 participants. This is nearly the same as for the previous year, but down significantly from two years ago. This is due primarily to a national trend away from reliance on university-issued CEUs for professional licensure maintenance. In response to this trend, we began offering the service of applying for required

approvals from various certifying bodies in 2010. The CEU team also assists clients and participants in the management of tracking professional credits.

#### Workforce Education Training (WET) Reporting Management

The WET team continued to serve as the University's collection point for campus-wide reporting of all workforce education programs. As reported for the previous two years, this area remains in need of improvement regarding participation by campus units. The Global Campus developed and published an internal campus-wide website in 2008 for the purpose of providing information about workforce education reporting and collection of reports from campus units. However, the number of reported outreach programs has declined dramatically over the past four years, although there is evidence that units continue to sponsor eligible activities.

#### Special Programs

The Global Campus' largest special program, the Osher Lifelong Learning Institute (OLLI), successfully completed its fifth year of operation. During this year, management and reporting for the institute moved from the Conferences, Special Programs and Professional Studies department to the dean.

Other special programs included four Road Scholar (formerly Elderhostel) programs, with 65 participants at six different sites. This represented a continuation of the downward trend shown over the past several years. As a result, the University of Arkansas ended its agreement, and is no longer a provider of Road Scholar programs. The Global Campus also continued to co-sponsor Summer Reading Institutes in cooperation with the Institute of Reading Development in four locations around the state. This program served 658 youth, an increase of 31 percent over the previous year.

#### Summary

The total number of non-credit classes and events, including both administered and sponsored programs (not counting OLLI classes) increased by 72 percent over the previous year. This is primarily due to a three-fold increase in the number of professional development programs offered by the school, increased use of conference space by former clients of the Cosmopolitan Hotel, implementation of a new policy by the College of Education and Health Professions, and increased awareness and use of our facility by the community.

Administered programs (those wholly sponsored by an external client) increased dramatically from 87 events in 2010-2011 to 160 events in 2011-2012. The number of programs administered for University clients also rose significantly, from 56 to 80 events. Sponsored programs (those supported all or in part by the Global Campus) nearly tripled, from 24 to 69 over the previous year; this category is expected to grow significantly in the coming year, as well.

### **APPENDIX H**

#### **Osher Lifelong Learning Institute (OLLI)**

In February, the Provost announced the OLLI program will report to the College of Education and Health Professions, effective July 1, 2012.

The Osher Lifelong Learning Institute (OLLI), GC's largest special program, successfully completed its fifth year of operation. The institute is one of 117 lifelong learning programs supported by the Bernard Osher Foundation on University campuses. OLLI is a peer-led learning community that encourages adults 50 and over to come together, share intellectual interests, and learn for the pure joy of learning. It offers a variety of non-credit classes and activities.

OLLI is positioned to meet the demands of the new generation of retirees in northwest Arkansas –adults who share an unprecedented desire to continue learning, volunteer their skills, and give back to their communities. Partnerships in the community and on campus resulted in members supplying 6,584 volunteer hours with over three-fourths of the membership serving on committees, special projects, and special events. They also served as ambassadors and/or instructors.

As a contributor to the University-community relationship, OLLI at the University of Arkansas brings recognition to the University's educational commitment by demonstrating that education is a process of discovery which continues over the entire lifespan. OLLI at the University of Arkansas is the only one in Arkansas.

OLLI's membership increased to 835, an 18.6 percent increase from last year, and OLLI's renewal rate for membership is approximately 87 percent. A total of 153 different classes, workshops and field trips were offered during 2011-2012. This achieved record breaking enrollments of 2,406, a 57.6 percent increase from last year.

Campus-wide collaboration continued to play a key role in promoting the Institute, as 11 University units were involved in planning and promoting it. Those units included the following:

- Department of Journalism
- College of Education and Health Professions
- Middle Eastern Studies Program
- UA Administration
- Fay Jones School of Architecture
- J. William Fulbright College of Arts and Sciences
- Graduate School
- Drama Department
- Rogers SCEAO
- Fayetteville SCEAO
- Emeritus Faculty

Likewise, the Institute benefited from the cooperation of 17 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.

- Rolling Hills Baptist Church
- Walton Arts Center
- Arts Center of the Ozarks
- TheatreSquared
- Lake Fort Smith Corp of Engineers
- Fayetteville Visitor's Bureau
- Fayetteville Public Library
- Crystal Bridges Museum
- Jones Center
- Tontitown Museum
- Eureka Springs Railway
- KNWA
- Turpentine Creek
- Dig-In Festival
- Tim Tyler
- Vetro 1925 Restaurant
- Arkansas Waterways Commission

## **APPENDIX I**

### **Professional Development Network (PDN)**

The Professional Development Network (PDN) was launched in February 2011 with a mission to continue serving and growing existing programs and customers while developing new programs (specifically targeted certificate programs for professionals). The goals for the remainder of 2010-2011 were to continue operating the Society for Human Resource Management (SHRM) prep program with a net surplus and an above national average pass rate, and to begin introducing re-certification courses and programs to serve the HR professionals who achieved certification via the Global Campus and throughout the state.

Fiscal year 2012 was the first full year of PDN operations. The SHRM program continued as the anchor program with a pass rate of 75 percent PHR/75 percent SPHR, both at 20 points above national average.

PDN accomplishments for 2011-2012 included the launch of Global Campus branded and co-branded certificate programs: 1.) Grain Basis Trading, Level 1, is a joint venture with the University of Arkansas Agricultural Economics & Agribusiness Department and White Commercial Corporation; it exceeded all expectations. 2.) Project Management is a "homegrown" Global Campus certificate program designed for managers, small business owners and HR professionals to help them develop and manage small to mid-sized projects. Its first offering was enhanced by a partnership with the Walton College of Business Executive MBA program. This relationship is expected to continue. 3.) Human Resource Analytics (HRA), a joint venture with the Center for Statistical Research and Consulting, was developed in 2011-2012 but failed to attract enough of an enrollment to launch in 2011-2012. The 2012-2013 plan addresses the future of HRA, including a national marketing campaign and a potential partnership with Business

Analytics from the Sam M. Walton College of Business. It has been a building year, enhanced by the establishment of a number of strategic partnerships.

During this first full year of PDN operations, the SHRM and HR programs thrived, PDN tested and proved new delivery methods, developed “homegrown” certificate programs, and established strategic and scalable partnerships.

Other 2011-2012 accomplishments of note include the testing of innovative delivery methods:

- Blackboard Collaborate – enables PDN to offer courses throughout the state of Arkansas and beyond. The SHRM course is offered over Collaborate. Global Campus was one of the first university entities to offer the SHRM class via Collaborate.
- Drop-in classes –involve professionals in already-established university classes so that they benefit from cutting edge research and learning while networking with university constituents. Drop-in classes eliminate the need for curriculum development, thereby saving that cost. Drop-in classes can be face-to-face or online.
- Concurrent (or Dual Enrollment) – the most notable example of this delivery method is Grain Basis Trading, Level 1. Professionals enroll for the full class and participate in all course requirements along with credit students. Professionals receive a certificate of completion at the end of the course.

2011-2012 Strategic partnerships include:

- University of Arkansas HR Department
- University of Arkansas Agricultural Economics & Agribusiness Department and White Commercial Corporation
- Walton College of Business ex-MBA program
- Arkansas Small Business Technology Development Center
- Center for Statistical Research and Consulting
- Fulbright College, Department of Social Work
- College of Education and Health Professions
- Cross, Gunter, Whitherspoon and Galchus
- Synergy Tech

This fiscal reporting year also includes revenue from customized classes and stand-alone recertification offerings. Most notable among the 2011-2012 stand-alone recertification offerings is the partnership with Cross, Gunter, Whitherspoon & Galchus (CGWG), a leading employment law firm in the state. Classes taught by CGWG operate at a net profit because CGWG provides the curriculum and the instructors at no cost to Global Campus. In addition, stand-alone re-certification classes employing UA faculty and/or PDN faculty have performed well. The partnership with the Arkansas Small Business and Technology Development Center has struggled and will require targeted attention in 2012-2013 if it is to perform well at all. SynergyTech is PDN’s link to the regional manufacturing community.

### 2011-2012 Highlights for PDN

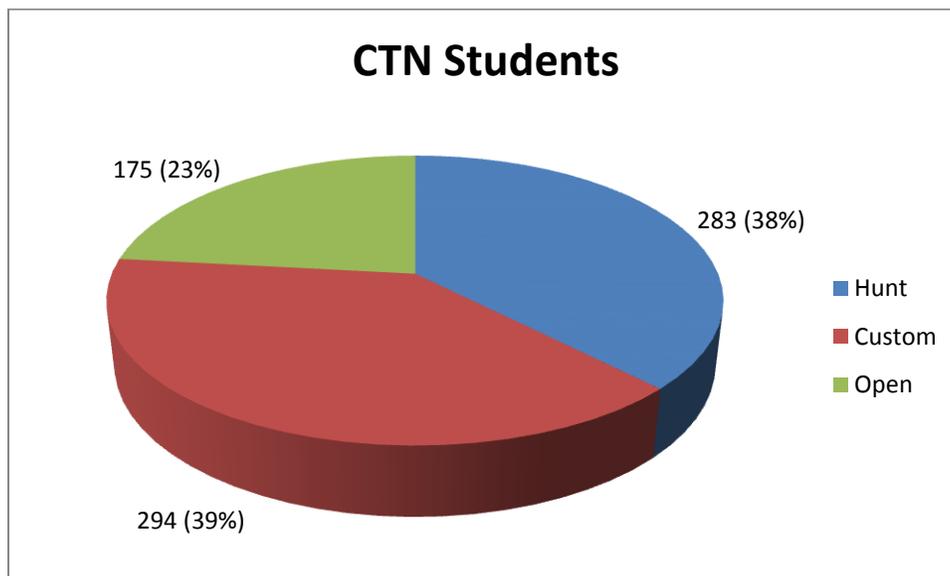
- The Professional Development Network is currently the leading provider of HR continuing professional education in the state, and likely the region.
- PDN partnered with the College of Education and Health Professions annual Health Disparities Conference. Participating in this conference positioned PDN in the healthcare professional development market.
- PDN’s Global Campus branded and co-branded certificate programs were designed to attract a national, and potentially global, audience.
- PDN has been recognized by the Society for Human Resource Management as a 2011 finalist for the SHRM Pinnacle Award for innovative delivery of the SHRM prep course (VoIP)
- Judith Tavano was awarded the 2011 NOARK Pillar Award for innovation in human resource continuing education.

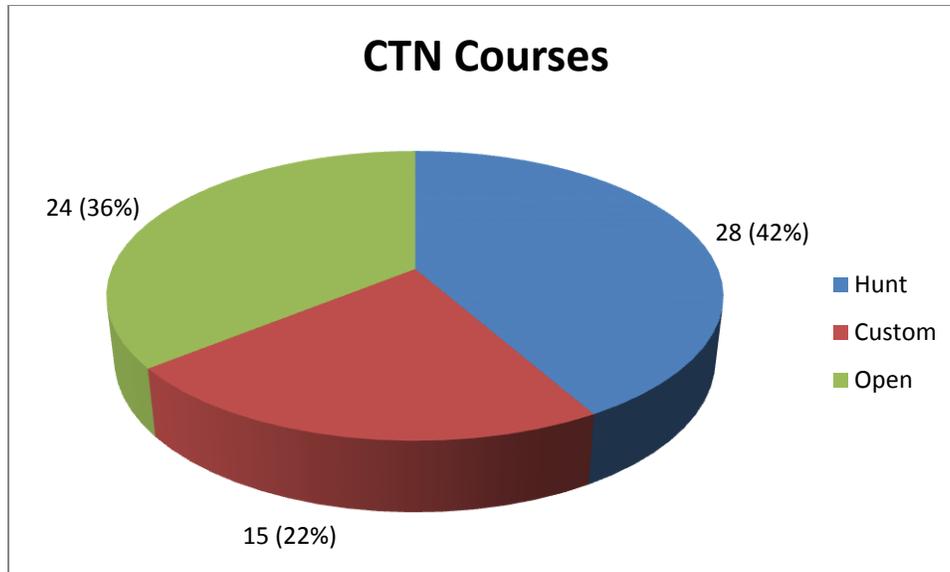
### **APPENDIX J**

#### **Computer Training Network (CTN)**

The Computer Training Network of the University of Arkansas Global Campus provides hands-on, instructor-led technology training for professionals in multiple sectors (business, education, healthcare, etc.). Since 1995, the CTN has served computer training needs of Arkansas and surrounding states. Through the CTN, the University of Arkansas was one of the first universities to provide wireless network services via a mobile computer lab in the late 1990s.

Staffed by highly experienced Microsoft-certified educators, the CTN provides high quality, innovative technology training solutions on-site or at the two Global Campus locations: Fayetteville and Rogers. In summary, the CTN provided a total of 67 courses serving 752 students in 2011-2012. Students included employees of JB Hunt Transportation, Inc., customized training clients, and open enrollment for the general public and University of Arkansas faculty, staff and students.





Courses taught by the CTN included the following:

- Microsoft Word Basics, Intermediate and Advanced
- Microsoft Excel Basics, Intermediate, Advanced and Power User
- Microsoft Access Basics, Intermediate, Advanced and Application Development
- Excel Visual Basic for Applications Programming
- Microsoft Project Basics and Advanced
- Microsoft Windows 7 Customized Training
- Microsoft Word 2010 Customized Training
- Microsoft PowerPoint Basics and Advanced
- Microsoft Publisher Basics
- Microsoft Outlook Basics and Intermediate

The CTN provided customized training for the following clients:

- University of Arkansas Human Resources
- UA Walton College of Business MBA Program
- Tyson Foods, Inc.
- Benchmark Group
- Arkansas Court Reporters Association

#### Partnerships

Since 2006, the CTN has been the sole provider of Microsoft Office training for JB Hunt, Inc. The CTN's ability to administer Existing Workforce Training Program funds through the Arkansas Economic Development Commission allowed them to reduce training costs for Arkansas businesses in the manufacturing or transportation sector.

The CTN also provided content for the annual Arkansas Municipal Clerks Academy (September) and the Arkansas Court Reporters Association (April and October). Customized training for University departments included the UA Law School, Facilities Management, the Osher Lifelong Learning Institute, College of Education and Health Professions, and the Walton College of Business.

### Certiport

The CTN applied to Certiport to become an Authorized Testing Center for the Microsoft Office Specialist (MOS) certification. The CTN has received a growing number of requests for MOS certification from both corporate clients and the University Human Resources department.

## **APPENDIX K**

### **Media Services (MS)**

In February, the Provost announced that Media Services will report to University Relations effective July 1, 2012. Part of this restructuring involved the director of media services relocating to the College of Education and Health Professions. Other personnel changes included the center manager leaving the university and the assistant to the director moving to the Credit Studies department of Global Campus.

The year's activities were divided between engineering and production services.

### Engineering

Media Services had major changes to the department's production, post-production, program distribution, and engineering/technical support capabilities:

- Upgraded video suite to accommodate High Definition (HD) and SD production. This allows Media Services to maximize the number of jobs they can perform simultaneously, thereby increasing the number of potential jobs they can take.
- Updated equipment so that the truck and video suite are now compatible, except for HD capability.
- Upgraded the auditorium for better sound and video projection, which helps Media Services meet the needs of their video clients.
- Increased efficiency in setting up audio through use of the Ivie IE-45 Audio Analyzer System and its associated software.

The engineering unit's greatest strengths lie in having the tools, documentation, expert consultation, and experience necessary to maintain and repair the various kinds of equipment (analog and digital electronic, optical, and mechanical) used at Global Campus facilities. The members of the engineering unit now have almost 16 years of experience maintaining and operating the satellite truck and 11 years with the video-audio production truck.

The greatest weakness lies in the constant juggling of high priority duties of the engineering unit, like emergency repairs and maintenance, around the scheduled conference center duties. This includes uplinks, downlinks, audio and video productions, and projects involving the Production and Satellite Vehicles. The engineering unit continually shifts priorities as needed to meet these various daily

obligations. When the mobile uplink and production trucks return from over-the-road use, their maintenance often requires the complete attention of engineering for several days. Operation and maintenance of the Poultry Science uplink facility occasionally adds to this workload.

### Productions

MS provided substantial media support for 114 major events on or near campus, both during and after hours. Media Services added a staff member in January to accommodate the additional after-hours work. This person has worked 40 after-hour events and nine Saturdays as part of or in addition to the total number of events staffed by the production team. Of the 114 events supported by Media Services, 67 (58 percent) were after hour events and 26 (22 percent) were on weekends.

Some examples of events supported by Media Services this year include the spring and fall General Commencement Ceremonies, four Distinguished Lecture Series, three ground breakings, four building dedications, Academic Convocation, and various satellite uplinks. MS earned the repeat business of many clients including the University of Arkansas Special Events, University of Arkansas Athletics, Ozark Guidance, the Single Parent Scholarship Fund, and Fayetteville Public Schools. Events included the University Board of Trustees meeting, the Fayetteville Public Schools Hall of Honor Banquet, and the ground breakings for Ozark Hall, the Jean Tyson Child Development Study Center, and Vol Walker Hall. MS continued its relationship with University of Arkansas Athletics this year by supporting them at several banquets and the first ever Hogspy Awards honoring student athletes. The productions team currently has four additional major events on the books and one multi-year video production.

This year Media Services assisted several new and returning clients on a variety of projects. In June, the unit again hosted the Wal-Mart Analyst meeting that required use of the large auditorium, three cameras, and the production control room. It was viewed by press in the fourth-floor meeting space, recorded to tape, and streamed live simultaneously. The number of requests for streaming services also increased. As a result, MS streamed three Commencement Ceremonies and an event hosted by University Relations titled "*Undocumented: Out of the Shadows.*" MS also provided video production services to the Arkansas Industrial Electrical Clearing House to produce a promotional piece for their services. The client was so satisfied that they requested the unit's help with a new project, currently out on proposal. Additionally, MS began supporting Bookstore Movie Night, which is a sponsored student event held at the new Garland Street Bookstore. The Bookstore received several corporate sponsors to provide newly released movies, snacks, and media services so students could have a break from their studies. This collaboration will continue to grow into next year.

MS completed several video productions in 2011-2012, including the demonstration reel for the Department of Media Services and public services announcements for the World Food Day canned food drive. Other projects for 2011-2012 include Satellite uplinks for CBS, Fox Business, and CNBC; a high definition video conference for NIET; dedication of the Hammerschmidt papers; tenured faculty appreciation event at the Fowler House; Ozark Guidance television commercial productions; Arts Live Theatre's productions of *Cinderella* and *Honk*; The 2012 ESL Symposium; The New School Dance Recital; Razorback Foundation fundraising event at the Springdale Convention Center; Razorbacks Remember

September 11<sup>th</sup> remembrance flag pole dedication; Distinguished Lecture Series- Nikki Giovanni; Aron Ralston; Wesley Clark; and Elie Wiesel; dedication of Peabody Hall; the Moon Festival; and the Honors College Convocation. The unit hosted live music performances, the *BANFF Film festival*, the *Offshoot Film Festival*, and the *Dig In Film Festival* in the GC large auditorium.

Media Services also continued its project with Dr. Philip Crandall in the Department of Food Science that began in 2010-2011. Since then, MS provided a new form of measurement to be used within the study. Additionally, Dr. Kristen E. Gibson, Dr. Ok Kyung Koo, Dr. Corliss A. O'Bryan, Dr. Jack A. Neal, Dr. Steven C. Ricke, and Dr. Philip G. Crandall wrote a manuscript with the assistance of Media Services as part of a submission to the International Journal of Hygiene and Environmental Health.

## **APPENDIX L**

### **Administrative Services (AS)**

Administrative Services (AS) continued progress on the use of PeopleAdmin, the University's personnel system. It conducted evaluations electronically in June 2012 to ensure that eligible classified staff received merit increases in July. AS also compiled salary data for non-classified employees and submitted it to the Dean's Office for use with merit raises, which, in December 2011, were awarded retroactively to July 2011. AS researched the most appropriate evaluation tool for use with non-classified performance reviews and provided options to the Dean's Office.

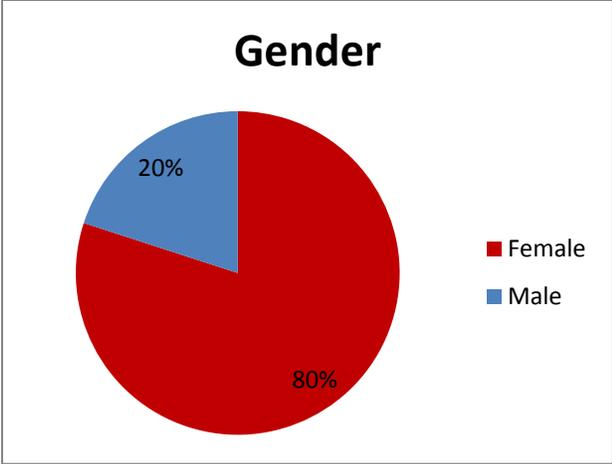
Administrative Services participated with the ongoing development of OZARK (the School's new computer information system), and it collaborated with the University's Workers Compensation Representative regarding on-the-job injuries of School employees.

AS coordinated arrangements with Facilities Management in order to rename the School's Building Executive and Building Alternate. The director continued with the University's HR-Connections group, resulting in ongoing collaboration between the University's human resources representatives.

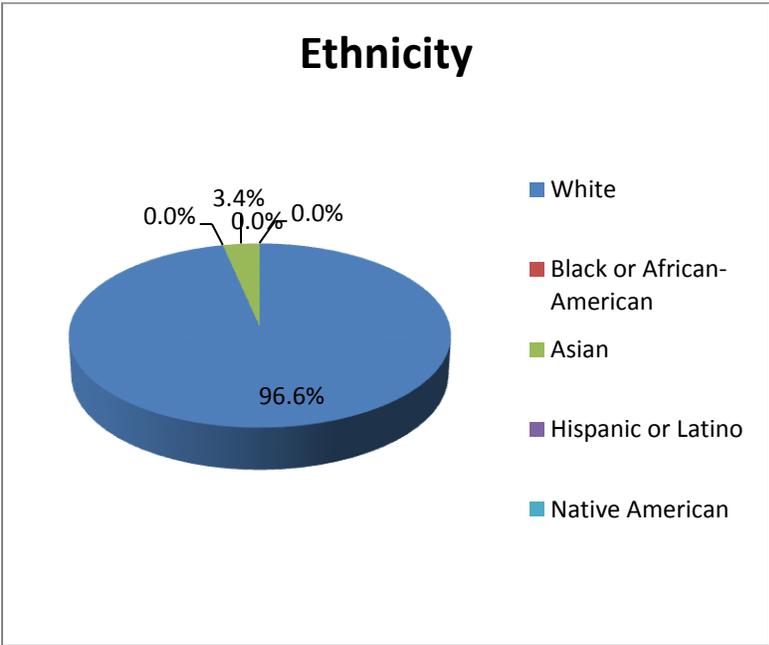
Administrative Services staff participated in notable professional development:

In accordance with University, state, and federal regulations, the School continued to provide service as a University of Arkansas cash handling facility for Global Campus credit and non-credit activities. Related duties include the opening, examination, and distribution of all Global Campus mail (U.S. postal and campus) to secure any received funds (cash, check, money order, and credit card), which are then receipted, maintained in a financial log, and deposited.

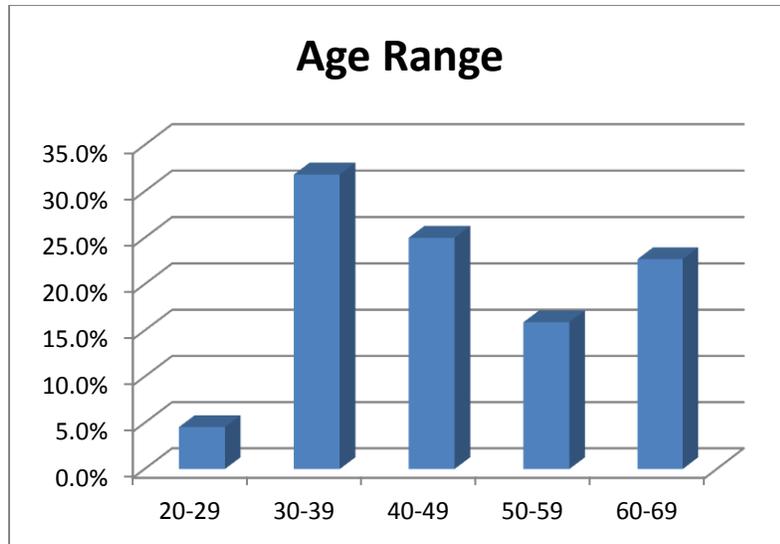
AS conducted two classified personnel searches, one of which was cancelled. The other remains underway. Of the five non-classified personnel searches, one was cancelled and two remain underway. Administrative Services also filled two graduate assistantships and arranged for use of 14 RazorTemps through Campus HR, whose assigned tasks included administrative duties and various other projects.



- Caucasian, 96.6 percent; Black or African-American, 0 percent; Asian or Pacific Islander, 3.4 percent; Hispanic or Latino, 0 percent; and Native American, 0 percent.



Ages 20-29, 4.5 percent; ages 30-39, 31.8 percent; ages 40-49, 25 percent; ages 50-59, 15.9 percent; and ages 60-69, 22.7 percent.



#### Staff Development

Listed below are some of the development activities in which the staff participated. More than half of the GC staff participated in some form of staff development in 2011-2012.

- Computer training network classes
- LERN Marketing Institute
- Microsoft Sharepoint training
- National Conference of Academic Deans
- UPCEA South
- Arkansas Association of Community Service and Continuing Education Conference
- Sloan Workshop
- Quality Matters workshop
- Conference on Management, Executive and Professional Development
- Society of Human Resource Management
- Blackboard World Conference
- UB Tech Conference
- ISC2 Security Conference
- NOARK
- VMWARE VSphere v4.1 Certification
- Executive Leadership Institute
- LERN Executive Leadership
- Annual Conference on Aging
- Annual MCI Directors' meeting
- Panasonic Launch of Toughbook Tablet
- NAB Conference
- CMMA National Conference

- Accounting CPA Training
- Sharepoint Power End User Training
- U of A Conference on Distance Education
- SACUBO 2012 Annual Meeting
- Department of Finance and Administration CPA CEU
- EDUCause 2012 Conference
- Arkansas Blackboard Users Group
- Lynda.com
- Webinars

#### **APPENDIX M**

##### **Financial Affairs**

In 2011-2012, the Financial Affairs team continued to support the daily financial operation of all departments of the Global Campus. This includes the processing of transactions related to procurement, accounts payable, travel, online registration, program reconciliations, and client invoicing. The teams also continued to manage the budget and reporting process for all departments within the school.

Financial Affairs continued to provide support for the financial operation of the Summer Study Abroad Programs while training Study Abroad staff for the upcoming transition effective Summer 2013. The team also began preparing the Global Campus financially for the transition by providing reports and organizing financial transactions in anticipation of the changes.

#### **APPENDIX N**

##### **Plans for 2012-2013**

###### **General Global Campus Goals**

1. Complete the reorganization of Global Campus under the new directive of focusing on online and distance education, following the announcement by the Provost in February 2012
2. Develop an effective faculty-driven distance learning program that addresses faculty training, instructional design and development, student/faculty support and services, assessment and evaluation components
3. Develop distance education vision and mission statements that mirror those statements articulated by the UAS office and the UAF campus
4. Expand marketable and quality online offerings leading to online degrees offered by the different colleges and academic units of the University of Arkansas
5. Increase and enhance visibility and positive perception throughout the University, state, region, and the world of online and distance education programs which are offered by the colleges and academic units and are facilitated by the GC
6. Work closely and strategically with colleges and academic units to explore the creation of online and distance education degree programs and courses for which a demand exists, or that provide support in general to their academic goals and objectives

### Independent Study

1. Collaborate with appropriate offices on campus to make identification of Global Campus sections in ISIS easier
2. Move from paper Off-Campus Course Request Form to electronic workflow
3. Develop online application for Independent Study
4. Collaborate with academic colleges to revise/update courses offered through Independent Study, exploring the options of migrating paper-based correspondence courses to web-based correspondence courses.
5. Analyze completion rates of Independent Study course enrollments

### Regulatory Compliance and Quality Assurance

In compliance with H600.9:

1. Exchange required compliance information and applications with all states seeking state authorization to offer online and distance education courses in as many states as possible
2. Keep abreast of all changes that could impact direction and develop an electronic reporting process that supports graphic approval and distance education updates
3. Develop a web page to include state approval status and required disclosure information during the coming year
4. Identify and implement solutions that will address current authentication requirements and assist in the selection of a proctoring solution for online courses
5. Identify and implement solutions that will address current authentication requirements and provide a viable proctoring solution for online courses

### The Global Campus at Rogers

1. Increase credit class offerings
2. Increase exposure of facility to rental clients
3. Collaborate with workforce/professional development
4. Maintain working relationship and partnership with OLLI
5. Partner with Sam M. Walton College of Business Executive Education

### Instructional Design and Support Services

1. Assign individual designers to specific colleges/schools
2. Collaborate with departments/colleges to provide effective, customized support to the instructors
3. Review and revise the distance education course/program development process
4. Collaborate with the UA library and other student support services to ensure that the online learner receives the same quality of service that the traditional student does
5. Continue to develop the faculty training program to ensure that faculty are prepared to develop and deliver quality courses
6. Establish guidelines and procedures to ensure that online courses contain the following guidelines and best practices: course overview and introduction; learning objectives

(competencies); assessment and measurement; instructional materials; learner interaction and engagement; course technology; learner support; and, accessibility

7. Develop an action plan that will define a process for online courses to be accredited by Quality Matters in the coming years

#### Communications

1. Redesign the Global Campus website
2. Work with other colleges and schools to migrate pages from the Global Campus website to their websites
3. Participate in the development of a strategic communications plan
4. Assist in the development of a marketing plan which will benefit the online and distance education efforts of the colleges and academic units of the University of Arkansas
5. Collaborate with academic colleges to support promotion of degree programs

#### Technology Services

1. Strategically align GC Technology Services with the new mission statement created by Distance Education
2. Implement the use of web technology to solve problems such as rush grades and extensions
3. Replace the manual processes that exist in some departments by using enhanced features of current software. For example, workflow processes can be created in Microsoft SharePoint and Digital Signatures are available by using an add-on to the Laserfiche document management system. The aim is to become as paperless as possible within the next year
4. Investigate and install state-of-the-art course design tools in order to enhance online course offerings
5. Use streaming technology as an option for the majority of online lectures and course presentations
6. Continue the use of Search Engine Optimization (SEO) techniques to propel University of Arkansas Online Classes/Programs to the top of search engine results

#### Professional Development

1. Increase market share by increasing enrollments locally and globally
2. Brand the University of Arkansas Global Campus as a premier provider of continuing professional education by the innovative use of distance technology
3. Launch a three-year path to self-sufficiency

#### Computer Training Network

1. Become a Certiport Authorized Testing Center (CATC) and offer Microsoft Office Specialist (MOS) certification to University employees and business clients
2. Develop and launch SharePoint 2010 training at the University and JB Hunt Transport, Inc.
3. Expand open enrollment course offerings to include the Adobe Creative Suite (CS6) applications
4. Participate in grant funding opportunities
5. Develop WordPress blogs in order to expand our marketing efforts and outreach

6. Certify Mike Sypult and Starlyn Danley as Microsoft Office Master Trainers
7. Partner with new clients and businesses

#### Administrative Services

1. Continue to work toward the adoption of PeopleAdmin with respect to non-classified personnel information
2. Search among evaluation forms for non-classified personnel to find one suitable for GC personnel
3. Continue affiliation with HR-Connections Association
4. Strive to facilitate and finalize the restructuring of positions as a result of the realignment of GC

#### Financial Affairs

1. Develop a new annual budget process and schedule for monitoring results to ensure departments/units are meeting financial goals and expectations
2. Develop standard and customized monthly reports to provide departments/units with timely and accurate information for decision making
3. Review and update financial processes and procedures to support the new structure of the Global Campus
4. Develop new financial models for Distance Education courses and programs emphasizing growth and expansion
5. Assist with the review and update of the Independent Study office policies and procedures to ensure that the flow of financial transactions and customer service to students is improved

## GLOBAL CAMPUS 2011-2012 STAFF

### **Office of the Dean**

Dr. Pauline Rankin, Interim Dean  
Kay Murphy, Director of Communication  
Amy Giezentanner, Support for the Dean

### **Office of the Associate Dean**

Kim Bradford, Associate Dean  
Melody DeVere, Support Specialist  
Lindsay Turner, Support for the Associate Dean

### **Administrative Services**

Cindy Shackelford, Director of Administrative Services  
Lesa Moyer, Asst. to the Dir. of Admin. Services  
Joan Pense, Head Cashier

### **Financial Affairs**

Melissa Erwin, Director of Financial Affairs  
Penny Mills, Asst. Dir. of Financial Affairs  
Deedee Barre, Financial Affairs Specialist  
Colleen Teal, Support Specialist

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

Kim Jones, Manager of CSP&PS  
Shannon Bullock, Conference Coordinator  
Claudia Cochrane, Information & Registration Specialist  
Starlyn Danley, Computer Training Services Inst.  
Sandra Sawyer, Asst. to the Manager of CSPS&PS  
Mike Sypult, Computer Training Services Coordinator  
Judith Tavano, Professional Development Program Coordinator  
Rick Teague, Professional Development Program Asst. Coordinator  
Gloria Young, Special Program Coordinator

### **Osher Lifelong Learning Institute**

Kathleen Dorn, Manager of OLLI  
Sandra Bowman, OLLI Support Specialist

### **Credit Off-Campus Offerings**

Dr. Nancy Arnold, Director of Credit Studies

### **Credit Independent Study (Correspondence) Offerings**

Sheila Bowerman, CISO Records Specialist  
Wanda Donaghe, Asst. to the Manager of CISO  
Dorothy Harris, Support Specialist  
Rhonda Jordan, Asst. Manager of CISO  
Linda McCourt, CISO Records Specialist  
Julie Stagner, CISO Records Specialist  
Ruth Summer, RazorTemp

**Instructional Design & Support Services**

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Bobby Craig, ID&SS Coordinator

Anne-Marie Holimon, Asst. to the Manager of ID&SS

Sean Orme, Instructional Designer

Jerol Skinner, Support Specialist

Liz Stover, Instructional Designer

Shelly Walters, Instructional Designer

**Media Services**

Mandel Samuels, Director of Media Services

Andrew Chandler, RazorTemp

Lee Clinton, Manager of SNV Operations

Matt Davis, Audio Editor/Producer

Ashley Goodwin, Center Manager

Karl Krotke, Media Services Coordinator

Michael Maese, Chief Engineer

Mickel McConnell, Video Editor/Producer

Brian Petty, Videographer

Colleen Whitman, Asst. to the Director of Media Services

Allison Williams, Media Services Specialist

**Technology Services**

Anselm Lambert, Director of Tech. Services

Glen Dunn, Tech. Services Administrator

**Mid-South Community College University Center, West Memphis**

Leta Stickmon, Program Coordinator

**Rogers Facility**

Tara Dryer, Rogers Coordinator

Ryan Kopp, Support Specialist

Michael Parker, Support Specialist