College of Education

Annual Report
January 1, 2012 - June 30, 2013

1. **Mission Statement**

The College of Education at the University of Central Arkansas, as Arkansas' premier educator preparation college, is dedicated to providing exemplary programs for the preparation of professional educators, including teacher preparation, educational leadership, school counseling, library media, instructional technology, higher education student personnel administration, and other related professional fields. With an emphasis on teaching, research, and service, the members of the College of Education, along with their counterparts in supporting programs across campus, demonstrate a commitment to the improvement of educational programs and services by collaboratively working with organizations that have teaching and human development as their mission. The professional education programs in the College prepare professionals who demonstrate the content knowledge, pedagogical knowledge, and professional skills and dispositions necessary to help all students learn.

To accomplish this mission, the College of Education:
•Provides programs of study at both the undergraduate and graduate levels based on empirically-supported pedagogical and clinical practices.
•Prepares educators to effectively teach and enhance learning conditions and outcomes for diverse learners.
•Promotes a commitment to understanding and working effectively with children and adults in geographically and culturally diverse settings.
•Employs a faculty who demonstrate excellence in teaching, scholarship, and service.
•Establishes a professional environment conducive to both student and faculty growth and development.
•Supports faculty to establish prominence and visibility through state and national professional contributions and to maintain UCA's prominence as the premier educator preparation institution in Arkansas.
•Maintains and promotes resources such as the Technology Learning Center, the Child Study Center, and outreach programs such as the Mashburn Center for Learning, the Reading Center, the SuperKids Program, the Summer Enrichment Program, and the University Challenge Program.
•Promotes on-going professional development for educators through such programs as the UCA College of Education Leadership Institute, National Board Certification for Teaching Standards program, Pre-K Early Literacy Learning Program, and professional development for educators offered through UCA's Academic Outreach Office and the UCA STEM Center.
The College includes three academic departments and two support units:

Departments
Early Childhood and Special Education (ECSE)
Teaching and Learning (T&L)
Leadership Studies (LS)

Support Units
Candidate Services (CS)
Technology Learning Center (TLC)

2. **Status/Achievement of 2013 Goals**

Goal 1: Conduct Program & Curricular Revision to meet external regulatory requirements, including: (a) to meet 120 credit hour requirement of Arkansas ACT 747; (b) to reflect changes in state licensure categories and requirements; (c) to align curriculum with new INTASC Standards, state competencies, and new accreditation and/or program review standards; and (d) to incorporate k-12 Common Core curricular standards. The ultimate goal is to assure that UCA teacher candidates are extremely well-prepared to meet today's k-12 classroom needs and enhance k-12 student learning for all.

Related UCA Strategic Planning Goals
Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Action Plans

1a. * Transition from P-4 degree & licensure program to K-6 degree & licensure program.

* Develop an undergraduate K-12 special education degree & licensure program.

* Revamp the graduate special education masters degree & endorsement.

* Complete final planning and implementation of the UACCM partnership in Early Childhood/Elementary Education.

* Seek approval for curricular changes associated with the secondary education professional education core, including approval of a Teaching and Learning minor in secondary education for content disciplines in teacher education.

* Engage in middle level and graduate program curricular revision process to meet regulatory requirements but also to establish highly innovative and engaging teacher preparation and development programs. Goals include increasing the number of UCA alums who become National Board Certified teachers, using distance education technologies to more effectively and efficiently supervise student interns, and increasing graduate enrollments by using asynchronous distance delivery or other delivery methods that appeal to working teachers.

* Collaborate with the College of Natural Sciences and Mathematics to plan and implement the new STEMTeach program to prepare undergraduate math and science teachers.

> **Expected Results:** Completion of all planned Program and Curricular Revision in order to submit for approval in Fall 2013 and implement revised programs by Fall 2014.
> 1. ECSE undergraduate program revisions will be decided by the completion of Fall semester 2012, with bureaucratic approval process occurring in Spring semester 2013. Implementation is scheduled to begin Fall 2013.
> 2. ECSE – UACCM partnership plans will be completed in Fall 2012 with program implementation beginning January 2013, contingent upon adequate program enrollment.
> 3. ECSE graduate program revisions may be completed during 2012-13 but could extend into 2013-14.
> 4. T&L secondary education minor and associated curricular changes will be processed in Fall 2012 and implemented Fall 2013.
> 5. T&L middle level curricular changes will be decided Fall 2012, changes processed Spring 2013, with implementation scheduled for Fall 2013.
> 6. The STEMTeach program will be planned and implemented.
> 7. T&L graduate program changes may extend into AY 2013-14.
> **Actual Results:** The majority of programmatic revisions have been completed, although some curricular changes must still go through the curriculum/programmatic approval

process. Some program revision and implementation was delayed due to delays in finalization of state and national standards and guidelines. Specifically,

1. The ECSE Dept K-6 Elementary Ed and K-12 Special Ed programmatic and curricular changes have been fully developed and are ready for submission for approval in AY 2013-14 with implementation planned for Fall 2014.

2.The UACCM partnership program was implemented in January 2013, although enrollments have not met intended targets, so the program may not continue beyond Spring 2014.

3. The T&L Department Middle Level program revisions have been fully developed and are ready for submission for approval in Fall 2013 with implementation as early as Spring 2014 but no later than Fall 2014.

4. The Teaching & Learning minor was completed and approved and is being implemented effective Fall 2013.

5. The STEMTeach program was planned, staffed, and implemented during the 2012-13 academic year. Additionally, the program has now received licensure approval from the Arkansas Department of Education.

Status: Ongoing

Links to Supporting Documents

None

Goal 2: Continue efforts to attract undergraduate students of color to education profession by building and sustaining diversity-related initiatives and academic supports such as the PRAXIS I test preparation program.

Related UCA Strategic Planning Goals
Goal 6: Promote Diversity in All Areas

Action Plans

2a. * Continue initiatives of the Diversity Committee and the Lighthouse Beacon activities to attract and support students of color.

* Establish & implement clear and definitive PRAXIS I Writing support & monitoring processes for undergraduate students interested in education profession.

* Hire Pre-Education Advisor to attract and support Pre-Education students interested in teacher education.

Expected Results: 1. Increased percentage of racially diverse students in educator preparation programs.

2. Enhance teacher education admission eligibility of undergraduate students interested in education.

Actual Results: 1. Diversity Committee and Lighthouse Beacons activities included recruitment letters to Freshmen, a reception for racially diverse undergraduate students, an outreach luncheon with diversity leaders in Arkansas, and a reception for UCA student leaders/ambassadors. These collective events were held to inform UCA students and leaders in Arkansas about teacher education opportunities at UCA.

2. The C of Ed implemented the Northstar practice testing and tutorial program to help prepare Pre-Education students to take the PRAXIS I exam.

3. In Fall 2012, approximately 10% of undergraduate teacher education candidates were students of color. Similarly, approximately 16% of MAT teacher education candidates were students of color. Fall 2013 enrollment and demographic reports are not yet complete, so final results are not yet known.

4. The C of Ed successfully hired a young man, Mr. Shannon Williams, as its Pre-Education Advisor --- using salary savings dollars from a federal grant. Mr. Williams has fully embraced his Pre-Education Advisor role and has also worked with Pre-Education students in their PRAXIS I preparation and tutorials. He is also representing the C of Ed in a number of undergraduate recruiting efforts, including recruiting at local community colleges. Because he only began his role in January 2013, the impact of his role on our undergraduate student population is not yet known.

Status: Ongoing

Links to Supporting Documents

None

Goal 3: Enhance graduate student enrollment and retention/program completion.

Related UCA Strategic Planning Goals
Goal 1: Focus on Integrity at All Levels of Action
Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
Goal 3: Provide a Learner-Focused Environment for All Students

Action Plans

3a. * Implement instructional delivery schedules and modalities that promise to enhance student enrollment, especially at the graduate program level.

* Address concerns about current graduate admission standards and practices by proposing an alternative to current use of GRE scores. Submit C of Ed graduate admission proposed policy change to Graduate Program Coordinators and C of Ed Department faculty for consideration (see draft proposal – June 2012). Final policy version will be submitted to Graduate Council for consideration.

* Leadership Studies Department will launch multi-prong approach to marketing their programs. (See Leadership Studies Department strategic plans.)

* Establish and monitor a graduate student database that can more effectively track student enrollment and program completion.

Expected Results: 1. Greater integrity and authenticity to C of Education graduate admissions.

2. Enhanced student quality and/or student enrollment.

3. Accurate reporting of graduate student time to degree and completion rate by program area.

Actual Results: As a result of multiple strategies to attract more graduate students to College of Education graduate programs, the Fall 2013 enrollment in two of the three C of Ed departments is up substantially. Specifically, graduate enrollment in the TL Department is up 43% and graduate enrollment in the LS Department is up 30%. This dramatic increase in enrollment is attributable to our multi-prong approach --- including

1. Conversion of most C of Graduate programs to fully or largely on-line delivery formats to better serve working professionals in varying locations. These programs were formally approved by ADHE for on-line delivery.

2. Additionally, after the C of Ed expressed concerns about the complexity and cost of UCA's graduate tuition and fee structure, UCA has simplified its tuition structure and reduced the tuition + fee cost to be more competitive …. Resulting in a $240 per credit hour cost with no fees.

3. The C of Ed was successful in getting application and admission processes changed so that barriers to applying were reduced (e.g. allowing other evidence of national standardized test performance in lieu of a GRE score).

4. The College of Ed graduate programs implemented a continuous enrollment policy to strengthen graduate student retention.

5. Intensive marketing and recruitment efforts.

Status: Completed

Links to Supporting Documents

None

Goal 4: Adjust College assessment plans to fit program revisions, including deeper and more authentic use of assessment for program and instructional improvement. Also, enhance assessment of candidate dispositions to assure candidate quality and fitness to teach.

Related UCA Strategic Planning Goals
Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Action Plans

4a. * Revise and monitor assessment plans for all programs, including assessment of candidate dispositions.

* Establish annual assessment review dates for all programs in which program faculty collectively make sense of candidate assessment results and articulate instructional and/or program revisions to meet areas of candidate weakness. Program coordinators are responsible for arranging and documenting the results of these annual meetings.

Expected Results: Candidate assessment will be utilized more fully to develop a culture of assessment with high utility for students, faculty, and programs. Evidence will include documented assessment review meetings and collaborative decision-making about resultant program or instructional changes.

Actual Results: Very little progress was made to revise, update, or improve our current assessment practices due to the attention to our program revision processes. Additionally, UCA was in the process of planning and implementing additional assessment practices to meet the Higher Learning Commission's requirement to report student learning outcomes (SLO's) and to revise and assess our General Education/Core course requirements. Thus, attention to the full range of assessment changes will largely be addressed during the 2013-14 academic year, for implementation in the 2014-15 academic year.

Status: Ongoing

Links to Supporting Documents

None

Goal 5: Continue to promote and market the College of Education and its programs.

Related UCA Strategic Planning Goals
Goal 5: Increase Engagement with External Partners

Action Plans

5a. * Develop and implement routine system for maintaining announcements on the C of Ed hallway electronic monitoring system. TLC will draft guidelines and be responsible for implementation.

* Continue to systematically develop and distribute news stories on College of Education achievements and events – to be shared with Bear Ledger, Alumni and Advancement office publications, and others. Annual news publications will be distributed through the Alumni Association office.

Expected Results: Continued public visibility and prominence of UCA's College of Education.

Actual Results: Action plans (see above) were fully completed. Regular C of Ed news stories appeared in various UCA publications and electronic venues.

Status: Ongoing

Links to Supporting Documents

None

Goal 6: Promote and Support Faculty Scholarship Endeavors

Related UCA Strategic Planning Goals
Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Action Plans

6a. * Develop and Implement Faculty Summer Research Incentive Program so that faculty may be paid during the summer to work on research. C of Ed overhead return monies should be used to provide incentive monies.

* To the degree reasonable, enhance faculty travel for scholarly activity by utilizing C of Ed overhead return monies to supplement travel awards.

* Continue to encourage and facilitate external funding applications and awards. 4. Continue to recognize faculty excellence in research (as well as excellence in teaching and service) by annually awarding a College Research Award to a deserving faculty member.

> **Expected Results:** Successful completion of action plans above resulting in more formal recognition and support of faculty scholarly endeavors
>
> **Actual Results:** 1. The College Research Committee developed criteria and guidelines for the Faculty Summer Research Incentive Program. The Research Incentive program was implemented. Five faculty made application for research stipends and four faculty were awarded summer salary equivalent to teaching one summer course.
>
> 2. Several faculty were given supplemental travel awards to support their travel to major conferences where their scholarship was being presented. Those receiving supplemental support were those who formally pursued travel support from other internal or external agencies, thus demonstrating their initiative to find support for their scholarly work.
>
> 3.The C of Ed brought in approximately $730,000 in external funding for the fiscal year 2012-13. The C of Ed is second only to the College of Natural Sciences and Mathematics in its annual external funding award amount.
>
> **Status:** Ongoing

Links to Supporting Documents

None

Goal 7: The Dean will work with the Office of Advancement to solicit donor support for the College of Education.

Related UCA Strategic Planning Goals

Goal 5: Increase Engagement with External Partners

Action Plans

7a. * Engage in donor qualifying process.

* Identify and prepare College of Education needs that may encourage donor support.

* Meet with potential donors as arranged by the Advancement Office.

    Expected Results: Enhanced donor support for UCA's College of Education.

    Actual Results: Very little progress in this area.

    Status:

    Links to Supporting Documents

       None

3. **2014 Goals**

   Goal 1: Complete Student Assessment Plan Revisions and Additions

    Related UCA Strategic Planning Goals
       Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

    Action Plans

    1a. * Where appropriate, update student assessments to align with revised programs.

    * Where appropriate, incorporate UCA HLC Student Learning Outcome Assessments and UCA

    Core Course Assessments.

    * Modify electronic portfolio system (i.e. Chalk & Wire) to reflect revised assessment plans.

    * Implement new assessments Fall 2014.

       Resources: Faculty & administrative time.

       Responsible Person(s): Faculty, Program coordinators and Administrative personnel.

       Projected Completion Date: June 2014

       Expected Results: Completion of all Action Plan steps above.

   Goal 2: Provide Faculty Development to meet Teaching and Scholarship Expectations

    Related UCA Strategic Planning Goals
       Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

    Action Plans

    2a. * Prepare and develop faculty for Fall 2014 implementation of new Arkansas classroom

    teaching performance instrument (TESS – Teacher Evaluation Support System).

    * Prepare faculty on new accreditation (i.e. CAEP) and program review standards and

    indicators so that UCA's educator preparation programs are adequately prepared to meet their

    2015 program reviews and 2018 accreditation review.

* Train faculty on utilization and incorporation of new HLC Student Learning Outcome assessments and UCA Core Course assessments – in addition to their usual student assessments that are utilized for program reviews and accreditation reviews.

* Provide NVivo (qualitative data analysis tool) and/or Qualtrics (survey research tool) training opportunities for interested faculty.

> **Resources:** Faculty and administrative time; professional development expertise.
>
> **Responsible Person(s):** Administrative personnel.
>
> **Projected Completion Date:** June 2014
>
> **Expected Results:** Successful completion of tasks outlined in the Action Plan by the end of academic year 2013-14.

Goal 3: Develop Normative Aspects of the C of Ed Professional Culture.

Related UCA Strategic Planning Goals
Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Action Plans

3a. * Hold 3-4 faculty seminars regarding topics of interest and relevance to C of Ed faculty.

* Through those conversations, promote shared norms and understandings of faculty role expectations.

> **Resources:** Faculty time; administrative leadership; senior faculty leadership.
>
> **Responsible Person(s):** Administrative personnel and senior faculty.
>
> **Projected Completion Date:** June 2015
>
> **Expected Results:** Through the action steps above (over multiple years), we would hope to help faculty focus on work responsibilities and processes in ways that motivate and challenge them, rather than strictly focusing on work related to internal and external regulatory and bureaucratic compliance.

4. **Five-year Goals**

Goal 1: To promote and sustain the C of Ed's prominence among Arkansas' educator preparation programs.

Related UCA Strategic Planning Goals
Goal 1: Focus on Integrity at All Levels of Action
Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
Goal 3: Provide a Learner-Focused Environment for All Students
Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology
Goal 5: Increase Engagement with External Partners
Goal 6: Promote Diversity in All Areas

Projected Completion Date: June 2018

Goal 2: To achieve reasonable balance between the C of Ed's personnel capacity and its programmatic and accountability demands.

Related UCA Strategic Planning Goals
       Goal 1: Focus on Integrity at All Levels of Action
       Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
       Goal 3: Provide a Learner-Focused Environment for All Students
       Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology
       Goal 5: Increase Engagement with External Partners
       Goal 6: Promote Diversity in All Areas

Projected Completion Date: June 2018

Goal 3: To promote strong professional norms among C of Ed faculty so that their work world will not focus predominantly on regulatory and bureaucratic compliance.

Related UCA Strategic Planning Goals
       Goal 1: Focus on Integrity at All Levels of Action
       Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
       Goal 3: Provide a Learner-Focused Environment for All Students
       Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology
       Goal 5: Increase Engagement with External Partners
       Goal 6: Promote Diversity in All Areas

Projected Completion Date: June 2018

5. Challenges

1. Inadequate resources &/or resource management discretion.
2. An organizational culture with limited will and/or capacity to efficiently and effectively utilize its available middle management leadership expertise and/or other personnel resources.
3. An inordinate amount of change-related work precipitated by university and external regulatory changes.

6. Opportunities

The C of Ed has cooperative faculty with a strong commitment to the education profession and to students.

7. Summary

The College of Education personnel have been highly effective and consistent in achieving their annual goals. However, an extreme amount of their work is focused on accountability and reporting demands from multiple regulatory authorities. Our challenge is to meet these regulatory demands while sustaining a passion for the education profession and the students it serves.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	No.	%
Professor	6	11.76
Associate Professor	13	25.49
Assistant Professor	15	29.41
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0.00
Lecturer/Clinical Instructor/Lab Instructor II	5	9.80
Lecturer/Clinical Instructor/Lab Instructor I	11	21.57
Instructor	0	0.00
Visiting Assistant Professor	0	0.00
Visiting Lecturer	1	1.96
Total	**51**	**100.00**

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	No.	%
Tenured	17	33.33
Tenure-Track	15	29.41
Non-Tenure-Track	19	37.25
Total	**51**	**100.00**

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	No.	%
Yes	39	76.47
No	12	23.53
Total	**51**	**100.00**

Distribution of New and Continuing Full-Time Faculty by Department

Department	Continuing	New	Total
Candidate Service/Field Exp	3	0	3
Early Childhood/Special Ed	17	1	18
Leadership Studies	14	2	16
Teaching & Learning	17	2	19
Technology Learning Center	0	0	0
Total	**51**	**5**	**56**

List of Administrative Assignments

Candidate Service/Field Exp

Kenneth Vaughn, Director of Admissions and Licensure, July 1, 1994 - Present

Early Childhood/Special Ed

Kathleen Atkins, Department Chair, July 1, 2000 - Present

Deborah Barnes, Assistant Dean, January 1, 2006 - Present

Deborah Barnes, NCATE Coordinator or Co-Coordinator, July 1, 2001 - Present

Leadership Studies

Timothy Atkinson, Director, Sponsored Programs, August 7, 2008 - Present

Terry James, Chair, Department of Leadership Studies, February 1, 2007 - Present

Diana Pounder, UCA College of Education Dean, July 1, 2009 - Present

Teaching & Learning

Tammy Benson, Chair, Department of Teaching & Learning, July 2010 - Present

Distribution of Full-Time Faculty by Gender and Race/Ethnicity

Race/Ethnicity	Female	Male	Total	%
American Indian/Alaska Native	0	0	0	0.00
Asian	1	1	2	3.92
Black or African American	1	0	1	1.96
Hispanic/Latino of Any Race	0	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White, Non-Hispanic	31	10	42	80.39
Unknown	0	0	7	13.73
Total	33	11	51	100.00
%	64.71	21.57	100.00	

Diversity of Full-Time Faculty by Department

	Female		Male		Minority*	
Department	**No.**	**%**	**No.**	**%**	**No.**	**%**
Candidate Service/Field Exp	1	1.96	1	1.96	0	0.00
Early Childhood/Special Ed	12	23.53	3	5.88	1	1.96
Leadership Studies	8	15.69	3	5.88	1	1.96
Teaching & Learning	12	23.53	4	7.84	0	0.00
Technology Learning Center	0	0.00	0	0.00	0	0.00
Total	33	64.71	11	21.57	2	3.92

* Includes Black or African American, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian or Pacific Islander, and two or more races

Total Undergraduate SSCH by Department and Full- or Part-Time Instructor

Department	Full-Time	Part-Time	Total
Spring 2012			
Early Childhood/Special Ed	2556	0	2556
Teaching & Learning	1626	136	1762
Term Total	4182	136	4318
Summer 2012			
Early Childhood/Special Ed	90	0	90
Teaching & Learning	272	0	272
Term Total	362	0	362
Fall 2012			
Early Childhood/Special Ed	2679	84	2763
Teaching & Learning	1899	167	2066
Term Total	4578	251	4829
Spring 2013			
Early Childhood/Special Ed	3108	48	3156
Teaching & Learning	1562	105	1667
Term Total	4670	153	4823
Summer 2013			
Early Childhood/Special Ed	0	0	0
Teaching & Learning	0	0	0
Term Total	0	0	0
Total	13792	540	14332

Total Undergraduate SSCH by Department and Delivery Method

Department	Traditional	Distance Education*	Extended Study	Hybrid/ Blended	Other	Total
Spring 2012						
Early Childhood/Special Ed	2556	0	0	0	0	2556
Teaching & Learning	1762	0	0	0	0	1762
Term Total	4318	0	0	0	0	4318
Summer 2012						
Early Childhood/Special Ed	90	0	0	0	0	90
Teaching & Learning	272	0	0	0	0	272
Term Total	362	0	0	0	0	362
Fall 2012						

Department						
Early Childhood/Special Ed	2436	0	0	0	327	2763
Teaching & Learning	1899	92	0	0	75	2066
Term Total	4335	92	0	0	402	4829
Spring 2013						
Early Childhood/Special Ed	3156	0	0	0	0	3156
Teaching & Learning	1587	80	0	0	0	1667
Term Total	4743	80	0	0	0	4823
Summer 2013						
Early Childhood/Special Ed	0	0	0	0	0	0
Teaching & Learning	0	0	0	0	0	0
Term Total	0	0	0	0	0	0
Total	13758	172	0	0	402	574

* Includes Asynchronous (e.g., Blackboard) and Synchronous (e.g., compressed video, Centra)

Total Graduate SSCH by Department and Full- or Part-Time Instructor

Department	Full-Time	Part-Time	Total
Spring 2012			
Early Childhood/Special Ed	276	66	342
Leadership Studies	1213	153	1366
Teaching & Learning	1299	93	1392
Term Total	2788	312	3100
Summer 2012			
Early Childhood/Special Ed	480	45	525
Leadership Studies	1091	36	1127
Teaching & Learning	948	120	1068
Term Total	2519	201	2720
Fall 2012			
Early Childhood/Special Ed	216	72	288
Leadership Studies	1199	252	1451
Teaching & Learning	1368	144	1512
Term Total	2783	468	3251
Spring 2013			
Early Childhood/Special Ed	216	36	252
Leadership Studies	1446	96	1542
Teaching & Learning	1371	96	1467
Term Total	3033	228	3261
Summer 2013			
Early Childhood/Special Ed	0	0	0

Leadership Studies	0	0	0
Teaching & Learning	0	0	0
Term Total	0	0	0
Total	11123	1209	12332

Total Graduate SSCH by Department and Delivery Method

Department	Traditional	Distance Education *	Extended Study	Hybrid/ Blended	Other	Total
Spring 2012						
Early Childhood/Special Ed	15	327	0	0	0	342
Leadership Studies	546	753	0	0	67	1366
Teaching & Learning	984	408	0	0	0	1392
Term Total	1545	1488	0	0	67	3100
Summer 2012						
Early Childhood/Special Ed	114	411	0	0	0	525
Leadership Studies	239	812	0	54	22	1127
Teaching & Learning	546	462	0	0	60	1068
Term Total	899	1685	0	54	82	2720
Fall 2012						
Early Childhood/Special Ed	60	228	0	0	0	288
Leadership Studies	710	676	0	0	65	1451
Teaching & Learning	1038	402	0	0	72	1512
Term Total	1808	1306	0	0	137	3251
Spring 2013						
Early Childhood/Special Ed	15	237	0	0	0	252
Leadership Studies	634	903	0	0	5	1542
Teaching & Learning	960	450	0	0	57	1467
Term Total	1609	1590	0	0	62	3261
Summer 2013						
Early Childhood/Special Ed	0	0	0	0	0	0
Leadership Studies	0	0	0	0	0	0
Teaching & Learning	0	0	0	0	0	0
Term Total	0	0	0	0	0	0
Total	5861	6069	0	54	348	6471

* Includes Asynchronous (e.g., Blackboard) and Synchronous (e.g., compressed video, Centra)

Academic Advising Loads

Term	Undergraduate	Graduate
Spring 2012	422	679
Summer 2012	0	110
Fall 2012	505	532

Spring 2013	351	276
Summer 2013	0	60

Total Undergraduate Program Enrollment and Completion

No data available

Total Graduate Program Enrollment and Completion

Program	Total Enrolled	Total Completed
2012-01-15		
EDS - Educational Leadership	10	0
MAT - Teaching	223	40
MS - College Student Personnel Services	36	16
MS - Instructional Technology	23	2
MS - Library Media & Information Technologies	101	13
MS - School Counseling	24	1
MS - School Leadership, Management, & Administration	26	3
MSE - Advanced Studies in Teacher Learning	10	5
MSE - Reading	11	2
MSE - Special Education	31	2
PHD - Leadership Studies	17	0
Term Total	512	84
2012-05-15		
EDS - Educational Leadership	NA	1
MAT - Teaching	NA	5
MS - College Student Personnel Services	NA	3
MS - Instructional Technology	NA	3
MS - Library Media & Information Technologies	NA	13
MS - School Counseling	NA	5
MS - School Leadership, Management, & Administration	NA	6

MSE - Advanced Studies in Teacher Learning	NA	1
MSE - Special Education	NA	7
Term Total	NA	44
2012-09-01		
EDS - Educational Leadership	24	3
GC - Early Childhood Special Ed. Instructional Spec. (P-4)	2	0
GC - Instructional Facilitator	1	0
GC - Special Education Instructional Specialist 4-12	3	0
MAT - Teaching	251	43
MS - College Student Personnel Services	33	2
MS - Instructional Technology	22	2
MS - Library Media & Information Technologies	96	12
MS - School Counseling	33	1
MS - School Leadership, Management, & Administration	18	4
MSE - Advanced Studies in Teacher Learning	10	0
MSE - Reading	13	2
MSE - Special Education	18	1
PHD - Leadership Studies	34	0
PMC - School-Based Leadership-Curriculum Administration	1	0
Term Total	559	70
2013-01-15		
EDS - Educational Leadership	25	4
GC - Early Childhood Special Ed. Instructional Spec. (P-4)	2	1
GC - Gifted &	1	0

Talented Education		
GC - Special Education Instructional Specialist 4-12	3	0
MAT - Teaching	238	37
MS - College Student Personnel Services	35	12
MS - Instructional Technology	19	1
MS - Library Media & Information Technologies	102	15
MS - School Counseling	43	1
MS - School Leadership, Management, & Administration	13	0
MSE - Advanced Studies in Teacher Learning	7	1
MSE - Reading	12	1
MSE - Special Education	19	1
PHD - Leadership Studies	29	0
Term Total	548	74
Total Completed		272

Number of Directed Student Learning Activities

Involvement Type	No.
Dissertation Committee Chair	2
Dissertation Committee Member	2
Honors Thesis Advisor	8
Honors Thesis Committee Member	1
Honors Tutorial Advisor	2
Independent Research	1
Internship Advisor	4
Master's Thesis Committee Chair	4
Master's Thesis Committee Member	3
Supervised Teaching Activity	4
Other	13
Total	44

Number of Non-Credit Instruction Activities

Instruction Type	No.
Other	2
Unknown	1
Total	3

APPENDIX C: SCHOLARSHIP

Total Contracts, Fellowships, Grants and Sponsored Research

Organization	Submitted No.	Submitted Total Funds	Funded No.	Funded Total Funds
	2	$0.00	1	$7000.00
Federal	1	$378458.00	5	$3836705.00
Private	0	$0.00	3	$939000.00
State	0	$0.00	7	$489195.11
Total External	3	$378458.00	16	$5271900.11
University of Central Arkansas	2	$3802.53	14	$19223.87

Number of Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	8	4	12	0
Book Review	2	0	2	0
Chapter	21	6	27	0
Conference Proceeding	11	0	11	0
Journal Article	36	15	51	5
Other	6	14	20	0
Total	84	39	123	5

Number of Presentations by Scope

Scope	Invited Peer Reviewed	Invited Non-Peer Reviewed	Accepted Peer Reviewed	Accepted Non-Peer Reviewed	Total	Student Author
Local	0	22	0	3	27	1
State	2	23	60	19	108	0
Regional	0	4	23	1	31	1
National	4	6	52	6	73	4
International	4	6	34	1	48	3
Unknown	0	8	1	6	24	0
Total	10	69	170	36	311	9

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	107
Course Towards a Degree	12
Faculty Fellowship	2
Faculty Internship	1
Self-Study Program	1
Seminar	45
Tutorial	12
Workshop	94
Other	28
Unknown	5
Total	307

List of Awards and Honors

Early Childhood/Special Ed

Kohler, Patricia Ann College of Education Research Award, UCA College of Education, Scholarship/Research, College. (May 3, 2013).

Feng, Shoudong Faculty Service Award, College of Education, Service, University, College. (May 3, 2013).

Kohler, Patricia Ann Innovation in Teacher Education Program Award, SRATE, Service, Professional, Regional. (November 2012).

Kohler, Patricia Ann Jack Morgan Award for Professionals, Arkansas Council for Exceptional Children, Service, Professional, State. (November 8, 2012).

Barnes, Candice Dowd Keynote Speaker Award, Carlisle Day Heritage Committee, Leadership, Local. (July 6, 2012).

Barnes, Candice Dowd Outstanding Service Award, College of Education, Service, Community, Local. (May 15, 2012).

Barrington, Daniel J Outstanding Teaching Award, UCA-College of Education, Teaching, College. (May 3, 2013).

Herrington, Lisa L Outstanding Teaching Award, College of Education, Teaching, College. (May 1, 2012).

Barnes, Deborah L President's Award, Association of Teacher Educators, Service, Professional, National. (February 2013).

Barnes, Deborah L President's Award, Association of Teacher Educators, Service, Professional, National. (February 2012).

Leadership Studies

Barclay, Susan Rene Dissertation of the Year Award nominee, Southern Association for College Student Affairs (SACSA), Scholarship/Research, Regional. (November 2012).

James, Terry L Distinguished Member, Association of Teacher Educators, Leadership, National. (February 18, 2012).

Mrozek, Lawrence James Distinguished Scholar, ACPA - Commission for Recreation and Athletics, Scholarship/Research, International. (March 24, 2012).

Barclay, Susan Rene Graduate Research Grant Award, National Career Development Association (NCDA), Scholarship/Research, International. (June 2012).

Barclay, Susan Rene Graduate Student Achievement Award, The University of Mississippi, Scholarship/Research, University. (May 2012).

Copeland, Judd Harris LaNell Compton Award, Arkansas Library Association, Scholarship/Research, State. (October 15, 2012).

Barclay, Susan Rene NCDA Leadership Academy member awardee, National Career Development Association, Leadership, International. (2013).

Huffman, Stephanie Pamela Outstanding Individual Achievement, Arkansas Association of Instructional Media, Leadership, State. (April 15, 2012).

Huffman, Stephanie Pamela Outstanding Research Award, College of Education, Scholarship/Research, College. (May 5, 2012).

Copeland, Judd Harris Pat McDonald Outstanding Individual Achievement Award, Arkansas Association of Instructional Media (AAIM), Scholarship/Research, Regional. (April 23, 2013).

Huffman, Stephanie Pamela Retta Patrick Award, Arkansas Library Association, Leadership, State. (October 12, 2012).

Barclay, Susan Rene Rising Star Award, American College Personnel Association (ACPA), Scholarship/Research, International. (March 2012).

Teaching & Learning

Gallavan, Nancy ACSS Social Studies Educator of the Year - Higher Education - received, Arkansas Council for the Social Studies, Scholarship/Research, State. (November 8, 2012).

Gallavan, Nancy ATE Association Service Award - received, Association of Teacher Educators, Leadership, National. (February 20, 2012).

Gallavan, Nancy ATE Distinguished Research in Teacher Education - nominated, Association of Teacher Educators, Scholarship/Research, National. (February 18, 2013).

Gallavan, Nancy ATE President's Award - received, Association of Teacher Educators, Service, Professional, National. (February 18, 2013).

Mills, Michael S Apple Distinguished Educator, Apple, Teaching, International. (February 20, 2013).

Cotabish, Alicia Ann Arkansans for Gifted and Talented Education Challenger Award, Arkansans for Gifted and Talented Education, Leadership, State. (February 18, 2012).

Wake, Donna G College of Education Research Award Nominee, UCA COE, Scholarship/Research, College.

Alumbaugh, Audra D Distinguished Teacher in General Education, Arkansas Federation of the Council for Exceptional Children.

Gallavan, Nancy Faculty Excellence Award for Research- received, University of Central Arkansas, Scholarship/Research, University. (April 25, 2013).

Gallavan, Nancy Faculty Excellence Award for Service - finalist, University of Central Arkansas, Service, Professional, University. (April 25, 2013).

Friga, Marilyn A Instructor II promotion, University of Central Arkansas, Teaching, University. (May 3, 2013).

Phelps, Patricia H Kappa Delta Pi Foundation Board, KDP, Service, Professional, International. (June 2013).

Cotabish, Alicia Ann National Association for Gifted Children Early Leader Award, National Association for Gifted Children, Leadership, National. (November 15, 2012).

Cawein, Mara Jane National Board Recertification, AYA Math, Teaching. (October 31, 2012).

Ward, Steven Outstanding Teaching Award, UCA College of Education, Teaching, College. (May 2012).

Gallavan, Nancy SRATE Innovation in Teacher Education Program - received, Southeastern Regional Association of Teacher Educators, Service, University, Regional. (October 25, 2012).

Bunn, Gary O Service Award, College of Education, Service, University, College. (May 3, 2013).

Gallavan, Nancy UCA Faculty Research Award - nominated, University of Central Arkansas, Scholarship/Research, University. (April 11, 2012).

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Type of Activity	No.
Fundraising	2
Recruitment	7
Service Learning	2
Other	11
Unknown	2
Total	24

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	32	102	134
College	21	123	144
University	9	67	76
Total	120	292	412

* Includes Committee Chair, Event Coordinator, Parliamentarian, Program Director, President, Vice-President, Secretary, Session Chair, and Workshop Organizer

Number of Student Activities in which Faculty Participated

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Competition	0	1	1
Exhibition	0	5	5
Honor Society	2	2	4
Learning Community	5	3	8
Research Conference	1	0	1
Student Organization	10	8	18
Other	3	10	13
Unknown	1	4	5
Total	22	33	55

* Includes Advisor, Chair, Co-Chair, Coordinator/Organizer, Leader, Mentor, Moderator, and Sponsor

Number of Professional Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Chair/Co-Chair/Leader	1	8	1	6	1	17
Consultant	2	4	0	3	0	9
Coordinator/Organizer	0	1	0	0	0	1
Editor	0	3	0	3	8	14
Member	3	25	6	12	6	52
Officer (Not President)	1	8	1	1	0	11
President	0	5	1	4	0	10
Reviewer	0	0	2	14	11	27
Other	2	14	1	7	5	29
Total	9	68	12	50	31	170

Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Advisor/Consultant	3	2	0	0	0	5
Board Member/Trustee	4	2	0	0	0	6
Chair	1	0	0	0	0	1
Coordinator/Organizer	3	0	0	0	0	3
Director	1	0	0	0	0	1
Guest Speaker	5	2	0	0	1	8
Judge	1	4	0	0	0	5
Member	3	0	0	0	0	3
Officer (Not President)	1	0	0	0	0	1
Other	8	4	0	0	0	12
Total	9	68	12	50	31	170