

**ANNUAL REPORT
GRADUATE SCHOOL AND INTERNATIONAL EDUCATION
2010-11**

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Executive Summary

2010-11 was a time of great change and opportunity for the Graduate School and International Education. A variety of noteworthy accomplishments were achieved by each of the units, and we have met many of our goals. The combination of graduate school and international education has already proven to be of great benefit to the University.

Significant Achievements and Changes

2010-11 was a time of great change for the Graduate School and the various units that comprise international education. Dr. Geren, the long-time Dean of the Graduate School and Vice Provost for Research, retired at the end of June 2010. As a result of his retirement, the offices of the Graduate School and Research were divided into two separate organizational units. In addition, the offices of Study Abroad and International Exchange, International Students and Scholars, and Spring International Language Center were combined with the Graduate School. Dr. Todd Shields was selected to be *interim* Dean and following an internal search, he was chosen as the first dean of the Graduate School and International Education. On the other side, Dr. James Rankin became the first dean of the Office of Research and Economic Development.

Additionally in 2010-11, plans moved forward for the renovation of Ozark Hall. By the end of the FY 11 fiscal year, all of the departments within Ozark were planning for a move to various other places on campus.

As each of our units completed the year and look forward to a future somewhat altered by our organizational changes, we celebrate the following achievements and changes:

- The Office of Graduate and International Recruitment and Admissions hosted the second annual Graduate School Appreciation Cookout and open house, at which we honored three people with the *Collis R. Geren Award for Excellence in Graduate Education*. Recipients were Dr. Lucas Parsch, Ms. JoAnn Pepper and Dr. Patricia Koski.
- Diane Cook and Dr. Doug Rhoads (along with other Co-PIs) were awarded an NSF grant to fund ten summer REU positions in the Cell and Molecular Biology Carver program for three years, 2011-2013.
- The Graduate School hosted the first annual McNair Scholars Conference and Graduate School Symposium on November 4-5, 2010. Fifty four participants attended from eight universities. Nine directors accompanied the students. Ms. Janis Kearney, diarist of President Bill Clinton, was the keynote speaker.
- At the invitation of the Arkansas Department of Higher Education, Lynn Mosesso presented information to the Chancellors/Presidents of Arkansas universities and colleges about detecting fraudulent international and domestic academic credentials.
- With Julie Stenken, Chaim Goodman-Strauss, Bernard Madison and Deborah Korth, Patricia Koski submitted an NSF grant to increase diversity in master's programs in the Department of Mathematical Sciences and in the math workforce.
- Along with the Provost and the Career Services Center, we again co-hosted the "Abstract to Contract" student research paper competition. Sixty one students presented at this year's event.
- Diane Cook planned and the Graduate Dean's Student Advisory Board hosted the graduate student family picnic, held for the fourth time in the early fall semester of 2010.
- The Teaching Assistant Effectiveness Advisory Committee produced a comprehensive teaching assistant handbook.
- The Annual Study Abroad Fair was held again in late September. The fair continues to attract hundreds of students to the Arkansas Connection Lounge. At least 40 UA faculty and staff participated in addition to representatives from 16 outside program providers and universities.
- 1,362 students expressed enough interest in study abroad to be entered into our database which reflects a 9% increase from the last year. Total study abroad enrollment was 556 students. The Walton College of Business had the greatest gain in enrollment with close to a 40% increase in the number of combined undergraduates and graduates studying abroad.
- The University of Arkansas was one of four institutions awarded a \$20,000 grant from the F.Y. Chang Foundation/US-China Education Trust (USCET) under the USCET Student Leaders Program. The program was the first major USCET effort to be launched under President Obama's "100,000 Strong" initiative designed to increase the number of U.S. students studying abroad in China. DeDe Long submitted this grant which resulted in us being able to offer 14 students \$2,000 scholarships to China, with Fulbright College and Walton College of Business stepping up to supplement the USCET funds.
- Begun in 2005 as a joint effort of IT services and the ISIS staff of the Graduate School, Phase II of the on-line application for admission went live for graduate international

applicants in October 2010. We continue to wait for implementation of the phase II undergraduate international on-line applications.

- Dr. Luis Restrepo, Assistant Vice Provost for Diversity, and Gloria Flores, Associate Director of Graduate Recruitment, established the Latino/a & Latin American Graduate Student Association (LLGSA). Ms. Flores serves as co-advisor.
- Fall 2010 saw a total of 165 sponsored students, up from 137 in the Fall 2009 (+28, 20.4%). Twenty eight sponsoring agencies placed students at the University, up from 27 in the Fall 2009. Students represent 59 countries, up from 48 in the Fall 2009.
- Gloria Flores coordinated, and along with UA international education staff volunteers, hosted the Near East and South Asia Undergraduate Exchange Program (NESA UGRAD) Re-Entry Workshop, part of the U.S. Department of State's Global Undergraduate Exchange Program administered by American Councils for International Education: ACTR/ACCELS. Along with the five students who attended the University of Arkansas, 78 undergraduate students from 17 countries and the Palestinian Territories from underrepresented sectors were on the UA campus on April 15-17, 2011 to prepare for the return to these countries at the end of the one year in the U.S.
- The Graduate Recruitment campus visit program had 119 visitors during the 2010-2011 year, an increase of 75 (44 in 2009-2010) visitors from the year before.
- The Office of Graduate and International Recruitment created and implemented an on line registration for campus visits <http://grad.uark.edu/dynamic/visits/> which helped to increase the number of prospective students visits significantly - 170% - from the previous year.
- We increased the number of international transfer student recruitment visits to regional community colleges. The international admissions staff coordinated recruitment efforts.
- Thirty-four students from 15 universities in ten different states attended the 2011 George Washington Carver Research Program. This is the largest number in the history of this recruitment initiative. Shani Farr is the director of the Carver program.
- Northeastern State University and South Carolina State University were added as Carver institutions, bringing the total to 30, a direct result of the efforts of both Shani Farr and Vicky Hartwell.
- The University of Arkansas enrolled an all-time record of 1164 international students in the fall 2010 semester. The countries sending the largest number of students were India, China, Korea, Japan, and Bolivia.
- 250 international scholars came to the University of Arkansas in 2010-2011. Of these, 36 scholars had teaching duties while 192 were primarily conducting research and 22 had administrative or supporting roles.
- The undergraduate Visiting Student Program continued to grow in number of students and partnering institutions with 91 visiting undergraduate students enrolled for the fall 2010 and 98 students in the spring 2011. Kwangwoon University in Korea and PSG Institute of Advanced Studies in India sent visiting students for the first time, joining Sogang University, Hankuk University of Foreign Study, and the Study Abroad Foundation as partner institutions in the program. Sponsored Student Programs' agreements with World Learning and American Councils contributed to the increase in visiting students, also.
- For the period July 1, 2010 through June 30, 2011, International Students and Scholars scheduled 2,272 appointments with compliance advisors. This figure does not reflect

students or scholars who were seen on a walk-in basis, or requests processed without an appointment.

- Michael Freeman was awarded a Fulbright International Education Administrators grant to explore higher education in the Republic of Korea. The group visited 11 institutions of higher education, a public high school, and a women's research institution along with cultural/historical sites.
- Michael Freeman and Cynthia Smith were selected to become national Training Corps members for NAFSA: Association of International Educators.
- Emily Ironside of International Students and Scholars was awarded a grant from the Arkansas State NAFSA to attend the annual Advocacy Day in Washington, DC in March, sponsored by NAFSA: Association of International Educators.
- Emily Ironside was the co-recipient of the University's Individual Diversity Award.
- In November, International Students and Scholars hosted a reception honoring international scholars (faculty and staff) at the Chancellor's residence. Sixty-five participants were in attendance. The Chancellor and Dean Shields addressed the scholars.
- The University of Arkansas was subject to a random audit of two H-1B cases in May and June. The auditing officer from U.S. Citizenship and Immigration Services complimented the University on its performance in the audit.
- International Students and Scholars hosted two immigration law seminars on campus, free to the public.
- During the 2010-11 academic year, approximately 11,000 students, prospective students and those in the community who were satisfying admission/degree requirements at UA and other institutions were tested at the Office of Testing Services.
- Michelle Bachelor and Laura Moix co-chaired the Komen Race for the Cure Graduate School and International Education team.

Goals and Background

The current goals for the Graduate School and International Education are:

- ✓ Goal 1: Foster meaningful relationships with prospective and current graduate and international students.
- ✓ Goal 2: Keep current with educational systems overseas to ensure credential evaluation is relevant and accurate.
- ✓ Goal 3: Establish and maintain partnerships with institutions in the U.S. and with sponsoring agencies, "Education USA," advisors and institutions abroad to create a diverse applicant pool of domestic and international students.
- ✓ Goal 4: Provide recruitment partnerships and support for UA departments and programs for both domestic and international recruitment.
- ✓ Goal 5: Maintain a pool of racially and ethnically diverse domestic applicants, so that enrollment goals can be achieved for the University.
- ✓ Goal 6: Maintain a pool of international student applications, so that enrollment goals can be achieved for the University.
- ✓ Goal 7: Enroll a diverse group of domestic graduate students.
- ✓ Goal 8: Enroll a group of international undergraduate and graduate students.
- ✓ Goal 9: Enroll both men and women in graduate programs.

- ✓ Goal 10: Retain and graduate underrepresented students from master's and doctoral programs.
- ✓ Goal 11: Retain and graduate men and women in master's and doctoral programs.
- ✓ Goal 12: Retain and graduate international students in master's and doctoral programs.
- ✓ Goal 13: Increase the satisfaction of undergraduate and graduate international students with the international orientation offered by the Office of International Students and Scholars.
- ✓ Goal 14: Increase study abroad enrollment by 25% over the next two years.
- ✓ Goal 15: Diversify the study abroad program by increasing the numbers of underrepresented students who study abroad.
- ✓ Goal 16: Increase the number of students who select study abroad experiences in less common destinations outside of the UK and Western Europe.
- ✓ Goal 17: Continue to assist in streamlining the program/course change procedures and processing through the University Course and Programs Committee and the Faculty Senate.
- ✓ Goal 18: For the interdisciplinary programs, the goals differ by program and are listed within the program reviews, later in this report.

To provide some background for this report, we next give the applications activity for the Graduate School, as well as enrollment totals for Fall 2010 and degrees granted in 2009/10, the last year for which we have official graduation data.

Applications

The Office of Graduate and International Admissions (GIAO) processed 375 more applications for 2010 than 2009, a 6.5% increase.

Note: There are no Graduate School of Business applicants calculated into these numbers. Numbers are based on weekly admissions activity reports.

	<u>DOMESTIC ACTIVITY</u>				
	<u>Apply</u>	<u>Admit</u>	<u>Deny</u>	<u>Enroll</u>	<u>Matriculation</u>
Fall 2009	1998	1269	69	759	59.8%
Fall 2010	2159	1230	66	739	60.08%
Change:	+161	-39	-3	-20	
	(8.05%)	(-3.1%)	(4.35%)	(-2.6%)	
Spring 2010	762	566	10	366	64.6%
Spring 2011	827	583	41	385	66%
Change:	+65	+23	+31	+19	
	(8.5%)	(3.0%)	(+310.0%)	(5.19%)	
Summer 2010	796	603	17	403	66.8%
Summer 2011	765	528	33	340	64.4%
Change:	-31	-75	+16	-63	
	(-3.9%)		(-12.4%)	(94.0%)	(-15.6%)

Applications increased by 8% over Fall 2009, but admitted students decreased by 3% Fall 2009 vs Fall 2010. Newly enrolled graduate students decreased by 2.6%. We continue to see increases in the number of admitted and enrolled graduate students for the spring term.

GRADUATE INTERNATIONAL ACTIVITY

	<u>Apply</u>	<u>Admit</u>	<u>Deny</u>	<u>Enroll</u>	<u>Matriculation</u>
Fall 2009	1184	433	343	177	40.8%
Fall 2010	1162	366	326	139	37.9%
Change:	-22	-67	-17	-38	
	(-1.9%)	(-15.5%)	(-4.9%)		(-21.5%)
Spring 2010	345	104	84	46	44.2%
Spring 2011	379	107	88	58	54.2%
Change:	+34	+3	+4	+12	
	(9.85%)	(2.8%)	(4.76%)	(26.0%)	
Summer 2010	69	22	15	10	45.4%
Summer 2011	86	28	18	14	50.0%
Change:	+17	+6	+3	+4	
	(24.6%)		(27.2%)		(20%) (40%)

Very low matriculation rates continue for graduate international admits. Competition from other U.S. institutions, other countries, and awarding of assistantships are factors. Fall 2010 saw a decrease of 22 applications (-1.85%) and 38 fewer new enrolls (-21.5%) than Fall 2009.

UNDERGRADUATE INTERNATIONAL ACTIVITY

	<u>Apply</u>	<u>Admit</u>	<u>Deny</u>	<u>Enroll</u>	<u>Matriculation</u>
Fall 2009	442	254	29	183	72%
Fall 2010	470	295	16	216	73.2%
Change:	+28	+41	-13	+33	
	(6.3%)	(16.1%)	(44.8%)	(18.0%)	
Spring 2010	134	67	6	56	83.5%
Spring 2011	224	124	9	102	82.25%
Change:	+90	+57	+3	+46	
	(67.16%)	(85%)	(50%)	(82.1%)	
Summer 2010	58	26	5	21	80.7%
Summer 2011	91	38	3	18	47.4%
Change:	+33	+12	-2	-3	
	(56.9%)	(46.1%)	(-40%)		(14.3%)

Overall, there is a very strong matriculation rate. Applicants, admits, and enrolled students were up 18.0% Fall 2010.

Total applications processed per admission cycle-includes fall, spring, summer:

	2009	2010	Change	
Domestic GR	3556	3751	+195	+5.48%
International GR	1598	1627	+29	+1.81%
International UG	634	785	+151	+23.8%
TOTAL:	5788	6163	+375	+6.5%

The GIAO processed 375 more applications for 2010 than 2009, a 6.5% increase. The largest numeric increase was in graduate domestic applications which increased +195 or 5.48%. The largest percentage increase was in undergraduate international applications, +23.8%. Fall 2010 saw a total of 1164 international students enrolled, up from 1,156 in the Fall 2009 (.6%). International graduate students decreased by 4.5% from 619 to 591. Undergraduate students increased by 6.7% from 537 to 573.

There were 120 countries represented on campus, up five (Armenia, Congo, Ireland, Mauretania, Norway) from the previous year. The top five countries represented are: India (151, -27), China (139, +9), Korea (81), Japan (80, -28), Bolivia (70, -7), and Vietnam (52, +4).

Fall 2010 saw a total of 165 sponsored students, up from 137 Fall 2009 (+28, 20.4%). Twenty eight sponsoring agencies placed students at the University, up from 27 Fall 2009. Students represent 59 countries, up from 48 Fall 2009.

Enrollment

Graduate enrollment for Fall 2004-2010, by level, is given in Table 1, master's and doctoral enrollment, by race/ethnicity, are given in Tables 2 and 3; master's and doctoral enrollment by gender are given in Tables 4 and 5; and master's and doctoral enrollment by nationality are given in Tables 6 and 7. (Tables may be found in Appendix A.)

Total graduate enrollment increased steadily from Fall 2004 to Fall 2010. Master's enrollment increased each year from Fall 2006 to Fall 2010, after falling somewhat in Fall 2006, reaching an all-time high enrollment in Fall 2010. Doctoral enrollment fell slightly in Fall 2007 (by nine students), but rebounded and reached an all-time high in Fall 2010. See Table 1 in Appendix A.

In master's programs, in Fall 2010, we enrolled 8.35% African Americans, 2.25% Asian Americans, 2.06% Hispanic Americans, and 1.27% Native American. These percentages have been relatively consistent in the last five years, with our highest enrollment of African American students in Fall 2007, our highest enrollment of Asian American students in Fall 2008, our highest enrollment of Hispanic American students in Fall 2007 and Fall 2008, and our highest enrollment of Native American students in Fall 2007. See Table 2 in Appendix A.

In doctoral enrollment, we exceeded 8% African American enrollment for the first time in Fall 2009, with an increase of 13 such students over Fall 2008, and stayed over 8% in Fall 2010

(8.06%). Asian American doctoral enrollment reached an all-time high in Fall 2010 as did Native American doctoral enrollment. See Table 3 in Appendix A.

Between Fall 2004 and Fall 2010, the percentage of men in master's programs increased slightly from 49% to 50% (rounded). Both the absolute numbers and percentage of men in doctoral programs increased, while the number of women increased in absolute numbers, but decreased in percentages (51.59% in Fall 2004 compared to 49.62% in Fall 2010). See Tables 4 and 5 in Appendix A.

The enrollment of men in doctoral programs continued to exceed that of women in Fall 2010, as it has every year. However, the percentage of men in doctoral programs decreased slightly from 55.87% in Fall 2004 to 53.47% in Fall 2010.

The enrollment of international students in master's programs decreased in Fall 2010 compared to Fall 2009 – however, international enrollment in master's programs has been variable over the years between Fall 2004 and Fall 2010. In fact, the highest enrollment of international master's students was in Fall 2004, comprising 17.40% of the master's enrollment. In Fall 2010, international students comprised only about 11%. The percentage of international doctoral students in Fall 2010 (72.03%) was only slightly less than the high of 72.07% in Fall 2007. See Tables 6 and 7 in Appendix A.

Retention and Graduation

Degrees awarded for the years 2000/01-2009/10 are given in Table 8 in Appendix A; master's and doctoral degrees awarded by race/ethnicity are given in Tables 9 and 10; master's and doctoral degrees awarded by gender are given in Tables 11 and 12; master's and doctoral degrees awarded by nationality are given in Tables 13 and 14. Note: The 2009/10 graduation year is the most recent for which we have official data.

Over-all degree production in 2009/10 was higher than in 2008/09 and the highest in these years (2000/01-2009/10). Production of master's degrees increased in 2009/10 and was the largest number between 2000/01 and 2009/10. Specialist degrees dropped in 2009/10 compared to 2008/09, and we awarded fewer doctoral degrees. See Table 8 in Appendix A.

In 2009/10, compared to the previous year, more master's degrees were awarded to Hispanic Americans and Caucasian students, in absolute numbers and, for Caucasian students, as a percentage of all master's degrees awarded to domestic students. Because the classification of race changed between 2008/09 and 2009/10, to include both Hawaiian and 2+ Races as separate categories, it is difficult to make any generalizations about the other categories of students. It appears that Native American, African American and Asian American are all down in 2009/10, but it may be that more students identified themselves as 2+ Races. See Table 9 in Appendix A.

Compared to 2008/09, two more African American and two more Hispanic American doctoral students graduated. The number of Native Americans and Asian Americans appears to have remained the same, although there is one person who identified him/herself as 2+ Races, so this complicates the comparison. See Table 10 in Appendix A.

In 2009/10 compared to 2008/09, more women earned master's degrees, although their percentage of all master's degrees decreased slightly. For the first time, in 2009/10, more men earned master's degrees than women, reversing a long-term trend (although men also earned more master's degrees in 2003/04). (See Table 11.) In 2009/10, the reduction in women receiving doctoral degrees dropped shockingly, compared to the previous year (54 compared to 73. (See Table 12 in Appendix A.)

In 2009/10 compared to 2008/09, fewer international students received master's degrees (123 compared to 127, 11.88% compared to 13.42%), and this same trend held for doctoral degrees awarded. In 2009/10, 46 international students received doctoral degrees, compared to 55 the year before (31.29% compared to 34.38%). However, in percentages, the number of international doctoral degrees has been variable between 2000/01 and 2009/10. See Tables 13 and 14 in Appendix A.

Progress and Accomplishments Related to Strategic Plans and University Priorities and Goals

Graduate School Dean's Office

In 2010-11, we continued organizing, financing or engaging in these on-going special events not included in the reports from other units.

- Monthly meetings of the Graduate Dean's Student Advisory Board;
- Training for new graduate coordinators;
- Managing the Academic Appeals Subcommittee of the Graduate Council;
- Organizing, chairing and serving on the Graduate Council; creating the Council agenda and minutes; posting the agenda and minutes to the web; publicizing the activities of the Council;
- Managing the functional aspects of ISIS; trouble shooting for ISIS issues;
- Processing all out-of-career registrations for undergraduate and graduate students;
- Co-coordinating the All-University Commencement ceremony; and organizing all of the aspects of commencement that specifically pertain to graduate students;
- Over-seeing the application for and approval of graduate faculty status;
- Preparing all of the material for the University Course and Programs Committee; preparing and posting the agenda and the minutes for the Committee;
- Editing the *Graduate School Catalog*;
- Preparing several reports (e.g. Peterson's Guide; GRE; NSF);
- Serving as an *ex officio* member of the Faculty Senate, and reporting Graduate Council and University Course and Program Committee business to the Senate;
- Processing and monitoring the admissions, academic progress, committee assignments, change of majors, and degree completions of all graduate students;
- Processing and monitoring the tuition payments for all students on graduate assistantships or fellowships;
- Processing and monitoring all applications for graduate faculty status;
- Serving on the Disability Committee;
- Serving on the English as a Second Language Committee;

- Creating the course schedules for the seven interdisciplinary degree programs and the two interdisciplinary graduate certificate programs; monitoring and making changes to the schedules;
- Organizing monthly meetings of the interdisciplinary program directors;
- Organizing regular meetings of the Preparing for the Professoriate Committee;
- Organizing a team for the Susan G. Komen race;
- Sponsoring two tables at the annual Martin Luther King, Jr. recommitment banquet;
- Monitoring the Bush/Clinton Fulbright Tsunami Relief Initiative students;
- and serving on a wide variety of other committees and initiatives.

Dean Todd Shields and Associate Dean Koski attended the annual meetings of the Council of Graduate Schools, the national professional association, in Washington, DC, in December 2010, and the meetings of the Conference of Southern Graduate Schools in Huntsville, Alabama in March, 2011.

Actions by the Graduate Council

In 2010-11, the Graduate Council approved 18 program changes, 11 policy changes, two program eliminations, and one program creation (a graduate certificate). In addition, the Council reviewed 99 course changes as well as courses to be inactivated, to remain inactive and to be deleted and approved graduate faculty nominations.

From August 2010 to June 2011, the Academic Appeals Subcommittee of the Graduate Council heard 13 student petitions and one full grievance.

Office of Graduate and International Recruitment and Admissions, and Sponsored Students Programs

In order to meet the goals given earlier, the Office of Graduate and International Recruitment and Admissions, and Sponsored Student Programs is pursuing the following action steps, most of which were successfully completed during the 2010-11 year:

- Work toward the automation of letters to applicants and students (ongoing)
- Implement workflow scanning processes for Admissions (ongoing)
- Continue to ask for updates on the phase II on-line application for international graduate and international undergraduate applicants (partial: graduate international on-line application implemented October 2010)
- Revise the current communication plan (ongoing)
- Continue to provide professional development opportunities to staff
- Increase international and sponsored student recruitment activities
- Increase the number of sponsored students enrolled at the UA
- Increase outreach to Hispanic Serving Institutions and Historically Black Colleges and Universities
- Create a Graduate Student Ambassador website and blog
- Turn the prospectus, international admissions information piece, and international admissions packet into an e-brochure

- Begin discussions to host “Graduate Education Week” on campus, fall 2011 or spring 2012
- Have 100 attendees at our first McNair Conference in November 2010 (56 participants)
- Survey graduate departments to determine which programs are growing enrollment. Develop a recruitment strategic plan and provide training and support to these programs. (ongoing)

Effective September 2010, the Office of Graduate and International Admissions (GIAO) began scanning and emailing as PDF documents copies of admission/denial letters to departments, Registrar, Graduate School Dean’s Office, ISS, SILC, SSP, and students. This saves at minimum 50% in paper (all documents required two copies, but some also required as many as four copies), plus the savings in labor of stuffing, addressing, and processing the items for campus mail.

GIAO took the lead in recruitment initiatives of undergraduate international students. We increased outreach to community colleges to include Carl Albert College, Crowder College, and Houston Community College, in addition to NWACC and Tulsa Community College. In May 2011, the Board of Trustees approved a graduate processing fee effective Spring 2012. Returning graduate students will now pay a \$25.00 application fee. For all applicants, application fees will be good for one calendar year instead of two. Applicants will be assessed a fee for each program they apply to.

The Pearson Test of English Academic was approved by the English as a Second Language Committee, the Graduate Council, and Faculty Senate as a measure of English language proficiency for non-native English speakers seeking admission to the University of Arkansas. Score requirements were set for placement into English as a Second Language courses.

Staffing Changes

- Kimberly London was hired in October 2010 as a domestic admissions analyst, replacing Lindsey Conaway in the data entry center.
- Shani Farr was promoted in November 2010 to the assistant director of diversity initiatives and director of the George Washington Carver Research Program, replacing Kendra Smith.
- Alfred Dowe was hired in December 2010 as the assistant director of graduate recruitment and community outreach.
- Hourly assistants Katherine Shock and Huong Pham left their positions in Sponsored Student Programs in May 2011. Budget was secured by cost share with the Operations Management program and the sponsored student programs unit gained a full-time fiscal support specialist, Lynne Marie Lukas, in May 2011.
- Jennifer Kohnke was hired in August 2010 as a domestic admissions analyst, replacing Thuy Nguyen.
- Carly Cincovich, M.Ed. student in Higher Education, was hired in June 2010 as the graduate assistant for the Office of Graduate Recruitment.
- Rebecca Martin was hired December 1st as an Administrative Specialist II, replacing Marcy Nichols.

- The office hosted two HIED interns: Bryn Huntpalmer, summer 2011, working with both domestic and international admissions and sponsored student programs and Erin Daugherty, working with graduate recruitment.

Professional Development and Training Activities

- July 21: Stacey Clay attended the *AEAP: Conflict Management* workshop offered by UA HR's Employee Assistance Program and presented by Mike Huddleston.
- Michael Rau was trained in basic ISIS functionality, so that he could assist with purging files among other tasks. Further training is planned.
- Oct. 7: Jennifer Kohnke attended the diversity workshop entitled *Diversity: Cherokee Heritage*.
- Oct. 26-29: NAFSA Region III – Stacey Clay attended the Region III conference in New Orleans.
- Nov. 3: Beverly Lackey attended the diversity training Living Library Reading Appointment with "2004 Indian Ocean Earthquake and My "Humanitarian" Journey"
- Nov. 18: Stacey Clay, Jennifer Kohnke, and Kim London attended HR training - *Diversity: [Promoting Diversity and Inclusion at the University of Arkansas](#)*.
- Nov. 19: Stacey Clay and Susan Byram attended Data Security Basics III training (3rd level of credit card security).
- March 27-30: Susan Byram attended the HEUG-Alliance Conference in Denver with the ISIS staff
- April 6-9, Vicky Hartwell attended the National Association of Graduate Admissions Professionals (NAGAP) conference in Washington, D.C.
- May 30 – June 3: Gloria Flores attended the NAFSA: Association of International Educators Conference in Vancouver, BC for training and recruitment purposes.
- June 2011: Alfred Dowe and Shani Farr attended the National Conference on Minority Graduate Student Recruitment, Chicago, IL

Lynn Mosesso and Susan Byram continue to serve on the Board of Directors for the Foundation for the International Exchange of Students (FIES).

Susan Byram continues to serve on the Staff Advisory Committee to the Associate Dean.

Vicky Hartwell and Gloria Flores serve as co-chairs of the UA Graduate Recruitment Network.

Alfred Dowe is advisor to the Black Graduate Student Association.

Gloria Flores is co-advisor to the Latino/a & Latin American Graduate Student Association.

Lynn Mosesso serves on the Underrepresented Student Recruitment and Retention Committee, the Enrollment Advisory Committee, and the English as a Second Language Committee.

On March 22-24th, the units of International Admissions and Sponsored Student Programs hosted Russian International Education Administrator (RIEP) Zemfira Dotmurzieva, Deputy Dean for Research and International Relations, Ingush State University, Russia, wherein she was

introduced to various aspects of admissions, credential evaluation, and Sponsored Student Programs.

Revenue

- The sponsored student management fee generated approximately \$103,615 for fiscal year 2011, up from \$84,700 for fiscal year 2010.
- Lynn Mosesso evaluated 110 international applications (same as FY 2009) for the Graduate School of Business, generating \$2,750.
- Lynn Mosesso generated an additional \$300 in fees for credential evaluation services performed for the UA and NWA community.

Unit Efforts and Activities

Graduate and International Admissions:

Despite having 100% turnover in domestic admissions analysts since June 2010, training and cross-training continue and our standard of customer service was maintained.

IAO issues I-20s for the Law School and the Graduate School of Business, working with each of these units to obtain needed financial and biographical information to issue the I-20s. IAO issued 2 I-20s for incoming international law students and 27 I-20s for incoming international Graduate School of Business students.

History scanning continues for domestic graduate admitted student files and undergraduate international students. Fall 2010 is complete. Spring 2011 is being pulled, and older international undergraduate files are being worked into the history scanning project.

All International Admissions staff log in daily to the PHP Live Chat forum through the Office of Admissions and respond to any international inquiries.

Chrissy Woodward from Credit Card Operations, here at the University, conducted a QPay Audit. There have been changes in PCI standards for credit card security, and the UA is moving toward compliance with those new standards. Each unit that handles credit card transactions will need to develop a plan to have credit card payments taken at a dedicated computer that does no other function (could be a laptop stripped of its wireless capability or a second hard drive unit on a switch to share the same drop but not be online at the same time or a computer that is not used for any other purpose). The Graduate School will develop a plan in the coming year as required.

In May, the Board of Trustees approved a graduate processing fee effective Spring 2012. Returning graduate students will now pay a \$25.00 application fee. For all applicants, application fees will be good for one calendar year instead of two. Applicants will be assessed a fee for each program they apply to.

Revised Forms:

- Updated the Undergraduate Advising Centers form
- Estimated Expenses Cost Sheet updated to reflect tuition and fee increases
- Forms for applicants from China and India were updated and placed on letterhead

- All forms, including Degree Award Notices, were updated to show our new address
- Admissions Daily Status Form and Monthly Status Report were modified to better reflect the admissions activity and status of processing
- Developed “quick guide” procedure sheets for domestic processing as part of training the new Domestic Admissions Analyst: Processing Admitted Graduate Students – Pending-UA and Pending-Non-UA, Processing Regularly Admitted Graduate Students, Graduate Denial Procedure, Entering Evaluation Results into ISIS, Change of Term after Matriculation (Fall to Summer only), Steps to Resolving Registration Issues (“Student Can’t Register”), Deferral Procedure, Processing the GAF, Pending to Regular-Final Transcript Received.
- The “Still Needs Email” has been updated to show that we now require incoming freshmen to take ACT or SAT and to forward their official scores. New freshmen will be notified if they have no ACT/SAT on file that they will be required to take the COMPASS test on arrival for advisement and placement.
- Domestic and International Graduate letters updated to reflect new routing of Grad School website: <http://grad.uark.edu>
- Updated MSE application to include Native Language question.
- Created a “Panama Tuition Advantage” letter, plus blurb for admission letters, to reflect new Panama Tuition Advantage program. Updated all 1119 admits to reflect same.

Revised Procedures:

- There was a significant increase in the number of undergraduate international non-degree, visiting, and exchange students. The procedure for handling these has been updated to reflect some new sending programs (such as Global UGRAD-Pakistan, World Learning, Atlantis undergrad dual degree program in Chemistry) and to establish clear protocols for processing these students.
- Staff met with the “College Ready” program and subsequently updated the processing procedures for this program.
- The “gograd” email account was forwarded to “gradinfo” so that only one generic Graduate School email account will need to be monitored. Future printed materials will use the “gradinfo” email address.
- Effective Nov. 1, 2010, all graduate acceptance forms (GAFs) are sent electronically and not generated in ISIS or sent with letters. When the admission letter is scanned and emailed to the student, the interactive pdf GAF is now sent too. The student can fill it out and hit the “submit” button and the form is emailed to gradinfo. All graduate admission letters were updated to reflect that students must return the electronic form in order to have enrollment privileges.

Web Page Updates/Additions:

- English proficiency information on the IAO website to include new Pearson Test of English Academic (PTE-A) as a new acceptable proof of English proficiency was updated. Staff were trained and email templates were updated to reflect this new information.
- 2010-2011 Academic Costs for International Students was updated.
- The Scholarships and Tuition Advantage information was updated.

Sponsored Student Programs:

Sponsored Students Programs conducted check-ins for all of the new SSP students in August 2010 and January 2011. These are one-on-one meetings that are held with these students to review all of the aspects of their scholarship, their admission, and other important aspects of their transition to the UA.

SSP also coordinated the Annual SSP Welcome Reception with the Chancellor on September 23, 2010 held at the Multicultural Center for new and continuing SSP students, along with their faculty advisors and international educators.

We coordinated the SSP Recognition Reception for graduates and visiting students on November 16, 2010, held at the Holcombe Hall Living Room and a Dinner held on March 29, 2011 held at the Alumni House. Dr. Sharon Gabor, Provost was the speaker at the fall's reception. Dr. Todd Shields, Interim Dean of the Graduate School and International Education was the speaker at the Spring/Summer's dinner. Also, a new tradition of recognizing a staff and faculty member for their outstanding efforts towards working with sponsored students was established. Two individuals were recognized at the Spring/Summer recognition event. Brandon Arbuthnot, Accountant II for Research Accounting – Staff Award, Dr. Doug Rhoads, Director of the Cell and Molecular Biology Program – Faculty Award

The SSP, along with International Educators staff volunteers, hosted the Near East and South Asia Undergraduate Exchange Program (NESA UGRAD) Re-Entry Workshop, part of the U.S. Department of State's Global Undergraduate Exchange Program administered by American Councils for International Education: ACTR/ACCELS. Along with the five students who attended the University of Arkansas, 78 undergraduate students from 17 countries and the Palestinian Territories from underrepresented sectors were on the UA campus on April 15-17, 2011 to prepare for the return to these countries at the end of the one year in the U.S.

We conducted Exit Interview meetings in December 2010 for fall graduates and May 2011 for spring graduates. These are group sessions or one-on-one meetings that are held with students to review all of the aspects of their graduation and/or departure from UA and repatriation to their home country.

Domestic Recruitment:

A staff retreat was held July 2010 at Mt. Sequoyah Resort.

During March 2-4, 2011, the Office of Graduate Recruitment hosted select faculty and administrators from targeted colleges and universities during the three-day Graduate Research Opportunities Forum (GROF). During the event, guests had a chance to visit with their desired programs/departments of interest and learn more about UA summer research for undergraduates, the George Washington Carver Program, graduate funding and fellowship opportunities, and graduate student activities and retention initiatives. The Graduate Research Opportunities Forum

was designed as a Graduate School diversity initiative. We hosted eight participants from seven different institutions.

Participant	Institution	Area of Interest
Dr. Natara Garvin	Fisk University	Career Services
Dr. Juan Maltsby	South Carolina State University	Honors College
Dr. Isaac Crumbly	Fort Valley State University	Geosciences
Dr. Aditya Kar	Fort Valley State University	Engineering
Dr. Carla Martin	Univ of Arkansas, Pine Bluff	Business
Dr. Tina Garza	University of Texas El Paso	Biology
Dr. Wash Jones	Prairie View A&M	Agriculture
Dr. Mano Marriapan	Bethune Cookman	Chemistry

The Graduate Recruitment Network hosted the third annual Prospective Student Open Houses on December 3, 2010 and April 8, 2011. Shani Farr and Michael Rau were the primary organizers for both events. Attendance and evaluation averages increased. The Fall 2010 Open House hosted 29 prospects from two institutions visiting 23 UA academic departments. The Spring 2011 Open House hosted 19 prospects from 13 institutions visiting 12 UA academic departments.

Northeastern State University (OK) and South Carolina State University were added as Carver Institutions.

Collectively, recruiters Kendra Smith, Shani Farr and Alfred Dowe, Director of Fellowships' Vicky Hartwell, and Associate Director of SSP and Recruitment Gloria Flores returned a total of 849 (1,264 last year) prospect cards from various recruiting trips. In total the number of prospect cards decreased by 415 or -32%.

The Office of Graduate Recruitment attended, in total, 56 Universities, Colleges, Fairs and conferences from September 2010 through May 2011 versus 58 from the previous year. The average number of cards returned per trip is 15.45. Overall student attendance for all 56 recruiting trips was approximately 16,000 (13,000 total from last year). Of the 16,000 students we recorded approximately 5,920 were students of color (4,400 last year). The number of students in attendance increased this year by approximately 3,000 or 23%; the total number of cards decreased.

Recruiters rated each trip on a scale of one to five, five being high. The average rating was 3.38. For each trip, recruiters were asked if they recommend attending again. The recruiters responded in the positive for 51 of 57 trips.

Schools/fairs/conferences that were attended this year and not last are Rhodes College, Louisiana State, New Mexico Highlands, Oak Ridge, Southern University-Baton Rouge, and CIAA Career Fair.

From last year, schools/fairs/conferences we did not attend were University of Alabama, Atlanta University, Bennett College, North Carolina A&T, Norfolk State, Spelman College, Voorhees College, Wiley College.

Staff attended the following conferences for student recruitment purposes:

MANNRS (Minorities in Agriculture, Natural Resources, and Related Sciences) Conference

SACNAS (Society for Advancement of Chicanos and Native Americans)

National Society of Black Engineers

Society for Hispanic Professional Engineers

ERNC (Emerging Researchers National Conference (formerly HBCU-UP), Washington DC

Emerging Leaders Conference, Nashville, TN

Central Intercollegiate Athletic Association, Virginia

Heartland McNair Regional Conference, Kansas City, KS

Southern Region Education Board Annual Institute Meeting

National Association of Black Geologists and Geophysicists

We provided cost share for faculty/staff to attend the following conferences:

National Association of Black Geologists and Geophysicists

Geological Society of America

SACNAS (Society for Advancement of Chicanos and Native Americans)

MANNRS (Minorities in Agriculture, Natural Resources, and Related Sciences) Conference

National Council on Education for the Ceramic Arts (NCECA)

We provided funding and administrative support to the Black Graduate Student Association.

We developed the following marketing pieces:

- The enrollment guide was re-designed to conform to the colors that we have been using on our other updated publications.
- REU information card.
- Prospectus – This was updated once this year, and will be updated again. It needs an updated letter from the dean, and new student profiles.
- McNair Conference “Save the Date” postcard and conference brochure created.
- Open House postcard invitation re-designed.

We purchased ads in the fall and spring editions of the *Southern Diversity Schools Job Search Journal*, and the College Town Profile/Campus Community publication. We maintained the Office of Graduate Recruitment Facebook page.

We selected the 2010 group of Graduate Student Ambassadors. Duties included providing campus tours, lunch with campus visitors, assisting with open house events, the Graduate Research Opportunities Forum, conducting phone-a-thons, and answering prospective student questions via email. The 2010-2011 GSA’s were Chase Stoudenmire, MED/Higher Education Leadership; Mary Margaret Hui/MA History; J. Nichole Stuart, MED/Higher Education;

Maureen McClung, PhD/Biological Sciences; Shannon McCarthy, MED/Higher Education; and Kyle Asfahl, MS/Environmental Biology.

We responded to requests for application and admissions information through the gradinfo@uark.edu account and our on-line information request card.

Communications:

Ten communications are regularly sent to prospective students. These communications are generated by ISIS from information entered off of the prospect card or GRE scores. The cards are obtained through campus visitors, email inquiries, on-line submission, cards returned by Recruiters from various trips, phone and drop-in inquiries. GRE scores are sent to us from prospective students and automatically uploaded.

There were a total of 7,143 (5,111 last year) communications sent, an increase of 2,032 (+40 %).

We received 702 requests for information from our on-line prospect card, down from 884 (-20%), with peak periods being January, February, April, and August.

Emails are sent to master's and doctoral prospects one day after entry. We sent 782 (584 last year) master's emails and 137 (90 last year) Doctoral. Master's emails were increased by 198 (+34%) and doctoral emails by 47 (+52%) from the previous year.

We have two postcards, one listing 10 multicultural reasons to attend the University of Arkansas and one encouraging requests for Application Fee Waivers. We sent 772 (545 last year) multicultural postcards and 379 (194 last year) fee waiver postcards. The multicultural postcard increased by 227 (+42 %); the fee waiver postcard increased by 185 (+93 %).

607 (405 last year) letters were sent to prospective doctoral students eligible for a Doctoral Fellowship. 1,263 (1,176) letters were sent to students who sent GRE scores or scores automatically uploaded. Doctoral Fellowship letters increased by 202 (+50%) and GRE letters increased by 87 (+7%).

Students who are below the undergraduate status of junior are mailed a brochure with campus information and a checklist of Graduate School preparation, research and application steps. We sent 157 (483 last year) of these brochures. The self mailer decreased by 326 (-67%).

354 (188 last year) prospects who attend a George Washington Carver Research Program (GWCRP) partner institution were mailed a GWCRP flyer. We increased the number of GWCRP flyers by 166 (+88%).

The Graduate School view book (Prospectus) containing information on the University as well as the application for admission and the application for assistantship were sent to 1,430 (896 last year) prospects. The prospectus mailing increased by 534 (-35%).

We partner with the Fayetteville Visitor's Bureau for one mailing. We insert a letter in a Graduate School envelope and deliver them to the Bureau. They then stuff the envelopes with

Fayetteville Visitor Guides and mail them. Together we sent 1262 (706 last year) Visitor Guides. This mailing increased by 556 (+79%).

In addition to the communications generated through ISIS, recruiters made follow-up phone calls and emails to prospective students.

International Recruitment Activities

Sponsored Student Programs:

Gloria Flores coordinated the following site visits from sponsors:

Marisa Itte - IREX – Global UGRAD Eurasia and Pakistan program – October 21, 2010

Saroj Siegler and Mariam Gogebashvili - American Councils – Global UGRAD North South East Asia Program – October 26-27, 2010

Jessica Mead - World Learning - Global UGRAD program – November 16-17, 2010

Michael Buchney – Academic for Education Development – March 28-29, 2011.

The following surveys, applications, and letters of support were submitted in order to acquire degree and non-degree seeking sponsored student placements at the UA for the 2010-2011 academic year:

- IIE/Fulbright Undergraduate Program - Africa – For degree-seeking undergraduate transfer students.
- IIE/Study America –For degree-seeking transfer undergraduate students who are self funded.
- IIE/Bulgaria Young Leaders Program - For non-degree-seeking undergraduate students to study in the U.S. for one year.
- IREX – Global UGRAD program – For Non-Degree undergraduate students from Eurasia and Central Asia
- IREX – Global UGRAD Pakistan program – For Non-Degree undergraduate students from Pakistan.
- IREX – Muskie Fellowship program – For Degree and Non-Degree Graduate students from Eurasia and Central Asia.
- World Learning- FORECAST Serbia/Montenegro - For Non-Degree undergraduate students.
- World Learning - Global UGRAD program - For Non-Degree undergraduate students from East Asia and the Western Hemisphere.
- American Councils – North South East Asia Program - For Non-Degree undergraduate students
- IIE/Brazil Sandwich Interest Survey – For Non-Degree undergraduate students from Brazil.

Letters of endorsements were sent to American Councils – Global UGRAD– Eurasia and to the American Councils – North South East Asia Program, both for non degree undergraduate students.

Gloria Flores and Leyah Bergman Lanier visited the following U.S. based organizations and Embassies in Washington, D.C. and New York on December 4-7, 2010 in order to promote the

UA's academic programs and services provided by Spring International Language Center (SILC) and SSP for sponsored students: Embassy of the Republic of Iraq, World Learning, Academy for Educational Development (AED), International Research and Exchange Board (IREX), Amideast, Embassy of the State of Kuwait, Embassy of the United Arab Emirates (UAE), Embassy of the Republic of Rwanda, American Councils, Institute of International Education (IIE), Graduate Placement and Undergraduate Placement, IIE/Ford Foundation: The International Fellowships Program (IFP), IIE/Bush/Clinton Fulbright Tsunami Program, and the Educational Attaché's Office at the Turkish Consulate.

Gloria Flores visited LASPAU in Cambridge, MA on December 8, 2010. She also met with Mr. Al Busyra Basnur, the Consul General from the Republic of Indonesia's Consulate General's office in Houston, TX prior to the Indonesian Immersion Program held on November 14, 2011. Ms. Flores, Lynn Mosesso and Leyah Bergman Lanier met with the representatives from the Vietnamese Educational Foundation (VEF) office in Vietnam and Sandarshi Gunawardena with the D.C. during the VEF 8th Annual Students and Scholars Conference that was held at the UA on January 3-5, 2011 to discuss how to improve the placement of VEF scholars at the UA.

International Recruitment:

Media/marketing pieces:

- Partnered with Spring International Language Center and purchased placement in the *Study in USA* magazine, website, and student database
- Purchased placement in the Think Education USA website, an initiative of the U.S. Department of Commerce. Worked with University Relations to create a ten-minute video for this website.
- Purchased placement in the American International Education Foundation publication, website, and student database.
- Purchased a half-page ad in IIE Directory.
- Purchased placement on the following Hotcourses.com websites and student database: Brazil, Latin America, Vietnam, Turkey, Middle East, South Korea, and China.
- Created a new Sponsored Student Programs Office informational brochure for sponsors.

We participated in EducationUSA college fairs in the Bahamas and Barbados. We talked with over 500 prospects. Sixty three students are currently enrolled, up from 58 Fall 2009. Staff met with representatives visiting the UA campus from the Beijing Institute of Technology, Zuhai, China; Gyeongnam University, Korea; Deputy Chief of Missions, Mongolia.

Staff participated in the Institute of International Education university fairs in Ho Chi Minh City and Hanoi, Vietnam, in October, 2010. Five Vietnamese students have been admitted for the Fall 2011 as a result of this effort.

In October 2010, Alisa Wright and Susan Byram attended the Houston Community College International Transfer Fair. They returned with one application and nine prospect cards. Twenty institutions were represented, and UA was the only Arkansas school.

On October 25, 2010, Lynn Mosesso coordinated the campus visit of Dr. Etivila Arjona, Director of EducationUSA/Panama. Dr. Arjona met with representatives from Fulbright College, the

College of Engineering, the College of Education and Health Professions, Walton College of Business, International Students and Scholars Office, Spring International Language Center as well as UA Panamanian students.

Campus recruitment visits were made to Tulsa Community College, Carl Albert College, NWACC, and Crowder College throughout the year.

On Oct. 15, 2010, we hosted the second annual International Transfer Student Open House. Mike Rau, Susan Byram, Cassandra McCraw, Alisa Wright, Stacey Clay, Lynn Mosesso, together with Michael Freeman from ISS, conducted the event and provided information regarding academics, transfer credit and campus and city resources for 13 prospective incoming transfer students from Tulsa Community College and NWACC.

We provided a workshop on “Higher Education in the U.S.” to university and government officials in Panama City, Panama, January, 2011. We held an alumni dinner and invited prospective students and held a night session “Study at the University of Arkansas” for prospective students and parents. We interviewed 25 government scholarship recipients. We visited various high schools and traveled with a representative from Spring International Language Center, Honor’s College, and the College of Engineering. Twenty three Panamanians have been admitted for the Fall 2011.

We participated in the U.S. Department of Commerce 2011 Trade Mission/Education Fairs in April, 2011, in Jakarta, Indonesia and Hanoi and Ho Chi Minh City, Vietnam. We met with representatives of various universities and the Ministry of Education and Training. Three Vietnamese students have been admitted for Fall 2011 as a result of this effort.

On April 29, 2011 we held the spring International Transfer Student Open House. We had a total of nine prospective transfer students from Tulsa Community College, Crowder College, and Carl Albert College.

There were a total of nine academic scholarships awarded to international students for the 2011-2012 upcoming academic year. One Freshman Academic scholarship was awarded to a student from Uzbekistan; one Razorback Bridge scholarship was awarded to a student from China; five Silas Hunt scholarships were awarded to students from Jordan, China, United Kingdom, Myanmar, and Panama; and one student from Rwanda and a student from Panama were selected for an ECAP (Engineering Career Awareness Program) fellowship. In addition, ten Foundation for the International Exchange of Students (FIES) scholarships were awarded to students from Albania, Ecuador, Macedonia, Zambia, Cameroon, St. Lucia, Japan, Guinea, Morocco, and Vietnam. The 2011 John and Marie Lavallard Scholarship has been awarded to a student from Nepal.

We responded to requests for application and admissions information through the Virtual Advisor program and the iao@uark.edu account.

Recommendations and Challenges

The Office of Graduate and International Recruitment and Admissions continues to have technology needs:

1. Data related to the number of prospects, applicants, admitted students, and enrolled students to determine if there needs to be a change in the current recruiting strategy. We need to know which states, countries, and schools our graduate students are coming from, which programs are admitting them, and if departments are admitting a diverse student population. We would help programs identify those schools that are providing them with quality enrolled students, and thereby, encourage faculty to assist in recruiting from those schools. These data would help us identify geographical areas in which we could put more effort into recruiting, as well as identify those areas that are not netting the return for the resources we are currently expending. Our unit needs a position assigned solely to our needs.
2. A relevant website. One of the continuing goals for this office has been updating and expanding the web site to make it more eye-catching, user-friendly, and informative. Several different staff members and student workers have been involved in this process, updating and adding to the web site. While expedient, this may not be giving us insight into what we have access to as a university and graduate school, and could incorporate into the web site to get it to be the site we envision it to be (e.g., incorporating podcasts, PowerPoint presentations, etc.). Guidance from the webmaster with respect to what can/cannot be done, and the best method for incorporating new ideas, new pages, and new technology would be helpful. Our unit needs a position assigned solely to our needs.
3. A definite “brand.” We have had some ideas, but no consensus on what the brand should be, what it should look like, and how it should be incorporated. We started using the “UAspire. UApply. UAchieve” slogan on our pieces, and have not come up with anything to replace it yet. (Note: the use of a three-word slogan has been copied by other offices on campus.) Some of the questions to consider when formulating a brand include: Should the “brand” incorporate the entire Graduate School, and should it be a slogan, image, and/or colors that are used on all of our promotional pieces and on the web site? We still have not identified the overarching idea or image that we want to be known for. We want it to be something that visually immediately identifies us as the University of Arkansas Graduate School, and says something about us in terms of our commitment to excellence in the service of students and the campus community.
4. An on-line application for undergraduate international students that works. The current on-line application will not accept the test scores that are required for admission consideration and is cumbersome and confusing, especially the payment page. Employees deal daily with questions from prospective students trying to complete the application. We have seen a decrease in the number of web application submissions from undergraduates, probably due to frustration in completing the form.
5. The automation of correspondence sent to applicants and admitted students. This has been discussed since 2004 with no progress this fiscal year. We are hopeful to have the following types of correspondence automatically generated via ISIS by mid-fall 2011: the various admission letters, denial letters, missing credential emails, and “to department” notifications. We have made very little progress on the automation of letters of recommendation or a student portal whereby applicants can check the status of their application for admission on-line.

Office of Graduate Student Activities

The goal of graduate student activities is to enhance graduate student retention and degree completion by providing professional and personal development programs for students. Student involvement in our programs continues to grow each year, and graduate students regularly tell us how valuable the programs are to them, thanking us for our efforts. In presenting our programs we utilize over 1,000 volunteer hours from graduate faculty and graduate students in presenting and coordinating programs each year. No one is paid to present; they do it for the benefit of their colleagues. Here is a breakdown of the 2010-2011 volunteer hours:

Event	Number of volunteers	Number of hours	Total volunteer hours
FYGS Orientation	50	7	350
TA Orientation	8	5	40
Monthly seminars	20	4	80
TA Effectiveness committee	16	20	320
A2C graduate student research competition	24	6	144
Family Picnic	6	5	30
RCR series	3	3	9
TA handbook	3	30	90
Total volunteer hours			1063

In 2010-2011, Diane Cook also began working on public relations and communications for the Graduate School and International Education, under the direction of Dean Todd Shields and Associate Dean Patricia Koski.

In fall of 2009, Diane Cook approached Dr. Doug Rhoads, director of the Cell and Molecular Biology program, about a potential grant proposal to fund students for the George Washington Carver Summer Research Program, which is managed by the Graduate School. Diane and Dr. Rhoads applied for the grant from NSF and were successful. The grant is for \$300,000 and will

fund ten summer REU positions in CEMB for the Carver Program each summer for three years: 2011, 2012, and 2013.

For the past ten years, the Graduate School has hosted an orientation for entering graduate students each August. In January, 2011 we held our first spring orientation, and now will have two orientations each year. Although this orientation is voluntary, we have seen 10% increases in the numbers of students attending each year. This year we expect 500 students to attend.

We have inherited the Teaching Assistant Orientation program from the Teaching and Faculty Support Center, and will present our initial offering in August 2011. The Teaching Assistant Effectiveness Advisory Committee is planning the content for the orientation. We expect to serve about 200 graduate student TAs in this orientation.

In fall 2010, the Teaching Assistant Effectiveness Advisory Committee took on the project of writing the Teaching Assistant Handbook, and spent the academic year producing a comprehensive teaching assistant handbook. The handbook was placed online this summer.

Public Relations and Communications

In fall 2010, we initiated efforts to get our message out to our constituencies. Diane Cook began working with University Relations, learning about how best to utilize their resources, and how to develop and implement news articles and other communications. She attended the weekly Newsgroup meetings at University Relations, where communicators share information with others across the campus, and also learn about their current events and projects. We have developed a fine working relationship with many staff members, and have assisted them on their events, including the visit by the Dalai Lama in May. In 2011 we began to develop a relationship with Chris Branam, the new UA representative for the *Arkansas Democrat Gazette*, and we added a photo rotator on the Graduate School home page where we can highlight events and projects.

News coverage we gained in 2010-2011 included:

Description of media coverage	Month / Year	Media who covered
Graduate student enrollment article	August 2010	<i>UA Newswire</i>
Graduate student enrollment	August 2010	<i>Arkansas Democrat Gazette</i>
Graduate student enrollment feature	August 2010	TV 40/29
Sponsored students article	September 2010	<i>UA Newswire</i>
Graduate school policy changes article	October 2010	<i>UA Newswire</i>
Graduate student research competition article	October 2010	<i>UA Newswire</i>

McNair research conference article	November 2010	<i>UA Newswire</i>
SREB fellows article	March 2011	<i>UA Newswire</i>
Graduate student research competition winners	March 2011	<i>UA Newswire</i>
USCET grant award	April 2011	<i>UA Newswire</i>
CEMB REU announcement	April 2011	<i>UA Newswire</i>
Carver program photo/article	May and June 2011	UA Home page
Dean Shields' appointment	June 2011	<i>UA Newswire</i>
Dean Shields' appointment	June 2011	<i>Arkansas Democrat Gazette</i>

Ongoing Activities

- **Doctoral Completion Project:** With the goal of improving the time-to-degree and graduation rates of doctoral students, the Graduate School works with twelve Ph.D. programs who have volunteered to partner with the Graduate School in identifying best practices in doctoral student retention and completion. Each year the faculty representatives of the 12 programs meet to plan programs for that academic year. For 2011, the group is investigating a dissertation boot camp program for doctoral students. The program could function in two parts: an intensive multi-day program, and then a support program to last for a semester.
- **Responsible Conduct of Research series:** Each fall the Graduate School and International Education and the Office of the Vice Provost for Research and Economic Development co-sponsor a series of three seminars on the responsible conduct of research. The series is geared to incoming graduate students, and many departments require their new graduate students to complete the series. About 120 students completed all three sessions in 2010-2011.
- **Preparing for the Professoriate:** Begun in 2006, the PFP program attempts to prepare those doctoral students who will enter the academy as professors. In 2008 the certificate program in Preparing for the Professoriate was approved by ADHE. The PFP courses routinely have full enrollment.
- **From Abstract to Contract: Graduate Student Research Symposium and Career Networking Event (A2C):** A collaboration between the Graduate School and the Career Development Center, with sponsorship from the Office of the Provost, A2C consists of four separate events: 1) a research symposium competition where graduate students present posters in a setting designed to mirror one they would encounter at a conference; 2) two workshops on preparing and presenting a research poster; and 3) a workshop presented by the Career Development Center to help prepare students to network at a conference and enter the job search. Over 50 students presented posters in eight categories in the spring competition.

- Teaching Assistant Effectiveness Advisory Committee: This committee became active in 2007, to work toward enhancing the preparation and effectiveness of all UA teaching assistants by supporting the departments in which the TAs are housed. This committee is comprised of 16 faculty and graduate student TAs representing departments with varying numbers of TAs. During the 2010-2011 academic year, the committee presented workshops for TAs and hosted a luncheon/discussion session for TA supervisors in the spring. The committee meets once each semester to plan its work.
- Graduate Student Family Picnic: The Graduate School hosts a picnic for all graduate students and their families early in the fall semester at The Gardens on Razorback Road. The first picnic was held in September 2007, and was attended by approximately 60 people. In 2010 about 140 graduate students and family members attended. Due to its popularity, it is now an annual event held each September. Members of the Graduate Dean's Student Advisory Board host the picnic.

Graduate Assistantships, Fellowships and Travel Grants

Distinguished Doctoral Fellowships and Doctoral Academy Fellowships

In fall 2010, ten new graduate students accepted the offer of the Distinguished Doctoral Fellowship; eight were Walton-funded, one was non-Walton funded, and one was supported by named endowed funds. The total enrollment of distinguished doctoral fellows during fiscal year 2011 was 45; 36 were Walton-funded, five were non-Walton funded, and four were supported by named endowed funds.

Since the fellowship program began in fall 2003, 117 Distinguished Doctoral Fellowships have been awarded. Of those students, 44 have graduated with their doctoral degree, 17 have received the maximum funding award and are still enrolled in their program, 35 are currently funded and working to complete their degrees. There has been some attrition during the years, with 4 students graduating with a master's and declining to finish their doctoral program here, and 17 resignations for such reasons as military deployment and spousal relocation.

In 2010-11, there were 41 new Doctoral Academy Fellows, slightly fewer than the previous year due to an expected decrease in earnings available. Of the new fellows, 35 were Walton-funded, three were non-Walton funded, and three were funded by named endowed funds. There were a total of 180 doctoral academy fellows; of whom 14 were non-Walton funded, and 14 were supported by named endowed funds.

Since fall 2003, 403 Doctoral Academy Fellowships have been awarded. Doctoral graduates number 124, another 57 students have received all of their funding and are still enrolled in their program, and 149 are currently funded and working on degree completion. Another 20 students received their master's degree and declined to continue doctoral study at the university. Fifty-two students have resigned for various reasons, and there has sadly been one death of a student.

The fellowships continue to be an important factor in recruiting top graduate students to the University of Arkansas. Distinguished Doctoral Fellows continued to be from the top 1% of all students who attend graduate school, based on their previous academic accomplishments like grades and test scores, and also based on their publications and work experience. They came from Indiana University - Purdue University, Indianapolis (IUPUI), Texas Tech University, Truman State University, and the University of Southern California.

Doctoral Academy Fellows were from the top 5% of all students who attend graduate school. This year's doctoral fellows came from institutions within Arkansas and from surrounding states, such as the University of Arkansas at Little Rock, Harding University, Henderson State University, the University of Central Arkansas, the University of Kansas, Kansas State University, Pittsburg State University, the University of Missouri, and Drury University and also from such institutions as the University of Illinois at Urbana-Champaign, the University of Nebraska, Villanova University, the University of Colorado, Baylor University, Union University, Northern Arizona University, Southern Methodist University, University of Akron, Kennesaw State University, DePaul University, University of Houston, University of North Carolina at Wilmington, and Mississippi University for Women. International doctoral fellows were recruited from Argentina, Ireland, Russia, India, and Egypt.

Doctoral Visit Fund

The dedicated doctoral visit fund allowed the Graduate School to assist departments in bringing 34 prospective doctoral students to campus. The visits aid in the recruiting effort for the Distinguished Doctoral Fellowship and Doctoral Academy Fellowship. The fund provided an opportunity for students and faculty to visit, for students to view the campus and its facilities and to tour Fayetteville and the larger Northwest Arkansas area. The visits were especially beneficial for students who had never been to the campus and surrounding area. Seventeen of the visiting students accepted either a Distinguished Doctoral Fellowship or Doctoral Academy Fellowship for fall 2011.

Graduate Student Travel Grants

The graduate student travel grant program continued to be one of the most popular advantages for graduate students. Students used these travel grants to attend conferences in 44 states, the District of Columbia, Puerto Rico, and international conferences in Canada, Europe, Asia, Central America, and South America. These travel grants allowed several of our outstanding doctoral students to take advantage of opportunities to present their research. In addition, groups of students from one degree program often travel to the same conference together to take advantage of competitions held in conjunction with the meeting.

The University of Arkansas Linnaean Games team from the entomology department placed second at the Entomological Society of America's Southeastern Branch meeting in San Juan, Puerto Rico. Arkansas beat Louisiana State University and the University of Georgia in the first round, only to lose to North Carolina State University in the final. Arkansas' second-place finish was good enough to earn them a place at the national competition, which will be held in Reno in November 2011. Other teams competing were from the University of Florida, Auburn University, and Florida A&M University.

The maximum reimbursable amount for master’s and Educational Specialist (Ed.S.) travel grants was \$600, and the maximum reimbursable amount for doctoral participant and doctoral presenter grants remained at \$1,000. For fiscal year 2012, the travel grant award amounts will remain at the same level. A review of the award amounts will be conducted during the fiscal year, in light of rising travel costs.

A total of 589 travel grants were funded during the fiscal year. A comparison of the eight years of the travel grant program is shown in the table below:

Fiscal Year	Amount Expensed	Total Grants Awarded	Total Grants Expensed	Average Trip Expense
2011	\$464,668	589	568	\$818
2010	\$478,627	608	593	\$807
2009	\$423,369	569	541	\$783
2008	\$344,069	454	423	\$813
2007	\$330,362	435	418	\$790
2006	\$293,610	391	365	\$804
2005	\$360,000	441	441	\$816
2004 (Aug-June)	\$237,032	321	321	\$738

Three categories of travel are offered to graduate students: master/Ed.S., doctoral participant, and doctoral presenter. Students may apply for and be awarded one travel grant per year (July 1-June 30). Master/Ed.S. students who are awarded a travel grant are required to present a formal paper or poster. Alternate types of presentations, e.g., oral presentations of original work that may be appropriate to the student’s degree program, are reviewed on a case-by-case basis. Doctoral students may apply for a participant travel grant during the first year of their academic program. This travel grant does not require the student to present research, but it does offer the student the opportunity to network and learn more about the chosen field of study. Doctoral students may also request a presenter travel grant, with the intent to present research at a professional meeting/conference. The student must be a named author and the sole presenter at the conference. The research must carry the name of the University of Arkansas. The distribution of the types of travel grants that were expensed during the past eight fiscal years is shown below.

Trip Type	FY2011	FY2010	FY2009	FY2008	FY2007	FY2006	FY2005	FY2004
Master/Ed.S	170	188	189	106	90	91	176	135
Doctoral Participant	81	81	53	50	69	70	89	46
Doctoral Presenter	317	324	299	267	259	204	176	140
Totals	568	593	541	423	418	365	441	321

Graduate students in six colleges and more than 60 degree programs, including the interdisciplinary programs administered by the Graduate School, took advantage of the travel grant awards during the fiscal year:

COLLEGE	MASTER/ED.S. AWARDS	DOCTORAL PARTICIPANT AWARDS	DOCTORAL PRESENTER AWARDS	TOTALS
AFLS	53	2	58	113
ARSC	79	29	111	219
EDUC	12	19	34	65
ENGR	8	11	61	80
INTER	11	6	38	55
LAW	7	0	0	7
WCOB	0	14	15	29
TOTAL	170	81	317	568

All graduate students who are awarded travel grants are expected to be full-time students during the semester the travel occurs. The number of fellowship recipients, graduate assistants, and regular full-time graduate students whose travel was expensed in 2010 is listed below.

Student Type	Master/Ed.S. Travel Grant	Doctoral Participant Travel Grant	Doctoral Presenter Travel Grant	Total
Distinguished Doctoral Fellow	0	6	23	29
Doctoral Academy Fellow	0	18	90	108
Other Fellowship	24	2	8	34
Graduate Assistant	123	49	170	342
Full-time Graduate Student	23	6	26	55
Total	170	81	317	568

Southern Regional Education Board (SREB) -- State Doctoral Scholars Program

Two new SREB scholars began their programs in fall 2010, one in Public Policy and one in Anthropology, for a total of 12 students. There were five male and seven female SREB doctoral scholars. The programs of study they were enrolled in are Public Policy (8), Anthropology (1), Mathematics (1), Counselor Education (1), and Microelectronics-Photonics.

During the year, three Public Policy doctoral students completed their programs and graduated. They will be honored at the SREB/Institute on Teaching and Mentoring conference award banquet in October 2011, in Atlanta. In August 2010, two SREB scholars resigned their fellowships to accept employment, one as a Student Career Experience (SCEP) Archeologist with the United States Forest Service, and the other as a Program Associate in the Division of Agriculture, University of Arkansas.

Students who are awarded this funding must be from a racial/ethnic minority (including Native Americans, Hispanic/Latino Americans, Asian-American and African-American), and they must plan to become a full-time faculty member in a postsecondary institution in Arkansas (if available) upon completion of the doctorate. The program seeks to increase the diversity of faculty in postsecondary institutions by aiding students to pursue and complete the doctoral degree. The University will add one more SREB-State Doctoral Scholar in fall 2011, and will also add an SREB Dissertation Scholar during the academic year.

The University of Arkansas reserved a table at the SREB/Institute on Teaching and Mentoring, held in October 2010, in Tampa, FL. The table was staffed by Dr. Charles Robinson, Vice Provost for Diversity, Ms. Shani Farr, Assistant Director of Graduate Recruitment and Diversity Programs and Director of the George Washington Carver Research Program, and Ms. Vicky Hartwell, Director of Graduate Fellowships and Associate Director of Graduate Recruitment. This conference provided an excellent opportunity to recruit future minority faculty members to

the university, and to recruit graduate students. Participation as a recruiting institution also gave the university 12 months of access to the SREB scholar data base, which lists those doctoral scholars who have or will shortly receive a Ph.D. Departments who are interested in recruiting faculty from under-represented groups to the University can log into the data base and search for graduates who are actively seeking employment.

Benjamin Franklin Lever Tuition Fellowships

The Benjamin Franklin Lever Tuition Fellowship program continues to be an integral component in recruiting students from under-represented groups to the University’s graduate programs. Funding for this program enabled the Graduate School to award tuition support to 73 graduate students across 32 degree programs during fiscal year 2011. This is the highest number of students supported by this fellowship in a given year, an increase of seven students from last year’s number.

This fellowship is becoming increasingly competitive. Students who apply for this fellowship exceed the academic requirements for admission in almost all cases. The number of applications received each semester for Lever fellowship consideration relative to the number of fellowships available has increased to a ratio of nearly 5:1.

Two Lever students received scholarships as a result of outstanding work.

The students supported by the fellowship included 28 new recipients and 46 students continuing on the fellowship from previous years. The distribution across colleges and degree programs was:

College	Degree Program	Doctoral	Master’s	Ed.S.
AFLS ¹	Agricultural Economics		11	
AFLS	Horticulture		1	
AFLS	Human Environmental Sciences		1	
AFLS	Poultry Science		1	
ARSC ²	Anthropology	1	1	
ARSC	Art		1	
ARSC	English		1	
ARSC	History		1	
ARSC	Philosophy	1		
ARSC	Public Administration		1	
ARSC	Sociology		3	
COEHP ³	Athletic Training		11	
COEHP	Communication Disorders		2	
COEHP	Counseling/Counselor Education	5	3	
COEHP	Curriculum and Instruction			1
COEHP	Educational Leadership		1	

COEHP	Health Science	1	5	
COEHP	Higher Education Leadership		1	
COEHP	Kinesiology	4	5	
COEHP	Recreation and Sport Management		1	
COEHP	Rehabilitation		2	
COEHP	Vocational Education	1		
COEHP	Workforce Development (formerly Adult Education)	1		
ENGR ⁴	Operations Management (on-campus)		1	
INTER ⁵	Environmental Dynamics	1		
WCOB ⁶	Accounting		2	
WCOB	Business Administration		1	
Totals		15	57	1

¹ Dale Bumpers College of Agricultural, Food and Life Sciences. ² Fulbright College of Arts and Sciences. ³ College of Education and Health Professions. ⁴ College of Engineering. ⁵ Interdisciplinary Programs. ⁶ Sam M. Walton College of Business.

Of the 73 awardees, 41 (~56%) were female and 32 (~44%) were male. The distribution of awardees based on ethnicity and gender is shown in the table below:

ETHNICITY	FEMALE	MALE	TOTAL*
Asian	2	3	5 = 6.8%
African American	18	12	30 = 41.1%
Hispanic/Latino	2	2	4 = 5.5%
American Indian/Alaska Native	2	4	6 = 8.2%
Caucasian	16	9	25 = 34.3%
Two or More Races	1	2	3 = 4.1%
Total	41	32	73 = 100.0%

*Percentages rounded to the nearest tenth.

Census data from the State of Arkansas is used as a benchmark to assist in determining diversity needs within specific degree programs. The fellowship supports those graduate students who are fully admitted into an on-campus degree program, but for whom tuition funding via a graduate assistantship or similar position is not available. This lack of departmental support may be due to limited departmental resources or because the structure of the degree program does not allow this option (e.g., the Master of Arts in Teaching program).

Twenty-one Lever fellows graduated during the year (in graduation semesters August 2010, December 2010, and May 2011) with the following degrees:

PROGRAM	DOCTORAL	MASTER'S	EDUCATION SPECIALIST

Accounting		2	
Agricultural Education		5	
Anthropology	1		
Athletic Training		4	
Communication Disorders		1	
Curriculum and Instruction			1
English		1	
Health Science		2	
Kinesiology		1	
Operations Management		1	
Rehabilitation		1	
Workforce Development Education	1		

For students who do not have other financial resources, the Benjamin Franklin Lever Tuition Fellowship remained a valuable resource for beginning or continuing in their graduate studies.

Other Graduate Fellowships

The Graduate School offers \$3,000 supplemental fellowships to assist in recruiting and retaining students to the Master of Fine Arts programs in Art, Creative Writing, Drama, and Translation. Eighteen new students qualified for and accepted these fellowships in fiscal year 2011, bringing the total number of M.F.A. graduate fellows to 51. Seven of the supported students graduated in either December 2010 or May 2011, three from Art, one from Creative Writing, and three from Drama. There is also a graduate student in Entomology funded by the Harry & Jo Leggett Chancellor's Fellowship.

Accomplishments/Activities

During fiscal year 2011, Ms. Vicky L. Hartwell continued in her role as Director of Graduate Fellowships and Associate Director of Graduate Recruitment.

In the 2010-2011 year, Ms. Hartwell:

- Administered the Distinguished Doctoral Fellowship, Doctoral Academy Fellowship, and Graduate Fellowship for Master of Fine Arts programs: reviewed nominations, made

recommendations for awards, sent award packets, posted fellowship amounts to ISIS, adjusted awards when necessary, worked with financial aid counselors to resolve any questions regarding fellowships, tracked expenses to earnings for accounts, identified endowed accounts with adequate funding to award.

- Administered the Graduate Student Travel Grant program: reviewed and approved applications, entered into Access database, sent award notifications, approved expense transfers processed by Mr. T. Scott Madry, tracked expenses to earnings for account. Mr. Madry replaced Ms. Yeung in January 2011.
- Completed the move to email notification to students and departments of travel grant awards. This change ensured that students received timely notification of their award, that departmental notification was sent to the correct person, and saved administrative time and money that was previously spent on copying and mailing the notifications.
- Administered the Benjamin Franklin Lever Tuition Fellowship program: reviewed nominations once per semester, made recommendations for awards, sent award packages, coordinated tuition payment with Ms. Paula Lasner, tracked expenses to allow maximum number of fellowships to be awarded.
- Administered the Southern Regional Education Board (SREB) – State Doctoral Scholars Program: reviewed enrollment compliance, coordinated tuition and fees payment with Ms. Paula Lasner, posted fellowship awards to ISIS when funding switched from SREB to Graduate School match for students in interdisciplinary programs, attended SREB fellows luncheons.
- Coordinated the signing of a memorandum of understanding with Northeastern State University (NSU), making NSU a George Washington Carver partner institution. This allows NSU's students access to the Carver summer internship program, with the hope that some of the students will choose to study at the University of Arkansas. NSU has a large Native American student population, a group that is under-represented on the University of Arkansas campus.
- Facilitated the search, application and interview process of Bentonville Chapter of the Philanthropic Educational Organization (PEO). Each year, the organization asks for the Graduate School's assistance in advertising this scholarship opportunity to qualified female doctoral candidates.
- Continued as co-director with Ms. Gloria Flores of the Graduate Recruitment Network, which meets twice per year to coordinate recruiting efforts across the colleges, including identifying opportunities to cost-share on trips.
- Presented two sessions at Graduate Orientation on fellowships, graduate assistantships and travel grants.
- Participated in the first McNair Conference hosted by the Graduate School.
- With the assistance of Ms. Diane Cook, scheduled and planned luncheons for SREB scholars in fall 2010. The spring luncheon was canceled due to inclement weather.
- Attended the SREB/Compact for Faculty Diversity Annual Institute on Teaching and Mentoring in Tampa, FL.
- Participated in the fall and spring Open Houses held by the Office of Graduate Recruitment.
- Presented information about graduate assistant positions at G.A. Interview Day, hosted by Student Affairs.

- Participated in the Graduate Research Opportunities Forum organized by the Office of Graduate Recruitment.
- Attended the National Association of Graduate Admissions Professionals (NAGAP) conference in Washington, DC.
- Participated in the all-university commencement in May 2011.

Office of Study Abroad and International Exchange

In order to meet the goals stated earlier, the Office of Study Abroad and International Exchange strives to achieve the following actions:

1. Implement StudioAbroad Management Tool - Terra Dotta software
(this would include search website search engine for program options)
2. Improve Study Abroad Credit Approval Policies and Procedures
(as part of curriculum integration strategy)
3. Make final transition away from Global Campus by integrating all unit responsibilities into Graduate School and International Education.
4. Assess Risk Management procedures related to study abroad.

Study Abroad Enrollment (See Appendix A)

World events possibly had a greater impact on our study abroad numbers this year than the economy. 1,362 students expressed enough interest in study abroad to be entered into our database which reflects a 9% increase from the last year. However, due to the earthquake/tsunami in Japan and the political disruptions in Egypt and Syria, we were forced to cancel three Fulbright summer programs, in addition to cancelling three programs due to low enrollment. This resulted in a total study abroad enrollment of 556 students, a 3% decrease from last year. 118 students initiated applications but withdrew at some point during the process, including more than 50 students who intended to participate in our canceled programs. The Walton College of Business had the greatest gain in enrollment with close to a 40% increase in the number of combined undergraduates and graduates studying abroad.

Study Abroad Promotion

Now that the Office of Study Abroad and International Exchange has been moved under the umbrella of Graduate School and International Education, this provides an excellent opportunity to strengthen our marketing and promotion activities. Our biggest achievements in this area over the past year are the improvements in our website and social networking. Our study abroad website now connects to Facebook and Twitter, and we have an increasingly dynamic student blog. We installed Jabber and Laura Moix opened a room in Eluminate. We again offered our blackboard pre-departure course to all students planning to study abroad. In addition, the study abroad promotional video that was created by Laura Moix with the assistance of the Global Campus staff last summer, has received awards and national attention, and is highlighted on our website.

Staff continue to be ever present at all university events for prospective undergraduate students, including every summer orientation session this summer. We are often asked to provide presentations and put together student panels, and we routinely speak at FYE classes throughout the fall. This stretched our resources in terms of time management so last year we established weekly information sessions for students just starting to consider study abroad. These are advertised across campus and held each week in the Foreign Language Lab in the Center for Excellence and students are encouraged to attend an Information Session before making an appointment to meet with an advisor. We are not fully satisfied with our numbers when we compare student attendance at these meetings with the students who actually committed to study abroad. So we are now seriously considering re-implementing a peer advisor program for the fall semester.

The Annual Study Abroad Fair was held again in late September. The fair continues to attract hundreds of students to the Arkansas Connection Lounge. At least 40 UA faculty and staff participated in addition to representatives from 16 outside program providers and universities. The annual pre-fair breakfast sponsored by our office for program providers to meet with UA college advisors and administrators continues to be a big success.

We continue to provide significant support to our faculty leaders in their recruitment efforts for their own faculty-led programs. Information sessions were held throughout the fall and early spring to provide students with specific details about the different UA faculty led programs to be offered during Summer 2011.

Study Abroad Program Administration

Twenty one UA Short-Term programs were proposed, each providing up to six hours of credit (See **Appendix B**). Three of these programs were canceled in the early spring due to low enrollment. Another 3 programs were cancelled due to health and safety concerns, requiring enormous time and effort in evaluating risk, working with the sponsoring colleges, communicating with students and parents, and reporting to central administration.

The Office of Study Abroad continues to work closely with the School of Architecture and Fulbright College in the administration of programs at the Rome Center. Dr. Fiona Davidson, Director of European Studies, led a group of 12 European Studies students to Rome for the 2010 fall semester. However, Fulbright College was unable to attract enough students to confirm either a Fall 2011 or Spring 2012 class in Rome. We are all currently exploring other options which would provide opportunities for other university students at the Rome Center. The Belize Program completed it's 5th successful summer in Dangriga with 31 students and six faculty. Discussions are ongoing as to how to use this program as a model for expanding the Global Community Development program.

Exchange Program Administration

Over the past year, the Office of Study Abroad actively engaged with 17 partner universities. We served as the primary contact for 59 incoming exchange students and sent out 45 UA exchange students. **(See Appendix C)**

We saw a proliferation of international agreements of cooperation across the university and DeDe Long was asked to facilitate the review and signing of 10 Memoranda of Understanding and reciprocal exchange agreements with overseas partners. Some of these are still in process and will necessitate efforts in all offices responsible for international education. As a result of discussions seeking to establish a more standardized protocol for the establishment of these partnerships, Ms. Long has been working throughout the summer to develop a set of procedures and a spreadsheet, with scanned originals on file, showing all international agreements that have been signed across campus. This project is not yet completed.

Pre-Departure Orientation

Considerable staff time is spent each semester preparing students for their upcoming study abroad experience in order to reduce risk and maximize the full benefits of the study abroad experience.

This past year, our office held general pre-departure meetings in the fall and spring semesters, inviting outside speakers from the Pat Walker Health Center to participate. The agenda also included a student panel comprised of study abroad alumni, and a review of the resources available to students on our website to help them prepare. The meetings are followed by students breaking into groups by country to talk with “country resource people.” Based on student feedback, this approach is working.

In addition, pre-departure meetings are held separately for every UA faculty-led program to insure that students are well prepared.

Scholarships for Study Abroad

The University of Arkansas continues to have one of the most generous study abroad scholarship programs of any state institution in the country. Study Abroad scholarships were awarded by almost every college, with the largest number of grants continuing to come out of the Honors College Study Abroad Scholarship endowment. The Office of Study Abroad tracked which students were being awarded what scholarships through the spring semester. This past year, the closing of the university due to winter storms had a serious impact on the scholarship review process. We are currently working with representatives of the other colleges to see if we can streamline the application process for institutional funds and work towards a common application.

Our University of Arkansas students were successful in obtaining national scholarships during the 2010-2011 academic year for study abroad during the summer and this fall:

- Four Fulbright Scholarships (plus one alternate)
- Four Gilman Study Abroad Scholarships

The University of Arkansas was one of four institutions awarded a \$20,000 grant from the F.Y. Chang Foundation/US-China Education Trust (USCET) under the USCET Student Leaders Program. The program was the first major USCET effort to be launched under President

Obama's "100,000 Strong" initiative designed to increase the number of U.S. students studying abroad in China. DeDe Long was pleased to be given the opportunity to submit this grant which resulted in us being able to offer 14 students \$2,000 scholarships to China, with Fulbright College and Walton College of Business stepping up to supplement the USCET funds.

Study Abroad Student Association (SASA) and PALS

SASA sponsored a number of successful events, including the Fall Welcome Back, Welcome Home Picnic, the Spring Bon Voyage Picnic, and the annual Study Abroad Photo Contest as part of International Education Week in November. In addition, SASA was an active participant in Razorbash, collaborated with ISO (International Students Organization) on a Friday Night Live event, and provided significant help to our office with the Study Abroad Fair. We continue to explore ways to gain the maximum benefit from this student association.

The "PALS" program continues to engage past study abroad participants in the welcoming of our new exchange students each semester. These students volunteer their time to pick up the new students at the airport, take them shopping, show them around campus, and introduce them to student life in Fayetteville. This has proven to be a great experience for everyone involved, due to the efforts that Laura Moix makes to match up US and exchange students with common interests.

Guests to Campus

Many program representatives and international visitors came to campus. In some cases, our office served as the primary host, responsible for setting up the visitors program and itinerary.

This past year, our guests included:

Carol Babb from Belize Ministry of Education and a teacher delegation

Russian International Education Administrator (hosted/trained for one month)

Dr. Ando from Shimane University, Japan

Ron Rolland, Seminars International

Several program providers coming through for one day visits

Staff Changes

In December 2010, Aleshia Sokoloski accepted a new position in the UA Career Development Center. Our HEA program coordinator position was posted in early January but due to the university closings in the spring and other unanticipated circumstances, the position was not filled until early March. This created a significant work overload on existing staff and we were all very relieved to welcome Ms. Mandy Prorok to our office. Mandy comes with substantial experience in the field and is settling into her role extremely well.

We were also extremely grateful for the graduate assistantship that was provided to us for the spring semester. Ms. Bryn Huntpalmer is completing her master's degree in Higher Education Administration and filled a crucial role in working with the USCET grant and stepping in to help with advising while we were interviewing for the HEA program coordinator.

Professional Staff Service/Travel/Professional Activities

DeDe Long, Director

- Completed her third year as the Vice President for Public Policy and Practice for NAFSA: Association for International Educators; was appointed by NAFSA President to serve on the Governance committee for the 2011 year;
- Applied for and was awarded a \$20,000 USCET Grant to send students to China;
- Travelled to China in late February for a USAC site visit in Shanghai and Chengdu, and visited Sichuan University, a UA partner institution.
- Supervised Ms. Zemfira Dotmurziva, Russian international education administrator, funded by IIE/Fulbright for a one month internship on campus;
- Served on advisory board for two outside organizations: AIFS and Student Success;
- Attended the annual NAFSA conference in Vancouver and Fall Regional Conference in New Orleans;
- Attended IE State Meeting at Hendrix College.
- Served on the Holcombe Hall International Learning/Living Community Advisory Committee;

Laura Moix, Exchange and Faculty-Led Program Coordinator

- Served as NAFSA Region III Liaison for Education Abroad (2 yr. appointment);
- Served as a reviewer for the Gilman Study Abroad Scholarship, IIE Houston;
- Attended IE State meeting at Hendrix College and led EA roundtable discussion;
- Attended annual NAFSA conference in Vancouver and Fall Regional Conference in New Orleans;
- Her study abroad promotional video was a finalist for an “Innovations in Technology” award given by GoAbroad at the national NAFSA conference;
- Co-chaired Race for the Cure Team for the Graduate School and International Education;
- Participated in IE Communications work group;
- Served as judge in WCOB International Cooking Contest.

Aleshia Sokoloski, Study Abroad Advisor

- Traveled to Argentina/Brazil on ISA site visit in early fall
- Took a position in the UA Career Development Center in early January;

Mandy Prorok

- Hit the ground running in March as the new Study Abroad Coordinator;
- Hosted several program providers for campus visits;
- Served as the face for study abroad throughout June at freshman orientation, which included the information table and afternoon presentations to students and parents at every session.

Office of International Students and Scholars

Achievements

- The University of Arkansas enrolled an all-time record of 1164 international students in the fall 2010 semester. The countries sending the largest number of students were India,

China, Korea, Japan, and Bolivia. The number of international scholars coming to the University of Arkansas decreased to 250 from 270. Of the 250 scholars, 36 scholars had teaching duties while 192 were primarily conducting research and 22 had administrative or supporting roles. The undergraduate Visiting Student Program continued to grow in number of students and partnering institutions with 91 visiting undergraduate students enrolled for the fall 2010 and 98 students in the spring 2011. Kwangwoon University in Korea and PSG Institute of Advanced Studies in India sent visiting students for the first time, joining Sogang University, Hankuk University of Foreign Study, and the Study Abroad Foundation as partner institutions in the program. Sponsored Student Programs' agreements with World Learning and American Councils contributed to the increase in visiting students, also.

- Efficiencies
 - The office implemented a new, streamlined travel endorsement procedure which allowed repeat travelers to obtain a travel signature more quickly and conveniently, without an appointment. This allowed the advisors to better utilize appointment times to meet in person with first-time travelers and/or students with other concerns.
 - Tracy Hart, Mike Waldie and Emily Ironside developed a method of email notification through ISIS to students whose immigration documents (I-20) were set to expire within 60 days. This kept the advisers from having to create mailing lists from ISIS and SEVIS queries.
 - ISS staff implemented a special program for immigration basics and campus information designed for students transitioning into university classes from Spring International Language Center. This helped answer questions in a large group session that can often take much more time done individually through office appointments.
- Retention
 - For the first time, international orientation was divided into separate Graduate and Undergraduate orientation programs. Fall 2010 had a record breaking 325 international students in attendance with 160 attending in the Spring 2011. The Cross Cultural Mentor program continued to grow with 50 students applying for the 32 volunteer positions.
 - With University Housing not able to accommodate arriving international students, Matthew Sokoloski contacted the Cosmopolitan Hotel on the Fayetteville square to arrange special rates for students before the start of the semester. January was the first semester to begin this collaboration.
 - Conversation Club had just over 200 students participating for the year with 40 American volunteer coaches in the fall and spring semesters.
 - Education Field Trips continue to be very popular with 180 students joining the office for four trips. The venues were Little Rock to visit important sites regarding civil rights history, Eureka Springs to observe past and present Ozark culture, Tahlequah to experience Native American history and culture, and St. Louis to view the western expansion.
 - Global Greeks grew to 48 fraternity and sorority members matched with 25 international students to learn from each other.

- Compliance
 - For the period July 1, 2010 through June 30, 2011, international students and scholars scheduled a total of 2,272 appointments with compliance advisors. This figure does not reflect students or scholars who were seen on a walk-in basis, or requests processed without an appointment.
 - In November International Students and Scholars hosted a reception honoring international scholars (researchers, faculty, and staff) at the Chancellor's residence. 65 participants were in attendance. The Chancellor and Dean Shields addressed the scholars.
 - The University of Arkansas was subject to a random audit of two H-1B cases in May and June; the auditing officer from U.S. Citizenship and Immigration Services (USCIS) complimented the university on its performance in the audit.
 - International Students and Scholars hosted two immigration law seminars on campus, free to the public.
- International Culture Team:
 - The International Culture Team (ICT) experienced an increase in the number of presenters from 159 last year to 191, representing 50 different countries. Also, a record number of students completed the ICT New Member Training. The number of presentations increased 41 percent to 664 and the number of participants in the educational presentations increased from 6,951 to 7,652.
 - Outreach staff members added socials to the ICT calendar to develop the relationship among the team members and to increase their commitment to ICT.
 - "Core Member" planning meetings continued, utilizing ICT members as planners and leaders.
 - Holcomb Elementary PTA, Leverett PTA, Root PTA, the Julimar Trading LLC, Bruce Johnson Hardwoods, and Altrusa International provided financial support ICT member scholarships.
- Friendship Family
 - The Friendship Family program connected over 148 international students to 133 participating host families and individuals from the Northwest Arkansas community. The Friendship Family Program facilitated eight events during the Fall and Spring semesters. There were a total of 868 participants attending the events which included a picnic at Lake Fort Smith, coffee hour on the University of Arkansas campus, Jazz finale on the Lawn, and mini golf and snow cones up-town.
- Collaborative Programs
 - The International Culture Team, the Multicultural Center, PERMIAS (Indonesian Student RSO), the NWA Indonesian community, Houston Indonesian Consulate, and Chicago Indonesian Consulate collaborated to recreate Independence Day as it is practiced in Indonesia. The Indonesian Immersion engaged over 250 participants and 89 volunteers, using the Arkansas Union and the Union Mall. Participants listened to an introduction of the holiday, and then joined in the celebration through a traditional village flag raising ceremony, traditional games, pedicab rides, traditional food, professional performances, and a fashion show which featured over 50 authentic costumes from different regions of Indonesia.

- International Students and Scholars collaborated with Human Resources to sponsor a seminar regarding tax preparation for non-immigrant students and scholars.
- The Walton Arts Center collaborative program linked the performing arts with learning about the culture of Cuba through the performance of Omara Portuondo during the fall semester. Prior to the performance, the Walton Arts Center arranged a speaker to give a brief introduction to the culture of Cuba and then two Latin American musicians demonstrated some of the distinctive rhythms and music of Cuba.
- International Education Week, November 15-19, 2010, was filled with many events highlighting the influence of international education on the campus: Governor Beebe's proclamation of International Education Week in the state, International Bazaar sponsored by the International Students Organization, International faculty and staff reception with the Chancellor, study abroad photo contest, an essay contest with the winning essay published in *The Traveler*, an international movie version of Film Score Friday on KUAF, and for the first time, spotlights of international athletes on the Razorback website.
- Staff presentations and training events:
 - National Orientation Directors Association (NODA)
 - Matthew Sokoloski led the International Orientation Network meeting
 - NAFSA: Association of International Educators Annual Conference
 - Mike Waldie developed a poster session on the use of Prezi to present immigration information
 - Michael Freeman, Cynthia Smith, and Nami Ochi developed a poster session to explore the use of the Learning Community Pyramid model as an assessment tool for international living/learning communities.
 - NAFSA: Association of International Educators Regional Conference
 - Audra Johnston presented with Anita Gaines (University of Houston) on NAFSA's statement of ethical principles.
 - NAFSA: Association of International Educators State Conference
 - Emily Ironside presented on NAFSA Advocacy Day
 - Matthew Sokoloski presented on International Student Retention
 - Arkansas College Personnel Association State Conference
 - Nami Ochi and Elizabeth Warren (University Housing) presented information about Holcombe International Living Learning community.
 - University of Arkansas
 - In Their Shoes: Audra Johnston, Cynthia Smith, Mike Waldie, Emily Ironside – various departments
 - Bafa Bafa: Michael Freeman and Nami Ochi – Cross-cultural communication course
 - Friendship Family training: Casie Shreve
 - International Cultural Team training: Cynthia Smith
 - Teaching and Faculty Support Center: Michael Freeman presented demographic information and the services offered through International Students and Scholars.

- Agricultural Experiment Stations: Audra Johnston conducted training events at the Fruit Station in Clarksville, UAEX central office in Little Rock, Garvan Woodland Gardens in Hot Springs, and the Rice Research Center in Stuttgart. Her training focused on the process of facilitating the visits of international scholars and employees.
 - Emily Ironside facilitated a panel discussion addressing the DREAM Act.
- Awards and Honors
 - Holcombe Hall International Living/Learning Community won several awards this year: Residence Hall of the Year awarded by Residence Interhall Congress (RIC), Outstanding Collaborative Program for UA Japanese Tsunami Relief awarded by the Center for Leadership and Community Engagement, Adviser of the Year for Nami Ochi awarded by RIC, and several regional awards for outstanding program awarded by National Residence Hall Honorary.
 - Michael Freeman was awarded a Fulbright International Education Administrators grant to explore higher education in the Republic of Korea. The group visited 11 institutions of higher education, a public high school, and a women’s research institution along with cultural/historical sites.
 - Michael Freeman and Cynthia Smith were selected to become national Training Corps members for NAFSA: Association of International Educators.
 - Emily Ironside of ISS was awarded a grant from Arkansas State NAFSA to attend the annual Advocacy Day in Washington, D.C. in March sponsored by NAFSA: Association of International Educators.
 - Emily Ironside was the co-recipient of the university’s Individual Diversity Award.
 - Michael Freeman was honored for 25 years of service to the University of Arkansas, and Audra Johnston and Cynthia Smith were honored for 10 years of service.
 - The International Culture Team was recognized by the Houston Indonesian Consulate for their work in promoting Indonesian Culture in Arkansas.
 - Emily Ironside and Namiko Ochi published articles highlighting international education and cultural awareness in the webzine “Arkansas Abroad.”
 - The program assessment for Global Greeks developed by Matthew Sokoloski was flagged by StudentVoice as an exemplary assessment to be added to their sample assessment models.

Changes

- The Provost aligned International Students and Scholars to the Graduate School and International Education from the Division of Student Affairs. International Students and Scholars reported to both Todd Shields, Interim Dean of Graduate School and International Education and Pat Koski, Associate Dean.
- Natural disasters such the floods in Pakistan and earthquake and tsunami in Japan, populist uprisings in Tunisia, Egypt, Libya, and Syria, and the continuing economic crisis affected international students and scholars.

- Compliance advising staff members noted an increase both in the intensity and complexity of advising interactions with students. Advisors regularly acted as advocates, and often as liaisons/case workers on behalf of students.
- Holcombe Hall students responded by conducting programs to raise funds for families in Pakistan and Japan.
- U.S. Customs and Immigration Services provided some relief to students from Japan and Libya through enacting measures to hasten applications or allowing for reduced enrollment.
- The Pat Walker Health Center began processing health insurance waivers which took a large work load from the office staff at very busy periods of the academic year.
- Governmental Changes
 - The I-129 petition for H-1B employees was updated to include an attestation regarding deemed export control licenses. Verifying that controls were needed and were in place necessitated the development and implementation of a new procedure to capture this information.
 - USCIS implemented fee adjustments which affected multiple applications and petitions utilized by students and scholars at the University of Arkansas. Most fee changes were increases, although at least one fee decreased slightly.
 - Across the United States, anti-immigration legislation was being passed by state legislatures. Emily Ironside kept watch over proposed legislation in Arkansas to alert the University of Arkansas of any wording that might have a negative effect on international students.

Progress and accomplishments related to goals

- ISS Goal No. 1: Retention - Increase the matriculation, retention and graduation rate of international students.
 - Implement a system of early identification of cohort students: Cohort students were emailed before arrival addressing specific concerns they may face during their first semester. For the first time, cohort students had their own orientation session for team building and to establish group identity.
 - Develop a method of tracking cohort student success: Cohort enrollment continues to be tracked each semester. Cohort CCMs were implemented and opportunities were created through social venues for older cohorts to interact and mentor younger cohort members. Map-Works continues to be used and interactions between CCMs and students were logged in the database.
 - Investigate demographics, success indicators and risk factors: If cohort students failed to enroll for the following semester they were contacted in order to understand the delay or their reason in departing the university. A focus group was conducted with the sophomore cohort to understand what factors facilitate or impede their success since risk for departure is high after the sophomore year. Matthew Sokoloski also co-established a national network through the National Orientation Directors Association to gather professionals working in orientation,

- transition, and retention of international students for the goal of furthering understanding of international student retention and gathering best practices.
- ISS Goal No. 2: Compliance - Enhance quality of international student experience by providing high-quality immigration advising and preventing all but willful status violations.
 - Ensure that institutional records accurately reflect status information for all nonimmigrant students and are timely transmitted to the Department of Homeland Security. Michael Freeman successfully completed the F student recertification process. Process/procedure reviews continue to be conducted during weekly compliance staff meetings. Two case management software services have been identified for evaluation (Sunapsis and Terra Dotta), and further steps are being researched to bring a more comprehensive and efficient system to campus.
 - Develop strategies for increasing constituent access to information/services and enhancing communication with constituents. Mike Waldie and Emily Ironside expanded CPT/OPT seminars to one additional college: Fulbright College of Arts and Sciences. Options have been explored with the Career Development Center to move CPT and program extension processes online, and further options are being evaluated through case management software.
 - Implement and assess web-based pre-departure program for newly admitted international students. Identifying steps to develop collaborative web-based pre-departure program for inbound and outbound students, faculty, and staff is in the research and planning stages, and is impacted by the coming implementation of SEVIS II, details of which are as yet unclear.
 - Develop and implement early intervention process for students not enrolled for upcoming semester. Emily Ironside, Mike Waldie, and Matthew Sokoloski have developed a process to review early registrations and determine why students are not registered if not yet graduated.
 - ISS Goal No. 3: Outreach - Strengthen cross-cultural training for the campus and community.
 - Increase cross cultural training through strengthened collaborations with the Campus and Community. The office presented “In Their Shoes” to the staff of the Graduate School to assist their staff in working with international graduate students. This year ICT partnered with three new schools who wanted to connect ICT presenters and presentations to the schools’ curriculum.
 - Strengthen cross-cultural leadership in Friendship Family and International Culture Team programs. The ICT’s Core Leaders program created feedback from active members/leaders which changed several processes throughout the year. A few examples were the set up and flow of monthly meetings to handle the ever increasing numbers of attendees. Other feedback impacted our end of year trip. We added more team building activities and more “unprogrammed time” to the schedule.
 - Refine Friendship Family and International Culture Team new member training. ICT’s new member training was greatly improved. Staff created more spots for students to practice mini presentations, gradually building to longer presentations. Staff planned more effective ways to get to know the students, even though

numbers for each session were much larger than before. Staff also created time for more hands on experiences in the training.

- ISS Goal No. 4: Resource and Program Development - Increase the resource base that supports the mission and goals of International Students & Scholars.
 - Enhance the experience for semester and year visiting students from partner institutions in order to increase this population of students at the University of Arkansas. The office hired Namiko Ochi as a part-time program assistant to bring more intentional programming from the visiting students to help the students better experience the campus and community. PSG Institute of Advanced Studies from India, signed a partnership with the University of Arkansas that included a visiting student component. One student came to campus for the spring semester. Because of residence hall space shortages, students were required to live off campus. Most of the students were placed in Hill Place apartments. In the spring semester, Housing determined that they had space available in their apartments which would allow fall 2011 students to work with University Housing for their contracts.
 - Collaborate with the Office of Graduate and International Admissions and Recruitment to increase the participation of 2 year schools in the transfer initiative. With leadership from International Recruitment and Admissions, Michael Freeman and Matthew Sokoloski assisted with transfer college student recruitment at Northwest Arkansas Community College, Tulsa Community College, and Carl Albert College. International Admissions staff also visited Crowder College this year. International Students and Scholars provided resources to facilitate transfer campus day activities for the fall and spring semesters.
 - Individualize staff development opportunities Matt Sokoloski continues to receive his training through the National Orientation Directors Association. Emily Ironside attended Advocacy Day in Washington DC to develop her interest in policy initiatives. Audra Johnston attended the regional conference of NAFSA; whereas, Michael Freeman, Cynthia Smith, Mike Waldie and Namiko Ochi attended the annual NAFSA conference.
 - Enhance the visibility and effectiveness of the Holcombe International Living/Learning Community. Jack Breffle, Namiko Ochi and Michael Freeman met with Ben Grob-Fitzgibbon to discuss ways Holcombe Hall programs could better serve the academic programs of the institution, especially International Relations. Namiko added video clips to the Holcombe Hall website to attract more incoming students to live in Holcombe Hall.
 - Increase the number funding sources to support ISS programs and services. Graduating seniors for May 2011 received invitations from Michael Freeman to participate in the Class Gift in support of the office. Funding proposals were sent to Altrussa, Mazda Foundation, and the McCarthy Dressman Foundation.

Assessment

International Culture Team: *Variety of Assessments – surveys, focus groups, peer reviews, reflective essays.*

In the annual survey to ICT active members, 100% responded that ICT had helped build their self confidence and that participating in ICT encouraged them to increase their level of involvement in community service events. 91.7% reported that ICT had enhanced their knowledge about their culture and helped them build relationships and networks within the community and 83.3% reported that ICT helped with their academic presentations.

The students' favorite activities included Root Elementary School, Indonesian Immersion, Holcomb Elementary, ISO Banquet, Green Forest/Branson trip, and the ICT Banquet. Students summed up ICT in one word as multicultural, love, wonderful, awesome, exciting, fun, service, melting pot, INCREDIBLE!, worthiness, helpful, wonderful.

Friendship Family Program: *Variety of Assessments – surveys and phone interviews*

There were 60 host respondents and 34 student respondents to the Friendship Family Program survey. 96.3% of the students responding to the survey stated that participation in the Friendship Family Program helped them network and develop relationships within the community, helped them feel more confident communicating verbally, and helped them become more familiar with the U.S. social practices. 94.3% of students responding said that participation in the Friendship Family Program helped them become more tolerant of people who are not from their own culture while 91.4% of the students who responded said that participation in the Friendship Family Program helped them become open to change. When asked to give "one word" descriptors of the Friendship Family Program, students said: very good, helpful, awesome, I adore it, amazing, new friends, significant, instructive, great life experience, fabulous, culturally enriching, accepting, being accepted, friendly, dialogue, and a window into your new surroundings.

91.8% of the hosts who participated in the survey said that through participation in this program their willingness to listen to and accept differing points of view and treat others with respect had improved. When we asked families to give "one word" descriptors, the hosts responded with such words as: extended family, educational, needed, enlightening, and easy to get involved, valuable, enriching, great opportunity to grow personally, rewarding, inclusive, unifying, exciting and broadening.

International Orientation: *StudentVoice and Survey Monkey continued to be used throughout the year to assess program effectiveness.*

By attending the International Orientation, over 90% of the students indicated that they were more familiar with the role, mission, and services of the ISS Office and understood their responsibilities with regard to maintaining valid non-immigrant status as defined by the Immigration and Naturalization Service. However less than 82% stated that orientation helped them identify themselves as part of the University of Arkansas. Only 68% of the fall and 77% of the spring semester orientation students agreed or strongly agreed that they felt better prepared to deal with cultural adjustment. International orientation appeared to make students aware of on-campus resources; however, the orientation needs to better assist students be aware of resources off campus. 73% of both fall and spring students agree or strongly agree that they were more aware of academic advisement and registration procedures by attending orientation.

Cross Cultural Mentors Learning Outcomes: *StudentVoice and Survey Monkey continued to be used throughout the year to assess program effectiveness.*

All of the Cross Cultural Mentors responding to the survey stated that the program helped them feel prepared to interact cross-culturally, increased their understanding and sensitivity to diversity, and increased their understanding of the role and services that ISS provides for new students. 93% responded that the program contributed to their leadership skills, while 87% stated that their confidence had increased in leading small groups.

Field Trips: *StudentVoice and Survey Monkey continued to be used throughout the year to assess program effectiveness*

All the students who responded to the assessment after the trip to Little Rock and Tahlequah agreed or strongly agreed that they learned more about the target cultures. However, only 67% of those responding to the survey after the Eureka Springs trip agreed with that statement.

Global Greeks Learning Outcomes: *StudentVoice and Survey Monkey continued to be used throughout the year to assess program effectiveness*

75% of the international participants in the program responded that the program allowed discussion of cultural differences, enhanced their understanding of Greek life and principles, and helped them form new relationships with Greek students. Only 50% were aware of new ways of becoming involved in campus life through the program or considered joining a fraternity or sorority. 85% of the Greek participants responded that the program allowed discussion cultural differences. 77% responded that the program enhanced their knowledge of another culture, made them more aware of cultural sensitivity and helped them form new relationships with students from another culture. 68% responded that the program helped them consider studying or visiting abroad.

Conversation Club Learning Outcomes: *StudentVoice and Survey Monkey continued to be used throughout the year to assess program effectiveness*

Over 94% of the international students who participated in Conversation Club responded that the program improved their conversation English, improved their ability to understand the American accent, slangs, and common speech, and helped them learn about American culture. However, only 76% would recommend the program to a friend.

Performance Measures

Compliance

- Number of willful compared with unintentional violations of status:
 - For the period July 1, 2010 through June 30, 2011, there were 12 terminations of international student records in SEVIS for willful violations of status, as follows: Failure to Enroll, 7; Unauthorized Withdrawal, 1; No Show, 1; Expulsion, 1; Otherwise Failing to Maintain Status, 2. 12 terminations over the course of the year represents approximately 1 percent of the University of Arkansas' international student population.
 - For the period July 1, 2010 through June 30, 2011, there were no terminations for Unauthorized Drop Below Full Time and no terminations for Unauthorized Employment. These categories are the most common categories in which

“inadvertent” violations of status occur. The fact that no terminations occurred in these categories throughout the entire year indicates the success of educational efforts and proactive contact with students on the part of ISS’ compliance staff.

Retention

Measure	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
1 st Year Retention Rate	91	82	88	87	90	81	76	97	92	
6 Year Graduate Rate	79	56	57	64						
Cohort numbers	33	23	42	33	31	54	38	38	48	43

Achievements of students and alumni or former students

33 alumni or former students won a variety of awards.

Office of Testing Services

The Office of Testing Services carries the following four ongoing internal objectives which are addressed through planning, training, motivation, supervision, monitoring and evaluation:

- Treat all students with respect and consideration
- Maintain strict adherence to the established policies and procedures for each test delivered
- Maximize available resources to continuously improve and expand services offered
- Treat all faculty and staff as key stakeholders

The Department of Testing Services helps support the institutional mission of the University of Arkansas by promoting the intellectual growth of students and members of the community outside the formal setting of regular course work. Testing Services provides high quality testing and assessment services, in compliance with the nationally recognized NCTA Professional Standards and Guidelines, in order to meet the growing needs of our students, faculty, administration and community.

Within this framework, the Testing Services Department strives to:

- Provide a public service by offering computer-based and/or paper-pencil testing services;
- Provide a facility conducive to a quality testing environment which will be clean, comfortable, quiet, aesthetically pleasing and user-friendly
- Provide outstanding customer service by being friendly, fair, courteous, responsible, informative, accurate and supportive
- Provide assistance to various campus offices in helping students meet their needs for different programs
- Collaborate with our faculty and administrators, other colleges and universities, testing companies, and national organizations to keep abreast with the most recent changes in all aspects of our testing services

Programs and/or Services Offered

Testing Services administers many graduate and professional school admission tests, professional certification and licensure tests, exemption tests and exams offered by other state and national testing programs. The office also administers institutional admission tests, national exams, credit-granting tests and exemption exams among others. A complete list of tests offered by this office on a regular basis is included in [Appendix A](#). Please note the number of tests that converted from paper-based to computer-based.

In addition to administering external test offerings, the Department provides test administration services and support to the academic departments within the University. Below is a list of the tests administered through Testing Services:

Credit by Examination Programs

- College Level Examination Program (CLEP) College Board
- Defense Activity for Non-Traditional Education Support (DANTES) Defense Department Exams for College Credit
- DSST
- The National Occupational Competency Testing Institute (NOCTI) Certification Exams
- American Board of Certification for Gastroenterology Nurses (ABCGN)
- Board of Certified Safety Professionals (BCSP)
- California Council for Interior Design Certification (CCIDC)
- Certification Commission of the National Association of Medical Staff Services (CCN-NAMMS)
- Castle ACE-GFI Certified Trainer Exam
- National Commission of Certified Crane Operators
- Nurse Examiner – Pediatric Sexual Assault
- Nurse Practitioner – Women’s Health Care
- Praxis I – Core Battery Requirement for National Teaching Certification
- Praxis II – Subject Specific for National Teaching Certification
- Praxis II – World Languages offered in CBT
- Oracle Certification Professional
- Walmart Certification for Storm Water Evaluator
- Proficiency Tests:
 - Spoken Language Proficiency Test (SLPT)
 - Institutional Assessment Tools Tests – University of Arkansas - Fayetteville
- Collegiate Learning Assessment (CLA)

Licensing Examinations

- American Social Workers Licensing Examination (ASWLE)
- Arkansas Teacher Certification Exams (Praxis)
- Arkansas Journeyman and Master Electrician Exam
- West Virginia General Contractor Licensing Exam
- Foreign Service Officer Test (FSO)
- Certified Licensing Professional (CLP)

Remote Testing Services

- Remote Distance Learning Testing (exams from many colleges, domestic and overseas)
- COMPASS Remote Testing for other campuses

Placement Exams

Math Placement Exam (MPT)

- Reading Placement Exam (RPT)
- English Language Placement Test (ELPT) for international students
- Writing Placement Test through COMPASS (WPT)
- English Placement Test (EPT)

Admission Tests

Miller's Analogies Test (MAT)

- American College Testing (ACT)
- COMPASS
- Test of English as a Foreign Language (TOEFL)
- International English Language Testing System (IELTS)

Graduate Admission Tests

- Graduate Record Exam (GRE)
- Graduate Management Admissions Test (GMAT)
- Law School Admissions Test (LSAT)
- Medical College Admission Test (MCAT)

Ethics Tests

- Multistate Professional Responsibility Exam (MPRE)

Exemption Tests

- Advanced Composition Exemption Exam (ACEE) is no longer administered.

Testing Services is committed to serving test takers with disabilities by providing services and reasonable accommodations that are appropriate given the purpose of the test. Nonstandard testing accommodations are available for test takers who meet testing companies' requirements. Testing Services accommodated students' special testing needs by providing non-standard administrations to test takers with disabilities (e.g., visual, physical, hearing, learning, etc.). In the 2010-2011 Academic Year, 51 examinees with documented disabilities requested and received non-standard testing accommodations.

Non-standard testing is offered upon the request of the testing companies. Testing Services works with the Center for Educational Access to ensure each test is administered exactly as prescribed. Accommodations provided during 2010-11 included extended time, unlimited breaks, a private room, a test reader, an amanuensis, and assistive software and hardware. Support is provided to the academic departments in the development and maintenance of their placement testing programs. In the past five years, working with the academic departments at the University, Testing Services has administered tests for the Math, Reading, English, Journalism and Nursing Departments.

During 2010-11 academic year approximately 11,000 students, prospective students and those in the community who were satisfying admission/degree requirements at UA and other institutions were tested.

Often, UA students, staff or northwest Arkansas residents must satisfy testing requirements of other institutions to fulfill educational, certification, or licensure programs. Testing Services provides individual and correspondence test proctoring services to support the needs of these individuals. Also, standard test administrations are scheduled through special request for those taking tests not normally administered by this office. During the past year, Testing Services accommodated 78 individuals for such tests.

With the exception of the month of June when Testing Services administers the most tests, demand for testing is highest between November and April (See Appendix B). The competition for space to administer tests continues to be a major challenge. Test sessions are scheduled using Testing Services' Computer-based Test Centers (CBT and GMAT) containing only 32 computers and paper-based testing seating 40 examinees. To support large state and national test administrations such as Praxis, tests are administered on Saturdays in other buildings across campus. Prior room reservations are made and janitorial supplies are requested in advance to ensure that the test-takers at the UA are testing in facilities and environments that are conducive to testing.

To eliminate stress and testing room lock-outs, the Director of Testing Services, Yassaman Mirdamadi, acquired a master key for Kimpel Hall to ensure access for all rooms previously reserved for test administrations. This limits the need for contacting Facilities Management and UA police during nights and weekends due to a locked room that has been assigned for a test session.

To better manage limited space and personnel resources while increasing services to current students, alumni, and northwest Arkansas residents, Testing Services offers many test sessions. Each month, we offer various test schedules with changing dates and times to accommodate work and class schedules of our test-takers. This requires much flexibility from our testing staff, of which all are happy to serve the needs of our test-takers.

New Initiatives

Beginning with the September 17, 2011, administration, most Praxis II tests will be offered in either session. A list of the tests that will be offered in either session will be included in the Praxis Supervisor's Manual and will be listed in the Download Library on the Supervisor's website.

During the past year, some changes took place in administration formats of the existing computer-based testing programs. Testing Services has adapted to many changes that took place this year and added new exams to accommodate more test-takers in the larger community. Included in this category are:

Over the past years, Testing Services has generated ideas to increase funding for the office by making proctoring services available as an option for those who are taking online classes or are participating in distance learning programs across the country. Students who attend an out-of-state college or university, a college that does not provide testing services, or participate in an external degree or distance learning programs can test here at the University. Also, proctoring

services are provided for individuals who are not able to test on a regularly scheduled test date, or for those who are required to take a test which is not offered at the University of Arkansas. An individual administration is any test administration that's purposely given to an individual in a standard manner. Proctoring services are provided per student request at a time mutually convenient for both the student and testing staff. To reduce the cost of administering these exams, the individual tests are scheduled at the time other exams are being administered.

With the hard work of the office staff posting the availability of proctoring services on Testing Services' website, additional revenue was generated. During this fiscal year a total of 78 such tests were administered and \$3,900.00 was generated for the office.

Under the terms and conditions of the Policies and Procedures Manual, Testing Services is obligated to allow Siemens to visit the Computer-Based Test Center when they need to. The office was notified officially that the video surveillance equipment needs to be upgraded and new cameras need to be installed. This work is scheduled to be done on July 27, 2011.

Conservatively, over the upcoming years, overall testing volumes are expected to grow. The anticipated driver of this growth will be nationally projected increases in Distance Learning testing, which Testing Services has seen most recently at the University of Arkansas. That trend will also drive the Distance Learning testing offered to area students taking on-line courses at other colleges and needing local places to take courses tests. Other increases are anticipated in the customized testing services for business & industry.

Worth noting is that while overall testing volumes over the past five years increased, there has been no increase in staff budget expenditures (beyond inflation) over that same period. This was accomplished by modifying testing schedules, changing staffing patterns, and introducing testing initiatives paid for by external clients.

By joining The Consortium of College Testing Centers (CCTC), a free referral service provided by the National College Testing Association (NCTA) to facilitate distance learning, Testing Services was able to make test administration services available to students at educational institutions away from their campuses. These services are provided in traditional paper-pencil formats as well as by on-line, web-based servers at some sites. Testing Services has received additional test takers through this free service which resulted in additional income for the office.

Effective Spring 2011, the Director of Testing Services was nominated and awarded a position on the board of NCTA. This position requires support and information to other testing centers throughout the country. NCTA is actively engaged in training conferences around the country and helpful information and updated policies are introduced to the leaders of the conference.

The Director of Testing Services stays actively involved in these training and sharing opportunities to enhance the UA testing center and be a leader in the world of computer-based and paper-based testing administrations.

Testing Services was approached by Comira, a full-service testing company, to become a testing site for their tests last year, but no contract was signed. Comira provides services for licensing,

certification, assessment, and educational testing programs. They offer computer- based testing for federal, state and not-for-profit licensing, and credentialing boards. The types of tests they offer include the California Chiropractic exams, the Virginia Board of Pharmacy exams, Federal Communications Commission exams, and many others. Testing Services is negotiating a contract to start testing for them as soon as possible.

Testing Services is committed to providing test takers and their families a range of options when they register for tests and pay their fees, is sensitive to the current economic conditions and strives to keep costs to a minimum. For example, we try to accommodate students who come from out of state by allowing their test time to begin earlier to ease their driving home experience. Our primary goal is to maintain and continue developing a valid and reliable testing program that helps students reach their educational goals. The credit/debit card payment method is becoming prohibitively expensive because of the increasing costs of providing a secure payment platform that complies with industry security standards together with fees for credit card transaction processing.

The QPay system is the University of Arkansas' official on-line payment application for credit and debt transactions. To setup a QPay account, Testing Services contacted Credit Card Operations for merchant setup information. To add Testing Services to the QPay Administration interface, the QPay Security Request form was completed and filed with Credit Card Operations for any charge of QPay security or to remove a user's access to the QPay Admin interface. Testing Services will be charged e-commerce transaction fees imposed by the bank monthly. The QPay system automatically assesses fees to the office cost centers monthly. Testing Services is now set to use this system.

Testing Services will abide by all rules set forth by the Treasurer's Office and will accept Visa, MasterCard, Discover and American Express. Credit /debit card payments can only be made online via ISIS and cannot be made over the phone, by regular mail or email.

Testing Services will continue accepting checks or cash, but students can now pay their test fee with a credit card.

Accomplishments During 2010-11

Collaborating with UA departments

- Consultation & collaboration with the Graduate Studies Department of Walton College of Business in regard to scheduling GMAT to accommodate all of their students and prospective students in the area.
- Cooperation and collaboration with different departments on campus to receive appropriate SLPT topics for international students who are interested in obtaining a teaching assistantship.
- Collaboration with the New Student Office by scheduling and administering the Reading Placement Test with each orientation session.
- Consulting, organizing and scheduling all institutional tests to accommodate the needs of different departments on campus particularly the International and Graduate Admissions.
- Collaboration with the Director of the Office of Academic Success by scheduling and administering the Reading and Writing Placement Tests with each orientation session.

- Collaboration with the Office of Admissions to streamline joint processes regarding admission tests and referrals to Testing Services.
- Speaking to the Global Campus Office about the possibility of testing their students.
- Collaboration with the Credit Card Operations Office, adding QPay System and processing all test fees through this system which is the University of Arkansas' official on-line payment application for credit and debit transactions.
- Collaboration with the College of Engineering Dean and the Chair of the Physics Department to schedule the SLPT a few days before the fall semester begins to accommodate their international students who arrive on campus right before the beginning of the semester.
- Collaboration with the Center for Educational Access by reinforcing testing companies' deadlines and providing time for review and follow-up correspondence with regard to students with special needs.
- Collaboration with the Honor's College by administering the CLEP exam with the first few orientations specifically to accommodate honor students.
- Collaboration with the Office of Admissions to streamline joint processes regarding admission tests and referrals to Testing Services.

Managing Resources Efficiently

- Worked with different testing companies to get new test contracts signed with terms and agreements that are financially beneficial to Testing Services. These tests include Medical College Admission Test, National Commission for the Certification of Crane Operators, Prometric and IELTS.
- Generating additional revenue for the office through offering new exams and proctoring services to all who require testing. Testing Services was able to pay for an approximately \$40,000 renovation this year expanding the front office to accommodate all Work-Study students and the other main office staff.
- Ordering free supplies available by various testing companies to curtail our expenditures on office and cleaning supplies.

Collaborating with Other Partners in Education

- Collaboration with the Office of Academic Success in setting up remote testing for COMPASS so that UA perspective students can test where they are located.
- Collaboration with area high school counselors by accommodating their students with disabilities with ACT information and non-standard testing.
- Collaboration with area high school counselors to share information regarding the CLEP testing program with their students.
- Complying with the continuing changes pertaining to the CBT tests such as TOEFL, Praxis, GRE and GMAT.

Expanding Test Program Offerings

- Expansion of services by increasing the number of test sessions and tests.
- Successful negotiations and signing of contracts with testing companies with terms and agreements that allow Testing Services to serve students first and foremost and providing the office with the financial benefits of these test additions. Following are the new added tests:
 - Presently working on a new contract with Comira so that individuals from this area can test locally.

- Presently working on a new contract with Prometric so that other tests are administered at UA Testing Services as well.
- Presently working with ETS to administer the Parapro exam via computer-based testing at our UA test center.
- Presently purchasing new computers and cameras to increase the seat volume of our GMAT test capacity.

Streamlining Procedures

- Adding QPay System and processing all test fees through this system which is the University of Arkansas' official on-line payment application for credit and debit transactions.
- Processing and monitoring all test registrations and issuing admission tickets.
- Maintaining and updating Testing Services website so information is available to students 24 hours a day/7-days a week. The site provides students with test dates and deadlines, registration procedures, test preparation, registration forms, other relevant test information, and links to testing companies and their websites.

Ongoing Programs

Test Administration – Testing Services administered 518 sessions of standardized tests to approximately 11,000 students during this year. The number of students tested this year is about the same as the previous years.

National test dates are set by the testing companies and usually fall on Saturdays. Institutional test dates, including CBT dates, scheduled by Testing Services on weekdays, evenings and weekends are liable in accommodating students' schedules and the University's admission requirements and orientations schedule.

Off-site testing will begin September 2011 for the IELTS exam to accommodate students who are out of state.

Collegiate Learning Assessment (CLA) – The CLA is designed to measure this institution's value added to student learning achievement. This test is offered every 3 years in the computer-based test center. One hundred UA freshman students are randomly chosen for participation along with 100 UA seniors. They will be assigned either a Performance Task or an Analytical Writing Task. Demographic Information about the students is obtained online before they begin the test. At the completion of the exam, students are paid a small cash token to extend our appreciation for their time and effort given to this measurement.

International English Language Testing System (IELTS) – IELTS is designed to assess the language ability of candidates who need to study or work where English is used as the language of communication. IELTS International – the organization that is responsible for IELTS Test Center management in the US – is currently working towards a rapid and substantial expansion of the test center network in the US. After about a year of testing, Testing Services has increased the number of test sessions administered per month. During peak times two sessions are administered to accommodate the number of candidates who wish to test at the University. Although about half of the examinees tested are from Fayetteville, many come here from as far

as California, Illinois, Wisconsin, Missouri and other states. Testing Services has experienced a large increase in the number of students taking the IELTS this year.

Testing Services has received a request from the Intensive English Program at Pittsburg State University, Pittsburg, KS, to hold an Academic only closed IELTS test on their campus on September 17, 2011. They estimate 25 candidates.

University of Arkansas Testing Services was contacted as the nearest center to this location (about a 2 hour drive) and was asked if they are willing to deliver this test. Centers are entitled to make an additional administrative charge to cover all additional costs that they will incur (in this case mileage, hotel if required, per diem or meals) and this additional cost is normally passed on to the candidates. Test centers will therefore have no out of pocket expenses.

Beginning in September 2011, Testing Services staff and IELTS Examiners will begin traveling off-campus to administer this exam. This requires travel arrangements and much preparation for the test administrators and examiners along with the challenge of completing all tasks at another academic institution.

Jacob London, IT Professional and Test Administrator, will be attending the IELTS 2011 National Training Conference in Chicago, IL. New policies and procedures will be introduced along with a look into the future for IELTS testing.

Law School Admission Test (LSAT) – In anticipation to the changes to the test for 2011, an LSAT Professional Development Seminar was held on April 5, 2011. The intent of the training program was to be informative and to provide a forum for exchanging ideas for offering the LSAT under the best possible conditions. The agenda was centered on test security issues and standardized procedures. The focus was on sharing best practices and experiences across test centers. Testing Services extended an invitation to testing staff on behalf of the Law School Admission Council (LSAC) and invited staff for this training session early February. To ease possible conflicts with staff work schedules, the seminar was conducted in the early evening on that day. Dinner was provided by LSAC.

Castle Worldwide, Inc. – Most of these exams fall under the category of Professional Certification. The exams administered the most frequently at the University of Arkansas are: American Board of Certification for Gastroenterology Nurses (ABCGN) Certified Gastroenterology Nurse (CGRN) American Council on Exercise Personal Trainer (ACE) Associate Kitchen & Bath Designer (AKBD) for the National Kitchen and Bath Association BOC Athletic Trainer Certification Exam (BOC) Certified Rehabilitation Registered Nurse (CRRN) Professional Traffic Operations Engineer (PTOE) Certification Exam

There are at least 43 different exams. Not all will be administered here at the University. The following CASTLE testing programs will be offering examinations this year:

International Society for Medical Publication Professionals (ISMPP)

Certified Licensing Professional (CLP): testing September 1-September 30, currently scheduling

- National Kitchen and Bath Association (NKBA)
- American Board of Certification for Gastroenterology Nurses (ABCGN)
- California Council for Interior Design Certification (CCIDC)

- Regulatory Affairs Professional Society (RAPS)
- Certification Commission of the National Association of Medical Staff Services (CCN-NAMMS)
- American Healthcare Radiology Administrators (AHRA)
- Board of Certification for the Athletic Trainer (BOC)
- Rehabilitation Nursing Certification Board (RNCB)

These exams will be administered in addition to our year-round examinations (i.e. American Council on Exercise (ACE) and the National Interpreter Certification (NIC)).

Testing Services was presented with the Gold Standard Award for Internet-based testing by Castle Worldwide, Inc. This certificate is awarded to test centers that have demonstrated outstanding performance by meeting or exceeding the following criteria:

- Offering at least 8 hours of Castle Worldwide, Inc. testing per week
- Consistently scheduling Castle Worldwide, Inc. testing dates at least 60 days in advance
- Utilizing the Castle Worldwide, Inc. Lockdown environment (this requirement was removed from consideration in 2010 due to the ongoing updates to this program)
- Has made zero requests to reschedule candidates due to scheduling errors
- Has received zero substantiated complaints from testers leading to free of reduced reschedules
- Consistently receiving “Satisfied” or “Very Satisfied” ratings from candidates who respond to the post-exam survey

Graduate Record Exam (GRE) General Test – On March 15, test takers from all around the world started registering for the GRE revised General Test, which launches live in August 2011. Applicants were advised to register as early as possible for this test. Seats for the current GRE General Test are in high demand and we have accommodated many students both locally and also those who drove to the UA test facility from out of state for the simple fact that we were the only testing site with seats available throughout the entire mid-west region. We closely monitored our seat capacity and as soon as a test session filled up, a new test session was opened. We learned that our test center was the only center in the region with seats available from students who contacted us for GRE registrations. We had students fly in from Wisconsin, Utah, Dallas, and Oklahoma City, to name a few. For the month of July 2011 alone, we administered 159 GRE exams. The total number of GRE’s for this year was 923.

There may be a significant demand for the GRE revised General Test during the 50% discount period in August and September 2011.

The online registration system has been adjusted to offer appointment times that reflect the 4.5 hour appointment duration of the GRE revised General Test, which is one half hour longer than the appointment duration of the current GRE General Test.

In preparation for the new GRE, Testing Services had to open sessions of at least 4.5-hours duration and make them available each month to meet the demand for scheduling and rescheduling the GRE revised General Test. Due to this change there is a shortage of GRE appointment availability at many test centers, particularly in the October–December period which are really busy times for Testing Services.

Fundamentals of Engineering Exam (FE) – NCEES has selected electronic testing company Pearson VUE for computer-based delivery of the Fundamentals of Engineering that is administered here at the University. The NCEES Board of Directors voted to approve the electronic testing company at its February 18 -19, 2011 meeting. The first Computer-Based Test for the Fundamentals of Engineering Exam will likely be released in mid-2013 and delivered through Pearson VUE's owned-and-operated network of Pearson Professional Centers and other select locations as determined by NCEES. University of Arkansas may no longer be able to administer this test for College of Engineering. The FE exam is the first step in the process of becoming a licensed professional engineer or professional surveyor. More than 50,000 examinees currently take these exams each year. The state licensing boards that compose NCEES voted in August 2010 to begin administering the exam via computer-based testing at the earliest feasible date. The decision followed a prolonged study by a special task force convened to research the issue. NCEES has been interested in CBT for a long time but knew that to transition such a large program successfully, they had to choose the right partner. Pearson VUE has taken a very collaborative approach to the process asking questions to make sure they are addressing NCEES' unique needs and guiding them through the process to maximize the security, test development, and candidate service benefits that will be possible as a result of this transition. There is much work to be done, but both the company and vendor are committed to an end product that will not only add new layers of security to protect the licensure process and the public it serves, but will also offer greater candidate convenience as well as providing more uniformity in testing conditions.

Pearson VUE is a global leader in computer-based testing, with the world's most comprehensive and secure network of testing centers across 165 countries. It provides testing services for academic, government, and professional testing programs, including licensure exams for the National Council of State Boards of Nursing and the National Association of Boards of Pharmacy, as well as the Graduate Management Admissions Test (GMAT). Pearson VUE is part of Pearson plc, the largest commercial testing company and education publisher in the world.

If selected as a site, Testing Services will be committed to exceeding their requirements and validating that they made the right decision in choosing University of Arkansas to deliver their test.

Test of English As a Foreign Language (TOEFL) iBT (Internet-Based Test) – is an English-proficiency test designed to assess English-language skills in academic settings. The test measures students' ability to use and understand English at the university level. It also evaluates how well students combine their listening, reading, speaking and writing skills to perform academic tasks.

There are two formats for the TOEFL test. The format one takes depends on the location of the test center. Most test takers take the iBT. University of Arkansas administers both the Internet-Based and the Paper-Based Test (PBT).

National Board of Professional Teaching Standards (NBPTS) – This was a test given exclusively through Educational Testing Services (ETS), however, Pearson Vue, who aggressively seeks new test contracts and test company acquisitions, obtained the exclusive contract to administer this test. The exam is offered only at the Pearson Professional Test Centers and was lost by UA Testing Services.

Pharmacy College Admission Test (PCAT) – Pearson VUE Pearson introduced a new computer-based test (CBT) version of the PCAT that started with the October 16, 2010 administration. Following the October pilot, Pearson tested a limited number of candidates for the January 2010 administration as well.

Students were assured that the computer-based version of the PCAT is exactly the same as the paper-and-pencil form in terms of content, order of subtests, scoring, and reporting. The only difference is in the way the test is administered.

- Scores for both paper-and-pencil and CBT versions will be mailed during the same time frame.
- The same guidelines and rules for the paper-and-pencil version of the PCAT apply to the CBT version.
- Internet access, spell check, online calculator, and any other assisting computer functions will be unavailable during the CBT administration.
- Examinees will be required to type their essay responses for the CBT version.
- The CBT version of the PCAT will be administered at preselected Pearson VUE testing centers.

The PCAT computer-based test is administered exclusively by Pearson VUE testing centers as of July 2011. Pearson VUE will no longer be administering the PCAT at their current Controlled Testing Centers and this test has been lost by the UA Testing Services.

Electrical Licensing Exam – The Journeyman and Master Electrician Exams are a group of state-specific examinations that are used to determine whether an individual possesses the skills and knowledge necessary to work as a certified or licensed master electrician within a particular state. These exams are designed to assess the individual's knowledge and understanding of the National Electrical Code, the laws and regulations of the state in which the individual is pursuing a career, basic and advanced electrical theory, electrical layout, and electrical design.

The format and requirements of each exam varies from state to state. However, in most states, an individual interested in becoming a licensed or certified master electrician must have experience working as a journeyman electrician and must pass the master electrician exam administered by the state. The department administers both the residential and commercial licensure exams. We administer the West Virginia General Contractor Exam to many licensed electricians for this testing company as well.

DSST – The DSST program is an extensive series of 37 examinations in college subject areas that are comparable to the final or end-of-course examinations in undergraduate courses. The DSST credit by exam program gives students the opportunity to receive college credit for life experience as a form of prior learning assessment. These exams are recommended for three semester hours of credit by the American Council on Education and the 37 exams are offered in

diverse subject areas such as health, ethics, physical science, business, humanities, mathematics, finance and technology. From personal accounting to public speaking, from health to law enforcement or ethics, there's a DSST subject exam students can take. The DSST program is owned by Prometric and has been placing students on the fast track to college degrees since 1986. Beginning in 2006, Prometric introduced an Internet-based version of the DSST tests at national test centers in colleges and universities.

Non-Standard Test Administration – Non-standard testing accommodations are available for test takers who meet the Americans with Disabilities Act (ADA) eligibility criteria. Testing Services is committed to serving test-takers with disabilities by providing reasonable accommodations deemed appropriate. All requests for accommodations must be approved in accordance with the particular testing companies' policies and procedures, except for test takers who require only minor modifications to the standard testing environment due to documented medical needs. Minor modifications include special lighting, adjustable table or chair, and breaks for medication or snack. Documented medical needs may include diabetes, epilepsy, or chronic pain. These test takers must submit a letter of support from a medical doctor or other qualified professional stating the nature of the condition and the minor modifications requested. The letter with the appropriate registration form and fee are sent to the testing company for final approval. In the 2010-2011 Academic Year, Testing Services tested 51 examinees with documented disabilities on an individual basis. Please see [Appendix C](#) for a complete list of different disabilities accommodated by Testing Services. Every effort was made to accommodate each and every student with a disability who needed to test at the University of Arkansas. This includes qualified individuals with disabilities who appear at the site with personal assistive devices or animals, such as service animals (dogs or other animals trained to assist), wheelchairs, walkers, canes, braces, speech or hearing aids, and other communication or mobility enhancing technology or animals.

Graduate Management Admission Test (GMAT) – The biometric technology is meant to catch students who hire others to take tests for them. Centers are required to perform entry and exit monitoring through the Entry Monitoring feature in the Admissions Manager application. Entry Monitoring requires a palm vein capture every time they exit the testing room and before they enter the testing room. This palm vein is compared to the one taken during the admission process to verify the candidate's identity. University of Arkansas Testing Services started scanning palms last year for GMAT beginning in February of 2010.

GMAT test-takers will soon be getting their photographs taken with a digital camera loaded with facial recognition software. This software will be installed by Pearson Vue with the assistance of the Testing Services' IT support technician. The new software leads the way in photo technology by focusing on the pupils of a human and cropping a facial photo based on this configuration.

Also, this year Testing Services received headsets to be used for the GMAT Research Exam which was administered November 19th through November 24th. During this time period the GMAT exam went from four hours in length to 4.5 hours in length to allow for a pilot exam that will test new item types. These new item types included some audio item types that may be included in the new GMAT Gen 10 exam in 2012. Testing Services had to extend the test

center's operation hours to accommodate the temporary change in the length of the GMAT from four hours to 4.5.

To be ready for the pilot, Testing Services had to:

1. Ensure that each GMAT testing station has a headset.
2. Had to run the GMAT Gen10 Audio TDFT on each workstation to ensure that the audio items are audible.
3. Had to respond that headsets were working and TDFTs were successfully completed by adding comments to the open incident.
4. Had headsets ready and at the workstations before delivery of GMAT exams November 19th-24th. The headsets have a boom microphone, which is not needed for this pilot period, and may be folded up over the headset.

After the pilot was completed, the headsets were safely stored, as they will be used again in future GMAT pilot exams later in 2011.

The total number of GMAT's administered during 2010-2011 Year was 308.

Proctoring Service – The proctoring of examinations is a service offered by the University of Arkansas' Testing Services and is based on the availability of personnel, facilities, and technology to do so. This is for anyone needing to take tests in northwest Arkansas for another school or agency. Students participating in *distance learning programs or correspondence degree* programs, and professionals needing to be tested in order to receive *certification* in their field are now able to arrange to have their tests proctored at the University of Arkansas Testing Services facility.

Proctoring services are available to both UA students and non-students for a small fee. These tests are administered per student's request at a time mutually convenient for both the student and Testing Services' staff and test schedule. There were a total of 78 individual administrations during the 2010-2011 Academic Year.

Proctoring Services Include:

- Scheduling of the examination and collection of the proctoring fee directly from the student or school, as preferred by the school
- A quiet, well-lighted area within supervisory distance of the proctor
- Verification of any instructional materials allowed during the examination process
- Security of the sealed examination until it is opened in the student's presence at the beginning of the examination session
- Identification of the student by photo I.D. and verification of the student's signature on any certification accompanying the examination
- Return of all papers, including scratch sheets, examination questions, and the completed certification/forms directly to the school
- Termination of the examination, collection of exam materials, and immediate notification to the school of improper conduct on the part of the student or any evidence that there has been a violation of the examination process.

The Consortium of College Testing Centers (CCTC) is a free service offered by The National College Testing Association (NCTA) through which member institutions may list themselves as available to provide proctoring services for distance learning students from other institutions. The listing carries their testing schedule, contact information, and applicable fees. The list of CCTC participants is available to the public free, from the NCTA Home Page. University of Arkansas is one of the test centers currently listed on the NCTA as a center which offers proctoring services and this is how so many test-takers find out about proctoring services at the University of Arkansas.

College Level Examination Program (CLEP) – CLEP exams are offered throughout the year at University of Arkansas Testing Services. Each test center sets its own testing schedule and registration procedure. CLEP testing takes place normally once a month, but during summer months the test is administered more often to accommodate students attending the New Student Orientation.

On July 1, 2010, CLEP launched two new exams: College Composition (CC) and College Composition Modular (CCM). The two new exams replaced three current composition exams: English Composition, English Composition with Essay and Freshman College Composition.

These three exams retired on June 30, 2010.

- English Composition with Essay was replaced by College Composition
- English Composition was replaced by College Composition Modular
- Freshman College Composition was replaced by College Composition Modular

Praxis – *The Praxis* tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations.

To qualify for an educator license in Arkansas, applicants must complete the required degree, coursework and tests, including:

- completion of an approved program at an Arkansas institution, or if an out-of-state applicant, graduation from a regionally or nationally accredited institution
- submission of an official transcript indicating at least a bachelor's degree (master's degree when required) to the Office of Professional Licensure
- verification of successful completion of the grade-level-appropriate Principles of Learning and Teaching test and the appropriate Praxis II Subject Assessments

Beginning with the September 17, 2011, administration, most Praxis II tests will be offered in either of the two sessions.

Later this year, Educational Testing Service (ETS) will be implementing some important changes to computer-delivered testing for the Praxis testing program. Listed below are these changes:

- Five Praxis II Subject Assessments will be offered in computer-delivered format at the Prometric and ETS institutional test centers. The Computerized PPST tests will continue to be available as well.
- Online registration will be implemented for all of the Praxis computer-delivered tests.

The total number of computer-based Praxis I Exams administered during 2010-2011 Academic Year was 481.

Praxis II: Elementary Education Tests

Two computer-delivered Elementary Education Tests will be introduced: Elementary Education: Content Knowledge, and Elementary Education: Curriculum Instruction and Assessment. Registration period began in August 2010 and test delivery started in October 2010. Testing became available on a continuous basis (no fixed dates). Walk-in testing is not allowed for this test. The test fee has just been reduced by \$10 to make the total test fee \$110.00 for a three hour period.

Praxis II: World Languages Tests

The new Praxis World Languages Series includes three computer-delivered tests—Spanish, French and German—which measure the candidates' reading, writing, listening and speaking skills, as well as cultural knowledge. Registration period began in August 2010 and test delivery began in October 2010. The test fee is \$140.00 for a three hour period. Testing Services now has the capability to register examinees for this exam and can accommodate walk-in examinees when our capacity permits.

There will be four fixed testing windows each testing year. The first one occurs in mid-October and it was administered in October of 2010. Because the tests have a speaking section, other tests cannot be delivered in the same testing room while a Praxis World Language test session is in progress. To prevent scheduling of other appointments during the time set aside for Praxis World Language tests, Prometric reserves blocks of time in test centers' schedulers on the World Language test dates.

Beginning August 2010, examinees were able to register online for all Praxis computer-delivered tests. The fees for the Computerized PPST tests remain the same. The existing discount for scheduling two or three individual Computerized PPST tests during the same transaction will also be available in the online registration system. As before, candidates will still have the option to register by calling Prometric Candidate Services or the test center.

The Praxis client practice document was updated in August.

ETS is offering four additional tests in a computer-delivered format which will be introduced throughout the testing year. These computer-delivered assessments are given by appointment through a national network of Prometric Testing Centers including Testing Services at the University of Arkansas.

ISO-Quality Testing, INC – Earlier last academic year Testing Services negotiated and entered a contractual relationship with IQT. The contract was read by the University's Legal Council's Office and was signed so that individuals from this area can test at the University. IQT pays Testing Services based upon hourly rates, in exchange for Testing Services making seats available and providing monitored conditions.

IQT had some basic requirements to allow Testing Services to start testing. One of the requirements was Pentium 3 computers (or higher), 128 MB RAM, IQT's Secure Browser program (provided), Internet Explorer 6 or higher, Internet access, FAX machine, Printer access, Secured room, Quiet (free of outside distractions), good lighting, spacing of three feet between each computer, comfortable seating, Clock, handicap accessibility, and accessible to restrooms and drinking fountain.

The benefits of becoming an IQT preferred Testing Center include increasing candidate testing volume earning more revenue, better employing test center's seat availability, User-friendly testing center web-based support system plus phone access to support staff, and full control to manage, modify, and enter available testing seats, test center hours, etc.

Candidates can register to take an examination at our center 24/7.

IQT identified centers that are able and willing to administer a certification examination for sign language interpreters. These professionals provide critically important sign language interpretation so that deaf persons can participate equally in the community. A portion of this test is a performance-based examination that requires the candidate to provide interpretation from speech to American Sign Language and from American Sign Language to speech.

To administer this test, the candidate needs to be able to watch short video clips that are presented over the Internet and then respond using American Sign Language and/or speech. The candidate's response is captured using a computer video camera similar to that used for Skype or other video conference calls. A conference call type headset is used to provide the audio and record the spoken response.

Testing Services has agreed to administer the test. The company will provide the headset and video cameras. Testing Services will provide proctors and computers with an Internet connection sufficient to view videos similar to those seen on YouTube and other Internet sites. There is no special software required as the test is delivered over the Internet.

Diversity

In compliance with the University's and the testing companies' policies, test supervisors and proctors are recruited, selected and trained in order to operate the center on a nondiscriminatory basis. To meet this responsibility, the Dr. Mirdamadi hires workforce as required and makes certain that they meet the qualifications given in the test administration manuals and that they reflect the same ethnic and gender ratios as the expected examinees.

- Promote retention of international students by providing services in a congenial atmosphere that fosters relationships and a sense of community among the diverse population groups at UA. These include:
 - Assist in creating a diverse campus environment by establishing and maintaining ties with individuals internationally to assist with recruitment of international students to the University of Arkansas.
 - Facilitate information exchange and enhance support by connecting new Iranian faculty/staff/students and their families with others in northwest Arkansas.

- Continue to facilitate accommodation of students with disabilities and administer tests based on their needs and the testing companies' approval.
- Continue partnership with and support International and Graduate Admission Office to increase the number of graduate and undergraduate students from an underrepresented group such as Iranian students.
- Assist in developing ties that boost the likelihood that prospective graduate and undergraduate applicants from Iran will enroll.
- Continue providing support to international students in the Spring International Language Center by providing general test preparation workshops.
- Maintain collaboration with Ozark Literacy Council by referring international student spouses to their ESL program.
- Promote retention of international students by providing services in a congenial atmosphere that fosters relationships and a sense of community among the diverse population groups at UA.
- Continue collaboration with all University offices regarding the diverse population and their needs, e.g., Center for Educational Access, Veterans Upward Bound, etc.
- Provide time for office staff to participate in multicultural events on campus or in the community regarding services provided to the diverse UA population.
- Attend National College Testing Association (NCTA) Conference in order to increase knowledge of how to properly administer tests to a diverse population.
- Continue educating community members through responding positively to requests for presentations from students, faculty and various off-campus groups, e.g., Multicultural Center of NWA, Altrusa International of Fayetteville, NWACC, churches, public schools, etc.
- Continue collaboration with all University offices regarding the diverse population and their needs, e.g., Center for Educational Access, Veterans Upward Bound, etc.

Challenges and Barriers

Website Management: Constant updates to the testing schedule/calendar and other necessary changes are time consuming and need someone with great attention to details. It requires someone who knows the ins-and-outs of developing and maintaining a website. Even those who are experts in other computer related fields sometimes discover managing and setting up a website to be challenging. Due to Jacob London's diligence, updates are performed to the Testing Services' site on a regular basis. He has helped identify the exact features Testing Services needs and not only redesigned the site to make it more compatible with the University's main website, but made it friendly to users. Jacob continues improving the site to assure students have the necessary information and updated content. This prevents the Department from relying on outside sources for these services.

Loss of Tests/Income: The changes in the tests, formats and schedules affected the testing volumes and associated revenue generated by these tests here at the University. Testing Services established alternative sources of testing revenues to increase the office budget by acquiring new testing contracts. Three contracts were acquired, negotiated and signed throughout the year with

different testing companies and testing for these new exams have either begun or will begin soon.

Below is a list of tests lost this year:

- Pharmacy College Admission Test (PCAT)
- Advanced Composition Exemption Exam
- National Board of Professional Teaching Standards (NBPTS)
- Nursing Department Final Exams

Equipment and Office Furniture Purchases: Incremental technology resources needed to support the expected growth in volumes and services are in sum modest, particularly if planned for well in advance and acquired over time. Support for those needs should be consistent.

The overall approach to and support for the Testing Services should be sustained, allowing for continued growth and enhanced offerings over the next five years.

The CBT Center has testing stations that are very old and need to be replaced. During this academic year and as the office budget allowed, Testing Services has purchased new computers for the Computer-Based Test Center. Also, all CBT computers used for ETS tests had to be replaced this year. Once the purchase was made in December 2009, Prometric was contacted to complete the setup of the new equipment. With the purchase of new computers for the center, Testing Services began administering MCAT again as these computers meet the requirements for MCAT testing stations.

Modest testing volume decreases were witnessed with CLEP/ DANTES testing, and testing for external vendors. The reduction in test volumes for external vendor programs was the result of intentional Department decision to avoid marketing those programs. They do not generate revenue for the Department and divert available staffing from programs that serve the University directly as well as generate additional revenue for the Department.

Documented Need for Services:

The best evidence that the services provided by Testing Services Department are needed is the increase in tests delivered over the past five years.

Key Resources Specific to the Unit:

The key resources for the Testing Services Department are staff, space and technology.

Staff: Providing there will be some significant changes in the type of services demanded of the Department, it is expected that staffing for the foreseeable future will change and a new full time staff member has to be hired so that the office can function properly. This has actually already occurred and the demand for another staff member is needed. Work responsibilities associated with the IELTS test administration (registering, scanning, copying, labeling, testing, scoring, score reporting to students and colleges and universities) have been so overwhelming for the office staff, it has been impossible to attend to any other duties.

Once the center began working the new responsibilities of administering the IELTS exam, the office has experienced shortage in IT attention that it desperately needs to maintain the computer-based technology in the computer-based test center. The IELTS applications require staff to receive passport photos, photocopies of current passports, test fees and registration forms. These photos and documents must be scanned and merged into the IELTS online database for test-takers. Note: These are all international students whose native language is not English. Several of these students begin their application online, but fail to provide the required documents, photos and test fees. This requires dedicated time from office staff to contact each student and request the missing credentials and ensure they understand that these items must be supplied by a definite deadline. Each item must be individually entered on the IELTS website and once all required test items and fees are provided, each test-taker must be confirmed in the database. There are students who travel on a regular basis from areas as far away as Wisconsin and Chicago, IL. To accommodate their traveling schedule, we facilitate the speaking portion of their test with an IELTS examiner early in the afternoon after the morning exams are completed.

The IELTS Examiners are ESL teachers from either Spring International Language Center and must be experienced and certified with ESL certifications. Testing Services has three working examiners to administer the speaking components of this test. The IELTS requirements begin from registration and do not end until all exams have been scored and reported online. Once the scores are reported, they must then be confirmed by another staff member in the office to catch any possible errors in keying in the information. At this point, “jagged profiles” are detected which then requires immediate attention and is very time consuming. Jagged profiles occur when a test-takers written component conflicts with their speaking component, for example. An additional examiner is required to assess these components and a final score is compiled. Once all jagged profiles have been addressed and rescored, the score reports are then created, which must be sent out on the 13th day after testing. The scores are also reported to other recipients the test-taker has requested at the time of registration. Once all of these tasks are complete, a test-taker is still able to file an “enquiry” of their test score. This entails contacting the testing company in the UK and shipping all documents and assessments to them for a final determination. Since the test is administered at least once every single month, sometimes more, it is an ongoing task that never is totally completed.

Additional online testing, changes in external market demands and internal service needs can be accommodated through the management of the factors that impact staffing (hours of operation, staffing schedules and elective offerings).

Space:

With the addition of the CBT & GMAT Centers’ additional computers, Testing Services has sufficient space to handle the testing demands for the foreseeable future. With appropriate test scheduling, peak volume periods and large group test administrations the centers can be utilized fully.

Technology:

The Department currently operates with thirty-two computers on a local area network separate from the University’s main network. This is largely driven by the incompatibility of the five

different test delivery systems in operation with the standard protocol maintained across the main University network.

Below is our conservative approach to outfitting our future increases in computerized test delivery:

2009-2010 Fall of 2009 – 3 CBT computers were added

22 additional computers are needed for CLEP and other internet-based exams before end of the year.

2010-2011 Summer of 2010 – added 4 computers

2011-2012 Summer of 2011 – added 6 computers

With the purchase of additional computers (FY2012), more tests/students will be accommodated at the UA computer-based test center.

Future Risks and Opportunities

Risks:

If the University's financial or political conditions change significantly, and either the Department's resources are reduced or service offerings are demanded that are incompatible with the current resources, the ability to maintain the current level of recognized success could be jeopardized.

Considering the number of tests that have converted from paper based to computer-based platforms, it appears that current facilities would not meet the increased demand for computer-based testing. The Department should be pro-active to ensure needs of test takers are met. Students that have University deadlines and requirements for admission should be able to test on campus. This could bring about the challenge of providing adequate space and equipment in the future.

Testing Services Department was notified in Summer 2011 that Hotz Hall is going to be allocated for student housing in the future. This means that our department and testing centers must move from Hotz Hall, too. Initial questions and concerns are now being addressed by the appropriate entities and the University will provide the funds necessary for our move and renovations that will be required. The Director of Testing Services has visited potential locations that would accommodate our department and testing centers. Planning is in process at this time which consists of many factors that must be considered.

Opportunities:

The skill level of the staff (full time, permanent part time and per-diem) will enable the Department to maintain exemplary service while introducing new services to the University community, and increasing the support provided to the academic departments.

With effective management, the continued involvement of highly qualified staff, and the ongoing support from the University, the Testing Services Department will be able to maintain high quality service delivery and continue to expand service offerings, without increasing staffing levels or operating costs.

Customized test batteries have been added for the business and industry clients with notable success. The University is uniquely positioned to service the assessment needs within the northwest Arkansas regional business community, potentially expanding involvement with the community while increasing revenue. Taking advantage of this market opportunity will require a more formal and creative operational relationship between the Testing Services and the community.

Conclusions:

Overall, the growth and advancements made within Testing Services over the recent years have been consistently positive. The Department continues to receive accolades from within the University for the level and quality of services provided. Students are also positive in their view of the office's services.

Staff are trained and motivated to view themselves as "college testing professionals" who are making significantly important contributions to the University and the faculty, staff and students with whom they interact. This has become both a motivation and reinforcement, drawing strong commitment and extraordinary effort and initiative from staff at all levels.

Office of Program Review and Student Assessment

The Office of Program Assessment conducted ten program reviews during the 2010-11 academic year. The MS and PhD in Cell and Molecular Biology held its site visit during the fall of 2010. Other programs that were evaluated during fall 2011 were the MSCE and PhD in Civil Engineering and the MSEE and PhD in Electrical Engineering. During the spring of 2011, the BA in Computer Science and the MS in Computer Science, MS CmpE and PhD programs in the Computer Science and Computer Engineering Department; the BSE, MS and PhD in Health Science; BA, MA, MFA in Drama; BA, MA, and PhD in History; MA in Journalism were also conducted. All program reviews were completed with response documents approved by May 2011, except for the department programs in Computer Science and Computer Engineering and History which have a September 2011 deadline. The Program Assessment office participated in the BSA and MS in Horticulture review conducted by the College of Agriculture. The students that comprise the programs reviewed were 516 undergraduates, 194 Masters level students and 175 PhD students. One member from the University Program Review Committee participated as the faculty representative on each review. Their time and support was invaluable.

Seven reviews were delayed one year for various reasons. They were the BS in Landscape Architecture; BA in African American Studies; BA in American Studies; BA in Middle East Studies; BA, MA, and PhD in Anthropology; BA and MA in Communication; and the MS and PhD in Space and Planetary Sciences. Eight additional programs are scheduled for the 1011-12 academic year as part of the normal schedule.

Additional activities performed by the Director of Program Assessment were to serve as Secretary for the University Course and Programs Committee (UCPC) which meets once per month, and to prepare documentation for the Faculty Senate agenda from the UCPC and the Graduate Council. During the year, 126 program changes were processed through the committees and approved by the Faculty Senate.

Interdisciplinary Graduate Programs

There are seven interdisciplinary degree programs and two graduate certificate programs which report directly to the Graduate School: The M.S. and Ph.D. in Cell and Molecular Biology; the M.S. and Ph.D. in Microelectronics-Photonics; the Ph.D. in Public Policy; the M.S. and Ph.D. in Space and Planetary Sciences, and the graduate certificates in Gerontology and Preparing for the Professoriate. Table 15 shows the enrollment in each of the degree programs from Fall 2001 to Fall 2010. For Fall 2010, Table 16 shows the enrollment by race/ethnicity; Table 17 shows the enrollment by gender; and Table 18 shows the enrollment by nationality. Tables may be found in Appendix A.

In Cell and Molecular Biology, the master's enrollment has been variable across the years, with a slight increase (one student) between Fall 2009 and 2010. CEMB doctoral enrollment declined in Fall 2010 compared to Fall 2009. The M.S. in Microelectronics-Photonics has been variable with its highest enrollment in Fall 2006 and 2007. However, Fall 2010 enrollment was only two students less than that high (28 compared to 30 students). The Ph.D. in Microelectronics-Photonics saw two fewer students in Fall 2010 compared to Fall 2009, and in Public Policy, enrollment declined by seven students. This may be a result of the program moving to a Fall-only enrollment policy. Space and Planetary Sciences had its largest enrollment of doctoral students in Fall 2010 (25 students), and enrolled two master's students.

Of these programs, Public Policy is the most diverse in terms of racial/ethnic category, and indeed is the most diverse Ph.D. program on campus, equaling or exceeding the other cross-college interdisciplinary programs in all racial and ethnic categories in absolute numbers. (See Table 16 in Appendix A.) Of its domestic students, this program enrolls 60.42% Caucasian students and the rest are racially or ethnically diverse. Public Policy also enrolls more women than men, as do the M.S. and Ph.D. programs in Cell and Molecular Biology. (See Table 17 in Appendix A). Cell and Molecular Biology also enrolls the most international students – 83% in the master's program and 67% in the Ph.D. program. The next largest is Microelectronics-Photonics (See Table 18 in Appendix A).

Collectively, these cross-college interdisciplinary programs produced 0.48% of the total master's graduates in 2009/10 and about 13% of the doctoral graduates. If we add the Environmental Dynamics, the number of doctoral degrees awarded in the cross-college interdisciplinary programs increases to 17.5% of the total doctoral degrees produced in 2009/10. See Tables 19, 20, and 21 in Appendix A.

Cell and Molecular Biology

The CEMB program currently has 86 faculty (3 new faculty were added this year, loss of 1). Dr Douglas Rhoads continues as program director completing his fifth consecutive year. His second term is due to expire in May 2012.

The program should be approximately \$12,250 under budget for the 2011 fiscal year on total support of \$158,295. In addition the program supported all or part of the tuition for 18 students for an equivalence of about \$39,354. Current RA commitments for FY2012 are \$130,990 for RA support, on an anticipated budget of \$158,000.

The program continues to grow in faculty, and maintain a relatively constant population of graduate students. Since many of the graduate students are supported on grants or departmental assistantships (not program), the size of the graduate student population cannot grow without new grants, which is not likely during this economic downturn. Despite these dire economic times, the faculty and students have been productive in obtaining grants, publishing articles, presentations at national meetings, and recognition of research accomplishments.

During Fall 2010 the program submitted a proposal to establish a NSF REU targeting HBCU undergraduates. That proposal was funded and 9 undergraduates from under-represented groups are on campus this summer for that REU.

The program was reviewed during Fall 2010 with a highly positive review outcome. There was a recommendation that the program was under-funded.

Microelectronics-Photonics

The Office for Studies on Aging (gerontology graduate certificate): The faculty have agreed to phase out this program, so no annual report has been provided.

Public Policy

The 2010-11 academic year was characterized by many customary programs and practices such as seminars, qualifying exams, dissertation defenses, and research and professional development (RPD) seminars. The public policy program has completed almost all follow-ups to its 2009-10 program review. The program continues to receive a large number of applications for admission. Students and program faculty continue to publish manuscripts in peer-reviewed academic journals and present many papers at international, national, and regional conferences. Students exiting the program continue to be placed in excellent positions. The program has awarded 30 doctoral degrees over the last three years. For student achievements see Appendix A. For faculty achievements see Appendix B.

The minimum GPA for program admission was increased from 3.0 to 3.2, effective fall 2010. The program now requires a formal dissertation defense for all Ph.D. candidates. Applicants for fall 2012 will be required to submit a GRE score. A new public policy research methods course, mixed methods, was offered in fall 2010—and will be offered each subsequent fall to help make our students better prepared in the area of research design/methods and more competitive on the academic job market.

Student Enrollment, Admissions, and Support

The program enrolled 61 students in 2010-11 (note that this number differs from the one given above because a few of the students were not enrolled in Fall 2010). Enrollment continues to be diverse (see Table below). The program receives many applications, the majority of which are turned down due to student qualifications, administrative capacity, and/or lack of fit. As reported in Table 2, the acceptance rate for 2010-2011 was 36 percent (8 of 22 applicants). Of the eight admitted applicants for fall 2011, six have committed to fall 2011 enrollment. During 2010-11, the program enrolled 27 full-time students and 34 part-time students. Of the 27 full-time students, four are on self-support, eight are on university assistantships, ten are on other U. S. support (e.g. SREB Fellowships and grants), and five are on non-U.S. support. All 34 part-time students are primarily or completely on self-support.

Table: Active Students by Sex and Race/Ethnicity/Origin, 2010-11

Race/Ethnicity/Origin	Female	Male	Total
African American	12	4	16
Asian American	0	0	0
Latina/Latino	0	1	1
Native American	2	2	4
International	3	8	11
White (non-Latina/Latino)	19	10	29
Total	36	25	61

Table 2. Acceptance Rates and Matriculation

Year	Applied	Admitted	Accept Rate	Enrolled	Total # in PUBP
2006-07	62*	21	34%	12	62
2007-08	41	18	44%	14	77
2008-09	36	16	44%	11	74
2009-10	23**	10	43%	7	65
2010-11	22***	8	36%	7****	61

*applications were not accepted in 2005-06; **first cycle without spring admissions (statistics are for fall 2010 admission); ***applied for fall 2011 admission; ****one fall 2010 admit deferred admission until fall 2011.

Program Changes/Activities/Needs

The Future of the Program - Efforts by the Graduate School to increase administrative support for the policy program have helped the program take steps toward the goals of achieving greater prominence and recognition. The program administration continues to recruit new PUBP faculty members, strengthen the curriculum, be more selective in the admissions process, and develop strategies for placing program graduates in faculty positions at regional colleges and universities. The program administration also continues to encourage growth and development in the area of faculty-student research collaboration.

Status of 2009-10 program review recommendations - The 2009-10 program reviewers recommended a number of strategies for program improvement and maintenance. The program administration has addressed each of the recommendations. Listed below is each recommendation and the action taken to implement the recommendation.

(1) Change the admissions essay guidelines to require that the essay address a policy problem/issue in a *research context*. Program admissions guidelines on the website were revised prior to the fall 2011 admissions deadline to make clear that applicant essays must address policy problems in a research context.

(2) Require the GRE exam for admission. Beginning fall 2012, all program applicants will be required to submit a GRE score.

(3) Advanced PUBP students should participate in the pro-seminar class (PUBP 6001). During fall 2010 four advanced PUBP students attended a session of the PUBP 6001 seminar; this practice will be continued each time PUBP 6001 is offered.

4) Provide all PUBP graduate assistants with office space. Beginning spring 2010 the Graduate School made available to PUBP graduate assistants a suite of offices on the first floor of Ozark Hall and access to computing resources.

(5) Update and improve website in an effort to provide timely program information/announcements. The program administration has been vigilant about providing timely program information and announcements on the PUBP website. Beginning spring 2012, ten hours of graduate assistant time will be committed to website maintenance and improvement.

(6) Restructure specializations in an effort to reduce the total number and eliminate inactive/less active specializations. The committee on specializations met on April 8, 2011. The committee voted to make the following recommendations to the full PUBP faculty: (a) Health Policy and Disability Policy be combined into one specialization named "Health and Disability Policy;" (b) Community Development and Recreation Policy be combined into one specialization named "Community Development and Recreation Policy;" and (c) Family Policy and Policy Studies in Aging be combined into one specialization named "Policy Studies in Aging and Family Policy." The PUBP faculty will consider the recommendations at its fall 2011 faculty meeting. If these recommendations are adopted, the program will house six specializations: Agriculture Policy, Community Development and Recreation Policy, Family Policy and Policy Studies in Aging, Health and Disability Policy, Education Policy, and Public Policy Management.

(7) Continue to develop mechanisms for encouraging faculty-student research collaboration. The program administrators are using informal and formal methods to promote collaboration—and where possible, are providing incentives for students and faculty to collaborate on research projects.

Graduate Assistantships – The external program reviewers recommended increasing the number of graduate assistantships from 7 to 15. Implementation of this recommendation would help with recruiting, student support, and program quality. The program would benefit in many ways from a higher ratio of full-time to part-time students.

Specialization Activity/Changes – The program administrators review existing specializations on a continuing basis to determine if they are still adequately staffed and in demand. The ability to create new specializations and allow others to go dormant is a strength of the policy program's design. This flexibility allows administrators to respond to changing needs. Health policy is an area of great demand, but the program continues to lack faculty resources to adequately staff this

specialization. The new specialization in Policy Studies in Aging will help to meet some of this demand; however, PUBP faculty may wish to consider the possibility of eliminating the health policy specialization. Effective fall 2011, the name of the Policy Leadership Specialization will be changed to Public Policy Management. The new name reflects more accurately the nature of instruction and research conducted in this specialization.

The American Review of Politics - The public policy program continues to be a major supporter of this quarterly, peer-reviewed journal. Specialization faculty members and advanced Ph.D. students are frequently asked to review manuscripts.

Student Achievements

Seventeen students presented papers at regional, national or international conferences. Five students were nominated for or won scholarships or awards. One student served as a manuscript reviewer for three peer-reviewed journals. One student served as an assistant editor of a peer-reviewed journal. Three students found new employment.

During the 2010-11 academic year, ten students defended their dissertations.

Students authored or co-authored eight publications in peer-reviewed journals or books.

Space and Planetary Sciences and the Space Center

Academic Year 2010 – 2011 has been an exciting and challenging year of many transitions within the Arkansas Center for Space and Planetary Sciences (the Space Center). One of the most exciting events in the life of the Space Center during the last year was the celebration of its tenth anniversary. This multi-disciplinary research and educational center was created on December 9, 2000 when the original Space Center faculty, campus administrators, students, industrial partners, and the External Advisory Board met to officially open the Center. A graduate program offering both M.S. and Ph.D. degrees in Space and Planetary Sciences was added to the Center's programs in 2005. Several events and activities were held during the fall semester of 2010 to celebrate the 10th anniversary of the Space Center, highlighted with an open house and a workshop on the state of the Center held on December 8, 2010, followed by a banquet that evening in the Space Center's auditorium at which the keynote speaker was Dr. Jim Rankin, the university's new Vice Provost for Research and Economic Development. This was followed on December 9, 2010 with a day of technical talks by the faculty and graduate students showcasing the Center's research. We were pleased to have the Chair of our External Advisory Board, Dr. Steve Saunders of the Lunar and Planetary Institute, join us for these festivities. Currently, the Space Center has one emeritus, two adjunct, and 15 regular faculty members, from four departments within the J. William Fulbright College of Arts and Sciences and two departments within the College of Engineering. In addition, the Space Center currently has 24 graduate students, two of whom seek master's degrees and 22 of whom are en route to the Ph.D. Two of these 22 Ph.D. students walked in the May 2011 graduation ceremony as they are in the final stages of completing Ph.D. degrees.

The Space Center's research laboratories, Director's and staff offices, graduate student offices, one faculty office, a seminar room, library, and research support space for the NASA-funded Arkansas Galaxy Evolution Survey (AGES) program are located within the university's old Museum (MUSE) building. At the beginning of AY 2010 – 2011, the Space Center also maintained and operated a Planetarium, student lounge, shop, additional research space, and an auditorium within the building; however, these have been either dismantled or consolidated into other space as a result of the university's need for swing space for several major construction projects during the next two to three years. The sudden realization of this in the fall semester of 2010 and the actualization of it throughout the remainder of the academic year presented the Space Center with many new challenges and opportunities.

The Center serves two distinct but interrelated roles at the University. It is a research organization which maintains facilities, equipment, instrumentation, and computers for research in a wide range of space and planetary sciences. Outreach activities are a significant part of these efforts. Additionally, it is the home for the interdisciplinary graduate degree programs in Space and Planetary Sciences (SPAC), created in 2005, and maintains all of the experimental, computational, and administrative functions necessary for those programs.

Center Direction

Personnel Changes

Dr. Larry Roe of the Mechanical Engineering department stepped down as Center Director on June 30, 2010, and Dr. William (Lin) Oliver of the Physics Department took over in this position effective July 1, 2011. The graduate coordinator, Dr. Rick Ulrich of the Chemical Engineering Department, resigned on August 5, 2010 and withdrew as a participating faculty member from the Space Center. Later in the fall semester, an agreement was worked out between Lin Oliver and Dean Shields to appoint Dr. John Dixon of the Geosciences Department as Deputy Director of the Space Center. Finally, University Professor Derek Sears, who also held the W. M. Keck Professorship of Space and Planetary Sciences, announced late in the academic year that he was leaving the University of Arkansas for a new position at the NASA Ames research facility in California. Dr. Sears was the founding Director of the Space Center/Space and Planetary Sciences degree programs and was instrumental in creating both the Center and the programs.

Physical Facilities

As the baton was being passed between outgoing Director Roe and incoming Director Oliver, extensive discussions were held about imminent changes to the physical plant of the Space Center. Although several possible plans were discussed, a final decision was made to move the Space Center out of the Museum over the Christmas break to make room for the School of Architecture's students and faculty, who were to occupy the building for a couple of years while Vol Walker Hall was renovated. However, once the ramifications of a move on short notice of major research facilities with over \$2M in funding to an as yet unknown place were realized, compromises were worked out in which the building would be shared.

Research

The Center's research programs continued to grow and thrive during AY 2010 – 2011. The Table below that 15 grants were in effect during the academic year. These grants have a total value of approximately \$2.7 million, which does not include significant matches to some of these

grants. The second table lists proposals submitted this year. In addition to proposal activity, Center faculty and students produced over 70 publications and conference presentations.

Grants active during the academic year 2010-2011.

PI	Co-I	Title	Agency	Amount
Vincent Chevrier	L. Roe, R. Ulrich	Experimental Study of the Stability of Prebiotic Organic Volatiles on the Surface of Titan	NASA	\$516,049
Vincent Chevrier		Study of the Stability and Dynamics of Water at the Phoenix Landing Site	NASA	\$249,456
Vincent Chevrier		Experimental simulations of the mineralogical properties and alteration of the surface of Venus	ASGC	\$5,400
Po-Hao Adam Huang	L. Roe	BalloonSat-based Micro Thruster Flight Tests	ASGC	\$58,000
Po-Hao Adam Huang		Gimbaled Permanent Magnet Based Attitude Control of Pico/Nano Satellites	SURF	\$2,650
Po-Hao Adam Huang		Characterizing Heavy Fluorine-Based Gases for Small Satellite Propulsion Systems	Honors College	\$2,650
Dan Kenefick	J. Kenefick, C. Lacy, M. Seigar	Arkansas Galaxy Evolution Survey (AGES)	NASA-EPSCoR	\$503,838
Julia Kenefick	D. Sears	REU Site: Interdisciplinary Research Experience in the Astronomical, Space, and Planetary Sciences	NSF	\$273,750
Derek Sears		Radiation and Thermal History of Stardust Particles	NASA	\$421,090
Fang-Zhen Teng		Magnesium Isotopic Investigations of Oceanic Basalts and Olivines	NSF	\$175,022
Fang-Zhen Teng		Magnesium and Iron Isotopic Investigation of Lunar Samples	ASGC	\$11,400

PI	Co-I	Title	Agency	Amount
Fang-Zhen Teng		Studies of Magnesium Isotope Geochemistry	NSF CAREER	\$458,928
Fang-Zhen Teng		Lithium and Magnesium Isotopic Studies of Adakitic Rocks from North China Craton	NSF of China	\$14,500
Fang-Zhen Teng		Investigations of olivine zoning in Kilauea Iki lavas	NSF of China	\$14,500
Rick Ulrich	D.G. Blackburn	Studies of Iapetus Thermal Properties from the Cassini Spacecraft	ASGC	\$8,525

Proposals submitted during the academic year 2010-2011 (partial list).

PI	Co-I	Title	Agency	Amount	Status
Scott Barrows	Claud Lacy, Daniel Stern	Dual Active Galactic Nuclei	NASA	\$30,000	Declined
Joel Barrier		Investigations into the Relation between Dark Matter Halo Concentration and Spiral Arm Morphology: The Effects of Local Environment	NSF AAPF & Hubble Fellow	\$83,000	Declined
Vincent Chevrier	P. Gavin	Experimental simulations of the mineralogical properties and alteration of the surface of Venus	ASGC	\$5,400	Awarded
Vincent Chevrier	D.M. Ivey	Sulfate Reduction: A model for Subsurface Martian Life	NASA	\$645,847	Pending
Vincent Chevrier	L.A. Roe, R. Ulrich	Transient numerical model of diurnal water vapor dynamics in subsurface environments on Mars and other planetary bodies	NASA	\$415,493	Declined

PI	Co-I	Title	Agency	Amount	Status
Vincent Chevrier	M. Elwood-Maden	Volatiles in Ice: Determining gas fluxes through gas hydrate clathrate dissociation and diffusion experiments	NASA	\$686,170	Pending
Vincent Chevrier	L.A. Roe, Edgard G. Rivera-Valentin	Transient numerical model of diurnal water vapor dynamics in subsurface environments on Mars and other planetary bodies	NASA	\$423,323	Pending
Po-Hao Adam Huang		Top-Down In-Situ Sensing of the MLT for Advancing Future Aerospace Vehicles	NSF CAREER	\$401,161	Declined
Bogdan Udrea	Po-Hao Adam Huang	CubeSat: Collaborative: Investigation of the effects of gravity waves on the dynamics of the thermosphere	NSF	\$727,251	Pending
Hien Vo	Po-Hao Adam Huang	Diffusion, Corrosion, and Sensing Characteristics of Metal Nano-particle Elastomeric Composites	NSF	\$499,863	Declined
Po-Hao Adam Huang		Gimbaled Permanent Magnet Based Attitude Control of Pico/Nano Satellites	SURF	\$2,650	
Po-Hao Adam Huang		Characterizing Heavy Fluorine-Based Gases for Small Satellite Propulsion Systems	Honors College	\$2,650	
Tim Kral	Vince Chevrier, L	Growth and Survival of Methanogens under Martian Conditions	NASA	\$435,196	Pending

PI	Co-I	Title	Agency	Amount	Status
Cassandra Marnocha (October 2010)	John Dixon	Microbe-mineral interactions in the rock coatings of Karkevagge, Swedish Lapland: Field study and sample analysis	NSF DDRI	\$12,000	Declined
Cassandra Marnocha (November 2010)		Microbe-mineral interactions in the rock coatings of Karkevagge, Swedish Lapland	NSF DDIG	\$15,000	Declined
Cassandra Marnocha	John Dixon	Microbial and Biogeochemical Influences on Rock Coating Genesis in Karkevagge, Swedish Lapland (February 2011)	NSF DDRI	\$12,000	Pending
Cassandra Marnocha		Geomicrobiology of Rock Coatings from Kärkevagge, Swedish Lapland: Biosignature identification in a potential terrestrial analog for Mars	NASA GSRP	\$33,000	Pending
Derek Sears					
Fangzhen Teng		Studies of Magnesium Isotope Geochemistry	NSF CAREER	\$458,928	Funded
Fangzhen Teng		Tracing nutrient transport in plant growth by using magnesium isotopes	ABI	\$33,300	Pending
Fangzhen Teng		Insights from iron-rich cements in clastic sedimentary rocks: A terrestrial example from southern Utah with relevance for Mars	NASA-MFR	\$18,583	Pending

PI	Co-I	Title	Agency	Amount	Status
Fangzhen Teng	R. Davis, G. Dumond	Acquisition of a Laser Ablation-Inductively Coupled Plasma-Mass Spectrometer (LA-ICP-MS) system to facilitate cutting edge research and education	NSF-MRI	\$749,542	Pending
Jason Tullis	V.F. Chevrier, J.C. Dixon, and J.D. Cothren	“Object-based Spatial and Temporal Analysis of Lacustrine Geomorphology on the Surface of Titan”	NASA	\$300,000	Pending

Undergraduate education—the REU program

The Research Experience for Undergraduates (REU) program is an interdisciplinary summer program that the Center began conducting in 2002. Though it has not always been funded by the NSF during 10 years of operation at the Space Center, the current REU program is funded by a three-year grant from the NSF astronomy division. AY 2010 – 2011 began with the second half of the summer 2010 REU program and it concluded with the first half of the summer 2011 REU program. Fourteen students participated during the summer of 2010 and another dozen during the current summer. Students from a variety of science and engineering backgrounds are recruited to the Center through a competitive process to conduct research projects relevant to the research programs in the Space Center. Each REU student works under a faculty mentor, although many work day-to-day with a graduate student or postdoctoral fellow in a faculty mentor’s research group, and they get a taste of life as a graduate student. REU research projects cover topics from astronomy and astrophysics to geomorphology, planetary simulations, and instruments for spacecraft. REU participants are also required to present midterm oral presentations and end-of-term posters. In addition, they are encouraged to attend a national conference during the following year, and we had six from the 2010 program attend and present posters at the Lunar and Planetary Sciences Conference last March in The Woodlands near Houston, Texas.

Graduate degree programs in Space and Planetary Sciences

The Space Center’s degree programs produced three Ph.D. degrees in 2010 – 2011, bringing the total of Ph.D. degrees granted by our six-year-old graduate program to 10. Two additional students are expected to complete their degree requirements by the end of 2011.

Of the 24 current graduate students currently enrolled, 13 have passed the PhD candidacy exam, two are M.S. students, and nine are just completing one year and have not yet taken their candidacy exams. Faculty currently advising students are: Chevrier (6), Dixon (5), Dan Kenefick (1), and Julia Kenefick (2), Lacy (2), Oliver (1), Roe (1), Teng (2), Tullis (1), and

Ulrich (2). Seventeen of the students are US citizens, and 14 are female. The high quality of the students participating in this program is worth stressing. Among the 27 students that will be in the program this Fall (counting new Fall 2011 enrollees), 25 are in the PhD program and seven have Doctoral Academy Fellowships.

Though the goal of the SPAC degree program in the last five-year plan was to attain and maintain a population of 50 students, and though considerable growth has been achieved, continued growth will definitely require more mentoring faculty, more research assistantships on grants, and more university support in the form of graduate assistantships. We were pleased that CAST and Geosciences faculty member, Dr. Jason Tullis, became more formally involved in the Center's activities this year by speaking at the 10th anniversary celebration, taking on his first Space Center graduate student, and leading an REU field trip to the Johnson Space Center in Houston, Texas. Dr. Adam Huang of the Mechanical Engineering department has also become more active in the Center's activities this year. Discussions are also being held with two other young faculty members of our home departments with real potential as future new Space Center faculty members. Furthermore, the new Director and Deputy Director of the Space Center have already held discussions with the University's new Dean of the Graduate School and International Programs, Dr. Todd Shields, about the need for GA positions in the Space Center.

Public Outreach

Outreach is a significant aspect of the Center's educational operations. The Center monthly newsletter, Space Notes, is distributed on campus and to other interested parties. *Meteorite* magazine is written for a wide audience and published quarterly. We provide a meteorite identification service which results in about 20–30 sample submissions per year from members of the public. The Center offers several public lectures each year, including the Barringer lecture (funded by the Barringer Crater Company) and the Arkansas Public Lectures in Space and Planetary Science, typically given by Center faculty.

This year's Fall Barringer lecturer was given by Dr. Ralph Lorenz, from the Advanced Physics Laboratory at Johns Hopkins University, who gave a great talk entitled: *Titan Unveiled*. This public presentation was given in the Space Center's Auditorium on the evening of December 6 to kick off the 10th anniversary celebration week.

We also provide planetarium demonstrations on request. From July 2010 to June 2011, we gave educational programs to over 500 local school students, including students from O Street Academy in Bentonville, Helen Tyson Middle School in Springdale, Northside & Tillery Elementary School in Rogers, Camp War Eagle Academy, several homeschooling organizations, West Fork Elementary, and Prairie Grove Middle School. Star parties were also held throughout the year for the general public, led by graduate Students Kim Zoldac, Will Bryan and others, and Planetarium presentations were given by graduate students Patricia Gavin and Edgard Rivera-Valentin and others to hundreds of students and citizens of the NW Arkansas community. Our students, postdocs and faculty also left campus to give presentations at several schools and locations in the area

Personnel

The Center has three full-time personnel, all of whom are also completely involved in the SPAC degree program. All three positions are provisional, and have previously been supported by outside sources, including funds from the Keck Foundation, NSF-EPSCoR, NASA competed proposals, and appropriation funding routed through NASA.

Research Assistant Professor – Vincent Chevrier

Vincent came to the Center as a post-doctoral researcher in 2005, and became a Research Assistant Professor with Graduate Faculty I status in 2008. He is the only faculty member whose efforts are full-time with the Center; he is the major professor for five SCTR students, and is an important advisor to four others. He has over 70 publications and presentations and is the major initiator of Center research proposals.

New Center Office Manager—Kate Dreier

In June of 2010, Jessica Park resigned from her position as the Center's office manager, which she had held for five years. This position has the university and state title of Project Program Specialist and is the only administrative position for the Space Center and its graduate and undergraduate programs, publications and outreach programs. A Razortemp handled these duties for the rest of the summer and another Razortemp, Ms. Kate Dreier came on during the fall semester of 2010 and held the position for much of the academic year. Kate was then formally hired into the position late in April and officially started on May 1, 2011.

Laboratory Manager—Walter Graupner

Walter has worked for the Center since June 2005 (under the university title of Scientific Research Technologist) and has a wide range of responsibilities in the research laboratories and throughout the building. He constructs, installs, and maintains most of the experimental research equipment used by the majority of SPAC students, including plumbing and electrical service, cryogenic systems, vacuum systems, instrumentation maintenance, servicing of vacuum pumps, thermal control systems, etc. He manages the day-to-day lab operations and coordinates lab space among the various faculty and students, specifies and purchases lab hardware, etc.

Walter is the radiation safety coordinator for the building, responsible for maintaining radiation safety procedures, signage, and personal dosimeters for personnel using the two rooms in MUSE with radiation sources. He is responsible for general lab safety, maintains the Center's chemical inventory, maintains the University inventory for equipment allocated to the Center, and is the alternate Building Executive.

He is also the factory-trained technician who services and maintains the Center's ICPMS instrument. This instrument was purchased in 2007 at a cost of approximately \$700,000 and is the primary instrument in the research program of faculty member Fangzhen Teng.

Center Achievements, 2010-11

Awards, Including External Funding

The Space Center started the academic year with the publication on July 6, 2010 of a paper by Dr. Vincent Chevrier, along with his graduate student and their coworkers at several other institutions entitled: "Noachian and More Recent Phyllosilicates in Impact Craters on Mars," which appeared in the highly prestigious *Proceedings of the National Academy of Sciences*. This set the stage for a very productive year of research, presentations, and publications.

All members of the Space Center as well as the academic community at large at the University of Arkansas were extremely excited when news came this spring that Dr. Fang-Zhen Teng of the department of geosciences and the Space Center was awarded the prestigious NSF CAREER award. This award of more than \$90,000 per year for five years is for the study of magnesium isotope geochemistry, an area in which Dr. Teng is a world expert. Dr. Teng was hired largely with funds from the Space Center and he conducts his work in the ICPMS (inductively coupled plasma mass spectroscopy) laboratory here in the Space Center.

Two other major research grants were funded in the middle of the previous academic year and are thus still early in their funding cycle:

- "Experimental Study of the Stability of Prebiotic Organic Volatiles on the Surface of Titan," Vincent Chevrier (PI), Larry Roe and Rick Ulrich, funded by the NASA Outer Planets Program, \$516,049, (started year two of five years in AY 2010 – 2011).
- "Study of the Stability and Dynamics of Water at the Phoenix Landing Site," Vincent Chevrier (PI), funded by NASA Phoenix Data Analysis Program, \$249,456, (started the second of three years in the second half of AY 2010 – 2011).

The Center received a featured article in the 10th Anniversary Edition of the University's *Research Frontiers* magazine, featuring the work of Center faculty members Vincent Chevrier, Fangzhen Teng, Julia Kennefick, and Dan Kennefick.

Publications and Conference Presentations

During the 2010 – 2011 academic year, Center faculty and students produced over 45 invited and contributed conference presentations, 25 refereed journal publications, five papers in conference proceedings, and two invited book chapters on work directly related to the Space Center's research and its graduate degree programs.

Accomplishments of Students and Alumni

Six students had internships at the Jet Propulsion Laboratory, an extremely prestigious institution. Thus, efforts by the previous director, Dr. Larry Roe, who opened doors at JPL, and several Space Center faculty who made subsequent visits to JPL are already paying off. This also speaks volumes about the high quality of Arkansas students in the Space Center's graduate program.

Other accomplishments by graduate students included a travel grant awarded by the Abisko Scientific Research Station in Swedish Lapland, renewable for three years; selection as a student ambassador for NASA; selections as a GK-12 Fellow. An undergraduate student received a Barry Goldwater Scholarship for her work on quasar evolution, under the direction of Dr. Julie Kenefick.

With regard to alumni, one 2006 PhD recipient is a member of the Mission Design Group at the Jet Propulsion Laboratory in Pasadena, California and was selected to give the 2009 commencement address at her alma matter. A 2006 and a 2008 Ph.D. recipient are currently working as researchers at the NASA-Ames Research Center in California. A 2006 M.S. degree recipient works at NASA-Johnson Space Center in Houston and a 2009 Ph.D. recipient is with the NASA-Glenn Research Center. A 2009 Ph.D. recipient is a member of the Geosciences faculty here at the U of A, and a 2007 M.S. degree recipient is in a Ph.D. program at the University of Oklahoma.

Assessment of the Graduate School and International Education

Contained within the reports from each individual unit is information about the goals stated at the beginning of this report, and an assessment of our performance. Here, we will discuss our progress related to the goals stated below:

- ✓ Enroll a diverse group of domestic graduate students, to meet the goals stated below.
- ✓ Enroll a group of international undergraduate and graduate students, to meet the goals stated below.
- ✓ Enroll both men and women in graduate programs to meet the goals stated below.
- ✓ Retain and graduate underrepresented students from master's and doctoral programs to reach the goals stated below.
- ✓ Retain and graduate men and women to meet the goals stated below.
- ✓ Retain and graduate international students in master's and doctoral programs in numbers consistent with the goals given below.

In previous strategic plans, we have set the following ambitious goals for enrollment and degrees by race, nationality, and gender:

- Over-all graduate enrollment: minimum of 13% African American, 6.35% Asian American, 7% Hispanic American, and 0.80% Native American. In Fall 2010, we enrolled 8.35% African Americans, 2.25% Asian Americans, 2.06% Hispanic Americans, and 1.26% Native Americans. Thus, we have so far met our goals only for Native American graduate students.
- Production of master's degrees: minimum 8% African American, 5.59% Asian American, 4.3% Hispanic American, and 0.54% Native American. In 2009/10, we produced 8.35% African American master's degrees, 2.25% Asian American, 2.06% Hispanic American, and 1.27% Native American. Thus, we met our goals for African American and Native American master's degrees.

- Enrollment of international undergraduate students: Minimum 2.15% enrollment; in Fall 2010, we enrolled 2.67% international undergraduate students, thus meeting this goal.
- Enrollment of international graduate students: Minimum of 12.22% enrollment; in Fall 2010, we enrolled 16.31% international graduate students, thus meeting this goal.
- Production of international master's degrees: Minimum 11.29%; in 2009/10, we produced 11.88% international master's degrees, thus meeting this goal.
- Production of international doctoral degrees: Minimum 24.65%; in 2009/10, we produced 31.29% international doctoral degrees, thus meeting this goal.
- Enrollment of male and female graduate students: Minimum of 55.70% female students; in fall 2010, we enrolled 46.53% female graduate students, thus not yet reaching our goal.
- Production of master's degrees by gender: Minimum of 39.60% male master's degrees; in 2009/10, we males were awarded 50.82% of the master's degrees – we prefer a 50/50 split on this production, so we have met our goal.
- Production of doctoral degrees by gender: Minimum of 50.40% doctoral degrees awarded to women; in 2009/10, we awarded 36.73% of the doctoral degrees to women, and this has actually decreased. Thus, we have not met this goal.