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GLOBAL CAMPUS

SCHOOL OF CONTINUING EDUCATION AND
ACADEMIC OUTREACH

Annual Report

2014 – 2015

School of Continuing Education and Academic Outreach Global Campus

Report Submitted by

Global Campus Staff Members

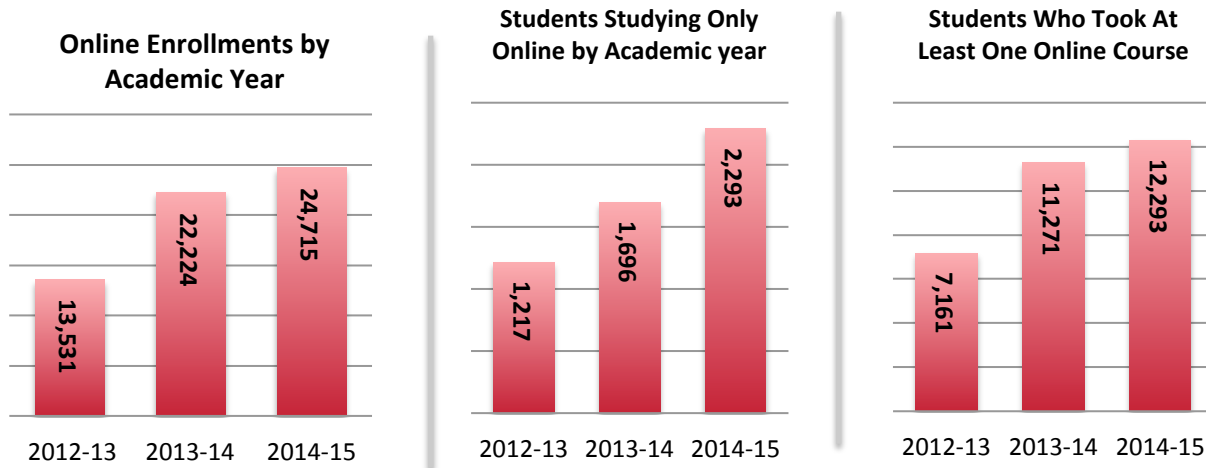
School of Continuing Education and Academic Outreach
and

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

August 15, 2015

EXECUTIVE SUMMARY

The [Global Campus](#) (GC) continues to advance its core mission of supporting the University's academic units to deliver high-quality [online](#), distance, and [workforce education](#) programs and courses. Student online participation continued to increase across all measures. The rate of growth in the total number of online enrollments decelerated to 11 percent between AY 2013-14 and 2014-15 from its 64-percent spike between AY 2012-13 and 2013-14. The number of students whose only attendance at the University is online increased 39 percent from AY 2012-2013 and another 35 percent from AY 2013-14 to 2014-15. Enrollment in Self-Paced Online Courses increased 9 percent from AY 2013-14 to 2014-15 (from 1,221 to 1,355 enrollments).



In addition to in-kind support such as course development and revision, media services, recruitment, and marketing, the GC reinvested almost \$1.6 million in FY 2015 to fund online course and program development, teaching effectiveness, and academic support.

Global Campus Reinvestment in Online and Distance Education				
	FY2013	FY2014	FY2015	Total
College of Engineering	\$145,031	\$97,384	\$8,396	\$250,811
Bumpers College	\$11,000	\$58,894	\$22,564	\$92,458
Enhanced Learning Center	\$0	\$21,058	\$23,802	\$44,860
Jones School	\$3,000	\$0	\$0	\$3,000
Fulbright College	\$416,734	\$428,279	\$248,641	\$1,093,654
College of Education & HP	\$215,900	\$253,646	\$118,366	\$587,912
Walton College	\$16,000	\$199,081	\$705,865	\$920,946
School of Law	\$0	\$318,860	\$288,027	\$606,887
TF Support Center	\$0	\$83,878	\$177,970	\$261,848
Total	\$807,665	\$1,461,078	\$1,593,631	\$3,862,374

The number of online programs and courses increased in AY 2014-15. The GC supported academic units in obtaining Arkansas Department of Higher Education approval (ADHE) for five new programs.

New Programs for FY 2015	
College	Programs
Fulbright College	BA in Interdisciplinary Studies MA in Secondary Mathematics Graduate Certificate in Technical Writing and Public Rhetorics Certificate in Child Advocacy Studies
Walton College	Graduate Certificate in Enterprise Resource Planning and Information Systems

Academic units offered 85 new online academic courses in FY 2015 that were developed through the GC. The GC also worked with faculty to substantially revise six online courses and to increase the number of Self-Paced Online Courses from 41 in FY 2014 to 44 in FY 2015.

New and Revised Online Academic Courses for FY 2015		
	New Courses	Revised Courses
Bumpers College	4	
Fulbright College	26	2
Walton College	20	
Education HP College	14	4
College of Engineering	6	
School of Law	15	
Total	85	6

The GC Rogers facility housed 20 academic courses that served 589 students in FY 2015. Its open-enrollment courses in professional development and computer training grew from 37 courses with 834 registrations in FY 2014 to 49 courses and 1,113 registrations in 2015. GC Rogers formed 10 new partnerships with business, industry, and other organizations.

DISCUSSION OF INSTITUTIONAL ACHIEVEMENT AND EFFECTIVENESS

The GC teams support the University's academic units in the development and delivery of online and distance education and the provision of professional development and workforce training programs. Most generally, evidence of institutional achievement and effectiveness appears in the substantial growth in key metrics – enrollments and financial support, new program approvals, new course development, and course revision – presented in the Executive Summary. Significant achievements and changes, progress in relation to strategic objectives, and results of procedures for assessing effectiveness and productivity can be seen in more detail in the following description of each team's work and GC special and emerging projects.

The GC's objectives align with the University's [Distance Education Top 5 Goals](#):

1. Expand and enhance online degree program offerings and courses at the University of Arkansas;
2. Expand access and educational availability for a wide spectrum of Arkansas, regional, national, and international students;
3. Enhance current support systems for students taking courses online and provide enhanced services to facilitate student success;
4. Develop and market online programs to further enhance the University's strong brand; and
5. Enhance and expand support for U of A faculty regarding the use of technology and distance education teaching.

Instructional Design & Support Services and Media Productions (IDSS)

[IDSS](#) collaborates with faculty and others across campus to develop and deliver online courses and offerings and to enhance faculty support, services, and resources. IDSS provides expertise in online course design, pedagogy strategy, technology tools, and quality-measurement guidelines. The team includes the director, five instructional designers, three academic technologists, a media production manager, a video project specialist, an animation specialist, an assistant to the director, and an administrative support specialist.

The new-course development, existing-course revision, and Self-Paced Online Course expansion described above advance Goals 1, 2, 3 and 5. The full spectrum of IDSS expertise – instructional design, graphic design, media development, and video production – can be seen in examples such as: *Introduction to Supply Chain Management*, currently offered to more than 100 JB Hunt employees, which has been warmly praised by Walton College faculty and industry reviewers; three science lab courses; and a path-breaking game-enhanced course, *Introduction to Classical Studies - Rome*, offering more than 120 students an immersive experience of ancient cultures through a cybernarrative medium.

The Media Productions unit's use of "green-screen" and "light-board" technology helped to increase its course-video output in FY 2015 to 220. The team's new internship program, relocation to a larger office, and addition of a full-time staff member also enhanced productivity (Goals 1, 2, 3 and 5).

IDSS also extended its instructional design and other support services beyond degree-related courses, serving Goals 3 and 5, by:

- assisting the International Students and Scholars Office in developing an online pre-departure workshop; and
- working with the Office of Credit Studies to improve use of UASuccess to increase retention in both self-paced and semester-based online courses.

IDSS has furthered Goals 3 and 5 by providing or supporting training and enrichment programs for faculty and staff, including:

- quality-assessment training through the Applying Quality Matters Rubric workshop (successfully completed by 20 faculty and staff) and the QM Peer Reviewer course preparing faculty to serve as internal QM Reviewers and faculty mentors (certifying three faculty as QM Reviewers);
- collaboration with the Teaching and Faculty Support Center (TFSC) and Faculty Technology Center (FTC) to support three Provost's Faculty Enrichment Series events – University Perspectives: Destination Graduation, Technology in the Classroom, and Intellectual Property in the Classroom and Beyond;
- service on the University Perspectives committee and support of more than 100 instructors and 24 graduate assistants who taught 140 sections of University Perspectives;
- support of Summer Teaching Camp, Faculty Appreciation Week, and faculty workshops in partnership with the Center for Educational Access and the Office of Academic Initiatives and Integrity;
- departmental training sessions for the College of Education and Health Professions' nursing program and the College of Engineering's MSOM and MSE programs, some of the largest online programs; and
- more than 45 hours of Course Readiness Open Labs prior to each semester to help both online and face-to-face instructors prepare their Blackboard courses for the new semester.

IDSS further improved its faculty support (Goal 5) by:

- revamping a faculty support website: [Teaching Innovation and Pedagogical Support](#); and
- collaborating with UITS Faculty Technology Center to establish four collaborative teams (Training and Support, Emerging Technology, TIPS Website, and Publisher Content).

IDSS has extended the reach of its services (Goals 2, 3 and 5) through a grant partnership with the UAMS Schmieding Center initiated by the GC Rogers, converting the 25-hour face-to-face training program *Elder Pal* to a Self-Paced Online Course. IDSS also has undertaken development of two additional courses, *Family Care Advocate* and *Alzheimer's Disease and Dementia*, for online delivery under a separate grant.

IDSS has served the University community on 10 campus committees, including search committees and RFP committees, and has represented the GC and the University by presenting in nine regional and national conferences.

Communications & Marketing Services (Communications)

Communications collaborates with other GC units and the University campus to increase enrollments and expand brand awareness by promoting online, distance, and workforce education offerings. The team consists of a director, Web manager, part-time graphic artist, and part-time administrative assistant.

Communications is responsible for a coordinated marketing campaign to promote online education at the U of A and GC Rogers' workforce-development programs, which advances Goals 2 – 5 and includes multiple media and initiatives.

- Internet marketing: Provided by Blackboard Online Program Management and launched fall 2014, this GC campaign promotes all U of A online programs and showcases each undergraduate degree program and a collection of master's degree programs. It generated 1,744 leads from prospective students, of which at least 125 applied for admission. This campaign will continue in FY 2016.

- Websites: The University of Arkansas ONLINE [website](#), prospective students' primary communications hub, provides instructor contact information and allows students to inquire about offerings via phone or an online form. The site experienced 118,154 users and 704,649 page views during FY 2015. Its inquiry form produced 3,030 overall inquires, of which 2,061 were leads for online programs, which were distributed for follow-up to academic colleges and schools, as well as GC Recruitment. Communications also promoted services provided by the GC Rogers team via a [promotional website](#), which saw 12,610 unique visits and 49,478 page views. The GC also maintains its [own website](#).
- Campus-wide marketing and recruiting group: This GC-hosted group guided promotional materials created by the GC to recruit students for online programs, including brochures for military members and their families, the U of A's online nursing program, and all online programs. Marketing assets direct people to the University of Arkansas ONLINE [website](#), which provides more program details, interactive elements, and links to academic websites and application pages.
- National, regional, and local paid advertising: National advertising included ads in *Delta Sky* magazine (5.2 million readers each issue) and, in collaboration with University Relations, an ad in *Dossier*, a special section in United Airline's in-flight magazine *Hemispheres* (12 million readers). Regionally, ads were posted on digital displays at airports in Little Rock, Bentonville, Tulsa, and Dallas-Ft. Worth. On a state level, ads were published in the *Arkansas Democrat-Gazette*, the *Arkansas Business* magazine, and the state nursing board publication, *ASBN Update*. Communications collaborated with University Relations to produce ads in *Arkansas Bound*, a special advertising supplement in the *Arkansas Democrat-Gazette* (192,000 readers). Local advertising included ads in the Official University of Arkansas *Visitor's Guide* and the Walton Arts Center playbill. Communications also completed a national-level branding campaign at the Online Learning Consortium and Association of Public & Land-Grant Universities conferences.
- Social media and email: An enhanced social media campaign increased GC Facebook "likes" from 506 in FY 2014 to 848 in FY 2015, increased Online Facebook "likes" from 160 in FY 2014 to 302 in FY 2015, and increased Twitter followers from 737 in FY 2014 to 1,227 in FY 2015. Communications uses Constant Contact email marketing service.

Recruitment & Enrollment Management (Recruitment)

Recruitment works with academic units to provide recruiting and enrollment efforts specifically focused on online offerings. The team includes the director (a recruiter), a recruiter, an admissions analyst and advisor, and a part-time administrative assistant.

- Inquiries: FY 2015 saw 7,172 student inquiries for about 7,750 online programs (some for more than one program), which led to 2,566 applications for online programs (Goals 2 and 4).
- Recruiting events: By adding a second recruiter in FY 2015, the team extended its regional and national outreach from 62 events in FY 2014 to 81 in FY 2015, including 14 classroom visits to nursing programs at two-year schools in Arkansas, 26 career fairs, 18 conferences and conventions, and 23 other events, such as corporate visits, teacher expos, and information sessions (Goals 2 and 4).
- Tracking: Recruitment can now track students from inquiry to application to enrollment, providing data needed to better assist students throughout the process. Recruitment received daily reports of incoming applications to online programs submitted to the Graduate School and Office of Admissions as well as daily admission-decision reports. Recruitment shared this information with the programs and entered it into Salesforce, an enrollment management tool, enhancing communications with prospective students (Goals 2, 3, 4 and 5). Thanks to a coding update at the university level, in AY 2014-15, the GC was able for the first time to

accurately count the number of students in online programs: 1,253 in fall and 1,272 in spring. The GC also verified that all online students were coded correctly in ISIS (Goals 3 and 5).

- Process improvements: Recruitment worked with other campus groups to refine and enhance the application and enrollment process for online students (Goals 3 and 5). Recruitment's director and the GC's manager of online courses: 1) developed and implemented a new system for processing overrides into online courses, 2) added information regarding online courses at online.uark.edu to better assist prospective students, and 3) revised mode-of-instruction codes and definitions (Goals 2, 3 and 5).
- Orientation: Recruitment worked with IDSS and Communications to launch an online orientation for online students (onestop.uark.edu), providing them with instant access to University tools, tutorials, services, and resources.

Office of Compliance & Quality Assurance (CQA)

CQA works closely with academic and administrative units within the GC and across the main campus to: 1) promote compliance with University policies and the regulatory requirements of Arkansas, other states in which the University conducts regulated activities, and the federal government; 2) develop and implement quality-assurance strategies for online offerings; 3) coordinate enrollment in and scheduling of online and special courses; and 4) coordinate University participation with other institutions in academic consortia. The CQA team includes the director, a manager of online scheduling and consortia, an institutional compliance analyst, and an academic information analyst.

- State authorization: Some background: as the Western Interstate Commission for Higher Education's Cooperative for Educational Technologies (WCET) put it, "states expect that institutions obtain approval before enrolling students, advertising, marketing, or performing other regulated activities in their state," whether those activities occur through "distance education, practical experiences, or face-to-face" delivery. The activities requiring authorization, and the processes for and costs of obtaining it, vary from state to state. The U. S. Department of Education is in the process of reinstating regulations tying a student's eligibility for financial aid to an institution's authorization to operate in the student's state. CQA keeps the University in the top 25 percent of institutions holding approval from all states in which they serve students (2014 survey by WCET, University Professional and Continuing Education Association, and the Sloan Consortium). One step toward compliance with this requirement has been to list the University's online courses with the Southern Regional Education Board's Electronic Campus. CQA expanded those listings to include all online degree programs and certificates in which 50 percent or more of the offering is online (Goals 2, 3 and 4). In January 2014, all four regional state higher education compacts began accepting state applications to join the State Authorization Reciprocity Agreement (SARA). SARA is a voluntary "agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state" (National Council for State Authorization Agreements). In June 2015, Arkansas became the 25th state to join SARA. CQA is currently assisting the University's application to become a SARA institution (Goals 2 and 3). CQA also led efforts to collaborate with other institutions regarding compliance in certain states and completed the Title IV Recertification section that speaks to state authorization (Goal 2).
- Professional licensure: CQA worked with colleges and departments to seek or confirm approval by professional licensure boards outside of Arkansas for programs leading to licensure (Goals 2 and 3).
- Reporting of workforce training and education: CQA assumed the GC's responsibility for reporting workforce training and education reporting, maintaining records, and awarding

continuing education certificates under the University's Academic Policy Series 1655.10. CQA worked with GC Technology Services (TS) to define and test a system for reporting workforce training and education that meets ADHE specifications. TS initiated and managed the development project.

- Consortia: CQA supported and administered the expansion of the University's participation in two distance education consortia, which provide access to approved online programs offered by member institutions: the [Great Plains Interactive Distance Education Alliance](#) (Arkansas is a member of both the Human Sciences and Agricultural groups) and the [Alliance for Cooperative Exchange in the Plant Sciences](#) (Goals 1 and 2).
- National recognition: CQA's organizational structure and leadership regarding state authorization have attracted national interest from other higher education institutions and national organizations, resulting in three presentations by CQA staff to national audiences. A CQA staff member was appointed as one of five lead mentors with WCET. Other universities across the nation have contacted and visited CQA to learn about the GC's structure and processes.

Office of Credit Studies: Self-Paced Online Course Program (SPOC)

The Office of Credit Studies works with academic units, support units, and students to administer online correspondence courses, known as Self-Paced Online Courses, which provide the most flexible way for students to complete courses. The team includes a director, two academic records specialists, an academic records assistant, and an office manager.

As noted, in FY 2015 Credit Studies increased the number of SPOC courses to 44 (Goals 1 and 2) and continued to monitor student outcomes (Goal 3). In the first enrollment cycle under the new program structure, which was launched in summer 2013, just under 60 percent of enrollments resulted in a passing grade being assigned. Enrollments in the second enrollment cycle are ongoing because enrollments are accepted throughout the year and because of the availability of an enrollment extension for students who meet certain requirements.

On-demand proctoring was made available to students in self-paced courses in September 2014, further increasing the flexibility offered by the SPOC program. Since then, more than twice as many exams were taken by students at their homes (1,079) than at the GC building (457).

Global Campus Rogers (GC Rogers)

GC Rogers houses U of A credit courses and provides face-to-face and online workforce development classes, customized training, and conference services. The team includes the facility director, the director of professional development programs, a computer training program coordinator, an information and registration specialist, and an education support specialist.

- Academic courses: GC Rogers offered 20 academic courses to 589 students in FY 2015.
- Open-enrollment courses: These courses are for professionals who seek 1) to prepare for certification exams, 2) continuing education hours, or 3) to learn specific skills, such as various technology applications. In FY 2015, GC Rogers increased the number of courses to 49 courses and registrations to 1,113 by working with contract trainers and increasing the number and types of programs. Many courses were offered in collaboration with academic units.
- Real estate: In FY 2015, GC Rogers obtained approval from the Arkansas Real Estate Commission to offer online continuing education courses.
- New technology classes: These classes included SQL, Website Development for Retail Branding, Pivot Tables, Google Drive/Apps/Analytics, Marketing Analytics, Adobe Illustrator, Adobe Logo Design, Agile/Scrum, HTML, Java, Mobile Apps Retailers and Suppliers Must

Know, Wrestling with Big Data, and Social Media. GC Rogers delivered multiple customized computer training courses for JB Hunt through EWTP, Morton Law, Student Union, Clerks Institute, and Team Direct.

- Grain Basis Trading Certificate: Offered by GC Rogers in collaboration with the Dale Bumpers College of Agricultural, Food and Life Sciences and White Commercial Corp., this professional certification course saw record enrollment in summer 2015 with 170 participants. The FY 2015 total was 263 non-credit and 97 credit registrations.
- Society for Human Resource Management: GC Rogers launched a new SHRM preparation class in spring 2015.
- Women in the Workforce Conference: This successful inaugural event drew approximately 200 participants. Sponsors included Rockfish, Fayetteville Chamber of Commerce, Sherwin Williams, the University Alumni Association, The Job Guide, Talk Business & Politics, CatMan in Motion, and Chartwells. Planning is already underway for another such conference in spring 2016.
- Community engagement: GC Rogers participated in the Women's Business Conference, Springdale Leadership Summit, various Rogers-Lowell Area and Bentonville/Bella Vista Chamber functions, the Northwest Arkansas Emerging Leaders programming, Crystal Bridges "artinfusion," Bentonville Teacher Fair, NWA Council Focus Group, Women's Foundation of Arkansas, Arvest Investing in Women, and the Women and Minorities Business Expo.
- Ed2Go: GC Rogers saw 62 registrations in 42 different professional development classes offered online.
- Walmart initiative: GC Rogers formed a new relationship with Wal-Mart Stores, Inc. to provide programming to be delivered to HR associates nationwide via Walmart's distance learning network. Programming included sessions on Generational Diversity, a class for Event Group: Time Management, and a class for Bentonville High School: Non-credit Workplace Competencies.
- New partnerships: GC Rogers formed workforce-development partnerships with Cross, Gunter, Whitterspoon and Galchus (employment law-themed webinars); NOARK (SuperCon 2014 and 2015); Field Agent (technology courses); JB Hunt (technology courses); Rockfish (technology courses); Tata Consultancy Services (technology courses); Collective Bias (technology courses); Tyson (technology courses); Saatchi X (graphic design courses); Startup Junkie (entrepreneurship courses); Arvest Bank (personal money management courses); Walton College Small Business & Technology Development Center (small business courses); BBV Chamber/Technology Council (mobile marketing course); Alumni Association (Campus Partner Program); OZARK STEM Foundation (Hour of Code Programming); Davisbase (certification prep courses in Agile/Scrum); Center for Retailing Excellence (professional development version of MKTG 3653); ElderStay@Home (home health courses); Schmeiding Center (home health courses); SoltelNetworks WCOB (HR courses); Society for Human Resource Management (SHRM) & ARSHRM (HR courses); CKHarp (HR courses); and The Job Guide (course promotion).
- Presentations: The GC Rogers team made a number of presentations: Arkansas Economic Developers/Arkansas Chamber of Commerce Executives Joint Winter Meeting (Oh My, Gen Y); Jonesboro Chapter of SHRM (Oh My, Gen Y); NWA Chapter of U.S. Air Force Academy Alumni Association (Oh My, Gen Y); CAHRA (Oh My, Gen Y); Guest Lecturer for Operations Management; the Association for Continuing Higher Education (From 3 Credit Courses to Continuing Education: Using Credit Courses to Drive Non-Credit Enrollments); Rogers Rotary (Inter-generational Knowledge Capture and Transfer); OLLI (Wit and Wisdom of Aging); and Siloam Springs Roundtable (Needs Assessment).
- Rent: GC Rogers collected more than \$20,000 in rent by providing space to Dale Carnegie, Wal-Mart Stores, Inc., CMS Consulting, CEI Engineering, Easter Seals, ALPHA, Tyson Foods Inc., Kellogg, Sam's Club, and others.

Technology Services (TS)

TS provided support, services, infrastructure, and innovation during FY 2015 to GC locations in Fayetteville and Rogers, the U of A Theatre, the Teaching and Faculty Support Center (TFSC), the Osher Lifelong Learning Institute (OLLI), University Relations production services, and other units throughout campus. The team includes the director, the manager of technology services, the center manager, and a support specialist.

- **Infrastructure:** TS advanced Goals 2 - 5 by: creating a Plant Sciences student-collaboration workspace and a new collaborative space for the TFSC; providing select new computer equipment for TFSC personnel and continuing to provide software to faculty; presenting Mullins Library staff with technical plans and pricing to convert three existing rooms into engaging collaborative spaces for students and faculty; deploying a new interactive Kiosk system in the GC main lobby to inform visitors and promote online programs, GC Rogers services, OLLI, and events; and providing GC Rogers a new virtualization-based data center to replace aging equipment.
- **University Theatre:** TS worked closely with the Theatre department in providing GC space for their use, including the main 350-seat auditorium.
- **Events:** TS advanced Goal 5 by: hosting an online discussion on IT Governance with a leading national expert, Joanna Grama; providing technical support to the Mark Pryor/Tom Cotton live TV senatorial debate in the main GC auditorium; and creating a process to handle conference events at the GC, which are no longer coordinated by University Conferences.
- **Campus-wide Committees:** TS participated in: the Computing Activities Council, the Sustainability Council, the SAS Visual Analytics Committee, Campus IT staff initiatives, the Academic IT Council, the Classroom Technology Committee, the Enterprise File Synchronization and Sharing working group for a campus solution, and search committees for non-GC campus positions such as UAPD Executive Security Manager and Information Security Solutions Architect (Goal 5).

Special and Emerging Projects

The GC's new initiatives include the following:

- **edX:** This non-profit entity, founded by Harvard University and MIT, uses an open-source software platform to make over 500 university-level courses in a broad range of subjects available to more than four million users worldwide. The GC is exploring use of the edX platform to expand the University's global reach (Goals 1, 2, 3 and 5).
- **University ID:** In partnership with the University's admissions task force, IDSS is launching a pilot project to make ProctorU's UCard available to online students, allowing their effective remote identity authentication and more fully integrating them into the University community (Goal 3).
- **Grant-funded video project:** The IDSS Media Productions team is working with the Chemistry Department to produce high-quality videos that show chemical experiments and demonstrations in various Arkansas industrial locations. Through a Dreyfus Foundation grant, they videos will be distributed nationally and internationally to increase public awareness, understanding, and appreciation of the chemical sciences and to improve chemistry education at all levels (K-12, undergraduate, and graduate) (Goals 1, 2 and 5).
- **Tesseract:** Tesseract is a development studio for production of game-enhanced immersive learning systems, which directly involves undergraduate and graduate students from multiple disciplines in the creation of game-based online courses. The GC is supporting Tesseract's development of such courses and establishment of a platform for larger-scale production (Goals 1, 2, 3 and 5).

APPENDIX A

**Unique Online Course Sections
University of Arkansas Total**

College	Academic Year 2012-2013						Total	Academic Year 2013-2014						Total	Academic Year 2014-2015						Total	
	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)		Doctoral - Professional Practice	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	2	1	46			9	58	2	6	44		21	73		3	6	42		24	75		
ARCH		5					5		6				6			4				4		
ARSC		65	4		2	26	97	1	119	10		3	44	177		1	158	14	3	62	238	
EDUC	21	57	126	5		119	328	55	59	157	14		138	423	22	40	44	162	9	161	438	
ENGR	1		230			27	258	3	5	263			34	305		1	10	255		54	320	
LAWW																20					20	
WCOB		8	32			7	47		18	50			22	90			36	47		42	125	
TOTAL	24	136	438	5	2	188	793	61	213	524	14	3	259	1,074	22	45	258	540	9	3	343	1,220

Note: All numbers for the AY 2014-15 academic year were pulled from the Summer II, August Intersession, Fall, Spring, and Summer I semesters. Data from ISIS accessed on July 7, 2015.

APPENDIX B

**Total Online Course Sections
University of Arkansas Total**

College	Academic Year 2012-2013							Academic Year 2013-2014							Academic Year 2014-2015							
	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)	Total	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)	Total	Doctoral - Professional Practice	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)	Total
AFLS	14	1	52			20	87	12	6	49	1		30	98		7	6	51	1		36	101
ARCH		5					5		7					7			4					4
ARSC	2	83	11		2	32	130	3	137	19		3	61	223		6	162	21		3	83	275
EDUC	100	57	161	29		123	470	142	59	190	42		164	597	56	139	45	188	47		163	638
ENGR	6		237			27	270	4	5	273			34	316		12	10	334			54	410
LAWW															3			20				23
WCOB		8	44			7	59		18	52			23	93		7	36	48			42	133
Total	122	154	505	29	2	209	1,021	161	232	583	43	3	312	1,334	59	171	263	662	48	3	378	1,584

Note: All numbers for the AY 2014-15 academic year were pulled from the Summer II, August Intersession, Fall, Spring, and Summer I semesters. Data from ISIS accessed on July 7, 2015.

APPENDIX C

**Online Enrollment
University of Arkansas Total**

College	Academic Year 2012-2013						Total	Academic Year 2013-2014						Total	Academic Year 2014-2015						Total	
	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)		Doctoral - Professional Practice	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	19	30	176			383	608	15	251	211	1		977	1,455	8	223	232	2		935	1,400	
ARCH		118					118		152					152		85					85	
ARSC	2	2,244	88		19	1,497	3,850	5	5,269	88		69	2,486	7,917	11	5861	83		57	2,188	8,200	
EDUC	315	1,663	1,515	61		1,978	5,532	558	1,760	1,626	113		2,373	6,430	331	404	1079	1,663	114	2,749	6,340	
ENGR	6		1,706			250	1,962	4	95	2,229			350	2,678	14	169	2,579			583	3,295	
LAWW															11		40				51	
WCOB		325	938			198	1,461		1,808	1,003			781	3,592	7	2831	1,157			1,300	5,295	
Total	342	4,380	4,423	61	19	4,306	13,531	582	9,335	5,157	114	69	6,967	22,224	342	444	10,248	5,753	116	57	7,755	24,715

Note: All numbers for the AY 2014-15 academic year were pulled from the Summer II, August Intersession, Fall, Spring, and Summer I semesters. Data from ISIS accessed on July 7, 2015.

APPENDIX D

All Online Graduate Students						
Demographic	Academic Year 2013		Academic Year 2014	Academic Year 2015		
	GRAD	LAW	GRAD	AGLW	GRAD	LAW
Graduate	1,958	2	2,103	9	2,301	13
Gender						
Female	985	2	1,051	2	1,120	8
Male	974		1,052	7	1,181	5
Ethnicity						
African American	183		168	1	200	2
American Indian / Alaskan Native	26		26		30	2
Asian	34		45		65	
Caucasian	1,513	2	1,636	8	1,712	8
Do not wish to respond	14		20		27	
Foreign	68		77		101	
Hispanic	75		86		104	1
Native Hawaiian / Pacific Islander	4		4		4	
Two or More Ethnicities/Races	37		38		55	
Unknown Ethnicity	4		3		3	
Age Group						
Under 18						
18-19						
20-21	19		38		44	
22-24	260	1	353	1	376	9
25-29	549		534		586	2
30-34	368	1	409	1	441	2
35-39	243		252	2	309	
40-49	359		346	2	386	
50-64	158		168	3	154	
65 and Over	2		3		5	

Note: All numbers for the AY 2014-15 academic year were pulled from the Summer II, August Intersession, Fall, Spring, and Summer I semesters. Data from ISIS accessed on July 7, 2015.

APPENDIX E

All Online Undergraduate Students			
Demographic	Academic Year 2013	Academic Year 2014	Academic Year 2015
Academic Career	UGRD	UGRD	UGRD
Undergraduate	5,201	9,168	9,970
Gender			
Female	3,355	5,416	5,762
Male	1,846	3,753	4,208
Ethnicity			
African American	279	523	598
American Indian / Alaskan Native	66	120	112
Asian	90	170	214
Caucasian	4,266	7,284	7,872
Do not wish to respond	7	19	30
Foreign	80	175	221
Hispanic	268	557	609
Native Hawaiian / Pacific Islander	5	8	9
Two or More Ethnicities/Races	138	306	299
Unknown Ethnicity	2	6	6
Age Group			
Under 18	6	18	16
18-19	1,413	2,937	3,113
20-21	2,089	3,552	3,779
22-24	916	1,579	1,797
25-29	313	478	560
30-34	173	242	257
35-39	94	134	172
40-49	130	147	176
50-64	62	76	97
65 and Over	6	5	3

Note: All numbers for the AY 2014-15 academic year were pulled from the Summer II, August Intersession, Fall, Spring, and Summer I semesters. Data from ISIS accessed on July 7, 2015.

APPENDIX F

Online Only Graduate Students

Demographic	Academic Year 2013	Academic Year 2014	Academic Year 2015	
Academic Career	GRAD	GRAD	AGLW	GRAD
Graduate	945	1,247	9	1,568
Gender				
Female	473	546	2	658
Male	473	701	7	910
Ethnicity				
African American	82	107	1	153
American Indian / Alaskan Native	13	14		20
Asian	16	30		49
Caucasian	753	970	8	1,187
Do not wish to respond	6	14		22
Foreign	15	25		25
Hispanic	37	56		74
Native Hawaiian / Pacific Islander	1	4		3
Two or More Ethnicities/Races	20	25		32
Unknown Ethnicity	2	2		3
Age Group				
Under 18				
18-19				
20-21	2			1
22-24	77	113	1	115
25-29	265	353		412
30-34	182	261	1	358
35-39	138	177	2	254
40-49	189	228	2	295
50-64	91	113	3	130
65 and Over	1	2		3

Note: All numbers for the AY 2014-15 academic year were pulled from the Summer II, August Intersession, Fall, Spring, and Summer I semesters. Data from ISIS accessed on July 7, 2015.

APPENDIX G

Online Only Undergraduate Students			
Demographic	Academic Year 2013	Academic Year 2014	Academic Year 2015
Academic Career	UGRD	UGRD	UGRD
Undergraduate	272	449	716
Gender			
Female	187	308	455
Male	85	141	261
Ethnicity			
African American	38	53	88
American Indian / Alaskan Native	6	8	10
Asian	3	5	18
Caucasian	207	351	539
Do not wish to respond		1	4
Foreign	1	5	4
Hispanic	13	17	34
Native Hawaiian / Pacific Islander	1	1	
Two or More Ethnicities/Races	3	8	17
Unknown Ethnicity			2
Age			
Under 18		6	2
18-19	3	12	32
20-21	12	33	58
22-24	31	73	124
25-29	50	87	158
30-34	50	68	98
35-39	25	63	96
40-49	63	66	93
50-64	35	41	55
65 and Over	3		

Note: All numbers for the AY 2014-15 academic year were pulled from the Summer II, August Intersession, Fall, Spring, and Summer I semesters. Data from ISIS accessed on July 7, 2015.

APPENDIX H

Location of residence									
Student Type	Academic Year 2013			Academic Year 2014		Academic Year 2015			
All online									
State Type	GRAD	LAW	UGRD	GRAD	UGRD	AGLW	GRAD	LAW	UGRD
Border*	294		1,448	321	3,087	2	382	2	3,157
Foreign	68		80	77	175		100		221
Arkansas	1,284	2	3,514	1,286	5,613	2	1,304	11	6,008
Military	7			2					
Other	305		157	417	292	5	515		584
U.S. Territory			2		1				
Subtotal	1,958	2	5,201	2,103	9,168	9	2,301	13	9,970
Only online									
Border*	135		20	188	53	2	256		94
Foreign	15		1	25	5		25		4
Arkansas	646		226	730	354	2	835		564
Military	4			2					
Other	145		25	302	37	5	452		54
Subtotal	945		272	1,247	449	9	1,568		716

*Students counted in the “Border” columns reside in Missouri, Louisiana, Mississippi, Oklahoma, Tennessee, and Texas.

Note: All numbers for the AY 2014-15 academic year were pulled from the Summer II, August Intersession, Fall, Spring, and Summer I semesters. Data from ISIS accessed on July 7, 2015.

APPENDIX I

Location of Residence and SSCH's													
Student Type	Academic Year 2013				Academic Year 2014			Academic Year 2015					
All online													
State Type	GRAD	LAW	UGRD	SSCH's	GRAD	UGRD	SSCH's	AGLW	GRAD	LAW	GRAD SSCH's	UGRD	UGRAD SSCH's
Border*	294		1,448	8,440	321	3,087	17,241	2	382	2	3,362	3,157	14,978
Foreign	68		80	767	77	175	1,372		100		749	221	923
Arkansas	1,284	2	3,514	28,153	1,286	5,613	42,431	2	1,304	11	12,141	6,008	33,299
Military	7			84	2		27						
Other	305		157	3,032	417	292	5,318	5	515		4,990	584	3,071
U.S. Territory			2	6		1	3						
Subtotal	1,958	2	5,201	40,482	2,103	9,168	66,392	9	2,301	13	21,242	9,970	52,271
Only online													
Border*	135		20	1,401	188	53	2,392	2	256		2,660	94	881
Foreign	15		1	183	25	5	314		25		314	4	26
Arkansas	646		226	8,696	730	354	11,438	2	835		9,068	564	6,035
Military	4			54	2		27						
Other	145		25	1,373	302	37	3,150	5	452		4,609	54	680
Subtotal	945		272	11,707	1,247	449	17,321	9	1,568		16,651	716	7,622

*Students counted in the "Border" columns reside in Missouri, Louisiana, Mississippi, Oklahoma, Tennessee, and Texas.
 Note: All numbers for the AY 2014-15 academic year were pulled from the Summer II, August Intersession, Fall, Spring, and Summer I semesters. Data from ISIS accessed on July 7, 2015.