

College of Education and Health Professions Annual Report AY2015

I. Mission of the College

Partnering with the community, we provide an interdisciplinary, scholarly, and collaborative environment to prepare professionals to practice their respective disciplines and become leaders in central Arkansas and beyond.

II. Values

As a college comprised of professional, individually accredited programs, the values of the college are heavily influenced by the mission of the university as well as by a variety of accrediting bodies. In the School of Social Work, the NASW code of ethics provides a foundation for both the curriculum and the professional standards to which both faculty and students are held. In the departments of Educational Leadership and Teacher Education, the principles of integrity, quality, equity, and sustainability guide current priorities and future focus.

III. Vision

The CEHP will be a leader in graduating students prepared for challenging, meaningful, high-demand careers both within Arkansas and nationally. Our students are highly invested in community engagement and the majority of our graduates participate in high impact learning activities such as internships, field experiences, and service learning activities through their programs of study. The college will continue to hold to the community focus, while seeking new ways to grow our student population through high impact/high priority initiatives.

IV. Highlights

A. CEHP General Highlights

The College of Education and Health Professions continued to build on the priorities established as part of the academic restructuring. While much of this report will focus on the work of individual units, much has happened at the college level as well. The following is an overview of the unit as a whole.

- Establishment of the CEHP Student Success Center to consolidate student success resources at the college level. Under the direction of the Assistant Dean for Student Success, educational counselors and resources have been merged into a single unit for advisement of pre-majors across the college, student recruitment and retention initiatives, and on-going faculty and student support.

- Establishment of a CEHP advisory board with community representatives from all disciplines within college. The college has provided quarterly breakfast meetings for this group; included them in a private dinner with student/faculty award winners from the year; hosted them in the Chancellor's suite for a UALR basketball game; and have invited them to all CEHP activities.
- Establishment of collaborative partnerships with each of the following:
 - UACCB: 2 + 2 agreement in place for Elementary Education (Middle Childhood in progress) to be offered in a distance format
 - PTC: 2 + 2 agreements in place for Elementary Education and Middle Childhood Education programs
 - UACCH: 2 + 2 agreements in beginning stages for Elementary and Middle Childhood Education.
 - ASU-Beebe: 2 + 2 agreements in beginning stages for Elementary and Middle Childhood Education.
- Establishment of a collaborative partnership with the UAMS College of Health Professions. Development of a draft framework for a competency-based Master's in Health Teaching with a focus on meeting stakeholder needs.
- Reassessed space issues within Dickinson Hall. As a result, we were able to reallocate space to enable both the Center for Literacy and MidSouth to house their units in a centralized, more visible location for the first time. The upcoming MidSouth move will place that entire unit into a Dickinson 6th floor suite, while the Center for Literacy is consolidated on the 4th floor. UALR teach and math/science specialists now have space in the STEM center area in ETAS. Based on this comprehensive reassessment of space, there is also now a newly student resource room that includes the Rose Berry library, strategically placed on the 2nd floor of Dickinson Hall to maximize student access.
- Consolidated Reading and Literacy initiatives under Dr. Linda Dorn.
- Completed a comprehensive assessment, including faculty input, of technology needs for CEHP classrooms which allowed updating of key classrooms with necessary equipment to support learning objectives. This assessment also resulted in a redesign of the EAST lab in order to facilitate both a 40 unit computer lab and a distinct area for the EAST scholars.
- Established a systematic process for supporting EAST scholar projects and hired an Assistant Director for the EAST Lab to supervise these initiatives and provide additional support for students.
- Developed a monthly (academic year) CEHP newsletter that was electronically disseminated to faculty, staff and advisory board members. Used in recruitment across the college.

- Directed the CEHP graduate curriculum committee, in addition to an ad-hoc committee of faculty, to complete an assessment of current statistics and research course offerings within the college. Action on this report will be completed in the upcoming year.
- Secured 50% summer coordinators for TCED, EDLR, CARE, and HHP in order to meet student advising/recruitment and retention needs.

B. Teaching

Audiology & Speech Pathology (AUSP):

As a consortium department operated through the collaborative efforts of UALR and UAMS, this unit is administratively located in the College of Education and Health Professions (CEHP) on the UALR campus and the College of Health Professions (CHP) on the UAMS campus. Two AUSP faculty received or were nominated for teaching awards, with Dr. Kathy Shapley receiving the CEHP Faculty Excellence in Teaching Award.

Counseling, Adult Rehabilitation Education (CARE):

The Interpreter Education Program (IEP) in CARE updated and revised the program curriculum for the AS degree, BA degree, and the Sign Language Studies Minor to conform to the new 35 hour core, also adding a service learning course and increasing the number of internship hours. They also added a third Tulsa cohort of 5 students who are primarily on-line. Three students moved from Tulsa to Arkansas to join the face-to-face program. With a number of on-line/distance programs, CARE faculty have worked to develop procedures that facilitate success for distance students as well as on-campus students. The IEP Coordinator facilitated Academic Common Market procedures for out of state students. At the graduate level, several programs in CARE have improved their advisement systems to better track retention and graduation benchmarks.

In Counselor Education, first-time pass rates on the Praxis II for graduates is at 94%. The Orientation and Mobility Program also updated curricular offerings this year so that they are in compliance with standards required by Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) and The Association for the Certification of Vision and Education Professionals (ACVREP). The O & M program also collaborated with Rehabilitation Counseling to offer a new on-line course that will better meet the needs of non-counseling students and eliminate the need for O & M students (fully on-line) to attend an on-campus workshop.

Nursing

Several courses in Nursing have received Quality Matters certification (NURS 3310) or are in process of obtaining this certification. Nursing faculty received several important recognitions this year. Dr. Jane Evans was selected as Arkansas Nurse Educator of the Year. Additionally, Jamie Jones and Dr. Temekis Hamilton were named in the “Top 40 under 40” nurses in Arkansas.

Health and Human Performance (HHPS)

With a growing focus on excellence in the classroom, the BS in Health Education and Promotion is systematically being converted to Quality Matters format; 50% of courses were converted during this reporting period. Several HHPS faculty have focused on improved and innovative teaching methods, with two individuals recognized for their work with the Academy for Teaching and Learning Excellence. Dr. Bennie Prince received the ATLE ongoing teaching development certificate and Dr. Amar Kanekar received the ATLE Distinguished Teaching Award. As further support for teaching in this unit, Nita Copeland received the CEHP Teaching Excellence Award this year.

Educational Leadership (EDLR)

In response to constituents' needs, the Gifted and Talented Education (GATE) M.Ed. program has been converted to fully on-line. Program faculty have made good use of available technology to make this program available nation-wide.

Teacher Education (TCED)

There are several new initiatives in this department. Reading faculty have responded quickly and comprehensively to the new state mandated requirements for dyslexia training. The new dyslexia certificate program will meet state requirements and will bring in a cohort of around 50 students this fall. The program is able to capitalize on the Leaders in Learning MOUs instituted this year to provide shared tuition costs between the NLRSD and UALR. Special Education faculty have developed and are heavily marketing a BSEd in K-12 to address state requirements. Also in response to state changes in licensure, the Early Childhood Education program has continued its transition process to K-6 licensure. The Elementary Education program, which is instituted in fall 2015, has received approval at all levels. The Elementary Education faculty are also working closely with the Dean's office to craft 2 + 2 agreements with UA sister institutions. This has included working with two-year institutions to create new coursework, move to offer a substantial amount of coursework in on-line or distance formats, and creation of a new course to prepare students for the Praxis Core exam.

Social Work

In preparation for the fall 2016 implementation of an on-line MSW program (featuring both synchronous and asynchronous courses), the first two Quality Matters certified on-line classes are being offered in fall 2015. The BSW program has also increased the number of on-line offerings. With steady enrollment, both BSW and MSW courses are near capacity. The school has been fortunate to be able to retain some long-term community faculty as well as to hire dynamic new instructors to replace faculty positions so that students will continue to receive quality education.

C. Research and Grants

CEHP faculty across the college have a strong record of publications and scholarly work. Highlights from individual units are shared below:

Audiology/Speech Pathology (AUSP)

AUSP faculty were extremely productive in AY15, with the publication of eleven books, book chapters, and/or book reviews, fifteen peer reviewed research presentations, twenty peer-reviewed presentations, and twenty-five local, state, national, international presentations. An additional nine non-peer reviewed publications were produced as well. Two faculty were honored with research awards. Dr. Sam Atcherson received the Audiology Research Award from the Arkansas Speech Language Hearing Association, and Dr. Betholyn Gentry received the CEHP Excellence in Research Award.

AUSP faculty received a number of funded grants as well. An overview of these is below:

- Atcherson, S. (2015; five year subaward; PI P Kushalnagar) PROMIS-Def: Inclusion of Deaf Patients in Disability and Outcomes Research, National Institute on Deafness and Other Communication Disorders (\$88,054)
- Nagaraj N., Magimaraj, B., & Benafield, N. (2015). Central Auditory Processing Disorder. Moving the science forward through interdisciplinary collaborative research integrating Hearing, Language, and Cognitive Science. Hearing Health Foundation (\$30,000)
- Nicholson, N, Martin P. (2014). Home Visiting Program in Arkansas. The purpose of this project is to explore current home visiting models and propose a model for infusion of auditory-based intervention principles into the curriculum. Oberkotter Foundation ACH (\$30,000)
- Nagaraj, N (2015) Role of auditory based cognitive tests and speech-in-noise tests in predicting listening comprehension in noise for individuals with sensorineural hearing loss. Medical Research Endowment Fund UAMS (\$12,220)

Counseling, Adult Rehabilitation Education (CARE)

In addition to producing numerous assessment reports and serving as peer reviewers for a variety of professional journals, the CARE faculty have continued to be productive in peer-reviewed scholarship, with six journal articles, four book chapters, and 16 presentations. Faculty also serve in editorial capacity for several national journals and have sought opportunities for research in their areas of expertise. Dr. Dent Gitchel, along with three faculty colleagues from the CEHP and CALS, received one of the two UALR Research Cluster Seed Grants awarded this year for the project “Investigating Functional and Physiological Impacts of Compassion Cultivation Training and Further Validation of the Perceived Compassion Scale” (\$50,000). Dr. Gitchel is the PI for this research project.

Health, Human Performance, and Sports Management (HHPS)

In addition to creating unique opportunities for interdisciplinary research for graduate students through a collaboration between Exercise Science and EIT, HHPS faculty published or have in press thirteen peer-reviewed journal articles this year along with three conference presentations. Three faculty went up for mid-tenure review and received exemplary ratings on research and publications. Bennie Prince was elected as co-Editor of the ArkAHPERD Journal of Research.

Janea Snyder received two community grants this year. These were the UALR Sustainability for the University District grant (\$2,500) and a Growing Healthy Communities for University District Farmers Market grant (\$1,500).

Educational Leadership (EDLR)

Educational Leadership faculty chaired two dissertations this year. Faculty produced five book chapters, 8 peer-reviewed journal articles, and sixteen conference presentations this year. Additionally, Dr. Bronwyn MacFarlane had a book, *STEM education for high-ability learners: Designing and implementing programming*, published with contributions from current UALR faculty and alumni included.

Teacher Education (TCED)

Research in Teacher Education focused primarily on Common Core, the effectiveness of placements in teacher preparation, literacy and literature, and writing quality. Eight TCED faculty presented their research in national conferences. Additionally, faculty had one peer-reviewed article and one book chapter published.

Faculty from TCED, in collaboration with a colleague from Educational Leadership, received a CORE i3 Grant (\$74,000) to identify and develop greater connections between/among elementary and secondary schools and higher education. This grant, received in partnership with Jacksonville State University (AL) will be used to implement project based learning using technology in rural schools across the state.

Nursing (NURS)

Nursing faculty had six scholarly paper or poster presentations this year. Two nursing faculty, Dr. Elizabeth Lee and Dr. Jamie Jones, in addition to faculty partners in the CEHP and the CSSC, were awarded UALR research cluster seed grant awards for the following projects:

- \$50,000 Compassion Cultivation Implementation to Support Our Community (Gitchel, Kanekar, Lee)
- \$50,000 School-Life-Family Balance: Assessing and Identifying UALR Campus Needs for an Early Childhood Development Center (Jones, Belvins-Knabe, Lloyd, L'Eplattenier)

Social Work

Social Work faculty continue to be productive in scholarship, with five faculty contributing eleven peer-reviewed journal articles and presentations this year. Additionally, two social work faculty have received book contracts this year. John Miller's text, *The African American experience: Matters of consideration for social work practice*, was released this fall, while LaVerne Bell-Tolliver's book, *The first twenty-five*, is currently underway.

Two social work faculty, Dr. Johanna Thomas (co-P.I. no longer at UALR) and Dr. Chris Lloyd (supporting faculty), in addition to faculty partners in the CSSC were awarded one of two UALR research cluster seed grant awards for a two-year, multifaceted project: School-Life-Family Balance: Assessing and Identifying UALR Campus Needs of an Early Childhood Development Center (\$50,000).

D. Service

Nursing, Health and Human Performance, Teacher Education, and Social Work

CEHP faculty exhibit strong engagement in the community and are committed to service at the University, local, national levels. A prime example of this is the collaborative effort among these four CEHP units. Over 200 CEHP students participated in a nutrition education initiative (Love Your School) initiated by the Office of the Mayor of Little Rock. Students, and their lead faculty, provided education in six elementary schools in Little Rock. The Love Your School Nutrition Education Project, in partnership with the UALR College of Education and Health Professions, City of Little Rock Mayor's Office, and Little Rock School District received the *Community Resource Award* through the LRSD Volunteers in Public Schools (ViPS) program.

Audiology/Speech Pathology (AUSP)

AUSP faculty have integrated service to the community into their professional clinical education training program through the UALR Speech and Hearing Clinic. While the primary purpose of the clinic is to serve as an 'in-house' clinical education site, a secondary purpose of this clinic is to provide low cost services to the community. Faculty are also active in the UAMS 12th Street Clinic, which provides a variety of free health services to a primarily Hispanic population. Other outreach service provided by AUSP faculty includes: hearing screenings through community organizations such as Our House and Children's International; Awesome Books Club (ABC) Camp for Children Who are Deaf/Hard of Hearing; Special Olympics, and volunteer activities through Arkansas Hands and Voices.

AUSP faculty are represented on college and university committees across all levels at both UALR and UAMS. Faculty in this unit are also active in state and national professional organizations, serving as advisory board members, providing continuing education, and serving in leadership roles.

Counseling, Adult Rehabilitation Education (CARE):

CARE faculty are very active in service across the university, with individuals who chair college committees, work closely with the Disability Resource Center, and serve on any number of university-wide committees. Service to the community is also a strength of this department. Faculty serve as consultants to local organizations such as Mount St. Mary's, Catholic High, Arkansas Rehabilitation Services, and World Services for the Blind, as well as any number of advisory councils. Faculty are engaged in state and national service projects in areas such as pet assisted therapy, developing LGBT competencies for school counselors, and mental health counseling supervision. Recognition for national service includes the selection of the IEP as one of only 10 programs nationally to participate in National Interpreter Education Center's Outcome Circles.

Health and Human Performance (HHPS)

As noted above, HHPS faculty were actively involved in the Love Your School initiative. Dr. Bennie Prince took a leadership role in this project, incorporating physical activities into the curriculum to meet the needs of K-5th grade students. Exercise Science faculty work with graduate students to test local athletes both as a service to the community and an educational experience for students.

Dr. Janae Snyder received the CEPH Excellence in Service Award for her work in The Growing Healthy Communities Service Project. This is the fourth year of the initiative that has provided students with service learning opportunities which have allowed them to apply theoretical knowledge into real life health education community experiences.

Educational Leadership (EDLR)

Faculty in this unit serve on the Chancellor's Committee for Race and Ethnicity and the African American Male Initiative. They are very active in CEHP committees, including the Executive Council of the CEHP Assembly. Dr. John Kuykendall integrates service and research as co-PI of assessment for the Charles W. Donaldson Scholars and Summer Bridge Academy.

Teacher Education (TCED)

Teacher Education faculty also played an active role in the Love Your School initiative, with faculty incorporating LYS into course and internship requirements were appropriate. Dr. Jennifer Hune worked with HHPS faculty to revise the nutrition curriculum and provide additional materials to adapt it to different age levels. Faculty offer a great variety of professional development opportunities for teachers in our partner schools, as well as working directly with student and families through a variety of literacy and STEM initiatives.

TCED faculty are active in UALR/CEHP recruitment initiatives. They participate in committee membership across the university. Additionally, many of the faculty serve as examiners and site visitors for educational accrediting bodies such as NCATE/CAEP and the Arkansas Board of Education.

Nursing

Nursing faculty continue to be very active in the community through a variety of health initiatives. They contributed 400 plus hours of community service during the academic year, and were one of the largest contributors to the Love Your School initiative. Faculty have also worked with nursing students, the Little Rock School District, and the Office of the Mayor to provide BMI measurements for students in elementary schools. Additionally, many members of the nursing department serve as the camp nurses for Ferncliff Summer Camp. Faculty members may cover an entire week or split a week to ensure the entire summer is covered.

Social Work

Service at the school, college, university, and national level is a priority for faculty in the School of Social Work, as reflected in the school's promotion and tenure document. Faculty are active in committee work at all levels across the campus as well as through a variety of roles in professional organizations. A highlight of service for BSW students and faculty this year was participation in the Love Your Schools initiative in partnership with other CEHP departments and the Little Rock Mayor's office. Additionally, with more than 160 social work student interns in field experiences in Central Arkansas and a variety of other communities, social work practice faculty must maintain a strong relationship with the community partners who allow students to intern and receive ongoing supervision in their agencies.

E. Student Success

The primary initiative for student success in the CEHP this year centered on the creation of a Student Success Center to consolidate and provide additive services for students across the college. A summary of the center and this process is presented here:

Overview

The CEHP Student Success Center (SSC) assists prospective and current students in the enrollment management process. Priority are undergraduate students who are intended majors in the college; however, the staff participates in holistic advising for any prospective or current students, including graduate or post-bac students, interested in CEHP programs or certificates. The staff has designed a consistent degree plan template for use within CEHP and, in collaboration with Cari Reeves, has developed a framework for a data portal for each academic unit. The data portal will pull data from BANNER/ARGOS/BOSS into the system and will assist with maintaining an accurate degree plan for each CEHP student. The primary goal of the data portal is to house all academic planning documents and assessment data. Once all degree plans are uploaded into the portals CEHP will be able to better predict enrollment patterns per semester and per course. The portals are designed to enable varying levels of data access. In summer 2015 the portal was piloted with teacher education. A future emphasis will be placed on early alert systems to help students enrolled or interested in our programs and those on academic probation or suspension. Much work has been done in the update of degree plans and the formation of the data portals, but much work remains.

The SSC has partnered with the Office of Undergraduate Academic Advising to help as a resource and hand-off for prospective and current students into CEHP. We are in the process of collaboratively developing a systematic hand-off process that provides clarity of role for both units.

SSC staff assist with recruitment efforts at the undergraduate and, as resources permit, at the graduate level. These events include those initiated by the college/academic units as well as those initiated by Enrollment Management.

Location

The consolidation of the education units into a future school enabled us to move the SSC staff into the previous Teacher Education Chairperson suite. The new SSC is strategically located on the same floor as the CEHP Dean suite (third floor of DKSJ). Furniture for the lobby and the workroom was ordered and we have secured UALR artwork from Nathan Larson. The offices were furnished with available furniture.

Student Success Center Staff

CEHP captured existing positions in order to form the staff for the SSC. Staff from Health, Human Performance & Sports Management, Teacher Education, Educational Leadership, and Nursing were moved from their units into the SSC. The Student Success Center consists of the following individuals:

- Assistant Dean and Director of SSC (Lisa Palacios) - Oversight over the physical, logistical, and staffing of the SSC. Direct report to the CEHP Dean. Monitors enrollment management initiatives. Coordinates academic advising efforts for the college.

The following are direct reports to the Assistant Dean:

- Education Counselor I (Dee Dee Wallace)– Cross-trained for advising in all areas with initial primary support for HHP students.
- Education Counselor I (LaShonda Norfolk)- Cross-trained for advising in all areas with initial primary support for Teacher Education. Due to an acute need for support for the BSW/MSW program, LaShonda also worked with SW students this summer.
- Administrative Assistant- (Frances Frasier)- This position has been expanded and includes cross-training for advising in all areas. Initial primary support for development of degree plans for CEHP graduate programs.
- Administrative Assistant- (Pamala Stanley) - This position initially was identified as the assistant to the Assistant Dean. Cross trained in all areas of academic advising with initial primary support for recruitment materials/supplies and coordination/scheduling of recruitment activities/events.

- Receptionist-(Belinda White) – Provides coverage for the SSC front office. Answers telephones, sets appointments, keeps calendars and appointments, helps with website maintenance, event scheduling and set-up, and social media.

An Enrollment Manager (Jon Vickers) and Educational Counselor (Amber Nalley) are housed in the Nursing Building. Although these individuals have primary responsibility for recruitment, tracking, academic advising, predictive enrollment monitoring, etc. in Nursing, they are also cross-trained in other CEHP areas. They serve as a substation for the CEHP SSC. The heavy workload/high enrollment in Nursing coupled with the lack of additional office space in the DKSN SSC space makes retaining their placement in the Nursing Building necessary.

The Licensure Officer (Lundon Pinneo) is located in the SSC space but is a direct report to the CEHP Dean. This position has been in place for several years. The Licensure Officer provides licensure information and guidance to education students. The officer is responsible for mandatory state licensure reports, placement reports, Praxis reports and other state-regulated reports. She coordinates internship placements and ensures that MOUs are current and accurate. Her office was placed in the SSC due to the student traffic and the office focus on student services.

SSC Staff responsibilities:

- Ensure student degree plans are accurate and are consistently followed
- Counsel students on coursework, graduation requirements, and university policies and procedures for successful completion of their degree and job placement
- Provide holistic advising on university services and resources
- Assist with graduation application process and completion
- Help track students to successful degree completion; identify early warning systems when students are off-track
- Provide career and student services
- Assist with recruitment activities at the college and university level
- Insure students are aware of CEHP and other scholarships and financial aid options. Encourage submission of scholarship applications.
- Provide training for faculty/staff on data portal entry and data portal use

Challenges

- Lack of staff support in Social Work with a significant workload associated with processing applications and initiating initial degree plans
- Cross training staff with varying “official titles” to assist with advising
- Large volumes of CEHP students
- Expansion from silo advising to comprehensive advising

- Pulling data from existing data sources into the data portals
- Assessment component has not yet been initiated in the data portal
- Development of data portal information to the point of predictive enrollment capabilities
- Increased support for graduate advising and graduate recruiting
- Development of an updated website for the unit

V. Assessment

The majority of programs in the CEHP are accredited programs requiring assessment at a national and state level in addition to university expectations. In order to receive and maintain accreditation, most programs must not only assess, but also be able to show how data from measures of student learning outcomes is utilized to improve program offerings. A major initiative undertaken at the college level this year is creation of a centralized data collection portal that will enable academic departments to access student advising and assessment data. This portal will be piloted with the teacher education programs and collaborating faculty (particularly in secondary education) across colleges.

A CEHP Assessment Committee, with representation from each academic unit in the college, is developing a comprehensive strategy for assessment across the college. This committee will work with unit assessment committees to support data collection methods as well as implementation of feedback for program improvement.

Audiology/Speech Pathology (AUSP)

AUSP completed a full assessment report on each of their five programs in March. The program is now prioritizing a complete review and alignment of department guiding documents with the stated priorities of CEHP at UALR and CHP at UAMS. This is a critical first step in the year that precedes the self-study for accreditation. The Masters of Science in Communication Sciences and Disorders with specialization in Speech-Language Pathology and Doctor of Audiology Accreditation Review will occur in 2017-2018

Counseling, Adult Rehabilitation Education (CARE)

All programs within CARE are fully accredited by their respective accrediting bodies and all have received full accreditation within the last three years. Much of the focus of assessment for this unit is in the form of benchmark assessments, some of which lead to licensure. A few areas of assessment are highlighted below.

In the Interpreter Education Program (IEP), students are assessed at the end of the 2nd, 3rd, and 4th years of study. Of the 12 4th year students taking the Quality Assurance Screening Test (QAST) in spring 2015, two students met the benchmark and four scored just below. Of the eight 3rd year students who took the QAST in fall 2014/spring 2015, 5 scored at or above the benchmark and three scored below. Those students scoring below the benchmark have developed a summer remedial plan and are working with IEP faculty to improve their skills. All three will retake the

QAST again in October in order to continue into the spring 2016 semester. Eighteen 2nd year students took the Intermediate Level Sign Communication Proficiency Interview, with 11 scoring at or above the benchmark. Five students scored one level below. In an effort to address some of these issues, the Interpreting faculty have instituted a new service-learning course in the ASL sequence, as well as a requirement to be licensed for the upper level classes.

As noted above, students in the Counselor Education program have a 94% pass rate for Praxis II. This unit has recently modified its assessments to reflect the essential CACREP standards in accord with ADE requirements with an eye on accreditation. The benefit to this new approach is that CACREP standards are national, are accepted by all states, and are easy to find, giving more transparency to the standards on which UALR's candidates are assessed. Moreover, as UALR's counseling programs aspire to apply for CACREP accreditation, having assessments aligned with CACREP standards ensures relative ease in devising a self-study that will be needed prior to any application for national accreditation.

Health and Human Performance (HHPS)

Non-accredited programs in HHPS underwent an ADHE program review this year. As part of this assessment process, several problematic areas were identified, including a degree plan that in effect granted separate degrees (one licensure track and one not) under the same program umbrella with no clear. The program coordinator worked with the department and college curriculum committees to streamline and clarify two distinct degrees. These program changes are at the university level of approval at this point in time.

For the National Health Education Credentialing for Sports Management assessment review, assessment coordinators generally collect portfolio data from specific courses that meet each of the NCHEC responsibilities. Data is reported to support students have above average scores in required areas (Health Education). Praxis CORE, Praxis content scores, and PLT scores are uploaded into Chalk n Wire. Data for this unit indicates that student scores are lower than average in the areas of writing (47.13%) and math (42.86%). The curriculum for these areas has been reviewed and revisions to improve scores are in progress (K-12 Health and PE licensure). In order to assist students in preparation for the Praxis CORE and to improve pass rates, an on-line elective course has been developed (TCED 1200) and was implemented during this reporting period. Comparative data on pass rates will be compared to pre-TCED 1200 data to determine effectiveness of the course.

Educational Leadership (EDLR)

This unit is beginning preparation for national and state assessment of several programs under the umbrella of the Council for the Accreditation of Educator Preparation (CAEP) in fall 2017. ADHE program review of the Learning Systems Technology Masters Program occurred in this academic year. The resignation of the sole dedicated faculty member in this program required the unit to reassess student progress in the program and to consider what is needed to have the program evolve. This is in process.

The CAEP standards review for the Educational Administration and Supervision-Building Level Masters Program also occurred in this academic year. Following resubmission of the program assessment after this evaluation indicated that the program did not meet six of the seven required standards, program faculty have assessed what is currently offered versus what would be needed to make this a viable, competitive program. The report from this review came back as Met with Conditions and the faculty have up to one year to submit a revised report showing that the required standards are met in order to maintain accreditation. Based on research and interviews with constituent groups, the faculty are currently framing a program revision with an urban focus.

Teacher Education (TCED):

Education licensure programs traditionally use Chalk and Wire to collect and organize student learning artifacts for assessment. In an effort to better serve both students as well as future employers, CEHP is piloting use of BloomBoard with their teacher education and administration programs. This pilot, ongoing in conjunction with ADE, will serve UALR students and future school district employers well in terms of job readiness of our graduates.

The CAEP standards review for Secondary Education in Math (at both the graduate and undergraduate levels) took place this year. While the math report was met with conditions, this program has only until September 15, 2015 to submit a revised report showing that the standards are met before they will lose their accreditation. This is a current priority of the unit.

Nursing

This unit has a systematic process of program assessment that includes all faculty. Assessments are completed in the areas of Mission/Administrative Capacity, Resources, Faculty, Students, Educational Effectiveness, and Curriculum. Following the recent reaccreditation site visit, the unit has received continued accreditation for 8 years for the AAS and continued accreditation for 8 years with conditions (one faculty was completing a MSN at the time of the visit) for the BSN. They also have ASBN approval through 2020.

Social Work

The School of Social Work closely integrates on-going assessment initiatives with accreditation standards. As part of the graduate program assessment this year, MSW graduates completed an exit survey designed to assess the implicit curriculum. While the results of this measure, repeated over three years, indicated that 96% of the benchmark areas assessed met or exceeded standards set by the Council on Social Work Education (CSWE), narrative data has been used to provide feedback on MSW processes and to identify areas for improvement. One such area is involvement in student organizations, something that will be set as a priority in the coming year.

In the same way, the undergraduate program collects assessment data based on the learning goals set by the accrediting body (CSWE). Results from student surveys are used to determine areas for needed improvement in the BSW program. This year, the application process and program structure were identified as areas providing opportunities for change. BSW program faculty have

begun the process of moving the program application timeline to the junior year, and thus removing restrictions on the first year of BSW coursework. This will allow faculty to work with students to address educational and professional weaknesses prior to entering the senior year and field experiences. It will also improve recruitment for the program by allowing a minor in social work as well as inclusion of this major into an interdisciplinary degree on campus.

VI. Priorities for Next Year

College of Education and Health Professions (overall)

- Activate Data Portals for all units in order to provide consistency of advising, data on course enrollment projections, and accreditation data
- Continue to grow existing 2 plus 2 initiatives to include Middle Childhood Education and Social Work programs. Build on existing articulation agreements for the Nursing program.
- Collaborate with UAMS in the refinement of a Masters in Health Teaching degree designed to meet current and future needs for health care professionals who are in education roles
- Expand partnerships with the public school systems within central Arkansas
- Refine and refocus current CEHP programs to increase recruitment and retention:
 - Increase in partnerships with school districts to better serve rural communities, to develop innovative approaches to curriculum designs, and to provide increased support for classroom teachers in our partner schools in order to recruit and retain the next generation of educators and administrative leaders

Audiology and Speech Pathology (AUSP)

- Finalize an updated UAMS/UALR Memorandum of Understanding that clarifies roles/responsibilities and procedures
- Critically assess the business model for the Speech and Hearing Clinic and develop a viable business plan to increase income while maintaining the existing quality learning experiences for the students with leadership from the new director, Dr. Chenell Loudermill
- Hire a permanent chairperson
- Request expansion in University Plaza for the UALR Speech and Hearing Clinic for a literacy intervention program in order to begin offering a summer program and contract, and possibly to serve as an interdisciplinary site.
- Create a UALR Balance Center within the UALR Speech and Hearing Clinic with a two-fold purpose: (a) student education and (b) community service and engagement. Follow up on Blue and You grant submission to be used for the addition of a computerized dynamic posturography (CDP) unit and rotary chair equipment to assess fall risk and to identify triggers for falls.

- Request additional space for the UALR Speech and Hearing Clinic to house a Balance Center, literacy intervention programming, including summer programs and increased service to school districts, and interdisciplinary initiatives.

Counseling and Adult Rehabilitation Education/Health and Human Performance

- Successful implementation of new school with the development of a collaborative governance document that supports the CEHP governance model
- Obtain approval for a name for the new school and submit for required approvals
- Complete revisions of HHP licensure programs to move into compliance with new state licensure standards (K-12)

Educational Leadership/Teacher Education:

- Complete merger into new School
- Develop new governance document with committees that support CEHP committee structure
- Develop a revised Masters in Health Teaching that addresses stakeholder needs and current practice
- Revise the existing EDAS program so that it is viable and competitive in the current market
- Continue development of on-line/distance teacher education courses to satisfy existing MOUs with two-year institutions. Expand number of 2+2 agreements in place with two-year colleges.
- Develop a collaborative secondary education model that meets existing program needs

Nursing:

- Investigate funding sources for expansion of staffing needed for SimCare Hospital
- Expand use of SimCare Hospital to include other disciplines (as is currently in place with Social Work)
- Consider development of on-line MSN program if there are sufficient resources (human and fiscal)

Social Work

- Implement and market the on-line MSW program
- Develop a framework and agreements for a joint JD/MSW program
- Create 2+2 program agreements for the BSW program with two-year institutions
- Cultivate leadership within the program, including a permanent chairperson

CEHP CENTER HIGHLIGHTS

Each of the four primary CEHP Centers prepared an annual report for AY15. For some of the centers, this was the first time they had been requested to complete such a report and the

directors were all very pleased to be able to offer information about their programs. These Center reports will be available in full, along with the annual departmental/school reports. The following is a brief summary of Center highlights for the year.

CASE/IDEA Data & Research

The IDEA Data & Research Office in partnership with the Arkansas Department of Education (ADE) prepares and submits federally required special education reports.

- Provided numerous training opportunities, both web-based and in person, for local education agencies (LEAs) on collecting and submitting special education data to the ADE
- Hosted the Special Education Data Summit with more than 175 Special Education administrators in attendance.
- Hosted the Success Gap Rubric training for three school districts.
- Provided two graduate assistantships and an internship
- Assisted faculty and students in their research endeavors through consultation and access to aggregate special education data
- Dr. Jody Fields serves as a member of the General Statistics Workgroup, which is part of the Education Information Management Advisory Consortium (EIMAC).
- Dr. Fields presented at several national conferences and meetings of the topic of special education data.
- Funded by an annual grant award from the ADE Special Education Unit (\$465,417.51).

The Center for Literacy

- Seven universities are now affiliated with the Center for Literacy
- Provided approximately 650 hours of individualized tutoring and/or small group intervention to struggling readers this year
- Began to create partnerships within the college through a collaborative research project to study language and literacy development in Pre-K classrooms
- Continued to implement the Comprehensive Literacy Model (CLM) for professional development school teams
- Applied to be a research participant in a USDE initiative, Inventing in Innovation (i3) grant and received the grant funds for scaling up Reading Recovery sites across the nation (\$2 million)

The Jodie Mahoney Center for Gifted Education:

- Converted the Gifted and Talented program to an entirely online format
- Provided professional development to over 900 teachers and delivered outreach initiatives to over 500 K-12 students, including the 36th Summer Laureate program with over 300 students
- The Gifted and Talented doctoral candidate received Outstanding Doctoral Award for Dissertation Progress at the Annual Conference of NAGC
- Secured over \$1 million in grants, contracts, and externally generated income

- Received one grant of only ten funded under Jacob K. Javits Gifted and Talented Students Act for \$2 million over 5 years

MidSOUTH

- Received \$7,695,876.00 in contract funding for FYE 15, representing a \$1,510,373.00 increase from FYE 14 and bringing an additional \$131,699 in indirect costs to the University
- Provided training for 12,182 participants through the DCFS grant funding the IV-E Academy
- Hosted two conferences, a retreat, a summit, along with offering multiple opportunities for education and training for service providers, generating income to the amount of \$111,745.61
- Acquired and implemented LiveStreaming capability for trainings originating from the MidSOUTH Training Academy in Little Rock so that offerings can reach more remote areas and service providers that may otherwise be unable to receive training
- Implemented Multi-Disciplinary Team Meetings, held quarterly, including members from Social Work, Sociology, Psychology, Education, and Criminal Justice to collaborate on future trainings and funding opportunities
- Hosted 4 undergraduate and five graduate social work interns, with one BSW student recognized at the Outstanding BSW Student of the Year by the CEHP
- Staff elected to and participated in Staff Senate for the first time in MidSOUTH's history
 - Increased participation in the Campus Campaign has increased from 5% in FYE 13, to 43% in 2014, to 91% participation in FYE 2015, likely as a result of MidSOUTH staff being an active part of the UALR Staff Senate.

VII. APPENDIX: FAST FACTS

A. Enrollment (Based on official fall 2014 data)

Audiology and Speech Pathology (AUSP)

- 38 Students admitted and enrolled in the Communicative Sciences/Disorders BS
- 25 Students admitted and enrolled in the Speech Pathology BS
- 40 Students admitted and enrolled in the Communicative Disorders MS at UAMS
- 33 Students admitted and enrolled in the Audiology-AuD

Counseling and Adult Rehabilitation Education

- 31 Students admitted and enrolled in the American Sign Language Studies-AS
- 2 Students admitted and enrolled in the Interpretation: ASL/English-AA
- 20 Students admitted and enrolled in the Interpretation: ASL/English-BA
- 5 Students admitted and enrolled in the O&M Instr-GC
- 4 Students admitted and enrolled in the Rehab Counseling Certificate-GC
- 31 Students admitted and enrolled in the Adult Education-MED
- 88 Students admitted and enrolled in the Counselor Education-MED
- 136 Students admitted and enrolled in the Counseling- MA
- 7 Students admitted and enrolled in the Rehabilitation of the Blind-MA
- 14 Students admitted and enrolled in the Rehabilitation/Mobility-MA

Educational Leadership

- 3 Students admitted and enrolled in the Building Level Admin/Supervision-GC
- 9 Students admitted and enrolled in the Talented/Gifted-GC
- 0 Students admitted and enrolled in Teaching Advanced Placement-GC
- 5 Students admitted and enrolled in Educational Administration-MED
- 1 Student admitted and enrolled in Higher Ed: Two-year College Admin-MA
- 11 Students admitted and enrolled in Higher Ed: College Student Affairs-MA
- 2 Students admitted and enrolled in Higher Ed: Two Year College Teaching-MA
- 41 Students admitted and enrolled in Learning Systems Teach-MED
- 18 Students admitted and enrolled in Educational Administration-EDD
- 8 Students admitted and enrolled in Educational Administration-EDS
- 3 Students admitted and enrolled in Ed. Admin: Gifted and Talented-EDD
- 59 Students admitted and enrolled in Higher Education-EDD

Teacher Education

- 96 Students admitted and enrolled in the Early Childhood Education-BSE
- 9 Students admitted and enrolled in the Middle Child-Math/Science-BSE
- 9 Students admitted and enrolled in the Middle Child Ed-Soc St/Language Art-BSE
- 10 Students admitted and enrolled in the Literacy Intervention Specialist-GC
- 3 Students admitted and enrolled in the Reading/Literacy Coach-GC
- 14 Students admitted and enrolled in the Curriculum/Instruction-MED
- 1 Student admitted and enrolled in the Early Childhood Education-MED
- 19 Students admitted and enrolled in the Teaching the Gifted/Talented-MED

- 37 Students admitted and enrolled in the Middle Childhood Education-MED
- 16 Students admitted and enrolled in the Reading-MED
- 77 Students admitted and enrolled in the Secondary Education-MED
- 10 Students admitted and enrolled in the Special Education-MED
- 7 Students admitted and enrolled in the Reading-EDS
- 19 Students admitted and enrolled in the Reading-PHD

Health, Human Performance, and Sports Management

- 125 Students admitted and enrolled in the Health/Performance/Sport HEP-BS
- 40 Students admitted and enrolled in the Health/Performance/Sport HXS-BS
- 1 Student admitted and enrolled in the Health Professions-BS
- 63 Students admitted and enrolled in the Health Education & Promotion-BS
- 25 Students admitted and enrolled in the Health & Exercise Science-BS
- 10 Students admitted and enrolled in the Health/Human Perf/Sport Mgmt-MS
- 2 Students admitted and enrolled in the Health Sciences-MS

Nursing

- 362 Students admitted and enrolled in the Nursing-AAS (combined AS & AAS)
- 209 Students admitted and enrolled in the Nursing-BSN

Social Work Fall 2014:

- 162 Students admitted and enrolled in the MSW program
- 129 Students admitted and enrolled in the BSW program

B. Retention

While there is no official data available on retention, the Nursing Department must be highlighted here. With a number of notable initiatives, this student population continues to grow.

Nursing:

- Student Success Workshop (test taking/study skills, time management, stress management)
- Faculty tracking of at-risk students with identification of retention interventions
- Faculty/student mentoring program per course
- Revision of reentry policy to enable more seamless return to the program
- Ongoing curriculum and policy revisions based on trended data
- Per course retention rates from 90-98%

C. Personnel (number per category, tenure and promotion, etc.)

Audiology/Speech Pathology (AUSP)

- Thirteen tenure-track/tenured/non-tenure-track faculty
 - Full Professors-2 (both 100% UAMS)

- Associate Professors (tenured)-5
- Assistant Professor (tenure-track)-2
- Assistant Professor (non-tenure track)-3 (1 is 100% UAMS)
- Visiting Professor (tenure-track)-1
- Advanced Clinical Instructor (non-tenure-track)-3

Counseling, Adult Rehabilitation Education (CARE):

- Thirteen tenure-track/tenured faculty:
 - Full Professors-1
 - Associate Professors (tenured)-4
 - Assistant Professor (tenure-track)-8
- Instructors (non-tenure-track)-2

Health, Human Performance, and Sports Management (HHPS):

- Five tenure-track/tenured faculty:
 - Full Professors – 2
 - Assistant Professors - 3
- Senior Instructors - 3
- Advanced Instructors – 3
- Instructors - 1
- One open position

Nursing

- Eighteen tenure-track/tenured faculty
 - Full Professors – 0
 - Associate Professors (tenured) – 2
 - Assistant Professors (tenured) – 1
 - Assistant Professor (tenure-track) – 15
- Assistant Professor (non-tenure track) – 1

Social Work:

- Eleven 9 month tenure-track/tenured faculty
 - Full Professors - 2
 - Associate Professors (tenured) – 7
 - Assistant Professors (tenure-track)- 2
- Senior Instructors – 1
- Advanced Instructors –1
- Instructors - 1
- Visiting Instructor – 1 (9 month position)
- Three open positions: 10.5 month instructor (to be hired as visiting); 2 -12 month instructors (Field Coordinator positions)

Faculty Emeriti Status:

Brenda Womack, Professor (Nursing)

Lana Strickland, Associate Professor (Nursing)

Mark Krain, Professor (Social Work)

Judith Faust, Senior Instructor (Social Work)

Donna Quimby, Professor (Health and Human Performance)

Promotion and Tenure:

Jason Kushner, Professor (CARE)

Kathy Shapley, Associate (Audiology/Speech Pathology)

Johanna Thomas, Associate (Social Work)

Jennifer Holtz, Associate (CARE)

Raphael James, Senior Instructor (CARE)

Jami Hollingsworth (CARE)

Grants and Contracts

Audiology/Speech Pathology (AUSP):

- Atcherson, S. (2015; five year subaward; PI P Kushalnagar) PROMIS-Def: Inclusion of Deaf Patients in Disability and Outcomes Research, National Institute on Deafness and Other Communication Disorders (\$88,054)
- Nagaraj N., Magimaraj, B., & Benafield, N. (2015). Central Auditory Processing Disorder. Moving the science forward through interdisciplinary collaborative research integrating Hearing, Language, and Cognitive Science. Hearing Health Foundation (\$30,000)
- Nicholson, N, Martin P. (2014). Home Visiting Program in Arkansas. The purpose of this project is to explore current home visiting models and propose a model for infusion of auditory-based intervention principles into the curriculum. Oberkotter Foundation ACH (\$30,000)
- Nagaraj, N (2015) Role of auditory based cognitive tests and speech-in-noise tests in predicting listening comprehension in noise for individuals with sensorineural hearing loss. Medical Research Endowment Fund UAMS (\$12,220)
- Contract with Arkansas Children's Hospital to provide medical durable equipment for children with hearing loss. AUSP does eligibility, referrals, ordering, repairing, shipping, coding, and billing for this contract.

Counseling, Adult Rehabilitation Education (CARE)

- Dr. William Jacobson directed the RSA grant (\$100,000) and wrote the annual progress report along with the scholar's report.

Health, Human Performance, and Sports Management

- Growing Healthy Community Grant (\$1500)
- UALR Sustainability Grant (\$2,500)

Teacher Education

- CORE i3 Grant partnership with Jacksonville State University (AL) (\$74,000).

Social Work/MidSOUTH

See MidSOUTH report

Health, Human Performance, and Sports Management, Nursing, & Social Work

- Compassion Cultivation Implementation to Support Our Community (Gitchel, Kanekar, Lee; \$50,000)
- School-Life-Family Balance: Assessing and Identifying UALR Campus Needs for an Early Childhood Development Center (Jones, Belvins-Knabe, Lloyd, L'Eplattenier; \$50,000)

D. Fundraising

Fundraising efforts for the College of Education and Health Professions totaled \$422,245.25. The breakdown of these monies is shown below:

Office of the Dean

\$12,027.00 contributed to the CEHP Dean's fund

Audiology/Speech Pathology (AUSP):

\$135,246.30 contributed to the department of Audiology and Speech Pathology, with Jazz and Juleps raising almost \$100,000 to support student scholarship funds

Counseling & Adult Rehabilitation Education (CARE)

\$280.00 contributed to the department of Counseling and Adult Rehabilitation Education

Health, Human Performance, and Sports Management (HHPS)

\$20.00 contributed to the department of Health and Human Performance

Nursing

\$229,702.00 contributed to the department of Nursing

Educational Leadership (EDLR)

\$2031.00 contributed to the department of Educational Leadership

Teacher Education (TCED)

\$16,010.00 contributed to the department of Teacher Education

MidSOUTH

\$20,965.00 contributed to MidSOUTH

Social Work

\$5,964.00 contributed to the School of Social Work, with several gifts received toward student scholarships