

College of Education Annual Report 2017-18



Mission Statement

The College of Education at the University of Central Arkansas, 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 technologies, 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, pedagogical, and professional knowledge, skills, and dispositions necessary to lead in human development organizations.

Status/Achievement of 2018 Goals

Goal 1: The College sustained and enhanced partnerships with schools, agencies, and community organizations to ensure program quality and maximize college and career readiness for the COE graduate and undergraduate students.

See Appendix A

Links to Supporting Documents

[College of Education 2017-18 Goal 1-1.docx](#)

Goal 2: The faculty in the College of Education were actively involved in the research/scholarship that contributed positively to their discipline and the profession.

See Appendix B

Links to Supporting Documents

[College of Education 2017-18 Goal 6-2.docx](#)

Goal 3: The College incorporated transformational learning opportunities and innovative activities into academic programs that positively impacted our students, P-12 education, and the community.

See Appendix C

Links to Supporting Documents

[College of Education 2017-18 Goal 5-1.docx](#)

Goal 4: The College recruited, retained, and supported high-quality teacher candidates, graduate students, faculty, and staff with the recognition that diversity was/is a necessary condition for excellence.

See Appendix D

Links to Supporting Documents

[College of Education 2017-18 Goal 4-1.docx](#)

Goal 5: The College sustained a data-driven quality assurance system for continuous program improvement.

See Appendix E

Links to Supporting Documents

[College of Education 2017-18 Goal 3-1.docx](#)

Goal 6: The College maintained external recognition by meeting the rigorous CAEP accreditation and state program approval standards and/or SPA standards for initial and advanced educator preparation programs. Programs that were non-accredited received strong reviews as part of their external review process.

See Appendix F

Links to Supporting Documents

[College of Education 2017-18 Goal 2-1.docx](#)

College of Education 2018-19 Goals:

Cross-cutting themes: Diversity. Field. Technology.

1. The College will develop, sustain, and enhance **partnerships** that ensure program quality and maximize opportunity for all.
2. All College programs will sustain a data-driven quality assurance process for **continuous program improvement**, which ensures programs meet external review expectations.
3. The College will **recruit, retain, and support** high quality students, faculty, and staff while recognizing diversity as critical for excellence.
4. The College will incorporate **transformational and innovative learning** experiences that are grounded in evidence-based practices.
5. The College will affirm the importance of a **culture** of professionalism, appropriate dispositions, and change.
6. College faculty will be actively involved in **research/scholarship** that contributes to their discipline and to the profession.

COE 5 Year Goals

Goal 1: Promote and sustain a professional culture of inclusion, creativity, productivity, and growth.

Goal 2: Meet or exceed regulatory, accountability, and accreditation requirements or guidelines.

Goal 3: Advocate for public education, teacher education, higher education, and leadership at the state and national levels.

Goal 4: Model innovation, transformational teaching, experiential learning, and life-long learning for undergraduate, graduate and post-graduate learners.

Goal 5: Increase recognition as a leader in education through progressive teaching, curriculum, and research.

Goal 6: Enhance outreach efforts by transporting the use of evidence-based educational practices and services to the community.

Challenges

The one internal challenge faced by the College of Education is the ability to hire appropriate faculty for vacancies and various program needs. Both the department of Elementary Literacy and Special Education and Leadership Studies rely heavily on adjunct faculty, visiting lecturers, and overloads. During the 2017-18 academic year 62% (this number does not include adjuncts in the PhD program) of the courses offered in Leadership Studies were taught by instructors in one of the categories above. Fortunately, the department has replaced two tenure track faculty, added a second faculty member in the PhD program (with 48 majors), and have hired a replacement for a retiring chair. Although these additions/replacements will reduce the number of part-time people teaching in the department, there is still a significant need for adjuncts and overload for the 2018-19 academic year due to the high enrollment in the Elementary/Special Education Programs, School Library (LIBM) Program and School Counseling (SCCN) Program. The College will request a tenure-track search for an Elementary/ Special Education Faculty member to replace the visiting lecturer in ELSE, a tenure-track search in LIBM to fill the position currently held by a visiting lecturer, and affiliated/shared faculty for the Ph.D. program. Regarding the Ph.D. program, there is a serious need to exam the pay structure for faculty teaching and mentoring research/dissertations. In addition, there is a critical need for an Administrative Assistant III to handle graduate recruiting, advising, and practicum/field placement for the graduate programs in Leadership Studies.

In the ELSE program, the loss of a faculty line in special education and a rise in enrollment has caused an over reliance on overloads, visiting faculty and adjunct faculty (69% of classes in 17-18). These visiting faculty are tasked with collecting and evaluating key assessments for teacher licensure, meeting CAEP requirements, and

advising students, which presents challenges. In the fall of 2018 the department offered 18 sections of classes taught by adjunct faculty, plus continued using one full-time visiting lecturer, who taught four courses. Although the adjunct faculty are valuable, the stress of not having full-time faculty for advising, CAEP accreditation work, and completing committee work has taken a toll on faculty productivity related to research and scholarship.

The American Institutes for Research's Policy Center reports a significant decline in teacher preparation programs since 2010, with nearly a 20% decline in 2012-13 alone. However, the College of Education is defying that trend. Looking at the data, the College of Education has increased the degrees awarded from 270 in 2012-2013 to 432 in 2016-17. At a time when colleges of education across the state of Arkansas are seeing a significant decline in the number of students seeking degrees in teacher education, UCA's College of Education has continued to thrive. We expect to see a significant increase in the number of education majors for fall of 2018, especially in our elementary and special education programs.

Currently, the College of Education does not have an official office or dedicated faculty/staff for field and/or practicum placement at either the undergraduate or graduate level. We have an ELSE field coordinator, who teaches two classes, gets a release for two classes, and then places ELSE majors in internships each semester. We also have a T&L field coordinator who places the middle level students and secondary students in internships each semester. At the undergraduate level, the college made 272 placements for Internships I and II in 2017-18. The field coordinators are on nine-month contracts although they work doing field placements until June, and then start working in early August with Interns, Cooperating Teachers, and University Supervisors. Graduate programs use faculty to make all field placements. The College has invested money from the CAEP budget to support a Field Director with two course releases each semester. The new Field Director will work with district MOUs, data collection, placement tracking, and responsibilities required by CAEP. It would be ideal to move the field coordinators to an eleven-month contract and hire an administrative assistant to do all the placements and paperwork associated with field placement, freeing up faculty time to teach.

The external challenges are significant. The changes in state law that allows individuals without teacher preparation to serve as the teacher of record is problematic. Currently the state of Arkansas employs over 1,500 (ADE 2014-15 data) people as teachers who have not had any training in education. These individuals have a degree, but often the degree isn't in the content area where they are assigned to teach (eg. degree in agriculture teaching 2nd grade). Additionally, they have no formal training in child development, diversity, social development, teaching pedagogy, assessment, curriculum, classroom management, technology integration, etc. These "waivers" have caused a significant decrease in our Master of Arts in Teaching programs. The College of Education needs to expand its outreach efforts and find innovative ways to support schools and non-licensed teachers while maintaining the rigor of the current programs. The Dean is currently working with ADE on an innovative program called UCA's

Promise. We hope to gain money from the Rockefeller Foundation to support the project.

Finally, the change to CAEP presents many challenges for the College. The requirement for us to follow our graduates into the teaching field (CAEP standard 4) and collect data on their students' performance is particularly demanding. As of now, we have created an induction program for first year teachers. Twenty of our graduates signed up to participate in the induction program. The first year teachers also meet regularly with their assigned COE faculty mentor. The mentor faculty member travels to their class to observe and offer help/support. Dr. Donna Wake (COE Associate Dean) is coordinating this program on top of her current teaching, CAEP, and Associate Dean responsibilities. Additionally, the faculty mentors are taking on these tasks (which may be extensive) with only small compensation from a grant that ends in 2018. If this is the only way to meet the CAEP standard 4 requirement, we will need to institutionalize this program and account for it in faculty load.

Opportunities

The College of Education enjoys a wonderful reputation in the community with local school districts. Our graduates are highly valued as first year teachers, professional educators, and leaders. The College's commitment to diversity and willingness to embrace the demographic changes in Arkansas has poised us as the leader in teacher preparation with an emphasis in the ability to work in urban, rural, low socioeconomic, high socioeconomic, and racially/ethnically diverse areas of the state.

Our new Apple 1-1 Mobile Initiative gives the COE the opportunity to transform the educational opportunities that our teacher candidates have at UCA as well as the educational experiences of their future P-12 students. This program can serve as a model of innovation and excellence. Our Apple Distinguished School program application will showcase our efforts and innovation.

We are seeing increases in some of our graduate programs, specifically in School Counseling Education and for the Dyslexia Therapy Endorsement (under the Reading Masters). These programs have grown so quickly that it is difficult to find qualified faculty to teach the courses and supervise field experiences. Our reputation in these two areas is beginning to bring us attention within Arkansas, as well as outside of the state.

Our work in the area of improving teacher competencies in literacy is a timely and important direction. While the state of Arkansas passed legislation several years ago, many states have just enacted legislation requiring specific dyslexia intervention. The COE intends to leverage this early adopter status to continue to develop and expand this area of teacher preparation in the use of evidence-based literacy practices and their application across the K-through-adult population. The Arkansas Department of Education has contracted with the Mashburn Center for Learning for the state-wide

dissemination of evidence-based intervention. We will continue to expand this relationship, positioning UCA as the state leader in literacy.

We believe this is the time to explore the creation of an Ed.D. program. We would like to discuss the possibility of eliminating our GATE track in the ASTL program and reassigning the highly productive and research active faculty to an Ed.D. in Curriculum (or another marketable area in education). I believe our expertise in digital 1-1 learning might make such a program highly marketable. We would also like to explore graduate programs in adult learning and higher education.

There is also an opportunity to build a blended/on-line degree completion program for people with associate degrees. There is a huge market of people who have finished an associate's degree in education looking to complete a BSE in elementary and/or special education. Many of those people are place bound or working as para-educators in rural areas without the opportunity to move. If the college were able to fully resource the ELSE Department with a tenure track special educator and a clinical instructor, it would give us the time to build and implement a new program modeled on our MAT programs in special education and elementary education.

The final opportunity comes in national and international recognition of the Apple Mobile Initiative. Currently UCA is the only institution in the United States with five Apple Distinguished Educators. This highly selective program recognizes teachers who are able to incorporate mobile learning to transform classrooms expanding opportunity, access, and outcomes for students. The College has applied for the distinction of Apple Distinguished School. With or without this designation, we will continue the momentum of this program by capitalizing on our innovation and leadership.

Summary

The College of Education has exceptional faculty who work daily to expand our sphere of influence within the state and nationally. Our work on CAEP accreditation is cutting edge and involves all the teacher education faculty in one way or another. Under the leadership of Dr. Donna Wake, the college has become an aspirational model for assessment and accreditation practices. The engaged faculty and commitment to P-12 education is remarkable. With strategic vision and planning, the College leads teacher education with a focus on diversity, social justice, and inclusion in Arkansas. In addition to the quality undergraduate programs, the College offers a diverse set of graduate and professional studies that can shape the direction for leaders within the state. The PhD program and CSPA programs both allow the College to effect change in the state for higher education and leadership. The focus on experiential learning, engagement, social justice, inclusion, and technology are hallmarks of both our undergraduate and graduate programs.

APPENXIX A

The College sustained and enhanced partnerships with schools, agencies, and community organizations to ensure program quality and maximize college and career readiness for the COE graduate and undergraduate students.

Dean's Office:

- The MOUs were coordinated with local partners - [see link here](#)
- The 2018 Partnership Café involved UCA faculty, K-12 teachers and administrators, as well as community partners and parents from across central Arkansas. There were approximately 40 attendees. The purpose of the Cafe was to encourage communication and collaboration regarding current early and advanced field practices within teacher preparation programs. Discussion topics included Collaboration and Communication, Classroom Management, and Aligning Expectations.
- The programs continued to host Advisory Board meetings to connect with stakeholders.
- The partnership with Arch Ford continued to evolve. The Associate Dean met with the staff from Arch Ford and discussed collaboration on new teacher mentoring and data sharing.
- The UCA CAEP Coordinator organized Arkansas CAEP Coordinators in the state into a unified group. Faculty across Arkansas met at least twice a semester either virtually or F2F and discussed efforts to meet CAEP expectations.
- The EPP hosted Watson Chapel Scholars twice (once in fall, once in spring).
- Cultural Proficiency Field trips were organized and implemented for the Fall 2017 and Spring 2018 terms. There have been seven trips to four schools in three districts. These field trips allowed College of Education Candidates to visit schools outside of our placement range for field experiences. The schools were selected for their diversity and exceptional educational practices.
- There was continued collaboration with the Delta Project which was coordinated through UofA Fayetteville. UCA faculty served as external reviewers for ATC teachers and matched pairs.
- Faculty in the COE served key roles within professional organization boards in the state and at the national level (e.g., ACTELA, AGATE, ArAACTE, PLSB, ArCEC, ArATE).
- The COE negotiated to assume leadership of the National Writing Project site. The site hosted summer institutes and PD events for local ELA teachers and students throughout the state.
- The Dean's office coordinated [visits to superintendents' offices](#) around the area to seek their input on UCA's programs and shared current initiatives with them (namely: induction program, 1:1 initiative). For each superintendent's office we visited, we provided that office with COE data that outlined our involvement in their school district. Schools visited

included: Conway, Little Rock, Mayflower, Vilonia, Jacksonville North Pulaski, North Little Rock.

- The Southside School District conducted a pilot that involved SSD hiring ELSE Internship II students as long-term substitute teachers. Students completed Internship II requirements in collaboration with COE faculty. The pilot was used to explore options related to reducing the shortage of teachers in Arkansas.
- The COE continued involvement in the ADE Teacher Cadet program to network with local schools, teachers, and students studying education as a profession.
- The COE co-hosted the Impacting Tomorrow Summit with the Arkansas Department of Education on Feb. 2, 2018, to host high school students interested in pursuing teaching as a profession. Forty high schools with approximately 400 students attended.
- The COE hosted the Induction (aka Coaching) program for COE graduates. This allowed the COE to continue support of graduates as they transitioned through their first-year of teaching. This allowed the COE to connect more closely with schools who have hired our graduates.
- Used the ASIS/GPS grant and staged the ADE Data Technology events on campus. The COE Dean's office connected with the ADE Data Research department to support our continued use of ASIS/GPS in T&L curriculum as well as hosted two events for Internship 2 (fall, spring) to provide candidates with ADE Ambassador training.
- The partnership with A+ Schools Program finished in Summer 2017. Faculty that was involved in the initiative presented and published about the partnership.
- The Zuni Learning Tree provided a partnership in development planning and sought external funding to test the use of the ZUNI Learning Tree Open Education Resources platform in local school districts, in COE courses, and in professional development work that was completed by the Mashburn Center for Learning across Arkansas.
- There was a collaboration with Apple, Inc. to address professional development sessions that were completed to support the mobile learning initiative.
- Dr. Trumble, Dr. Atkins, and Ms. Brown engaged in innovative research within the Vilonia school system and focused on Maker-Based Learning for students with disabilities. They collaborated with the Special Education department to incorporate maker-based learning interventions. These interventions were facilitated by special education teaching candidates and focused on individual students' academic needs. The COE candidates performed action research on student outcomes. Through this project, students were able to make, through digital design and 3D printing, objects that supported their academic progress. Data from this project was analyzed and presented at multiple conferences and will be seeking appropriate publications.

- There was a meeting in Conway with the Associate Superintendent and curriculum coordinators to discuss the evaluation of Open Education Resources and implementation of “Understanding by Design.”
- Faculty in the T&L program worked as external evaluators from the Arkansas Teacher Corp to evaluate novice teachers in the Delta. T&L faculty observed teachers across the Delta to provide observational data to improve their program’s initiatives.
- The COE Dean was elected to the presidency of ArACTE and served on the Professional Licensure Standards Board. The Dean was also an active member of the Arkansas Education Deans Council.
- The Dean was invited to give public comment to Arkansas Legislative Committees (Rules and Regulations - changes to licensure rules, House Education Committee - Teacher Cadet program, individual meetings with legislators regarding teacher education issues).

Candidate Services:

- Sanford Inspire resources were shared with novice teachers through an induction program and at meetings with Arch Ford Educational Coop.
- The College of Education hosted its annual 2+2 Partner Symposium in November. The focus of the Symposium, for two-year college faculty, was on strengthening collaboration and building seamless transitions for students from two-year colleges into UCA teacher education program.

ELSE:

- The UCA Mashburn Center for Learning has partnered with ZUNI, ADE and content specialists to provide instruction in Learning Strategies and Content Enhancement Routines beginning April 2018. The grant funding totaled \$103,680.
- The UCA Mashburn Center for Learning received a contract for \$15,000 to conduct professional development in the Watson Chapel School District.
- The UCA Mashburn Center provided professional development in Vocabulary (Strategy and Routine) for ADE Content Specialists on April 3-4, 2018.
- The UCA Mashburn Center for Learning provided Potential Professional Developers’ Institute at Wilbur D Mills Coop May 14-18, 2018.
- The UCA Mashburn Center for Learning collaborated with Educational Service Cooperatives and school districts to provide over forty different professional development activities/sessions to Arkansas teachers, UCA faculty, and other Arkansas educators during 2017-2018.
- The special education faculty met with their advisory board for both undergraduate and graduate programs. Data was shared and feedback was collected from our constituencies.
- The Collaboration Science of Reading Literacy Companies worked with the Apple Group, Wilson Reading, and ADE to support the development of student competencies around methods related to Dyslexia Therapy.
- The grant application collaborative partnerships worked with the University of Kansas, ZUNI Learning Tree, Arkansas Department of

Education, the North Little Rock School District, and the Pulaski County School District on grant applications.

- The UCA Mashburn Center for Learning collaborated with the University of Kansas on badging and micro-credentialing.

LS:

- The College Student Personnel Services and Administration program worked collaboratively with the Department of Housing to recruit resident assistants/coordinators.
- The School Leadership, Management, and Administration program along with the Educational Specialist program, sponsored review sessions for candidates that are required to successfully complete the mandated tests for licensure for building and district level licensures.
- The Interdisciplinary Ph.D. in Leadership Studies (LEAD) had faculty and students serve on advisory boards of Ecofest and Arts Fest (merged community event) and supported the planning and execution of the events.
- LEAD faculty and students continued to conduct research on well-being in the Delta with the Arkansas Tobacco Settlement Commission and various agencies/programs within the Delta.
- LEAD faculty and students served on the Community Development Institute Advisory Board and taught in the CDI Bootcamp Training for UCA students and community members.
- LEAD had students who displayed artwork, performed in operas and read poetry at local and state-level events.
- Two LEAD students facilitated a professional development workshop for the Little Rock chapter of the Young Nonprofit Network. The workshop was inspired by Michel Foucault and Kevin Cashman. The interactive workshop focused on leadership and well-being “from the inside out.”
- LIBM faculty collaborated with T&L and ELSE faculty to host a full day conference for librarians, literacy specialists, and teachers.

T&L:

- The BearsRead program utilized undergraduate and graduate courses that assisted struggling readers within the community.
- The faculty in the Teaching and Learning department conducted after school tutoring in Greenbrier through VIP and Book Club.
- The STEMulate Academy partnered with Kimberly Clark. Engineers presented and assisted Advanced Practicum candidates in the camp.
- The BearsRead Camp partnered with the Faulkner County Public Library to provide a public presentation by an author.
- The BearsRead Camp partnered with the Watson Chapel School District to provide overnight accommodations for their students during the week of camp. Additionally, the students worked one-on-one with presenting author, Mike Mullin. Plans were made to attend and collaborate on an NCTE panel presentation with Mike Mullin.
- A continued partnership with Courtway Middle School was cultivated for the embedded field experience for MSIT 4325-Disciplinary Literacy.

- MAT participated in the Partnership Cafe and in communication with current mentors to determine best practices for field experiences.

APPENDIX B

The faculty in the College of Education was actively involved in the research/scholarship that contributed positively to their discipline and the profession.

Dean's Office:

- The Dean's Office supported faculty research by facilitating summer research fellowships.
- Faculty conducted research on the iPad Initiative, Teacher Cadet program, and the COE Induction Program.

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	0	3	3	0
Chapter	20	3	23	1
Conference Proceeding	1	0	1	0
Journal Article	34	1	35	8
Other	3	3	6	0
Total	58	10	68	9

Number of Presentations by Scope

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	19	1	16	1	1	0
State	42	3	10	21	8	5

Regional	19	1	3	15	0	0
National	29	2	7	14	6	0
International	24	0	2	22	0	3
Unknown	17	0	4	4	9	0
Total	150	7	42	77	24	8

APPENDIX C

The College incorporated transformational learning opportunities and innovative activities into academic programs that positively impacted our students, P-12 education, and the community.

Dean's Office:

- The renovation of the Mashburn Technology Learning Suite created an environment intended to be a learning commons. The suite consisted of a state of the art technology-enhanced classroom (equipped with MacBook computers, modular furniture, and televisions), a makerspace, a digital learning commons (or Technology Learning Center), and a large meeting room. The suite was an outward expression of the College of Education's commitment to effective pedagogy. The COE moved beyond the "sage on the stage" method of teaching into the idea that teaching facilitates deep and meaningful learning. The COE used these spaces to create collaborative environments to spur innovation, creativity, and learning for transformation."
- The Mobile Initiative encouraged the facilitation of mobile devices, embedded curriculum, and instruction to increase student engagement and voice in the classroom and field experiences.
- Cultural Proficiency Field trips were planned and implemented for the Fall 2017 and Spring 2018 terms. The COE hosted seven trips to four schools in three districts. These field trips allowed College of Education Candidates to visit schools outside our placement range for field experiences. The schools were selected for their diversity and exceptional educational practices.
- The COE used the ASIS/GPS grant and staged ADE Data Technology events on campus.
- The COE continued to host the Induction (aka Coaching) program for COE graduates. This allowed the continuation of graduate support as they transition through their first-year of teaching. This also allowed further connections with schools who have hired our graduates.
- The COE continued its relationship with the Edge Residential College at Hughes Hall to offer academic courses tied to the Edge College theme of service, leadership, and global engagement. The COE offered 2-3 courses per semester held in Hughes (Hughes was under renovation 2017-2018) and connected academic to co-curricular offerings on campus. Edge residents could take EDUC 1300, 2330, or both as a way to explore education as it intersects with the Edge theme as a means to exploring education as a profession.

Technology Learning Center (TLC):

- The TLC hosted an Hour of Code event on 12/8 for Computer Science Education Week. It worked with EDUC 4210 to hold coding activities for elementary students. Forty elementary students attended the Hour of Code day, and 22 COE preservice teachers participated by creating activities. The TLC Technology Specialists mentored EDUC 4210 students through the creation of their activity.

- TLC Tech Specialists worked with department representatives to develop & lead innovative technology sessions for students in partner schools. In the past year, we held two sessions for students at Carl Stuart Middle School in Conway and one session for students at Anne Watson Elementary School in Bigelow.
- The TLC spent \$1,700 on new equipment to support innovative learning opportunities for students and faculty. Items purchased include Osmo (Genius Kit, Coding, Coding Music, Creativity), green screen, 3D pens, Wonder Robots, circuit kits, Tigglys. The COE Dean's Office further supported this endeavor by spending an additional \$1200 on 3D printers for the Maker Space.
- The TLC staff held approximately fifteen scheduled technology training sessions for faculty: iPad Basics, Google Basics, Apple Apps, TLC equipment, Chalk & Wire, Northstar, and other iPad apps. The TLC also held twelve presentations to students groups (interns, classes, ambassadors, organizations).
- The TLC technology specialists presented to over 400 high school students as part of the Impacting Tomorrow Summit held at UCA in conjunction with the Arkansas Department of Education. They presented on educational technology with other members of the COE technology committee, showcasing how technology is used in College of Education courses. They worked with the teacher cadets to create original videos using an educational quote. Approximately thirty videos were created and shared with the College of Education on social media.
- In partnership with Teaching & Learning faculty, the TLC hosted a robotics competition for elementary schools in the Conway School District. Eighty-four students from eight schools attended and competed in seven different robotics coding activities. The TLC provided the space and equipment for the event, and TLC technology specialists assisted and judged the event.

ELSE:

- The UCA Mashburn Center for Learning purchased a high-use subscription to the ZOOM online conferencing service for use and was made available across the COE for faculty use.
- ELSE faculty and students participated in the diversity field trips in EDUC 3322 to Jacksonville Middle and Hall High School.
- The UCA Mashburn Center conducted a research study of teaching practices, specifically cue-do-review process, and the impact on student learning.
- The UCA Mashburn Center trained PDers working with Literacy Specialists in AR Co-ops to provide researchers with validated methodologies to teachers throughout AR.
- Conditional Admissions Policy: ELSE faculty worked on a process with Candidate Services to allow students to apply for Conditional Admission if they had met most criteria and were close to meeting remaining criteria. Conditional Admission for one semester was considered and granted if the

student developed a reasonable plan outlining what actions they would take to ensure that they would meet the remaining admissions criteria.

- Testing Zuni in ELSE classes: Faculty developed plans to use the ZUNI Learning Tree OERs platform in one section of a course and not use it in the other section to evaluate student learning and satisfaction.
- Interactive Syllabus: Two ELSE faculty piloted the use of an interactive syllabus as the major source of content for EDUC 3322 in place of a textbook.
- BearCare: The ELSE Student Council for Exceptional Children, alongside ELSE faculty, planned and implemented respite opportunities for families with children with disabilities.

LS:

- First-year CSPA students experienced field trips to three distinct college environments with different missions, philosophical orientations, and student bodies: Central Baptist College, Philander Smith, and Pulaski Tech.
- Approximately 50% of LIBM practicum students completed volunteer experiences at a professional conference.
- LIBM 6320 students completed visits to three information agencies to determine ways to integrate the work of the agency into the school library experiences and school curriculum.
- Second-year CSPA students, as part of their Leadership course, completed a culminating project that required them to present the final report.
- CSPA, SLMA, and SCCN students completed practicum and/or internship experiences in multiple settings.
- SLMA and SCCN students participated in face to face environments to complete the Change Game, a focus on a decision-making process.
- In Interdisciplinary Ph.D. in Leadership Studies (LEAD), five students advanced to the final round of the international student case study in leadership competition at the International Leadership Association annual meeting in Brussels, Belgium.
- One LEAD student at ILA was chosen for the Emerging Scholars Research Consortium, a one-on-one discussion between emerging scholars and established scholars about student research projects.
- LEAD students and faculty participated in “Living on the Edge: A Poverty Simulation,” hosted by the Community Development Institute.
- Three LEAD students conducted a study regarding the intersections of well-being, leader development, and persistence of doctoral students. The research was presented to doctoral leadership program faculty and administrators at the ILA Annual Meeting in Brussels, Belgium.

T&L:

- Dynamic changes occurred in EDUC 4210 and incorporated the use of the new TLC lab.
- The TLC incorporated a new K-6 licensure track for MAT program, which included information on the new science of reading exam that is required for K-6 licensure.

- All reading classes, both undergraduate and graduate programs, had field work embedded with supervision where candidates tutored struggling readers and applied what they had learned about reading interventions, content area strategies, child development and classroom management.
- GATE Practicum students instructed STEMulate Engineering Academy during the summer. Spring practicum students participated in STEMulate Saturdays. Both experiences involved working with children using engineering design pedagogy, digital fabrication, robotics, and virtual reality.
- MAT and middle-level students worked as teaching assistants for the National Writing Project and trained master teachers during BearsWrite Camp.
- The T&L incorporated new STEM tracks (elementary and secondary) into the ASTL program.

APPENDIX D

The College recruited, retained, and supported high-quality teacher candidates, graduate students, faculty, and staff with the recognition that diversity was/is a necessary condition for excellence.

Dean's Office:

- The COE Diversity Committee developed diversity proficiencies adopted by all programs and provided professional development to advance their application.
- The COE Diversity Committee members participated in the UCA Institutional Diversity Committee and activities.
- Initial and advanced programs worked to finalize annual recruitment and retention plans to establish goals and baseline data to use for future recruitment and retention.
- The COE continued to support a wide range of recruitment and retention events which established a presence at various recruiting events: ([Advanced](#), [Initial](#)).
- The COE hosted the “Impacting Tomorrow” summit to support high school students interested in pursuing a degree in education. High school students who attended are involved in various education initiatives (e.g., Teacher Cadet, Educators’ Rising, etc.).
- The COE continued to be involved in the ADE Teacher Cadet program to network with local schools, teachers, and students which aided students in their studies of education as a profession.
- The COE Dean’s office offered a new class (EDUC 2330) that focused on diversity in education and continues to offer this class. Beginning in fall 2018 this class will be offered in Hughes Hall as part of COE collaboration with the Edge Residential College.
- In response to continued “flat data” on the Multicultural Efficacy Survey pre/post administrations and continued numbers and indications that minority students who take the Intro classes do not persist into the major, the following initiatives are underway:
 - The diversity committee conducted curriculum audits of the various Introduction to Education courses as well as the program specific “diversity” courses to make curriculum recommendations. Recommendations included revising Intro courses to include content inclusive of diverse voices and perspectives.
 - The diversity committee was asked to consider student focus groups from intro classes to continue to explore student initiative and retention.
- The Dean e-mailed honors students (accepted and not accepted to Honors College) to support recruitment of high achieving students.
- New Dispositions rubrics were adopted by undergraduate program coordinators.
- The COE continued its relationship with the Edge Residential College at Hughes Hall to offer academic courses tied to the Edge College theme of

service, leadership, and global engagement. The COE offered 2-3 courses per semester held in Hughes (Hughes was under renovation 2017-2018) and connected academic to co-curricular offerings on campus. Edge residents could take EDUC 1300, 2330, or both as a way to explore education as it intersects with the Edge theme as a means of exploration within education as a profession.

- The Office supported the in-house development of an online Ethics Training Program to meet the state requirement for MAT students to be trained in the standards for ethical behavior prior to gaining provisional certification.

Candidate Services:

- Candidate Services represented the COE at thirteen high school recruiting events, three 2-year college transfer days, and two 2-year college visits.
- Candidate Services represented the COE at three Bear Facts Days.
- Candidate Services provided study resources to aid candidates in completing Praxis exams.
- Candidate Services worked with UCA Creative Services to develop new, professional recruiting materials.
- CS coordinated the College of Education ambassador program.
- CS worked to establish and maintain retention tracking database.
- CS provided organization of COE Ambassadors recruitment activities.
- CS continued to use the new EDUC 1300 survey to directly ask EDUC 1300 students about their plans to enter the education field (or not).

ELSE:

- The SPED Graduate faculty attended recruiting events in Pine Bluff and Camden at Educational Cooperatives and School District Offices.
- The SPED MAT faculty attended recruitment fairs sponsored by the Arkansas Department of Education.
- The SPED faculty-mentored supported and volunteered within first-year teachers' classrooms.
- The Reading and T&L graduate faculty attended the Arkansas Science of Reading Conference in Hot Springs and set up a recruiting table to represent the college.
- The ELSE faculty in the Mashburn Center for Learning have offered to tutor in evidence-based writing strategies to students who did not pass the writing portion of the Praxis.

LS:

- The College Student Personnel Services and Administration program attended 1-2 national placement exchanges each year to collaborate with the UCA Division of Housing to recruit graduate students that could serve as Resident Assistants. Typically, 40-50% of students recruited are minority students and out of state students.
- Departmental representatives participated in the Chamber of Commerce "Welcome Back" program for Conway teachers to recruit potential graduate students and to maintain contact with graduates and friends of the University.

- The departmental representatives examined graduate program options during the end of semester session for graduating seniors from the departments of Elementary, Literacy, and Special Education, and Teaching and Learning.
- The departmental representatives attended the UAPB Career Fair to recruit potential graduate students.
- The departmental representative attended two Bear Facts Day events to support recruitment of undergraduate students.
- Program coordinators provided lists of admitted, non-enrolled students prior to the end of each registration cycle and conducted follow-up contact with students.
- Program coordinators made contact with all admitted students that had not enrolled for at least three semesters after initial admission.
- Program coordinators and/or the department chair responded almost immediately to inquiries received via UCAOnline and from individual students.
- Out of the 21 doctoral graduates in interdisciplinary Ph.D. in Leadership Studies (LEAD), 8 (38%) came from international and underrepresented student populations.
- Out of the 95 students admitted to LEAD, 36% came from underrepresented student populations.

T&L:

- The T&L set up and worked booths at the ADE teacher recruitment fair and professional conferences such as AGATE, ARA, HSTI, AAIM, Science of Reading Conference, CEC, UAPB Career Day, UAFS Career Day, etc.
- The faculty chair and co-chair served on doctoral committees for graduate students research topics of diversity.
- The faculty-mentored doctoral candidates in presenting research at national conferences.

APPENDIX E

The College sustained a data-driven quality assurance system for continuous program improvement.

Dean's Office:

- See bullets in item 2 above.
- The COE maintained data collection across key assessments (rubrics and surveys) for both initial and advanced programs.
- The COE had an annual reporting system for all EPP programs. SPA and/or annual reports are due each fall and were submitted for peer review and feedback. Data was shared to program faculty and program advisory boards which included external, school-based partners. Agendas and minutes from these meetings were maintained by program coordinators and made available by request when necessary. This practice was expanded in the 2017-2018 school year in charging appropriate COE committees to form advisory groups or hold focus group events where data was shared and feedback was requested. The field committee was the only one to enact this practice, and the impact of the "Partnership Cafe" event was notable enough to recommend expansion of this model to other COE committees (e.g., technology, diversity, etc.).
- The COE planned several faculty PD events that included analysis of data with faculty. Data was shared in August at the opening workshop, in October at the EPP Data Day event, in January at the winter faculty PD, and in all program coordinator meetings as appropriate. Additionally, data was shared with the program coordinators and department chairs at the close of each semester on key assessment data.
- Four key assessments had already established validity studies, but they were several years old. The Dean's office planned to use the April Partnership Cafe audience to establish updated validity around rubric key assessments for initial programs.
- The COE continued to work on reliability around key assessments. Studies that used Fleiss Kappa statistics indicated that the COE continued work to establish reliability on key assessments. Plans for ongoing and more intensive rubric calibration was finalized in summer 2017.

Candidate Services:

- Candidate Services revised internal systems (such as program applications) to better track student progress.
- Candidate Services continued to monitor retention efforts for candidates from admission through program completion.

ELSE:

- Program coordinators shared reports with faculty that reviewed data including all model assessment data.
- A dispositions tracking form was established for the identification and tracking of dispositional issues for both pre-admission and post-admission courses. Faculty made digital reports, as well as reviewed and discussed dispositions of all teacher candidates.

- In order to monitor effectiveness of the Mashburn Center for Learning professional development activities, data was collected and reviewed/analyzed through tools including: Stages of Concern Questionnaires, PD participant evaluations, professional developer surveys, fidelity of implementation checks, review of student and teacher artifacts, individual student progress monitoring charts, and use of design-based implementation processes to shape PD activities.

LS:

- The department had assistance from Institutional Research, to develop a Retention/Graduation Report dashboard to track admission, retention, and graduation data.
- Program assessments and reviews were conducted for all programs with significant curricular changes identified for ITEC and SCCN. LIBM and SLMA/EDLP and Ph.D. programs either completed SPA reports or self-studies for external review.
- LS began to develop assessment and annual reporting processes for Ph.D., ITEC, CSPA.

T&L:

- All programs tracked dispositions and program completers completed surveys on program effectiveness and areas of needed growth.
- MAT and middle-level program faculty met to analyze data and made recommendations relevant to the overall program, individual programs, and candidates with and without provisional licenses.

APPENDIX F

The College maintained external recognition by meeting the rigorous CAEP accreditation and state program approval standards and/or SPA standards for initial and advanced educator preparation programs. Programs that were non-accredited received strong reviews as part of their external review process.

Dean's Office:

- Twelve programs applied for SPA recognition in Fall 2017.
 - Six programs received full recognition on their first attempt (i.e., English Education, Social Studies Education, Reading, Library Media, Special Education, School Psychology).
 - Five of these programs were recognized with conditions. Resubmission of requested data was required for these programs (i.e., Elementary, middle-level, Science Education, District Level Administration, and Building Level Administration).
 - One program received no recognition and needed to resubmit the entirety of their revised report (i.e., Math Education).
 - The dean's office continued to work with the programs required to resubmit revisions or new reports as necessary.
- Programs that did not submit SPAs submitted annual reports to the Dean's office for peer review and feedback.
- Non-licensure programs consulted with the UCA Office of Assessment to create a new annual report for implementation in the 2017-2018 school year (e.g., CSPA, ITEC, Ph.D.).
- An updated Shared Values rubric was brought online as a shared key assessment for the Advanced Program. The rubric was based on CAEP guidance for assessment criteria. The rubric was piloted in the Fall 2017 and program coordinators' worked to establish a protocol for their programs in administering and scoring the rubric on exiting candidates. The rubric criteria were also crosswalked to programs standing key assessments as a secondary and formative data collection point. Full implementation of the rubric occurred in Spring 2018.
- The COE worked with departments to establish dispositions tracking data collection forms (google) and protocols. Additionally, undergraduate program coordinators formally approved a new dispositions rubric designed to be used across initial licensure programs as part of the new admission and retention "gates" system.
- The field coordinators worked with the Dean's office and the TLC to build systems to better track candidates' field experiences in order to provide candidates more breadth depth in their experiences. Field coordinators also worked with Dean's office on following initiatives:
 - The implementation of a new online system for candidates to apply for Internship online was introduced.
 - Mentor surveys were consolidated to collect data from school-based partners in the field. There were 12-14 different surveys employed by various programs to collect data from the school-based mentors

across programs and at various points in the candidate's progression.

- Recommendations were made pertaining to online coaching modules for mentors. There were recommendations to create online screencasts on the field website(s). Sidenote: The Dean's Office recommended consolidating field websites into one website/space.
- In response to continued "flat data" on the Multicultural Efficacy Survey pre/post administrations, the diversity committee conducted curriculum audits of the various Introduction to Education courses as well as the program specific "diversity" courses to make curriculum recommendations. Recommendations included (1) revisions to Intro courses which would include content inclusive of diverse voices and perspectives, (2) revisions to program diversity classes from three hours to six hours and split content, and (3) development of a diversity "key assessment" (ideas brainstormed: case study reflections, reflections around implicit bias tests, etc.).
- Data was collected for identified key assessments in COE across all initial licensure programs. Rubric key assessments included Unit Plan, Impact Project, and TESS. Survey key assessments included End-of-Program, Technology, Field, and Multicultural Efficacy.

Candidate Services:

- The accreditation process was supported via data collection systems and data reporting.
- The OCS led program coordinators at the initial licensure level to establish new admission criteria based on changes from ADE regarding rules and regulations. The Dean's office led corollary changes for the graduate programs given changes and guidance from the UCA graduate school to remove the use of Praxis Core and GRE as required for graduate school admission.
- The OCS and Dean's office led initial programs in adopting a new "Gates" system in Spring 2017 which came fully online in Fall 2017. Revisions were requested based on Fall 2017 implementation (namely change of disposition rubric used). Changes were made based on a pilot for implementation in Spring 2017 semester.
- The OCS office drafted the EPP recruitment and retention plan for initial programs. The dean's office worked on a corollary RR plan for advanced programs throughout the program coordinators' meetings.
- The OCS completed an analysis of ACT scores and revised the admission requirements to position the College to meet CAEP standards. The process included a series of four "gates" that monitor students' progress from admission through program completion.

ELSE:

- The Special Education department submitted their SPA report to CEC for the special education K-12 program (MSE/GC).
- The programs maintained and reviewed the data for improvement opportunities.

LS:

- The instructional technology program completed an external review and worked to redesign and incorporate feedback from the review process.
- The Interdisciplinary Leadership Studies Ph.D. (LEAD) program submitted program review materials and hosted a two-day site visit with external reviewers. The program received comments that indicated a “high quality program” in need of “more physical space,” “personnel,” and “favor for additional resources given strong demand for the program”. LEAD engaged UCA faculty and administrators, through a variety of communities internal to the program, in the program review process.
- The school counseling program faculty completed an internal audit of the program to determine alignment with the Arkansas Department of Education standards as well as a content analysis to alleviate overlap across courses.
- The SPA reports for both Library Media and School and District Leadership programs were submitted for review.
- The School Leadership program planned a revision to the program based on PSEL and NELP standards.

T&L:

- The SPA reports from middle-level, English, SS, Science, and Math were completed and successfully reviewed.
- Successful annual reports were given from GATE, ASTL and MAT programs.

Data

Majors by Program

College of Education (fall data)	2012	2013	2014	2015	2016	2017
Undergraduate Totals						
BSE-Elementary Education	0	0	1	91	149	131
BSE-Middle Level & Middle Level Education	37	32	51	37	55	46
BSE-P-4 Licensure	216	192	200	84	11*	20*
BSE-Special Education K-12	0	0	0	9	21	35
Undergraduate Total	253	224	251	221	236	232
Does not include Secondary Education Minors and STEMteach						
Graduate Totals						
EDS-Educational Leadership	24	31	44	54	64	58
MAT-Teaching	251	317	325	302	271	224
MAT -SPED						6
MS-College Student Personnel Services	33	39	34	25	30	30
MS-Instructional Technology	22	22	23	19	9	11
MS-Library Media and Information Technologies	96	113	122	115	116	90
MS-School Counseling	33	67	78	118	138	152
MS-School Leadership, Management, and Administration	18	25	30	28	28	27
MSE-Advanced Studies in Teacher Leadership	10	22	27	30	23	18
MSE-Reading	13	15	19	28	43	29
MSE-Special Education	18	17	16	22	33	34
PHD-Leadership Studies	0	45	52	45	47	48
PMS- Leadership Studies	1	4	3	5	3	6
Graduate Totals	519	717	773	791	805	733
COE Total	772	941	1025	1012	1030	965

*P-4 now counted in BSE- Elementary Education. 2016 and 17 number are students completing who entered under the P-4 program.

Licenses Earned by Level (note licenses recommended are not unique people)

Level	2013-2014	2014-2015	2015-2016	2016-2017
Graduate Programs	102	135	176	228

Master of Arts in Teaching	86	107	108	85
Undergraduate Programs	167	176	150	145

SSCH

College of Education	Fall 2015	Fall 2016	Fall 2017
Undergraduate	4,118	4,841	4,955
Graduate	4,664	4,788	4,324

2017-2018 % of classes taught by Adjunct, Visiting Lecturers or Faculty Overload:

	Percentage
Elementary, Literacy, and Special Education	69%
Leadership Studies	62% (number does not include PhD program)
Teaching and Learning	2%

Number of Field Placements made in 2017-18

Department	Course	Total	
ELSE	SPED Internship I	33	
	K-6 Internship I	60	
	SPED Internship II	15	
	K-6 Internship II	87	
	TOTAL	195	
Teaching & Learning	Middle Level Internship I	25	
	Secondary Internship I	61	
	Middle Level Internship II	29	
	Secondary Internship II	78	
	TOTAL	193	
MAT	MAT Internship	93	*Includes students in their own class of record
	Total MAP Intern Placements	93	
	Total Internship I Placements	179	
	Total Internship II Placements	302	
	COE Total	574	

2016-17 Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	9	0	9	16.67
Associate Professor	12	0	12	22.22
Assistant Professor	10	1	11	20.37
Senior Lecturer/Clinical Instructor/Lab Instructor	2	0	2	3.70
Lecturer/Clinical Instructor/Lab Instructor II	4	0	4	7.41
Lecturer/Clinical Instructor/Lab Instructor I	10	1	11	20.37
Instructor	0	1	1	1.85
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	3	1	4	7.41
Total	50	4	54	100.00

2016-17 Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	21	0	21	38.89
Tenure-Track	10	2	12	22.22
Non-Tenure Track	19	2	21	38.89
Total	50	4	54	100.00

2016-17 Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	2	\$0	0	\$0
Federal	0	\$0	8	\$3,678,403
Local	1	\$11,600	1	\$5,000
Private	0	\$0	4	\$143,200
State	0	\$0	8	\$413,641
Other	0	\$0	4	\$4,800
Total External	3	\$11,600	25	\$4,245,044