University of Arkansas plans to increase graduation rates:

1. **Offer financial management workshops**—The Financial Aid Office and the Academic Scholarship Office plan to join forces to conduct financial management workshops each September. Students will be advised about financial planning and about campus employment and scholarship opportunities. Students will also be encouraged to apply for research grants (SURF, Honors College Grants [if relevant], SURE, and other research awards as well). A study, internal to the campus, demonstrated that students who complete research, working closely with a faculty member, have a high graduation rate. The first financial management workshop was held in January of 2011.
   Additionally, the Walton College of Business offers a Financial Principles course that is open to students across campus

2. **Review registration holds and drop deadlines—**the Registrar and Associate Deans are reviewing the necessity of all of the existing registration holds, as well as whether or not the current drop deadlines (based on the days when dropping was done via paper) are the most appropriate to student success. A recommendation will come forward to the Faculty Senate to change the drop deadlines during Spring 2011.

3. **Make clear to students and faculty that attendance matters**—We will proactively work with the Faculty Senate and Associated Student Government to encourage attendance as a mechanism for enhancing retention and graduation. Universities are using electronic means to take attendance. The use of Clickers and/or card swipes are becoming more prevalent. Taking attendance is clearly critical in retention and is important to increasing graduation rates. If we cannot keep a student in class, what is the likelihood that we can graduate that student? Taking attendance in the larger classrooms is very time intensive. Faculty members are unlikely to take attendance unless it is a very quick process. ITS is currently reviewing the most inexpensive way to put technology in the auditoria so that it will be a quick an easy way for faculty to check on who is there, and to send the message that attendance is expected and important.

4. **Invite "stop-outs" to complete their degrees by being readmitted to the U of A–** the Registrar's Office, Admissions, and the college advising coordinators, in conjunction with the Director of Academic Success will develop a plan for re-engaging students who have completed 100 credit hours and are in good academic standing.

5. **Launch online degree audits—**The ISIS team is working on configuring this and will have it operational for many colleges by February 2011.

6. **Understand the data/coordinating the effort—**To best understand what our internal issues are, we need to ask a variety of questions, evaluating data on a regular basis. We need to share the information with colleges and the various advising centers. To do this, we need a graduation analyst on the campus. This person will be housed in the Registrar's Office and will communicate regularly with the colleges to assess data (high school success records, housing retention rates, meal plan usage, advising as it relates to retention, income and retention, scholarship/lottery retention, problematic course combinations, priority registration and retention, etc.) deemed relevant to our graduation efforts. We are just beginning to understand why some of our students are more at-risk than others. We are also not effective in distributing and using the data we do have.

7. **Expand the Enhanced Learning Center (ELC)—**Last year 11,178 students sought tutoring services and 6,682 participated in supplemental instruction (SI). Clearly, there is a need for these services. Departments have seen the benefits of the SI program and are asking to increase the number of supplemental instructors. The ELC has to turn away students who want tutoring because the demand is higher than the number of tutors currently employed.

8. **Enhance the Advising Center in ISIS—**With the upgrade in ISIS came an expanded and enhanced Advising Center. With additional modifications and a fully functioning online degree audit, this center could do what the Education Advisory Board promised with their costly software program. This would be ideal because advisors would not have to learn or keep open an additional program. We will seek additional feedback on this from the Faculty Senate.

9. **Develop an effective Web presence for the Office of Student Success—**This site would coordinate various pieces of key information (scholarship renewal criteria, important phone numbers and key sites for advising, tutoring availability, financial aid and scholarship deadlines and checklists, drop deadlines, graduation checklists etc.) so that students would have a one-stop online resource for information central to their academic and financial success. The availability of this site should be shared with parents through communication groups in Student Affairs and the Treasurer's Office.

10. **Assess the effectiveness of these measures (#1-9) in increasing graduation rates-** The Provost and Vice Provost for Enrollment Services will work with the Faculty Senate and the Associate Deans group to identify who will assess the effectiveness of these measures. An annual report will be produced, beginning June 2012.