



GLOBAL CAMPUS

SCHOOL OF CONTINUING EDUCATION AND
ACADEMIC OUTREACH

Annual Report

2013 – 2014

School of Continuing Education and Academic Outreach Global Campus

Report Submitted by

Global Campus Staff Members

School of Continuing Education and Academic Outreach
and

Javier A. Reyes, Vice Provost for Distance Education
Office of Academic Affairs

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Vision

The School of Continuing Education and Academic Outreach – Global Campus (GC) is the collaborative leader and support unit that facilitates the efforts of the academic colleges, schools and units at the University of Arkansas to develop and deliver faculty-driven, high-quality and cutting-edge online, distance and workforce education programs and courses. Its focus is on progressive and innovative learning solutions and expanding access to educational and professional opportunities to all students: traditional, non-traditional and working professionals.

Mission

The mission of the GC is to support the colleges, schools and academic departments to ensure the expansion of online, distance, and workforce education offerings is strategic, thus leveraging faculty expertise and technology in all modes of instruction delivery. GC employees work to ensure the academic standards, the brand and the reputation of all programs continues its positive trajectory, while working toward the institution's goal of becoming a Top 50 public research university.

The GC places an emphasis on stewarding efforts in such a way that faculty expertise, academic reputation, and technology are combined creatively and optimally to bring the University of Arkansas to students who need flexible educational options. This collaborative effort helps students overcome barriers, such as location, time, and income-related challenges, and provides options to complete undergraduate, graduate, and certification and licensure programs, as well as professional development and other non-credit classes and workshops.

Student Data

Both the number of online enrollments in course sections and the number of students studying online only increased significantly in the past three academic years.

Online Enrollments by Academic Year				
AY 2011-12	AY 2012-13	Percentage Increase from Previous Year	AY 2013-14	Percentage Increase from Previous Year
10,096	13,531	34 percent	22,224	64 percent

Unique Online-Only Students				
AY 2011-12	AY 2012-13	Percentage Increase from Previous Year	AY 2013-14	Percentage Increase from Previous Year
1,089	1,217	11.7 percent	1,696	39.3 percent

Students Who Took at Least One Online Course		
AY 2012-13	AY 2013-14	Percentage Increase from Previous Year
7,161	11,271	57.3 percent

See appendix pages A through I for detailed student enrollment and course statistics.

The Office of Credit Studies restructured the Self-Paced Online Correspondence program – formerly Independent Study Correspondence program – effective July 1, 2013. This included 1) discontinuing paper-based courses 2) shortening the initial enrollment period from 6 months to about 3 months 3) reducing the number of enrollment extensions available 4) accepting enrollments every few weeks with set session start and end dates 5) establishing enrollment caps for courses, and 6) increasing tuition to \$130 per credit hour. These changes allowed staff members to more easily monitor students' progress and ensure the quality of the courses. The Instructional Design and Support Services unit assisted in the transition of courses to the new program model.

The first enrollments under the new Self-Paced structure began in late August 2013. From late August 2013 to late June 2014, there were 1,208 enrollments in Self-Paced courses (based on enrollment numbers pulled from ISIS on the first day of each enrollment session). There have been a total of 41 Self-Paced courses offered at some point between late August 2013 and late June 2014.

Self-Paced courses provide perhaps the highest level of flexibility of any credit-bearing courses available at the university; there are more than twenty opportunities per calendar year for students to enroll in a Self-Paced course, and students can work at their own pace, completing courses in as few as three weeks. Self-Paced courses support the university's overall efforts to improve the time it takes students to complete their degrees, as well as graduation and retention rates.

Significant Accomplishments

The GC entered into agreements with six academic colleges and schools and provided financial support of \$1,356,143 to fund the development of online and distance programs and courses. In addition, the GC provided support of \$83,878 for the Teaching and Faculty Support Center and \$21,058 for the Enhanced Learning Center. The \$1,461,078 total of the above financial support does not include human resources from the GC or marketing expenses.

FY14 Financial Support from the Global Campus to Academic Colleges and Schools for the Development of Delivery of Online and Distance Education	
College of Engineering	\$97,384
Dale Bumpers College of Agricultural, Food and Life Sciences	\$58,894
J. William Fulbright College of Arts and Sciences	\$428,279
College of Education and Health Professions	\$253,646
Sam M. Walton College of Business	\$199,081
School of Law	\$318,860
Total	\$1,356,143

Academic units, supported by the GC, received Arkansas Department of Higher Education approval in FY14 to launch five online programs, including the Master of Laws in Agricultural and Food Law, the Bachelor of Science in Business Administration, the Bachelor of Arts in Interdisciplinary Studies, and an Undergraduate Certificate in Proficiency in Geospatial Technologies. Although the state did approve the Graduate Certificate in Technical Writing and Public Rhetorics in April, ADHE will not list it as available via distance education until 50 percent of the program is developed.

GC instructional designers worked with faculty to develop 78 new courses: eight for the Dale Bumpers College of Agricultural, Food and Life Sciences, 24 for the J. William Fulbright College of Arts and Sciences, 23 for the College of Education and Health Professions, four for the College of Engineering, one for the School of Law, and 18 for the Sam M. Walton College of Business. The number of courses developed in FY14 represents a 66 percent increase from the previous year. Eleven existing courses were revised.

The University of Arkansas, through the efforts of the GC Office of Online Program Compliance and Quality Assurance (CQA), maintained compliance in all states outside of Arkansas based on the U of A's operational footprint. This status keeps us in the top 25 percent of institutions that hold approvals from all states in which they serve students, according to a 2014 survey conducted by WCET, UPCEA, and the Sloan Consortium. CQA led efforts to partner with other U of A system institutions to explore collaboration for compliance in certain states. CQA worked with colleges/departments to seek or confirm approval of professional licensure boards outside of Arkansas for programs leading to licensure.

The GC technology services (TS) department continued to provide support for the IT infrastructure during FY14 to the GC locations at Fayetteville and Rogers, the Osher Lifelong Learning Institute, University Relations' production services, and other units – including academic departments – throughout campus.

The GC hired Blackboard Online Program Management to gather marketing research involving the university's current and future online degree programs. The research results will assist with developing strategic and tactical marketing plans for top targeted online programs, and to enrich the communications team's knowledge of how to shape plans for future marketing campaigns. Branding and advertising will conform to the university's efforts to continue its strong reputation of excellence in higher education.

The GC restructured its program delivery at the facility in Rogers, which established six areas of focus: 1) certification and re-certification programs 2) non-credit programs 3) individual class offerings, series and conferences 4) customized training 5) speaking (writing), teaching and presenting, and 6) communications/outreach. The Professional Development Network and the Computer Training Network moved to Rogers from Fayetteville to help position the Rogers facility to better serve customers.

The GC facility in Rogers continues on its three-year path to self-sufficiency, by sharing administrative resources, reducing hourly staff time, and growing its portfolio of customized training. It demonstrated program sustainability by expanding markets through opening remote locations, winning the confidence of Walmart to be its provider of the SHRM learning system course nationwide, and securing customized computer training services to position the Rogers facility for program sustainability.

In FY14, professional development goals were discussed and recorded during each employee's performance evaluation meeting. Employees were required to submit evaluation reports of all training events that were completed to the Director of Administrative Services. A needs assessment will be conducted by the office of the vice provost to determine professional development needs, with the goal of increasing training opportunities for all GC staff.

SIGNIFICANT ACHIEVEMENTS AND CHANGES

The GC Office of Recruitment and Enrollment Management Services and the vice provost for distance education worked with a campus-wide team to revise the university's online application to facilitate the ease with which students will apply for online programs. This update also will allow the university to track online students from the time of application in ISIS, which has not been possible up to this point.

Recruitment purchased and implemented a database for inquiries to online programs. A total of 5,685 students inquired about 6,236 programs in FY14. Student inquiries from the University of Arkansas ONLINE website were added to that database. The GC shared inquiries with academic colleges and schools, allowing them to engage. These efforts will help boost online enrollment that will sustain online programs.

The GC awarded the first campus-wide, multi-vendor contract for online proctoring to ProctorU and B.Virtual. A combined total of 20,194 exam sessions have been completed using these services. The GC developed the process, instructions and support system. The services provide more assessment options to faculty and helped the university ensure academic integrity in online programs.

The Office of Online Program Compliance and Quality Assurance (CQA) was expanded from 1.75 to 4.5 FTEs to form an integrated unit that connects to core campus operations to achieve compliance, align processes and policies to include online learning, and enhance information to support student enrollment and success, thus strengthening the university's brand. The vice provost for distance education was inserted into the approval chain for online program and course changes; CQA links approval to online development, catalog inventory, communications and state authorization.

CQA's organizational structure and positioning has garnered widespread interest, which resulted in three presentations by CQA staff to national audiences. Other universities have also contacted and visited CQA for more information about our structure and processes relating to support of online students.

The GC invested more funds in FY14 than ever before – more than \$160,900 – in paid advertising, brochures and recruitment tools to promote the University of Arkansas ONLINE and its growing number of degree programs and offerings (now more than 30) from academic units. This includes local, state and national platforms.

In spring 2013, 37 workforce education courses were reported, and in spring 2014, 89 courses were reported. Previously unreported courses from the GC Professional Development programs and Computer Training Network were added in this reporting term.

REPORT OF PROGRESS AND ACCOMPLISHMENTS RELATED TO STRATEGIC PLANS AND UNIVERSITY PRIORITIES AND GOALS

The GC, charged with expanding exemplary distance education opportunities, advanced the five goals for distance education (<http://globalcampus.uark.edu/top5>), as identified by the university. These goals align with the university's drive toward becoming a Top 50 Public Research University and, specifically, with Goal 14 of Chancellor G. David Gearhart's *Providing Transparency and Accountability to the People of Arkansas* document.

The following paragraphs list the goals and steps taken by the GC to move the university forward.

1. Expand and enhance online degree program offerings and courses at the University of Arkansas

Online course development grew by more than 66 percent, as compared to FY13. Seventy-eight new courses were developed, and 11 courses were revised.

The GC Instructional Design and Support Services unit (IDSS) supported the development of fully gamified online courses. "Greek Mythology" was offered in fall 2013, and "Roman Civilization" is under development. U of A students from several academic backgrounds contributed to the development of narratives, 3D environments, game architecture, graphics and music.

The GC added a media production unit to enhance the quality of online course content. The unit produced 14 course content videos, more than 30 audio recorded professor lectures, 12 hours of videotaped lectures and discussions, and one promotional video. The Technology Services unit deployed new MacPro editing stations and installed a new 24 TB storage system on a dedicated network for the new media team to become the central repository of media-related projects.

IDSS revised all Self-Paced Online Correspondence Courses (formerly known as Independent Study courses), per the new guidelines established by the Office of Credit Studies.

2. Expand access and educational availability for a wide spectrum of Arkansas, regional, national and international students

IDSS and TS implemented online exam proctoring. IDSS developed vendor and process management and implementation and provided web-based instructions and support, for both students and instructors.

IDSS, in collaboration with the Center for Educational Access, developed an online accessibility training module and offered six face-to-face accessibility training events to U of A faculty and staff.

IDSS supported the College of Engineering's STEM Preparation Program initiative that is designed to allow students at two-year colleges in Arkansas to take U of A science, engineering and math classes online. Four courses were offered in spring 2014, and four additional courses are in development.

To support state authorization to deliver U of A online programs to individuals living outside of Arkansas, CQA expanded its online listings in the Southern Regional Education Board's Electronic Campus to include all online degree programs and certificates where 50 percent or more of the offering is online. This step expanded student access to these programs based on regional compact agreements.

IDSS – in partnership with UAMS, Schmieding Center for Senior Health and Education, and Elder Stay at Home – developed and offered In-Home Assistant, a non-credit online course designed to help caregivers obtain certification per the Arkansas Department of Health 2014 Arkansas code ANN.20-77-2101.

The GC facility in Rogers housed 28 academic courses that served 611 students in FY14. It provided 20 open enrollment non-credit courses online, in addition to its face-to-face options, for professionals seeking development, preparation for certification exams, and certification in grain basis trading and greenhouse management. Many courses were offered in collaboration with academic units. The online course, In Home Assistant launched in March 2014, in collaboration with the Schmieding Center.

Customized training courses through the Rogers facility increased to 12 classes delivered in FY14, compared to 9 in FY13. This increase resulted from strategic business alliances with human resource associations and providers of HR services, as well as successful relationship building with Tyson Foods, Inc. and Walmart.

3. Enhance current support systems for students taking courses online. Provide enhanced services to facilitate student success

The GC enriched support systems for students by making online-proctored testing accessible to all online students.

IDSS developed online elements for University Perspectives, a course freshmen are required to take. The course is designed to provide students with the tools they need to succeed academically, encouraging them to remain in school and graduate. Students enrolled in 144 sections of the course, which were delivered in FY14.

IDSS, in partnership with University IT Services, founded the Blackboard Committee to review Blackboard upgrades and issues surrounding the UA Blackboard system and to enhance the communication and adoption process.

The GC initiated support of Integrity Awareness Days events through recording and producing professional development videos for six events and delivering an interactive webcast for faculty. The IDSS team supported this initiative.

The Office of Recruitment and Enrollment Management Services was successful in removing immunization requirements for online students' accounts. Previously, the accounts of students without proof of immunizations were placed on hold, which delayed enrollment.

Recruitment brought together and actively participated in the Campus Admissions Task Force. Recruitment identified and worked to resolve the following issues: length of time taken to complete transfer credit evaluations, the importance of articulation agreements between the Eleanor Mann School of Nursing and the Arkansas two-year schools with nursing programs, and the difficulty of online students interacting with paper-based systems.

Recruitment created a new position, Online Programs Admissions Advisor, to work with online applicants and assist them through the application process.

University of Arkansas ONLINE [website](#) provides students with instructor contact information and allows students to inquire about offerings via an online form.

4. Develop and market online programs to further enhance the university's strong brand

The GC began working with the Blackboard Online Program Management team in early 2014 by guiding research efforts. Blackboard, in collaboration with the GC, will gather market data, construct a plan to promote the University of Arkansas ONLINE brand, and build strategic and tactical marketing plans to promote the online degree programs that would benefit most from advertising, according to the research. Blackboard's role is slated to end in December 2014.

The vice provost for distance education, with representatives from Blackboard's marketing group, met with deans and representatives from Blackboard's marketing group to review marketing research, establish promotional goals based on enrollment goals, and seek academic unit guidance regarding GC marketing and recruitment initiatives.

The GC communications and recruiting teams twice convened a campus-wide marketing and recruiting group – including program coordinators – to create promotional materials with the specific goal of recruiting students for online program enrollment. This included exhibitor materials and publications, such as a trifold brochure that features every online program. Marketing assets link to the University of Arkansas ONLINE website (<http://online.uark.edu>), which provides more program details, interactive elements and links to academic websites and application pages.

FY14 saw the first full year of operation for the University of Arkansas ONLINE website, which produced 2,040 inquiries generated by prospective students who completed an online form. The GC and academic units used these inquiries as leads to generate student enrollments. These leads were distributed to academic colleges and schools, as well as the GC director of recruitment and enrollment management for online and distance education programs. The site experienced 559,601 page views and 96,298 unique page views during FY14.

The Office of Recruitment and Enrollment Management Services participated in 62 enrollment activities and events, including 12 career fairs, 13 visits to hospitals, six classroom events, 15 conferences or conventions, one corporate event and 15 other events.

Recruitment hired a site coordinator/recruiter at Mid-South Community College in West Memphis, Arkansas, to promote and market U of A online programs there.

National advertising included a full-page ad in U.S. Airways in-flight magazine that showcased online programs in July 2013 (3.2 million readers) and two half-page ads ran in Delta Airline's *Sky Magazine* in October 2013 (5.2 million readers) and another half-page ad in May 2014. An ad in the continuing education special section of *The New York Times* reached 1.8 million readers.

Year-round airport advertising expanded to include the Dallas-Fort Worth airport, in addition to those in Bentonville, Little Rock and Tulsa.

The GC collaborated with University Relations to create the first television commercial (a 30-second spot) to promote the University of Arkansas ONLINE. It is showcased on websites and a version in Spanish was shown throughout 2014 on Univision Television.

Local and statewide advertising included a sequence of ads in the Arkansas State Board of Nursing magazine, a joint ad with University Relations in the *Arkansas Democrat-Gazette's Arkansas Bound* special section about higher education across the state (192,000 readers), and ads in the Official University of Arkansas Visitors Guide, the Walton Arts Center playbill, and conference/event publications.

The GC social media audience continued to expand, with 506 likes for the Global Campus Facebook page, 160 for the one-year-old ONLINE Facebook account, and 737 Twitter followers.

A new website with content dedicated to the GC facility in Rogers, its services, academic courses, professional development and computer training classes, and meeting space launched in April 2014 and experienced 7,968 page views through June 30.

The GC manager of Web design services developed the website page <http://top50.uark.edu> for Provost Sharon Gaber.

5. Enhance and expand support for U of A faculty regarding the use of technology and distance education teaching

Services

The GC provided more than 25 workshops and trainings to 179 faculty and staff participants.

In alliance with the Teaching and Faculty Support Center and the Faculty Technology Center, IDSS hosted the “Teaching and Technology in the 21st Century” event. Instructors were invited to bring a question, issue or challenge to be solved by working with faculty mentors and representatives from support units on campus. This was the inaugural event in the Faculty Enrichment Series.

IDSS sponsored the “Quality Matters Peer Reviewer” online training to experienced online instructors. Ten instructors from four academic colleges successfully completed the course and became certified Quality Matters peer reviewers.

Technology

The GC Technology Services (TS) department collaboratively worked with colleges and schools to seek out innovative and cost effective solutions to technological challenges.

The department installed a new collaboration solution for the Teaching & Faculty Support Center and is now responsible for providing support and technological guidance to that unit. The team also managed the renovation of the space where the new collaboration technology was installed. During this project, the GC purchased a new high-speed switch for the Harmon Avenue Garage to greatly improve access speeds, not only for the TFSC group, but also for all building occupants.

The TS team purchased a similar collaboration solution for students in the Plant Sciences building. As with the TFSC, the team managed the physical renovation of this space also. The provisioning of technologically advanced collaborative work areas is crucial in our goal of becoming a top research institution.

TS escalated the provisioning of hardware and software to faculty members involved in online course development during FY14.

As part of the Rogers classroom upgrade, Echo360 lecture capture appliances were deployed, to record credit classes during the spring semester. TS replaced the technology and audio-visual equipment in two Rogers classrooms with new state-of-the-art tracking cameras and recording solutions.

The GC restructured the Global Campus website (<http://globalcampus.uark.edu>) to better showcase the GC services and resources available to instructors, administrators and the rest of the university community. It provided links to help and sites, as well as national organizations. The site experienced more than 170,928 page views in FY14.

IDSS developed a faculty support website: Teaching Innovation and Pedagogical Support (<http://tips.uark.edu/>), launched in August 2013. The site includes course development guides, quality assessment and accessibility tips, faculty workshop schedules, and other instructional help. Website traffic increased 157 percent from the first half of the fiscal year to the second, with 2,416 sessions through December 2013 and 6,216 sessions in the second half.

Financial

The “significant accomplishments” section above shows more than \$1.461 million in financial support went to other university units to enhance distance education.

Grants

The GC collaborated with a number of faculty members for the development and submission of various grant proposals. In some cases the GC has committed to provide monetary and/or staff support to the projects.

- Project Title: The Educational Effectiveness of Utilizing and Integrating Massive Open Online Courses (MOOCs) to Enhance Instruction in Food, Agricultural, Natural Resources, and Human Sciences; Project Director: K. Jill Rucker, Assistant Professor for Agricultural Education, Communications and Technology; Grant Agency: USDA – NIFA Higher Education Challenge Grant; amount requested: \$300,000.
- Project Title: Improving Teacher Efficacy and Student Achievement in Economics through Concurrent Professional Development of Content Knowledge and Effective Learning Strategies; Project Director: Rita Littrell, Director of Center for Economic Education and Visiting Assistant Professor of Economics; Grant Agency: US Department of Education; amount requested: \$1,268,351.
- Project Title: Chemistry at Work: Videos illustrating Chemical Principles Applied in Industry; Project Director: Wesley Stites; Grant Agency: Camille and Henry Dreyfus Foundation; amount requested: \$78,500 (GC contribution - \$26,167).
- Project Title: STEM Preparation Program: Online Partnerships with Two-Year Colleges Across the State; Project Director: Bryan Hill, College of Engineering Assistant Dean of Student Recruitment, Honors and International Programs; Grant Agency: National Science Foundation; grant amount requested \$2.767 million.
- Project Title: NRT: Secure Data Management to Advance Discoveries in Science and Engineering; Project Director: Susan Gauch, Department Chair and Professor of Computer Science and Computer Engineering; Grant Agency: National Science Foundation; amount requested: \$2.6 million.

APPENDIX A

Unique Online Course Sections																				
University of Arkansas Total																				
College	Academic Year 2011-2012					Total	Academic Year 2012-2013					Total	Academic Year 2012-2013					Total		
	Doctoral – Research/Scholarship	Lower level course (freshman, sophomore)	Master's level	Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree	Upper level course (junior, senior)		Doctoral – Research/Scholarship	Lower level course (freshman, sophomore)	Master's level	Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree	Remedial		Upper level course (junior, senior)	Doctoral – Research/Scholarship	Lower level course (freshman, sophomore)	Master's level	Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree		Remedial	Upper level course (junior, senior)
AFLS	3		31		9	43	2	1	46		9	58	2	6	44		21	73		
ARCH		3				3		5			5		6					6		
ARSC		41	6		10	57		65	4	2	26	97	1	119	10	3	44	177		
EDUC	13	38	131	8	115	305	21	57	126	5	119	328	55	59	157	14	138	423		
ENGR			334		80	414	1		230		27	258	3	5	263		34	305		
WCOB			24		11	35		8	32		7	47		18	50		22	90		

APPENDIX B

Total Online Course Sections																				
University of Arkansas Total																				
College	Academic Year 2011-2012					Total	Academic Year 2012-2013					Total	Academic Year 2012-2013					Total		
	Doctoral – Research/Scholarship	Lower level course (freshman, sophomore)	Master's level	Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree	Upper level course (junior, senior)		Doctoral – Research/Scholarship	Lower level course (freshman, sophomore)	Master's level	Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree	Remedial		Upper level course (junior, senior)	Doctoral – Research/Scholarship	Lower level course (freshman, sophomore)	Master's level	Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree		Remedial	Upper level course (junior, senior)
AFLS	13		39		14	66	14	1	52		20	87	12	6	49	1		30	98	
ARCH		3				3		5				5		7					7	
ARSC		45	9		17	71	2	83	11	2	32	130	3	137	19		3	61	223	
EDUC	87	38	146	31	115	417	100	57	161	29	123	470	142	59	190	42		164	597	
ENGR	2		339		80	421	6		237		27	270	4	5	273			34	316	
WCOB	1		36		13	50		8	44		7	59		18	52			23	93	

APPENDIX C

Online Enrollment University of Arkansas Total																			
College	Academic Year 2011-2012					Total	Academic Year 2012-2013					Total	Academic Year 2012-2013					Total	
	Doctoral – Research/Scholarship	Lower level course (freshman, sophomore)	Master's level	Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree	Upper level course (junior, senior)		Doctoral – Research/Scholarship	Lower level course (freshman, sophomore)	Master's level	Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree	Remedial		Upper level course (junior, senior)	Doctoral – Research/Scholarship	Lower level course (freshman, sophomore)	Master's level	Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree		Remedial
AFLS	19		158		146	323	19	30	176		383	608	15	251	211	1		977	1,455
ARCH		60				60		118				118		152					152
ARSC		1,146	54		891	2,091	2	2,244	88	19	1,497	3,850	5	5,269	88		69	2,486	7,917
EDUC	332	840	1,512	69	1,708	4,461	315	1,663	1,515	61	1,978	5,532	558	1,760	1,626	113		2,373	6,430
ENGR	2		1,853		238	2,093	6		1,706		250	1,962	4	95	2,229			350	2,678
WCOB	1		899		168	1,068		325	938		198	1,461		1,808	1,003			781	3,592

APPENDIX D

All Online Graduate Students					
Demographic	Academic Year 2011		Academic Year 2012		Academic Year 2013
Academic Career	AGLW	GRAD	GRAD	LAW	GRAD
Graduate	1	1,856	1,958	2	2,103
Gender					
Female	1	907	985	2	1,051
Male		949	974		1,052
Ethnicity					
African American		184	183		168
American Indian / Alaskan Native		24	26		26
Asian		30	34		45
Caucasian	1	1,420	1,513	2	1,636
Do not wish to respond		20	14		20
Foreign		73	68		77
Hispanic		61	75		86
Native Hawaiian / Pacific Islander		1	4		4
Two or More Ethnicities/Races		38	37		38
Unknown Ethnicity		5	4		3
Age Group					
Under 18					
18-19					
20-21		25	19		38
22-24		209	260	1	353
25-29		506	549		534
30-34		342	368	1	409
35-39	1	249	243		252
40-49		370	359		346
50-64		152	158		168
65 and Over		3	2		3

APPENDIX E

All Online Undergraduate Students			
Demographic	Academic Year 2011	Academic Year 2012	Academic Year 2013
Academic Career	UGRD	UGRD	UGRD
Undergraduate	3,202	5,201	9,168
Gender			
Female	2,060	3,355	5,416
Male	1,142	1,846	3,753
Ethnicity			
African American	216	279	523
American Indian / Alaskan Native	47	66	120
Asian	47	90	170
Caucasian	2,604	4,266	7,284
Do not wish to respond	5	7	19
Foreign	61	80	175
Hispanic	145	268	557
Native Hawaiian / Pacific Islander	4	5	8
Two or More Ethnicities/Races	72	138	306
Unknown Ethnicity	1	2	6
Age Group			
Under 18	2	6	18
18-19	659	1,413	2,937
20-21	1,224	2,089	3,552
22-24	706	916	1,579
25-29	248	313	478
30-34	143	173	242
35-39	77	94	134
40-49	101	130	147
50-64	39	62	76
65 and Over	3	6	5

APPENDIX F

Online Only Graduate Students			
Demographic	Academic Year 2011	Academic Year 2012	Academic Year 2013
Academic Career	GRAD	GRAD	GRAD
Graduate	887	945	1,247
Gender			
Female	428	473	546
Male	459	473	701
Ethnicity			
African American	93	82	107
American Indian / Alaskan Native	6	13	14
Asian	21	16	30
Caucasian	687	753	970
Do not wish to respond	8	6	14
Foreign	16	15	25
Hispanic	31	37	56
Native Hawaiian / Pacific Islander	1	1	4
Two or More Ethnicities/Races	19	20	25
Unknown Ethnicity	5	2	2
Age Group			
Under 18			
18-19			
20-21	1	2	
22-24	70	77	113
25-29	250	265	353
30-34	175	182	261
35-39	123	138	177
40-49	174	189	228
50-64	91	91	113
65 and Over	3	1	2

APPENDIX G

Online Only Undergraduate Students			
Demographic	Academic Year 2011	Academic Year 2012	Academic Year 2013
Academic Career	UGRD	UGRD	UGRD
Undergraduate	202	272	449
Gender			
Female	130	187	308
Male	72	85	141
Ethnicity			
African American	32	38	53
American Indian / Alaskan Native	1	6	8
Asian	2	3	5
Caucasian	147	207	351
Do not wish to respond			1
Foreign	3	1	5
Hispanic	11	13	17
Native Hawaiian / Pacific Islander		1	1
Two or More Ethnicities/Races	6	3	8
Unknown Ethnicity			
Age Group			
Under 18			6
18-19	1	3	12
20-21	7	12	33
22-24	14	31	73
25-29	41	50	87
30-34	38	50	68
35-39	33	25	63
40-49	47	63	66
50-64	21	35	41
65 and Over		3	

APPENDIX H

Location of residence								
Student Type	Academic Year 2011			Academic Year 2012			Academic Year 2013	
All online								
State Type	AGLW	GRAD	UGRD	GRAD	LAW	UGRD	GRAD	UGRD
Border*		276	723	294		1,448	321	3,087
Foreign		73	61	68		80	77	175
Arkansas	1	1,198	2,295	1,284	2	3,514	1,286	5,613
Military		10		7			2	
Other		299	122	305		157	417	292
U.S. Territory			1			2		1
Subtotal	1	1,856	3,202	1,958	2	5,201	2,103	9,168
Only online								
Border*		125	13	135		20	188	53
Foreign		16	3	15		1	25	5
Arkansas		591	167	646		226	730	354
Military		8		4			2	
Other		147	19	145		25	302	37
Subtotal		887	202	945		272	1,247	449
*Students counted in the "Border" columns reside in Kansas, Louisiana, Mississippi, Oklahoma, Tennessee and Texas.								

APPENDIX I

Location of Residence and SSCH's											
Student Type	Academic Year 2011				Academic Year 2012				Academic Year 2013		
All online											
State Type	AGLW	GRAD	UGRD	SSCH's	GRAD	LAW	UGRD	SSCH's	GRAD	UGRD	SSCH's
Border*		276	723	4,974	294		1,448	8,440	321	3,087	17,241
Foreign		73	61	715	68		80	767	77	175	1,372
Arkansas	1	1,198	2,295	21,266	1,284	2	3,514	28,153	1,286	5,613	4,2431
Military		10		57	7			84	2		27
Other		299	122	3,157	305		157	3,032	417	292	5,318
U.S. Territory			1	2			2	6		1	3
Subtotal	1	1,856	3,202	30,171	1,958	2	5,201	40,482	2,103	9,168	66,392
Only online											
Border*		125	13	1,262	135		20	1,401	188	53	2,392
Foreign		16	3	202	15		1	183	25	5	314
Arkansas		591	167	7,899	646		226	8,696	730	354	11,438
Military		8		42	4			54	2		27
Other		147	19	1,439	145		25	1,373	302	37	3,150
Subtotal		887	202	10,844	945		272	11,707	1,247	449	17,321
*Students counted in the "Border" columns reside in Kansas, Louisiana, Mississippi, Oklahoma, Tennessee and Texas.											