



UNIVERSITY OF
ARKANSAS®

Global Campus

Annual Report

2018 – 2019

Report Submitted by
Global Campus Staff Members
and

Donald Judges, Vice Provost for Distance Education
Office of Academic Affairs

September 1, 2019

The University of Arkansas Global Campus

By helping more people to connect with education's life-changing benefits – especially those for whom the benefits otherwise would be beyond reach – the [Global Campus](#) (GC) advances the University of Arkansas's land-grant mission, furthers student success, promotes diversity and inclusion, invests in faculty excellence, and improves the effectiveness of teaching and learning. GC assists the University's colleges in designing, developing, and offering online undergraduate and graduate programs. GC collaborates with business, industry, U of A's colleges, and other stakeholders to provide professional and workforce development programs. And GC supports deployment of learning technologies and innovation in teaching methods.

FY 2019 was a successful year of preparation and transition for GC. Gross online tuition revenues continued to grow, reaching an all-time high of \$27,365,833, an increase of 5.72% over FY 2018 and 66% since FY 2014. Although the number of students studying exclusively in online programs ("online-only students") remained virtually flat at 3,154 students, the role of online delivery at the University of Arkansas continues to increase in absolute and relative terms. The number of U of A students who took at least one online course – whether online-only or in on-campus programs – increased from 13,187 (44.39%) in FY 2018 to 14,007 (49.98%) in FY 2019. Two main factors contributed to the lack of growth in the number of online-only students. First is the downstream effect from FY 2018, in which no new programs sought approval from the Arkansas Department of Higher Education. Second, although enrollments in most U of A online programs increased in FY 2019, those gains were largely offset by declines in the three largest programs. Currently, GC is actively helping affected departments to identify and address contributors to those downward trends. Our efforts include significant increases in marketing and communication, recruiting, and lead-nurturing resources.

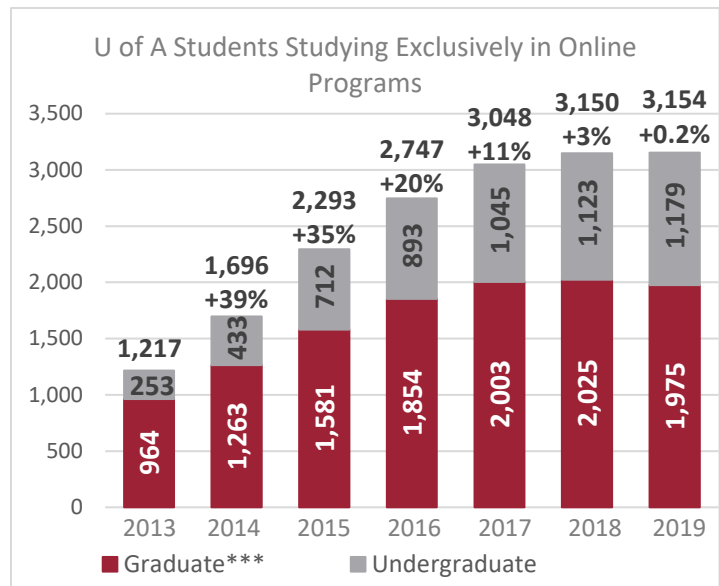
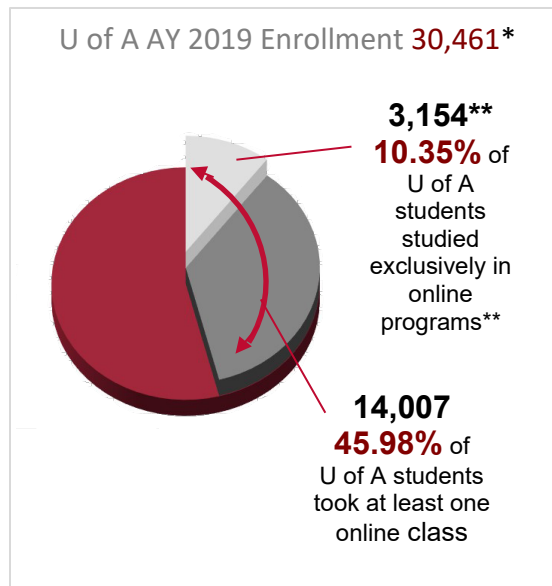
Several considerations indicate that overall online-only enrollments are likely to increase in FY 2020 and beyond. First, application data for the three largest programs cumulatively point toward a net increase in enrollments. Second, the U of A added fifteen new online degree, certificate, and minor programs in FY 2019. Some – such as the B.S.B.A. in Accounting, the Licensed-Practical-Nurse-to-B.S.-in-Nursing, and the M.Ed. in Educational Equity – have already launched and seen robust enrollments. Third, GC is taking multiple steps to prepare for growth. Examples include:

- Establishment of an Online Student Liaison Office (accessible through chat, phone, or email six days a week) to assist online students in connecting with U of A resources and to increase the lead-nurturing capability of the Recruitment and Student Outreach Office;
- Increase of productive capacity by expansion of the Instructional Design and Media Production teams;
- Increase in ability to obtain, analyze, and predict market, application, and enrollment data;
- Addition of Slate CRM tool to better connect with prospective students;
- Proposal of a functional model for the B.A. in Interdisciplinary Studies and provision of support services to Fulbright College of Arts and Sciences; and
- Transition to new, more effective marketing (VisionPoint) and online-ad-buying (Centro) services.

Finally, Global Campus will have new leadership beginning October 1, 2019. Dr. Cheryl Murphy, formerly the chair of the Department of Curriculum and Instruction in the College of Education and Health Professions, will take over as Vice Provost for Distance Education.

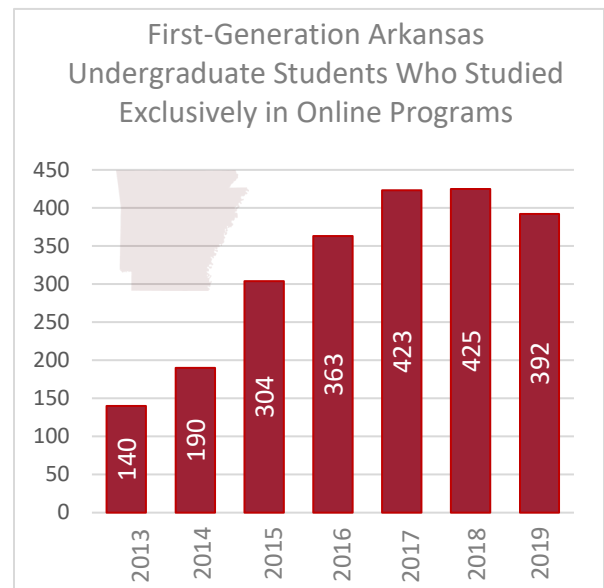
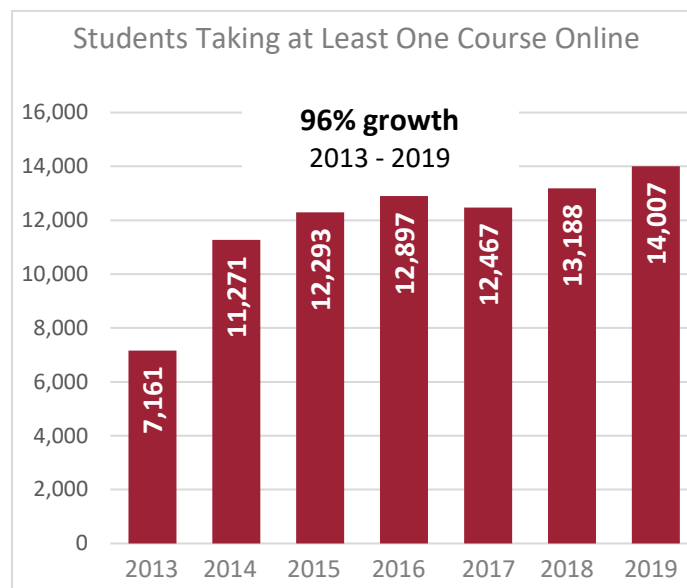
I. Online Education Helps the U of A to Touch More Lives

Data for 2019 are preliminary, reflecting available data sets; previous years are complete.



* Academic Year (AY) total enrollment, not 11th-day enrollment for fall 2019; all FY 2019 data are preliminary
 ** Students who took only online classes in AY 2019

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.



Degrees Earned through Online Programs							
Academic Year	2013	2014	2015	2016	2017	2018	2019
# undergraduate students	*	*	*	*	184	211	223
# graduate students	*	*	*	*	404	503	589***
Totals	331	357	482****	460	588	714	812

The breakdown of undergraduate and graduate degrees earned is not available. ***Graduate numbers include online law students. ****The 2015 number is elevated by a program offered only once.

FY 2019 Online Footprint at the U of A			
	U of A Enrollment*	Exclusively Online**	Percentage Exclusively Online
Graduate students	4,931	1,957***	39.69%
Undergraduate students	25,154	1,179	4.69%
Law	376	18	4.79%
Total	30,461	3,154	10.35%

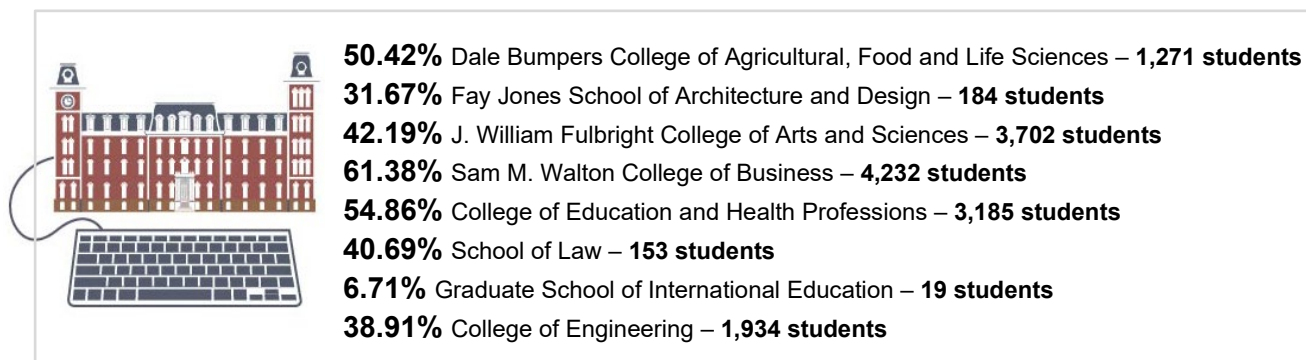
*Based on AY data, not 11th day numbers for fall. All 2019 data are preliminary.

**Students who took all online courses for that AY.

***Of the 40 online graduate programs, about 68% are offered 100% online. The state defines an online program as delivering 50% or more of course content online. See definitions in Appendix B.

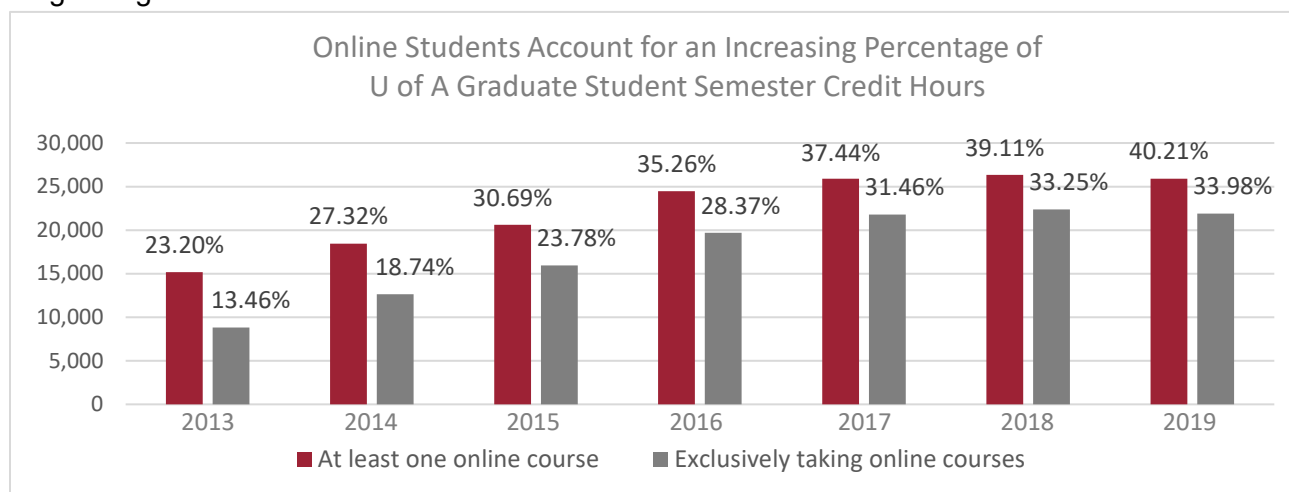
Online Courses: In AY 2019 U of A Students by College Took at Least One Online Course.

Online courses are now essential learning options for all U of A students, whether studying on or off campus. The chart below shows the percentage of students enrolled in each college or school who took at least one online course, followed by the number of students that percentage represents.

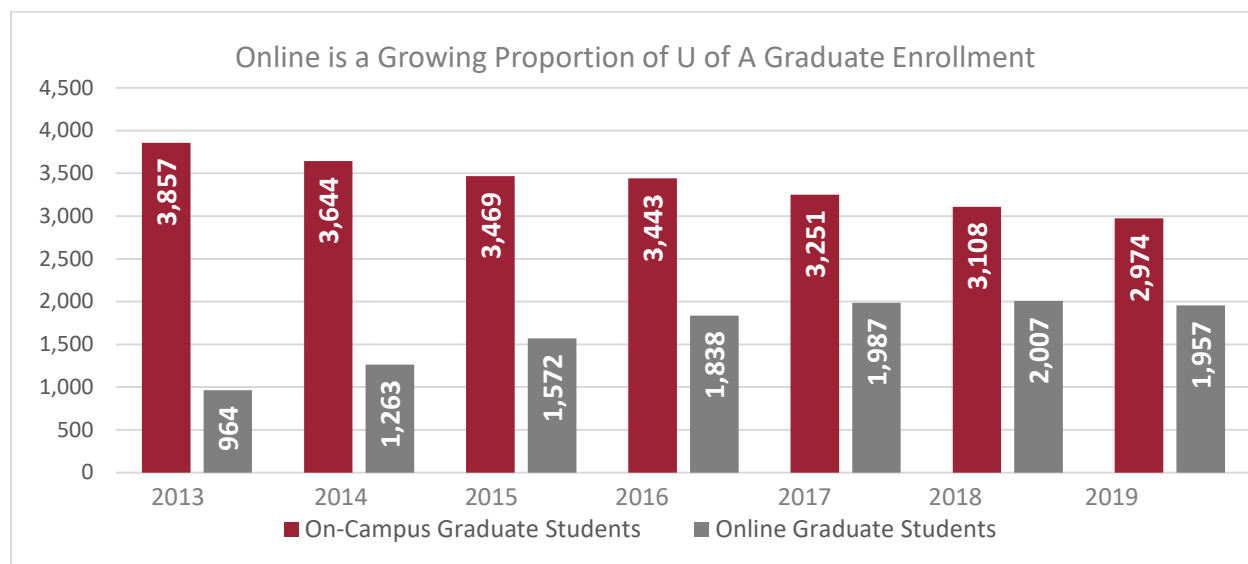


Note: Students may have careers spanning multiple colleges. The numbers shown here are unique individuals within the colleges. The total is slightly more than the number of unique students taking at least one online course when college is disregarded.

The percentage of graduate student semester credit hours taken by students in online programs is growing.



The growing proportion of graduate students who study online does not indicate that on-campus graduate students, whose programs are primarily research-oriented, are shifting to online professional programs. Rather, online graduate programs are attracting students who otherwise are unlikely to come to campus.



Online graduate enrollments shown here do not include online law students. All 2019 data are preliminary. See Appendix K for detailed information. Online graduate SSCH shown here do not include online law students.

FY 2019 was a building year. The U of A significantly increased the number of degrees, minors, and certificate programs offered online.

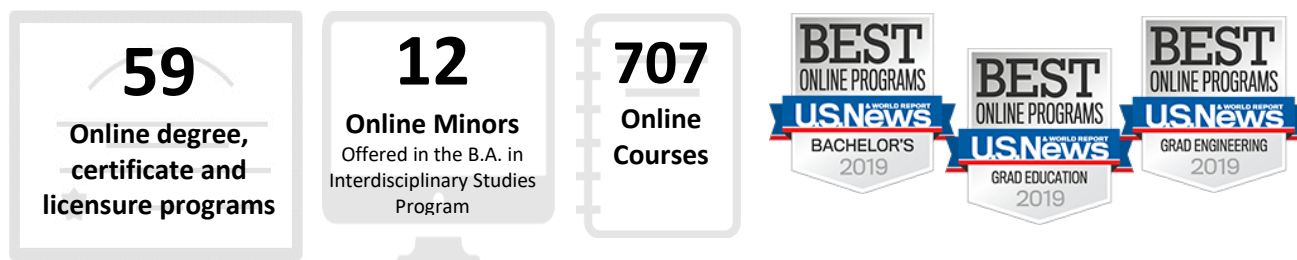
The Arkansas Department of Higher Education Approved New Online Programs in FY 2019 for an FY 2020 Launch

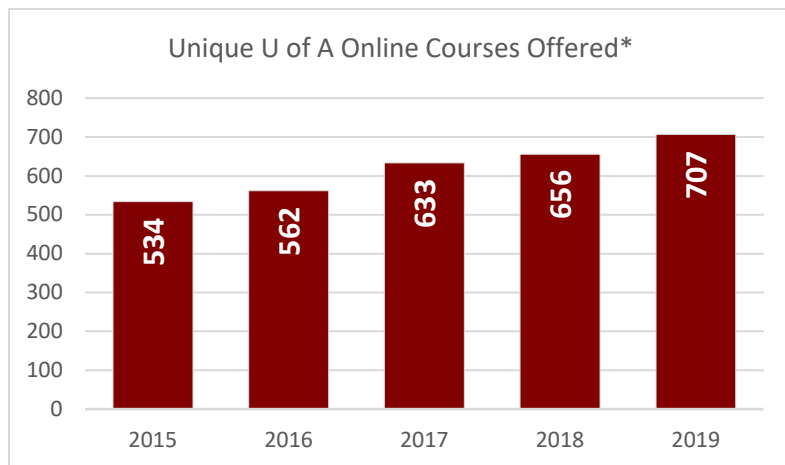
- M.Ed. in Community College Leadership
- M.Ed. in Educational Equity
- B.S.B.A. in Accounting
- B.S.B.A. in Supply Chain Management
- Licensed Practical Nurse to B.S. in Nursing
- G.C. in Musical Education for Special Needs Students
- G.C. in Lean Six Sigma
- G.C. in Homeland Security
- G.C. in Teaching English to Speakers of Other Languages
- G.C. in Special Education Transition Services
- G.C. in Arkansas Curriculum/Program Administrator

New Online Minors in FY 2019

- Accounting for Non-Business Majors
- Accounting for Business Majors
- Supply Chain Management for Non-Business Majors
- Sociology

U of A students studying online will have more educational options in FY 2020.





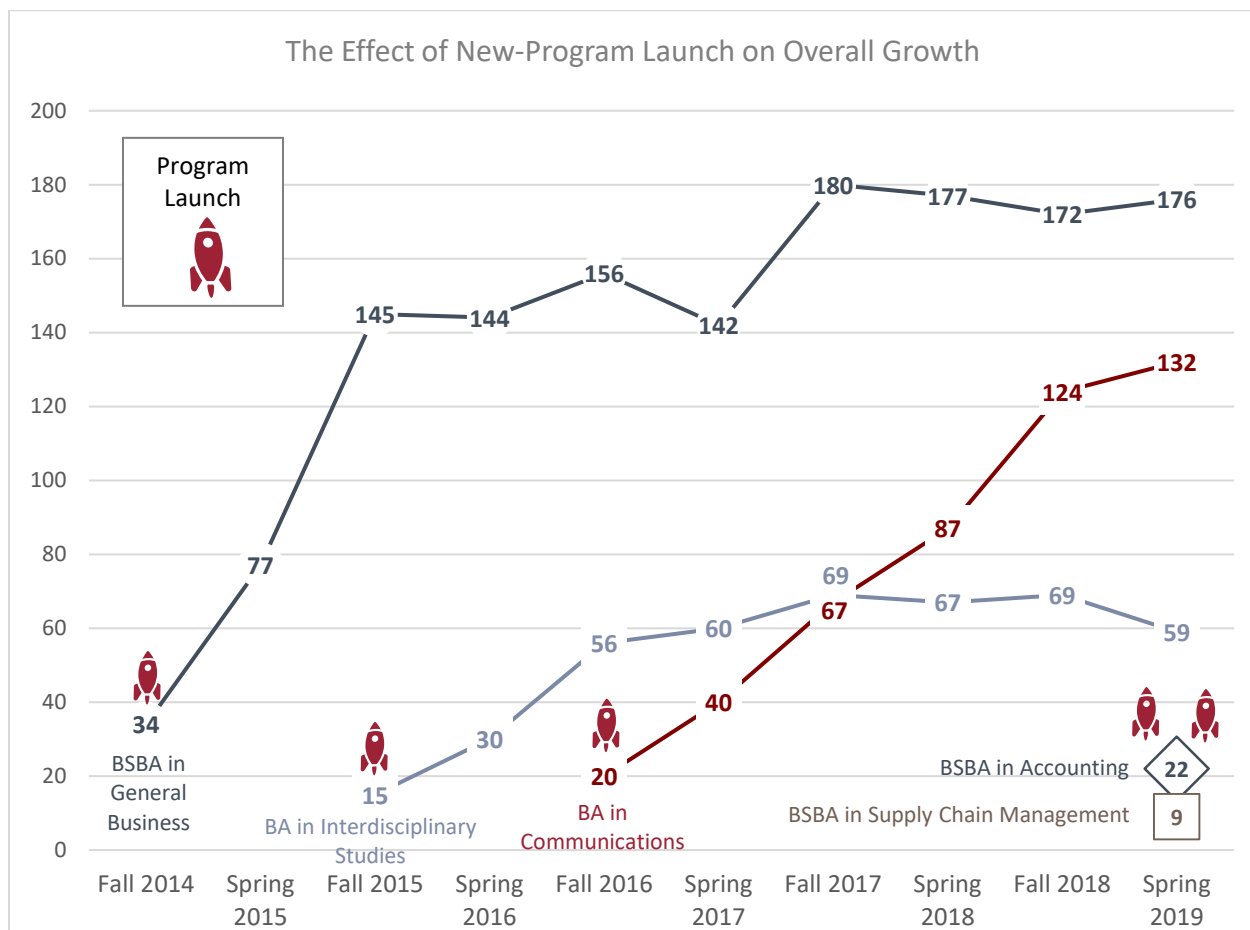
*These data do not include self-paced online courses and distance education courses not delivered online. They do include dissertation, thesis, practicum, internship and independent studies courses (usually no IDSS), and courses designed outside GC. Special topics courses are counted by topic.

Internships and Clinicals Across the Nation

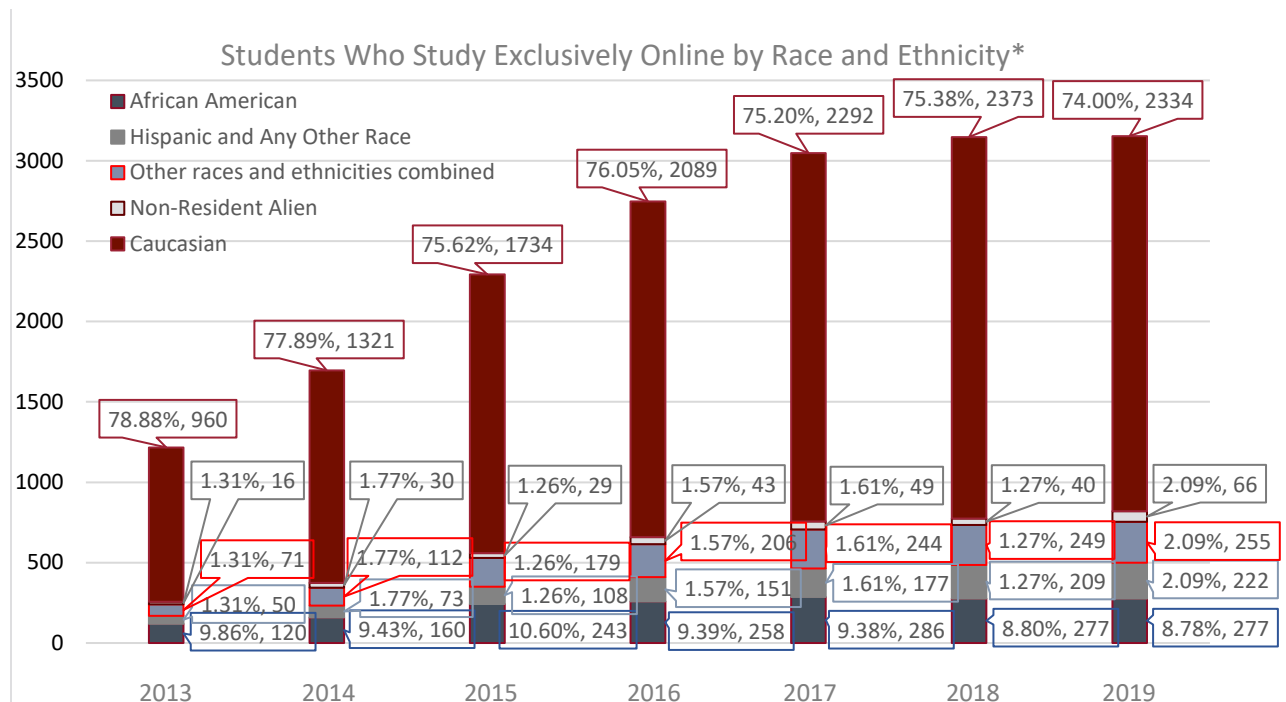
U of A programs placed online-only students in internships and clinicals in 12 states outside of Arkansas, enhancing online education with hands-on opportunities in students' local communities and organizations.

States included: California, Missouri, Mississippi, New York, Oklahoma, Tennessee, Texas, Georgia, Kentucky, Ohio, Louisiana, and South Carolina.

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



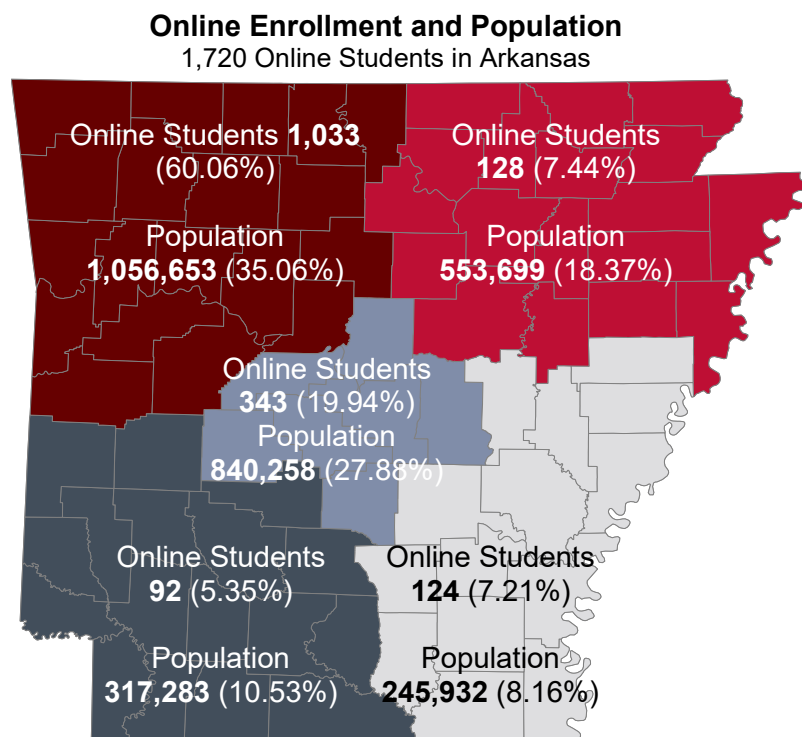
Online enrollments have become more diverse.



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

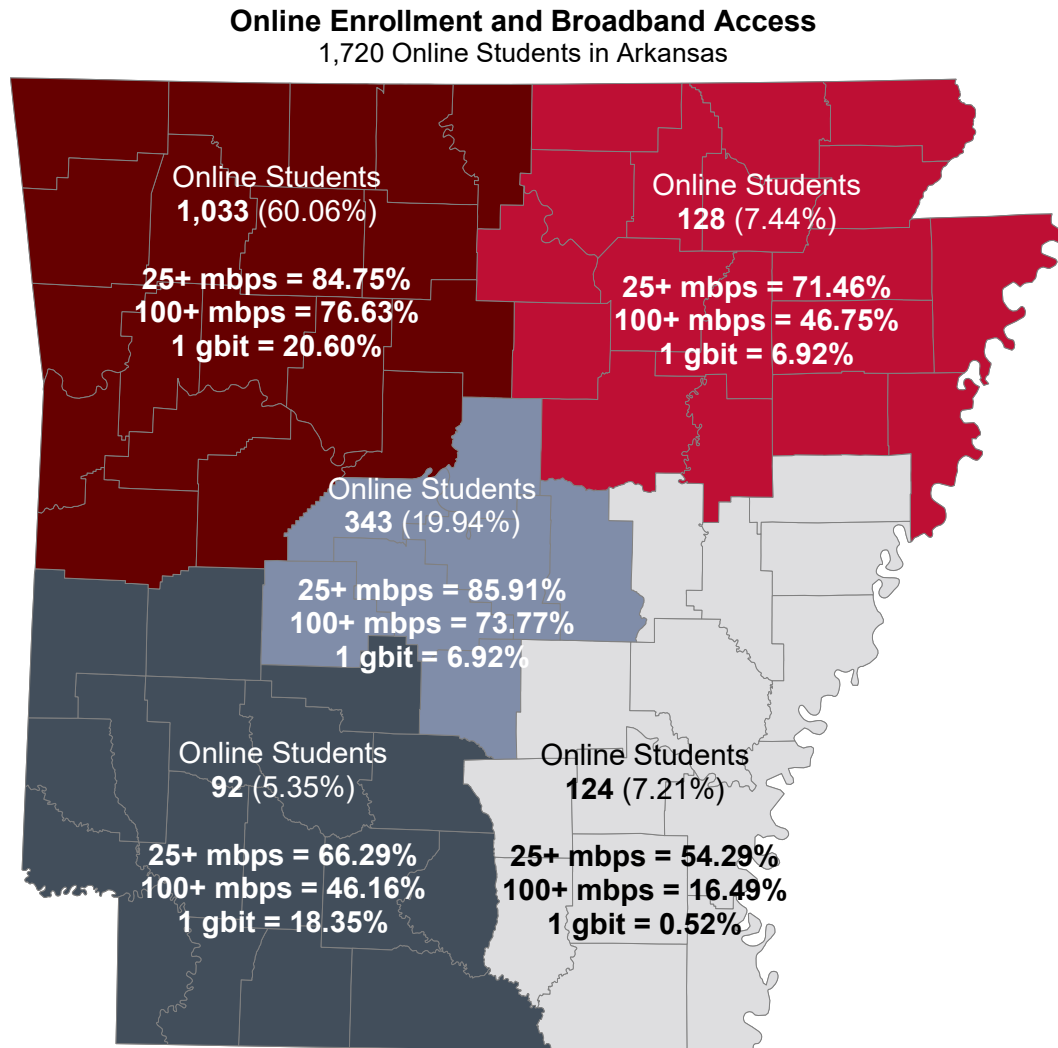
Population: Population Distribution and Broadband Internet Access Substantially Affect Enrollments in U of A Online Programs across Arkansas's Five Regions.

Most U of A students studying exclusively in online programs reside in central and northwestern Arkansas, regions which have higher populations and better access to broadband.



Broadband Access: According to U.S. News & World Report and broadbandnow.com, Arkansas Ranks the Lowest among the 50 States in Broadband Access.

The effects of such a disadvantage in this critical infrastructure are far-reaching. It particularly compromises online delivery's ability to carry higher education's transformative power across barriers of distance, time, cost, and life circumstances to those in greatest need.



Self-Paced Online Courses (SPOC): GC Administers the Most Flexible Academic Option to Earn College Credit toward Degree Completion.

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 36 self-paced courses in AY 2019.

Self-Paced Online Courses	
AY	Enrollment
2019	950
2018	1,093
2017	1,303
2016	1,197
2015	1,327
2014	1,221

Professional and Workforce Development: GC Rogers Offers Professional and Workforce Development Programs.

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. The Rogers team also provides customized training, which generates a large part of the team's revenue (more than \$84,000).

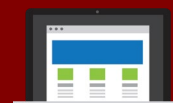
In FY 2019, the GC Rogers team rebranded its website as University of Arkansas Professional and Workforce Development to showcase professional and workforce development offerings from colleges and units across the campus. Visit training.uark.edu.

The IT Readiness Certificate program, which began in 2016, exemplifies GC's collaboration with industry partners to reduce identified skills gaps in Northwest Arkansas. Supported in FY 2019 by nearly \$1 million in Arkansas Department of Higher Education Workforce Continuation grant funding, this program helps prospective employees prepare for IT jobs and helps employers by providing needed job-ready applicants.

All Workforce Enrollments FY 2019

1,213

IT Readiness Entry-Level Programs FY 2019



	Fall 2018	Spring 2019
Applicants	42	43
Admitted	26	26
Certificates issued	17	21 (expected)

IT Readiness Up-Skill (Advanced) Programs FY 2019



	Amazon Web Services	Artificial Intelligence/ Machine Learning	Cyber Security	User Experience
Attendees	29	28	8	41
Certificates / Certifications	29	28	8	23

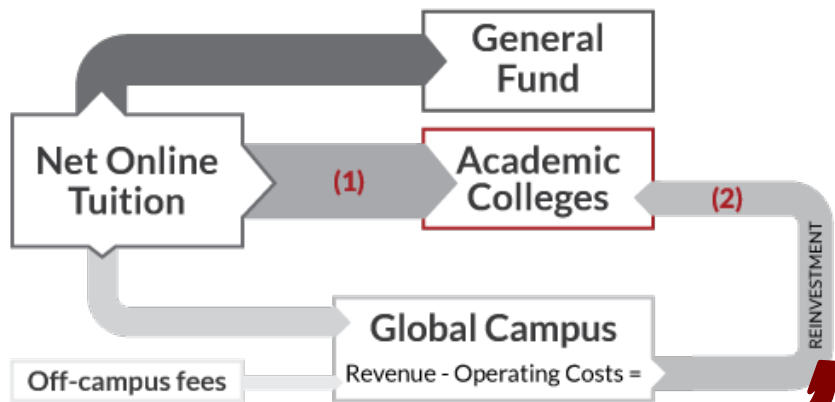
II. Direct Financial Support from Online Education

Revenue from online education benefits the entire University, with 40% of the direct gross revenue – nearly \$11 million in 2019 – sent to the University's general fund. The GC manages online educational revenues – more than \$27 million in 2019 – on behalf of the University:

1. After instructional costs are deducted, 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 to 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 Tuition Revenue Sharing



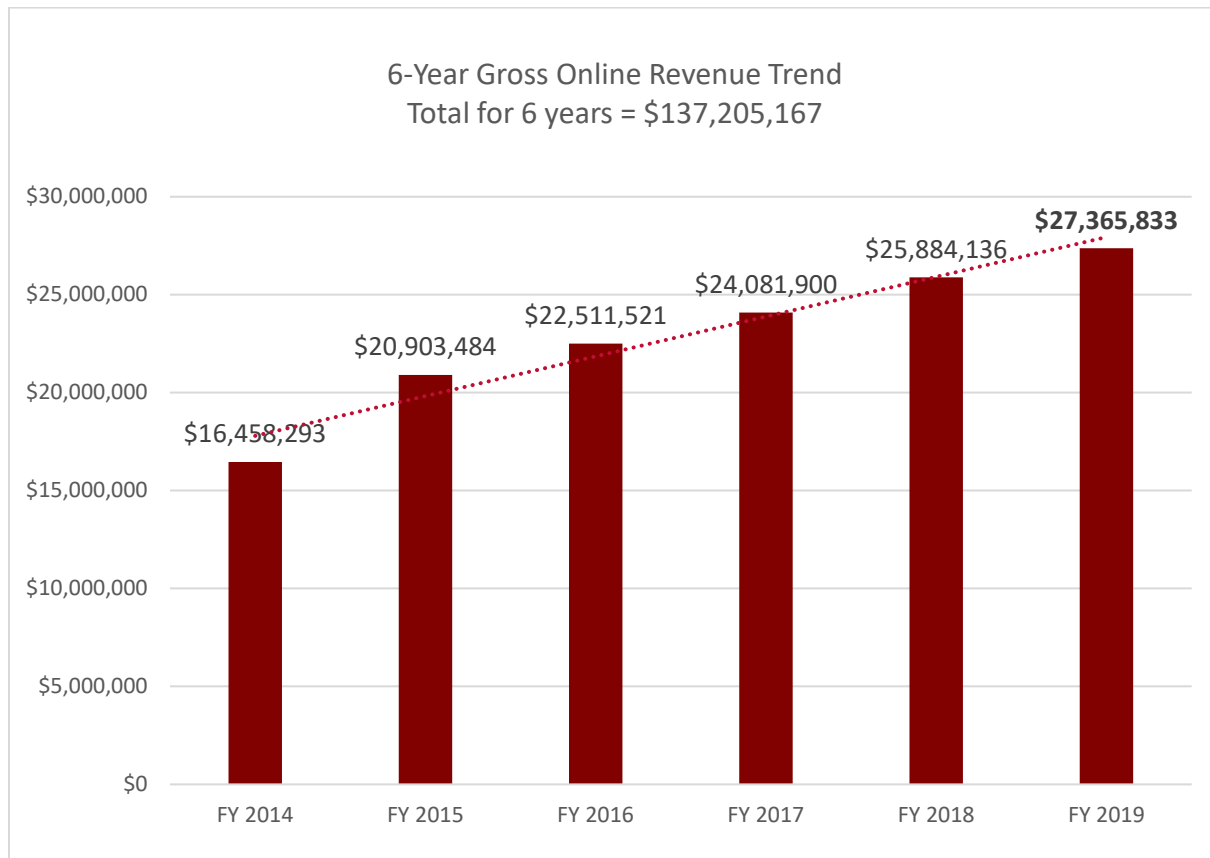
In FY 2019, the Global Campus reinvested more than \$650,000.

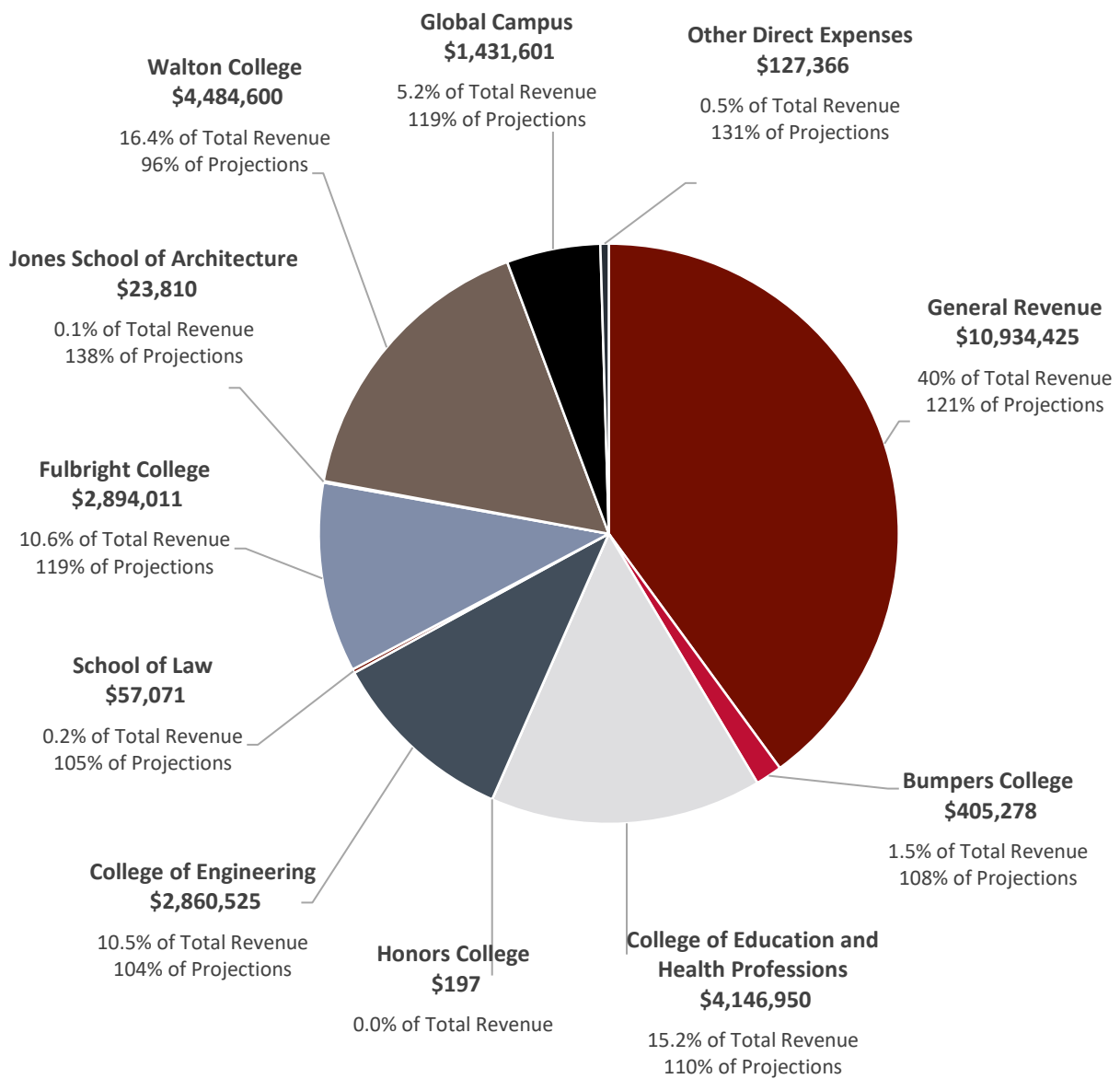
Online educational revenues directly benefit the University through two pathways:

- (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.

Continued Growth: Gross Online Revenues Increased 66% since 2014.

Online revenue does not include differential tuition. It does include instructional costs.





Reinvestment: GC Reinvests in Academic Colleges and Other Units.

As shown in the following table, the GC in FY 2019 reinvested more than \$650,000 – about 45% of the money it collected from online tuition revenue (\$1,431,601) – 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 2019 – was funded from online tuition revenue. Those services are described in a subsequent section.

Global Campus Reinvestment in Online and Other Educational Programming

	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	Total
Bumpers College	\$11,000	\$58,894	\$22,564	\$21,200	\$26,000	\$34,000	\$2,000	\$175,658
Center for Educational Access*	\$0	\$0	\$0	\$0	\$0	\$12,688	\$5,021	\$17,709
College of Education & HP	\$215,900	\$253,646	\$118,366	\$91,314	\$44,518	\$54,518	\$53,948	\$832,210
College of Engineering**	\$145,031	\$97,384	\$8,396	\$0	\$0	\$0	\$513	\$251,324
Diversity Advancement Office	\$0	\$0	\$0	\$300	\$0	\$0	\$0	\$300
Student Affairs (CLASS+)	\$0	\$21,058	\$23,802	\$37,955	\$25,524	\$15,300	\$39,786	\$163,425
Fulbright College	\$416,734	\$428,279	\$248,641	\$505,655	\$568,704	\$363,509	\$411,422	\$2,942,944
Jones School	\$3,000	\$0	\$0	\$0	\$0	\$0	\$0	\$3,000
Mullins Library	\$0	\$0	\$0	\$50,000	\$50,436	\$30,000	\$0	\$130,436
School of Law	\$0	\$318,860	\$288,027	\$113,065	\$12,000	\$0	\$8,368	\$740,320
TF Support Center	\$0	\$83,878	\$177,970	\$0	\$29,997	\$27,427	\$26,361	\$345,633
University IT Services	\$0	\$0	\$0	\$150,000	\$50,417	\$46,753	\$70,804	\$317,974
University Relations	\$0	\$0	\$0	\$22,463	\$41,187	\$26,422	\$8,319	\$98,391
Walton College**	\$16,000	\$199,081	\$705,865	\$473,427	\$168,809	\$4,000	\$32,123	\$1,599,305
Total	\$807,665	\$1,461,078	\$1,593,631	\$1,465,380	\$1,017,591	***\$614,618	\$658,665	\$7,618,628

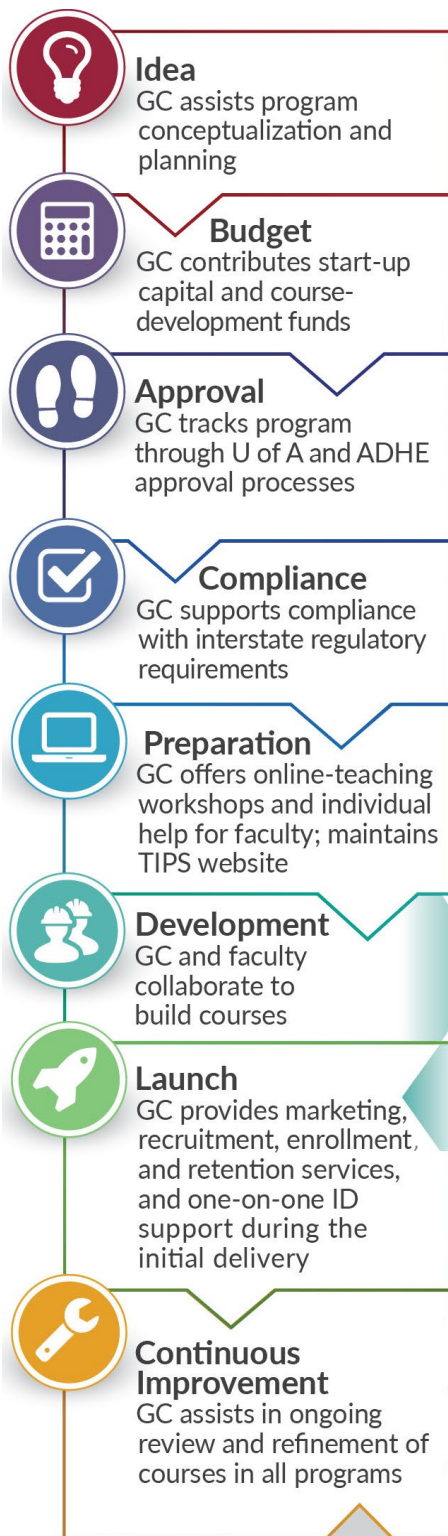
*First reported in FY 2018

**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.

III. GC In-Kind Support

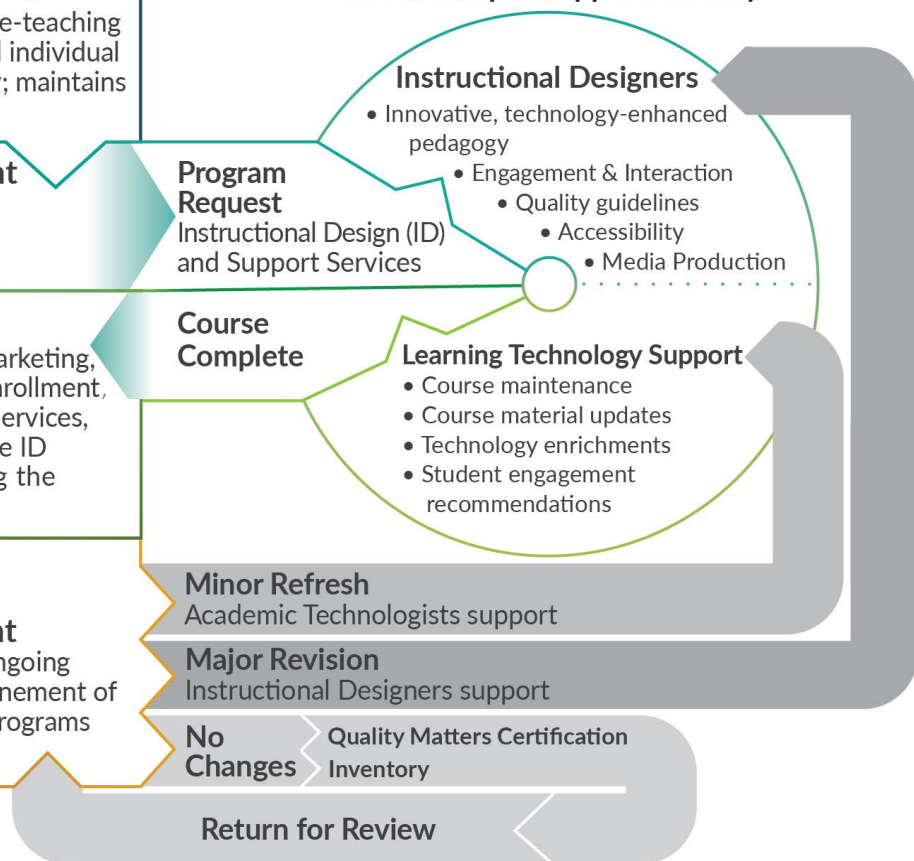
GC empowers faculty by offering hands-on assistance from instructional designers, video and animation producers, and learning technology experts. GC also provides logistical support in communications, marketing, recruitment, enrollment management, retention, and accounting.



GC services 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.

Course Development Global Campus Supports Faculty



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 non-credit education accessible to more people, while using cutting-edge learning technology and modern teaching strategies; and
- Enrich diversity and inclusion efforts by increasing access to education.

Online Course Development and Delivery: Instructional Design and Support Services Provides Assistance.

Instructional Design and Support Services (IDSS) focused on



- expanding services to all instructional modes – online, hybrid/blended, online self-paced, and face-to-face – for both academic credit and non-credit areas;
- dedicating an instructional designer to support student success in courses with high rates of D, F, and W marks;
- enhancing workspaces to elevate productivity; and
- improving the quality of pre-existing online courses.

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

Online Course Development for FY 2019					
	New Online	Rebuilt Online	Rebuilt Self-Paced	Non-Credit	Total
Bumpers College	5				5
College of Education & HP	16	22	2	16	56
College of Engineering	9	2			11
Fulbright College	22	4	4	2	32
School of Law	3	1			4
Walton College	7	4		6	17
Total	62	33	6	24	125

Other highlights include:



- **Course development:** IDSS assisted faculty with 1,305 sections of semester-based online courses and facilitated 36 self-paced online courses in FY 2019.
- **TIPS:** Under the unified title of TIPS (Teaching Innovation and Pedagogical Support), IDSS, IT Services, and Teaching and Faculty Support Center provided seamless support to faculty and teaching staff. TIPS introduced a new lunch series for faculty development during AY 2019. The TIPS for Teaching with Technology lunches are typically led by faculty who discuss their approach to integrating technology into their teaching practices.

- *OER*: Instructional design team continued to support University Libraries' Open Educational Resources initiatives, providing instructional design and technical support, as well as helping them plan and host the Open Education Southern Symposium. IDSS was also part of a panel discussion on the university's OER initiative.
- *Program Support*: IDSS provided department/program-level support to develop online teaching best practices and new instructor/TA training programs.
- *Project Management*: IDSS has been developing new expertise within the unit to streamline the course development/media production process, facilitate internal collaboration, and provide better customer service.
- *Course and Technical Support*: The Learning Technology Support (LTS) team provided proactive and reactive technical support to everyone teaching at U of A. LTS worked closely with IT Services to consolidate the Help Desk. The LTS team also supported end-of-semester course evaluations, established a virtual-reality faculty lab, created a database of available XR/AR/VR resources for faculty, managed and expanded tips.uark.edu, and performed a variety of tasks associated with course support.
- *Studio Updates*: The Media Production team converted 95% of the lighting to LED, greatly reducing electricity needs and heat load. The DMX lighting control system makes changeover from one client to another much faster and offers many more options to the look and feel of each set. The team also spent many hours organizing the studio and adding strategically placed compact storage.

Student Success: IDSS Improves Students Success through On-Campus Teaching and Learning Support.

Highlights include:



- *Online Tutoring*: In order to provide the same level of academic support to online students, IDSS 1) identified and tested an appropriate platform for online scheduling and tutoring, 2) developed online training for tutors, and 3) piloted online tutoring, partnering with the Student Success Center and online instructors.
- *Support for GEN ED Curriculum Revision Implementation*: IDSS has provided support to the General Education Core Curriculum Committee to test methods for assessing student performance and collecting results under the newly revised general education curriculum.
- *Program Outcomes Assessment*: IDSS collaborated with nursing faculty to complete a pilot assessment. After the pilot, the faculty conducted a full evaluation of one program outcome for the academic year. The goal is to continue to evaluate one goal every year.
- *DABA: Destination Arkansas Blackboard Activities*: IDSS supported the campus student success initiative by providing guidance and support in creating an onboarding course called Destination Arkansas for incoming freshman students.
- *Onboarding Course for Online Students*: IDSS collaborated with the advisers from Fulbright and Walton to develop an onboarding program for students who are studying at a distance. This resource will provide guidance to online students about policies and procedures governing distance learning, as well as services available for online students.

Increasing Access and Enrollment: Communications and Recruitment Support.



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.

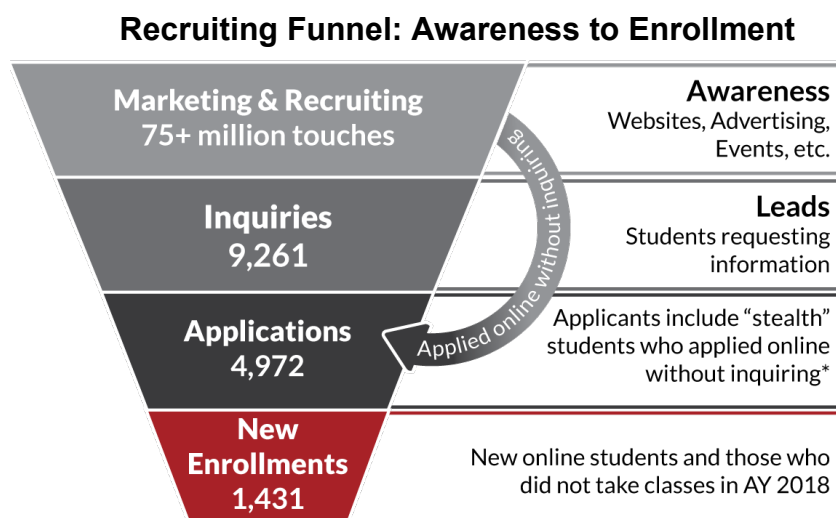
Highlights from both teams:

- The recruitment team's implementation of Slate has significantly increased communications with prospective students through email. In AY 2019, more than 35,000 emails were sent on behalf of undergraduate and graduate online degree programs with an average open rate of 51.4%. In the spring term, additional GC staff resources were committed to developing and refining email communications to improve information quality and consumption rates.

- The recruitment team promoted online programs at 114 events in FY 2019.

- 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.
- In an effort to enhance marketing ROI, the Global Campus conducted a request for proposals in FY 2019 that resulted in the hiring of (1) Centro to provide data-driven media buys and (2) Vision Point to provide strategic marketing recommendations and creatives for new messaging for FY 2020. The goal of this unbundled approach was to obtain greater expertise on both the media-buy and strategic-creative sides than any single marketing consultant could provide.
- The recruitment team created over 45 unique online program market analysis reports or online education special topics reports – including reviews of labor market information and academic benchmarking – for Global Campus stakeholders and academic departments. These reports provided market insights to potential credit and non-credit programs and innovative models such as stackability models, consortiums, and interdisciplinary degrees – many of which are currently in program development.



**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.*

Online Student Liaison Office: Liaisons Support Undergraduate and Prospective Students.

The Office of Recruitment and Student Outreach launched the Online Student Liaison Office (OSLO) with three part-time employees in June 2019. OSLO offers a new level of support to undergraduate online students in the J. William Fulbright College of Arts & Sciences and the

College of Education and Health Professions. The office provides services from 7 a.m. to 7 p.m. Mondays through Fridays and from 11 a.m. to 3 p.m. on Saturdays by phone, email, and chat.

The new OSLO staff trained on internal software programs (including UAConnect, UASuccess, and Slate), and met with academic advisors, GC staff, and support service units to learn more about the student experience and identify common barriers to student success.

OSLO offers to prospective and current students three distinct services: helping students to navigate U of A's application and enrollment processes, referring prospective students to U of A academic departments and other support units when necessary, and supporting prospective and current undergraduate applicants in timely completion of their applications.

Demand for OSLO services is strong. In their first month or so, liaisons fielded 288 incoming interactions and reached out to 158 applicants. In FY 2020, OSLO staff will seek to increase staff availability during peak times, offer guidance on the student enrollment processes, and support student retention and progression.

Compliance: GC Leads Distance Education 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.
- Compliance tasks helped expand educational access to online degrees that lead to professional licensure in four states, including authorization to provide the online DNP program in Louisiana and Oklahoma, by submitting applications & gaining approval from each state's individual professional licensing boards to provide online education and clinicals in their respective states. Global Campus also completed annual reports for individual state boards of nursing in order to remain approved as an educational provider in these states.
- In AY 2019, Global Campus Compliance began supporting the continued accreditation and approval of MSOM on-ground programs in Tennessee and Florida by completing required state board of higher education annual reports in each state.

Professional and Workforce Development: GC Administers Programs.



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 2019:

- Reported total enrollment at 1,213.
- Opened Pearson Testing Center at the Rogers facility. The center empowers clients to take certification exams in secure, proctored environments.
- Finalized non-credit financial assistance funding through the Arkansas Department of Higher Education. People seeking training, but needing assistance, can now apply for Arkansas Education loans of up to \$2,000 for training programs that cost \$999 or more.

IV. Grants

IT Readiness Program Initiative: Grants Support Professional and Workforce Development.

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 original grant application identified information technology as a skills gap in Northwest Arkansas and proposed the IT Readiness program to help close that gap. 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. Students in these programs learn cutting-edge skills from industry experts who understand the qualifications employers seek.

GC Rogers team, in collaboration with others, also applied for the following grants:

- CyberWatch grant in partnership with Northwest Arkansas Community College. Funding has not yet been awarded and amount is to be determined.
- Missing Children Training in conjunction with the Washington County Prosecutors office. Funding is being sought from a Federal Department of Justice grant in the amount of \$500,000.
- Food Safety grant in collaboration with the Law School through the Walton Family Foundation grant in the amount of \$401,500.
- Arkansas Department of Higher Education Workforce Continuation Grant was funded at \$923,842.

V. Significant GC Updates

Online Student Scholarship: GC Increases the Number of Recipients.

In Spring 2019, GC selected seven recipients of the [W.E. Manning Jr. Memorial Scholarship](#) for students studying in online degree programs. GC awarded \$2,000 scholarships to seven undergraduate and graduate students for the 2019-2020 academic year. The previous year, when the scholarship launched, four recipients were named. In FY 2019, GC increased its contribution to the Manning Scholarship in two stages, bringing total funding to \$1 million (principal amount). This funding could provide up to 20 scholarships in AY 2020.

GC Department Updates: Teams Provide Details.

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

Leadership Change: Donald Judges Retires.

Donald P. Judges, vice provost for distance education, announced his September 30, 2019, retirement. The provost appointed Cheryl Murphy as the next vice provost for distance education.

Cheryl Murphy, chair of the Department of Curriculum and Instruction in the College of Education and Health Professions since 2017, will assume her new role October 1, 2019. She is a nationally recognized expert in distance education and has served the U of A for more than 20 years. As a department chair, Murphy led a diverse department of 100 faculty and staff members and 10 academic program areas. She expanded the curriculum and instruction department's online degree offerings, developed external partnerships, and maintained an overall annual budget of \$16 million supporting all academic degree programs and multiple projects.

Prior to her work as department chair, Murphy served in different education roles at the university, including director of distance education for the College of Education and Health Professions, co-director of the Teaching and Faculty Support Center, and program coordinator for educational technology. Murphy, a tenured professor of educational technology, also served as a team chair and peer reviewer for the Higher Learning Commission since 2007.

Murphy earned her bachelor's degree in psychology and master's and doctoral degrees in educational psychology, all from West Virginia University.

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

I. Instructional Design and Support Services

Instructional Designers (Course Development)

The Instructional Design and Support Services (IDSS) 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 the subject-matter experts to develop new courses as well as rebuild existing online courses to meet the new quality standards. (Some courses are still under development.)
 - 62 new online courses (AFLS 5, ARSC 22, EDUC 16, ENGR 9, LAWW 3, WCOB 7)
 - 33 rebuilt online courses (ARSC 4, EDUC 22, ENGR 2, LAWW 1, WCOB 4)
 - 6 rebuilt self-paced online courses (EDUC 2, SPAN 4)
 - 24 non-credit online courses/trainings
- **Level 2 Support:** Instructional designers helped faculty teach online courses during their first online offerings, revise and refine their online courses for continuous improvements, and apply new teaching strategies and technologies in their courses.
- **Level 3 Support:** Instructional designers were responsible for 1,305 sections of semester-based online courses and 36 self-paced online courses for instructional design support and escalated technical support.

STUDENT SUCCESS INITIATIVES

- Online Tutoring: In order to provide the same level of academic support to online students, IDSS 1) identified and tested the appropriate platform for online scheduling and tutoring, 2) developed online training for tutors, and 3) piloted online tutoring, partnering with the Student Success Center and online instructors.
- Support for General Education Curriculum Revision Implementation: IDSS has been supporting the General Education Core Curriculum Committee to test methods for assessing student performance and collecting results under the newly revised general education curriculum.
- Program Outcomes Assessment: IDSS collaborated with nursing faculty to complete a pilot assessment. After the pilot, the faculty conducted a full evaluation of one program outcome for the academic year. The goal is to continue to evaluate one goal every year.
- DABA: Destination Arkansas Blackboard Activities: IDSS supported the campus student success initiative by providing guidance and support in creating an onboarding course called Destination Arkansas for incoming freshman students.
- Onboarding Course for Online Students: IDSS collaborated with the advisers from the J. William Fulbright College of Arts and Sciences and the Sam M. Walton College of Business to develop an onboarding program for students who are studying at a distance. This resource will provide guidance to online students about policies and procedures governing distance learning, as well as services available for online students.

Other Projects

- Instructional Design Colloquium: Instructional designers started meeting once a month to share best practices and explore emerging concepts. The team is committed to continuous development and innovation.
- Quality Matters Review: Previously, until summer 2018, instructional designers reviewed the courses that they helped develop. Now, instructional designers review other designers' courses to: (1) maintain outsider's perspective during review, (2) provide

more diverse feedback to faculty, and (3) facilitate active collaboration among instructional designers.

- **Open Educational Resources:** Instructional design team continued to support University Libraries' Open Educational Resources initiatives, providing instructional design and technical support, as well as helping them plan and host the Open Education Southern Symposium. IDSS was also part of a panel discussion on the University's OER initiative.
- **Program Support:** IDSS provided department/program-level support to develop online teaching best practices and new instructor/TA training programs.
- **Project Management:** IDSS has been developing a new expertise within the unit to streamline the course development/media production process, facilitate internal collaboration, and provide better customer service.

Learning Technology Support Team

- The Learning Technology Support (LTS) team provides proactive and reactive technical support to everyone teaching at U of A. LTS worked closely with IT Services to consolidate the Help Desk. Since January 2019, all calls have been going to the IT Help Desk and then calls are escalated to Blackboard Help Desk as needed. The LTS team also supported end-of-semester course evaluations, established a virtual-reality faculty lab, created a database of available XR/AR/VR resources for faculty, managed and expanded tips.uark.edu, and performed a variety of tasks associated with course support.
- Under the unified title of TIPS (Teaching Innovation and Pedagogical Support), IDSS, IT Services, and Teaching and Support Services provided seamless support to faculty and teaching staff. TIPS introduced a new lunch series for faculty development during AY 2019. The TIPS for Teaching with Technology lunches are typically led by faculty who discuss their approach to integrating technology into their teaching practices.
- TIPS also emphasized outreach to instructors and teaching assistants to let them know the resources available to them. TIPS presented during TA orientation and started a new TIPS for TAs series every other week during the spring semester. TIPS for TAs are teaching conversations geared exclusively toward TAs and held in Gibson Annex. This partnership with the Grad School also led to the first TA Teaching Camp. The TIPS team also planned for faculty support for the Rome Center for the upcoming year. All instructors in Blackboard are sent regular updates from TIPS that include upcoming events, learning technology news, and reminders about support.
- The LTS team added three positions for learning resources developers. These full-stack developers work with staff and faculty to create solutions to improve the efficiency and effectiveness of processes related to non-credit and credit courses, as well as content creation tools. In the last two quarters of the year, the developers made apps to help faculty create their own course banners and flip cards to embed in Blackboard. They helped improve the efficiency of staff by automating processes that transfer information from the ProClass registration system to training.uark.edu.

Media Production Team

- Media Production recorded and edited 56 new videos and edited 30 videos recorded in FY 2019. As the numbers show, the team produced fewer videos than in previous years. The Media team had anticipated and geared up for three overlapping large projects for FY 2019 that did not ultimately materialize. All of these were either cancelled, restructured, or placed on hold.
- The media team used this unexpected slower period of video production to address overdue structural and training needs. The media team rebuilt the workflow in response

to both internal needs and external feedback. The team performed significant cross-training in the animation department, helping to eliminate bottlenecks and improve the capabilities. The new computer systems and the new EVO server system are now integrated into the workflow.

- The media team received more requests for audio-only projects. Media Production responded by expanding capabilities in the voice-over (VO) booth. The team provided VO booth equipment and facilitated 46 new VO sessions, many covering multiple lessons. Audio specialists from within the team performed the role of recording engineers in about a third of these recordings, with the rest being do-it-yourself service for instructional designers and instructors. The team can now record 2 or more people in the VO booth at once, such as for podcasts, at a much higher quality level.
- Media team received an uptick in stand-alone, quick turn-around animation requests and have been developing a new workflow to accommodate those projects.
- The studio has now converted 95% of the lighting to LED, greatly reducing electricity needs and heat load. The DMX lighting control system makes changeover from one client to another much faster and offers many more options to the look and feel of each set. The team also spent many hours organizing the studio and adding strategically placed compact storage.

II. Recruitment and Enrollment Management

The Recruitment and Student Outreach team includes the director, two recruiters, three online student liaisons, an admissions advisor, digital outreach coordinator, 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 and support those students as they progress through the university.

Highlights include:

- Online Student Liaisons – The recruitment team launched the Online Student Liaison Office (OSLO) this summer, providing dedicated staff support for current and prospective students navigating University processes and supporting student success. The OSLO office provides phone, email and chat support from 7 a.m. to 7 p.m. Mondays through Fridays and Saturdays from 11 a.m. to 3 p.m.
- Lead Management – The implementation of Slate has significantly increased our communications with prospective students through email. In FY 2019 more than 35,000 emails were sent on behalf of undergraduate and graduate online degree programs with an average open rate of 51.4%. In the Spring term, in coordination with the Communications team, additional staff resources were committed to developing and refining email communications to improve information quality and consumption rates.
- 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. With the successful campus-wide implementation of Slate, the number of inquiries has risen for the first time in three years. Slate allows for the consolidation of inquiries from various sources into a single stream, thus increasing our capacity to communicate effectively with prospective students.

- Inquiries – At least 90% (9,261) of all inquiries came through the website and 10% through events attended by recruiters. Of inquiries from the website, about 6% came directly from EMG-linked advertising.
- Recruiting Events, 202 days of travel to 114 Events:
 - Career Fairs – 43
 - Conferences/conventions – 34
 - Community College Transfer Fairs – 26
 - Sponsored faculty members to attend recruiting events – 11

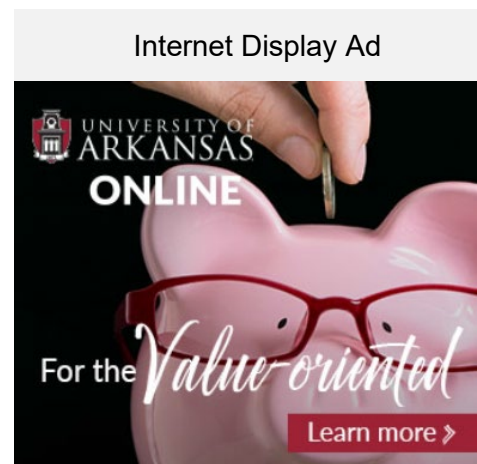
GC's Compliance Manager assisted online programs in obtaining and maintaining higher education board and licensing board approvals in other states.

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 partnered with Educational Marketing Group (EMG) for digital marketing. Duties include campaign management, ad buys, website design, graphic design, brochures, social media, and media releases.

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. Following a request for proposals in FY 2019, new marketing vendors – Centro and Vision Point – will lead Internet marketing in FY 2020.
- Statewide TV – Campaigns launched in fall and spring during local news programs in Northwest Arkansas, Little Rock, Jonesboro, and Memphis.
- 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 FY 2019 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.
- Airport Digital Message Boards – Created ads and managed digital message boards in airports in Bentonville and Little Rock.
- Billboards – Promoted online programs in West Helena and Forrest City areas.
- 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 CLSS, 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:

- Class scheduling - Global Campus began assisting with the scheduling of study abroad courses in spring 2019. With the Registrar's Office's move to CLSS, some academic units began scheduling their own online class sections in summer and fall 2019. GC continues to manage the process for reserving seats in Fulbright College online classes for online-only students.
- SPOC Courses - Six courses were discontinued in fall 2018 and one new course was added. Six courses were significantly revised.

VI. Global Campus Rogers

The 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 highlights:

- Total number of registrations: 1,213
- Total revenue generated for University created non-credit programs: \$121,151.90
 - Global Campus Net: \$19,723.55
 - Dollars back to campus colleges and departments: \$125,739.07
- Rogers Gross Revenue: \$479,928.02 as of June 30, 2019

FY2019 Customized Training

The GC Rogers team provided customized training for six agencies and businesses, which produced \$84,314.03 in revenue.

FY 2019 New Open-enrollment Programs Offered by Global Campus Rogers

- Transitioning to Manager
- Recruiting, Interviewing, Hiring and Onboarding
- Be a Manager They Want to Follow: Culture, Teambuilding, Motivation and Succession Planning
- Coaching, Improvement Plans, Documentation and Termination
- Delivering Outstanding Customer Service
- Emotional Intelligence (EQ) in the Workplace
- Dealing with Difficult People
- Work Smarter: Organization and Time Management
- UX Part 2 & 3
- HRWD/SHRM partnership

- Amazon Web Services
- AI/Machine Learning
- Cyber Security
- Data Science
- Drone Pilot Training

FY 2019 New Programs Offered in Partnership with Academic Colleges

- Acarology through the Dale Bumpers College of Agricultural, Food and Life Sciences:
 - Introduction of Acarology
 - Agricultural Acarology
 - Velvet Mites and Water Mites
- Supply Chain Series *Walton Executive Education*
 - Introduction to Supply Chain
 - Forecasting and Responsiveness
 - Inventory Management
 - Transportation and Global Supply Chain Management
 - Supply Chain Decision Making, Tradeoffs, and Business Impacts Inventory
 - Warehousing and Networks: Supply Chain Planning and Management
- Finance for Non-Finance Managers with the Sam M. Walton College of Business
- Social Work classes offered by the School of Social Work:
 - Introduction to Substance Abuse, face-to-face/live stream
 - Substance Abuse Treatment, face-to-face /live stream
 - IPV-W: Engagement, assessment, goal setting, intervention, and evaluation, face-to-face/live stream
 - Intimate Partner Violence (IPV-W) 101: Myth and Facts, face-to-face/live stream
 - Introduction to Motivational Interviewing, face-to-face/live stream
 - Gun Sense, face-to-face/live stream
 - Ethics and Social Work: If It's Easy, You Aren't Doing It Right, face-to-face/live stream
 - Working with Children Who Have Incarcerated Parents, online
 - Educating Communities in Safe Gun Practices, online
- Nursing CEU program with Eleanor Mann School of Nursing
- Early Care Education Program series
 - This group is a division of Early Childhood Education
 - Works in conjunction with Arkansas Department of Human Services
 - Provides training to potential early educators
 - Delivers training across the state of Arkansas

Other Collaborations

- Tesseract Collaboration
- Open Educational Resources with Mullins Library

New Partnerships

- Single Parent Scholarship Fund of Benton County and Northwest Arkansas
- Apac-Central, new sponsor for Explore Skilled Trades
- NWA Tech Summit
- Google (Grow with Google Partnership Program)
- Movista
- KiteString

Special Projects

- Created dynamic web forms that allow Faculty members to apply to create non-credit course content
- Created a tool that allows Faculty or Staff to easily create digital banners for official use on Blackboard
- Contributed toward a project that built a dynamic visualization of support requests based on college or department
- Wrote scripts that serve to connect the ProClass management system with other UA services such as uark.edu, UAConnect, and Blackboard
- Launched the Professional and Workforce Development Website to enhance one-stop-shopping for all of campus
- Solution for non-credit enrollments in Blackboard

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 2019. University-wide demographics were obtained from the U of A Office of Institutional Research’s website on June 25, 2019. 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 June 25, 2019. 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% 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 June 25, 2019.

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									
2017-2018									
Year-end numbers	University-wide			At least one online course			Exclusively taking online courses		
Total	30,416			13,188			3,148		
Academic Career	GRAD	LAW	UGRD	GRAD	LAW	UGRD	GRAD	LAW	UGRD
Total	5,115	367	24,934	2,745	157	10,286	2,007	18	1,123
Gender									
Female	2,524	152	13,157	1,435	78	6,005	979	10	736
Male	2,591	215	11,777	1,310	79	4,281	1,028	8	387
Ethnicity									
African American	306	15	1,153	232	5	589	185	1	91
American Indian/Alaskan Native	70	10	244	40	5	103	31	1	12
Asian	100	6	627	59	2	205	52	0	24
Caucasian	3,405	289	18,689	2,055	124	7,812	1,506	12	855
Hispanic and Any Other Race	251	25	2,195	159	11	840	122	3	84
Native Hawaiian/Pacific Islander	7	1	19	6	1	8	5	1	0
Two or More Races	93	15	905	51	6	369	30	0	35
Non-Resident Alien	806	5	900	92	2	308	29	0	11
Unknown	77	1	202	51	1	52	47	0	11
Age Group									
Under 18	0	0	73	0	0	15	0	0	7
18-19	0	0	7,287	0	0	2,649	0	0	39
20-21	36	0	9,651	52	0	4,296	3	0	96
22-24	1,076	190	5,181	487	52	1,950	177	0	208
25-29	1,499	121	1,306	692	69	597	530	4	259
30-34	970	20	575	529	12	296	445	1	177
35-39	615	10	322	348	4	182	302	2	124
40-49	648	17	336	452	13	208	398	9	148
50-64	244	8	145	172	6	80	141	1	56
65 and over	27	1	58	13	1	13	11	1	9
Geographic origin (Legal residence at time of admission)									
In-state student	2,219	242	13,339	1,407	92	5,628	1,020	2	794
Out-of-state student	2,896	125	11,595	1,338	65	4,658	987	16	329

Appendix I - Online Enrollment 2019

2019*									
Academic Year									
Year-end numbers	University-wide			At least one online course			Exclusively taking online courses		
Total	30,461			14,007			3,154		
Academic Career	GRAD	LAW	UGRD	GRAD	LAW	UGRD	GRAD	LAW	UGRD
Total	4,931	376	25,154	2,661	146	11,200	1,957	18	1,179
Gender									
Female	2,448	170	13,398	1,371	73	6,376	932	11	776
Male	2,483	206	11,756	1,290	73	4,824	1,025	7	403
Ethnicity									
African American	309	17	1,091	233	7	555	189	0	88
American Indian/Alaskan Native	58	10	235	34	2	112	28	0	8
Asian	103	6	639	64	2	227	57	0	22
Caucasian	3,214	303	18,840	1,941	118	8,548	1,445	14	875
Hispanic and Any Other Race	274	20	2,301	173	9	978	121	2	99
Native Hawaiian/Pacific Islander	4	0	23	3	0	7	2	0	0
Two or More Races	99	16	1,021	53	6	452	40	1	38
Non-Resident Alien	797	2	841	107	1	256	31	0	35
Unknown	73	2	163	53	1	65	44	1	14
Age Group									
Under 18	0	0	68	0	0	26	0	0	5
18-19	0	0	7,367	0	0	3,208	0	0	63
20-21	60	4	9,855	55	1	4,461	4	0	122
22-24	999	200	5,290	484	68	2,185	182	0	253
25-29	1,514	112	1,281	691	50	600	540	3	261
30-34	906	26	527	495	13	289	399	3	164
35-39	591	12	294	350	4	160	304	2	114
40-49	599	14	275	402	7	177	362	7	130
50-64	232	6	136	171	1	79	155	1	60
65 and over	30	2	61	13	2	15	11	2	7
Geographic origin (Legal residence at time of admission)									
In-state student	2,063	250	13,277	1,286	88	5,903	931	1	788
Out-of-state student	2,868	126	11,877	1,375	58	5,297	1,026	17	391

*AY 2019 numbers are preliminary

Appendix J – 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
<i>Arkansas only</i>	75	0	140
Is not first generation	158	0	84
<i>Arkansas only</i>	128	0	64
Not indicated	722	0	7
<i>Arkansas only</i>	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
<i>Arkansas only</i>	101	0	190
Is not first generation	151	0	181
<i>Arkansas only</i>	120	0	139
Not indicated	1,002	0	17
<i>Arkansas only</i>	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
<i>Arkansas only</i>	99	0	304
Is not first generation	181	2	312
<i>Arkansas only</i>	156	2	221
Not indicated	1,270	7	29
<i>Arkansas only</i>	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
<i>Arkansas only</i>	109	0	363
Is not first generation	233	1	383
<i>Arkansas only</i>	185	1	266
Not indicated	1,478	15	50
<i>Arkansas only</i>	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	3,148		
Academic Career	GRAD	LAW	UGRD
Total	2,007	18	1,123
First Generation Student Status			
Is first generation college student	183	1	549
Arkansas only	162	1	425
Is not first generation	268	0	505
Arkansas only	205	0	328
Not indicated	1,556	17	69
Arkansas only	653	1	41

Academic Year	2019*		
Year-end numbers	Exclusively taking online courses		
Total	3,154		
Academic Career	GRAD	LAW	UGRD
Total	1,957	18	1,179
First Generation Student Status			
Is first generation college student	185	0	522
Arkansas only	161	0	392
Is not first generation	254	1	543
Arkansas only	189	1	347
Not indicated	1,518	17	114
Arkansas only	581	0	49

*AY 2019 numbers are preliminary

Appendix K – 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	67,320		11,771		658,267		737,358	
At least one online course	26,326	39.11%	431	3.66%	57,164	8.68%	83,921	11.38%
Exclusively taking online courses	22,383	33.25%	95	0.81%	12,732	1.93%	35,206	4.77%
2018-2019*								
University-wide	64,431		11,846		670,120		746,397	
At least one online course	25,907	40.21%	498	4.20%	63,237	9.44%	89,642	12.01%
Exclusively taking online courses	21,896	33.98%	95	0.80%	13,744	2.05%	35,735	4.79%

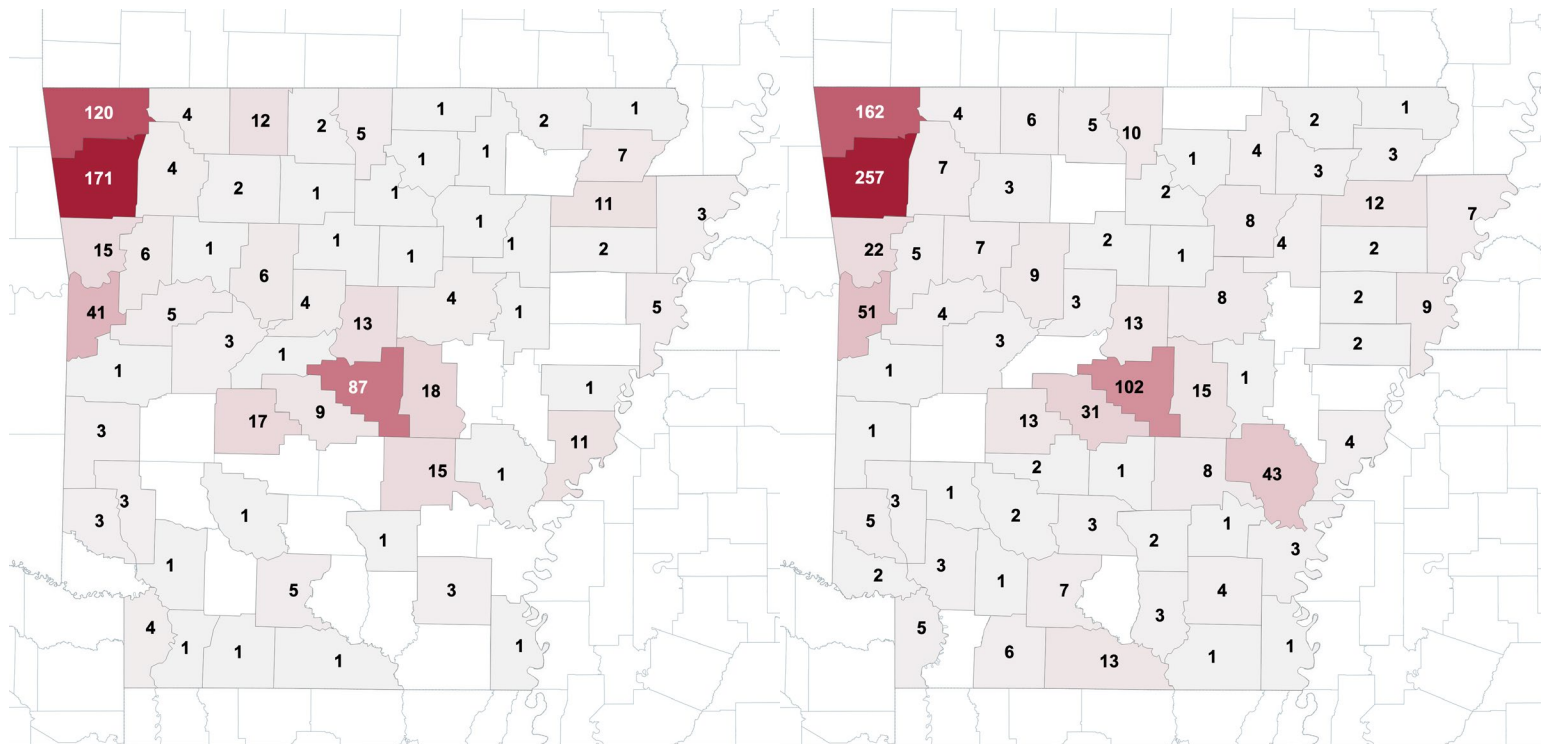
*AY 2019 numbers are preliminary

Appendix L – Increased Geographic Diversity – Arkansas
 Maps Showing 6-Year Change in Online Students' Origin
Students Studying Exclusively Online
 Categorized by Highest Career

GRADUATE

2013

2019

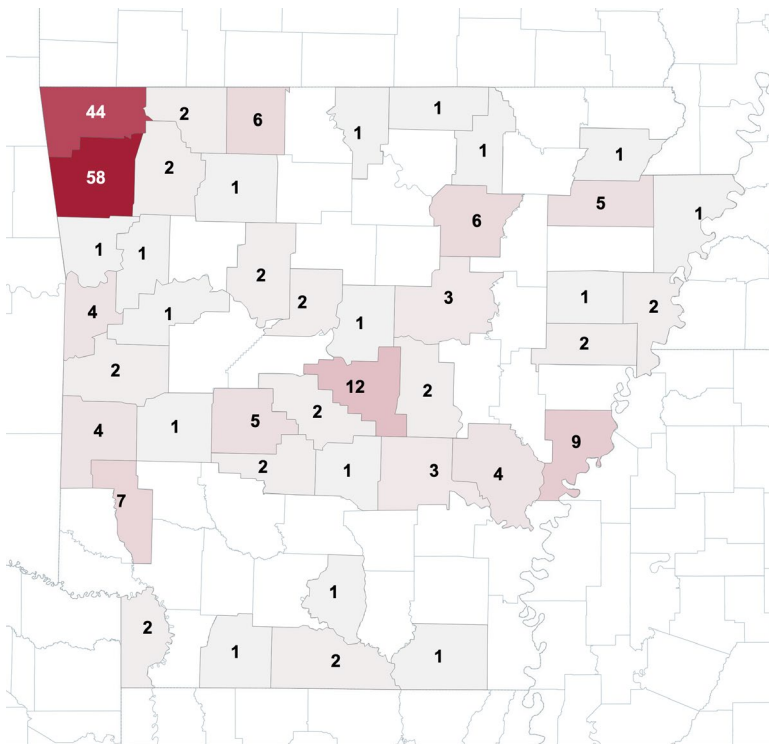


Note: Law and agriculture-law students are counted in graduate numbers for these maps to avoid possible individual identification. Location data for the maps was generated from students' legal residences at the time of admission and shown for the highest academic career being pursued during the students'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

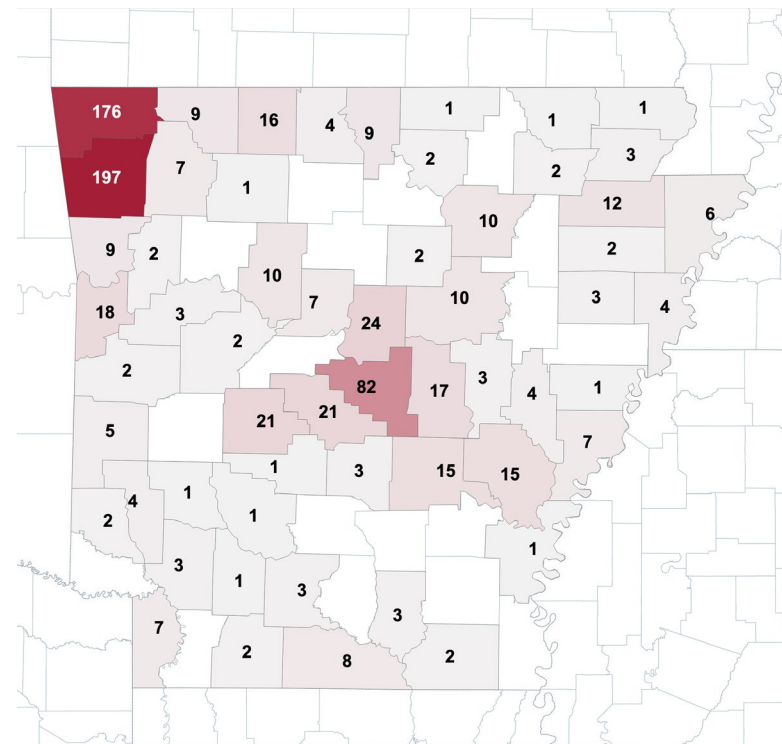
Increased Geographic Diversity – Arkansas (continued)
Maps Showing 6-Year Change in Online Students' Origin
Students Studying Exclusively Online
 Categorized by Highest Career

UNDERGRADUATE

2013



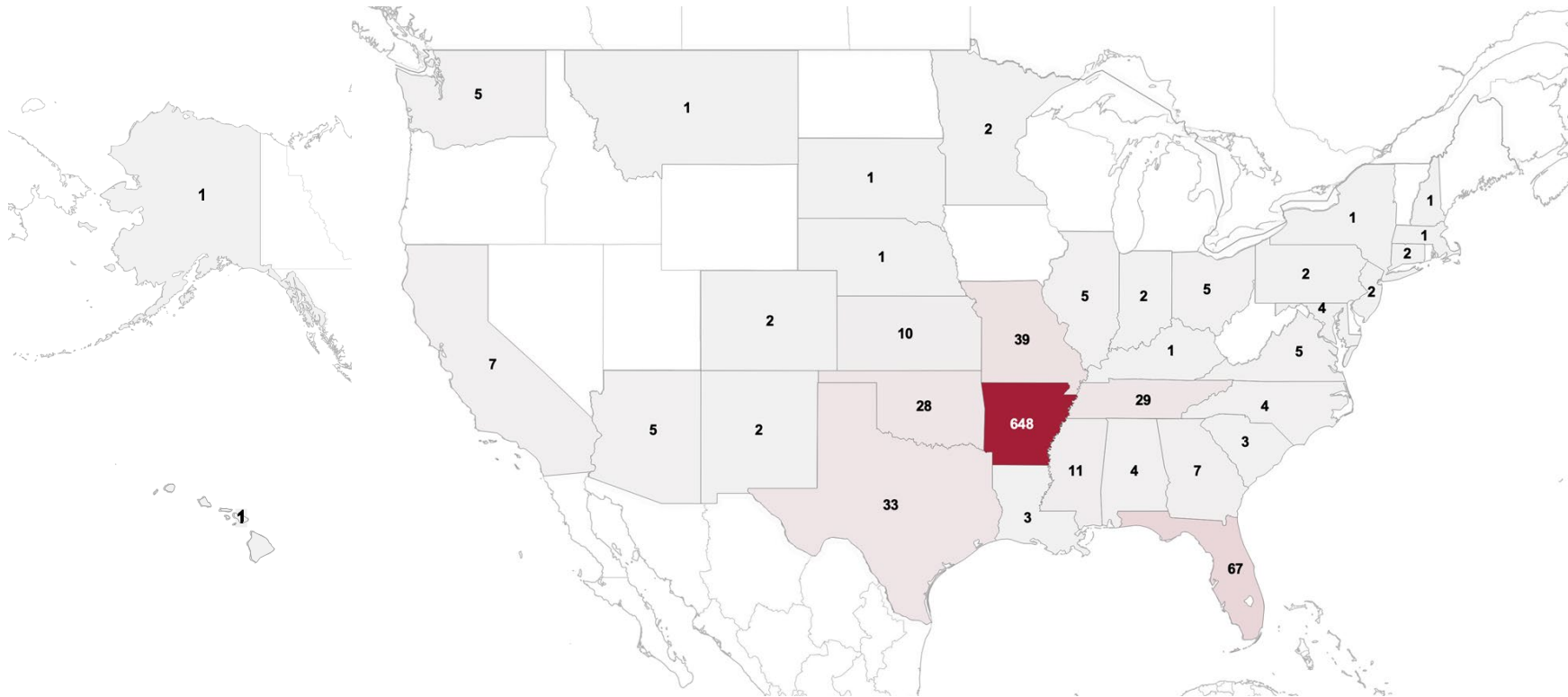
2019



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.

Appendix M – Increased Geographic Diversity – Nation
Maps Showing 6-Year Change in Online Students' Origin
Students Studying Exclusively Online
Identified by Highest Academic Career

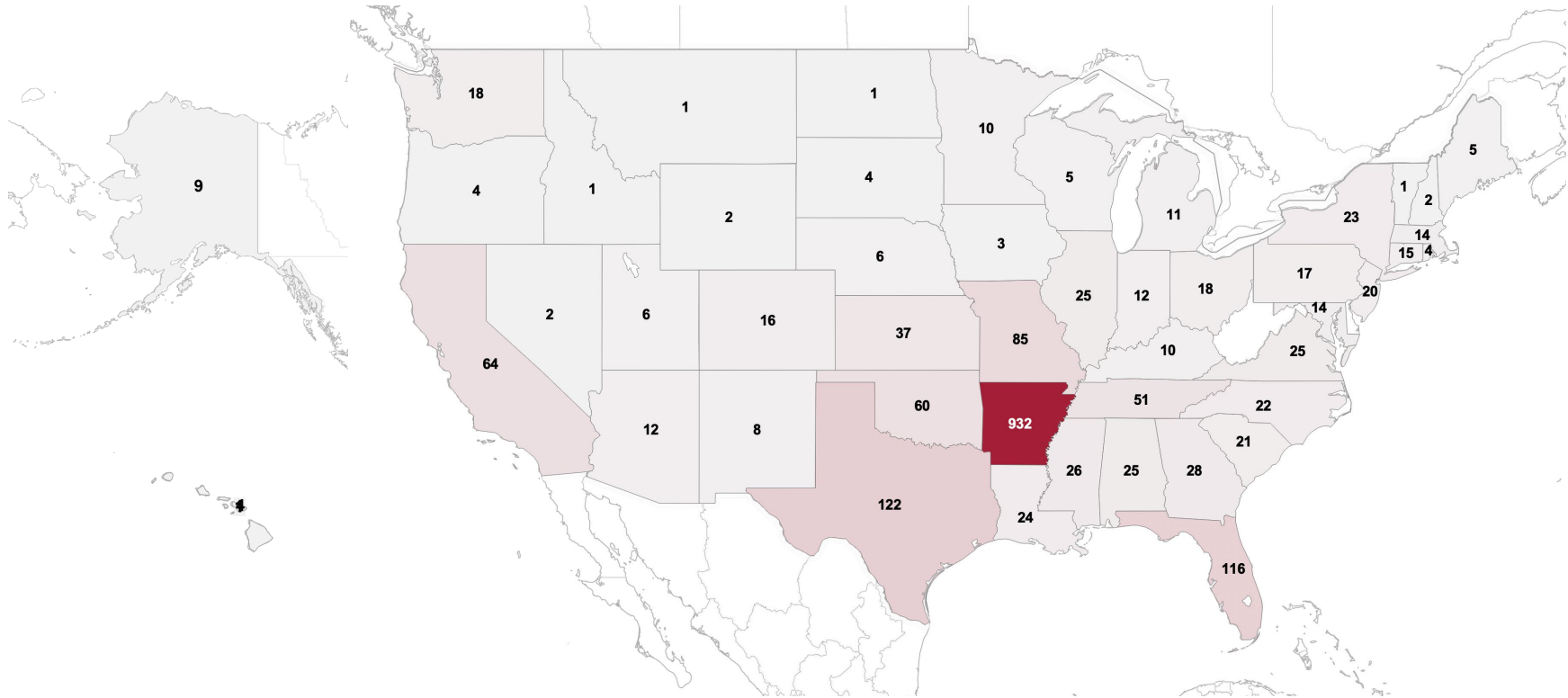
GRADUATE 2013



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.

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

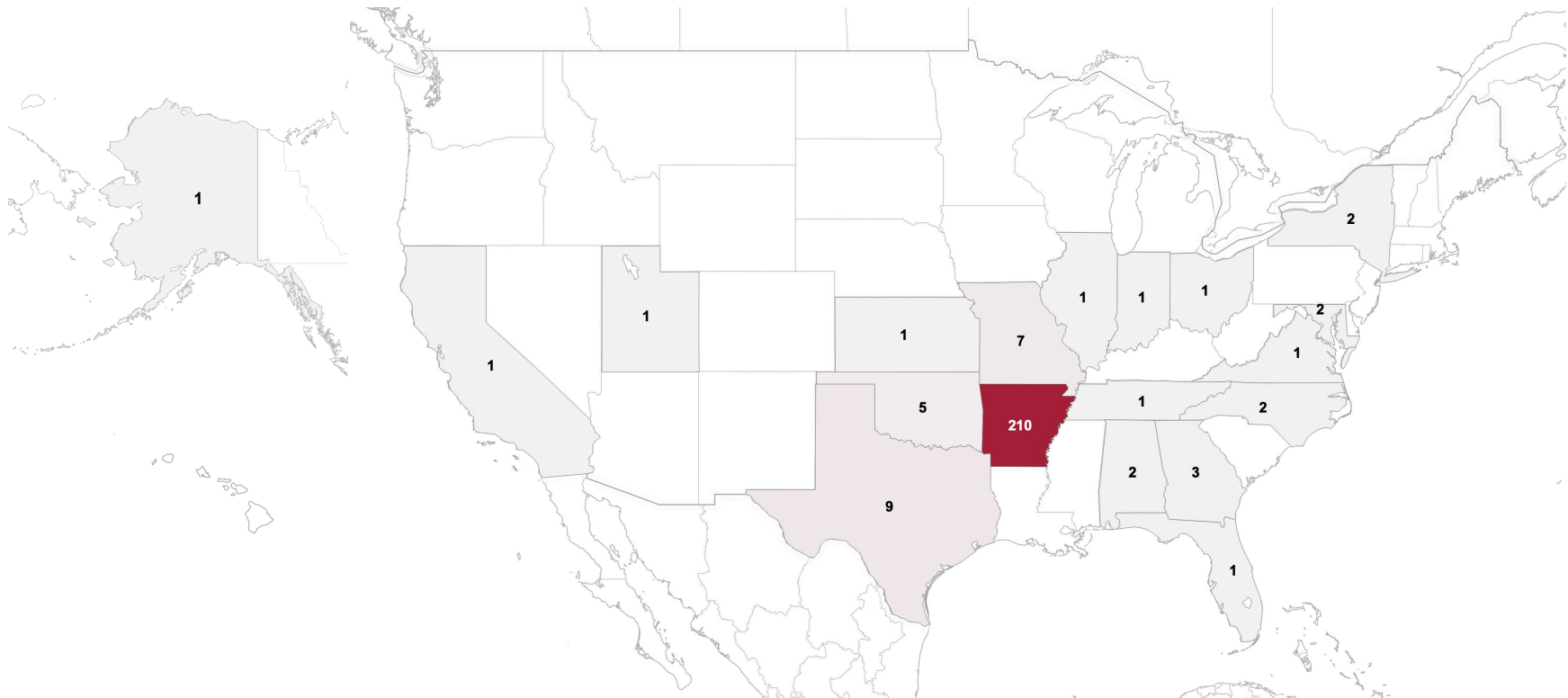
GRADUATE 2019



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.

Appendix N – Increased Geographic Diversity - Nation
Maps Showing 6-Year Change in Online Students' Origin
Students Studying Exclusively Online

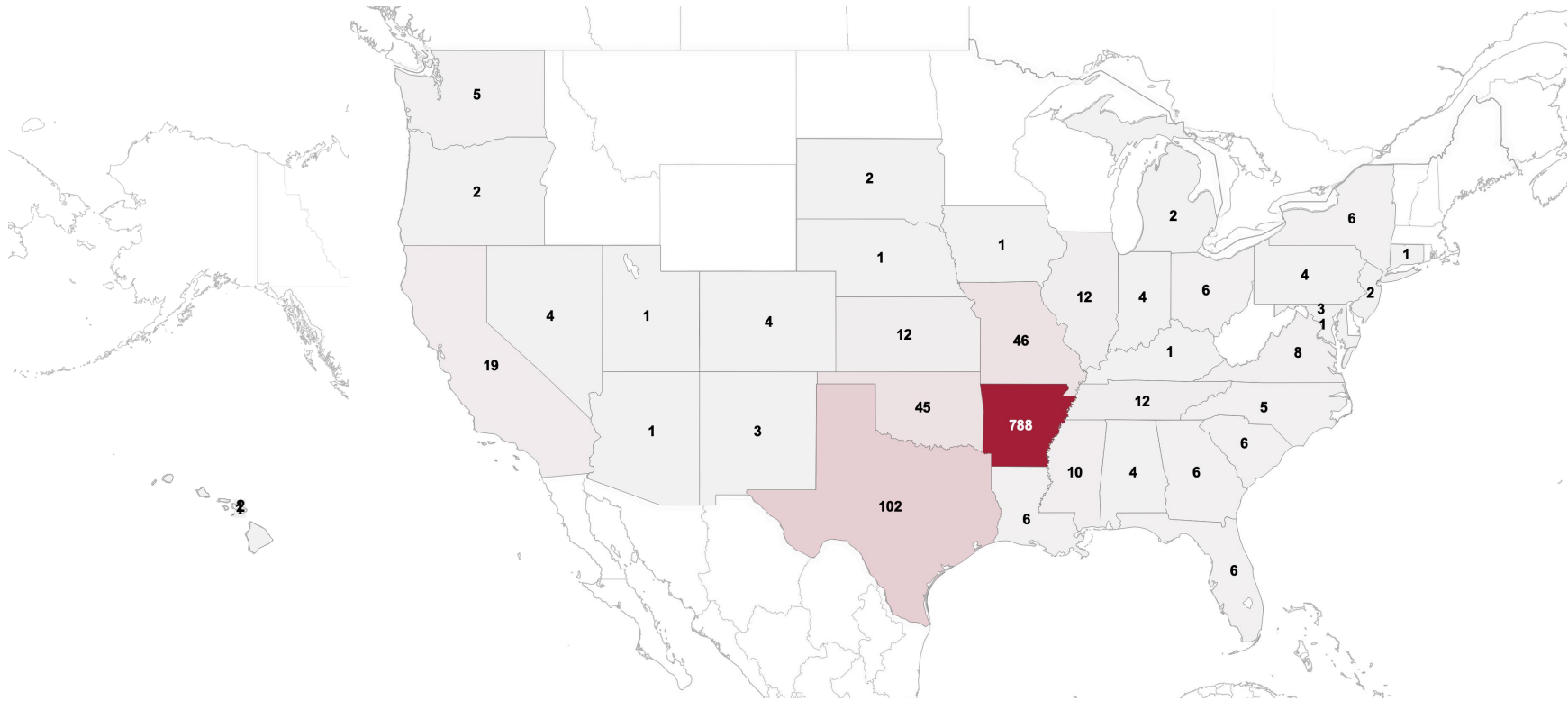
UNDERGRADUATE 2013



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.

Increased Geographic Diversity – Nation (continued)
Maps Showing 6-Year Change in Online Students' Origin
Students Studying Exclusively Online

UNDERGRADUATE 2019



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.