



**Department of
Student Transitions**

Annual Report
July 1, 2022 - June 30, 2023

1. Mission Statement

To promote learning and development for students in transition and to assist in establishing skills that help them progress to graduation.

To achieve this mission, the Department of Student Transitions:

- Provides developmental courses in literacy, writing, and math
- Offers coordinated courses to reinforce and apply academic skills in the academic core
- Assists with the development of non-cognitive skills
- Participates in research on methodologies necessary for student success.

2. Status/Achievement of 2023 Goals

Goal 1: Update the Department of Student Transitions assessment report to allow for more meaningful assessment.

Related UCA Strategic Planning Goals

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Action Plans

1a. The Assessment and Curriculum Committee will meet in fall 2022 to review our assessment report and suggest changes to KPI's that are reported.

Expected Results: We will review current KPI's included in the report and make suggestions for removing or adding KPI's for the next reporting cycle (2023-2024).

Actual Results: The Assessment and Curriculum committee decided to remove the following KPI's from our yearly assessment plan as the data was 1) hard to acquire and 2) faculty felt as though their ability to improve upon these measures was severely limited. Our assessment report will no longer include first-term Grade Point Average for transitional students, first-term Satisfactory Academic Progress for transitional students, and fall-to-spring and fall-to-fall retention rates for transitional students.

Instead, we will start assessing the following:

- 1) Student outcomes for students that must repeat UNIV courses.
- 2) DFWI rates for UNIV courses.
- 3) The percentage of students who complete their transitional requirements within 30 attempted credit hours.

The faculty also worked on developing a common transitional math assessment and a common literacy assessment. The transitional math courses will be assessed on rounding, converting a percentage to a decimal, plotting an ordered pair, evaluating a function, writing and simplifying a ratio, and multiplying binomials. The literacy courses will be assessed on active reading and annotating, summarizing a main point of a reading, using sources, and supporting an articulated, original point.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

Goal 2: Develop partnerships with other departments to increase our general education offerings that are paired with Foundations of College Literacy.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Action Plans

2a. Faculty will work collaboratively to develop a presentation outlining our corequisite program to present to their disciplines as well as other areas on campus. This presentation will include supporting data and specific curriculum guides.

Expected Results: A plan to pilot new general education options clustered with Foundations of College Literacy.

Actual Results: We continued our collaboration with the English department and were again able to offer literacy paired with ENGL 2370.

In an effort to support the pilot of the new FYS initiative on campus, the faculty decided to fully commit to pairing all literacy courses with an FYS seminar course starting in fall 2023. Faculty worked with the FYS coordinator and attended training to develop their new, themed seminar courses for the fall 2023 semester.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

3. 2024 Goals

Goal 1: Develop partnerships with other departments, particularly in the College of Education, to increase our transitional literacy course offerings.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Action Plans

1a. Support the new FYS initiative by pairing all literacy courses with FYS seminars.

Recruit FYS faculty, faculty from the College of Education, and former TEI participants to help increase our course offerings for transitional literacy.

Resources: Time and support from other departments on campus

Responsible Person(s): Leslie Gomes, DST Chair
DST Faculty

Projected Completion Date: May 2024

Expected Results: A plan to pilot new FYS seminar options clustered with Foundations of College Literacy.

Supporting Program Statistics

Goal 2: Update the Department of Student Transitions assessment report to allow for more meaningful assessment and to align with the College of Education's template.

Related UCA Strategic Planning Goals

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Action Plans

2a. The Assessment and Curriculum Committee will meet in fall 2023 to review our assessment report and ensure it aligns with the College of Education's template.

Resources: Time

Responsible Person(s): Robert Habimana, Assessment Committee Chair

Amanda Martin, Curriculum Committee Chair

Leslie Gomes, Department Chair

Projected Completion Date: May 2024

Expected Results: We will review the College of Education's assessment template and make any necessary updates to our assessment plan.

Supporting Program Statistics

4. Five-year Goals

Goal 1: To provide co-requisite transitional courses so that students can earn college-level course credit in the same semester that they are remediated and improve the success levels in the college-level courses each year.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Projected Completion Date: August 2026

Goal 2: To close the achievement gap in our department between historically underrepresented students and majority students.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Projected Completion Date: May 2026

Goal 3: To create an environment of continuous improvement in teaching, learning, and day-to-day administration of the department.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

CV b: Community: We value and respect as our greatest asset the people who make up our community – students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution. (Collegiality, Partnerships, Safe and Health Environment, Service)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Projected Completion Date: May 2026

5. Challenges

The Department of Student Transitions continues to be challenged by the lack of adequate M&O funding. We also did not receive adequate funding for travel for our faculty. As we increase the amount and quality of our scholarship post-Covid, there is need to support faculty to travel to conferences for professional development and for the sharing of their work. Our inadequate funding makes it impossible to upgrade classroom technology, faculty office computers, or purchase comfortable, size inclusive classroom furniture for our students.

The department continues to need a Visiting Lecturer in Literacy and more than 20 adjuncts to teach Journeys to Success to meet enrollment demands. Math faculty already shift their teaching loads and teach 6 sections in the fall and 2 in the spring. Literacy (and general education) faculty shift their teaching loads to 5 in the fall and 3 in the spring. Load shifting is taking a toll on the full-time faculty and relying on contingent faculty, even when completely qualified and experienced, is not ideal for our student population and that is reflected in the course outcomes.

6. Opportunities

The Department of Student Transitions had many opportunities to continue to help students succeed in their first year of college. We continue to collaborate with outside departments (namely English, History, Philosophy, and Religion) to provide courses to pair with our literacy corequisite. We look forward to continuing these partnerships with departments on campus.

This semester we launched our new Math Pathway for Health Science students. UCA is one of the first institutions in the state to offer a pathway for the health sciences. Our DST Math faculty worked diligently to make this happen.

During the spring semester, we were presented with the opportunity to join the College of Education. The department met with Dean Groves-Scott multiple times to ask questions and share concerns. The feedback from the faculty was positive and optimistic and the faculty are looking forward to becoming official members of the College of Education.

7. Summary

The Department of Student Transitions continues to provide intentional and intrusive support for students who are required to complete remedial coursework. The department remains a state and national leader in corequisite developmental education in large part due to the dedication and hard work of its faculty members.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	0	0	0	0.00
Associate Professor	0	0	0	0.00
Assistant Professor	0	0	0	0.00
Senior Lecturer/Clinical Instructor/Lab Instructor	6	0	6	54.55
Lecturer/Clinical Instructor/Lab Instructor II	2	0	2	18.18
Lecturer/Clinical Instructor/Lab Instructor I	1	1	2	18.18
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	1	0	1	9.09
Total	10	1	11	100.00

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	0	0	0	0.00
Tenure-Track	0	0	0	0.00
Non-Tenure Track	10	1	11	100.00
Total	10	1	11	100.00

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	1	0	1	9.09
Associate	1	0	1	9.09
Full	0	0	0	0.00
No	8	1	9	81.82
Total	10	1	11	100.00

List of New Full-Time Faculty

Cating, Rachel Sinclair, Lecturer I, Non-Tenure Track

List of Administrative Assignments

No data available

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

Race/Ethnicity	Female	Male	Total	%
American Indian or Alaska Native	0	0	0	0.00
Asian	0	0	0	0.00
Black or African American	0	0	0	0.00
Hispanic/Latino of Any Race	0	0	0	0.00
Native Hawaiian or Other Pacific Islander	1	0	1	9.09
Two or More Races	0	0	0	0.00
White	7	3	10	90.91
Non-Resident Alien	0	0	0	0.00
Unknown	0	0	0	0.00
Total	8	3	11	100.00
%	72.73	27.27	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2020 - June 2021	0	5,115	0	5,115
July 2019 - June 2020	0	5,325	0	5,325
July 2018 - June 2019	0	5,664	0	5,664

Academic Advising Loads

No data available

Total Undergraduate Program Enrollment

No data available

Total Graduate Program Enrollment

No data available

Total Undergraduate Program Degrees Awarded

No data available

Total Graduate Program Degrees Awarded

No data available

Number of Directed Individual Student Learning Activities

Involvement Type	No.
Dissertation Committee Member	4
Total	4

List of Directed Individual Student Learning Activities

Dissertation Committee Member, Singleton, Zachary. *Higher Education Disability Office Directors supporting Students with Disabilities during the COVID-19 Pandemic*. January 3, 2020 - Present. Directors of disability services at universities play a key role in assuring the success of students with disabilities. Yet, there are few published empirical studies detailing the leadership style and approach of these directors. My research addresses the importance of understanding the work of the directors of disability services at universities and addresses the gap in the research. In performing this research study, I interviewed directors of disability services on university campuses to gain perspectives on their leadership style and how they applied that style to support students with disabilities during the COVID-19 pandemic. My motivation as a researcher was due to a lack of research on directors of disability services leadership styles and to see how the director's leadership style assisted students with disabilities during the switch to online course instruction during the COVID-19 pandemic. I created a semi-structured interview protocol with questions aligned with my research questions. Using a phenomenological approach, I interviewed six directors of disability services located on university campuses in the south-central United States. I used a combination of apriori and emerging coding to analyze my data. My analysis revealed that most directors showed tendencies toward a servant leadership style. The implications of my research showed that a servant leadership style might not always make the best leader because they might not be viewed as

leaders if they are always seeking input from others to make decisions. Overall, if directors did not lead and delegate during the COVID-19 pandemic, the students they serve would not be successful., Status: Completed.

Outcomes:

Dissertation Committee Member, Rizzo, Stephanie. *College Students' Identification and Expectations of Their Campus Leaders*. March 2022 - December 2023. Status: Proposal.

Outcomes:

Dissertation Committee Member, Scott, Joseph. . May 5, 2022 - Present. Status.

Outcomes:

Dissertation Committee Member, Swillum, Jean. . March 9, 2021 - December 14, 2022. Status.

Outcomes:

Number of Directed Group Student Learning Activities

Total	0
--------------	---

List of Directed Group Student Learning Activities

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
Total External	0	\$0	0	\$0
University of Central Arkansas	0	\$0	0	\$0

List of Grants and Contracts

No data available

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	2	1	3	0
Total	2	1	3	0

Number of Submitted Publications by Type

Total	0	0	0	0
--------------	---	---	---	---

List of Publications

A. Peer Reviewed

1. Accepted or Published

Bruick, T. J., Baldwin, A. G. (in press). Dispositional Change as a Predictor of Semester GPA for Conditionally-Admitted Students. *To appear in Journal of First-Year Experience and Students in Transition*.

Nardi, T. D., Barclay, S. R., Bruick, T., Thomas, A. (2023). Examination of the Influence of Identify Dimensions, Education Level, and Occupational Positioning Dynamics Within Higher Education Faculty and Staff Workplace Relationships. *Journal of Higher Education Management*, 38(2), 103-113. https://issuu.com/aaup10/docs/jhem_38_2_2023_

2. Submitted

No data available

B. Non-Peer Reviewed

1. Accepted or Published

Sorbet, S., Graybeal, L. M. (2023). Building Student Ownership through Active Learning Strategies. *Faculty Focus/Magma Publishing*(March 2023).

2. Submitted

No data available

Number of Presentations by Scope

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	4	1	0	0	3	0
Regional	1	0	0	0	1	0
International	1	0	1	0	0	0
Total	6	1	1	0	4	0

List of Presentations

A. Peer Reviewed

Sorbet, S., Graybeal, L. M. (Nov. 2022). *Using Active Learning Strategies Experiential Learning & Discussions as Active Learning Strategies*. Workshop presented at Teaching By Design Mini Conference through CETAL, CETAL at UCA, UCA.

B. Non-Peer Reviewed

Baldwin, A. G., Bunting, B. *Belonging, Mindset, and Resilience: Designing an FYE that Drives Success for First-Year Students*. Workshop presented at First-Experience Conference, National Resource Center.

Baldwin, A. G., Charlton, S. R., Gomes, L. D. (Jan. 2023). *Executive Function Skills and Strategies*. Workshop presented at Trauma Informed Coaching Workshop, Center for Excellence in Teaching and Academic Leadership, UCA.

Bruick, T. J., Duncan, T. M., Gomes, L. D., Hawkins, A., Parish, V. A. (Nov. 2022). *Using CANE and Care to Develop Executive Functioning Skills in Our Students*. Seminar presented at Mid-South Educational Research Association, Little Rock, AR.

Gomes, L. D. (June 2023). *Strategies to Manage & Improve Executive Function Skills*. Workshop presented at Teaching Excellence Institute, Center for Excellence in Teaching & Academic Leadership, Conway, AR.

Gomes, L. D. (June 2023). *Introducing Executive Functioning Skills*. Seminar presented at Teaching Excellence Institute, Center for Excellence in Teaching & Academic Leadership, Conway, AR.

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	1
Continuing Education Program	1
Faculty Fellowship	1
Seminar	8
Tutorial	2
Workshop	12
Other	8
Total	33

List of Faculty Development Activities Attended

A. Professional Meetings/Conferences Attended

College Autism Summit. College Autism Network. Nashville. Credit Hours. October 12, 2022 - October 14, 2022.

B. Formal Study (coursework, continuing education, seminars, workshops, etc.)

Seminar. DEEP training. Department of Education, University of Central Arkansas. Conway, Arkansas. Credit Hours. March 2023 - April 5, 2023

Webinar. "When ADHD Triggers Emotional Outbursts: Scripts for Your Flashpoints". ADDitude. Conway, Arkansas. Credit Hours. February 6, 2023

Workshop. Norming for Literacy Assessment. Dept of Student Transitions. Conway, Arkansas. Credit Hours. February 3, 2023

Tutorial. Information Literacy+ Training. University of Central Arkansas. Conway, Arkansas. Credit Hours. August 16, 2022

Faculty Fellowship. DST Reboot Day. UCA Dept of Student Transitions. Conway, Arkansas. Credit Hours. August 15, 2022

Workshop. Trauma-Informed Behavior Management and Executive Skills Coaching Workshop. UCA. Conway, Arkansas. Credit Hours: 4.5. January 10, 2023

Tutorial. New Faculty Orientation. UCA. Conway, Arkansas. Credit Hours: 15.5. August 17, 2022 - August 18, 2022

Department Reboot. Dept. of Student Transitions Reboot: Building Community. UCA. Conway, Arkansas. Credit Hours: 7.5. August 15, 2022

Learning Community. Community Café: Teaching & Learning in STEM. UCA - CETAL. Credit Hours. August 2022 - April 2023

training. DEEP Training. UCA COE. Conway, Arkansas. Credit Hours. February 8, 2023 - April 5, 2023

Workshop. Trauma-Informed Behavior Management & Executive Skill Coaching Workshop. UCA - CETAL. Credit Hours. January 10, 2023

Workshop. Spring PD for College of Education. UCA College of Education. Conway, Arkansas. Credit Hours. January 9, 2023

Workshop. SSTF Arkansas Capstone Convening. The Dana Center. Conway, Arkansas. Credit Hours. December 2, 2022

Workshop. DBIE Faculty Sessions. UCA. Conway, Arkansas. Credit Hours. July 10, 2022 - October 18, 2022

Workshop. DST Reboot: Building Community. UCA. Credit Hours. August 15, 2022

Institute. Teaching Excellence Institute. University of Central Arkansas. Conway, Arkansas. Credit Hours. June 20, 2023 - June 23, 2023

Workshop. DST Faculty Re-Boot. Conway, Arkansas. Credit Hours. August 15, 2022

Continuing Education Program. DST Reboot. Credit Hours. August 15, 2022

Webinar. Lumen Learning Waymaker U.S. History. Lumen Learning. Credit Hours: 0. November 21, 2022

Departmental Workshop Day. DST Reboot Workshop. UCA. Conway, Arkansas. Credit Hours: 0. August 15, 2022

Workshop. Using Pictures in Philosophical Thought and Pedagogy. Oxford University Press. Credit Hours. November 12, 2021 - Present

Workshop. 1st Monograph Publishing Q-&A. University of Central Arkansas. Conway, United States. Credit Hours. November 10, 2021 - Present

Seminar. How Humans Learn: Changing Brains is an Art. University of Central Arkansas. Conway, United States. Credit Hours. October 10, 2021 - Present

Seminar. Philosophy of Mind in the 21st Century. Oxford University Press. Credit Hours. May 10, 2021 - Present

Seminar. Big Ideas for Young Thinkers. PLATO (Philosophy of Learning and Teaching Organization). Credit Hours. May 4, 2021 - Present

Seminar. Professional Development Series for Student Success. McGraw Hill Publishers. Credit Hours. April 2, 2021 - Present

Seminar. The Ethics of Ghosting. Oxford University Press. Credit Hours. March 30, 2021 - Present

Seminar. Critical Thinking: The Antidote to Hyper-Partisanship. Oxford University Press. Credit Hours. March 12, 2021 - Present

presentation. Institutional Diversity Presentation: Exploring UCA's Demographic Data. University of Central Arkansas. Conway, United States. Credit Hours. March 3, 2021 - Present

Workshop. Science Fictional Scenarios and Strategic Foresight. Center for Science and the Imagination, Arizona State University. Tempe, Arizona. Credit Hours. December 8, 2022

Seminar. Global Education in the First Year. Center for Global Learning, Philosophy & Religion Department, CETAL -- UCA. Conway, Arkansas. Credit Hours. November 15, 2022

Workshop. SStF Arkansas: Capstone Convening. Dana Center. Conway, Arkansas. Credit Hours: 7.
December 2, 2022 - Present

List of Awards and Honors

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Total 0

List of Activities with External Partners

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	7	39	46
College	0	0	0
University	0	14	14
Total	7	53	60

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

List of University Service Activities

A. University

Senator, Faculty Senate, August 2020 - May 2023

I represent unaffiliated faculty on the Faculty Senate, bringing up key concerns and providing updates to the department. I currently serve on the Faculty Senate subcommittee for Academic Affairs. We are reviewing the First-Year Seminar proposal from the High Impact Practice group.

Member, DRC Access Committee, September 23, 2016 - Present

To give input as to how UCA campus more accessible to those with disabilities. Reviewed buildings and discussed issues that needed to be addressed.

Coordinator, Autism & Neurodiversity Transition Program, August 15, 2015 - Present

Coordinate among various programs across campus to help better accommodate students with autism; develop transitional class; help coordinate education programs. Developed contacts in the Department of Education for possible future programs with these students; tested partnership with Tutoring Center for study tables, although virtual presentation did not work well; continued to work individually with students on academics and campus resources; send out questionnaire to high school advisers about awareness of our program; polled various stake-holders about possible name change of program to coordinate with student RSO.

Member, UCA Core Council, September 2022 - Present

Member of Curriculum Subcommittee. Re-defined social sciences definition to allow the committee a clear path to approve (or not) courses within that field.

Member, Public Service Award Committee, January 2022 - May 2024

The committee selects the winner of the University Service Award. Read all applications and voted for the award winner.

Member, Service Learning Advisory Committee, August 2020 - August 2023

The committee works on service learning programming on campus. The committee choose a winner for a student service learning award, Newman Civic Fellows.

SIP Grant Advisory Council, November 2022 - Present

A comprehensive team of project stakeholders to provide guidance and ensure that the program is meeting its objectives.

Member, Faculty Support Working Group, August 2021 - Present

Charge:

- Consider factors that affect teaching effectiveness and students' academic outcomes.
- Recommend actions to support faculty teaching and improve students' academic success.
- Assess the effectiveness of actions taken to support faculty teaching and improve students' academic success. The committee has drafted a plan for Gateway Course Consultations that will improve student success in challenging gateway courses, provide support and resources for faculty engaging in a course improvement process and fosters a culture of continuous improvement of teaching and learning through the university. We plan on presenting our recommendation to the Council of Success in spring 2022.

Member, Innovation Working Group, August 2021 - Present

Charge:

- Review the extant literature to gain information on new or established best practices in higher education for improving student success
- Research and develop new solutions to improve student success. The IBPWG was tasked by the Office of the Provost with examining the desirability of implementing a "15 to Finish" or "30 for the Year" program at UCA. A review of the literature on 15 to Finish at Georgia College, Oklahoma State, University of Hawaii, and other institutions was conducted in Fall 2021. Members of the working group also examined implementation of this type of program at other institutions in the State of Arkansas.

Recommendation:

Based on a review of the literature on "15 to Finish" programs, it is the recommendation of the members of the Innovation and Best Practices Working Group that the Council for Student Success support the standard inclusion of a review of the potential benefits to students of enrolling in 15 or more credit hours per term in every student's initial advising session at the University. The published Academic Maps (or future program plans) should also make note of the academic and economic benefits of a shorter path to degree completion, including timely access to course sequences, decreases in overall room and board expenses, and more rapid access to income from full-time employment following degree completion. These recommendations would also align our student success practices with the progression metrics of the state's productivity funding formula.

Member, Teaching Excellence Committee, October 1, 2021 - Present

Member, Faculty Grievance Panel, September 1, 2020 - Present

Member, Athletic Committee, January 15, 2022 - Present

The committee serves as a liaison among the athletic department, the academic faculty, and the administration and concerns itself with policies governing the athletic program and ensuring a desirable balance between the athletic program and the academic programs of the university. The committee will review aspects of the athletic program such as schedules, budget allocations, Title IX compliance, and academic progress of athletes. The committee recommends policies concerning the university athletic program as well as those of the conference. Completed first meeting in over three years!

Member, Information Technology Advisory Committee, September 22, 2018 - Present

Member, University Admissions Committee, December 2020 - Present

To review and make recommendations relative to current University of Central Arkansas admissions guidelines and criteria and to make decisions regarding admission appeals.

B. College

C. Department

Committee Chair, Assessment Committee, August 1, 2021 - Present

Provide guidance and leadership regarding the assessment reporting for the department. 1) completed the departmental assessment report for 2020-2021 & 2021-2022, 2) reviewed the departmental assessment report template for potential updates, 3) worked with committee to revise the assessment report template.

Member, Literacy Assessment work group, April 20, 2023 - Present

To develop and deploy an assessment of Literacy students in DST. Developed and presented rubric for use; worked with group to develop assessment protocols and procedure.

Member, Assessment and Curriculum Sub-Committee (ACAD), August 2019 - Present

To review course descriptions and outcomes.

Member, Assessment and Curriculum Sub-Committee (Literacy), August 2019 - Present

To review course descriptions and learning outcomes along with completion policies. Began work on new course descriptions for UNIV 0310 to parallel other transitional courses.

Member, Professional Development Work Group, October 1, 2018 - Present

Discuss programs to bring in to our unit as part of our professional development. Developed initial list of programs for 2019.

Continued work on programming/ideas.

Member, Assessment and Curriculum Committee, January 19, 2018 - Present

Evaluate and suggest curriculum changes in tandem with Assessment Curriculum proposals.

Combined mission statements for Curriculum Committee and Assessment Committee into one for merged group.

Event Coordinator, #ready2write, DST Writing Contest, August 15, 2015 - Present

To advertise and organize a writing contest for students enrolled in Foundations of College Writing during the fall semester. Collected narrative papers; organized judges; updated website; advertised among those teaching DST students in Writing 1310 or Foundations of College Writing; organized online Zoom celebration for winners; coordinated cash prizes. Three were given gift cards and winning certificates; one more was recognized as honorary mention.

Member, ACAD Advisory Group, January 2023 - May 2023

Met with Amy Baldwin and other ACAD 1300 instructors to discuss common assignments and expectations among classes in preparation for a Fall 2023 adjustment. Reviewed final exam

Reviewed major assignments and made recommendations

Reviewed academic literacy unit and discussed recommendations.

Attended presentation by candidate, DST Math Hiring Committee, April 15, 2023

Attended teaching presentation by Rachel Weaver and offered feedback to hiring committee.

Provided feedback.

Member, Assessment Committee, September 2022 - Present

Added input for the department's annual assessment report.

Committee Chair, DST Hospitality Committee, January 2021 - Present

. Purchased and had department members sign sympathy cards for the deaths of faculty

members family. Planned, set up and attended the end of semester gatherings for spring and fall.

Transitioned to chair in the spring semester of 2022 and took on the task of collecting and tracking all donations.

Member, DST Hiring Committee, March 2023 - May 2023

Committee was tasked with conducting a search for a new math faculty member for the Department of Student Transitions. The committee planned the campus visit, evaluated all applicants, brought 3 applicants to campus for interviews, took candidates to lunch, observed all candidates teaching presentations and interviews with the committee, contributed to the committee discussion ranking the candidates. The search was successful and the university hired a Lecturer in Mathematics.

Member, DST assessment and curriculum committee, January 2022 - December 2022

Committee Chair, Senior Lecturers, September 2022 - October 2022

Organized a meeting and email discussion with the DST Senior Lecturers to update our department's Promotion Committee guidelines. Guidelines were updated, then emailed to Leslie Gomes, Department Chair.

Member, Assessment Committee -- Gen Ed/Literacy Assessment, April 20, 2022 - Present

To come up with an assessment instrument for students taking the Gen Ed/Literacy co-req. Developed and deployed an assessment instrument which we piloted in fall 2022.

Member, Literacy corequisite faculty, October 2021 - Present

Participated with other DST literacy and gen ed faculty to review Accuplacer placement scores for Literacy.

Member, Foundations of College Literacy subcommittee, August 21, 2019 - Present

Reviews course descriptions, learning outcomes, began work on new description of courses

Held a workshop for gen ed faculty new to teaching in the literacy corequisite (August 2021).

Member, Assessment and Curriculum Committee, November 2017 - Present

We are developing an assessment plan for the Department of Student Transitions

We review and offer suggestions on new course proposals, such as the one-credit hour ACAD courses.

Member, Literacy Faculty Committee, August 2016 - Present

UC faculty who teach Literacy meet once a week to discuss curriculum, scheduling, co-requisite courses, etc. for Intro to College Literacy course.

FYS changes, October 17, 2022

Meeting to discuss proposed changes to FYS and gather input from the group.

Member, Senior Lecturers Discussion of Promotion Committee, October 5, 2022

DST senior lecturers met to discuss the make-up of future promotion committees.

Faculty Mentor, Co-Req workshop, July 28, 2022

DST Literacy faculty, Amanda Martin and Leslie Gomes -- led a workshop for incoming fall 2022 Literacy and History adjunct professors.

Member, Hospitality Committee, August 15, 2021 - Present

Planning social activities and honoring important moments in the lives of the faculty and staff in the Department of Student Transitions.

Member, Hospitality Committee, August 15, 2021 - Present

Planning social activities and honoring important moments in the lives of the faculty and staff in the Department of Student Transitions.

Member, Student Transitions Assessment Committee, August 15, 2021 - Present

Member, Student Transitions Assessment Committee, August 15, 2021 - Present

Member, Gen-Ed/Literacy Assessment Workgroup, April 20, 2022 - Present

We are charged with developing an assessment instrument and scoring student artifacts. We developed and deployed a pilot assessment instrument in Fall 2022.

Subcommittee Chair, Assessment and Curriculum Literacy Subcommittee, August 21, 2019 - Present

The committee reviews course descriptions, learning outcomes, and completion policies. The subcommittee has rewritten the course description and completion policy for UNIV 0370.

Member, Professional Development Committee, August 15, 2018 - Present

The committee is currently looking into possible in-house and/or CTE professional development activities.

Member, Tenure Track Work Group, August 15, 2018 - Present

Key responsibilities include the exploration of tenure track options for the Department of Student Transitions. Currently, the work group has pulled together information on tenure track conversions in other UCA departments. More concretely, the work group is making contact with other departments and colleges to eventually create an advisory council for the DST.

Member, Assessment Committee, November 1, 2017 - Present

The primary responsibility is to develop an assessment plan for the Department of Student Transitions. We have met and I am currently developing a plan for the collection and review of assessment materials.

I have drafted a mission statement for the assessment component of the Assessment and Curriculum Committee.

Member, First-Year Seminar Circle, December 16, 2022 - Present

Unable to record as University Committee.

Member, DST Tenure Committee, November 2021 - Present

Draft Language for Faculty Handbook. meeting with Amber Wilson, Faculty Senate & Library (11/03, 11/10).

Member, DST Literacy Group, August 5, 2021 - Present

1. UNIV 0370 / Core Cluster Workshop (08/05/2021)
2. "D" Grades in UNIV 0370/ Core Clusters (04/07/2021).

Committee Chair, Assessment & Curriculum Committee, January 1, 2021 - Present

Co-Chair of Assessment & Curriculum Committee
Chair of Curriculum Subcommittee.

Member, DST Promotion Committee, February 15, 2020 - Present

Member, ACAD 1103 Subcommittee, November 2019 - Present

Committee Chair, DST Professional Development Work Group, October 2019 - Present

Member, FYS General Education & Literacy Group, September 2019 - Present

Member, ACAD Subcommittee, August 26, 2019 - Present

Member, DST Assessment and Curriculum Committee, January 2018 - Present

Member, DST Tenure Committee, January 2018 - Present
To advocate for -- and determine how to -- bring tenure to the DST faculty.

Math Advisory Committee

Member, Assessment and Curriculum Committee, August 18, 2018 - Present

Member, Assessment and Curriculum Committee, August 15, 2018 - Present
Make recommendations to the DST administration for curricular changes submitted to the assessment and curriculum committees as well as collect, review, and analyze assessment data and develop assessment reports. DST Syllabus Template. Change of course numbers for consistency.

Committee Chair, Hospitality Committee, August 15, 2018 - August 2022
The Hospitality committee plans and organizes annual celebrations and acknowledgements within the Department of Student Transitions. Established Committee procedures and implementation guidelines.

Number of Student Activities in which Faculty Participated

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	46	46
Total	0	46	46

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

List of Student Activities in which Faculty Participated

Facilitator, Student Success Workshops, November 1, 2022
Provide a workshop on a topic that supports student success.

Facilitator, Pi Kappa Alpha Fraternity, September 22, 2022
Provided a one-hour workshop on study strategies.

Coordinator/Organizer, Science Wednesdays, October 2015 - Present
Organizer, contact with community resources, primary contact with panelists, event coordinator. --
Created new logo/graphs for the "Science Wednesday" event

--Created new website, updated current social media activity

--Currently planning to host four community events in the spring semester.

Advisor, Society of Physics Students, August 2015 - Present
Community leader, organizer, mentor. --Assisted primary faculty advisor in the maintaining of the organization bylaws and the creation of a new organization constitution.

--Assisted the group in designing and ordering new professional shirts for the organization.

--Assisted in the ongoing planning of a regional conference for the organization to be hosted at UCA in the spring.

Alternate Faculty Sponsor, PhiRe Club (Philosophy and Religion), December 1, 2021 - Present
Attend meetings, help plan and promote events.

Co-Advisor, Students for the Protection of Animal Rights (SPAR), September 2017 - Present

Advisor, Racquetball Club, September 1, 2015 - Present
Give students who enjoy racquetball a place to come and play together.

Advisor, The Greenhouse, August 18, 2014 - Present

Number of Professional Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Editor	0	0	0	1	0	1
Member	0	0	0	3	1	4
Reviewer	0	0	0	0	0	0
Other	1	0	0	1	0	2
Total	1	0	0	5	1	7

List of Professional Activities by Scope of Organization

Member, First-Generation College Students CAS Standards Work Group, Center for First-Generation Student Success, July 2021 - Present.
Co-write the Council of Advancement Standards (CAS) for serving first-generation college students.

Accreditation Team Member, SACS-COC Quality Enhancement Plan/Reaffirmation Visit, Southern Association of Colleges and Schools, USA, October 20, 2015 - Present.
Provide evaluation of a Quality Enhancement Plan (QEP) for institutions as part of their SACS reaffirmation visit. This is ongoing service that I have been doing, when invited, since 2014. Have provided professional evaluation of QEPs, have suggested changes to plans to improve outcomes, have completed written reports to serve as records of accomplishments.

Member, Advisory Board, National Center for First-Year Experience and Students in Transition, January 2020 - December 2026.
Provide feedback and support for the Center's mission and responsibilities.

Member, Advisory Board, Center for First-Generation Student Success, January 2021 - December 2025.
Provide feedback and support for the Center's mission and responsibilities.

Editorial Review Board Member, Journal of First-Generation Student Success, Center for First-Generation Student Success, Philadelphia, Pennsylvania, January 2021 - December 2024.
Provide editorial feedback on improving quality of submissions, review assigned articles, and provide quality feedback to authors.

Member, Summit Review Team, College Autism Network, May 31, 2023 - July 15, 2023.
Reviewed proposals for sessions at the 7th College Autism Summit at Vanderbilt in Fall 2023.
Reviewed proposals and gave detailed feedback about whether session should be used, adapted, or reworked as a poster for the conference.

Designer, UCA Corequisite Website, Department of Student Transitions, Conway, Arkansas, April 2019 - Present.

Board Member, Contemporary Learning Series, McGraw-Hill Higher Education, March 2007 - Present.
Taking Sides: Clashing Views on Bioethical Issues
Taking Sides: Clashing Views on Business Ethics and Society
Taking Sides: Clashing Views on Moral Issues
Taking Sides: Clashing Views on Science, Technology, and Society.

Reviewer, Textbook, Review Committee, Oxford University Press, July 2006 - Present.
Infrequent but on-going review of academic volumes and textbooks.

Reviewer, Textbook, Review Committee, Wadsworth / Cengage Learning, March 2006 - Present.
Infrequent but on-going review of academic volumes and textbooks.

Reviewer, Textbook, Review Committee, McGraw-Hill, January 2004 - Present.
Infrequent but on-going review of academic volumes and textbooks.

Number of Non-Credit Instruction Activities

Total	0
--------------	---

List of Non-Credit Instruction Activities

Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Coordinator/Organizer	1	0	0	0	0	1
Member	1	0	0	0	0	1
Total	1	0	0	5	1	7

List of Public Service Activities by Scope of Organization