

University of Arkansas

Division of Student Affairs



2004-2005 Annual Report

Office of the Vice Chancellor for Student Affairs

University of Arkansas

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OVERVIEW

The opening of two major facilities and the establishment of a new Associate Vice Chancellor position top the highlights of the 2004-2005 year for the Division of Student Affairs.

Recognizing the changing preferences of today's students in terms of amenities and privacy, as well as the importance of on-campus living for student retention, the Division opened the Northwest Quad Residential Community in Fall 2004. A 692-bed suite style facility, the Quad provides living arrangements very similar to apartment life with all the advantages of being on campus.

The new Pat Walker Health Center, an emblem of health as a life-long process, opened on November 1, 2004. The 35,000 square foot facility is a living, breathing testament to the University's concern for each student's well-being.

A significant commitment to diversity is evidenced by the newly established Office of Institutional Diversity and Education. Arriving in January 2005, the new Associate Vice Chancellor for Institutional Diversity and Education devoted time during the spring semester to building a solid foundation for meeting the University's needs. This included crafting a vision, establishing an action implementation plan, and developing essential collaborative relationships throughout the campus.

Departmental Highlights

During the past several years, the Division has devoted its energy to being responsive to the needs of the campus and to improving the quality of programs and services. Highlights of some of the resulting success in these areas follow.

On-campus living plays a significant role in early retention of students. To help improve retention rates, the Division has also devoted resources toward the development of a "First Year Experience." Results are impressive. New Fall 2003 freshmen who lived on designated First Year Experience (FYE) floors returned to the institution in Fall 2004 at a rate of 89.4%. The percentage of Fall 2003 freshmen on non-FYE floors returning to the institution was 81.4%. The corresponding retention rate was 72.7% for freshmen living off campus.

Many programs saw increases in participation. The Summer Institute, sponsored by Pre-College Programs, recruited and enrolled 91 gifted and talented students for the 2005 summer program, a 95% increase from the pilot program in 2004. The University hosted 187 foreign visiting scholars and professors through the Office of International Students and Scholars, an increase of 9% over 2003-2004. The Pat Walker Health Center saw a doubling of encounters with triage nurses for a total of 8,125 triage contacts.

The Office of Student Mediation and Conflict Resolution assisted students and the University community with the non-adversarial resolution of 49 student-related cases, involving over 110 primary constituents. This is a 58% increase in cases from the first year of the program. The Office of Community Standards and Student Ethics had a record 24 cases adjudicated by the Judicial Board during the Fall and Spring semesters, a substantial increase over the past 3 years.

The Multicultural Center hosted numerous events with the Career Development Center (CDC) in order to encourage students to think about career opportunities, drawing a much wider audience than previously seen. CDC's Retail Rush and the Supply Chain Career Fairs enjoyed maximum attendance by employers.

The average attendance at Friday Night Live increased 60% from last year (392 to 630). The Union booked over 5,365 reservations, an overall increase of 9.3% from 2003-2004. The Enhanced Learning Center recorded 9,252 visits, an increase of 7% from last year. Requests received by the Center for Students With Disabilities for classroom accommodations increased approximately 15% over 2003-2004 levels.

The Interfraternity Council, with the implementation of Delayed Recruitment during the fall semester, saw the number of men going through the process double from anytime during the previous five years. The continued quality of the Student Support Services program is evidenced by renewal of their grant for another four years.

Four programs within the Division received national recognition. The University of Arkansas International Alumni Reunion was selected as one of seven model programs throughout the United States to be highlighted in the inaugural edition of *International Alumni Programs*, published by the Association of International Educators.

The Multicultural Center won an honorable mention for its Cultural Immersion Program from the International Education Knowledge Community at the NASPA conference. The Multilingual Mental Health Assessment Project developed by Counseling and Psychological Services was invited to present at the national NAFSA meeting. And Student Media received 13 Mark of Excellence awards from the Society of Professional Journalists.

New Initiatives

The Division continues to implement new initiatives to enhance students' intellectual engagement, self-awareness, and feeling strongly bonded to the University. Building collaborative relationships within the Division and across the campus is a crucial component to the success of these initiatives. A few examples are listed below.

The first Hispanic Heritage Month was held on campus, organized by the Division-wide Campus Programming Committee and the Multicultural Center. The month included Isabel Allende's campus visit and the Hispanic Women's Organization annual conference.

The first Scholars' Saturday for Gifted and Talented Scholars was held in October 2004 for students and parents, followed by a second one held in April. Collaborators for Scholars' Saturday included Pre-College Programs, faculty, the Honors College, Admissions, Financial Aid, Study Abroad, and International Students and Scholars.

To assist honors students in becoming more familiar with their academic programs and their special interests, the First Year Experience Office collaborated with the Honors College to offer the first additional Orientation Session designed for honors students.

The Career Development Center offered the first Professional Development Institute. The inaugural group, selected to represent the diversity of the University community, included members of Students in Free Enterprise (SIFE) from the Walton College of Business, REAL

Razorbacks, Student Support Services, Silas Hunt Scholars, and Engineering Co-op students.

Four entities (Pre-College Programs, the Arkansas School for Mathematics Sciences and the Arts, the College of Engineering, and the Provost) collaborated in the pilot offering of a 7-week summer residential program. Called the Summer Engineering and Science Research Experience, the program offered opportunities for scholarly research in the College of Engineering.

The Office of Student Mediation and Conflict Resolution held the first conflict resolution workshop designed specifically for department chairs and directors at the Walton College of Business.

In September, University Housing hosted the "House Calls" program, where faculty and staff members made "door-to-door" visits to first year students to discuss how they were adjusting to college.

In Fall 2004, Chartwells unveiled a new image and tagline, "EAT, LEARN, LIVE." The program includes providing educational programs to food service managers and involves educating students on balanced nutritional choices.

The Division of Student Affairs is focused on creating a student-centered campus, with departmental programs and services contributing directly to the University's goals of retention and diversity. Along with the many successes of the departmental programs, the Division's cumulative efforts have played a significant role in improving the University's six-year graduation rate from 44.8% for new freshmen who entered in 1995 to 52.8% for students who entered in 1998.

Arkansas Union

The Arkansas Union completed significant renovation projects in 2004-2005. Facility improvements included new space being provided for the Office of Non-Traditional and Commuter Students and relocation of the Campus Card Office to new space on the second floor. A showcase for the Union and the University Bookstore was built on the second floor. Major improvements were made to the building fire alarm and notifications system for occupant safety.

A reservation satisfaction survey enabled the Union to determine the needs and be better able to serve the University community. During 2004-2005, the Union booked over 5,365 reservations for faculty, staff, and student usage of the building, an overall increase of 9.3% from 2003-2004.

The Union collaborated with Computing Services on three technical improvements: operation of mobile wireless classroom technology, expansion of the wireless network throughout the Union, and installation of four "surftable" computer stations in the living Room Lounge.

Campus Card Office

The Campus Card Office completed the move to its new spacious and bright office in the Arkansas Union. Over 30 copier readers that accept Razorback\$ were installed across campus during the year. After extensive input from representatives across campus, a new image for the Campus Card was put into production. The "Charging Razorback" logo was used during summer orientation and will be available Fall 2005 for trade-in. Also available for the first time at summer orientation was a Parent Card with the student's photo and ID number, plus phone numbers and websites of University offices.

Collaborative efforts during the year paved the way for implementing expanded services of the Campus Card Office, including a program with the University Bookstore, new parking payment options for the Harmon deck, new internet services, and off-campus services and vending. The Office also continued to have extensive interaction with Chartwells and University Housing for meeting the dining needs of both students and visitors to campus, such as Wal-Mart shareholders, summer camp attendees, and parents during Orientation.

Campus Dining Services

The Campus Dining Services Program, operated by the Chartwells Higher Education Division of Compass Group U.S.A., provides food service to the University of Arkansas. Chartwells currently manages eight different food outlets, ranging from a multi-concept food court, to "all-you care-to-eat" dining halls, to grab-n-go convenience stores.

2004-2005 was an important year for the food service program. Working together, Chartwells and the contract administrator focused on the departmental goals: to launch a new dining hall in the Northwest Quad, to improve customer service, to maintain financial stability, and to improve communication links among key campus constituents. Specific

action plans to meet these goals were established and carried out. These included initiatives such as a major change to the residential dining program known as "Late Night in the Union", re-imaged food concepts in the Union Market, and a new emphasis on collaboration and communication between departments.

In Fall 2004, Chartwells unveiled a new image and a new tagline, Chartwells "EAT, LEARN, LIVE." This program supports the mission of the Division of Student Affairs by focusing on a positive, healthful dining experience that nurtures an inclusive environment and promotes academic success and student development. The program includes providing educational programs to food service managers that will allow them to become nutrition specialists and, most importantly, involves educating students on balanced nutritional choices.

Career Development Center

The mission of the University of Arkansas Career Development Center, in collaboration with numerous constituents (faculty, staff, students, alumni, and corporate partners), is to ensure that all University of Arkansas students have opportunities to develop the lifelong career development skills necessary for responsible citizenship.

A major new initiative during 2004-2005 was the first Professional Development Institute. The inaugural group, selected to represent the diversity of the University community, included members of Students in Free Enterprise (SIFE) from the Walton College of Business, REAL Razorbacks, Student Support Services, Silas Hunt Scholars, and Engineering Co-op students.

Career Development programs are designed to provide information, advising, and resources for students at every stage of the career development process. The Career Development Center continued to build on its commitment to reach students early in their college enrollment by participating in ROCK Camp, Summer Orientation, and First Year Experience classroom presentations. The 2004-2005 Career Fairs were extremely successful with the Retail Rush and the Supply Chain fairs experiencing maximum attendance by employers.

Center for Students with Disabilities

The Center for Students with Disabilities (CSD) had a productive 2004-2005 year that included new initiatives, collaborative efforts, and ongoing activities. Among the new initiatives introduced in 2004-2005 were the addition of the On-Campus Transportation Program, the facilitation of disability research activities, and the continued development of a first-rate alternative formats production facility.

The CSD collaborated extensively with other units and divisions in the University community to continue ongoing programs, including the implementation of reasonable accommodations for students with disabilities. In 2004-2005, after a careful review and re-analysis of all Center records based upon changes in policy and procedure initiated by Parking and Transit, the Center registered over 700 active students with disabilities. Requests for classroom accommodations increased approximately 15% over 2003-2004 levels.

The CSD continued to refine and improve its operations to best serve students and members of the University community. During 2004-2005, the Center's assistive technology lab converted 89 books to alternative formats, acquired 42 texts on tape and 13 in e-text, and converted more than 200 total print documents, including notes and exams. The new On-Campus Transportation Program provided 15 students with 340 rides to class. The Center also administered 881 exams, handled over 3600 phone calls, and received over 3500 visitors.

Community Standards and Student Ethics

The 2004-2005 goals of the Office for Community Standards and Student Ethics (OCSSE) were focused on three major areas: expanding and improving services, improving student outreach, and increasing effectiveness in case management.

One of the highlights of the past school year was the increased awareness of the campus community regarding the PEERs program (Peers Educating Ethical Razorbacks) that was started during the 2003-2004 academic year. This student-led group focused on student education and outreach regarding academic honesty, business ethics, and disruptive behavior. The majority of the presentations took place in First Year Experience courses, freshman level English courses, and the Walton College of Business. Next year the students hope to expand their programs to include University Housing and Greek organizations.

OCSSE has also been the leading office in the 21st Birthday Card project. This student outreach project is designed to send well wishes to all UA students who are turning 21, as well as provide them with useful information regarding alcohol use and, most importantly, safety. This was a collaborative effort between the OCSSE, the Health Center, and Greeks Advocating the Mature Management of Alcohol (GAMMA).

A system of imposing fines for alcohol, drug, and life safety violations was developed for implementation in the 2005-2006 academic year. The OCSSE continues to be involved in Freshman Parent Orientation and Academic Dishonesty presentations throughout campus. These collaborations allow staff members to continue to develop inroads with the academic community, parents, and other Student Affairs departments.

The judicial board adjudicated a record 24 cases during the fall and spring semesters, a substantial increase over the past 3 years. All University Judicial board members participated in a comprehensive training program that will be expanded in the upcoming year. This group was trained in a number of key areas such as investigative techniques, Greek Affairs, diversity education, and sexual assault. During the year, OCSSE finalized the development of an online assessment that will be designed to measure student, faculty, and staff satisfaction with the judicial system. This online survey will be piloted during the Fall 2005 semester.

A new graduate assistant position in OCSSE will allow more effective case management, as well as the continued partnership with the Higher Education program for the development of new student affairs professionals.

Enhanced Learning Center

The mission of the Enhanced Learning Center (ELC) is to foster the intellectual development of the community of student scholars at the University of Arkansas. The ELC is a comprehensive, campus-wide academic support center offering a variety of academic support services for all enrolled students at the University of Arkansas.

Retaining and graduating students is one of the University of Arkansas' top priorities. The campus has made tremendous strides in this arena over the last five years. The percentage of first-year students returning from year to year has increased. Likewise, the percentage of students graduating in six years has increased, from 44.8% for students who entered in 1995 to 52.8% for students who entered in 1998.

One of the centerpieces in the University's efforts to retain and graduate students is the Enhanced Learning Center, which is supported by multiple sources of funding and campus-wide partnerships. The 2004–2005 academic year was the second year for the Center. Students came to the Center to receive academic support including tutoring, Supplemental Instruction (SI), and study skills education. The Center also collected valuable data from students exiting and withdrawing from the institution.

A host of campus partners, including the academic colleges, academic support units, and Student Affairs units, donated their time and expertise to helping the Center attract students. Partners include faculty in Biology, Chemistry, Mathematics, and Foreign Languages, the Walton College of Business, and staff in Student Support Services, University Housing, First Year Experience Office, and Computing Services.

The ELC recorded a total of 9,252 visits in its second year of operation, an increase of 7% from its first year. During the fall 2004 term, 1359 individual students visited the ELC an average of 3.6 times. During the spring 2005 term, 1074 individual students visited the ELC an average of 3.5 times.

First Year Experience Office

The First Year Experience (FYE) Office had an incredible year. Overall participation in FYE programs including Orientation, ROCK Camp, Academic Convocation, Burger Bash, Help-A-Hog, and Family Weekend continued to grow. This year was also the first year that the office implemented the Parent Partnership Association, which proved to be an initial success. The First Year Experience Office collaborated with the Honors College to offer an additional Orientation Session designed to assist honors students become more familiar with their academic programs and explore their special interests.

During 2004-2005, 3,856 students and 2,318 parents and guests took part in a spring or summer Orientation Session, representing an increase of 9.5% and a decrease of 4% respectively from the previous year. The overall goal of the program, accomplished with the successful collaboration of various departments across the university, was to provide incoming students and their families with an overview of information and to help them make a successful transition into the University of Arkansas. Many new initiatives were implemented throughout the program to make it more efficient and better serve the student's needs.

Razorback Outreach for Community and Knowledge (ROCK) Camp, in its third year of existence, experienced some growth in the number of students, but not enough to warrant having two separate sessions yet. The two-day program, held in Tahlequah, Oklahoma, is designed to help students become more self-aware and bonded to the University. In all, 245 students (an increase of nearly 2% from the previous year) participated in one of the two sessions. A strong marketing campaign as well as a revision of the name, goals, and outcomes of the program is underway for the upcoming year.

Participation in Academic Convocation, the University's "official" academic introduction to the University for all new students, also experienced growth. Attendance at Academic Convocation and Burger Bash increased 3% from the previous year to a total attendance of 1,650 students in 2004. Help-A-Hog was another successful FYE program that assisted 1,356 students in locations all around campus during the first two days of the fall semester. Family Weekend was an exciting time as well, although it experienced a slight decrease in attendance with 839 families registering for the experience.

Greek Life

The Office of Greek Life initiated several new projects during the 2004-2005 academic year. In an effort to expand the success of the White Ribbon Campaign, which has tripled in membership, the Hot Pink Ribbon Campaign (women educating women about violence towards women) was established and will make their first presentation in August 2005.

Greeks Advocating the Mature Management of Alcohol (GAMMA) created a program, Alcohol 101+, and presented the program to local high school students throughout the spring semester. The Office of Greek Life sponsored Friday Night Live (FNL), which was one of the best attended FNL's last year. The fourth annual Up 'til Dawn event raised \$50,000 for St. Jude Children's Research Hospital.

The Interfraternity Council successfully implemented Delayed Recruitment during the fall semester. As a result, the number of men going through the process doubled from anytime during the previous five years. Open forums held in September resulted in more programs aimed toward junior and senior members and the implementation of changes to reduce "over programming" among the three main councils. The changes will allow the councils to concentrate on governing their respective chapters.

The Office of Greek Life continued to conduct leadership training for all three councils, and this was the first year with full participation from all chapters. Interfraternity Council, Panhellenic Council, and the National Panhellenic Council (NPHC) sent officers to the Mid-American Greek Conference Association in Chicago in February. This was the first conference with representatives from all of the councils together. NPHC hosted two Advisor's Roundtables to discuss policies and procedures, sponsored two Intake Seminars for all potential new members, and revised their constitution and by-laws.

Institutional Diversity and Education

The Office of Institutional Diversity and Education was newly established with the arrival of the Associate Vice Chancellor for Institutional Diversity and Education (AVCIDE) in January 2005. With diversity as the University of Arkansas' number one priority, the new

office devoted time during the spring semester toward building a solid foundation. This involved crafting a vision for the Office of Institutional Diversity and Education and developing an action implementation plan. Additional activities included developing essential collaborative relationships throughout the campus, co-sponsoring diversity programs and initiatives, and serving as a resource for diversity discussions related to faculty development and educational curriculum.

International Students and Scholars

Programs and services of the Office of International Students and Scholars (ISS) for 2004-2005 were greatly shaped by both world events and campus needs. The war on terrorism continued as United States troops remained in Iraq under the interim Iraqi government; Homeland Security implemented the VISIT program that gained biometric information on all visitors to the United States; and visa issuance in countries such as China and Russia continued to fall under the "Technology Alert List," creating entry and reentry concerns for students and scholars.

During the year, office staff advocated for visa applicants, educated students about reentry procedures, and updated skills through workshops presented by Homeland Security and the Department of State. The staff of the Office of International Students and Scholars supported students and their families who were affected by the tsunami in late December that swept across coastal cities in Indonesia, Sri Lanka, and India.

The University of Arkansas International Alumni Reunion received national recognition by being selected as one of seven model programs throughout the United States to be highlighted in the inaugural edition of *International Alumni Programs*, published by the Association of International Educators. Through working closely with the Multicultural Center, ISS saw ten international students participate in the Multicultural Graduation Celebration in May.

The International Culture Team received over 50 requests for 380 presenters. A core group of 50 students, representing 36 countries, reached 8,153 community members by working with 27 University departments, public schools, community organizations, and businesses. A total of 98 international students, spouses, and scholars participated in presentations, demonstrations, and performances.

The instant messaging software program, which allows ISS to provide daily online advising for students, continued to receive an overwhelmingly positive response. The University hosted 187 foreign visiting scholars and professors through the ISS, representing an increase of 9% over 2003-2004.

Enrollment of graduate international students continued to climb, reaching 604, although the total number of international students enrolled at the University declined to 908. Along with the support provided to individual students, the Office of International Students and Scholars provided quality educational opportunities through orientation, International Education Week and Cultural Immersion events, workshops for academic and administrative departments, and cultural presentations in the classroom for campus and community organizations.

Multicultural Programs and Services

The theme of the 2004-2005 academic year for the Multicultural Center was "NEW." New initiatives, new programs, and new opportunities were abundant. The creation of significant reform within the Multicultural Center led to an expanded philosophy for the Center, which influenced staff to explore new ideas and creative themes for student learning. The result was several new programs and initiatives for the University campus. The Silas Hunt Leadership Program, the re-invigorated Connections Program, Diversity Awareness Workshops, and Diversity Impact are just a few examples of the new projects that were implemented during the year.

While "NEW" was the theme for the year, numerous ongoing projects were continued with renewed emphasis on learning outcomes and intentional programming for first-year students and diverse populations. The Cultural Immersion Nights were successful again in the second year of the program. The celebrations for the cultural heritage months were primarily sponsored by the Multicultural Center, with a renewed focus on Martin Luther King, Jr. Week. Hispanic Heritage Month was included for the first time, with sponsorships of Isabel Allende and the Hispanic Women's Organization annual conference.

Collaboration was also a key component to many of the activities this year. Partnering with a wide variety of Student Affairs departments, the Multicultural Center attempted to bridge the gap for students of color to a wealth of opportunities afforded by the University. The Center co-sponsored a forum for the National Panhellenic Council with the Office of Greek Life to educate students about the recruitment process for historically black Greek organizations. The Center also hosted numerous events with the Career Development Center in order to encourage students to think about career opportunities, drawing a much wider audience than previously seen. To create a welcoming environment for students, the Center worked with the Office of Student Involvement and Leadership to partner with student groups, such as University Programs, Latinos Unidos, Black Students Association, and People Respecting Individual Differences and Equality (P.R.I.D.E.).

Professional development and campus service for the Center staff were strong components for the year. The staff attended several conferences and won an honorable mention for its cultural immersion program from the International Education Knowledge Community at the NASPA conference. Campus committee involvement was at unprecedented levels during the year, with representation on a newly formed Leadership Work Group, Hispanic Heritage Month committee, the Campus Programming Committee, Minority Undergraduate Fellows Program Planning Committee, and the Martin Luther King, Jr. Planning Committee.

Non-Traditional and Commuter Student Services

The mission of the Office of Non-Traditional and Commuter Students (ONTCS) is to provide support, information, and resources to meet the unique needs of these undergraduate target student populations.

During the past year, the department had a 100% staff turnover and moved from Bud Walton Residence Hall back to the Arkansas Union, a more accessible area for students. To provide a convenient and multi-use space, a commuter lounge was created on the

Union's sixth floor, offering a large-screen television, study tables, lamps, rugs, and comfortable seating areas.

During 2004-2005 ONTCS focused on the following initiatives: recognition for academic accomplishments of non-traditional students, increased communication and awareness of students and their needs, building leadership among the students, helping students develop their own voice through advising and forming appropriate registered student organizations, research and advocacy for appropriate student housing options both on and off campus, and working to identify and understand various target student populations and how to best serve their needs.

Specific highlights related to these initiatives included creating several new electronic means of communication among non-traditional and commuting students: a listserv, a bulletin board, and a newsletter. A registration form was designed to collect helpful information for serving non-traditional and commuter students. As of June 2005, the database listing of student characteristics and listserv subscriptions totaled 1,080. The Office responded to 456 student inquiries, including questions, problems, and situations.

A new Peer Mentor Program was established in Fall 2004 to provide students with academic and personal support by peers who may have had similar experiences. New student organizations that became registered in 2004-2005 included the National Honor Society for Adult Students in Higher Education and the Commuter Student Association.

Collaborative efforts included meetings with the Fayetteville Housing Authority and several property managers regarding student housing. Crucial to informing students of available support and services are referrals from other areas of the University. A strong relationship with the Office of Admissions has resulted in Admissions staff routinely directing non-traditional students to the office, the Admissions home page containing a link to the ONTCS home page, and scholarship information instructing non-traditional students to contact ONTCS.

Pat Walker Health Center

The Pat Walker Health Center, a living, breathing testament to health and wellness and an emblem of health as a life-long process, opened its doors on November 1, 2004. The 35,000 square foot facility was celebrated at a dedication ceremony of the Pat Walker Health Center and the Northwest Quad Residential Community on November 12. Expressing gratitude to Pat Walker and her family, Julian Stewart and family, and numerous other generous donors, University of Arkansas dignitaries and student leaders emphasized a shared commitment to the health and well-being of students and to their future. A beautiful facility located on the corner of Maple Street and Garland Avenue, the building has improved the efficiency and quality of health services and programs. One is truly welcomed to the University of Arkansas campus by the presence of the Pat Walker Health Center.

At the heart of the Pat Walker Health Center are students and their goals to be successful. With increased facility space, students found direct services such as primary medical care, women's health care and counseling and psychological services delivered by highly qualified and committed professional staff. In all, 27,418 visits were accomplished. Health promotion and education invited students to use the spacious facility for health

fairs, classes, workshops, peer education training and as a general gathering place. A total of 649 presentations both in the Pat Walker Health Center and throughout the campus and the community were achieved with 22,837 student participants.

In addition to support from student fees to fund approximately half the cost of the new health center, student fees assure easy access to services and programs through the year. The Student Fee Review Board supported an increase of forty cents for the coming year to support a significant increase in mental health clinician and nurse salaries. The Pat Walker Health Center was also the recipient of several grants to increase programming in breast cancer awareness and prevention as well as sexual violence prevention. Additional responsibilities to screen international students for tuberculosis required close coordination with campus units and the Arkansas Department of Health.

Of great note in 2004-2005 was the accomplishment of the multilingual mental health assessment project, initiation of a Campus Mental Health Task Force, increased opportunities for training student interns and graduate students, the addition of a social work intern in the primary care clinic, and a doubling of encounters with triage nurses for a total of 8,125 triage contacts. Pat Walker Health Center collaborations are reflected in the close ties with the Department of Health Sciences and delivery of one-hour credit classes in health-related topics, with housing for the Counselor in Residence Program, with medical and nursing providers teaching and mentoring athletic trainer graduate students, with the First Year Experience Office for coordination of programs, and with campus-wide efforts for prevention of excessive use of alcohol and associated consequences.

Pre-College Programs

Collaborative efforts with numerous departments brought several new initiatives to campus during 2004-2005. Four entities (Pre-College Programs, the Arkansas School for Mathematics Sciences and the Arts, the College of Engineering, and the Provost) collaborated in the development, funding, and pilot offering of a 7-week summer residential program. Called the Summer Engineering and Science Research Experience (SESRE), the program offered opportunities for scholarly research in the College of Engineering.

College Project and Educational Talent Search developed and implemented a new summer program to simulate a college experience for 8th, 9th, and 10th grade participants. This "Experience College" was a collaborative effort with a number of departments and colleges. Students engaged in self-selected coursework with faculty facilitating the exploration of various college majors and career fields. The first Scholars' Saturday for Gifted and Talented Scholars was held in October 2004 for students and parents, followed by a second one held in April. Collaborators for Scholars' Saturday included faculty, the Honors College, Admissions, Financial Aid, Study Abroad, and International Students and Scholars.

The Summer Institute, in its second year, recruited and enrolled 91 gifted and talented students for the 2005 summer program. This represented a 95% increase from the pilot program in 2004 and participation expanded to students from neighboring states. Departmental collaborations were extended to include a number of academic areas and

faculty instructors. Counseling staff from Talent Search programs reached a total of 1835 students in 2004-2005 through workshops, guidance counseling, tutoring, campus visits, and summer enrichment. Twenty Summer Bridge program participants from the Upward Bound programs completed up to six hours of college credit with 100% enrolling in college for the 2004 fall semester. All eight pre-college programs have demonstrated success in increasing participant diversity.

Student Involvement and Leadership

The Office for Student Involvement and Leadership began the 2004-2005 year with significant personnel changes, but continued to produce some outstanding programs. The department had several major accomplishments. The average attendance at Friday Night Live increased 60% from last year, going from 392 to 630. University Programs produced an outdoor concert in the Greek Theatre in the spring that had 5,000 people in attendance.

A third section of Emerging Leaders was added due to demand, and the program expects to expand again in 2005-2006. Associated Student Government began working under their new constitution and code, and while the transition wasn't always a smooth one, the organization saw many successes in the year. The second LeaderShape Institute was held this past May and was a huge success. And while overall volunteerism numbers were down for the year, Make A Difference Day saw some of its highest numbers ever.

Two collaborative initiatives deserve special recognition: the refocus of the Campus Programming Committee and the creation of the Leadership Work Group. The Campus Programming Committee was retooled to serve as a collaboration engine for the Division. The Committee accomplished several items in the spring, including the formation of a sub-committee to plan the first organization recognition of Hispanic Heritage Month. In the spring, the Leadership Work Group was formed to review and assess the current state of leadership development on campus and to develop a comprehensive leadership program.

Student Media

Student Media at the University of Arkansas enjoyed another successful year in 2004-2005. Students and organizations received a number of awards and honors, including 13 Mark of Excellence awards from the Society of Professional Journalist and 37 first-place awards in the annual Arkansas College Media Association competition.

New initiatives included expanded coverage for broadcast, national coverage for the Iraq war through the Associated Press, the addition of a professional advertising manager allowing for better mentoring, and a more coherent and efficient business operation. Intentional efforts were made to increase the diversity of content provided by Student Media outlets. Notably, KXUA worked diligently to provide a wide range of content.

Collaboration is the lifeblood of journalism. In addition to the normal day-to-day collaborative efforts needed to publish or broadcast, Student Media groups engaged in a number of specific efforts, including the publication of an orientation issue of *The Traveler*, which was utilized by the Admissions Office to help introduce new students and their parents to the UA community. In addition, a "Move-In Day" insert was published in the

first edition of the 2004 *Traveler*, giving students an overview of the resources available to them from the Division of Student Affairs.

Student Mediation and Conflict Resolution

The Office of Student Mediation and Conflict Resolution (SMCR) provides an informal, impartial, and confidential means of conflict resolution to students and the campus community. Its goal is to foster a culture of community, support safe and open dialogue, and encourage cooperative problem resolution on campus. This is done through service and education, with ongoing climate assessment and the related response to address University community needs. In its first three years, SMCR has successfully marketed its program and identified conflict climate needs and continues to make recommendations to expand services and improve the conflict climate for students.

The Office provided twenty-five workshops and educational presentations to students and employees regarding conflict resolution theory and practice during 2004-2005. The first conflict resolution workshop designed specifically for department chairs and directors was held for administrators at the Walton College of Business. On-site workshops are now being offered to units in collaboration with the Director for Anger Management in Counseling and Psychological Services and the Human Resources offices.

Most importantly, SMCR assisted students and the University community with the resolution of 49 student-related cases through early, informal, and non-adversarial resolution practices, coordinating solutions with over 110 primary constituents. This is a 58% increase in cases from the first year of the program.

Student Mediation and Conflict Resolution continues to increase its marketing efforts to reach the University community. Its website receives an average of 10-11 hits per day, and posters have been displayed throughout campus at all academic departments, administrative units, and housing facilities. Students accessing SMCR's services are referred by faculty, Student Affairs personnel, other students, or are self-referred after viewing the website, posters, or Student Handbook.

Student Support Services

Student Support Services (SSS) began the 2004-2005 academic year newly staffed, including an Administrative Assistant, a Graduate Assistant, and three Student Development Specialists. The 2006-2010 grant proposal was written and received approval for an operating budget of \$331,079 to provide service to 325 participants.

This year, SSS met its federal performance objective of serving 308 participants. SSS grants totaling \$21,000 were awarded to 44 students who actively participated in the program. The program began four new initiatives, one of which included providing 10 hallmark and enrichment activities. The tutorial process was streamlined by customizing the Student Access Database with drop-down data entry menus, concise reports, and by offering 1-on-1 tutoring on an as-needed basis in place of standing appointments.

Student Support Services continued with established assessment methods including qualitative End-of-Term Satisfaction Surveys and reviewing semester tutoring statistics.

Additionally, a Longitudinal Study of the Department of Education Annual Performance Reports for the years of 1997-2004 was conducted. These data will serve as a point of reference for all future programming and services.

University Housing

Fiscal year 2005 was a productive and challenging year for University Housing. The year began with a new interim executive team in place until staff could be hired. Between November 2004 and June of 2005 an executive team composed of the new Director and four new Associate Directors was completed.

In the spring, a team of faculty and housing professionals came to campus to assess the academic integration within the halls and the potential for additional collaboration with faculty on campus. Substantial changes in structure, philosophy, and staffing resulted in significant positive outcomes, including executive level support, clear goals and objectives, a staff committed to success, an increase in the number of full-time Resident Directors, creation of additional staff positions in the technology area, and the constant review of processes.

Several large projects were undertaken during 2004-2005: the opening of a 692-bed suite style facility called the Northwest Quad; the closing of the west side of Carlson Terrace; the closing of the south part of Walton Hall because of mold; a new online assignment process for both returning and new students; initiation of a housing master plan; a restructuring of training in the Residential Education area; creation of two new areas (Student Welfare and Conduct Office and the Manager for Human Resources); and the painting of five halls that included all student rooms, hallways, stairs, and trim.

Despite the unique challenges of this past year, the Residential Education staff was successful in both establishing and continuing key collaborations with partners across the division and institution. From the judicial process perspective, University Housing has become a greater participant in the University judicial process. Staff continued to successfully engage residents through programming, recognition, hall improvement, and academic initiatives. Many residents participated in Make a Difference Day, Casino Night, and Alternative Spring Break. Housing collaborated with the Multicultural Center and the Office of Admissions in making Diversity Impact Day a helpful recruitment tool for underrepresented communities in the state and surrounding states.