

2023-2024 College of Education Annual Goal Report



College of Education 2023-24 Goal Reporting:

Goal 1: The College will continuously engage partners to maximize program quality and opportunity for all.

Dean's Office:

- Dean's office coordinated meetings of the Executive Advisory Board. Agenda and minutes are available - <https://uca.edu/education/advisory-boards/>
- Dean's office oversees programs to ensure annual meetings with program advisory boards where data are shared for response and input from field collected
- Partnership with Arch Ford is firmly established. The Assessment Director serves on Arch Ford's advisory board. Arch Ford faculty sit on COE Executive Advisory Board.
- Submission of the CAEP annual report- recognized as an exemplar for data staging and transparency. <https://uca.edu/education/caep/>

ELSE:

- ELSE faculty collaborated with Theodore Jones 1 to 15 Classroom for added support and partnership building with the school. BW
- ELSE faculty engaged in early field experiences with junior block interns being placed in schools in Mayflower and Conway one day per week.
- ELSE faculty collaborated with early field junior block mentor teachers and offered immediate and appropriate feedback to junior interns weekly during their instructional practice with elementary students.
- ELSE faculty members served as mentors to Internship II students serving as teachers of record Fall 2023.
- ELSE faculty assigned to provide direct supervision of Internship I students placed at Ann Watson Elementary School for reading intervention for ELSE 4305.
- ELSE faculty collaborated with Internship I mentor teachers and offered immediate and appropriate feedback to Internship I candidates weekly.

Leadership Studies:

- Leadership studies partnered with ArchFord and DESE to provide opportunities for our students and with the University.

- Dr. Allison Freed, coordinator of the ITEC program, and Dr. Leticia de la Garza, an instructional designer with CETAL, presented to the Arkansas Professors of Educational Leadership (ArPEL) on AI implementation and its impact on K-12 educational leaders.
- Dr. Allison Freed and Stephanie Best in ITEC partnered with the Southern Christian Home in Morrilton, AR. We shared information about our program, and now we have three students from that location, with more to come.
- Dr. Allison Freed (ITEC) met with Shawn Halbrook, the superintendent of South Conway Schools, to discuss recruitment options for his teachers in the district.
- Dr. Allison Freed completed two Collaborative Online International Learning (COIL) experiences with her students in ITEC 6301 and ITEC 6341. In ITEC 6301 her students collaborated with teachers and other graduate students in Northern Ireland at Stranmillis University College in Belfast. They discussed education systems and how technology integration looks in both places. The collaboration led to an exchange of ideas and each provided feedback on educational prototypes. In ITEC 6341, her students collaborated with undergraduate students at the university Tec de Monterrey in Mexico. The collaboration included discussions on technology access in both regions, sharing assignments including information on strategic foresight and how that can influence education decisions, and the ITEC graduate students became clients to the Tec students and evaluated their ideas to improve technology access in Arkansas.
- Dr. Odunola Oyeniya, the School Counseling Field Experience Coordinator, partners with school districts to coordinate the practicum and internship for school counseling students in Arkansas and surrounding states.
- Dr. Thomas Bruick, CSPA program coordinator, partnered with the Bear Life Program and AmeriCorps program at UCA to perform assessment projects as part of the CSPA 6325, Assessment in Higher Education, course.
- Dr. Evan Faidley, Assistant Professor in the CSPA program, partnered with higher education professionals across the country in the CSPA 6340, Academic and Career Advising, course to co-author book reviews with CSPA students.

Teaching and Learning:

- EDDL, MAT, ASTL, Middle Level, and GATE requested input from advisory board members to evaluate program revisions and determine the necessity for changes.
- MSIT 3320 Intro to Middle Level observed on site at Simon Middle School.
- MSIT 4325 Disciplinary Literacy taught on site at Courtway Middle School, Conway School District. Students worked directly with middle level students and collaborated with school faculty.
- MSIT 4312 Reading and Writing Assessment and Instruction taught on site at Carl Stuart Middle School, Conway School District. Students worked directly with middle level students and collaborated with school faculty.

- Ward, Gieringer, and students from the Middle Level program volunteered at Carl Stuart Fall Festival.
- Dr. Buchanan serves as the IRB coordinator for all senior research projects at Episcopal Collegiate in Little Rock.

Student Transitions:

- DST faculty engaged and collaborated with the Philosophy & Religion, History, English, Math, and Writing departments to provide our students with quality instruction.
- Dr. Baldwin worked with department chairs and faculty from multiple departments to redesign UCA's First-Year Seminar Initiative.
- Dr. Baldwin worked with the CAHSS faculty and department chairs to write and submit a National Endowment for the Humanities grant in May 2023. While we did not receive a grant award, we will use the draft to resubmit for 2024.
- Ms. Bogoslavsky, Coordinator for the Autism and Neurodiversity Program, partnered with Tutoring, the Office of Student Success, Academic Advising, and the Office of Accessibility and Resources to provide services and support for our neurodiverse students.
- Ms. Christman, Mr. Lewis, and Dr. Martin partnered with the Bear Essentials Food Pantry to provide fresh produce grown by the students in their service learning classes.

PhD:

- 4 virtual Distinguished Speaker Series events were held throughout the academic year focused on diverse cultures, equity, and inclusion.

Technology Learning Center:

- Worked closely with Department Chairs from Teaching & Learning, Leadership Studies, and Elementary, Literacy, and Special Education, and Department of Student Transitions to update department websites and add more user friendly graphics and links.
- Collaborated with Program Coordinators from Ed Leadership, SLMA, CSPA, Ph.D., DST, and Literacy to update program websites to make it easier for current and future students to locate information.
- Have increased usage of social media (Facebook and Instagram) for the COE, including advertising for UCA Day of Giving, which increased our donations.
- Organized Summer 2024 professional development. This will include over 15 presentations. Worked with Dr. Michael Mills to secure Arkansas Professional Development codes.
- Provided MacBooks and iPads for checkout to COE faculty/students in need.

- Planned and prepared Grab and Go maker packs for K-6 students in lieu of in person summer camps. Packs included an activity, literacy aspect, and UCA swag.

Candidate Services:

- During the 2023-2024 school year, the College of Education placed student interns in partnership schools in districts in central Arkansas and throughout the state.
 - In the Fall 2023 semester, 159 teacher candidates completed internships in 22 different districts and 70 different schools.
 - In the Spring 2024 semester, 160 teacher candidates completed internships in 16 different districts and 55 different schools.
 - A signed memorandum of understanding is signed by both the College and the district representatives outlining the agreed upon partnership.
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Goal 2: The College will develop, implement, and review processes, practices, and policies to ensure equity.

Dean's Office:

- Dean's office led key program faculty from all departments in reviewing syllabi and LMS platforms for equity content to make edits bringing content into compliance with recent legislation and executive orders.
- COE partnered with the Equity Collaborative to implement equity coaching to support the DBIE training and equity coaching within the college. COE extended its work to two Arkansas school districts to provide DBIE training. COE will offer faculty, within and outside the college, equity coaching training to support all UCA staff and faculty in implementing equitable practices within our university.
- COE received funds from WRF to continue the DBIE work and add school districts. Led by Drs. Charlotte Parham and Donna Wake, COE partnered with the South Conway County School District and Blytheville Public Schools to continue work in Diversity, Belonging, Inclusion, and Equity.
- Drs. Charlotte Parham and Donna Wake are also conducting surveys, focus groups, and interviews to investigate the impact the DEEP training had on systemic structures within the college and the University.
- Dean's office supported advanced programs in writing recruitment and retention goals based on baseline data for underrepresented candidate populations and for identified critical shortage areas.

ELSE:

- ELSE 4311 offered Zoom & Learn as well as Lunch & Learn opportunities provided as support sessions for all students.
- ELSE 4311 models best practice of explicit instruction with the gradual release model; providing content application with a safe, supportive, and active learning environment in the classroom.
- Diversity Committee COE Event: African American Read-In (February 16, 2024).
- ELSE 4309 modeled and focused course requirements on providing social and emotional learning opportunities for our students as a guide for how they can reach all diverse learners in grades K-6.
- ELSE 4309 provided a variety of positive classroom approaches to discipline to equip our preservice teachers with tools that support K-6 students rather than resort to punitive measures.
- ELSE 4310 implemented morning meetings in elementary classrooms as a first year teaching experience. This allowed preservice teachers the opportunity to understand the diverse learners in the classroom before they teach content.

- ELSE program coordinators held regular conversations with ELSE faculty to determine any dispositional or academic concerns of students to determine how to best support them in their program.
- Dr. Sorbet serves on the UCA Service Learning Committee.
- ELSE faculty implement service learning in courses.
- ELSE faculty serve on the UCA faculty development committee.
- ELSE faculty serve on and assist the mentor teacher training committee, offering their expertise to help edit and rewrite state mentor teacher requirements.
- Dr. Filer taught ACAD 1300 for the first time. This class is meant to support students as they acclimate to college life.
- ELSE provided Acadience testing for several grade levels September 2023.
- Faculty provided direct supervision of SPED Internship IB students placed at a partnership school for reading intervention.
- A faculty member and Internship IB SPED students provided literacy assessments and interpretation for 2 classroom levels in September 2023.

Leadership Studies:

- The Educational Leadership program is working on the SPA report to submit to CAEP in Fall 2024 while making adjustments as necessary to improve the offerings for students.
- The School Counseling faculty reviewed end of the term student surveys to determine if there are gaps in equity in our processes and practices.
- The ITEC program faculty reviewed practices and programs with the advisory board to improve opportunities and maximize our reach to recruit diverse students and faculty in the state and region.
- CSPA program faculty reviewed recruitment strategies to support equity in program exposure and access.

Teaching and Learning:

- The T&L Diversity Committee hosted the African American Read-in in February. Feedback was collected for future events.
- Faculty attended the January PD focused on coaching conversations with students.
- Faculty teaching diversity-focused courses meet to align syllabi and course content with state and national guidelines.
- The T&L Diversity Committee met to review the Culture & Belonging Survey data and reported findings and recommendations to the associate dean. The committee also highlighted faculty who were named by students as promoting a sense of belonging in their courses.

- T&L coordinated reporting for the Institutional Diversity Report submitted to Angela Webster's office.

Student Transitions:

- DST Faculty participated in the three part Disruptive Education Equity Project training series.
- When our international students first arrive on campus at the beginning of the semester they must take the Accuplacer tests in Reading, Writing, and Mathematics in order to be placed into the appropriate courses. Ms. Gomes held an evening Accuplacer review session to help the students prepare.
- DST has created a variety of one credit hour ACAD classes to support learners with various needs and backgrounds. Topics include Academic Strategies, Reading Between the Lines, Career and Life Planning, Educational and Career Exploration, Community Engagement, and Procrastination & Time Management.

PhD:

- Applicant recruitment and selection processes focused on representation in the Ph.D. program.
- Students enrolled in the program are required to devote a prominent portion of their research to diversity, equity, and inclusion.

Technology Learning Center:

- The TLC provided tech support for Admitted Students Days in which high school seniors visit the campus and tour their program of choice.
- TLC staff provided tech support for the Educators Rising conference.
- TLC staff provided tech support for the Bears Teach Summit.
- TLC maintains and provides training for Redcat voice amplification systems for six classrooms used by COE faculty.

Candidate Services:

- The College continued to review candidates for admission to teacher education without regard to ACT or Praxis scores, removing barriers for many underrepresented candidates.
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Goal 3: All College programs will sustain a data-driven quality assurance process for continuous program improvement.

Dean's Office:

- Dean's office continued to support the work of accreditation and quality assurance through multiple CAEP-based initiatives (e.g., SPA writing, program annual reports). The EPP successfully passed CAEP review in AY 2020-2021 with no Areas for Improvement or Stipulations.
- CAEP Committees worked to evaluate existing key assessments against CAEP revised expectations (initial programs, advanced programs)
- 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, and Field.
- 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 COE planned several faculty PD events that included analysis of data with faculty, including the fall Data Day event. Additionally, data was shared with the program coordinators and department chairs at the close of each semester on key assessment data.
- The COE continued to work on reliability around key assessments. Studies that used Fleiss Kappa statistics indicated that the COE continued successful work to establish reliability on key assessments.

ELSE:

- Continuous collaboration between the Data Driven Instructional Planning course and the Math & Science Methods course has created an authentic experience for their Intern I students in the field through a project that links both classes together.
- ELSE SPED graduate faculty met 1 to 2 times a month to review data and update program documents and assessments (Janet Filer, Keith Lenz, Patty Kohler Evans, Deanna Rice).
- The 1300 Committee met to discuss course data and align assessments.
- ELSE Literacy faculty met monthly to review data, programming, and upcoming changes/opportunities.

- Faculty supervising interns attended calibration sessions in Fall 2023 (technology rubric) and Spring 2024 (disposition rubric).
- Programs reporting to SPAs began drafting reports due Sept 15, 2024. Program coordinators and faculty participated in writing workshop sessions preparing materials for submission.
- Programs added the POP cycle in Spring 2024 term in response to candidate data signaling the need for additional support in targeted areas (e.g., differentiation, assessment).

Leadership Studies:

- The Educational Leadership program has worked with our faculty, students, and advisory board to update assessments to reflect changing requirements and experiences within education.
- The ITEC program conducted its annual advisory board meeting in November 2023. During the meeting, the advisory board discussed changes to the ITEC program, including curriculum changes, and heard updates about the program.
- Using student number data, the ITEC program created a new concentration approved by the university and is applying for ISTE certification status.
- After completing the annual assessment report, the ITEC program coordinator began to create and revise key assessments in the program.
- The School Counseling program met with the School Counseling Advisory Board on February 12, 2024 to review the impact of recent legislative changes to ascertain if the curriculum needs to be updated to make sure our graduates have the relevant tools they need to be successful school counselors.
- The CSPA program reviewed annual assessment results along with outcomes related to the program's strategic plan. One example is the continued growth of the part-time hybrid track, which is on track to double in size by Fall 2024.

Teaching and Learning:

- The 1300 Committee met to discuss course data and align assessments.
- All programs submitted annual reports for review to the Assessment Director. Program coordinators worked with program faculty to analyze and respond to data.
- Faculty supervising interns attended calibration sessions in Fall 2023 (technology rubric) and Spring 2024 (disposition rubric).
- Programs reporting to SPAs began drafting reports due Sept 15, 2024. Program coordinators and faculty participated in writing workshop sessions preparing materials for submission.
- Programs added the POP cycle in Spring 2024 term in response to candidate data signaling the need for additional support in targeted areas (e.g., differentiation, assessment).

- ASTL program analyzes key assessment data and a shared annual report.
- All programs utilize the College of Education candidate disposition rubric and referral process to communicate with program coordinators regarding candidate movement through various admission and internship gates, as well as documentation of disposition concerns and to initiate support of candidate professional growth.

Student Transitions:

- DST literacy faculty collected student artifacts and assessed for student growth.
- DST math faculty developed, implemented, and assessed the results from a pre- and post-assessment that was administered to all transitional math courses.
- DST faculty participated in COE's Data Day.
- DST worked closely with the COE Director of Assessment to develop a template for their annual assessment report and completed the AY 22-23 report.

PhD:

- PhD program administers mid-semester student surveys (once each semester) to drive processes for continuous program improvement.
- Program assessment data required for reporting is analyzed each semester and reported annually to the Ph.D. Concentration Leaders.

Technology Learning Center:

- The TLC assisted the COE Director of Assessment and Accreditation with the data collection & analysis for annual program reporting for all COE initial licensure programs and field placements.
- TLC tech specialist audits all websites to ensure links are active and faculty and staff information is current.

Candidate Services:

- All program coordinators and department chairs have access to candidate data through Airtable. Program coordinators can access real-time data regarding the status of candidates in their programs from application through licensing.
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Goal 4: The College will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Dean's Office:

- The COE Diversity Committee members participated in the UCA Institutional Diversity Committee and activities.
- The COE Diversity Committee members facilitated the African American Read-In.

ELSE:

- Dr. Walthall attended the International Literacy Institute Conference in 2023.
- Mrs. Styles-Foster attended, presented, and served on various boards at the Association of Teacher Educators conference in March 2024.
- ELSE faculty attended various coaching PD sessions offered throughout the academic year (tech mex, coaching circles, co-teaching, etc.).
- ELSE faculty partnered with Arch Ford to provide ongoing training for our preservice teachers aligned with current novice teacher training in the profession.
- Dr. Filer attended Diversity sessions at MSERA.
- Dr. Filer continues to work with LEND to support interdisciplinary training of health professionals.
- Faculty worked on completing CALT (AT) and CALT-QI (SP).
- Dual-Licensure online program started the first cohort of 7 students in the Spring of 2024.

Leadership Studies:

- The Educational Leadership program has worked to update our learning experiences to reflect current realities within the educational setting, such as interviewing key personnel, discussing the Professional Learning Community process, and working with our site mentors to develop meaningful internship activities that impact not only the faculty, but student achievement.
- The School Counseling faculty attended approximately 29 hours of Mental Health First Aid training to become certified to administer Mental Health First Aid and to instruct others on how to administer Mental Health First Aid. The ability to support students who are experiencing mental health challenges is important as it assists students to stay in their classes and persist to graduation.
- The ITEC program coordinator, in partnership with the Library Media program coordinator, organized a study abroad program in Northern Ireland, a high-impact practice to provide our students and community members (who are potential students in our programs) with a chance to interact with Irish teachers, principals, faculty, and

students to discuss technology, innovation, leadership, peace-building, global learning, and schooling.

- Dr. Allison Freed, the coordinator of the ITEC program, participated in a university learning community group focused on artificial intelligence at the university and its influence on students and faculty practices. The new knowledge and practices will be implemented into ITEC classes and program.
- Dr. Evan Faidley (CSPA program) attended approximately 29 hours of Mental Health First Aid training to become certified to administer Mental Health First Aid and to instruct others on how to administer Mental Health First Aid. The ability to support students who are experiencing mental health challenges is important as it assists students to stay in their classes and persist to graduation.

Teaching and Learning:

- Faculty had high rates of participation in 1:1 mobile learning relaunch PD (tech mex, coaching circles, co-teaching, etc) – T&L made up 45% of all COE attendees at these sessions.
- Faculty attended state sponsored UDL Professional development. Dr. Trumble and Ms. Gieringer attended each meeting and are strategically planning the future whole college PD along with members of other departments.
- Dr. Dailey, Dr. Herring-Watson, Dr. Wake, Dr. Whittingham, and Ms. Bundrick completed an online course on AI offered by Auburn University and provided to select UCA faculty by the Center of Excellence for Teaching and Learning.
- Faculty shared teaching tips during monthly faculty meetings, such as AI tools for assessment.

Student Transitions:

- DST faculty developed and delivered corequisite developmental and college-level mathematics and literacy courses.
- DST faculty developed and delivered engaging first-year seminar courses.
- DST faculty who taught FYS participated in a FYS teaching circle that focused on how to deliver innovative and supportive learning experiences.
- DST faculty provide innovative learning experiences for students by centering student choice in class assignments, embedding service-learning opportunities in classes, incorporating contract or specs grading into their courses, and partnering with AmeriCorp to bring peer mentors into their classrooms.
- Ms. Gomes continues to be a facilitator for CETAL's Teaching Excellence Institute.
- Several DST faculty participated in the Mobile iPad Initiative Relaunch and an iPad Coaching Circle.

PhD:

- Several CLEI PhD students participated in research-related data collection with faculty, and co-authored publications including journal articles and book chapters with COE faculty (e.g., Cotabish, Dailey, Buchanan, Nadelson, Trumble).

Technology Learning Center:

- Organized Summer 2024 professional development. This will include over 15 presentations. Worked with Dr. Michael Mills to streamline the session proposal process and secure Arkansas Professional Development authorization.
 - Planned and prepared Grab and Go maker packs for K-6 students in lieu of in person summer camps. Packs included an activity, literacy aspect, and UCA swag.
 - Collaborated with Dr. Nykela Jackson (T&L) to lead educational stations for the Educators Rising/Bears Teach Summit programs.
 - TLC maintains and provides training for Redcat voice amplification systems for six classrooms used by COE faculty.
 - As part of the COE Tech Committee, added a student feature to Nearpod allowing students to create Nearpod activities and implement them in the field.
 - As part of the COE Tech Committee, TLC staff is creating a student technology assessment survey to help determine professional development needs.
 - TLC Director developed and implemented Google Mini-Sessions for faculty/staff.
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Goal 5: The College will recruit, retain, and support a diversity of students, faculty, and staff.

Dean's Office (Assessment, Teacher Cadet/ BearTeach, Reading):

- The EPP has recruitment and retention plans in place with articulated goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations. Goals include an admitted pool of candidates who reflect the diversity of America's P-12 students.

ELSE:

- ELSE department won the best department booth at the UCA Major's Fair in Fall 2023.
- ELSE faculty volunteered at the Bears Teach Summit.
- Ms. McGehee coordinated the Math Night at Jim Stone Elementary.
- Special Education Graduate Programs and the Graduate Literacy Program collaborated on the use of the Graduate School's recruitment grants.
- Used recruitment funds to support the development and delivery of eight virtual PD sessions for the COE Summer 2024 Virtual PD Series. Two sessions were based on specific topics relevant to the expertise of two faculty members (Dr. Rice and Dr. Walthall). Six sessions were offered based on interventions from the *Strategic Instruction Model* and were developed by a set of SIM Professional Developers from both Arkansas and across the United States.
- Literacy/Dyslexia Graduate Programs used a bulk of the Graduate School's recruitment grants to support being a vendor and sponsor of the ALTA National Conference held in Little Rock this year. We recruit those who are members of this organization (CALTs and CALTs-in-training) by allowing their practicum to count for credits in our graduate program. We are the only institution in the state that does this, so that's a big draw with ALTA now requiring CALTs to have a master's degree in order to certify. Additionally, this is a great place to recruit for our upcoming Literacy Leadership PhD track.
- Literacy/Dyslexia Graduate Programs will also use the recruitment funds to support the development and delivery of one virtual PD session for the COE Summer 2024 Virtual PD Series. This session will be led by Dr. Thompson and alumni/adjunct faculty Mrs. Sheri Hight. Final funds were used in conjunction with Graduate SPED faculty for the SIMS summer virtual professional development.

Leadership Studies:

- The Educational Leadership program has actively worked to utilize our funds and other resources to recruit, retain, and support students, faculty and staff from diverse backgrounds. We have attended recruiting fairs as well as having a targeted ad campaign

with Facebook to pull potential candidates to our websites where information about our programs is stored.

- The School Counseling faculty have supported diverse students in securing full-time jobs by recommending them in Arkansas and other states.
- The ITEC program had a new clinical faculty join in the 2023-2024 academic year. Stephanie Best started teaching in the program and plans to continue her work next year.
- Dr. Allison Freed (ITEC) and Dr. Erin Shaw (LIBM) participated at the Texas (TCEA) conference in Austin, TX, to recruit students from Texas and other regional states.
- Stephanie Best and Dr. Allison Freed (ITEC) attended the UCA job fair in the Fall.
- Stephanie Best (ITEC) attended the Teacher Fair at UCA.
- The ITEC program coordinator worked with the UCA marketing group to create a social media marketing campaign (Feb-April) that worked to recruit students from the state and region.
- Dr. Allison Freed (ITEC) attended business meetings at the Southern Christian Home to recruit volunteers and teachers to be students in our program.
- Dr. Allison Freed (ITEC) met with Shawn Halbrook, the superintendent of South Conway Schools, to discuss recruitment options for his teachers in the district.
- The CSPA program recruited Dr. Evan Faidley as an Assistant Professor who joined the faculty in Fall 2023. Dr. Faidley participated in the first-year faculty initiatives offered by the college and will return for the 2024-2025 academic year.
- The CSPA program graduated 12 students in AY 23-24 including 3 part-time students, 9 full-time students, 1 international student, 10 students from underrepresented racial or ethnic backgrounds, and numerous other aspects of diversity.

Teaching and Learning:

- Faculty from graduate programs participated in the College of Education Career Fair.
- T&L faculty volunteered at Bears Teach Summit. Dr. Jackson planned and facilitated the event.
- Bears Teach Organization facilitated math strategy sessions at Math Night at Jim Stone Elementary as service to the community.
- T&L faculty participated in the UCA Career Fair to recruit graduate students.
- Dr. Whittingham directed program recruitment efforts for COE graduate programs.

Student Transitions:

- DST's faculty that teach ACAD 1300: Journeys to Success have historically been diverse and have helped retain higher percentages of students of color.
- DST's first-year seminar courses are themed around topics of diversity.
- DST's entire corequisite program was designed around principles to help retain and support UCA's diverse student population.

- When our international students first arrive on campus at the beginning of each semester they must take the Accuplacer tests in Reading, Writing, and Mathematics in order to be placed into the appropriate courses. Ms. Gomes held an evening Accuplacer review session to help the students prepare.

PhD:

- Ongoing efforts are made to include/recruit diverse tenure-track faculty in teaching the CLEI Ph.D. courses, and efforts are underway to hire diverse adjunct faculty in the program.

Technology Learning Center:

- TLC hosts special events for College of Education students (Popcorn Days, Hot Chocolate Days, Scavenger Hunts, and holiday themed social events). These events educate students on the services and tools available to them. These events also help strengthen the relationship between the TLC and College of Education students.
- As part of the COE Tech Committee, TLC staff is creating a student technology assessment survey to help determine professional development needs.

Candidate Services:

- The director of Candidate Services discusses the admission process for teacher education with each Education as a Profession class as well as PETE 2300 and ELSE 2304 to ensure all students are fully informed on the process for being admitted to the teacher education program.
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