University of Arkansas, Fayetteville

ScholarWorks@UARK

School of Continuing Education and Academic
Outreach - Global Campus Annual Report

Global Campus

2018

Annual Report, 2018

University of Arkansas, Fayetteville. School of Continuing Education and Academic Outreach

Follow this and additional works at: https://scholarworks.uark.edu/continuing-ed-ar

UNIVERSITY OF ARKANSAS.

Global Campus

Annual Report
2017 – 2018
School of Continuing Education and Academic Outreach
Global Campus

Report Submitted by
Global Campus Staff Members
and
Donald Judges, Vice Provost for Distance Education
Office of Academic Affairs

September 1, 2018

The University of Arkansas Global Campus

The Global Campus (GC) supports academic units and collaborates with business, industry, and others to bring education within reach of more people, using all educational delivery modes – from brick-and-mortar to virtual classrooms in graduate and undergraduate degree, certificate, and licensure programs, as well as workforce-development courses.

Through its instructional-design, media-production, learning-technology, and logistical-support teams, GC provides substantial financial and in-kind support to launch new online courses and programs, sustain existing ones, and maintain regulatory compliance. These efforts advance student success, invest in faculty excellence, promote innovation in teaching and learning, help to build a collaborative and innovative campus, strengthen graduate education, enrich diversity and inclusion, and further the University's land-grant mission.
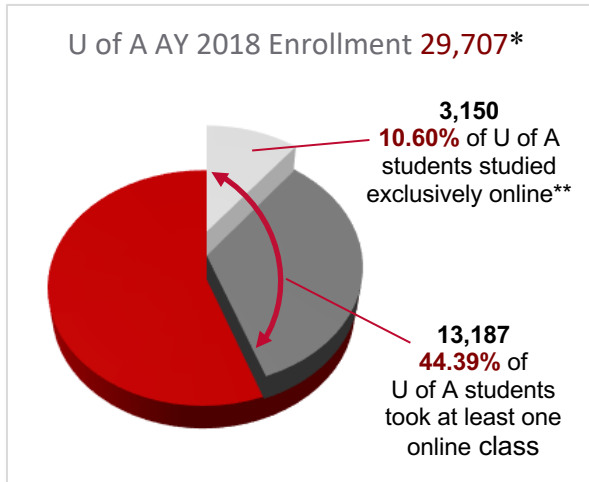
FY 2018 was another successful year for the Global Campus. The proportion of students nationwide who take some or all of their courses online has increased steadily since 2012, and this trend holds for the U of A as well. We saw continued growth both in the number of students studying exclusively online and those taking at least one online class (3,150 and 13,187, respectively). Enrollment in online programs grew at a slower pace (3%) than during previous years. Enrollment growth in previous years included gains obtained through the launch of new programs approved by the Arkansas Department of Higher Eduation (ADHE) in those years. No new U of A online program sought approval by ADHE in FY 2018. (ADHE approved the M.S. in Engineering Management in FY 2017). New programming, however, is planned to launch in FY 2019.

The largest proportion of exclusively online undergraduate students continues to be from Arkansas (70.6%), a substantial number of whom (37.8%) are the first in their families to attend college. Nearly two-thirds (64.3%) of exclusively online students are in professional master's and doctoral degree programs and, out of all U of A graduate students, the proportion who study online has continued to increase – rising steadily from 20% in FY 2013 to approximately 42% in FY 2018. The annual number of U of A degrees earned online reached an all-time high in FY 2018 of 714.

Gross online revenue exceeded projections and set a new record at nearly $26 million, 38.4% of which went to the General Fund. The GC directly invested $614,618 in online and other educational programming and provided approximately $3.5 million of in-kind support, including online course design and development, learning-technology support, media production, recruitment services, communications and marketing, and administrative support. Our workforce-development programming continued to expand to meet the needs of business and industry, including through a $923,842 grant from the Arkansas Department of Higher Education (for a total of $1.8 million in funding over the past three years). Finally, the Global Campus completed a major, productivity-enhancing renovation of its Fayetteville facility.

I. Online Education is an Integral and Growing Part of the U of A

Data for 2018 are preliminary, reflecting available data sets; previous years are complete.

U of A AY 2018 Enrollment 29,707*

3,150
10.60% of U of A students studied exclusively online**

13,187
44.39% of U of A students took at least one online class

* Academic Year (AY) total enrollment, not 11th-day enrollment for fall 2018; all FY 2018 data are preliminary
** Students who took only online classes in AY 2018

U of A Students Studying Exclusively Online

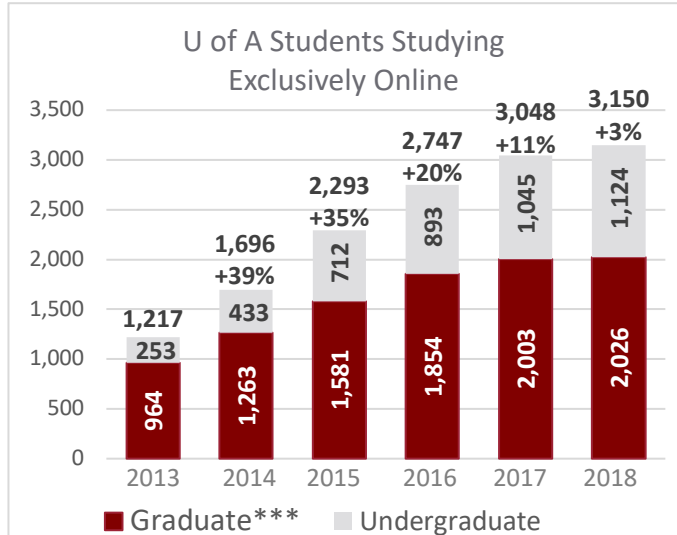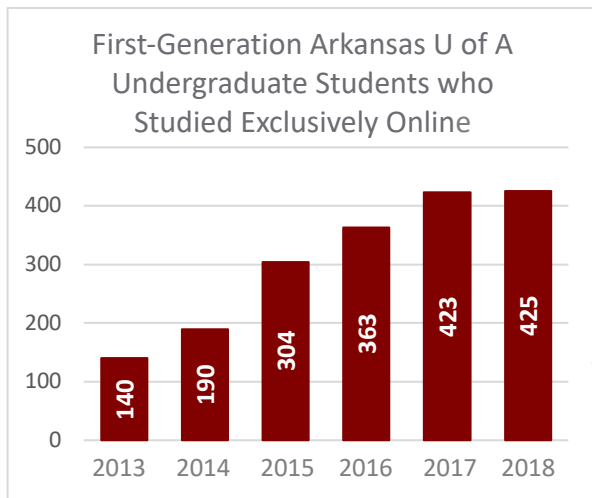| Year	Graduate***	Undergraduate	Total	Change
2013	964	253	1,217	
2014	1,263	433	1,696	+39%
2015	1,581	712	2,293	+35%
2016	1,854	893	2,747	+20%
2017	2,003	1,045	3,048	+11%
2018	2,026	1,124	3,150	+3%

■ Graduate*** ▫ Undergraduate

Chart above shows unique students. A student enrolled in undergraduate and graduate programs concurrently in the same AY was counted only once, in the graduate category.
***Graduate numbers include online law students.

First-Generation Arkansas U of A Undergraduate Students who Studied Exclusively Online

Year	Count
2013	140
2014	190
2015	304
2016	363
2017	423
2018	425

Appendices C-H show enrollment data. Appendix I shows first-generation enrollments. Appendix J shows student semester credit hours. Appendices K-M show maps of students' legal residences at the time of enrollment.

Online Programs Help Arkansas Residents Attend College in FY 2017

70.6% of U of A undergraduate students studying exclusively online are **from Arkansas******

37.8% of U of A undergraduate students studying exclusively online are **first-generation******* students **from Arkansas**

Overall, **48.8%** of U of A undergraduate students from all origins who studied exclusively online are **first-generation** students

**** Students' legal residence at the time of admission
***** Students reported their parents did not have college degrees

"Education truly transforms lives."
   - Jim Coleman, Provost and Executive Vice Chancellor for Academic Affairs

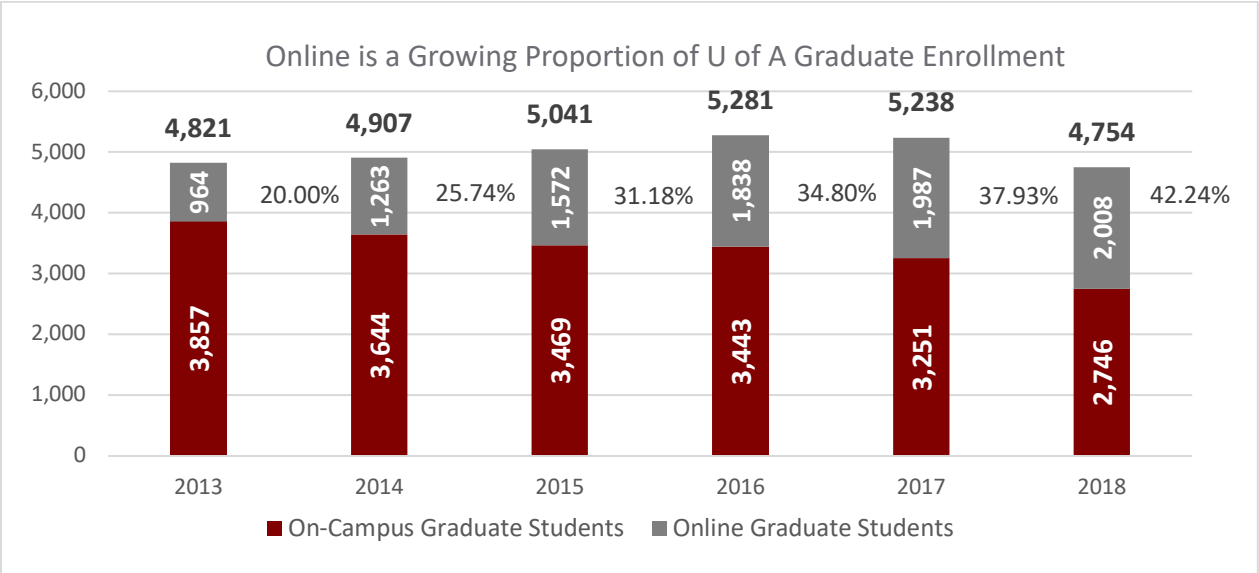| Degrees Earned through Online Programs						
Academic Year	2013	2014	2015	2016	2017	2018
# undergraduate students	*	*	*	*	184	211
# graduate students	*	*	*	*	404	503
Totals	331	357	482*	460	588	714

*The breakdown between undergraduate and graduate degrees earned is not available. *The 2015 number is elevated by a program offered only once.*

FY 2018 Online Footprint at the U of A			
	U of A Enrollment*	Exclusively Online**	Percentage Exclusively Online
Graduate students	4,754	2,008***	42.24%
Undergraduate students	24,587	1,124	4.57%
Law	366	18	4.92%
Total	29,707	3,150	10.60%

*Based on AY data, not 11th day numbers for fall. All 2018 data are preliminary.
**Students who took all online courses for that AY.
***Of the 40 online graduate programs, about 68 percent are offered 100% online. The state defines an online program as delivering 50 percent or more of course content online. See definitions in Appendix B.

Online is a Growing Proportion of U of A Graduate Enrollment

	2013	2014	2015	2016	2017	2018
Total	4,821	4,907	5,041	5,281	5,238	4,754
Online Graduate Students	964	1,263	1,572	1,838	1,987	2,008
On-Campus Graduate Students	3,857	3,644	3,469	3,443	3,251	2,746
Percentage	20.00%	25.74%	31.18%	34.80%	37.93%	42.24%

Online graduate enrollments shown here do not include online law students. All 2018 data are preliminary.

Online Students Account for an Increasing Percentage of U of A Graduate Student Semester Credit Hours

	2013	2014	2015	2016	2017	2018
At least one online course	23.20%	27.32%	30.69%	35.26%	37.44%	45.52%
Exclusively taking online courses	13.46%	18.74%	23.78%	28.37%	31.46%	38.72%
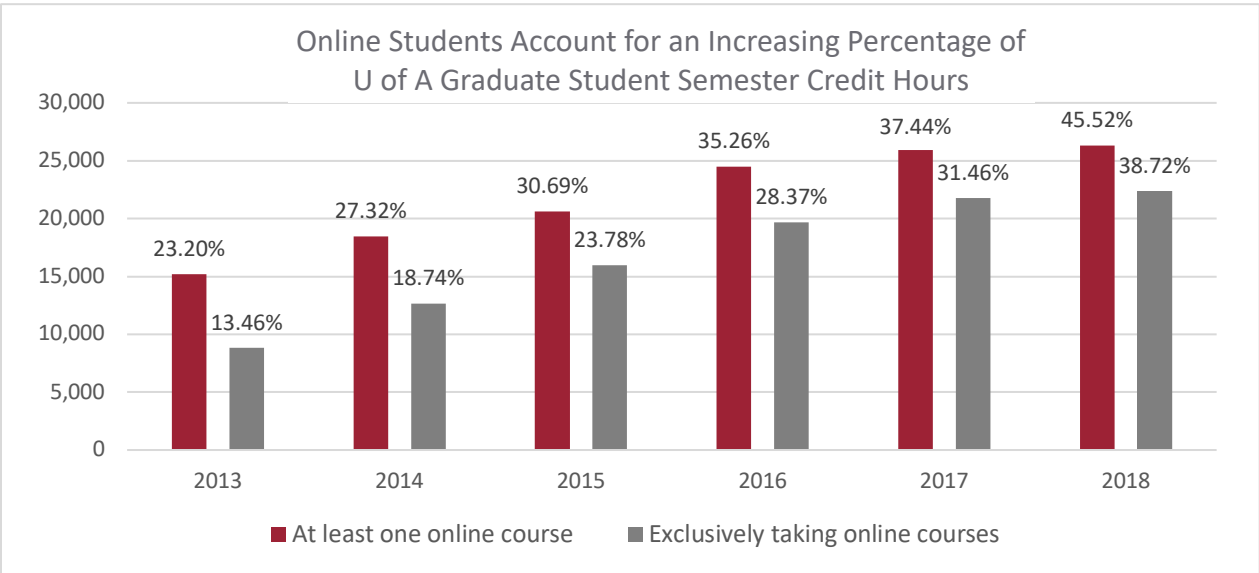
See Appendix J for detailed information. Online graduate SSCH shown here do not include online law students.

A majority of students studying exclusively online are Arkansas residents. As noted above, in AY 2018 70.6% of undergraduates studying exclusively online were from Arkansas. Indeed, as the following chart shows, in every year since 2013 Arkansas residents have comprised a larger proportion of the total exclusively online student population than they have of the total U of A student population.

Percentage of U of A Students from Arkansas

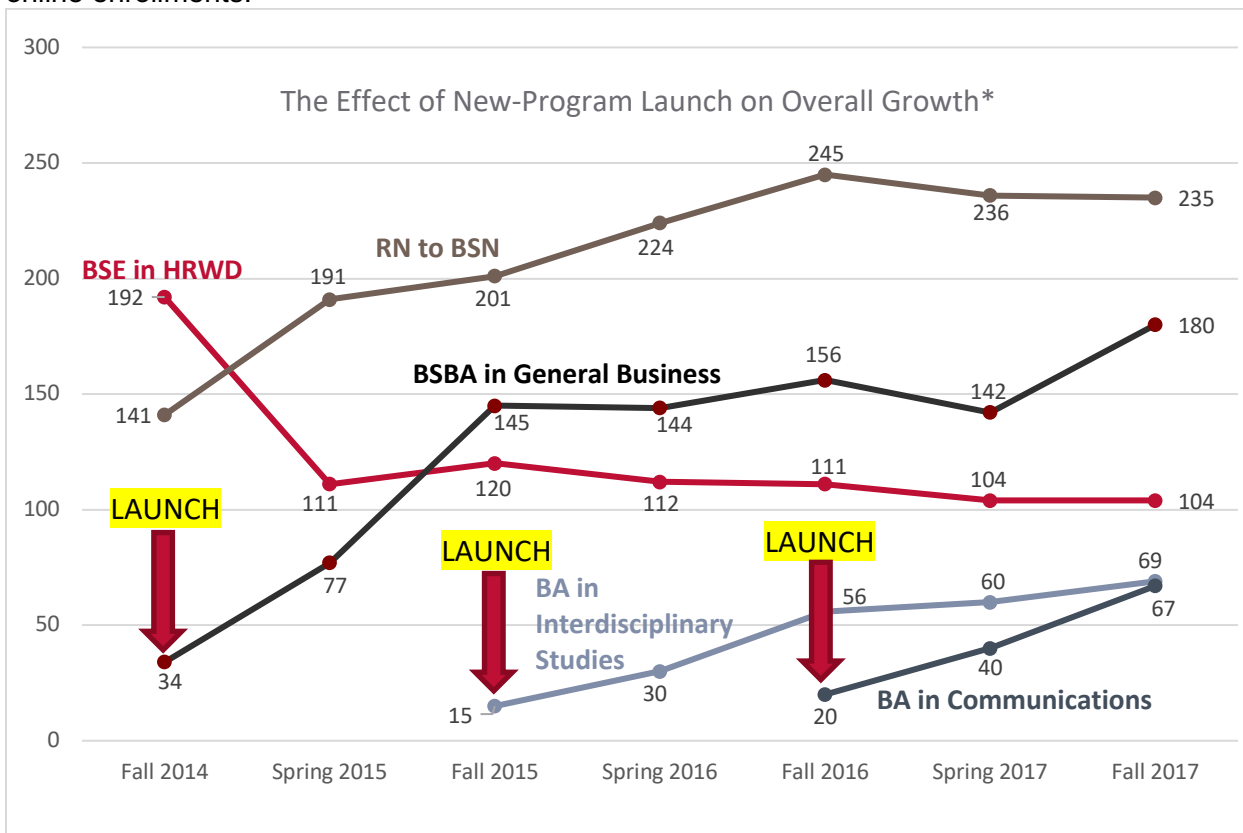| Year	University-wide	Exclusively taking online courses
2013	60.11%	70.50%
2014	57.92%	62.68%
2015	55.64%	60.18%
2016	53.94%	59.77%
2017	53.10%	58.86%
2018	52.17%	57.71%
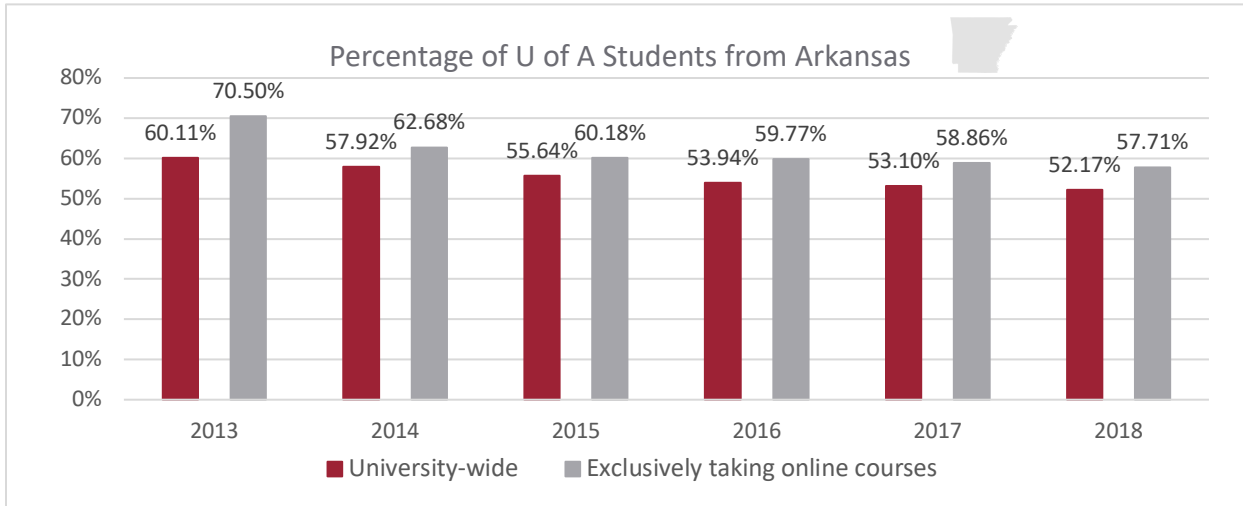
See appendices C-H.

The launch of new online programs in past years has contributed substantially to growth in online enrollments.

The Effect of New-Program Launch on Overall Growth*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
RN to BSN	141	191	201	224	245	236	235
BSE in HRWD	192	111	120	112	111	104	104
BSBA in General Business	34	77	145	144	156	142	180
BA in Interdisciplinary Studies			15	30	56	60	69
BA in Communications					20	40	67

LAUNCH (Fall 2014) — BSE in HRWD
LAUNCH (Fall 2015) — BA in Interdisciplinary Studies
LAUNCH (Fall 2016) — BA in Communications

*Online bachelor's degree programs and 11ᵗʰ-day enrollment by semester

5

Students Who Study Exclusively Online By Race and Ethnicity*

Data labels shown on chart:

- 2013: 78.88%, 960 (Caucasian); 1.31%, 16 (Non-Resident Alien); 1.31%, 71 (Other races and ethnicities combined); 1.31%, 50 (Hispanic and Any Other Race); 9.86%, 120 (African American)
- 2014: 77.89%, 1321 (Caucasian); 1.77%, 30 (Non-Resident Alien); 1.77%, 112 (Other races and ethnicities combined); 1.77%, 73 (Hispanic and Any Other Race); 9.43%, 160 (African American)
- 2015: 75.62%, 1734 (Caucasian); 1.26%, 29 (Non-Resident Alien); 1.26%, 179 (Other races and ethnicities combined); 1.26%, 108 (Hispanic and Any Other Race); 10.60%, 243 (African American)
- 2016: 76.05%, 2089 (Caucasian); 1.57%, 43 (Non-Resident Alien); 1.57%, 206 (Other races and ethnicities combined); 1.57%, 151 (Hispanic and Any Other Race); 9.39%, 258 (African American)
- 2017: 75.20%, 2292 (Caucasian); 1.61%, 49 (Non-Resident Alien); 1.61%, 244 (Other races and ethnicities combined); 1.61%, 177 (Hispanic and Any Other Race); 9.38%, 286 (African American)
- 2018: 75.40%, 2375 (Caucasian); 1.27%, 40 (Non-Resident Alien); 1.27%, 249 (Other races and ethnicities combined); 1.27%, 209 (Hispanic and Any Other Race); 8.79%, 277 (African American)

Legend:
- African American
- Hispanic and Any Other Race
- Other races and ethnicities combined
- Non-Resident Alien
- Caucasian
- percentage, number of students
- Groups as listed in U of A Data Warehouse

Data above do not include students whose race and ethnicity were "unknown" in the U of A Data Warehouse.

47

Total number of online degree, certificate, and licensure programs and plans offered in AY 2018
(Does not include programs approved by ADHE, but still in development)

No new U of A online degree program sought approval by ADHE in FY 2018

Unique U of A Online Courses Offered**

- 2014: 454
- 2015: 534
- 2016: 562
- 2017: 633
- 2018: 656
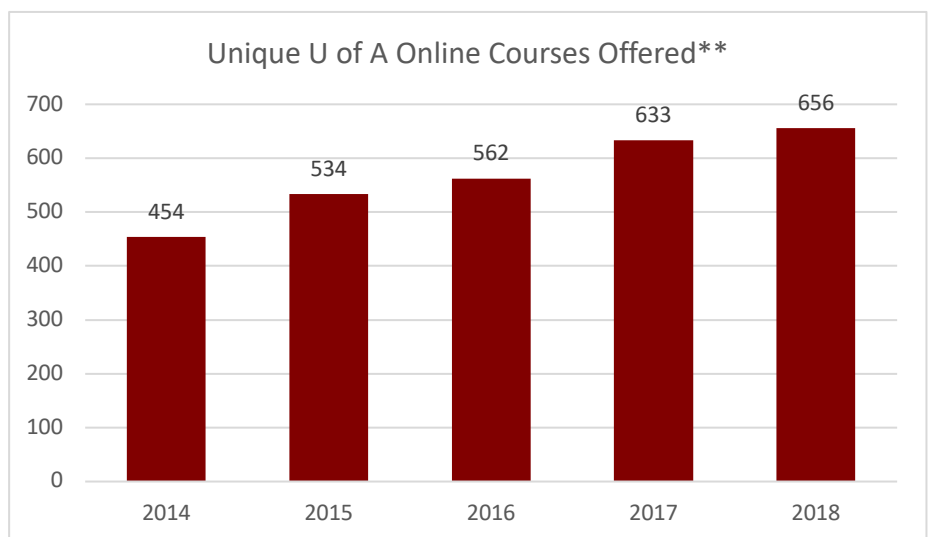
**These data do not include self-paced online courses and distance education courses not delivered online. They do include dissertation, thesis, practicum, internship and independent studies courses (usually no IDSS), and courses designed outside GC. Special topics courses are counted by topic.

GC administers Self-Paced Online Courses, the most flexible academic option to earn college credit toward degree completion

Self-Paced Online Courses	
AY	Enrollment
2018	1,093
2017	1,303
2016	1,197
2015	1,327
2014	1,221

Self-Paced Online Courses, taught by academic colleges and administered by the GC, help students add credit hours toward academic standing or graduation. The U of A offered 41 self-paced courses in AY 2018.

GC in Rogers offers continuing education and workforce development

The Rogers office harnesses the strength of its industry and educational partners to deliver high-quality non-credit professional and workforce development courses and programs. GC works directly with U of A faculty, companies, and organizations to address specific training needs in Northwest Arkansas and beyond. Visit training.uark.edu.

All Workforce Enrollments FY 2018
933

The IT Readiness Certificate program, which began in 2016, is an example of how GC Rogers collaborates with industry and educational partners to support training efforts that help reduce skills gaps in Northwest Arkansas. The Arkansas Department of Higher Education provided more than $1.8 million in Regional Workforce grants over three grant cycles to launch, continue, and enhance affordable information technology training (IT). This helps prospective employees prepare for IT jobs and helps employers by providing needed job-ready applicants.

IT Readiness Entry-Level Programs FY 2018			
	Cohort 1	Cohort 2	Cohort 3
Applicants	54	78	45
Admitted	29	42	32
Certificates issued	20	24	In progress

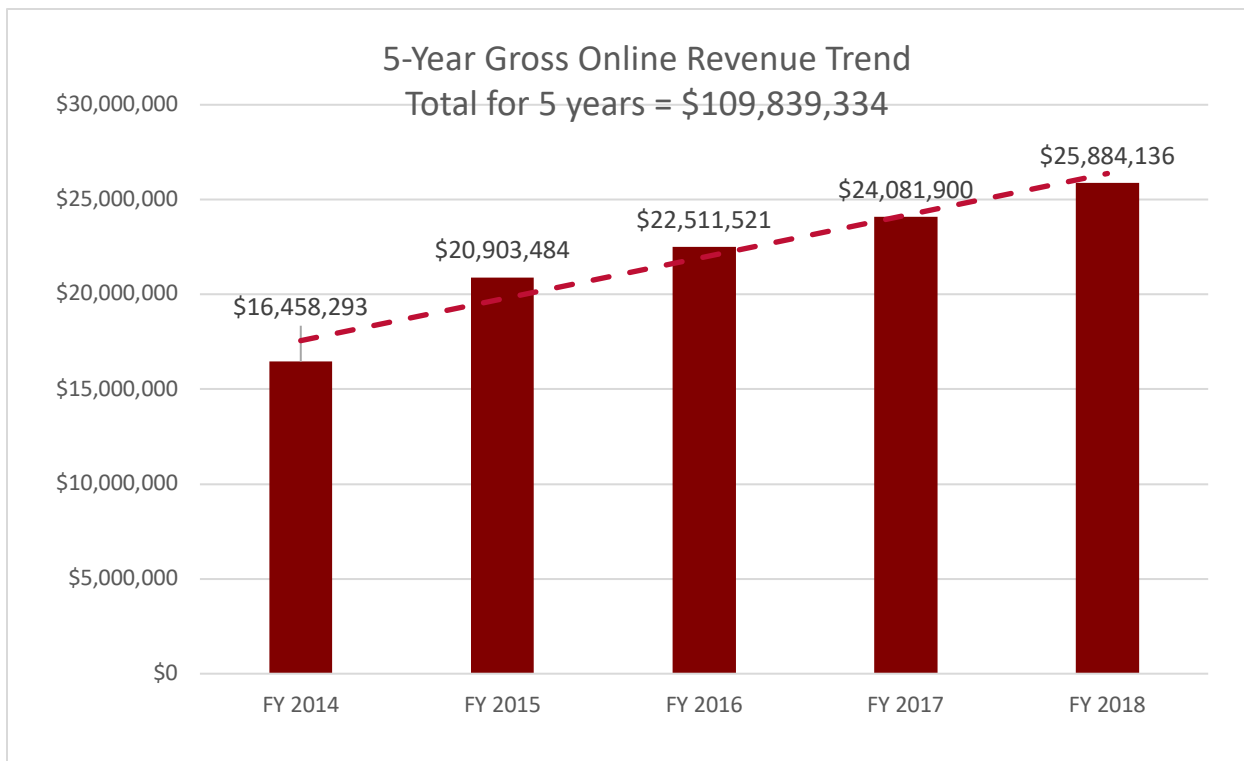| IT Readiness Up-Skill (Advanced) Programs FY 2018			
	User Experience 1	Tech Expert to Tech Leader	User Experience 2
Attendees	42	29	20
Certifications earned	38	Not applicable	4

II. Direct Financial Support from Online Education

Revenue from online education benefits the entire University, with 38.4 percent of the direct gross revenue – nearly $10 million in 2018 – sent to the University's general fund. The GC manages online educational revenues – almost $26 million in 2018 – on behalf of the University:

1. After covering the instructional costs, online tuition revenue for students taking only online classes is shared between the academic colleges (50%), the U of A General Fund (30%), and GC (20%). Net revenue from students who, in any one term, take online and on-campus classes goes to the U of A General Fund.
2. GC collects a $30 per credit hour off-campus fee.
3. The GC reinvests its revenue: (i) directly in academic colleges to expand and enhance distance education (including the launch of new online degree programs) and support technology and innovation projects (Tesseract, Lynda.com, OER, etc.) across campus and (ii) by providing in-kind services to the main campus to support learning across all delivery modes.
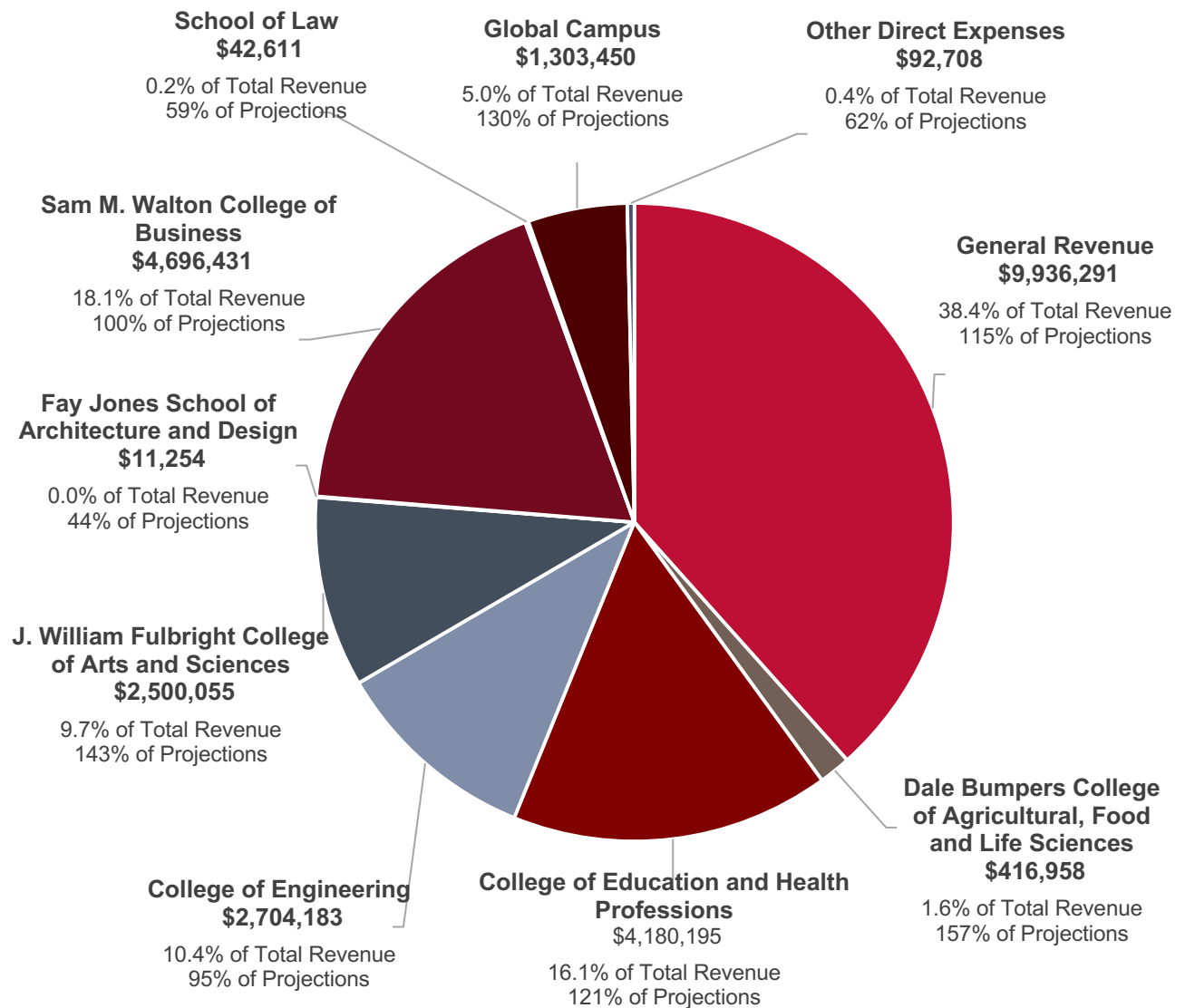
Online Tution Revenue Sharing

In FY 2018, the Global Campus reinvested more than $600,000.
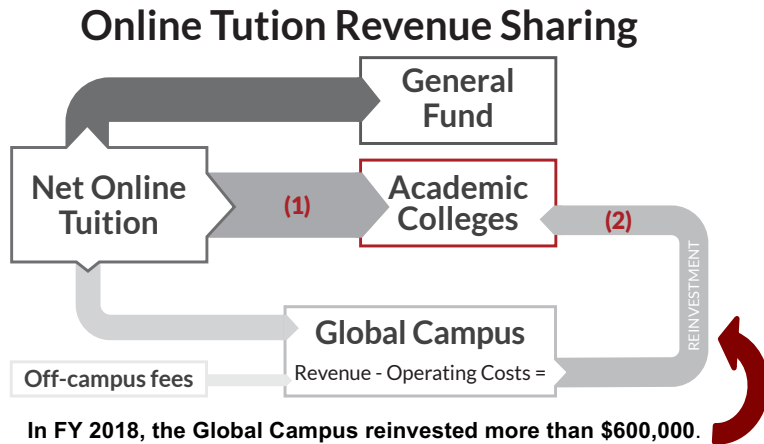
Online educational revenues directly benefit the University through two pathways:
(1) Net online tuition revenue is split between the colleges, General Fund, and GC. This model empowers colleges to develop strong programs, adopt innovative initiatives, and optimize resource allocation.
(2) GC, after defraying its operating costs, reinvests in colleges and schools.

5-Year Gross Online Revenue Trend
Total for 5 years = $109,839,334

FY	Revenue
FY 2014	$16,458,293
FY 2015	$20,903,484
FY 2016	$22,511,521
FY 2017	$24,081,900
FY 2018	$25,884,136

Gross online revenue sharing of almost $26 million for FY 2018
Online revenue does not include differential tuition. It does include instructional costs.

School of Law
$42,611
0.2% of Total Revenue
59% of Projections

Global Campus
$1,303,450
5.0% of Total Revenue
130% of Projections

Other Direct Expenses
$92,708
0.4% of Total Revenue
62% of Projections

Sam M. Walton College of Business
$4,696,431
18.1% of Total Revenue
100% of Projections

General Revenue
$9,936,291
38.4% of Total Revenue
115% of Projections

Fay Jones School of Architecture and Design
$11,254
0.0% of Total Revenue
44% of Projections

J. William Fulbright College of Arts and Sciences
$2,500,055
9.7% of Total Revenue
143% of Projections

Dale Bumpers College of Agricultural, Food and Life Sciences
$416,958
1.6% of Total Revenue
157% of Projections

College of Engineering
$2,704,183
10.4% of Total Revenue
95% of Projections

College of Education and Health Professions
$4,180,195
16.1% of Total Revenue
121% of Projections

GC reinvests in academic colleges and other units.
As shown in the following table, the GC in FY 2018 reinvested $614,618 – almost half (47%) of the money it collected from online tuition revenue ($1,303,450) – to fund online course and program development, teaching effectiveness, technology, and innovation. In addition, the GC also provided in-kind services to academic units – such as learning technology support, instructional design, media production, communications and marketing, recruitment, and administrative support. A substantial portion of the cost of such services – approximately $3.5 million in FY 2018 – was funded from online tuition revenue. Those services are described in a subsequent section.

In 2014, the revenue sharing model changed, reducing the percentage of online tuition distributed to the GC. As a result of that reduction and concomitant decline in capital reserves,

the GC had less overall funds in FY 2018 to reinvest than in previous years. Less direct reinvestment was required in FY 2018, however, because no new online programs sought approval by ADHE. New programming is planned for FY 2019.

Global Campus Direct Reinvestment in Online and Other Educational Programming							
	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	Total
Bumpers College	$11,000	$58,894	$22,564	$21,200	$26,000	$34,000	$173,658
Center for Educational Access*	$0	$0	$0	$0	$0	$12,688	$12,688
College of Education & HP	$215,900	$253,646	$118,366	$91,314	$44,518	$54,518	$778,262
College of Engineering**	$145,031	$97,384	$8,396	$0	$0	$0	$250,811
Enhanced Learning Center	$0	$21,058	$23,802	$37,955	$25,524	$15,300	$123,639
Fulbright College	$416,734	$428,279	$248,641	$505,655	$568,704	$363,509	$2,531,522
Jones School	$3,000	$0	$0	$0	$0	$0	$3,000
Mullins Library	$0	$0	$0	$50,000	$50,436	$30,000	$130,436
School of Law	$0	$318,860	$288,027	$113,065	$12,000	$0	$731,952
TF Support Center	$0	$83,878	$177,970	$0	$29,997	$27,427	$319,272
University IT Services	$0	$0	$0	$150,000	$50,417	$46,753	$247,170
University Relations	$0	$0	$0	$22,463	$41,187	$26,422	$90,072
Walton College**	$16,000	$199,081	$705,865	$473,427	$168,809	$4,000	$1,567,182
Total	**$807,665**	**$1,461,078**	**$1,593,631**	**$1,465,380**	**$1,017,591**	***$614,618**	**$6,959,963**

*First reported in FY 2018
**The College of Engineering and the Sam M. Walton College of Business received additional online tuition revenue from several "specialty" programs.
***No new online degree programs sought approval by ADHE in FY 2018.

Guiding Priorities – 1% reallocation
In accordance with the Chancellor's mandate, in FY 2018 the GC again reallocated funds to support the Guiding Priorities. GC added one new position – a Curriculum Designer for Student Success – and purchased the Slate recruitment-management system. Slate will be coordinated across campus and will improve our ability to nurture leads. The Curriculum Designer for Student Success works directly with faculty to redesign high D, F, and W courses to better meet the needs of students. Both of these reallocation items align with the University's Guiding Priorities by advancing student success.

In addition, the GC moved $125,000 from its quasi-endowment to fund the W.E. Manning Memorial Scholarship to support online students.

III. GC In-Kind Support

GC empowers faculty by offering hands-on assistance from **instructional designers**, **video and animation producers,** and **learning technology experts**. GC also provides logistical
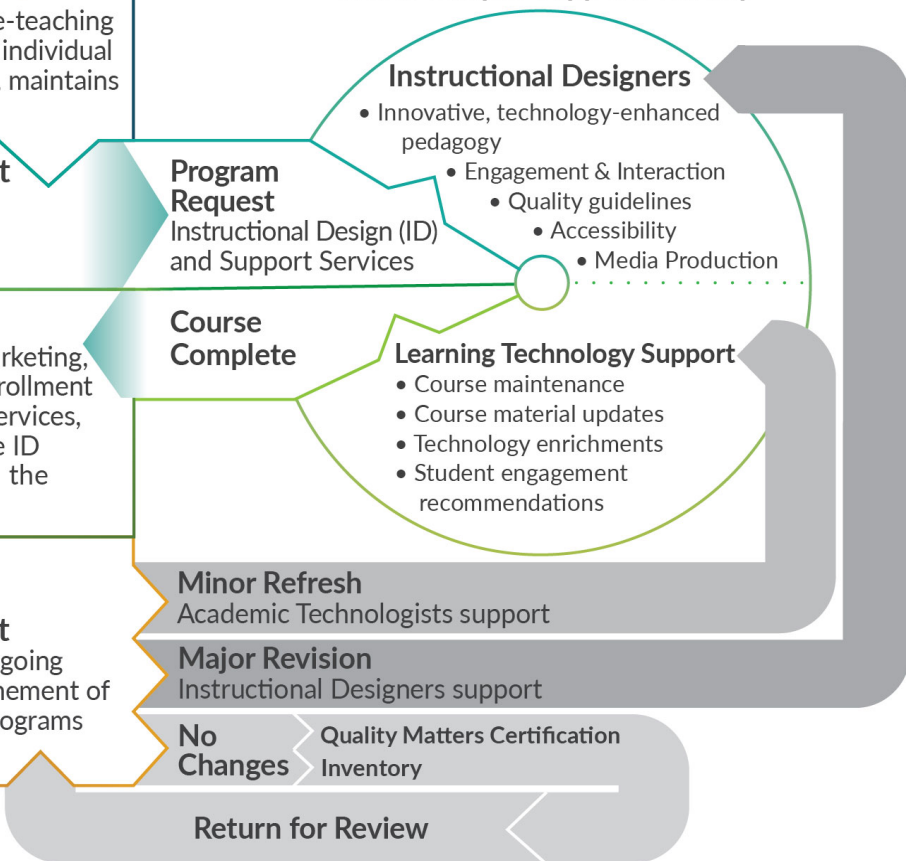
support in **communications, marketing, recruitment, enrollment management,** and **retention.**
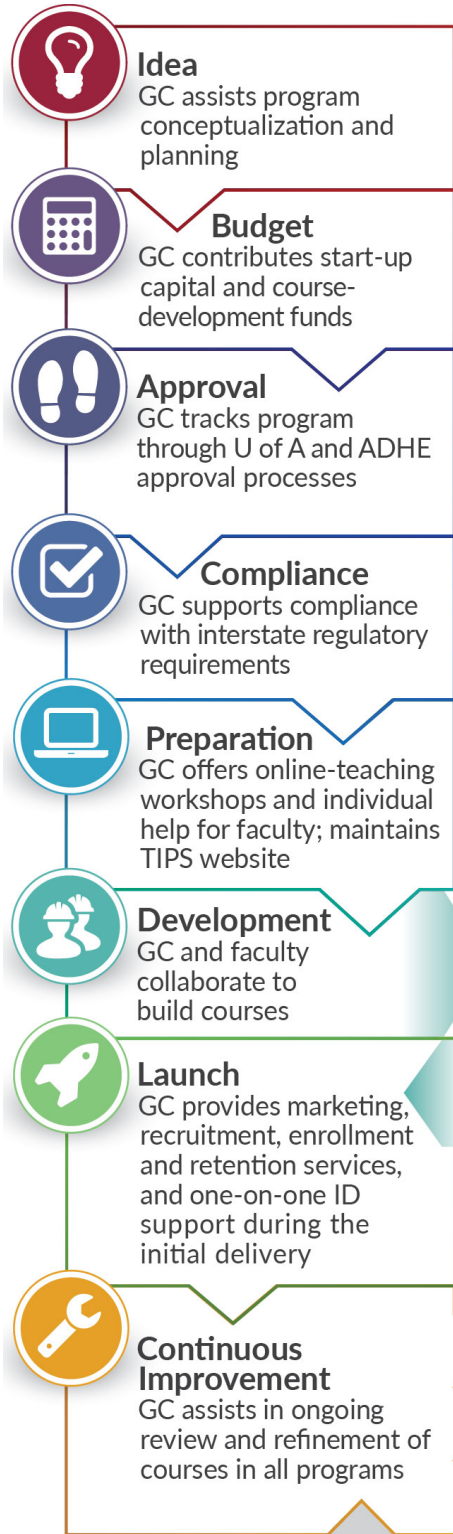
GC is expanding its services across campus to reach all modes of delivery, including traditional face-to-face courses. Learning technology experts work with faculty to assist with pedagogical strategies that enhance learning outcomes.

This **diagram** illustrates how GC works behind the scenes to support the development, delivery, and maintenance of **online programming** at the U of A. The process begins when GC helps college leaders to plan new online programs. That help includes research assistance from national consulting organizations retained by GC. See Appendix A for in-kind support details.

Idea
GC assists program conceptualization and planning

Budget
GC contributes start-up capital and course-development funds

Approval
GC tracks program through U of A and ADHE approval processes

Compliance
GC supports compliance with interstate regulatory requirements

Preparation
GC offers online-teaching workshops and individual help for faculty; maintains TIPS website

Development
GC and faculty collaborate to build courses

Launch
GC provides marketing, recruitment, enrollment and retention services, and one-on-one ID support during the initial delivery

Continuous Improvement
GC assists in ongoing review and refinement of courses in all programs

Course Development
Global Campus Supports Faculty

Program Request
Instructional Design (ID) and Support Services

Course Complete

Instructional Designers
• Innovative, technology-enhanced pedagogy
• Engagement & Interaction
• Quality guidelines
• Accessibility
• Media Production

Learning Technology Support
• Course maintenance
• Course material updates
• Technology enrichments
• Student engagement recommendations

Minor Refresh
Academic Technologists support

Major Revision
Instructional Designers support

No Changes
Quality Matters Certification
Inventory

Return for Review

11

Guiding Priorities

High-quality online and tech-enhanced offerings:

- Advance student success through engaged learning environments, built upon national quality guidelines
- Demonstrate U of A's investment in faculty excellence
- Showcase innovative teaching and learning in action
- Strengthen graduate education through online pathways for distance learners
- Show the fruits of building a collaborative and innovative campus that responds to student needs
- Meet land-grant and flagship responsibilities by making for-credit and noncredit education accessible to more people, while using cutting-edge learning technology and modern teaching strategies
- Enrich diversity and inclusion efforts by increasing access to education

Online Course Development and Delivery – Instructional Design and Support Services

Instructional Design and Support Services (IDSS) focused on

(1) expanding services to all instructional modes – online, hybrid/blended, online self-paced, and face-to-face – for both academic credit and non-credit areas;

(2) dedicating an instructional designer to support student success in courses with high rates of D, F and W marks;

(3) enhancing work spaces to elevate productivity; and

(4) improving the quality of pre-existing online courses.

IDSS provides faculty with hands-on assistance with course design, pedagogy strategy, technology tools, tech training, help-desk services, and quality-measurement guidelines.

Online Course Development for FY 2018					
	New Online	Rebuilt Online	Rebuilt Self-Paced	Non-Credit	Total
Bumpers College	11	7			18
College of Education & HP	12	12			24
College of Engineering	4				4
Fulbright College	19	7	1		27
School of Law	5	1			6
Walton College	3	2			5
Workforce Development				13	13
Total	**54**	**29**	**1**	**13**	**97**

Other highlights include:

- IDSS assisted faculty with 1,287 sections of semester-based online courses and facilitated 46 self-paced online courses in FY 2018. (This number is lower than reported in FY 2017 because GC has changed its methodology. GC no longer includes courses requiring little or no IDSS support, such as dissertation hours in online programs.)
- The IDSS Learning Technology Support (LTS) team helped faculty and students understand and use technology. LTS offered multiple training events and visited one-

on-one with faculty in their offices. LTS provided emergency support (help desk) for Blackboard, Echo360, Kaltura, clickers, and other learning technology for faculty and students, both online and on campus.

- The IDSS Media Production team helped students **learn in meaningful ways** by creating **video and animation content** with faculty for online courses and workforce development.
  - The Media Production workload shifted to produce more non-credit projects in support of professional and workforce development programs offered through GC Rogers.
  - Work ranged from simple voice-over lectures to 3D character animations.

Improving Student Success through IDSS On-Campus Teaching and Learning Support

- Learning Technology Support (LTS) Team **–** The goals of LTS are (1) to create a more collaborative and innovative culture among faculty and support groups on campus and (2) to improve student success through innovative teaching and learning strategies. LTS collaborated with IT Services and the Teaching and Faculty Support Center to improve efficiency and productivity in supporting faculty, staff, and students in the use of learning technology. LTS helped faculty share ideas and solutions with one another, provided hands-on tech assistance, and developed faculty learning spaces to foster innovation, active learning, and engagement.
- Student Success Initiative **–** GC created a Curriculum Designer for Student Success position to support the campus-wide intiative to improve student success. The Curriculum Designer worked with on-campus faculty to analyze student performance data, identify barriers, and develop pedagogical interventions. The designer worked with faculty who taught courses with high D, F, and W rates, and implemented a plan for faculty to use analytics and outcomes tools in Blackboard Learn. IDSS supported faculty with Student Success and Teaching Improvement Grants and helped develop a new tutor/academic coach training program.
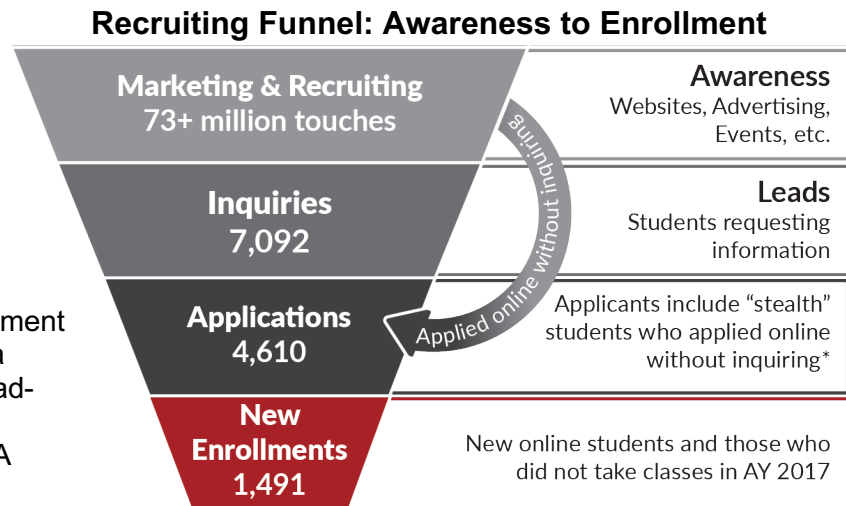
Increasing Access and Enrollment – Communications and Recruitment

The Recruitment and Student Outreach and the Communications teams complement the efforts of individual colleges, U of A Admissions, and University Relations by promoting online programs and workforce development to prospective students. GC efforts target Arkansas and the region, but also include national audiences.

Highlights from both teams:

- After months of preparation, the recruitment team launched Slate, a prospective-student lead-management system adopted by most U of A colleges, on July 1, 2018. The recruitment team helped to

Recruiting Funnel: Awareness to Enrollment

Marketing & Recruiting 73+ million touches	**Awareness** Websites, Advertising, Events, etc.
Inquiries 7,092	**Leads** Students requesting information
Applications 4,610	Applicants include "stealth" students who applied online without inquiring*
New Enrollments 1,491	New online students and those who did not take classes in AY 2017

Applied online without inquiring

Educational Advisory Board noted that, on average, 70% of online students in 2014 across the nation were "stealth" prospects, meaning they "shopped" institutions' websites and applied without inquiring first.

develop undergraduate and graduate "instances" in Slate to track prospective online students. Recruitment worked with the communications team to develop Slate-friendly contact forms for online.uark.edu, the promotional website for the U of A ONLINE, and to launch a lead-nurturing email communication campaign through Slate. Emails assist prospective students through the application and enrollment processes.

- GC recruiters attended 114 events.
- The communications team developed material for recruiters, maintained the online.uark.edu promotional website, and managed a multimedia marketing campaign to promote online programs. All advertising – Internet, TV, radio, print, and digital – directs prospective students to the U of A ONLINE website at online.uark.edu to allow students to apply for admission or to request information.
- The communications team partnered with Educational Marketing Group to manage a national Internet marketing campaign (Google Search, Google Display, Facebook, Instagram, YouTube, Hulu, etc.) to promote U of A ONLINE programs and workforce development.

Compliance

GC collaborated with academic and administrative units across campus to promote compliance with University policies, federal mandates, and the regulatory requirements of Arkansas and the other states in which the University conducts regulated educational activities, both online and face-to-face. Since 2015, Arkansas and the U of A have participated in the State Authorization Reciprocity Agreement.

Workforce Development and Continuing Education – GC Rogers

GC Rogers team creates and delivers flexible, innovative training and continuing education options to meet the needs of the workforce, as identified by business and industry. Programs are delivered face-to-face and online, with the help of a designated instructional designer. GC Rogers highlights for FY 2018:

- Launched new non-credit professional development programs in partnership with the College of Education and Health Professions and the College of Engineering, in addition to continuing programs from those colleges, the Dale Bumpers College of Agricultural, Food and Life Sciences, and the J. William Fulbright College of Arts and Sciences.
- Gross revenue for FY 2018 for GC Rogers was $484,878. Customized training clients provided $59,053 of that gross revenue.

IV. Grants

IT Readiness Program Initiative
The Arkansas Department of Higher Education awarded a $923,842 Regional Workforce Planning Grant in July 2018 to continue and expand the IT Readiness Program at the Global Campus in Rogers. The program helps fill industry-identified skills gaps in Northwest Arkansas. The program provides entry-level and advanced-skills training in information technology at discounted rates. Lower training costs help job-seekers and employees afford training to advance their careers or start new ones. The program launched entry-level IT programs in 2015 after receiving the first grant of $48,954. Advanced IT training programs were added in 2016, after the second grant of $851,062.

V. Significant GC Updates

New Student Scholarship
In Spring 2018, GC launched the W.E. Manning Memorial Scholarship for students studying in online degree programs. GC awarded four $2,000 scholarships for two undergraduate and two graduate students for the 2018-2019 academic year. GC increased its contribution to the Manning Scholarship in 2018, bringing total funding to almost $400,000 and the number of scholarships to seven or eight for the 2019-2020 award cycle.

GC Building Renovation
In FY 2018, the GC completed an extensive $4.2 million renovation of its downtown Fayetteville location. This project, planning for which began in late 2015: (1) enhanced and enlarged individual and collaborative workspaces for Instructional Designers, Academic Technologists, and other Learning Technology Support team members; (2) expanded and upgraded the Media Production suite, improving that team's pre- and post-production, editing, animation, and illustration capabilities; (3) built a 2,000 square-foot video recording studio, a "green room," a color-correction room, and a voice-over sound booth; (4) created a morale-building staff break area; and (5) more productively configured the office and meeting space in the Vice Provost's fifth-floor suite. One important benefit of renovation has been to locate Instructional Design, Academic Technologist, and Media Production professionals on the same floor. This arrangement has facilitated cross-team collaboration and improved project design and execution.

The renovation also included establishment of the University Theatre Department's Black Box Theater. The GC provided the space (formerly our second-floor auditorium) and assisted the Theatre Department in coordinating its construction schedule with ours. This 180-seat, $1.2 million facility provides a state-of-the-art teaching space for the University and a new public performance venue for downtown Fayetteville.

GC Department Updates
Significant updates from individual GC departments are shown in Appendix A.

Appendix A – Details of In-Kind Contributions by GC Teams

I. Instructional Design and Support Services

Instructional Designers (Course Development)

The Instructional Design team provided three levels of instructional design support to U of A faculty, staff, and the academic community:

- **Level 1 Support:** Instructional designers worked with faculty and other subject matter experts to develop new courses as well as rebuild existing online courses to meet current quality standards. See table "Online Course Development for FY 2018."
- **Level 2 Support:** Instructional designers offered extra support to those faculty teaching online for the first time, helped faculty to revise and refine their online courses for continuous improvements, converted face-to-face or online courses to hybrid courses, prepared courses for Quality Matters review submission, and assisted faculty in applying new teaching strategies and technologies in their face-to-face and online courses.
    - 19 courses revised (ARSC 9, EDUC 8, LAWW 1, WCOB 1)
    - 1 hybrid course developed (ENGR)
    - 2 courses were submitted to Quality Matters for external review and were certified to meet the quality standards.
    - IDSS took a more proactive approach to help online instructors. The Online Program Coordinator (OPC) reached out to instructors who have never taught online before and connected them with instructional designers and other campus resources. The OPC also notified instructional designers of any significant changes (instructor, enrollment cap, course duration) so that instructional designers can provide proactive support.
    - IDSS provided department/program-level support to develop new instructor/TA trainings and to follow online teaching best practices.
- **Level 3 Support:** Instructional designers were responsible for 1,293 sections of semester-based online courses (87 in Summer II of 2017, 455 in Fall 2017, 498 in Spring 2018, 253 in Summer I of 2018) and 46 Self-Paced Online Courses for instructional design support and escalated technical support.

Student Success Initiative

- To support the campus-wide initiative to increase student success, Global Campus created a new position: Curriculum Designer for Student Success. The Curriculum Designer worked with faculty and others to analyze student performance data, identify barriers, and develop and implement pedagogical interventions to enhance student learning and success.
- The Curriculum Designer worked with faculty in Chemistry to help implement a new, flipped course model for the delivery of CHEM 1103: University Chemistry, a course with high rates of D, F and W marks. The results of the Spring 2018 pilot were very encouraging, with statistically significant improvement in D, F, and W mark rates.
- The Curriculum Designer analyzed student behavior and expectations in Self-Paced Spanish courses to help instructors encourage better student participation and improved learner outcomes.
- The Curriculum Designer helped to develop an implementation plan for Blackboard's Analytics for Learn and worked with IT Services staff and Blackboard Learn

administrators to prepare the system for widespread use. This tool can help instructors and administrators more quickly identify students who may need academic support.

- IDSS continued to implement the Blackboard Outcomes system across campus. During this past year, Nursing and History departments used the Outcomes system to evaluate the quality of their general education courses.
- IDSS supported 4 recipients of Student Success and Teaching Improvement Grants. Awarded by Teaching and Faculty Support Center, the grants emphasize student persistence, student processes, and student success in courses with high D, F, and W rates through innovative course design and delivery.
- IDSS is working with the Office of Student Success to develop a new tutor/academic coach training program and implement a flexible tutoring platform.

Other Projects

- IDSS supported Library's Open Education Resources (OER) Incentive Program.
- IDSS helped Global Campus Rogers to streamline workflow, manage changes, maximize resources, and improve communications.
- IDSS created an online-course database, which helped to streamline the course-development process and build a new system for proactive course-delivery support.

LEARNING TECHNOLOGY SUPPORT TEAM

Goal

- Create a more collaborative and innovative culture on campus and improve efficiency and productivity in all aspects of the University's mission.
- Improve student success through innovation in teaching and learning.

Actions

- Worked with faculty to improve the design and assessment of general education.
- Integrated course redesign support for both online and classroom formats, particularly those with high failure and withdrawal rates.
- Planned for new learning spaces to foster innovation, active learning, and engagement
- Developed processes that include a more robust evaluation of teaching performance and effectiveness.
- Created and publicized a central repository of innovative teaching practices and projects developed across the university. Visit tips.uark.edu.

MEDIA PRODUCTION TEAM

- Media Production recorded 157 videos, compared with 226 the previous year, and edited 219 videos this year. The team recorded longer lectures and incorporated more animation this year than in previous years, moving from an average of 15 minutes to 30 minutes per lesson. The amount of work completed is similar to the previous two years.
- The team's workload has expanded to include non-credit projects, which have less predictable timelines, require more flexibility, and at times demand instant scale-up.
- The team has developed various types of media from simple voice-over lectures to 3D character animations to best meet the instructional needs within time and budget constraints.

- New efficiencies were gained by improving our workflow, adding more part-time staff, and hiring a new full-time person.
- The team's newly remodeled office, studio, and support areas will have a substantial, positive impact on the team's productivity for FY19. Once the entire complex is fully outfitted with LED lighting, a lighting control system, support equipment, and new servers and workstations, the media team will be even more productive.

II. Recruitment and Enrollment Management

Recruitment includes the director, two recruiters, an admissions advisor, compliance manager, data analyst, and an assistant to the director. The team collaborates with the Office of Admissions, college recruiters, and units across campus to collect and nurture leads from prospective students across the state and around the nation.
Highlights include:

- Search-and-Shop Application Trends – In response to the increasing number of "search-and-shop" students, who apply online without first contacting the University, GC in 2016 modified its online marketing practices to drive prospective students directly to the online.uark.edu website. There, prospective students may explore on their own and apply directly, if they choose. They also may inquire for further information. As a result, inquiries to the recruitment office have fallen for the second year in a row, while application rates to most existing programs have continued to rise.
- Inquiries – Ninety percent (7,143) of all inquiries came through the website and 10% through events attended by recruiters. Of inquires from the website, about 14% came directly from EMG-linked advertising.
- Recruiting Events (**114**):
    - Classroom visits to nursing programs at two-year schools in Arkansas – **4**
    - Career Fairs – **49**
    - Conferences/ conventions – **33**
    - Other (corporate visits, teacher expos, info sessions, table visits, etc.) – **19**
    - Community College Transfer Fairs – **8**
    - Sponsored faculty members to attend recruiting events – **3**

Location of FY 2018 Recruiting Events

- Lead Management – The recruitment team joined Undergraduate Admissions and the Graduate School to begin implementation of SLATE, a customer-relationship management system for higher education. SLATE will integrate online students into the University's recruitment process and significantly increase our capacity to assist students in the matriculation process.
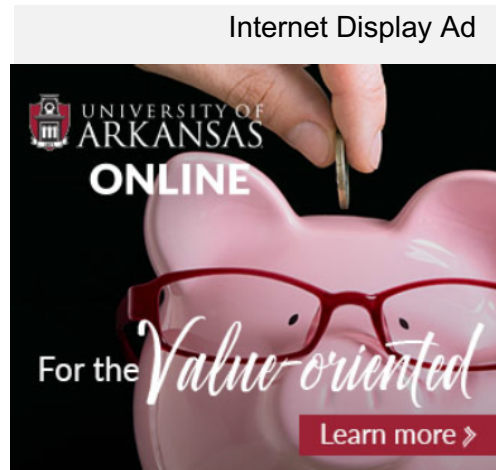
GC's Compliance Manager assisted online programs in obtaining and maintaining higher-education board and licensing board approvals in other states.

III. Communications & Marketing (Communications)

Communications consists of a director, web manager, web/graphic designer, and assistant to the director. It oversees a multi-media marketing campaign and collaborates with University Relations and colleges to promote the U of A, its online education offerings, and workforce development programs. The team partners with Educational Marketing Group (EMG) for digital marketing. Duties include campaign management, ad buys, website design, graphic design, brochures, social media, and media releases.

Internet Display Ad

Highlights include:

- Internet Marketing – Partnered with Educational Marketing Group (EMG) to promote U of A ONLINE via Google Search, Google Display, Facebook, Instagram, Hulu, and YouTube.
- Statewide TV – Campaigns launched in fall and spring during local news programs in Northwest Arkansas, Little Rock, Jonesboro, and Memphis (added in FY 2018)
- Razorback Radio and TV – Managed a radio campaign through IMG Razorback Sports during football season and basketball season (added in FY 2018)
- Paid Social Media Ads – Continued in FY2018 for online education and workforce development
- Print Ads – Continued traditional ads in Arkansas Business magazine, ASBN Update nursing magazine, the Walton Arts Center playbill, and others

EMG Internet Campaign Highlights	
U of A ONLINE (93.4% of FY 2018 media buys)	
Ad impressions	43 million
Ad to online.uark.edu website	245,190
Conversions – "Apply," RFI, or Quiz	6,201
GC Rogers – Workforce Development (6.6% of FY 2018 media buys)	
Ad impressions	2,093,147
Ad to training.uark.edu website	2,859
Conversions – enrollment link or RFI	21

- Airport Digital Message Boards – Created ads and managed digital message boards in airports in Bentonville and Little Rock
- U.S. News & World Report Badges – Collaborated with academic colleges and schools to purchase licensing to use badges for *U.S. News & World Report* "Best Online Programs" in bachelor's programs, graduate education programs, and graduate engineering programs

IV. Credit Studies and Self-Paced Online Courses

Staff in the Office of Credit Studies administer self-paced online courses, schedule online classes in UAConnect, and perform administrative tasks for two academic consortia (Great Plains/AG Interactive Distance Education Alliance and the Alliance for Cooperative Course Exchange in the Plant Sciences). The team includes a director, an office manager, an academic records analyst, an academic records specialist, and an academic records assistant.

Highlights include:

- Scheduling – In spring 2018, following a successful pilot test in 2017, a new way of scheduling Fulbright College undergraduate-level online courses was launched to reserve space in online class sections for students in online degree programs.

- Proctoring – The GC phased out face-to-face proctoring of exams in fall 2017 and shifted all exams to online proctoring. In spring 2018, self-paced online course exams were moved to a different online proctoring vendor, more closely aligning proctoring processes for semester-based and self-paced online courses.
- Pilot Test – In an effort to improve D, F, and W rates in Self-Paced Online Classes, a "semi-structured" self-paced format was pilot tested during the 2017-2018 academic year.

VI. Global Campus Rogers

GC Rogers team consists of the director; an assistant director of workforce readiness; three program coordinators who identify, create, and implement non-credit programming; an academic, career, and program advisor; an education support specialist; and a computer support technician. The team works with academic colleges and industry and community leaders to develop and deliver workforce-development and continuing-education opportunities to help people advance in their careers, move into new careers, or maintain certification. Programs are offered online and face-to-face in Rogers and Fayetteville.

GC Rogers Collaborates with Academic Colleges to develop non-credit offerings	
College	**Program**
Fulbright College of Arts and Sciences	English Department – Writing in Real Estate Music Department – Teaching Music for Children with Special Needs School of Social Work - Working with Children Who Have Incarcerated Parents
Bumpers College of Agricultural, Food and Life Sciences	Agricultural Education Department – AgCademy Horticulture Department – Greenhouse Management Food Science Department – Knife Safety Training
College of Engineering	Civil Engineering Department – Asphalt Emulsion Electrical Engineering Dept. – Intro to Antennas Operations Management Dept. – Drone Training
College of Education	Educational Leadership Dept. – ESL for Principals, Culture and Language in Schools, English for Speakers of Other Languages Institute for PK-12 teachers, Occupational Therapy in Primary Care

GC Rogers highlights:
- IT Readiness Program – Since the program's start in 2015, more than 40 people have earned entry-level certificates, and 22 others were completing certificate programs in summer of 2018. More than 70 people participated in advanced training workshops in FY 2018, including User Experience and Tech Leader to Tech Expert.
- New Programs – Launched new offerings in its three main training areas: professional development (Innovative Management and Administrative Assistant), IT Readiness (User Experience, Artificial Intelligence and Machine Learning, and Amazon Web Services Certification), and computer training (Tableau, Power BI, and Digital Marketing).
- Customized Training – Global Campus developed customized curricula and sent instructors offsite to company locations. Clients included the cities of Bella Vista, Fayetteville, and Gravette; WISE and Healthy Aging, Ozarks Electric Cooperative; U of A Parking and Transit; Walton College MBA degree program; Legacy Bank; Tyson Foods; Walton Family Foundation; U.S. Poultry Association; and Lincoln High School Technology Education.
- Podcast studio – Promoted workforce education by producing 19 podcasts that focus on education and thought-leadership practices in Northwest Arkansas.

- <u>Office of Skills Development Grants</u> – Leveraged grants to provide customized training for businesses and industry.
- <u>Open-Enrollment Courses</u> – Provided courses (total enrollment 933) in the following industry sectors: agriculture, business, computer applications, education, engineering, human resources, law, real estate, skilled trades, technology, and women's programming.

The strength of partnerships built over years support GC Rogers programming and help develop content and curriculum. Partners include:

Appendix B – Definitions and Parameters for Data

Data and Demographic Information – Data in appendices reflect academic-year numbers, not 11th-day numbers reported in Fall 2016. University-wide demographics were obtained from the U of A Office of Institutional Research's website on July 25, 2017. All other data ("at least one online course," "exclusively online," "first generation," etc.) were obtained from the U of A data warehouse AHEIS tables on July 28, 2017. Minor inconsistencies could exist between U of A data and the manual records kept at the departmental level if coding errors were made in U of A records.

Online Course – The Arkansas Department of Higher Education defines an "online course" as any course that delivers "50% or more of the course content" online. The U of A reports each qualifying course as of the 11th day of Fall or Spring semesters or 5th day of Summer semesters. The exact definitions used for this file can be found on page P-28 of the AHEIS Reference Manual for the Student Information System, Public Institutions, Arkansas Department of Higher Education.

Online Program – The state defines an "online program" as delivering 50 percent or more of the course content online. Some programs (e.g., M.Ed. in Educational Technology) are offered only online, with no on-campus option. Other programs (e.g., B.A. in Communications) are delivered both on-campus and online. For the purposes of this report, students enrolled in programs offered through both delivery modes are designated as online students when 50% or more of their coursework for the academic year is delivered online.

Students Studying Online – Courses delivered online are coded "WB" (web-based) in the U of A database. Students who took one or more web-based courses, but not all web-based courses, for the academic year are identified in this report as "taking at least one online course." Students who took only web-based courses for the academic year are identified as "studying exclusively online," which is naturally a subset of students "taking at least one online course."

Unique Students – Student counts in the following tables are unique (counted only once) for each year within each category. Within each academic year, the final term for which the student was enrolled has been identified. The student's career and demographics for those terms are reported as listed in the Data Warehouse AHEIS tables of July 28, 2017.

Simultaneous academic careers – For those instances in which a student had simultaneous academic careers during the term of interest, the highest-level career is shown. A student having two graduate careers is counted once as graduate; a student with a graduate and law/agricultural law is counted as graduate; and a student with a law/agricultural law career and an undergraduate career is counted under law/agricultural law. Academic career differs from billing career.

Gender and Ethnicity – Gender and primary ethnicity are reported as indicated by the student for the final term of each academic year.

Age – Age is calculated as of the first day of the academic year. For academic year 2013, that was July 1, 2012.

Origin – Geographic origin is defined by the Arkansas Department of Higher Education as "the student's legal residence at the time of admission to the institution." [SIS Manual, Public Institutions, page P-7]

First-Generation Students – Some students provided data indicating whether their parent or guardian was a college graduate. If the response was coded as either "neither" or "no," the student was shown as "is first generation college student." Any other response resulted in "is not first generation." The lack of a response was notated as "not indicated."

Appendix C – Online Enrollment 2013

Academic Year	2013								
Year-end numbers	**University-wide**			**At least one online course**			**Exclusively taking online courses**		
Total	27,610			7,161			1,217		
Academic Career	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**
Total	4,821	414	22,375	1,987	2	5,172	964		253
Gender									
Female	2,331	166	11,157	998	1	3,342	476		183
Male	2,490	248	11,218	989	1	1,830	488		70
Ethnicity									
African American	323	29	1,200	187		275	85		35
American Indian or Alaska Native	65	6	303	26		66	14		5
Asian	87	9	563	36		88	16		3
Caucasian	3,309	331	17,479	1,533	2	4,246	767		193
Hispanic and any other race	159	23	1,291	76		267	37		13
Hawaiian or Pacific Islander	4	1	24	4		5	1		1
Two or More Races	92	9	661	38		137	20		3
Non-Resident Alien	744	3	774	69		79	16		
Unknown	38	3	80	18		9	8		
Age Group									
Under 18			73			6			
18 - 19			6,704			1,413			3
20 - 21	38	4	7,656	22		2,086	2		12
22 - 24	1,014	197	4,773	266	1	910	78		30
25 - 29	1,447	160	1,535	558	1	303	272		43
30 - 34	863	30	699	374		168	187		45
35 - 39	514	8	333	246		91	139		24
40 - 49	635	11	371	361		128	191		61
50 - 64	293	4	192	158		61	94		32
65 and over	17		39	2		6	1		3
Geographic origin (Legal residence at time of admission)									
In-state student	2,448	278	13,869	1,240	1	3,380	648		210
Out-of-state	2,373	136	8,506	747	1	1,792	316		43

Appendix D – Online Enrollment 2014

Academic Year	2014								
Year-end numbers	**University-wide**			**At least one online course**			**Exclusively taking online courses**		
Total	28,054			11,271			1,696		
Academic Career	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**
Total	4,907	396	22,751	2,150	1	9,120	1,263		433
Gender									
Female	2,384	156	11,443	1,067	1	5,399	552		302
Male	2,523	240	11,308	1,083		3,721	711		131
Ethnicity									
African American	327	24	1,160	179		512	109		51
American Indian or Alaska Native	68	12	293	27		119	14		8
Asian	108	5	542	46		169	30		5
Caucasian	3,318	313	17,655	1,665	1	7,254	984		337
Hispanic and any other race	181	21	1,457	89		554	56		17
Hawaiian or Pacific Islander	4	1	18	4		8	4		1
Two or More Races	83	11	715	38		306	25		8
Non-Resident Alien	775	4	840	79		173	25		5
Unknown	43	5	71	23		25	16		1
Age Group									
Under 18			70			18			6
18 - 19	1		6,322			2,941			12
20 - 21	35	3	8,451	44		3,547			33
22 - 24	1,081	198	4,909	361	1	1,565	113		73
25 - 29	1,469	139	1,489	549		464	360		81
30 - 34	904	32	617	413		238	262		66
35 - 39	508	7	328	256		129	183		57
40 - 49	600	12	317	355		138	229		65
50 - 64	289	4	200	169		75	114		40
65 and over	20	1	48	3		5	2		
Geographic origin (Legal residence at time of admission)									
In-state student	2,419	272	13,558	1,250		5,417	723		340
Out-of-state	2,488	124	9,193	900	1	3,703	540		93

Appendix E – Online Enrollment 2015

Academic Year	2015								
Year-end numbers	**University-wide**			**At least one online course**			**Exclusively taking online courses**		
Total	29,056			12,293			2,293		
Academic Career	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**
Total	5,041	384	23,631	2,346	19	9,928	1,572	9	712
Gender									
Female	2,400	151	12,082	1,145	7	5,741	662	2	452
Male	2,641	233	11,549	1,201	12	4,187	910	7	260
Ethnicity									
African American	308	23	1,207	206	1	595	154	1	88
American Indian or Alaska Native	68	7	287	31	2	112	20		10
Asian	130	6	594	65		214	49		18
Caucasian	3,377	305	18,043	1,745	15	7,841	1,191	8	535
Hispanic and any other race	200	23	1,608	107	1	606	74		34
Hawaiian or Pacific Islander	4	1	21	4		9	3		
Two or More Races	102	12	740	57		298	32		17
Non-Resident Alien	800	1	1,035	102		218	25		4
Unknown	52	6	96	29		35	24		6
Age Group									
Under 18			70			16			2
18 - 19			6,594	1		3,117			32
20 - 21	46	3	8,667	58		3,765	1		58
22 - 24	1,093	182	5,254	394	8	1,776	115	1	124
25 - 29	1,480	139	1,513	589	2	559	413		158
30 - 34	968	32	619	445	2	252	359	1	96
35 - 39	542	9	340	311	2	170	255	2	95
40 - 49	627	12	334	388	2	174	295	2	93
50 - 64	262	7	197	155	3	96	131	3	54
65 and over	23		43	5		3	3		
Geographic origin (Legal residence at time of admission)									
In-state student	2,343	254	13,570	1,282	7	5,785	833	2	545
Out-of-state	2,698	130	10,061	1,064	12	4,143	739	7	167

Appendix F – Online Enrollment 2016

Academic Year	2016								
Year-end numbers	**University-wide**			**At least one online course**			**Exclusively taking online courses**		
Total	29,809			12,897			2,747		
Academic Career	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**
Total	5,281	386	24,142	2,655	139	10,103	1,838	16	893
Gender									
Female	2,564	160	12,538	1,359	69	5,770	856	9	594
Male	2,717	226	11,604	1,296	70	4,333	982	7	299
Ethnicity									
African American	320	18	1,213	226	7	604	174	1	83
American Indian or Alaska Native	73	9	260	33	6	98	20		8
Asian	128	7	613	72	3	232	56		13
Caucasian	3,526	311	18,209	1,973	108	7,780	1,375	15	699
Hispanic and any other race	258	23	1,799	144	9	670	104		47
Hawaiian or Pacific Islander	5	1	19	5	1	4	4		
Two or More Races	107	10	792	57	4	338	37		24
Non-Resident Alien	805	3	1,124	102		344	29		14
Unknown	59	4	113	43	1	33	39		5
Age Group									
Under 18			67			21			5
18 - 19			7,029			3,319			48
20 - 21	69	1	8,851	69		3,701	4		58
22 - 24	1,124	184	5,242	433	57	1,751	146		159
25 - 29	1,546	139	1,442	660	55	585	496	7	219
30 - 34	966	27	619	457	11	277	364	1	141
35 - 39	619	12	356	385	3	181	308	1	99
40 - 49	648	16	319	443	10	181	349	5	112
50 - 64	288	7	174	205	3	83	168	2	52
65 and over	21		43	3		4	3		
Geographic origin (Legal residence at time of admission)									
In-state student	2,397	241	13,441	1,415	86	5,678	973	1	668
Out-of-state	2,884	145	10,701	1,240	53	4,425	865	15	225

Appendix G – Online Enrollment 2017

Academic Year	2017								
Year-end numbers	**University-wide**			**At least one online course**			**Exclusively taking online courses**		
Total	29,983			12,467			3,048		
Academic Career	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**
Total	5,238	377	24,368	2,722	120	9,625	1,987	16	1,045
Gender									
Female	2,575	158	12,709	1,392	55	5,427	947	11	676
Male	2,663	219	11,659	1,330	65	4,198	1,040	5	369
Ethnicity									
African American	309	14	1,211	224	5	594	184	0	102
American Indian/Alaskan Native	78	7	255	44	2	102	32	2	11
Asian	112	7	610	66	2	196	58	0	26
Caucasian	3,516	303	18,418	2,043	94	7,406	1,497	12	783
Hispanic and Any Other Race	253	27	2,001	149	9	711	109	2	66
Native Hawaiian/Pacific Islander	9	1	20	9	1	8	7	0	0
Two or More Races	93	12	821	48	4	344	32	0	25
Non-Resident Alien	795	3	870	89	0	226	24	0	25
Unknown	73	3	162	50	3	38	44	0	7
Age Group									
Under 18	0	0	60	0	0	22	0	0	9
18-19	0	0	7,155	0	0	2,769	0	0	54
20-21	36	4	9,239	35	1	3,744	2	0	82
22-24	1,128	173	5,039	475	39	1,741	156	0	201
25-29	1,558	135	1,403	718	50	583	556	2	234
30-34	974	28	578	515	13	289	438	3	152
35-39	628	9	348	367	3	191	309	2	124
40-49	635	15	328	425	8	191	369	6	127
50-64	257	12	166	178	6	83	148	3	54
65 and over	22	1	52	9	0	12	9	0	8
Geographic origin (Legal residence at time of admission)									
In-state student	2,334	247	13,339	1,400	67	5,469	1,028	2	764
Out-of-state student	2,904	130	11,029	1,322	53	4,156	959	14	281

Appendix H - Online Enrollment 2018

Academic Year	2018								
Year-end numbers	**University-wide**			**At least one online course**			**Exclusively taking online courses**		
Total	29,707			13,187			3,150		
Academic Career	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**	**GRAD**	**LAW**	**UGRD**
Total	4,754	366	24,587	2,744	157	10,286	2,008	18	1,124
Gender									
Female	2,338	152	13,009	1,434	78	6,005	980	10	737
Male	2,416	214	11,578	1,310	79	4,281	1,028	8	387
Ethnicity									
African American	280	15	1,115	232	5	589	185	1	91
American Indian/Alaskan Native	68	10	232	40	5	103	31	1	12
Asian	86	6	615	59	2	205	52	0	24
Caucasian	3,148	288	18,498	2,054	124	7,812	1,507	12	856
Hispanic and Any Other Race	223	25	2,160	159	11	840	122	3	84
Native Hawaiian/Pacific Islander	6	1	16	6	1	8	5	1	0
Two or More Races	86	15	893	51	6	369	30	0	35
Non-Resident Alien	786	5	864	92	2	308	29	0	11
Unknown	71	1	194	51	1	52	47	0	11
Age Group									
Under 18	0	0	56	0	0	15	0	0	7
18-19	0	0	7,619	0	0	2,649	0	0	39
20-21	19	0	9,466	51	0	4,296	2	0	96
22-24	1,007	191	4,864	487	52	1,950	177	0	209
25-29	1,395	122	1,234	692	69	597	530	4	259
30-34	916	18	541	529	12	296	445	1	177
35-39	565	10	302	348	4	182	303	2	124
40-49	599	17	312	452	13	208	399	9	148
50-64	228	7	140	172	6	80	141	1	56
65 and over	25	1	53	13	1	13	11	1	9
Geographic origin (Legal residence at time of admission)									
In-state student	2,081	242	13,176	1,407	92	5,628	1,022	2	794
Out-of-state student	2,673	124	11,411	1,337	65	4,658	986	16	330

Appendix I – First-Generation Online College Students

Academic Year	2013		
Year-end numbers	**Exclusively taking online courses**		
Total	1,217		
Academic Career	**GRAD**	**LAW**	**UGRD**
Total	964	0	253
First Generation Student Status			
Is first generation college student	84	0	162
Arkansas only	*75*	*0*	*140*
Is not first generation	158	0	84
Arkansas only	*128*	*0*	*64*
Not indicated	722	0	7
Arkansas only	*445*	*0*	*6*

Academic Year	2014		
Year-end numbers	**Exclusively taking online courses**		
Total	1,696		
Academic Career	**GRAD**	**LAW**	**UGRD**
Total	1,263	0	433
First Generation Student Status			
Is first generation college student	110	0	235
Arkansas only	*101*	*0*	*190*
Is not first generation	151	0	181
Arkansas only	*120*	*0*	*139*
Not indicated	1,002	0	17
Arkansas only	*502*	*0*	*11*

Academic Year	2015		
Year-end numbers	**Exclusively taking online courses**		
Total	2,293		
Academic Career	**GRAD**	**LAW**	**UGRD**
Total	1,572	9	712
First Generation Student Status			
Is first generation college student	121	0	371
Arkansas only	*99*	*0*	*304*
Is not first generation	181	2	312
Arkansas only	*156*	*2*	*221*
Not indicated	1,270	7	29
Arkansas only	*578*	*0*	*20*

Academic Year	2016		
Year-end numbers	**Exclusively taking online courses**		
Total	2,747		
Academic Career	**GRAD**	**LAW**	**UGRD**
Total	1,838	16	893
First Generation Student Status			
Is first generation college student	127	0	460
Arkansas only	*109*	*0*	*363*
Is not first generation	233	1	383
Arkansas only	*185*	*1*	*266*
Not indicated	1,478	15	50
Arkansas only	*679*	*0*	*39*

Academic Year	2017		
Year-end numbers	**Exclusively taking online courses**		
Total	3,048		
Academic Career	**GRAD**	**LAW**	**UGRD**
Total	1,987	16	1,045
First Generation Student Status			
Is first generation college student	158	0	529
Arkansas only	*137*	*0*	*423*
Is not first generation	267	0	439
Arkansas only	*214*	*0*	*291*
Not indicated	1,562	16	77
Arkansas only	*677*	*2*	*50*

Academic Year	2018		
Year-end numbers	**Exclusively taking online courses**		
Total	3,150		
Academic Career	**GRAD**	**LAW**	**UGRD**
Total	2,008	18	1,124
First Generation Student Status			
Is first generation college student	183	1	549
Arkansas only	*162*	*1*	*425*
Is not first generation	269	0	506
Arkansas only	*206*	*0*	*328*
Not indicated	1,556	17	69
Arkansas only	*654*	*1*	*41*

31

Appendix J – Student Semester Credit Hours

Student Semester Credit Hours by Academic Year							
Academic Career	GRAD	% of all GRAD	LAW	% of all LAW	UGRD	% of all UGRD	Total units	% of all UA
2012-2013								
University-wide	65,495		11,499		588,320		665,314	
At least one online course	15,193	23.20%	6	0.05%	25,086	4.26%	40,285	6.06%
Exclusively taking online courses	8,815	13.46%	0	0.00%	2,856	0.49%	11,671	1.75%
2013-2014								
University-wide	67,566		10,838		608,337		686,741	
At least one online course	18,459	27.32%	3	0.03%	47,725	7.85%	66,187	9.64%
Exclusively taking online courses	12,659	18.74%	0	0.00%	4,662	0.77%	17,321	2.52%
2014-2015								
University-wide	67,127		11,762		625,583		704,472	
At least one online course	20,602	30.69%	77	0.65%	51,661	8.26%	72,340	10.27%
Exclusively taking online courses	15,965	23.78%	54	0.46%	7,223	1.15%	23,242	3.30%
2015-2016								
University-wide	69,388		11,686		634,994		716,068	
At least one online course	24,467	35.26%	413	3.53%	51,378	8.09%	76,258	10.65%
Exclusively taking online courses	19,687	28.37%	96	0.82%	9,873	1.55%	29,656	4.14%
2016-2017								
University-wide	69,240		12,183		640,850		722,273	
At least one online course	25,920	37.44%	355	2.91%	51,707	8.07%	77,982	10.80%
Exclusively taking online courses	21,785	31.46%	116	0.95%	11,806	1.84%	33,707	4.67%
2017-2018								
University-wide	57,831		10,866		629,553		698,250	
At least one online course	26,323	45.52%	431	3.97%	57,164	9.08%	83,918	12.02%
Exclusively taking online courses	22,395	38.72%	91	0.84%	12,756	2.03%	35,242	5.05%

Appendix K – Increased Geographic Diversity – Arkansas
Maps Showing 5-Year Change in Online Students' Origin
Students Studying Exclusively Online
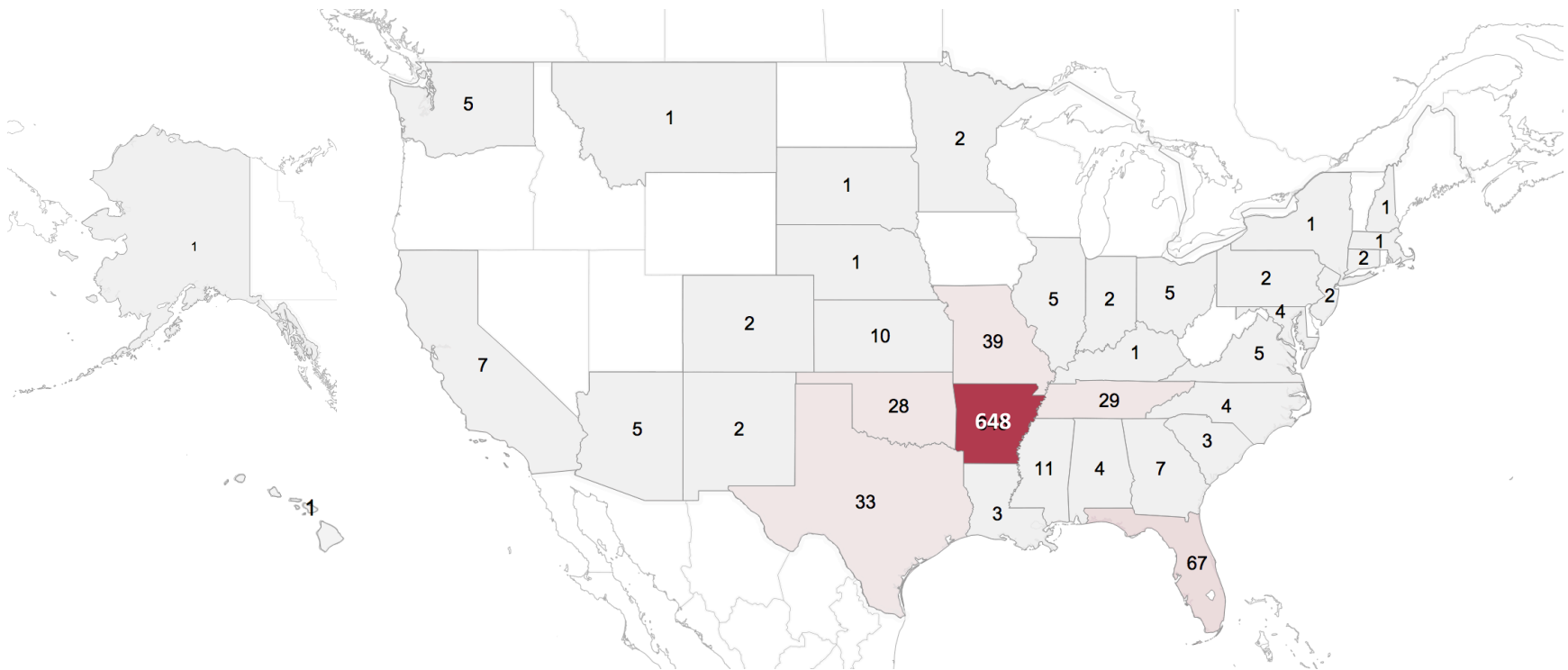Categorized by Highest Career

GRADUATE

2013

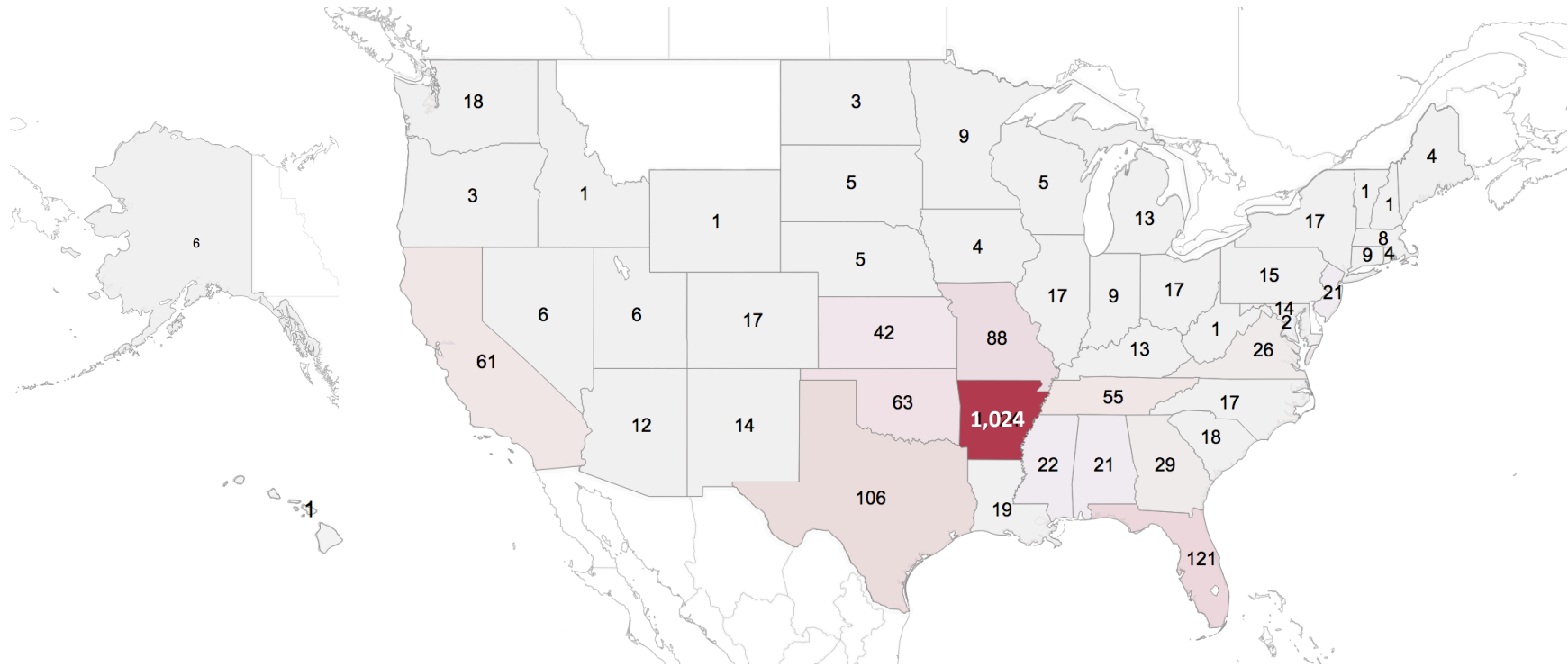**2018**
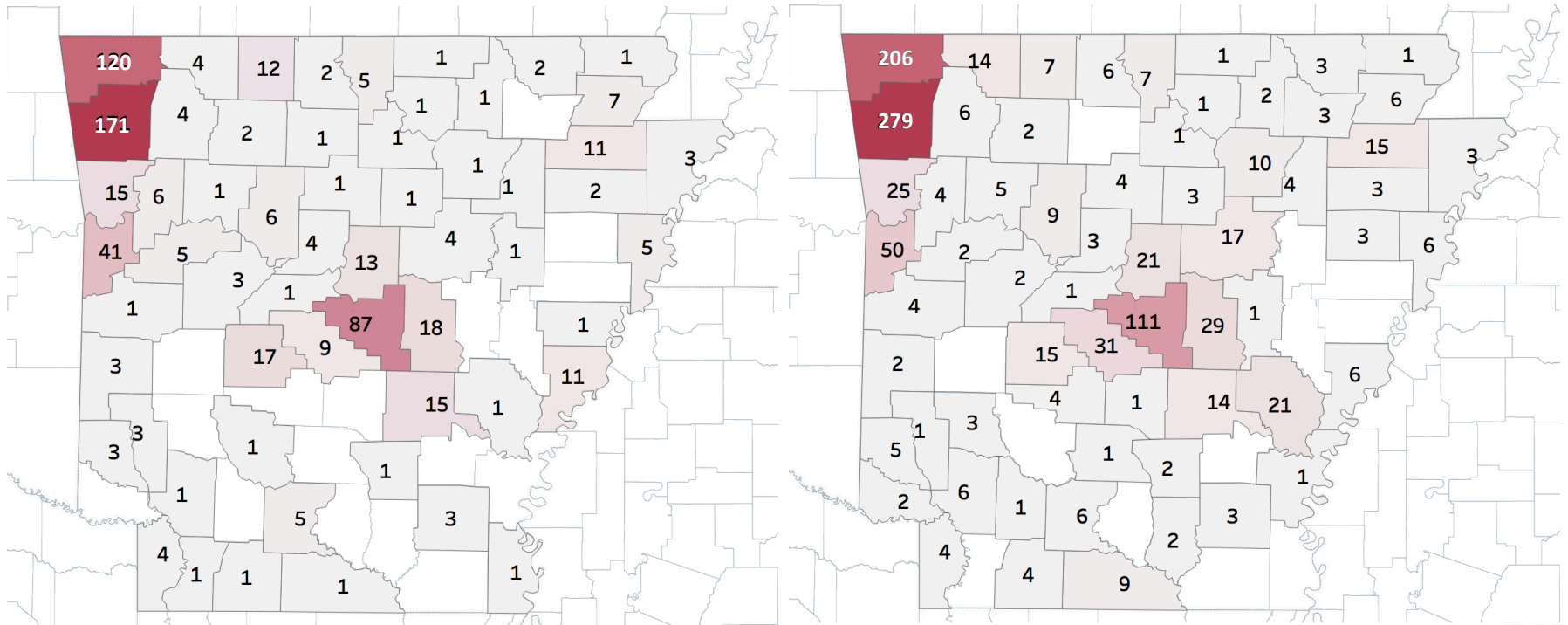
Note: Law and agriculture-law students are counted in graduate numbers for these maps to avoid possible individual identification. Location data for the maps was generated from students' legal residences at the time of admission and shown for the highest academic career being pursued during the students' final terms for each academic year.

Increased Geographic Diversity – Arkansas (continued)
Maps Showing 5-Year Change in Online Students' Origin
Students Studying Exclusively Online
Categorized by Highest Career

UNDERGRADUATE

2013

2018

Note: Law and agriculture-law students are counted in graduate numbers for these maps to avoid possible individual identification. Location data for the maps was generated from students' legal residences at the time of admission and shown for the highest academic career being pursued during the students' final terms for each academic year.

Maps Showing 5-Year Change in Online Students' Origin
Students Studying Exclusively Online
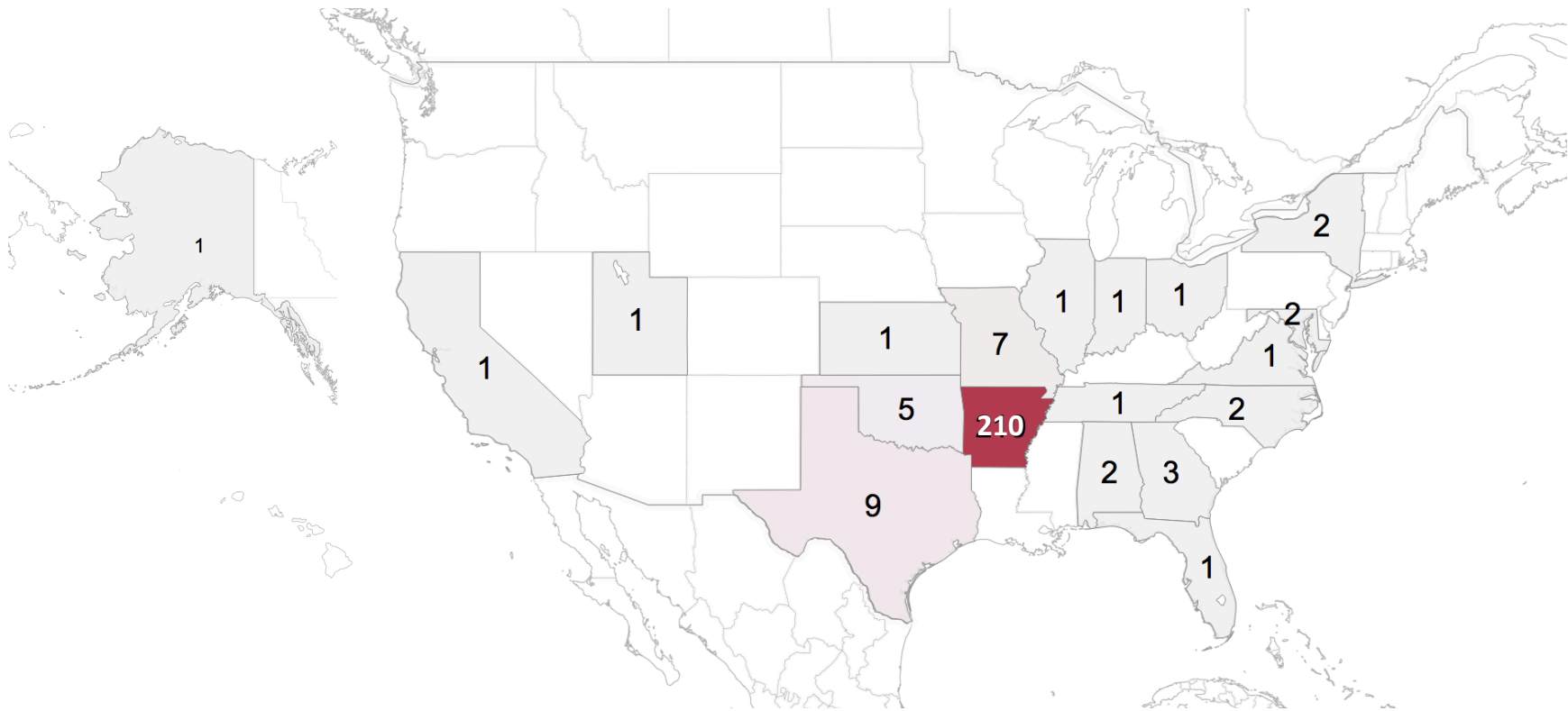Identified by Highest Academic Career

GRADUATE 2013

Note: Law and agriculture-law students are counted in graduate numbers for these maps to avoid possible individual identification. Location data for the maps was generated from students' legal residences at the time of admission and shown for the highest academic career being pursued during the students' final terms for each academic year.

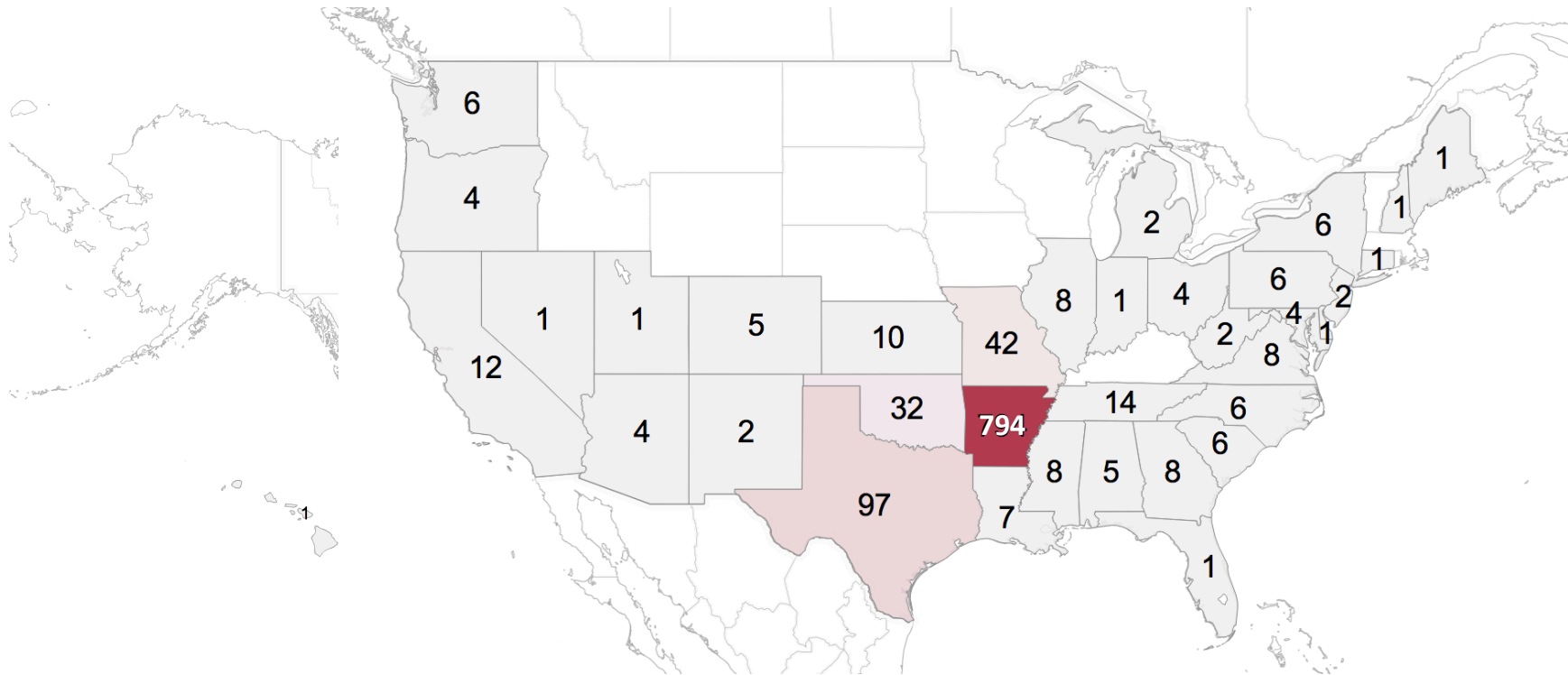# GRADUATE 2018

Note: Law and agriculture-law students are counted in graduate numbers for these maps to avoid possible individual identification. Location data for the maps was generated from students' legal residences at the time of admission and shown for the highest academic career being pursued during the students' final terms for each academic year.

UNDERGRADUATE 2013

Note: Law and agriculture-law students are counted in graduate numbers for these maps to avoid possible individual identification. Location data for the maps was generated from students' legal residences at the time of admission and shown for the highest academic career being pursued during the students' final terms for each academic year.

UNDERGRADUATE 2018

Note: Law and agriculture-law students are counted in graduate numbers for these maps to avoid possible individual identification. Location data for the maps was generated from students' legal residences at the time of admission and shown for the highest academic career being pursued during the students' final terms for each academic year.