



Department of Leadership Studies

Annual Report
July 1, 2022 - June 30, 2023

Status/Achievement of 2023 Goals

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

Related UCA Strategic Planning Goals

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)

Action Plans

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

Expected Results: Continued efforts to enhance diversity and inclusion to enhance representation for all students, staff and faculty.

Actual Results:

- The School Counseling program collaborated with school counselors across Arkansas in three grade levels (elementary, middle, and high school) to strategically improve the program key assessment which focuses on counselors-in-training (CIT) abilities to manage a school counseling program while being accountable for student success. The data from this key assessment measure CITs' abilities to understand data-driven decision making, demonstrate leadership and advocacy, use current technologies, and use collaboration to promote student learning and achievement.
- CSPA program hosted a Practicum Fair to support successful placement of 10 students with field experience sites with various functional areas across UCA's campus.
- SLMA/EDLP participated in the High Quality Instructional Materials (HQIM) grant from the Arkansas Department of Education. It was a \$25,000 grant that was used to purchase HQIM materials that are housed in the TLC for our staff, faculty, and students to utilize.
- In November 2022, School Counseling faculty Dr. Valerie Couture and Dr. Odunola Oyeniya presented in the Region 2 Educator Rising Conference at the University of Central Arkansas to UCA undergraduate education majors. Topics covered in the presentation included balancing life and work roles, as well as, maintaining health and wellness.
- In November 2022, LIBM program coordinator Dr. Erin Shaw and COE Technology Learning Center Director Ashley Cooksey presented in the Region 2 Educator Rising Conference at the University of Central Arkansas to high school students on how to use picture books to teach coding in an elementary school setting.
- In June 2023, School Counseling faculty Dr. Odunola Oyeniya collaborated with Mr. Louis Henderson (K-12 Educator) to present Partnering with Parents for Students' Success for professional development to K-12 teachers.
- Dr. Erin Shaw (Library Media and Information Technologies) and Dr. Nathan White (Education Leadership) collaborated to present Navigating School Library Laws and Policies for the UCA virtual summer Professional Development series to K-12 educators.

- ITEC: Dr. Freed went on a scouting trip to Northern Ireland to determine the potential for a study abroad experience for leadership studies. The trip was a success and a subsequent study abroad proposal was submitted with Dr. Erin Shaw (LIBM). The proposal was approved for a summer 2024 experience.
- ITEC: Completed a Collaborative Online International Learning (COIL) experience in ITEC 6380 with Stranmillis University College graduate students in Northern Ireland. This experience included cross-cultural interactions and a shared project between UCA ITEC students and Stranmillis Students.

Status: Ongoing

Goal 2: The College will develop, implement, and review a Strategic Equity Plan that includes processes, practices, and policies that anchor equity.

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CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

CV d: Integrity: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust. (Ethics, Respect, Responsibility, Trust)

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.

Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.

Action Plans:

2 a. The College will develop, implement, and review a Strategic Equity Plan that includes processes, practices, and policies that anchor equity.

Expected Results: Diversifying the representation of students, faculty, and staff in efforts to create equitable and diverse representation for all.

Actual Results:

- CSPA program supported successful completion of the program for 15 students from diverse background:
- 8 Black or African American, 3 Hispanic/Latinx (including 1 international student from Mexico), 3 White, 1 Two or more races
- Research studies on equity - CSPA theses on equity:
- Smith-Todd, A. (2022). Holistic Student-Athlete Support: A Comparative Case Study Approach.
- Erickson, K. (2022). Out of the Shadows: The Lived Experience of Active-duty Military Undergraduates.
- ITEC: We graduated 28 teachers from our Online Teacher Academy (ADE grant funded project). We had an 89% pass rate on the Online Teaching Endorsement test.

Status: Ongoing

Goal 3: All College programs will sustain a data-driven quality assurance process for continuous program improvement.

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)

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Action Plans

3 a. All College programs will sustain a data-driven quality assurance process for continuous program improvement.

Expected Results: Engagement in ongoing data collection and analysis for program improvement.

Actual Results:

- In the School Counseling program faculty have created innovative learning experiences for their CITs to complete. One example is the creation of a Community Consultation Resources Electronic Brochure through researching the private and community resources in their local and statewide communities. This assignment helps these future school counselors to provide more extensive services to students and families than they would otherwise be able to provide. Another learning experience is preparation of a professional presentation for the National Career Development Conference (NCDA) Global Conference. Each student prepares a topic related to career development and/or career counseling in K-12 school settings. Students use peer-reviewed research to create the presentations and can submit these proposals for acceptance to this highly competitive and well-known professional conference. A third transformational learning experience in the School Counseling program is the Assessment Instrument Review Presentation in which the future school counselor completes an in-depth review of one instrument used for assessment by counselors. The student must provide; an overview of the development of the instrument, empirical support of the reliability and validity for the instrument, the administration and interpretation policies, applicability/implications for counseling interventions, and references. Through having an in-depth understanding on one instrument, students have an increased ability to see the benefits and drawbacks of using a variety of instruments to assess a diverse K-12 student population.
- In partnership with assistantship sites, CSPA program continued to recruit a diverse incoming cohort. CSPA welcomed 13 new students across 2021-2022.
- 10 Full-time, 3 part-time
- 6 White, 4 Black or African American, 2 Hispanic/Latinx, 1 International Student (Thailand)
- Undergraduate institutions represented 7 states from Oregon to North Carolina
- CSPA program hosted first annual in-person CSPA Day. This recruitment event brought prospective students to campus to engage with current students, complete program interview, and interview with multiple graduate assistantship sites
- ITEC: Four students from the 2022-2023 program started the ITEC Master's degree program.
- ITEC: In the spring of 2023, we hired a new clinical instructor into the program.

Status: Ongoing

Goal 4: The department will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Related UCA Strategic Planning Goals

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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

4 a. The College will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Expected Results: Students engage in transformational and innovative learning experiences.

Actual Results:

- The School Counseling program retained and recruited more faculty members who come from diverse racial, ethnic, age, national origin, geographic, and gender backgrounds. Through this recruitment and retention of diverse faculty, the School Counseling students are provided with enhanced multicultural learning opportunities which will more effectively prepare them to work with the increasingly diverse K-12 student population
- ITEC involved recent alumni to participate in a panel discussion with current students to discuss career options after graduation.
Ongoing collaborations among faculty members in multi-disciplinary research and publishing.
- The LIBM program coordinated with the TLC and Dr. Nykela Jackson (T&L) to lead educational stations for the Educators Rising programs.
- SLMA/EDLP participated in the mock interviews for undergraduate students with the Office of Candidate Services
- SLMA/EDLP participated in the Arkansas Department of Education's PLCs from the District Level
- SLMA/EDLP participated in Cognitive Coaching training in collaboration with the Arkansas Public Resource Center
- SLMA/EDLP participated in the High Quality Instructional Materials (HQIM) grant from the Arkansas Department of Education. It was a \$25,000 grant that was used to purchase HQIM materials that are housed in the TLC for our staff, faculty, and students to utilize.
- ITEC: We revised the media design and development concentration. Using the ISTE standards, we re-configured classes and added two new classes to the concentration. The new name is Leadership and Technology in Instructional Design.

Status: Ongoing

Goal 5: The College will recruit, retain, and support a diversity of students, faculty, and staff.

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Action Plans:

5 a. The College will recruit, retain, and support a diversity of students, faculty, and staff.

Expected Results: Increased recruitment, retention, and support of high-quality students, faculty, and staff while recognizing diversity as critical for excellence.

Actual Results:

- The School Counseling program retained and recruited more faculty members who come from diverse racial, ethnic, age, national origin, geographic, and gender backgrounds. Through this recruitment and retention of diverse faculty, the School Counseling students are provided with enhanced multicultural learning opportunities, which will more effectively prepare them to work with the increasingly diverse K-12 student population.
- LIBM Graduate Program coordinator received \$2500 for recruitment activities to recruit high quality students through attendance of the Arkansas Association of Instructional Media conference and summer professional development sessions for K-12 educators.
- ITEC: We began a social media campaign in Texas to entice Texas teachers to complete their Master's at UCA in the ITEC program. In March 2023, the ad was viewed 125, 924 times and there were 933 clicks. We had one student apply to the ITEC program because of the social media promotion.

Status: Ongoing

2b. Engage in recruiting, retaining, and supporting high-quality students, faculty, and staff while recognizing diversity as critical for excellence.

Expected Results: Information to assess student performance and feedback to determine if curricular and/or instructional adjustments are needed.

Actual Results: All programs track dispositions and program completers complete surveys on program effectiveness and areas of needed growth. We continually survey our students and seek feedback via course evaluations to determine if our goals are being met.

Goal 6: College faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession.

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Action Plans:

6 a. College faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession.

Expected Results: College faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession.

Actual Results:

- In November 2022, several Leadership Studies faculty (Drs. Parham, Nadelson, Loyless, Mills, Oyeniyi, Bruick, and Couture) presented at the Mid-South Educational Research Association Annual Conference on an educational equity in higher education topic, Success for All? The Education Equity Mindset of University Faculty Members.
- In January 2023, Leadership Studies faculty (Drs. Couture, Bruick, Oyeniyi, Parham, and Shaw) participated in a panel presentation for the UCA College of Education Professional Development Day. The panel topic covered how to create a strong research agenda as a novice scholar.
- Dr. Valerie Couture (School Counseling) and Dr. Thomas Bruick (College Student Personnel Administration) published a research article with a CSPA graduate student in the Journal of Education and Learning. The article, Increasing College Knowledge: The Role of School Counselors, explored how school counselors view their role and responsibility in working with K-12 students to increase their awareness of the steps to pursue post-secondary education.
- ITEC: Dr. Allison Freed presented a COE professional development webinar on using technology for citizen science with colleagues.
- ITEC: We were awarded the Online Teacher Academy grant for a third time. Funding was \$418,111.00
- The department convened its fourth research scholars group, exploring teachers' conceptions of scripted curriculum.

5. Challenges

One of the significant challenges we face in the Department of Leadership Studies is having enough faculty to cover our classes with the increased enrollment. While we have successfully increased the number of students in the Leadership Ph.D., Library Media, and Instructional Technology programs, we are challenged with having sufficient faculty time to cover the increased demand. The task of identifying and recruiting highly qualified faculty members to meet the increased enrollment is a welcome challenge. So far, we have been able to locate and hire excellent part-time faculty members, but as our programs continue to grow, we will likely need to find more permanent solutions.

The ongoing challenge facing the department is student recruitment. None of our departmental programs are directly aligned with undergraduate programs that lead to a specific graduate program. Thus, faculty members are continuously engaged in recruitment as one of their professional obligations. Fortunately, many of our new students come upon the recommendation of former students and/or return for another graduate degree or license.

We recruit state-wide for most of our programs. Further, with support from the Graduate School, we are working toward an established recruiting process collaborating with other College of Education graduate programs and the UCA Office of Outreach and Community Engagement. We plan to continue to revise our recruiting through social media and other electronic communication to recruit beyond the immediate region of the university.

The CSPA program recruits nationally, and success is often determined by the types of assistantships available and these assistantships being competitive. Thus, an ongoing challenge is to work with partners across campus (particularly in Student Services) to secure positions that are attractive and desired by our students.

An ongoing challenge is competing programs at Arkansas State University. The programs tend to require fewer credits to complete and have less complicated admission processes. The programs have impacted our school counseling and school leadership programs. To address the challenges, we continue to offer high-quality programs that increase the positive reputation of UCA as an option for K-12 education leadership programs.

One final challenge is assuring that our online instructional practices are aligned with the research on how to teach adult learners effectively. We will work with the CETAL to increase the faculty members' knowledge of and engagement in highly effective teaching practices for adult learners.

6. Opportunities

The quality of the faculty members in the department represents the best opportunity for degree program evolution and success. The faculty members continue to be dedicated to their programs and students. Newly hired faculty members in the department have led to increased conversations about new ideas, experiences, perspectives, and new opportunities for the department.

We are continuing to build our culture of research through the use of the Research Scholars Groups. Faculty member engagement in the groups has increased the culture of scholarship in the department. Several faculty members are now working on projects together outside of the groups, reflecting the opportunity that the groups have for increasing collaborations, collegiality, and scholarship among the faculty members.

Through a process of continuous improvement, we have continued to work with the CETAL to increase teaching effectiveness. The only program in the department that is now 100% online is the CSPA program, which includes some online learning components. Thus, all faculty members can benefit from the online teaching support from the CETAL, particularly seeking opportunities to engage in student-centered learning and highly effective teaching practices for adult learners.

The encouragement of working with others across campus has led to a shift in the culture in the department to one of more sharing and collaboration between and among faculty. The opportunity to share faculty members, students, and courses between and among

departments has led to more progressive options for our students. Through the process of collaborating with others in the college outside the department, the faculty members gain a broader perspective of possibilities and develop new ideas that lead to increased opportunities for meeting the needs of students and being more productive as teachers and scholars.

7. Summary

Even with the ongoing challenges during the past year, the department gained some stability. We had over 30 students graduate from our ITEC Online Teaching and Learning program and received the AR state endorsement for online teaching. We hired two new full-time faculty members into the department, reflecting progress toward stability in the faculty. We experienced increased collaborations with faculty members in different departments in the college and departments across campus for teaching and research. The collaborations catalyzed the broadening of faculty members' perspectives and increased opportunities for engagement. Multiple faculty members in the department were granted reassigned time to engage in research. Thus, there is an expectation that there will be a significant increase in scholarly productivity in the coming year. We need to continue to focus on keeping our curriculum progressive and innovative to make our programs more attractive to potential and current students.