

## 2015-2016 UCA Initial Teacher Licensure Data

### Annual Enrollment Data<sup>1</sup>

Year	Program Type	Total	Female	Male	Black or African American	Asian	Hispanic	American Indian or Alaskan	Pacific Islander	White	More than one race	Other or Unknown
2015-2016	Total Traditional Enrolled	384	292	92	24	2	11	3	2	334	8	0
	Total MAT Enrolled	283	214	69	35	2	4	3	0	227	5	7
	<b>TOTAL</b>	<b>667</b>	<b>506</b>	<b>161</b>	<b>59</b>	<b>4</b>	<b>15</b>	<b>6</b>	<b>2</b>	<b>561</b>	<b>13</b>	<b>7</b>
2014-2015	Total Traditional Enrolled	366	272	94	26	3	6	1	2	315	4	*
	Total MAT Enrolled	318	240	78	46	3	1	2	2	255	4	*
	<b>TOTAL</b>	<b>684</b>	<b>512</b>	<b>172</b>	<b>72</b>	<b>6</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>570</b>	<b>8</b>	<b>*</b>
2013-2014	Total Traditional Enrolled	426	316	110	26	3	7	1	0	373	7	*
	Total MAT Enrolled	419	328	91	65	3	3	2	0	337	5	*
	<b>TOTAL</b>	<b>845</b>	<b>644</b>	<b>201</b>	<b>91</b>	<b>6</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>710</b>	<b>12</b>	<b>*</b>
2012-2013	Total Traditional Enrolled	407	300	107	27	5	9	1	1	362	2	*
	Total MAT Enrolled	289	228	61	47	4	1	4	0	230	3	*
	<b>TOTAL</b>	<b>696</b>	<b>528</b>	<b>168</b>	<b>74</b>	<b>9</b>	<b>10</b>	<b>5</b>	<b>1</b>	<b>592</b>	<b>5</b>	<b>*</b>
2011-2012	Total Traditional Enrolled	513	399	114	29	3	11	2	0	462	6	*
	Total MAT Enrolled	304	240	64	33	3	4	2	0	256	6	*
	<b>TOTAL</b>	<b>817</b>	<b>639</b>	<b>178</b>	<b>62</b>	<b>6</b>	<b>15</b>	<b>4</b>	<b>0</b>	<b>718</b>	<b>12</b>	<b>*</b>

### Program Completer Data

#### Annual Program Completers<sup>2</sup>

	Traditional	Nontraditional (MAT)	Combined
Completers 2015-2016	148	107	255
Completers 2014-2015	176	107	283
Completers 2013-2014	164	88	252
Completers 2012-2013	165	84	249
Completers 2011-2012	143	87	230
Completers 2010-2011	153	79	232

<sup>1</sup> Data Source UCA Title 2 Report/Office of Candidate Services - <http://uca.edu/panda/panda-reports/title-ii-reports/>

<sup>2</sup> Data Source UCA Title 2 Report/Office of Candidate Services - <http://uca.edu/panda/panda-reports/title-ii-reports/>

**Completers by Licensure Area – Combined Traditional and Nontraditional Programs<sup>3</sup>**

<b>Program</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016<sup>4</sup></b>	<b>(3 Year-Average 2013-2016)</b>
Agriculture			0	1	0	0.33
Art			8	7	6	7.00
Business Technology			1	6	8	5.00
Early Childhood (P-4)			124	136	72	114.00
Elementary (K-6)					21	11.00
English			4	11	15	10.00
Family and Consumer Science			11	11	8	10.00
French			1		0	0.50
Life Science			5	13	13	10.33
Math			9	8	10	9.00
Middle Childhood <sup>5</sup>			33	38	54	41.67
<i>Math</i>					27	*
<i>Language Arts</i>					28	*
<i>Social Studies</i>					34	*
<i>Science</i>					26	*
Music – Instrumental <sup>6</sup>			18 <sup>7</sup>	13	10	13.67
Music - Vocal				6	2	4.00
Physical Education			18	16	20	18.00
Physical Science			2	2	5	3.00
Social Studies			14	14	9	12.33
Spanish			1	1	0	0.67
Speech/Drama			3		2	2.50
<b>TOTAL</b>	<b>230</b>	<b>249</b>	<b>252</b>	<b>283</b>	<b>255</b>	<b>263.33</b>

<sup>3</sup> Data source UCA Title 2 Report/Office of Candidate Services -<http://uca.edu/panda/panda-reports/title-ii-reports/>

<sup>4</sup> Data source UCA Title 2 Report/Office of Candidate Services. Numbers represent initial licenses processed in September 1, 2015 – August 31, 2016.

<sup>5</sup> Middle Childhood licensure candidates self-select a minimum of TWO licensure areas in which to certify. They may choose any combination of the 4 core areas: Math, Language Arts, Social Studies, and Science

<sup>6</sup> Numbers for 2013-2014 represent combined music majors (vocal + instrumental)

**Completers by Licensure Area – Traditional Initial Licensure Program<sup>8</sup>**

<b>Program</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016<sup>9</sup></b>	<b>(3 Year-Average 2013-2016)</b>
Art			5	2	2	3.00
Early Childhood (P-4)			83	95	53	80.33
Elementary (K-6)					21	11.00
English				6	6	6.00
Family and Consumer Science			9	9	4	7.33
French			1			1.00
Life Science			1	4	5	3.33
Mathematics			8	4	6	6.00
Middle Childhood <sup>10</sup>			12	15	17	14.67
<i>Math</i>					7	*
<i>Language Arts</i>					7	*
<i>Social Studies</i>					10	*
<i>Science</i>					8	*
Music – Instrumental <sup>11</sup>			18	12	10	13.33
Music - Vocal				6	2	4.00
Physical Education			14	13	16	14.33
Physical Science					2	2.00
Social Studies			12	10	4	8.67
Spanish			1		0	0.50
<b>TOTAL</b>			<b>164</b>	<b>176</b>	<b>148</b>	<b>162.67</b>

<sup>8</sup> Data source UCA Title 2 Report/Office of Candidate Services - <http://uca.edu/panda/panda-reports/title-ii-reports/>

<sup>9</sup> Numbers not finalized and represent initial licenses processed in Fall 2015-Spring/Summer 2016. Some candidates are still in process of finalizing requirements as of summer 2016. Final numbers will be finalized and reported in 2016-2017 academic year. Due to the fluidity in numbers, the data reflected here may appear discrepant from data represented in key assessment and survey reporting later in this report.

<sup>10</sup> Middle Childhood licensure candidates self-select a minimum of TWO licensure areas in which to certify. They may choose any combination of the 4 core areas: Math, Language Arts, Social Studies, and Science

<sup>11</sup> Numbers for 2013-2014 represent combined music majors (vocal + instrumental)

**Completers by Licensure Area – Nontraditional (MAT) Program<sup>12</sup>**

<b>Program</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016<sup>13</sup></b>	<b>(3 Year-Average 2013-2016)</b>
Agriculture				1	0	0.50
Art			3	5	4	4.00
Business Technology			1	6	8	5.00
Early Childhood (P-4)			41	41	19	33.67
English			4	5	9	6.00
Family and Consumer Science			2	2	4	2.67
Life/Earth Science			4	9	8	7.00
Math			1	4	4	3.00
Middle Childhood <sup>14</sup>			21	23	37	27.00
<i>Math</i>					20	*
<i>Language Arts</i>					21	*
<i>Social Studies</i>					24	*
<i>Science</i>					18	*
Music - Instrumental				1		1.00
Music – Vocal						
Physical Education			4	3	4	3.67
Physical/Earth Science			2	2	3	2.33
Social Studies			2	4	5	3.67
Spanish				1		1.00
Speech/Drama			3		2	2.50
Total			88	107	107	100.67

<sup>12</sup> Data source UCA Title 2 Report/Office of Candidate Services - <http://uca.edu/panda/panda-reports/title-ii-reports/>

<sup>13</sup> Numbers not finalized and represent initial licenses processed in Fall 2015-Spring/Summer 2016. Some candidates are still in process of finalizing requirements as of summer 2016. Final numbers will be finalized and reported in 2016-2017 academic year. Due to the fluidity in numbers, the data reflected here may appear discrepant from data represented in key assessment and survey reporting later in this report.

<sup>14</sup> Middle Childhood licensure candidates self-select a minimum of TWO licensure areas in which to certify. They may choose any combination of the 4 core areas: Math, Language Arts, Social Studies, and Science

Program Admission Data

2015-2016 Candidates Admitted to Undergraduate Initial Licensure Programs of Study<sup>15</sup>

Program	Total Admitted	Female	Male	Black or African American	Asian	Hispanic	American Indian or Alaskan	Pacific Islander	White	More than one race	Other or Unknown	GPA on Admission <sup>16</sup>	ACT Composite
Agriculture													
Art													
Business Technology													
Early Childhood (P-4)													
Elementary (K-6)													
English													
FACS													
French													
Life Science													
Math													
Middle Childhood													
Music –Instrumental													
Music - Vocal													
Physical Education													
Physical Science													
Social Studies													
Spanish													
Speech/Drama													
TOTAL													

<sup>15</sup> Data Source UCA Title 2 Report/Office of Candidate Services. Data from new system for this report will be available starting with the 2016-2017 academic year. New system was brought online February 2016 and piloted for use in Spring 2016 semester. This table is a placeholder for guiding future reports.

<sup>16</sup> GPA based on first semester post-admission by program type

**2015-2016 Candidates Admitted to Nontraditional (MAT) Initial Licensure Programs of Study<sup>17</sup>**

Program	Total Admitted	Female	Male	Black or African American	Asian	Hispanic	American Indian or Alaskan	Pacific Islander	White	More than one race	Other or Unknown	Undergraduate GPA on Admission <sup>18</sup>
Elementary (K-6)	0	*	*	*	*	*	*	*	*	*	*	*
Middle Level (4-8)	50	45	5	2	1	1	6		40			3.30
Secondary (K-12)												
Art	5	5	0		1				3	1		3.42
PE/Health	7	5	2				2		5			3.12
Spanish	2	2	0						2			*
Music	1		1						1			*
Secondary (7-12)												
Business Tech	1	1							1			*
English	13	9	4	1			1		11			3.22
FACS	7	7	0						7			3.48
Life Science	7	4	3			1			6			3.53
Math/Physics	2	2	0						2			*
Mathematics	6	3	3			1			5			3.41
Physical Science	3	2	1						2		1	*
Social Studies	13	3	10	1					10	1	1	3.20
<b>Total Admitted</b>	<b>117</b>	<b>88</b>	<b>29</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>9</b>		<b>95</b>	<b>2</b>	<b>2</b>	<b>3.31</b>

**2015-2016 Candidates Admitted to Nontraditional (MAT) Initial Licensure Programs Transcript Review for 30 Hours<sup>19</sup>**

<sup>17</sup> Data Source MAT candidate database

<sup>18</sup> Data source MAT candidate database

<sup>19</sup> Data Source MAT Application – Qualtrics Survey. Data from new system for this report will be available starting with the 2016-2017 academic year. New system was brought online February 2016 and piloted for use in Spring 2016 semester.

**2015-2016 Admission and Retention Tracking <sup>20</sup>**

<b>Program</b>	<b>Admission Year for Cohort</b>	<b># Admitted</b>	<b># Continue</b>	<b># Counseled Out</b>	<b># Withdrawn</b>	<b># Recommended for Licensure</b>
Elementary (K-6)						
Middle Level (4-8)						
Secondary (K-12)						
Art						
PE/Health						
Spanish						
Music						
Secondary (7-12)						
Business Tech						
English						
FACS						
Life Science						
Math/Physics						
Mathematics						
Physical Science						
Social Studies						
<b>Total</b>						

<sup>20</sup> Data Source UCA Title 2 Report/Office of Candidate Services. Data from new system for this report will be available starting with the 2016-2017 academic year. New system was brought online February 2016 and piloted for use in Spring 2016 semester.

Praxis Data

2015-2016 Academic Year – Combined Submitted Praxis Exam Data – ALL Programs<sup>21</sup>

Test #	Test Name	UCA Reported Data				ETS Reported Data				
		Passing Score	# UCA Test Takers <sup>22</sup>	UCA Mean	UCA Range	ETS reported Attending Inst	ETS Reported Mean	ETS Reported UCA Pass %	State Pass Rate (%)	National Pass Rate (%)
5732	Core Academic Skills for Ed: Math	150	NT <sup>23</sup>	NT	NT	304	153.17	62.5	62.81	60.25
5712	Core Academic Skills for Ed: Reading	156	NT	NT	NT	241	174.34	84.23	85.26	84.55
5722	Core Academic Skills for Ed: Writing	162	NT	NT	NT	356	166.56	79.83	72.40	67.30
5135	Art: Content and Analysis	161	9	167.78	163-187	7	161.14	57.14	63.27	64.91
5235	Biology: Content Knowledge	142	11	161.09	142-184	3	*	*	*	*
5101	Business Education: Content Knowledge	154	7	193.28	166-184	NDA	*	*	*	*
5022	Early Childhood: Content Knowledge	157	20	175.95	167-188	NDA	*	*	*	*
5002	Elementary (K-6) – Reading and LA Subtest	157	40	172.43	157-193	47	171.45	95.74	90.67	83.85
5003	Elementary (K-6) – Mathematics Subtest	157	40	175.58	155-192	51	174.06	92.16	86.67	80.38
5004	Elementary (K-6) – Social Studies Subtest	155	33	168.12	155-190	49	163.16	75.51	71.80	75.30
5005	Elementary (K-6) – Science Subtest	159	33	171.30	159-193	49	166.80	79.59	72.83	76.44
5039	English Language Arts: Content and Analysis	168	11	288.91	171-190	6	172.33	66.67	80.99	76.79
5044	English Language Lit Comp Content & Analysis		7	180.71	166-194	NDA	*	*	*	*
5121	Family and Consumer Sciences	153	2			NDA	*	*	*	*
5122	Family and Consumer Sciences	153	4	*	*	5	158.6	80	90.48	80.46
5857	Health and Physical Education: Content Knowledge	155	18	168.67	158-183	15	167.4	93.33	82.31	81.35
5161	Mathematics: Content Knowledge	160	5	165.2	160-170	8	156.63	62.50	41.38	46
5169	Middle School Mathematics	165	34	174.88	166-191	15	170.33	66.67	58.04	63.11
5047	Middle School English Language Arts	164	36	171.42	165-181	11	166.73	81.82	48.45	52.68
5440	Middle School Science	150	21	161.81	150-177	15	157.14	71.43	63.93	67.86
5089	Middle School Social Studies	149	33	164.42	149-186	10	158.3	90	75	83.41
5113	Music: Content Knowledge	157	14	169.79	160-182	18	167.56	83.33	83.97	82.69

<sup>21</sup> Data source Title II Report for UCA reported data; ETS data manager website for data on attending, designated, state and national pass rates. Attending and designated institution includes larger participant pool of any test-taker indicating UCA as their attending or designated institution regardless of if they were actually enrolled in the teacher education programs. Data recorded for passing candidates in OCS data collection system Sept 1, 2015 – Aug 31, 2016. Database in file titled Praxis Scores ALL 2015-2016 in DW Files. Pulled from Machforms? Or Qualtrics?

<sup>22</sup> UCA OCS designed a new collection system for gathering data on UCA candidate Praxis score. New system came online in Fall, 2015 to pilot. Until pilot is reviewed and finalized, numbers may be fluid

<sup>23</sup> Not currently tracked internally



5144	Middle School Multi Subjects: SS		3	*	*	NDA	*	*	*	*
5142	Middle School Multi Subjects: ELA		4	*	*	NDA	*	*	*	*
5143	Middle School Multi Subj Mathematics	143	3	*	*	NDA	*	*	*	*
0439	Middle School Science	146	8	161.88	152-191	NDA	*	*	*	*
5145	Middle School Multi Subj Sciences	143	3	*	*	NDA	*	*	*	*
5095	Physical Education Content and Design	169	1	*	*	2	*	*	*	*
0481	Physical Science: Content Knowledge	145	6	169.83	157-189	NDA	*	*	*	*
5265	Physics: Content Knowledge	135	3	*	*	2	*	*	*	*
5621	Principles of Learning and Teaching: Early Childhood	157	63	169.94	157-189	63	169.35	98.41	94.30	88.01
5623	Principles of Learning and Teaching: Grades 5-9	160	79	176.34	160-194	72	174.89	95.83	94.98	92.69
5624	Principles of Learning and Teaching: Grades 7-12	157	76	176.12	157-192	81	175.57	100	94.75	94.29
5622	Principles of Learning and Teaching: Grades K-6	160	24	181.25	165-197	28	179.39	96.43	92.93	93.20
5086	Social Studies: Content and Interpretation	153	10	164	157-177	6	157.50	66.67	60.87	65.74

**2015-2016 Academic Year – All Submitted Praxis Exam Data – Traditional Programs<sup>24</sup>**

Test #	Test Name	UCA Reported Data				ETS Reported Data				
		Passing Score	# UCA Test Takers <sup>25</sup>	UCA Mean	UCA Range	ETS reported Attending Inst	ETS Reported Mean	ETS Reported Pass %	State Pass Rate (%)	National Pass Rate (%)
5732	Core Academic Skills for Ed: Math	150	NT <sup>26</sup>	NT	NT	304	153.17	62.5	62.81	60.25
5712	Core Academic Skills for Ed: Reading	156	NT	NT	NT	241	174.34	84.23	85.26	84.55
5722	Core Academic Skills for Ed: Writing	162	NT	NT	NT	356	166.56	79.83	72.40	67.30
5135	Art: Content and Analysis	161	7	168.43	162-187	7	161.14	57.14	63.27	64.91
5235	Biology: Content Knowledge	142	4	*	*	3	*	*	*	*
5022	Early Childhood: Content Knowledge	157	1	*	*	NDA	*	*	*	*
5002	Elementary (K-6) – Reading and LA Subtest	157	40	172.43	157-193	47	171.45	95.74	90.67	83.85
5003	Elementary (K-6) – Mathematics Subtest	157	40	175.58	155-192	51	174.06	92.16	86.67	80.38
5004	Elementary (K-6) – Social Studies Subtest	155	33	168.12	155-190	49	163.16	75.51	71.80	75.30
5005	Elementary (K-6) – Science Subtest	159	33	171.30	159-193	49	166.80	79.59	72.83	76.44
5039	English Language Arts: Content and Analysis	168	7	177.72	171-190	6	172.33	66.67	80.99	76.79
5121	Family and Consumer Sciences	153	2	*	*	NDA	*	*	*	*
5122	Family and Consumer Sciences	153	4	*	*	5	158.6	80	90.48	80.46
5857	Health and Physical Education: Content Knowledge	155	14	168.29	158-183	15	167.4	93.33	82.31	81.35
5161	Mathematics: Content Knowledge	160	5	165.2	160-170	8	156.63	62.50	41.38	46
5169	Middle School Mathematics	165	15	177.6	166-189	15	170.33	66.67	58.04	63.11
5047	Middle School English Language Arts	164	11	172.72	166-185	11	166.73	81.82	48.45	52.68
5440	Middle School Science	150	13	162.46	150-177	15	157.14	71.43	63.93	67.86
5089	Middle School Social Studies	149	13	165.54	152-184	10	158.3	90	75	83.41
5113	Music: Content Knowledge	157	14	169.79	160-182	18	167.56	83.33	83.97	82.69
0439	Middle School Science	146	1	*	*	NDA	*	*	*	*
5095	Physical Education Content and Design	169	1	*	*	2	*	*	*	*

<sup>24</sup> Data source Title II Report for UCA reported data; ETS data manager website for data on attending, designated, state and national pass rates. Attending and designated institution includes larger participant pool of any test-taker indicating UCA as their attending or designated institution regardless of if they were actually enrolled in the teacher education programs. Data recorded for passing candidates in OCS data collection system Sept 1, 2015 – Aug 31, 2016. Database in file titled Praxis Scores ALL 2015-2016 in DW Files. Pulled from Machforms? Or Qualtrics?. Note: this table does not represent completers as candidates take Praxis 2 content in their Junior Year and intern/complete in Senior year.

<sup>25</sup> UCA OCS designed a new collection system for gathering data on UCA candidate Praxis score. New system came online in Fall. 2015 to pilot. Until pilot is reviewed and finalized, numbers may be fluid

<sup>26</sup> Not currently tracked internally

0481	Physical Science: Content Knowledge	145	3	*	*	NDA	*	*	*	*
5265	Physics: Content Knowledge	135	3	*	*	2	*	*	*	*
5621	Principles of Learning and Teaching: Early Childhood	157	45	169.49	157-189	63	169.35	98.41	94.30	88.01
5623	Principles of Learning and Teaching: Grades 5-9	160	39	176.23	160-194	72	174.89	95.83	94.98	92.69
5624	Principles of Learning and Teaching: Grades 7-12	157	39	174.08	158-188	81	175.57	100	94.75	94.29
5622	Principles of Learning and Teaching: Grades K-6	160	21	184.43	172-197	28	179.39	96.43	92.93	93.20
5086	Social Studies: Content and Interpretation	153	6	166.33	157-177	6	157.50	66.67	60.87	65.74

**2015-2016 Academic Year – All Submitted Praxis Exam Data – Non-Traditional Programs<sup>27</sup>**

Test #	Test Name	UCA Reported Data				ETS Reported Data				
		Passing Score	# UCA Test Takers <sup>28</sup>	UCA Mean	UCA Range	ETS reported Attending Inst	ETS Reported Mean	ETS Reported Pass %	State Pass Rate (%)	National Pass Rate (%)
5732	Core Academic Skills for Ed: Math	150	NT <sup>29</sup>	NT	NT	304	153.17	62.5	62.81	60.25
5712	Core Academic Skills for Ed: Reading	156	NT	NT	NT	241	174.34	84.23	85.26	84.55
5722	Core Academic Skills for Ed: Writing	162	NT	NT	NT	356	166.56	79.83	72.40	67.30
5135	Art: Content and Analysis	161	2	*	*	7	161.14	57.14	63.27	64.91
5235	Biology: Content Knowledge	142	7	154.67	142-182	3	*	*	*	*
5101	Business Education: Content Knowledge	154	7	193.28	166-184	NDA	*	*	*	*
5022	Early Childhood: Content Knowledge	157	19	175.95	167-188	NDA	*	*	*	*
5039	English Language Arts: Content and Analysis	168	4	*	*	6	172.33	66.67	80.99	76.79
5044	English Language Lit Comp Content & Analysis		7	180.71	166-194	NDA	*	*	*	*
5121	Family and Consumer Sciences	153	2	*	*	NDA	*	*	*	*
5857	Health and Physical Education: Content Knowledge	155	4	*	*	15	167.4	93.33	82.31	81.35
5161	Mathematics: Content Knowledge	160	5	165.2	160-170	8	156.63	62.50	41.38	46
5169	Middle School Mathematics	165	19	172.74	165-191	15	170.33	66.67	58.04	63.11
5047	Middle School English Language Arts	164	25	170.84	164-181	11	166.73	81.82	48.45	52.68
5440	Middle School Science	150	8	160.75	153-174	15	157.14	71.43	63.93	67.86
5089	Middle School Social Studies	149	20	163.7	149-186	10	158.3	90	75	83.41
5144	Middle School Multi Subjects: SS		3	*	*	NDA	*	*	*	*
5142	Middle School Multi Subjects: ELA		4	*	*	NDA	*	*	*	*
5143	Middle School Multi Subj Mathematics	143	3	*	*	NDA	*	*	*	*
0439	Middle School Science	146	8	161.88	152-191	NDA	*	*	*	*
5145	Middle School Multi Subj Sciences	143	3	*	*	NDA	*	*	*	*
0481	Physical Science: Content Knowledge	145	3	*	*	NDA	*	*	*	*
5621	Principles of Learning and Teaching: Early Childhood	157	18	171.056	161-188	63	169.35	98.41	94.30	88.01
5623	Principles of Learning and Teaching: Grades 5-9	160	40	176.45	161-187	72	174.89	95.83	94.98	92.69
5624	Principles of Learning and Teaching: Grades 7-12	157	37	178.19	160-192	81	175.57	100	94.75	94.29
5622	Principles of Learning and Teaching: Grades K-6	160	3	*	*	28	179.39	96.43	92.93	93.20
5086	Social Studies: Content and Interpretation	153	4	*	*	6	157.50	66.67	60.87	65.74

<sup>27</sup> Data source Title II Report for UCA reported data; ETS data manager website for data on attending, designated, state and national pass rates. Attending and designated institution includes larger participant pool of any test-taker indicating UCA as their attending or designated institution regardless of if they were actually enrolled in the teacher education programs. Data recorded for passing candidates in OCS data collection system Sept 1, 2015 – Aug 31, 2016. Database in file titled Praxis Scores ALL 2015-2016 in DW Files. Pulled from Machforms? Or Qualtrics? Note: this table does not represent completers as candidates take Praxis 2 content in their Junior Year and intern/complete in Senior year.

<sup>28</sup> UCA OCS designed a new collection system for gathering data on UCA candidate Praxis score. New system came online in Fall. 2015 to pilot. Until pilot is reviewed and finalized, numbers may be fluid

<sup>29</sup> Not currently tracked internally

**2015-2016 Academic Year – Praxis Exam Data by Completer Status**

Program	Test #/Name	Traditional		MAT		Aggregate	
		2015-2016 Program Completers <sup>30</sup>	# Praxis Recorded	2015-2016 Program Completers	# Praxis Recorded	2015-2016 Program Completers	# Praxis Recorded
Art	5134	2	3	4	4	6	7
Business Technology	5101			8	1	8	1
Early Childhood (P-4)	5022	53		19	19	72	19
Elementary (K-6): LA	5002	21	20			21	20
Elementary (K-6): Math	5003	21	20			21	20
Elementary (K-6): SS	5004	21	20			21	20
Elementary (K-6): Science	5005	21	20			21	20
English	5039	6	5	2	2	8	7
English	5044			7	6	7	6
Family and Consumer Science	5122	4	2	4	2	8	4
Life Science	5235	5	4	8	6	13	10
Math	5161	6	5	4	1	10	6
Middle Childhood: Math	5169	17	8	37	23	54	31
Middle Childhood: ELA	5047	17	6	37	30	54	36
Middle Childhood: Science	5440	17	7	37	18	54	25
Middle Childhood: SS	5089	17	8	37	24	54	32
Music – Instrumental	5113	10	7			10	7
Music - Vocal	5113	2	2			2	2
Physical Education	5857	16	9	4	3	20	12
Physical Science	481			3	1	5	1
Physical Science (Physics)	5262	2	2				2
Social Studies	5086	4	4	5	5	9	9
Drama (Theatre)	5641				1		1
Speech	5221			2	1	2	1
PLT (Early Childhood)	5621		42		19		61
PLT (K-6)	5622		21		2		23
PLT (5-9)	5623		28		42		70
PLT (7-12)	5624		34		27	0	61

<sup>30</sup> Numbers not finalized and represent initial licenses processed in Fall 2015-Spring/Summer 2016. Some candidates are still in process of finalizing requirements as of summer 2016. Final numbers will be finalized and reported in 2016-2017 academic year. In addition, the UCA COE brought online a new Praxis data reporting system to use in capturing Praxis scores. The EPP is still transitioning that data collection system. Due to the fluidity in numbers, the data reflected here may appear discrepant from data represented in key assessment and survey reporting later in this report.

**2015-2016 Academic Year – Praxis Exam Data by Completer Status – Traditional Initial Licensure Program<sup>31</sup>**

Program	Test #/Name	Passing Score	Completers 2015-2016 <sup>32</sup>	# in database	UCA Mean	UCA Range
Art	5134	158	2	3	*	*
Early Childhood (P-4)	5022		53			
Elementary (K-6): LA	5002	157	21	20	176.55	159-200
Elementary (K-6): Math	5003	157	21	20	179.55	157-200
Elementary (K-6): SS	5004	155	21	20	170.05	155-190
Elementary (K-6): Science	5005	159	21	20	174.65	159-196
English	5039	168	6	5	178	171-190
Family and Consumer Science	5122	153	4	2	*	*
Life Science	5235	142	5	4	*	*
Mathematics	5161	160	6	5	165.2	160-170
Middle Childhood: Math	5169	165	17	8	177.13	166-189
Middle Childhood: ELA	5047	164	17	6	174.5	166-185
Middle Childhood: Science	5440	150	17	7	160.86	150-174
Middle Childhood: SS	5089	149	17	8	167	152-184
Music – Instrumental	5113	157	10	7	172.4	160-182
Music - Vocal	5113	157	2	2	*	*
Physical Education	5857	155	16	9	168.44	159-183
Physical Science (Physics)	5262	135	2	2	*	*
Social Studies	5086	153	4	4	*	*
PLT (Early Childhood)	5621	157		42	169.5	158-189
PLT (K-6)	5622	160		21	182.33	172-197
PLT (5-9)	5623	160		28	175.04	160-191
PLT (7-12)	5624	157		34	176.21	158-190

<sup>31</sup> Data source UCA Title 2 Report/Office of Candidate Services - <http://uca.edu/panda/panda-reports/title-ii-reports/>

<sup>32</sup> Numbers not finalized and represent initial licenses processed in Fall 2015-Spring/Summer 2016. Some candidates are still in process of finalizing requirements as of summer 2016. Final numbers will be finalized and reported in 2016-2017 academic year. In addition, the UCA COE brought online a new Praxis data reporting system to use in capturing Praxis scores. The EPP is still transitioning that data collection system. Due to the fluidity in numbers, the data reflected here may appear discrepant from data represented in key assessment and survey reporting later in this report.

**2015-2016 Academic Year – Praxis Exam Data by Completer Status – Nontraditional (MAT) Program<sup>33</sup>**

Program	Test #/Name	Passing Score	Completers 2015-2016 <sup>34</sup>	# in database	UCA Mean	UCA Range
Art	5134	158	4	4	*	*
Business Technology	5101	154	8	1	*	*
Early Childhood (P-4)	5022		19	19	176.63	167-188
English	5039	168	9	2	*	*
English	5044			6	183.17	174-194
Family and Consumer Science	5122	153	4	2	*	*
Life Science	5235	142	8	6	152	142-182
Math	5161	160	4	1	*	*
Middle Childhood: Math	5169	165	37	23	173.48	150-196
Middle Childhood: ELA	5047	164	37	30	171.53	164-181
Middle Childhood: Science	5440	150	37	18	161.5	146-191
Middle Childhood: SS	5089	149	37	24	162.13	149-186
Physical Education	5857	155	4	3	*	*
Physical Science	0481		3	1	*	*
Social Studies	5086	153	5	5	161	159-163
Drama (Theatre)	5641	154		1	*	*
Speech	5221	141	2	1	*	*
PLT (Early Childhood)	5621	157		19	171.90	159-188
PLT (K-6)	5622	160		2	*	*
PLT (5-9)	5623	160		42	176.10	149-194
PLT (7-12)	5624	157		27	177.74	157-192

<sup>33</sup> Data source UCA Title 2 Report/Office of Candidate Services - <http://uca.edu/panda/panda-reports/title-ii-reports/>

<sup>34</sup> Numbers not finalized and represent initial licenses processed in Fall 2015-Spring/Summer 2016. Some candidates are still in process of finalizing requirements as of summer 2016. Final numbers will be finalized and reported in 2016-2017 academic year. In addition, the UCA COE brought online a new Praxis data reporting system to use in capturing Praxis scores. The EPP is still transitioning that data collection system. Due to the fluidity in numbers, the data reflected here may appear discrepant from data represented in key assessment and survey reporting later in this report.

## Course Grades

K-6

	Education Majors								All Students 2015-2016							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
MATH 1390	37	20	8	9				3.3	1771	529	446	374	219	203	0	2.5
MATH 3351	59	24	23	12				3.2	130	54	45	23	7	1	0	3.11
MATH 3352	22	13	6	3				3.45	129	53	57	16	3	0	0	3.24
MATH 4310	62	30	23	9				3.34	81	40	25	14	2	0	0	3.27
BIOL 1400	50	10	21	16	3			2.75	805	139	242	212	134	77	1	2.29
PHYS 1400	53	13	18	19	3			2.77	776	316	246	155	45	13	1	3.04
SCI 3410 (or SCI 3400?)	14	6	6	2				3.29	112	57	45	5	4	1	0	3.37
SCI 4410	74	23	34	17				3.08	72	25	43	4	0	0	0	3.29
WRTG 1310	35	18	15	2				3.46	1440	515	479	277	86	83	0	2.87
WRTG 1320	39	18	12	9				3.23	1507	636	436	254	94	87	0	2.96
ECSE 4311	74	46	25	3				3.58	61	38	21	2	0	0	0	3.59
SPCH 1300 (not used?)	51	32	18	1				3.61	1686	613	529	350	118	76	0	2.88
HIST 2301/2302	53	12	26	14	1			2.92	1189	285	441	246	112	105	0	2.58
PSCI 1330	53	10	25	15	3			2.79	840	188	221	223	118	90	0	2.36
HIST 3310/4355	60	18	24	17	1			2.98	95	36	30	18	7	4	0	2.92



Middle Level

	Education Majors								All Students 2015-2016							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
MATH 1390 <sup>35</sup>	15	4	3		1		7	3.25	1671	529	446	274	219	203	0	2.5
MATH 3352*	1	*						*	129	53	57	16	3	0	0	3.24
MATH 3354*	7	3	3	1				3.29	29	13	14	2	0	0	0	3.38
MATH 3364*	7	4	3					3.57	34	23	9	2	0	0	0	3.62
MATH 4314*	6	4	2					3.66	19	13	6	0	0	0	0	3.68
MATH 4320*	5	2	2	1				3.2	14	5	7	2	0	0	0	3.21
MATH 4335*	7	3	1	3				3.0	27	18	8	1	0	0	0	3.63
BIOL 1400	9	3	2	2		1	1	3.14	805	139	242	212	134	77	1	2.29
CHEM 1450	5	1		2			2	2.67	478	107	157	120	51	43	0	2.49
PHYS 1400	15	4	2	1		1	7	3.43	776	316	246	155	45	13	1	3.04
PHYS SCI 1401 or 3410	10	2	2	5		1		2.67	126	4	16	46	35	25	0	1.52
SCI 3320*	8	2	3	3				2.88	15	9	5	1	0	0	0	3.53
SCI 4314*	3	*	*					*	4	*	*	0	0	0	0	*
SCI 4420*	8	3	3	2				3.13	15	9	4	2	0	0	0	3.47
COMM 1300	15	3	4	1			7	3.25	1612	584	526	302	103	97	0	2.87
ENGL 2312	6	4					2	4.0	85	23	30	24	6	2	0	2.78
ENGL 2313	7	4	1	2				3.29	86	43	27	11	2	2	1	3.26
ENGL 3335*	10	4	1	2		2		3.25	32	10	8	7	5	2	0	2.59
ENGL 3320*	5	3	1	1				3.4	14	5	7	1	0	1	0	3.07
ENGL 4361*	6	3	1	1		1		3.4	41	7	23	9	0	2	0	2.8
WRWG 1310	15	3	2				10	3.6	1437	515	476	277	86	83	0	2.87
WRWG or ENGL 1320	16	4	2				10	3.6	1626	643	445	261	101	93	0	2.54
WRWG 3340*	9	8	1					3.89	22	14	4	1	3	0	0	3.32
HIST 1310	13	2	6	1			4	3.11	364	78	109	84	49	43	1	2.36
HIST 1320	13	2	6	1			4	3.11	566	122	172	150	63	58	1	2.42
HIST 2301	16	5	1	2			8	3.38	586	117	246	126	50	47	0	2.57
HIST 2302	13	3	2	2			6	3.14	603	168	195	120	62	58	0	2.59
HIST 2320	10	2	7	1				3.1	66	24	20	12	2	7	1	2.8
HIST 4355*	15	3	4	2			6	3.11	46	11	21	13	0	0	1	2.96
ECON 1310	8	3	3	2				3.13	205	49	61	62	22	11	0	2.56
GEOG 1305	10	6	2	2				3.4	199	42	68	56	16	17	0	2.51
PSCI 1330	17	3	1	3	1		9	2.75	840	188	221	223	118	90	0	2.36

<sup>35</sup> \* = middle level only. Those without \* are open enrollment.

English

	Education Majors								All Students 2015-2016							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
ENGL 2305/2306: World Lit	4	*	*	*	*	*	*	*	126	9	18	27	16	33	23	1.55
ENGL 1355: Film and Lit	4	*	*	*	*	*	*	*	233	90	83	42	0	16	2	3.0
ENGL 2316: English Lit I	6	2	4	0				3.33	66	19	27	7	6	7	0	2.68
ENGL 2317: English Lit II	6	2	3	1				3.17	51	10	13	8	7	13	0	2.0
ENGL 2318: English Lit III	6	3	3	0				3.5	55	21	28	4	1	1	0	3.22
ENGL 2312: American Lit I	5	3	1	1				3.4	85	23	30	24	6	2	0	2.78
ENGL 2313: American Lit II	5	3	2	0				3.6	86	43	27	11	2	2	1	3.26
ENGL 3105: Rsch Methods Workshop	6	4	1	1				3.5	47	23	17	6	1	0	0	3.32
ENGL 4360: History and Structure of English Language	6	4	2	0				3.5	39	20	12	5	1	1	0	3.26
ENGL 4361: Lit for Adol	6	4	2	0				3.5	41	7	23	9	0	2	0	2.8
ENGL 4335: Senior Seminar	6	4	2	0				3.5	38	24	12	1	0	1	0	3.53
ENGL 4358: Methods of Teaching English and Composition	6	4	2	0				3.5	5	2	2	1	0	0	0	3.2
UD Period Course	6	3	2	1				3.33	*	*	*	*	*	*	*	*
UD Author Course	6	4	1	1				3.5	*	*	*	*	*	*	*	*
UD Genre Course	6	5	1	0				3.83	*	*	*	*	*	*	*	*
UD Language Course	6	5	1	0				3.83	*	*	*	*	*	*	*	*

**FACS**

	Education Majors								All Students 2015-2016							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
FACS 1300 Nutrition in the Life Cycle	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FACS 1370 Interior & Apparel Const I	4	*	*	*	*	*	*	*	90	88	1	0	1	0	0	3.96
FACS 2310 Food Science	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FACS 2311 Meal Management	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FACS 2341 Lifespan Development	4	*	*	*	*	*	*	*	666	411	156	61	22	16	0	3.39
FACS 2351 Family Relations	4	*	*	*	*	*	*	*	261	134	88	25	5	9	0	3.28
FACS 2360 Textiles	4	*	*	*	*	*	*	*	55	26	20	4	2	3	0	3.16
FACS 2390 Intro Interior Design	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FACS 3300 Home Planning	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FACS 3311 Resource Management	4	*	*	*	*	*	*	*	219	119	71	18	6	5	0	3.34
FACS 3318 Parenting Issues	4	*	*	*	*	*	*	*	340	263	54	13	7	3	0	3.67
FACS 3360 Consumer Problems in Clothing OR FACS 3361 Interior & Apparel Const II	4	*	*	*	*	*	*	*	84	74	6	2	1	1	0	3.82
FACS 3372 Personal & Family Finance	4	*	*	*	*	*	*	*	332	195	82	35	12	7	1	3.35
FACS 3456 Methods in FACS Education	4	*	*	*	*	*	*	*	140	92	40	8	0	0	0	3.6

**Math**

	Education Majors								All Students 2015-2016							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
Math 1591 Cal I	7							2.86	*	*	*	*	*	*	*	*
Math 1592 Cal II	7							3.14	*	*	*	*	*	*	*	*
Math 2335 Transition	7	5	2					2.57	28	7	11	8	0	2	0	2.75
Math 2371 Cal III	7	5	4					3.43	*	*	*	*	*	*	*	*
Math 3320 Linear	7	5	1	4				3.00	90	43	29	15	2	1	0	3.23
Math 3360 Abstract I	7	3		3				2.80	6	2	3	1	0	0	0	3.17
Math 3362 Abstract II	7	1		1				NA	4	*	*	*	*	*	*	*
Math 3370 Sec. Math	7	3	3					3.8	3	*	*	*	*	*	*	*
Math 4345 Geometry	7	5	4	1				3.57	13	8	5	0	0	0	0	3.62
Math 4350 History	7	1	1					3.33	8	8	0	0	0	0	0	4
Math 4371 Probability	7	5	5					3.75	31	17	8	5	1	0	0	3.32

Science

	Education Majors								All Students							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
BIOL 1440	4	*	*	*	*	*	*	*	524	81	193	163	58	29	0	2.46
BIOL 1441	4	*	*	*	*	*	*	*	304	83	141	57	16	7	0	2.91
BIOL 2490	4	*	*	*	*	*	*	*	157	25	61	46	14	11	0	2.48
BIOL 3402	4	*	*	*	*	*	*	*	107	41	41	19	4	2	0	3.07
BIOL 3403	4	*	*	*	*	*	*	*	127	41	67	15	2	2	0	3.13
BIOL 4415	4	*	*	*	*	*	*	*	24	14	6	3	0	0	1	3.48
CHEM 1451	4	*	*	*	*	*	*	*	311	98	97	77	25	14	0	2.77
CHEM 2401	4	*	*	*	*	*	*	*	213	42	84	59	20	8	0	2.62
CHEM 3411	4	*	*	*	*	*	*	*	177	34	62	52	22	7	0	2.53
PHYS 1410	4	*	*	*	*	*	*	*	222	67	72	56	14	13	0	2.75
PHYS 1420	4	*	*	*	*	*	*	*	173	55	63	41	8	6	0	2.87
MATH 1491	4	*	*	*	*	*	*	*	217	100	44	27	14	32	0	2.76

Social Studies

	Education Majors								All Students							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
GEOG 1320: Introduction to Human Geography	12	4	5	3	0			3.1	149	56	44	22	12	14	1	2.78
HIST 1310: World History I	12	9	2	1	0			3.7	364	78	109	84	49	43	1	2.36
HIST 1320: World History II	12	9	2	1	0			3.7	566	122	172	150	63	58	1	2.42
HIST 2301: American Nation I	12	7	5	0	0			3.6	586	117	246	126	50	47	0	2.57
HIST 2302: American Nation II	12	7	4	1	0			3.5	603	168	195	120	62	58	0	2.59
HIST 2320: Historical Research Methods	10	6	3	1	0			3.4	66	24	20	12	2	7	1	2.8
HIST 4300: Seminar	13	5		1	1			2.9	28	5	8	11	1	3	0	2.39
GEOG 1315: Physical Geography	12	3	4	5	0			2.8	55	15	14	13	5	8	0	2.42
SOCI 1300: Principles of Sociology	12	6	5	1	0			3.4	644	181	209	149	53	52	0	2.64
PSCI 1330: U.S. Government and Politics	12	8	2	2	0			3.5	840	188	221	223	118	90	0	2.36
PSCI 2340: State and Local Government	12	4	5	3	0			3.1								
ECON 1310: Modern Political Economy	12	5	4	3	0			3.2	205	49	61	62	22	11	0	2.56
PSYCH 1300 Introduction to Psychology	12	7	3	1	1			3.3	1417	439	422	270	141	145	0	2.61

**Art**

	Education Majors								All Students 2015-2016							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
Art 1310 Design I	6	4	1	1				3.5	110	50	23	23	6	8	0	2.92
Art 1321 Drawing I	6	3	3					3.5	122	36	56	16	1	13	0	2.83
Art 2312 Design II	6	4	2					3.67	96	43	32	11	3	4	3	3.15
Art 2322 Drawing II	6	4	1	1				3.5	73	28	28	10	6	1	0	3.04
Art 3324 Drawing III	6	3	3					3.5	40	24	11	3	1	1	0	3.4
Art 4388 Advanced Studio	6	1	5					3.17	38	19	14	0	2	2	1	3.24
Art 2335: Art History I (1)	6	2	3	1				3.17	91	8	7	14	9	26	24	1.41
Art 2336: Art History II (1)	6	2	3	1				3.17	101	23	21	22	11	15	9	2.28

**Instrumental Music**

	Education Majors								All Students 2015-2016							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
Music Technology (MUS 2210)	10	9	1					3.9	10	10	0	0	0	0	0	4
Elementary Methods (MUS 3305)	10	5	2	3				3.2	19	11	5	2	0	1	0	3.32
Secondary Instrumental or Choral Methods (MUS 3304/3306)	10	6	3	1				3.5	15	10	3	1	0	1	0	3.41

**Vocal Music Instrumental Music**

	Education Majors								All Students							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
Music Technology (MUS 2211)	3	*	*	*	*	*	*	*	10	6	3	1	0	0	0	3.5
Elementary Methods (MUS 3305)	3	*	*	*	*	*	*	*	19	11	5	2	0	1	0	3.32
Secondary Vocal or Choral Methods (MUS 3304/3306)	3	*	*	*	*	*	*	*	15	10	3	1	0	1	0	3.41

**PETE**

	Education Majors								All Students 2015-2016							
	N	A	B	C	D	F	O	Mean	N	A	B	C	D	F	O	Mean
PETE 1125 or 4172 or 1230	17	11	5	1				3.59	54	23	19	3	5	4	0	2.96
PETE 2220 or EXSS 1110 & 1112	17	3	0	0				4	40	15	17	6	2	0	0	3.13
PETE 2223	17	12	4	1				3.64	36	23	8	4	1	0	0	3.47
PETE 2250	17	10	6	1				3.53	48	28	11	7	1	1	0	3.33
PETE 3330	17	11	4	0				3.53	13	6	5	2	0	0	0	3.31
PETE 4380	17	15	2	0				3.88	12	10	2	0	0	0	0	3.83
PETE 4690	17	10	6	0				3.53	17	10	6	1	0	0	0	3.53
PETE 4691	17	10	6	1				3.53	17	10	6	1	0	0	0	3.53
HED 2201	17	13	2	0				3.41	533	469	44	6	3	11	0	3.80
HED 2320	17	13	3	0				3.76	113	80	23	5	2	2	1	3.58
HED 3300	17	1	6	10				2.47	99	8	41	40	5	5	0	2.42
HED 3301	17	1	7	5				2.06	87	33	26	18	7	3	0	2.91
HED 3305	17	2	11	3				2.76	155	98	39	15	3	0	0	3.5
HED 4312	17	4	8	2				2.71	211	92	84	29	5	1	0	3.24
HED 3325	17	1	1	1				.53	51	10	18	20	3	0	0	2.69
HED 4331	17	3	7	1				2.06	79	52	20	6	1	0	0	3.56
HED 4303 or 4370	17	1	8	2				1.88	223	111	73	22	11	6	0	3.17

## ADE Novice Teacher Survey Results - EPPR

### UCA Completers Teaching in Arkansas Public Schools<sup>36</sup>

	Completers 2013-2014	Employed in APS 2014-2015	%	Completers 2014-2015	Employed in APS 2015-2016	%	Change
<b>UCA</b>	263	161	61%	277	171	62%	1%
<b>State</b>	2324	1394	60%	2177	1220	56%	-4%
<b>%</b>	11.32%	11.55%	-	12.72%	14.02%	-	-

### Placement Data Reported by ADE <sup>37</sup>

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	16-17 Projected	% Change
<b>UCA Candidate Placements Traditional</b>	143	165	180	188	162	146	2
<b>State Placements Traditional</b>	1957	2074	1932	1507	1266	1471	-25
<b>Traditional UCA %</b>	7.31	7.96	9.32	12.48	12.8	9.93	
<b>UCA Candidate Placement Alternative</b>	87	85	88	110	106	100	15
<b>State Placement Alternative</b>	340	345	354	437	405	413	21
<b>Alternative UCA %</b>	25.59	24.64	24.86	25.17	26.17	24.21	
<b>UCA Totals</b>	230	250	268	298	268	246	
<b>State Totals</b>	2297	2419	2286	1944	1671	1884	
<b>Total UCA %</b>	10.01	10.33	11.72	15.33	16.04	13.06	

<sup>36</sup> Source 2016 EPPR

<sup>37</sup> Source ADE Report 7-25-16 Candidate Placement NTL; ADE Report 7-25-16 Candidate Placement Trad; ADE Revised Report 8-2-16 Candidate Placement Trad

UCA Candidates Prepared in Content Area 2011-2012, 2012-2013, 2013-2014 (2013 Title 2, 2014 Title 2, 2015 Title 2)<sup>38</sup>

	UCA Three Year Avg # Prepared Via Traditional Route	UCA Three Year Avg # Prepared Via Non-Traditional Route	UCA Three Year Avg # Prepared (Aggregate)	State Three Year Avg # Prepared Via Traditional Route	State Three Year Avg # Prepared Via Non-Traditional Route	State Three Year Avg # Prepared (Aggregate)
Agriculture	0	1.0	1.0	18.3	4.3	22.7
Art	6.7	3.0	9.7	37.3	25	62.3
Business	1.0	40.	5.0	23.3	25.7	49
Drama/Speech	0	.3	.3	8.0	10.7	18.7
Early Childhood	65	25	90	677.3	95	772.3
English	10.7	3.3	14	99.7	66.3	166
FACS	7.7	1.0	8.7	22.3	6.3	28.7
French	.3	0	.3	2.7	1.0	3.7
German	0	0	0	.3	.7	1.0
Life/Earth	1.7	1	2.7	16.7	29.3	46.7
Math	9.3	1.3	10.7	63.3	61	124.3
Middle Childhood	16	16.3	32.3	167	93.3	260.7
Music	9.7	.3	10	70	11.0	81
Physical Education/Health	10	2.0	12	130.3	26.3	156.7
Physical/Earth	.7	1.0	1.7	6.0	20.3	26.7
Social Studies	10.3	4.3	14.7	87.3	36.7	124
Spanish	1.0	.7	1.7	11.7	12.7	24.3

<sup>38</sup> Source 2016 EPPR



Praxis Licensure Pass Rates Reported by ADE<sup>39</sup>

	2011-2012			2012-2013			2013-2014		
	Test Takers	# Passed	Pass Rate	Test Takers	# Passed	Pass Rate	Test Takers	# Passed	Pass Rate
<b>UCA Trad</b>	175	171	96%	165	164	99%	143	143	100%
<b>State Trad</b>	1624	1491	92%	1503	1385	92%	1504	1419	94%

UCA Praxis Licensure Pass Rates Reported by ADE (Sept 1, 2014 – August 31, 2015)<sup>40</sup>

Test #	Test Name	N	Mean # Pass	% Pass	State Pass Rate (%)
5135	Art: Content and Analysis	10	161.20	6	60.00
5235	Biology: Content Knowledge	20	158.70	18	90.00
5022	Early Childhood: Content Knowledge	108	178.31	108	100.00
5039	English Language Arts: Content and Analysis	22	171.73	16	72.73
5361	English to Speakers of Other Lang	1	*	*	*
5121	Family and Consumer Sciences	11	163.27	10	90.91
5174	French: World Language	0	*	*	*
5857	Health and Physical Ed: Content Knowledge	31	162.19	23	74.19
5561	Marketing Education	0	*	*	*
5161	Mathematics: Content Knowledge	30	146.97	8	26.67
5047	Middle School English Language Arts	66	163.11	35	53.03
5169	Middle School Mathematics	65	159.98	30	46.15
5440	Middle School Science	44	147.43	21	47.73
5089	Middle School Social Studies	46	158.65	35	76.09
5113	Music: Content Knowledge	19	160.79	13	68.42
5095	Physical Education: Content and Design	3	*	*	*
0481	Physical Science: Content Knowledge	10	164.30	9	90.00
5621	Principles of Learn Teach: Early Child	130	170.16	126	96.92
5623	Principles of Learn Teach: Grades 5-9	59	176.24	56	94.92
5624	Principles of Learn Teach: Grades 7-12	100	173.73	95	95.00
5622	Principles of Learn Teach: Grades K-6	7	173.29	7	100.00
5086	Social Studies: Content and Interpretation	25	156.52	14	56.00
5195	Spanish: World Language	1	*	*	*
5354	Special Ed: Core Knowledge Applications	60	175.90	60	100.00
5841	World Language Pedagogy	1	*	*	*

<sup>39</sup> Source 2016 EPPR

<sup>40</sup> Source 2016 EPPR

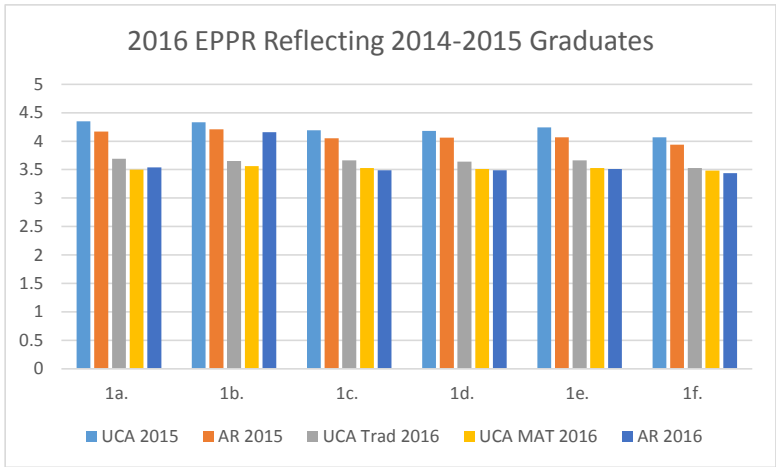
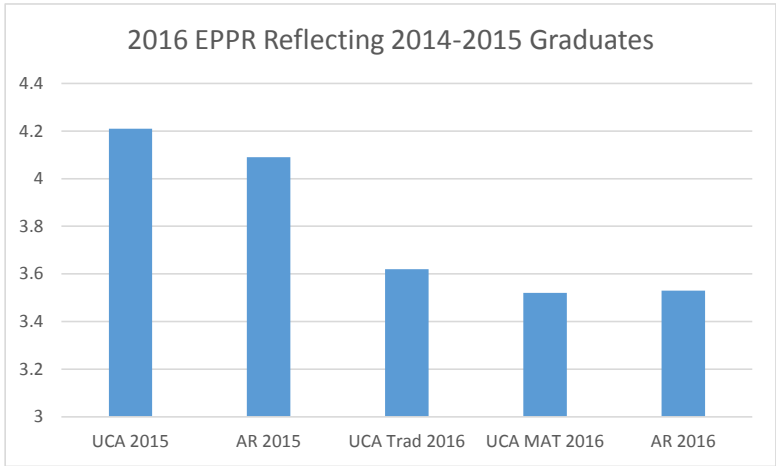
**ADE Novice Teacher Survey Results 2016 EPPR Reflecting 2014-2015 Graduates**  
*Survey reflects candidates perceived level of preparedness in TESS components*

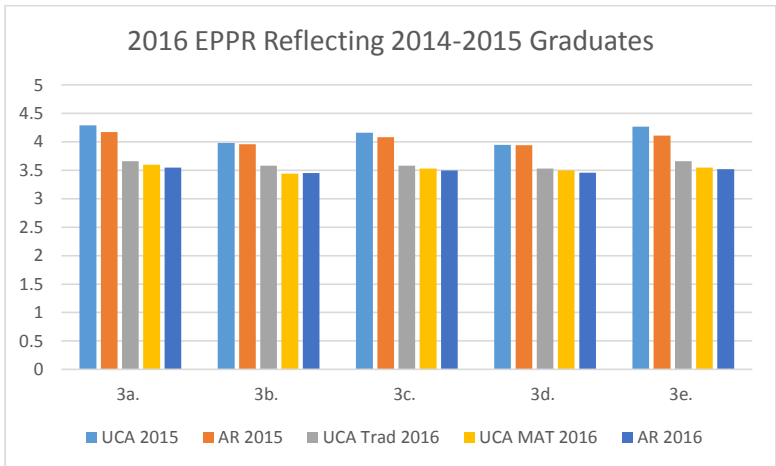
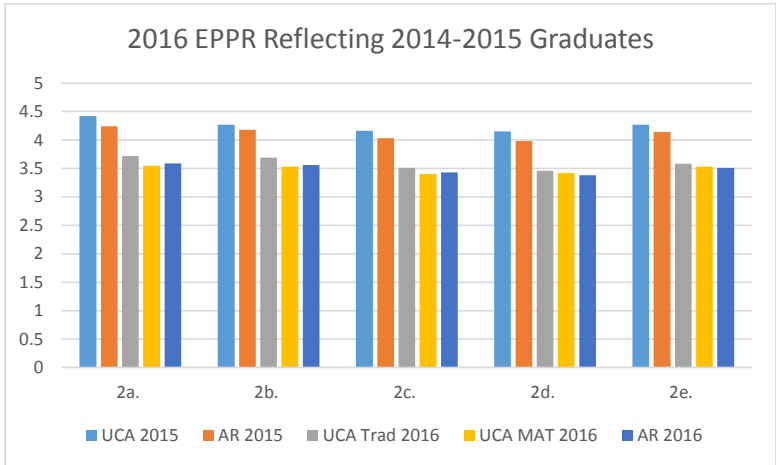
Domain	Category	Spring 2015 <sup>41</sup>		Spring 2016 <sup>42</sup>		
		UCA scores (n=102)	State scores (n=1,512)	UCA Traditional (n=137)	UCA MAT (n=105)	State (n=1977)
1a.	Knowledge of content and pedagogy	4.35	4.17	3.69	3.50	3.54
1b.	Knowledge of students	4.33	4.21	3.65	3.56	4.16
1c.	Instructional outcomes	4.19	4.05	3.66	3.53	3.49
1d.	Knowledge of resources	4.18	4.06	3.64	3.51	3.49
1e.	Coherent instruction	4.24	4.07	3.66	3.53	3.51
1f.	Student assessments	4.07	3.94	3.53	3.48	3.44
2a.	Environment of respect and rapport	4.42	4.24	3.72	3.55	3.59
2b.	Culture for learning	4.27	4.18	3.69	3.53	3.56
2c.	Managing classroom procedures	4.16	4.03	3.51	3.40	3.43
2d.	Managing student behavior	4.15	3.98	3.46	3.42	3.38
2e.	Organizing physical space	4.27	4.14	3.58	3.53	3.51
3a.	Communicating with students	4.29	4.17	3.66	3.60	3.55
3b.	Questioning and discussion techniques	3.98	3.96	3.58	3.44	3.45
3c.	Engaging students in learning	4.16	4.08	3.58	3.53	3.5
3d.	Using assessment in instruction	3.95	3.94	3.53	3.50	3.46
3e.	Flexibility and responsiveness	4.27	4.11	3.66	3.55	3.52
4a.	Reflecting on teaching	4.37	4.20	3.69	3.56	3.54
4b.	Maintaining accurate records	4.06	3.96	3.58	3.48	3.43
4c.	Communicating with families	4.11	3.97	3.55	3.42	3.42
4d.	Participating in professional community	4.23	4.11	3.64	3.60	3.54
4e.	Growing and developing professionally	4.25	4.16	3.69	3.56	3.57
4f.	Showing Professionalism	4.41	4.30	3.77	3.63	3.64
	Average of all 22 Items	4.21	4.09	3.62	3.52	3.53

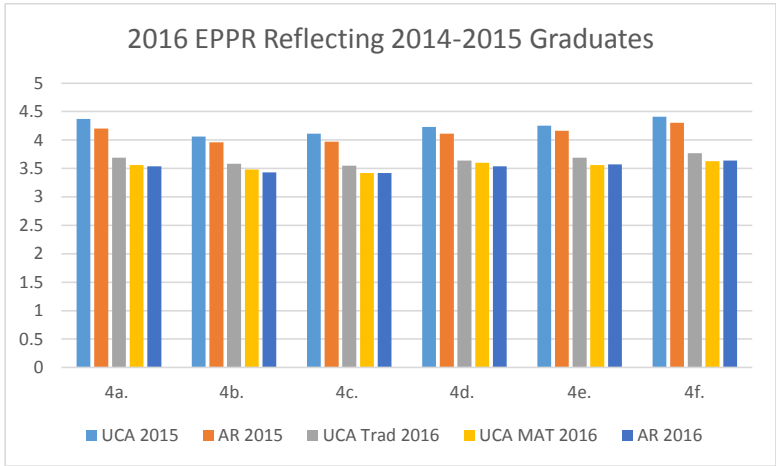
<sup>41</sup> Source 2016 EPPR Administered to UCA graduates in spring 2015 at the end of their first year of teaching.

Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared.

<sup>42</sup> Source 2016 (Spring) Novice Teacher Survey







UCA 2015-2016 Novice Teacher Survey (December 2015 reflecting 2014-2015 graduates)<sup>43</sup>

What type of EPP program at UCA did you complete for your ADE license

Answer Options	Response Percent	Response Count
Graduate	51.4%	109
Undergraduate	46.2%	98
Non-Degree (APPEL, TFA, PPTL, ATC, etc.)	2.4%	5

Are you teaching on an ALP?

Answer Options	Response Percent	Response Count
NO	92.9%	197
YES <sup>44</sup>	7.1%	15

<sup>43</sup> Source ADE EPPR UCA Dec.2015 Report. N=213

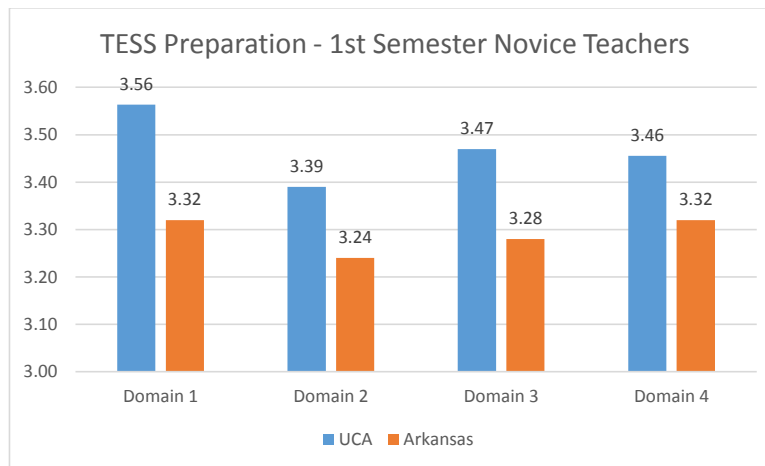
<sup>44</sup> 10 responses to ALP area: SPED (5), 5-6 End (1), ML ELA (2), ML SCI (1), Math (1)

Answer Options <sup>45</sup>	What content area(s) are you licensed to teach? (choose all that apply)		What content areas do you currently teach?	
	Response Percent	Response Count	Response Percent	Response Count
ART	2.40%	5	2.3%	5
EARLY CHILDHOOD/SPECIAL EDUCATION INTEGRATED (Birth-K)	9.00%	19	7.0%	15
EARTH SCIENCE	1.40%	3	2.3%	5
ELEMENTARY EDUCATION	32.70%	69	23.9%	51
ENGLISH LANGUAGE ARTS	10.40%	22	10.3%	22
FAMILY & CONSUMER SCIENCE	4.30%	9	3.3%	7
LIFE SCIENCE	4.70%	10	4.2%	9
MATHEMATICS	4.30%	9	6.6%	14
MIDDLE CHILDHOOD (ELA)	12.30%	26	7.5%	16
MIDDLE CHILDHOOD (MATH)	12.30%	26	10.8%	23
MIDDLE CHILDHOOD (SCIENCE)	10.90%	23	8.0%	17
MIDDLE CHILDHOOD (SOCIAL STUDIES)	10.40%	22	5.6%	12
MUSIC: INSTRUMENTAL	1.40%	3	1.4%	3
MUSIC: VOCAL	2.80%	6	2.8%	6
PHYSICAL EDUCATION/HEALTH	7.60%	16	6.1%	13
PHYSICAL SCIENCE	3.80%	8	4.7%	10
PHYSICS	1.40%	3	0.9%	2
SOCIAL STUDIES	6.60%	14	8.9%	19
SPECIAL EDUCATION	8.10%	17	7.0%	15
SPEECH	0.90%	2	0.9%	2
<b>Other (please specify)</b>	8.10%	17	6.6%	14
P-4	4.70%	10	-	7
Drivers Education	-	1	-	-
Career Development	-	1	-	-
Chemistry	0.90%	2	-	-
Adult Education	-	1	-	-
4-8 math and social studies	-	1	-	-
School Psychology Specialist	-	1	-	-
Engineering	-	-	0.90%	2
Essentials of Computer Programming	-	-	-	1

<sup>45</sup> Source ADE EPPR UCA Dec.2015 Report. N=213

How well do you feel your EPP (college, university, or nontraditional program) prepared you to understand and implement DOMAINS ... of the Framework for Teaching during your first semester of teaching? (UCA N = 213; AR N = 1650)<sup>46</sup>

	Well Prepared	Adequately Prepared	Inadequately Prepared	Not at all prepared	Average Rating
<b>UCA Domain 1</b>	57.75	40.85	1.41	0.00	3.56
<b>UCA Domain 2</b>	48.83	43.66	6.10	0.88	3.39
<b>UCA Domain 3</b>	52.11	43.66	3.76	0.00	3.47
<b>UCA Domain 4</b>	54.46	38.50	6.10	0.00	3.46
<b>State Avg Domain 1</b>	43.63	47.92	6.16	0.42	3.32
<b>State Avg Domain 2</b>	39.55	48.33	9.63	0.85	3.24
<b>State Avg Domain 3</b>	41.44	49.21	7.04	0.61	3.28
<b>State Avg Domain 4</b>	45.79	44.82	7.10	0.79	3.32

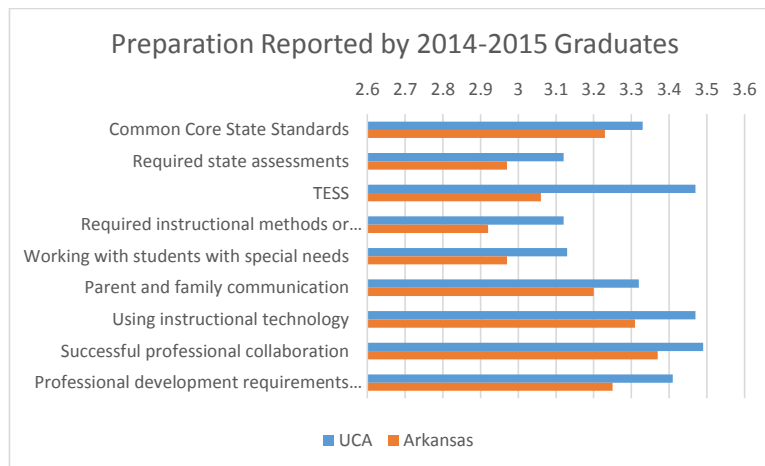


<sup>46</sup> Source EPPR Report UCA Dec.2015



How well do you feel your EPP (college, university, or nontraditional program) prepared you for the following? <sup>47</sup>

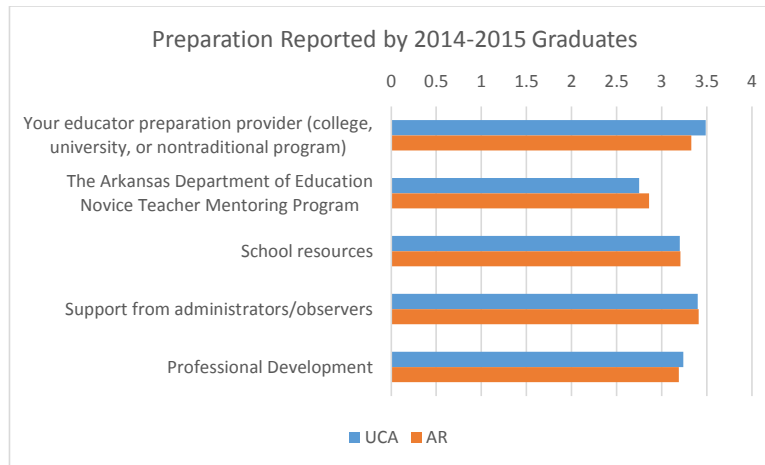
	Well prepared		Adequately prepared		Inadequately prepared		Not prepared at all		N/A		Rating Average	
	UCA	AR	UCA	AR	UCA	AR	UCA	AR	UCA	AR	UCA	AR
Common Core State Standards	39.91	32.7	45.07	44.2	6.57	9.2	1.41	3.5	7.04	5.4	3.33	3.23
Required state assessments	29.58	21.7	51.64	52	12.68	17.2	2.82	3.8	3.29	5.2	3.12	2.97
TESS	53.99	33.2	31.92	39.4	4.23	13.6	2.82	6.8	4.23	7	3.47	3.06
Required instructional methods or strategies (e.g. Response to Intervention, CGI, LDC, MDC)	30.05	23.3	52.11	48	13.62	20.4	2.35	5.3	0.94	3	3.12	2.92
Working with students with special needs	29.58	24.9	52.58	49.1	15.02	20.1	0.94	3.6	1.88	2.3	3.13	2.97
Parent and family communication	39.91	33.7	52.58	52.4	7.04	10.1	0.47	2.1	0.00	1.7	3.32	3.2
Using instructional technology	51.64	42.7	42.72	45.2	5.16	9.1	0.00	1.5	0.47	1.6	3.47	3.31
Successful professional collaboration	52.11	44.1	44.60	47.8	2.35	5.7	0.47	1	0.47	1.5	3.49	3.37
Professional development requirements for educator licensure	46.95	38.4	46.95	48.2	6.10	8.8	0.00	2.5	0.00	2.1	3.41	3.25



<sup>47</sup> Source ADE EPPR UCA Dec. 2015 Report. N=213

How well do you feel the following contributed to your success in the classroom?<sup>48</sup>

	Contributed greatly to my success		Contributed adequately to my success		Contributed somewhat to my success		Did not contribute to my success		N/A		Rating Average	
	UCA	AR	UCA	AR	UCA	AR	UCA	AR	UCA	AR	UCA	AR
Your educator preparation provider (college, university, or nontraditional program)	55.87	45.6	37.56	41.7	6.57	10	0.00	1.3	0.00	1.4	3.49	3.33
The Arkansas Department of Education Novice Teacher Mentoring Program	24.41	29	38.03	36.3	22.07	23.9	13.62	9.3	1.88	1.5	2.75	2.86
School resources	38.50	38.8	43.19	45.3	15.49	13.7	1.41	1.9	0.47	0.3	3.20	3.21
Support from administrators/observers	53.99	53.8	34.27	35.1	7.98	8.5	3.29	2.4	0.00	0.3	3.40	3.41
Professional Development	40.85	36.6	43.19	47.1	14.08	13.5	1.41	2.3	0.00	0.5	3.24	3.19



<sup>48</sup> Source ADE EPPR UCA Dec. 2015 Report. N=213

UCA End of Program Survey

UCA End of Program Survey Results 2015-2016: Survey Response Rates

Program	Completers	Responses	Response Rate
P-4	54	60	111.11
K-6	19	23	121.05
ML	17	23	135.29
ART	4	6	150.00
MUSIC	13	15	115.38
PE	16	21	131.25
ENG	6	8	133.33
FACS	4	4	100.00
SCI	7	8	114.29
MATH	6	6	100.00
SS	4	6	150.00
MAT ML	57	53	92.98
MAT SECED	51	53	103.92
<b>TOTAL</b>	<b>258</b>	<b>286</b>	<b>110.85</b>

**UCA End of Program Survey Results 2015-2016 – Combined Traditional and Nontraditional –Program Completers<sup>49</sup>**

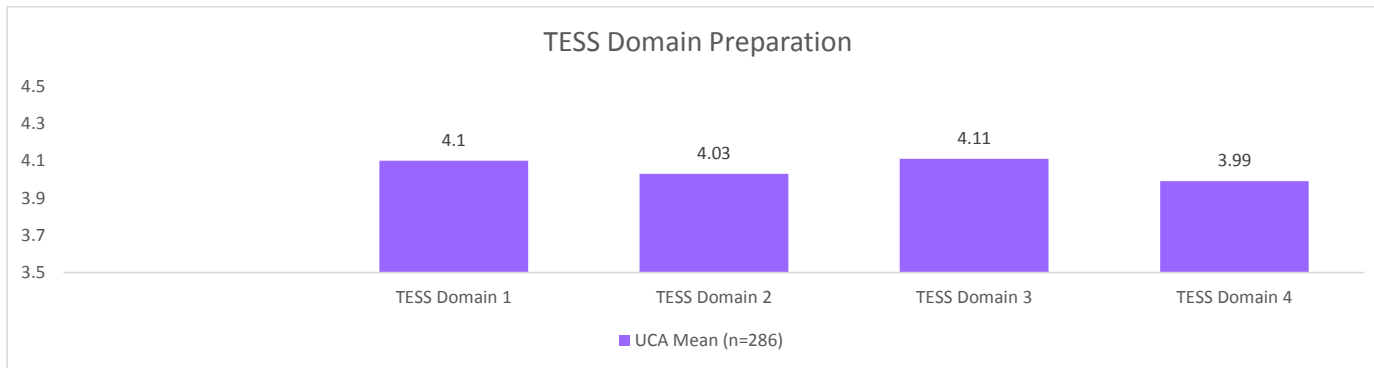
How well did your program prepare you in the following areas:	UCA Mean (n=286)	P-4 Mean (n=60)	K-6 Mean (n=23)	Mid Lvl Mean (n=23)	Art Mean (n=6)	Music Mean (n=15)	PE Mean (n=21)	ENG Mean (n=8)	FACS Mean (n=4)	SCI Mean (n=8)	MATH Mean (n=6)	SS Mean (n=6)	MAT ML Mean (n=53)	MAT SECED Mean (n=53)
1. Knowledge of learner development (INTASC 1)	4.19	4.45	4.04	4.26	4.17	4.07	4.00	4.00	*	4.13	4.33	3.33	4.13	4.21
2. Consideration of diversity among your students (INTASC 2)	4.21	4.38	3.91	4.48	5.00	3.93	4.00	4.13	*	4.25	4.83	3.67	4.19	4.15
3. Establish a culture for learning (NTASC 3)	4.19	4.47	3.57	4.43	4.17	4.07	3.95	4.38	*	4.25	4.33	4.50	4.30	3.92
4. Creating an effective learning environment (classroom management) (INTASC 3)	4.02	4.42	3.13	4.30	4.33	3.93	3.76	4.38	*	4.25	3.67	3.83	4.09	3.81
5. Managing student behavior (INTASC 3)	3.97	4.03	3.83	4.43	4.17	4.07	4.05	4.25	*	4.25	4.50	4.00	3.83	3.66
6. Content knowledge preparation (INTASC 4)	4.20	4.42	4.13	4.17	4.83	4.33	4.05	4.38	*	4.25	4.83	3.83	3.92	4.11
7. Connecting concepts in content area to include differing perspectives, critical thinking, and creativity (INTASC 5)	4.16	4.48	3.78	4.30	4.00	3.80	3.95	4.38	*	4.38	4.33	4.33	4.11	4.00
8. Assessment of student learning (INTASC 6)	4.22	4.48	3.91	4.61	4.00	4.13	4.00	4.13	*	4.25	4.33	4.00	4.23	4.04
9. Reflective decision making (CF)	4.35	4.57	4.22	4.52	4.33	4.00	4.10	4.25	*	4.38	4.17	4.33	4.38	4.26
10. Lesson planning skills (INTASC 7)	4.22	4.43	3.96	4.52	4.33	4.07	4.00	4.13	*	4.13	4.17	3.67	4.26	4.09
11. Instructional strategies and skills (INTASC 8)	4.15	4.47	3.83	4.48	4.00	4.00	4.05	3.75	*	4.13	3.67	3.67	4.15	4.08
12. Leadership, collaboration, and professional growth (INTASC 9)	3.99	4.37	3.39	4.35	3.67	3.73	4.05	4.13	*	3.88	3.50	2.67	4.06	3.83
13. Communicating with families (INTASC 10)	3.95	4.12	3.70	4.39	3.67	3.20	4.05	3.63	*	3.63	3.67	3.50	4.15	3.89
14. Use of instructional technology (ISTE)	4.24	4.37	4.35	4.52	4.83	4.07	4.10	3.88	*	4.00	4.67	4.00	4.32	3.96
15. Align your lessons to state and national standards (e.g., Arkansas Frameworks, Common Core State Standards, Next Generation Science Standards)	4.19	4.65	4.26	4.30	3.83	3.07	3.95	4.13	*	4.25	4.33	3.50	4.25	4.02
16. Plan for and implement college and career ready standards (CCSS, NCSS)	3.34	4.40	2.52	3.43	3.00	2.73	3.10	3.00	*	2.50	3.33	2.17	3.21	3.15

<sup>49</sup> Administered to UCA initial teacher licensure candidates at the end of their graduating term as they conclude their clinical teaching experience. Data source: Qualtrics. Scale 1-5: Not at All Prepared (1); Inadequately Prepared (2); Adequately Prepared (3); Well Prepared (4); Very Well Prepared (5). Breakout tables by semester available from Dean's Office in 2015-2016 Undergraduate UCA COD Data Summary v.5. Those tables do include standard deviation statistics.



UCA End of Program TESS Preparation Survey Results – Combined Traditional and Nontraditional - 2015-2016<sup>50</sup>

How well did your program prepare you in the following areas:	UCA Mean (n=286)	EC Mean (n=60)	Elem Mean (n=23)	Mid Lvl Mean (n=23)	Art Mean (n=6)	Music Mean (n=15)	PE Mean (n=21)	ENG Mean (n=8)	FACS Mean (n=4)	SCI Mean (n=8)	MATH Mean (n=6)	SS Mean (n=6)	MAT ML Mean (n=53)	MAT SECED Mean (n=53)
1. Planning and Preparation for instruction, including: (1) knowledge of content and pedagogy, (2) knowledge of students, (3) setting instructional outcomes, (4) knowledge of resources, (5) designing coherent instruction, (6) designing student assessment? (TESS)	4.10	4.43	3.96	4.30	4.33	4.07	3.86	3.88	*	4.13	4.17	3.50	4.08	3.89
2. Classroom Environment, including: (1) creating an environment of respect and rapport, (2) establishing a culture for learning, (3) managing classroom procedures, (4) managing student behavior, and (5) organizing physical space?	4.03	4.23	3.65	4.35	4.17	4.00	3.76	4.13	*	4.25	4.17	4.50	4.06	3.75
3. Instruction, including: (1) communicating with students, (2) using questioning and discussion techniques, (3) engaging students in learning, (4) using assessment in instruction, and (5) demonstrating flexibility and responsiveness?	4.11	4.48	3.78	4.04	4.33	3.87	4.00	4.00	*	4.38	4.17	4.00	4.13	3.92
4. Professional Responsibilities, including: (1) reflection on teaching, (2) maintaining accurate records, (3) communicating with families, (4) participating in a professional community, (5) growing and developing professionally, and (6) showing professionalism?	3.99	4.43	3.52	4.04	4.00	3.47	4.14	3.75	*	3.63	4.00	3.50	4.02	3.83



<sup>50</sup> Administered to UCA initial teacher licensure candidates at the end of their graduating term as they conclude their clinical teaching experience. Data source: Qualtrics. Scale 1-5: Not at All Prepared (1); Inadequately Prepared (2); Adequately Prepared (3); Well Prepared (4); Very Well Prepared (5). Breakout tables by semester available from Dean's Office in 2015-2016 Undergraduate UCA COD Data Summary v.5. Those tables do include standard deviation statistics.

**Completers by Licensure Area – Placement Rates at time of Graduation<sup>51</sup>**

<b>Program</b>	<b>2014-2015<sup>52</sup></b>	<b>2015-2016<sup>53</sup></b>				<b>(3 Year-Average)</b>
Early Childhood	13%	32.14%				
Elementary (K-6)	n/a	23.81%				
Middle Level (4-8)	8%	15.79%				
Secondary (K-12)	4%	26.32%				
Art		16.67%				
PE/Health		29.41%				
Spanish		*				
Music		26.67%				
Secondary (7-12)	16%	35.48%				
Art		16.67%				
English		25.00%				
FACS		*				
Life and Physical Science		57.14%				
Mathematics		66.67%				
Social Studies		16.67%				
MAT TOTAL		75.00%				
MAT ML		74.00%				
MAT SECED		75.93%				
TOTAL	28%	46.84%				

<sup>51</sup> Data source UCA Title 2 Report/Office of Candidate Services -<http://uca.edu/panda/panda-reports/title-ii-reports/>

<sup>52</sup> Survey piloted with Spring 2015 cohort only

<sup>53</sup> Numbers not finalized and represent initial licenses processed in Fall 2015-Spring/Summer 2016. Some candidates are still in process of finalizing requirements as of summer 2016. Final numbers will be finalized and reported in 2016-2017 academic year. Due to the fluidity in numbers, the data reflected here may appear discrepant from data represented in key assessment and survey reporting later in this report.

UCA End of Program Survey Results 2015-2016 --Professional Plans Post-Graduation <sup>54</sup>

What are your professional plans after you graduate	AGGREGATE						FA 2015						SP 2016					
	Job in Teaching Area	Teaching Job Outside Area	Job Outside Education	Plan to Enroll in Higher Ed	No firm plans / Not employed	Other	Job in Teaching Area	Teaching Job Outside Area	Job Outside Education	Plan to Enroll in Higher Ed	No firm plans / Not employed	Other	Job in Teaching Area	Teaching Job Outside Area	Job Outside Education	Plan to Enroll in Higher Ed	No firm plans / Not employed	Other
UCA Benchmark (n=269: 143/126)	126	3	10	21	74	35	75	0	5	11	35	17	51	3	5	10	39	18
Early Childhood (n=56; 55/1)	18	0	1	8	22	7												
Elementary (n=21: 0/21)	5	0	0	4	9	3												
Middle Level (n=19: 8/11)	3	0	1	1	5	9												
Art (n=6: 3/3)	1	0	0	0	5	0	*	*	*	*	*	*	*	*	*	*	*	*
Instrumental and Vocal Music (n=15: 7/8)	4	0	1	5	3	2												
Physical Education/Health (n=17: 8/9)	5	1	3	1	5	2												
English (n=8: 4/4)	2	0	1	0	5	0	*	*	*	*	*	*	*	*	*	*	*	*
Family and Consumer Science (n=4: 2/2)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Life and Physical Science (n=7: 3/4)	4	0	0	1	1	1	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics (n=6: 1/5)	4	0	0	1	1	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies (n=6: 0/6)	1	0	1	0	3	1	*	*	*	*	*	*	1	0	1	0	3	1
MAT Aggregate (n=104: 52/52)	78	2	1	0	13	10	45	1			4	2	33	2			9	8
MAT ML (n=50: 26/24)	37	1	1	0	6	5												
MAT SECED (n=54: 26/28)	41	1	0	0	7	5												

UCA End of Program Survey Results 2015-2016 --Teaching Content Areas of Employment for ML Licensure Candidates <sup>55</sup>

If you have a teaching position, what subject(s) will you be teaching <sup>56</sup>	# of graduates	# of graduates teaching in field	ELA	Math	Sci	SS	All Subjects	Other
All ML Majors (MAT and Undergraduate)	69	40	9	11	9	9	9	4
Undergraduate ML Majors	19	3	0	0	1	1	0	0
MAT ML Majors	50	37	9	11	8	8	9	4

<sup>54</sup> Administered to UCA initial teacher licensure candidates at the end of their graduating term as they conclude their clinical teaching experience. Candidates may not select multiple options on menu to report future planning in 2015-2016 version of survey. This will be changed for 2016-2017 survey reporting. In addition, 2016-2017 reporting will disaggregate questions regarding future employment plans and future educational plans in different question sets.

<sup>55</sup> Administered to UCA initial teacher licensure candidates at the end of their graduating term as they conclude their clinical teaching experience. Candidates may select multiple options on menu.

<sup>56</sup> Majority of candidates teach within their licensure area so data in previous table assumes this logic (e.g., Social Studies licensure candidates were assumed to have job teaching Social Studies if teaching in field). However, middle level majors can license and teach up to 4 content areas in multiple combinations as disaggregated here for analysis



UCA End of Program Survey Results 2015-2016 -- School Districts Hiring UCA Initial Program Graduates <sup>57</sup>

Alpena School District	Danville Public Schools	Harrison Public Schools	Marked Tree Public Schools	Sheridan School District
Arch Ford	Diocese of Little Rock	Highland School District	Mayflower School District	South Conway County School District
Arkansas School for the Deaf	East End School District	Jacksonville Lighthouse Charter	Monticello School District	Southside Schools
Bauxite	El Dorado School District	Jacksonville North Pulaski School District	Mountain Home Schools	Southwest Region School District
Beebe School District	England School District	Jessieville Elementary School	Nevada School District	Springdale Public Schools
Benton Public Schools	eStem	Jonesboro School District	North Little Rock School District	Texarkana Independent School District
Blackriver	Exalt Education	Lake Hamilton	Pea Ridge	Vantage Point NWA
Bryant	Farmington School District	Lighthouse Academies Inc.	Pine Bluff School District	Vilonia School District
Cabot Public Schools	Fort Smith Public Schools	LISA Academy	Pulaski County Special School District	West Memphis School District
Camden Fairview	Garland Independent School District	Little Rock Christian Academy	Responsive Education Solutions	White Hall School District
Clarendon School District	Greenbrier School District	Little Rock School District	Riverview	Wonderview School District
Conway School District	Greene County Tech	Lonoke School District	Searcy Public Schools	

<sup>57</sup> Administered to UCA initial teacher licensure candidates at the end of their graduating term as they conclude their clinical teaching experience. Candidates may select multiple options on menu.

UCA End of Program Survey Results 2015-2016 --School Districts Hiring UCA Initial Program Graduates



UCA Multicultural Efficacy Survey – 2015-2016 Snapshot

UCA Multicultural Efficacy Survey Results 2015-2016<sup>58</sup> - Construct 1: Experiences with Diversity

	Undergrad Aggregate Mean		Early Childhood		Elementary		SPED		Middle Level		Art		Instr Music		Vocal Music		Physical Ed		Spanish	
	Pre n=271	Post N=166	Pre N=0	Post N=56	Pre N=118	Post N=21	Pre N=24	Post N=0	Pre N=21	Post N=20	Pre N=3	Post N=6	Pre N=11	Post N=10	Pre N=6	Post N=4	Pre N=12	Post N=17	Pre N=2	Post N=0
<b>Experiences with Diversity<sup>59</sup></b>																				
How much experience do you have with diverse learners?	2.21	2.81	*	3.00	2.25	3.00	2.46	*	1.95	2.95	*	3.17	2.0	2.30	2.00	*	2.5	2.53	*	*
As a child, I played with people different from me.	3.30	3.16	*	3.20	3.36	3.10	3.33	*	3.29	3.25	*	3.17	3.27	3.20	2.83	*	3.75	3.24	*	*
I went to school with diverse students as a teenager.	3.23	3.07	*	2.95	3.34	3.19	3.08	*	3.19	3.45	*	3.17	3.09	2.90	2.67	*	3.67	3.29	*	*
Diverse people lived in my neighborhood when I was a child growing / up.	2.42	2.33	*	2.30	2.42	2.00	2.50	*	2.38	2.45	*	2.50	2.27	2.90	2.17	*	2.33	2.47	*	*
A diverse person was a significant figure in my life, when I was / younger.	2.31	2.39	*	2.18	2.15	2.14	2.21	*	2.05	2.45	*	2.50	2.82	2.50	1.83	*	3.00	2.82	*	*
As a teenager, I was on the same team and/or club with diverse / students.	3.03	3.10	*	2.89	3.07	3.19	2.88	*	2.95	3.40	*	3.17	3.27	2.90	2.50	*	3.58	3.24	*	*

<sup>58</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program’s required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

<sup>59</sup> Questions rated as follows: Never (1) Rarely (2) Occasionally (3) Frequently (4)

UCA Multicultural Efficacy Survey Results 2015-2016<sup>60</sup> - Construct 1: Experiences with Diversity

	Undergrad Aggregate Mean		English		FACS		Life Science		Math		Physical Science		Social Studies		MAT ML		MAT SECED		MAT Aggregate Mean	
	Pre n=271	Post N=166	Pre N=15	Post N=8	Pre N=12	Post N=5	Pre N=10	Post N=5	Pre N=14	Post N=6	Pre N=4	Post N=2	Pre N=19	Post N=6	Pre N=39	Post N=51	Pre N=56	Post N=52	Pre N=95	Post N=103
<b>Experiences with Diversity<sup>61</sup></b>																				
How much experience do you have with diverse learners?	2.21	2.81	1.93	3.00	2.0	2.20	2.20	2.80	2.14	2.00	*	*	2.37	2.67	2.56	2.86	2.25	2.79	2.38	2.83
As a child, I played with people different from me.	3.30	3.16	3.27	3.38	2.92	3.00	3.70	3.00	3.07	3.00	*	*	2.95	2.83	3.33	3.04	3.16	2.94	3.23	2.99
I went to school with diverse students as a teenager.	3.23	3.07	3.07	2.88	3.25	2.80	3.50	2.80	2.86	3.00	*	*	3.21	2.83	3.33	2.90	3.05	2.75	3.17	2.83
Diverse people lived in my neighborhood when I was a child growing / up.	2.42	2.33	2.60	2.50	2.08	2.20	2.80	2.20	2.43	2.17	*	*	2.47	2.17	2.38	2.24	2.41	2.10	2.40	2.17
A diverse person was a significant figure in my life, when I was / younger.	2.31	2.39	2.60	3.13	2.42	1.80	2.90	2.60	2.00	2.17	*	*	2.63	2.33	2.56	2.20	2.27	2.08	2.39	2.14
As a teenager, I was on the same team and/or club with diverse / students.	3.03	3.10	2.53	3.38	3.08	2.80	3.20	2.60	2.57	3.33	*	*	3.26	2.83	3.31	2.84	2.84	2.58	3.03	2.71

<sup>60</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

<sup>61</sup> Questions rated as follows: Never (1) Rarely (2) Occasionally (3) Frequently (4)

UCA Multicultural Efficacy Survey Results 2015-2016<sup>62</sup> - Construct 2: Attitudes Toward Diversity

	Undergrad Aggregate Mean		Early Childhood		Elementary		SPED		Middle Level		Art		Instr Music		Vocal Music		Physical Ed		Spanish	
	Pre n=271	Post N=166	Pre N=0	Post N=56	Pre N=118	Post N=21	Pre N=24	Post N=0	Pre N=21	Post N=20	Pre N=3	Post N=6	Pre N=11	Post N=10	Pre N=6	Post N=4	Pre N=12	Post N=17	Pre N=2	Post N=0
<b>Attitudes Toward Diversity<sup>63</sup></b>																				
Teachers should adapt lesson plans to reflect the different / cultures represented in the classroom.	3.44	3.57	*	3.63	3.53	3.62	3.42	*	3.48	3.45	*	3.83	3.36	3.50	3.67	*	3.58	3.53	*	*
Teachers should provide opportunities for children to share / cultural differences in foods, dress, family life, and beliefs in / the classroom.	3.56	3.64	*	3.66	3.59	3.62	3.63	*	3.62	3.65	*	3.50	3.36	3.80	3.67	*	3.67	3.65	*	*
It is essential to include the perspectives of diverse groups while / teaching things about American history that are common to all / Americans.	3.47	3.57	*	3.59	3.46	3.52	3.54	*	3.33	3.60	*	3.83	3.45	3.80	3.33	*	3.67	3.41	*	*
Curricula and textbooks should include the contributions of most, / if not all, cultural groups in our society.	3.39	3.51	*	3.55	3.44	3.48	3.29	*	3.33	3.55	*	3.83	3.55	3.50	3.33	*	3.58	3.35	*	*
The classroom library should reflect the racial and cultural / differences in the class.	3.48	3.63	*	3.64	3.53	3.67	3.42	*	3.24	3.65	*	3.83	3.27	3.60	3.83	*	3.67	3.47	*	*

<sup>62</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

<sup>63</sup> Questions rated as follows: Strongly Disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

UCA Multicultural Efficacy Survey Results 2015-2016<sup>64</sup> - Construct 2: Attitudes Toward Diversity

	Undergrad Aggregate Mean		English		FACS		Life Science		Math		Physical Science		Social Studies		MAT ML		MAT SECED		MAT Aggregate Mean	
	Pre n=271	Post N=166	Pre N=15	Post N=8	Pre N=12	Post N=5	Pre N=10	Post N=5	Pre N=14	Post N=6	Pre N=4	Post N=2	Pre N=19	Post N=6	Pre N=39	Post N=51	Pre N=56	Post N=52	Pre N=95	Post N=103
<b>Attitudes Toward Diversity<sup>65</sup></b>																				
Teachers should adapt lesson plans to reflect the different / cultures represented in the classroom.	3.44	3.57	3.47	3.88	3.08	3.40	3.30	3.40	3.07	3.50	*	*	3.37	3.33	3.36	3.47	3.18	3.48	3.25	3.48
Teachers should provide opportunities for children to share / cultural differences in foods, dress, family life, and beliefs in / the classroom.	3.56	3.64	3.53	3.88	3.17	3.40	3.70	3.60	3.29	3.50	*	*	3.63	3.50	3.49	3.53	3.30	3.58	3.38	3.55
It is essential to include the perspectives of diverse groups while / teaching things about American history that are common to all / Americans.	3.47	3.57	3.60	3.88	3.25	3.40	3.60	3.80	3.14	3.50	*	*	3.63	3.33	3.49	3.57	3.34	3.54	3.40	3.55
Curricula and textbooks should include the contributions of most, / if not all, cultural groups in our society.	3.39	3.51	3.40	3.75	3.33	3.60	3.70	3.40	3.00	3.33	*	*	3.32	3.50	3.41	3.39	3.38	3.37	3.39	3.38
The classroom library should reflect the racial and cultural / differences in the class.	3.48	3.63	3.60	4.00	3.25	3.60	3.60	3.60	3.14	3.50	*	*	3.58	3.33	3.44	3.45	3.41	3.60	3.42	3.52

<sup>64</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

<sup>65</sup> Questions rated as follows: Strongly Disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

UCA Multicultural Efficacy Survey Results 2015-2016<sup>66</sup> - Construct 3: Efficacy in Working With Diverse Students

	Undergrad Aggregate Mean		Early Childhood		Elementary		SPED		Middle Level		Art		Instr Music		Vocal Music		Physical Ed		Spanish	
	Pre n=271	Post N=166	Pre N=0	Post N=56	Pre N=118	Post N=21	Pre N=24	Post N=0	Pre N=21	Post N=20	Pre N=3	Post N=6	Pre N=11	Post N=10	Pre N=6	Post N=4	Pre N=12	Post N=17	Pre N=2	Post N=0
<b>Efficacy<sup>67</sup></b>																				
Teachers should provide instructional activities to help students to develop strategies for dealing with racial confrontations.	3.30	3.27	*	3.36	3.33	3.19	3.50	*	3.10	3.32	*	3.17	3.2	3.30	3.33	*	3.33	3.29	*	*
Teachers should adapt instructional methods to meet the needs of learners from diverse groups.	3.52	3.42	*	3.36	3.63	3.38	3.46	*	3.24	3.37	*	3.67	3.4	3.40	3.33	*	3.42	3.35	*	*
Teachers should develop materials appropriate for the multicultural classroom.	3.47	3.38	*	3.36	3.53	3.33	3.42	*	3.29	3.42	*	3.50	3.3	3.20	3.17	*	3.42	3.35	*	*
Teachers should develop instructional methods that dispel myths about diverse groups.	3.34	3.36	*	3.36	3.34	3.33	3.21	*	3.29	3.37	*	3.33	3.2	3.20	3.83	*	3.33	3.35	*	*
Teachers should analyze instructional materials for potential stereotypical and/or prejudicial content.	3.39	3.39	*	3.36	3.36	3.33	3.46	*	3.24	3.37	*	3.50	3	3.30	3.50	*	3.33	3.41	*	*
Teachers should help students to examine their own prejudices.	3.21	3.30	*	3.36	3.19	3.10	3.38	*	3.10	3.26	*	3.17	3.1	3.40	3.17	*	3.25	3.29	*	*
Teachers should present diverse groups in our society in a manner that will build mutual respect.	3.59	3.45	*	3.36	3.63	3.38	3.71	*	3.33	3.47	*	3.50	3.5	3.40	3.67	*	3.50	3.35	*	*
Teachers should develop activities that increase the self-confidence of diverse students.	3.58	3.47	*	3.36	3.58	3.48	3.71	*	3.38	3.53	*	3.67	3.5	3.30	3.67	*	3.42	3.35	*	*
Teachers should provide instruction showing how prejudice affects individuals.	3.37	3.44	*	3.36	3.41	3.43	3.50	*	3.19	3.37	*	3.17	3.1	3.40	3.50	*	3.33	3.29	*	*
Teachers should plan instructional activities to reduce prejudice toward diverse groups.	3.43	3.38	*	3.36	3.47	3.33	3.54	*	3.29	3.37	*	3.33	3.2	3.40	3.50	*	3.50	3.24	*	*
Teachers should identify cultural biases in materials used in teaching.	3.27	3.36	*	3.36	3.25	3.29	3.33	*	3.05	3.21	*	3.50	3	3.40	3.33	*	3.33	3.29	*	*
Teachers should help students work through problem situations caused by stereotypical and/or prejudicial attitudes.	3.44	3.34	*	3.36	3.47	3.38	3.63	*	3.24	3.47	*	3.33	3.3	3.20	3.33	*	3.50	3.35	*	*
Teachers should get students from diverse groups to work together.	3.44	3.42	*	3.36	3.47	3.48	3.38	*	3.33	3.42	*	3.33	3.1	3.30	3.83	*	3.33	3.29	*	*

<sup>66</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

<sup>67</sup> Questions rated as follows: Strongly Disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

UCA Multicultural Efficacy Survey Results 2015-2016<sup>68</sup> - Construct 3: Efficacy in Working With Diverse Students

	Undergrad Aggregate Mean		English		FACS		Life Science		Math		Physical Science		Social Studies		MAT ML		MAT SECED		MAT Aggregate Mean	
	Pre n=271	Post N=166	Pre N=15	Post N=8	Pre N=12	Post N=5	Pre N=10	Post N=5	Pre N=14	Post N=6	Pre N=4	Post N=2	Pre N=19	Post N=6	Pre N=39	Post N=51	Pre N=56	Post N=52	Pre N=95	Post N=103
<b>Efficacy<sup>69</sup></b>																				
Teachers should provide instructional activities to help students to develop strategies for dealing with racial confrontations.	3.30	3.27	3.27	3.38	3.18	3.00	3.30	3.20	3.21	3.00	*	*	3.32	3.00	3.28	3.20	3.14	3.20	3.20	3.20
Teachers should adapt instructional methods to meet the needs of learners from diverse groups.	3.52	3.42	3.53	3.38	3.64	3.00	3.50	3.60	3.29	3.33	*	*	3.53	3.17	3.67	3.42	3.43	3.37	3.53	3.40
Teachers should develop materials appropriate for the multicultural classroom.	3.47	3.38	3.47	3.38	3.55	3.00	3.50	3.40	3.29	3.67	*	*	3.63	3.33	3.51	3.38	3.36	3.31	3.42	3.35
Teachers should develop instructional methods that dispel myths about diverse groups.	3.34	3.36	3.53	3.50	3.27	3.00	3.50	3.80	3.07	3.00	*	*	3.42	3.33	3.51	3.34	3.27	3.27	3.37	3.31
Teachers should analyze instructional materials for potential stereotypical and/or prejudicial content.	3.39	3.39	3.60	3.50	3.55	3.00	3.40	3.60	3.07	3.50	*	*	3.63	3.33	3.54	3.34	3.39	3.31	3.45	3.33
Teachers should help students to examine their own prejudices.	3.21	3.30	3.27	3.38	3.27	3.25	3.30	3.60	2.93	3.50	*	*	3.37	3.17	3.15	3.28	3.25	3.20	3.21	3.24
Teachers should present diverse groups in our society in a manner that will build mutual respect.	3.59	3.45	3.53	3.50	3.73	3.25	3.60	3.80	3.36	3.67	*	*	3.63	3.33	3.54	3.40	3.57	3.35	3.56	3.38
Teachers should develop activities that increase the self-confidence of diverse students.	3.58	3.47	3.67	3.50	3.64	3.25	3.80	3.40	3.43	3.67	*	*	3.68	3.17	3.56	3.36	3.41	3.24	3.47	3.30
Teachers should provide instruction showing how prejudice affects individuals.	3.37	3.44	3.33	3.50	3.36	3.25	3.60	3.40	3.21	3.33	*	*	3.47	3.17	3.33	3.32	3.39	3.24	3.37	3.28
Teachers should plan instructional activities to reduce prejudice toward diverse groups.	3.43	3.38	3.60	3.50	3.45	3.00	3.60	3.60	3.14	3.17	*	*	3.32	3.17	3.49	3.30	3.43	3.25	3.45	3.28
Teachers should identify cultural biases in materials used in teaching.	3.27	3.36	3.47	3.50	3.36	3.25	3.50	3.60	3.14	3.50	*	*	3.42	3.33	3.23	3.34	3.30	3.25	3.27	3.30
Teachers should help students work through problem situations caused by stereotypical and/or prejudicial attitudes.	3.44	3.34	3.53	3.38	3.45	3.25	3.60	3.40	3.29	3.33	*	*	3.37	3.00	3.51	3.34	3.41	3.20	3.45	3.27
Teachers should get students from diverse groups to work together.	3.44	3.42	3.67	3.38	3.55	3.00	3.20	3.60	3.50	3.50	*	*	3.42	3.33	3.59	3.42	3.50	3.29	3.54	3.36

<sup>68</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

<sup>69</sup> Questions rated as follows: Strongly Disagree (1) Disagree (2) Agree (3) Strongly Agree (4)



UCA Multicultural Efficacy Survey Results 2015-2016<sup>70</sup> - Construct 4: Stance Toward Considering Diversity

	Undergrad Aggregate Mean		Early Childhood		Elementary		SPED		Middle Level		Art		Instr Music		Vocal Music		Physical Ed		Spanish	
	Pre n=271	Post N=166	Pre N=0	Post N=56	Pre N=118	Post N=21	Pre N=24	Post N=0	Pre N=21	Post N=20	Pre N=3	Post N=6	Pre N=11	Post N=10	Pre N=6	Post N=4	Pre N=12	Post N=17	Pre N=2	Post N=0
Teachers should identify school practices that may harm diverse students.	3.39	3.34	*	3.38	3.36	3.24	3.46	*	3.10	3.32	*	3.50	3.1	3.30	3.5	*	3.42	3.24	*	*
Teachers should identify solutions to problems that may arise as the result of diversity.	3.46	3.32	*	3.35	3.52	3.19	3.54	*	3.29	3.37	*	3.17	3.4	3.40	3.5	*	3.33	3.29	*	*
Teachers should identify the societal forces which influence opportunities for diverse people.	3.32	3.31	*	3.31	3.33	3.14	3.38	*	3.10	3.32	*	3.50	3.2	3.20	3.5	*	3.33	3.35	*	*
Teachers should identify ways in which various groups contribute to our pluralistic society.	3.34	3.30	*	3.29	3.32	3.24	3.50	*	3.19	3.32	*	3.67	3.2	3.30	3.33	*	3.33	3.35	*	*
Teachers should help students take on the perspective of ethnic and cultural groups different from their own.	3.41	3.33	*	3.40	3.47	3.24	3.46	*	3.19	3.32	*	3.17	3.4	3.30	3.33	*	3.33	3.35	*	*
Teachers should help students view history and current events from diverse perspectives.	3.45	3.42	*	3.45	3.52	3.43	3.46	*	3.24	3.42	*	3.67	3.3	3.50	3.5	*	3.25	3.29	*	*
Teachers should involve students in making decisions and clarifying their values regarding multicultural issues.	3.36	3.35	*	3.38	3.36	3.29	3.33	*	3.24	3.37	*	3.33	3.2	3.20	3.67	*	3.42	3.29	*	*

<sup>70</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

UCA Multicultural Efficacy Survey Results 2015-2016<sup>71</sup> - Construct 4: Stance Toward Considering Diversity

	Undergrad Aggregate Mean		English		FACS		Life Science		Math		Physical Science		Social Studies		MAT ML		MAT SECED		MAT Aggregate Mean	
	Pre n=271	Post N=166	Pre N=15	Post N=8	Pre N=12	Post N=5	Pre N=10	Post N=5	Pre N=14	Post N=6	Pre N=4	Post N=2	Pre N=19	Post N=6	Pre N=39	Post N=51	Pre N=56	Post N=52	Pre N=95	Post N=103
Teachers should identify school practices that may harm diverse students.	3.39	3.34	3.60	3.50	3.55	3.25	3.80	3.60	3.36	3.67	*	*	3.53	3.17	3.44	3.32	3.43	3.22	3.43	3.27
Teachers should identify solutions to problems that may arise as the result of diversity.	3.46	3.32	3.47	3.50	3.45	3.25	3.60	3.60	3.14	3.50	*	*	3.42	3.00	3.41	3.26	3.41	3.14	3.41	3.20
Teachers should identify the societal forces which influence opportunities for diverse people.	3.32	3.31	3.40	3.50	3.36	3.25	3.60	3.60	3.14	3.33	*	*	3.42	3.33	3.26	3.24	3.13	3.25	3.18	3.25
Teachers should identify ways in which various groups contribute to our pluralistic society.	3.34	3.30	3.40	3.38	3.17	3.00	3.70	3.60	3.21	3.17	*	*	3.47	3.17	3.38	3.28	3.29	3.24	3.33	3.26
Teachers should help students take on the perspective of ethnic and cultural groups different from their own.	3.41	3.33	3.40	3.50	3.18	3.25	3.60	3.40	3.21	3.17	*	*	3.42	3.17	3.33	3.32	3.27	3.20	3.29	3.26
Teachers should help students view history and current events from diverse perspectives.	3.45	3.42	3.40	3.50	3.55	3.00	3.50	3.80	3.21	3.33	*	*	3.47	3.33	3.56	3.38	3.39	3.25	3.46	3.32
Teachers should involve students in making decisions and clarifying their values regarding multicultural issues.	3.36	3.35	3.60	3.50	3.56	3.00	3.50	3.60	3.21	3.17	*	*	3.53	3.33	3.44	3.30	3.29	3.18	3.35	3.24

<sup>71</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

UCA Multicultural Efficacy Survey Results 2015-2016<sup>72</sup> - Construct 4: Stance Toward Considering Diversity

	Undergrad Aggregate Mean		Early Childhood		Elementary		SPED		Middle Level		Art		Instr Music		Vocal Music		Physical Ed		Spanish	
	Pre n=271	Post N=166	Pre N=0	Post N=56	Pre N=118	Post N=21	Pre N=24	Post N=0	Pre N=21	Post N=20	Pre N=3	Post N=6	Pre N=11	Post N=10	Pre N=6	Post N=4	Pre N=12	Post N=17	Pre N=2	Post N=0
<b>Stance</b>																				
If every individual learned to accept and work with every other person, then there would be no intercultural problems	81	48	*	16	35	5	5	*	9	7	*	2	3	5	1	*	3	5	*	*
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America	61	22	*	7	23	3	7	*	7	1	*		5	1	1	*	3	6	*	*
All cultural groups are entitled to maintain their own identity	16	13	*	3	9	1	1	*	1	3	*				2	*	1	2	*	*
All cultural groups should be recognized for their strengths and contributions	88	66	*	27	41	12	9	*	3	6	*	3		2	2	*	5	3	*	*
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.	23	14	*	2	10		2	*	1	2	*	1	2	2		*		1	*	*

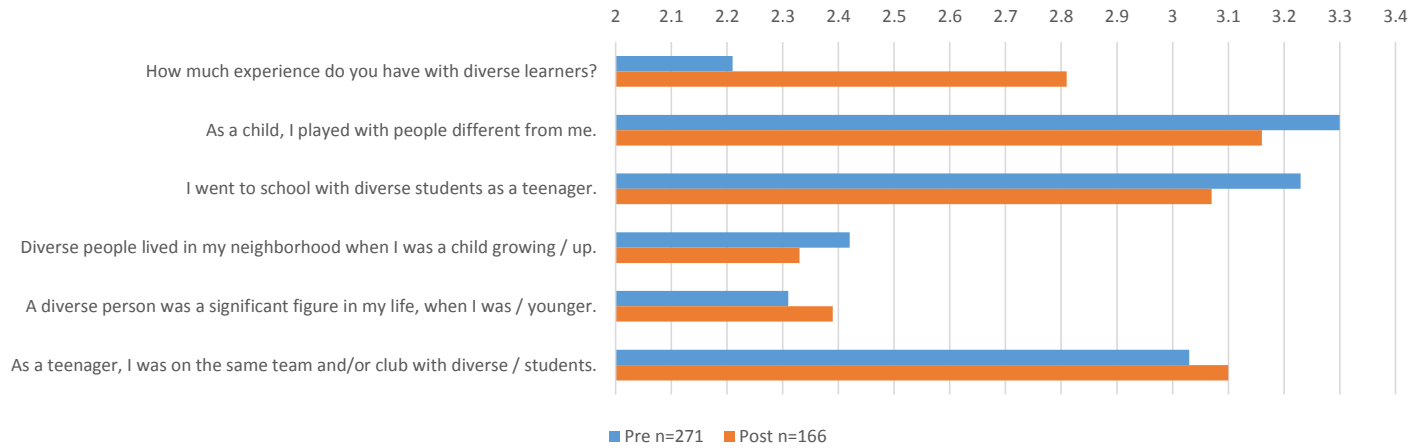
<sup>72</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

UCA Multicultural Efficacy Survey Results 2015-2016<sup>73</sup> - Construct 4: Stance Toward Considering Diversity

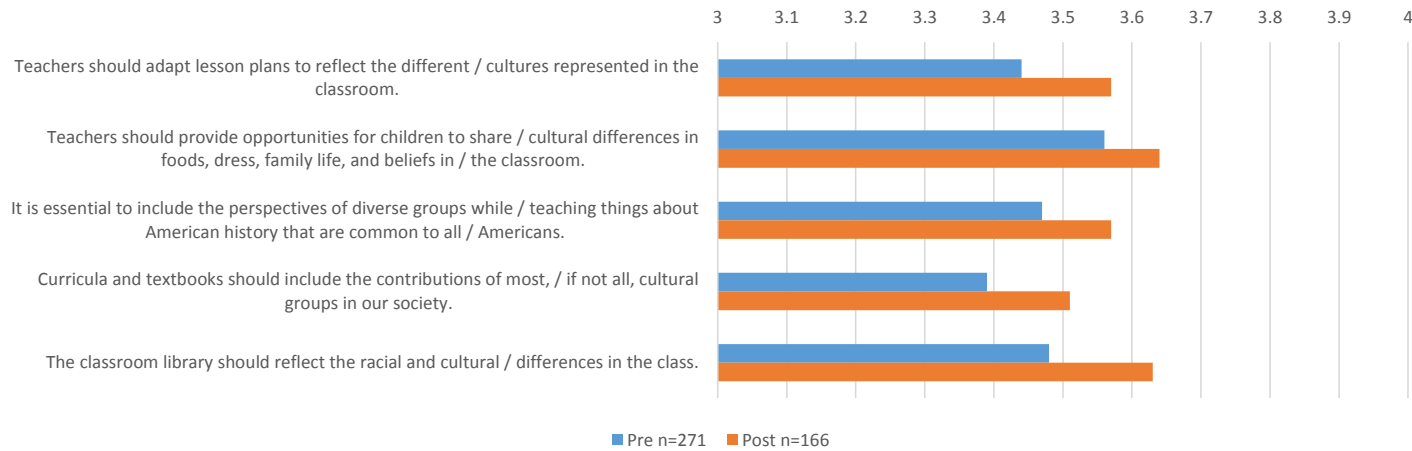
	Undergrad Aggregate Mean		English		FACS		Life Science		Math		Physical Science		Social Studies		MAT ML		MAT SECED		MAT Aggregate Mean	
	Pre n=271	Post N=166	Pre N=15	Post N=8	Pre N=12	Post N=5	Pre N=10	Post N=5	Pre N=14	Post N=6	Pre N=4	Post N=2	Pre N=19	Post N=6	Pre N=39	Post N=51	Pre N=56	Post N=52	Pre N=95	Post N=103
<b>Stance</b>																				
If every individual learned to accept and work with every other person, then there would be no intercultural problems	81	48	3	1	4	2	4	1	7	1	*	*	6	2	11	4	13	16	24	20
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America	61	22	3		2	1	3	1	3	1	*	*	1		13	4	16	4	29	8
All cultural groups are entitled to maintain their own identity	16	13	1	4							*	*			3	4	4	5	7	9
All cultural groups should be recognized for their strengths and contributions	88	66	4	2	3		3	3	4	1	*	*	10	4	9	33	19	21	24	54
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.	23	14	4	1	2	1				3	*	*	2		3	5	4	5	7	10

<sup>73</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

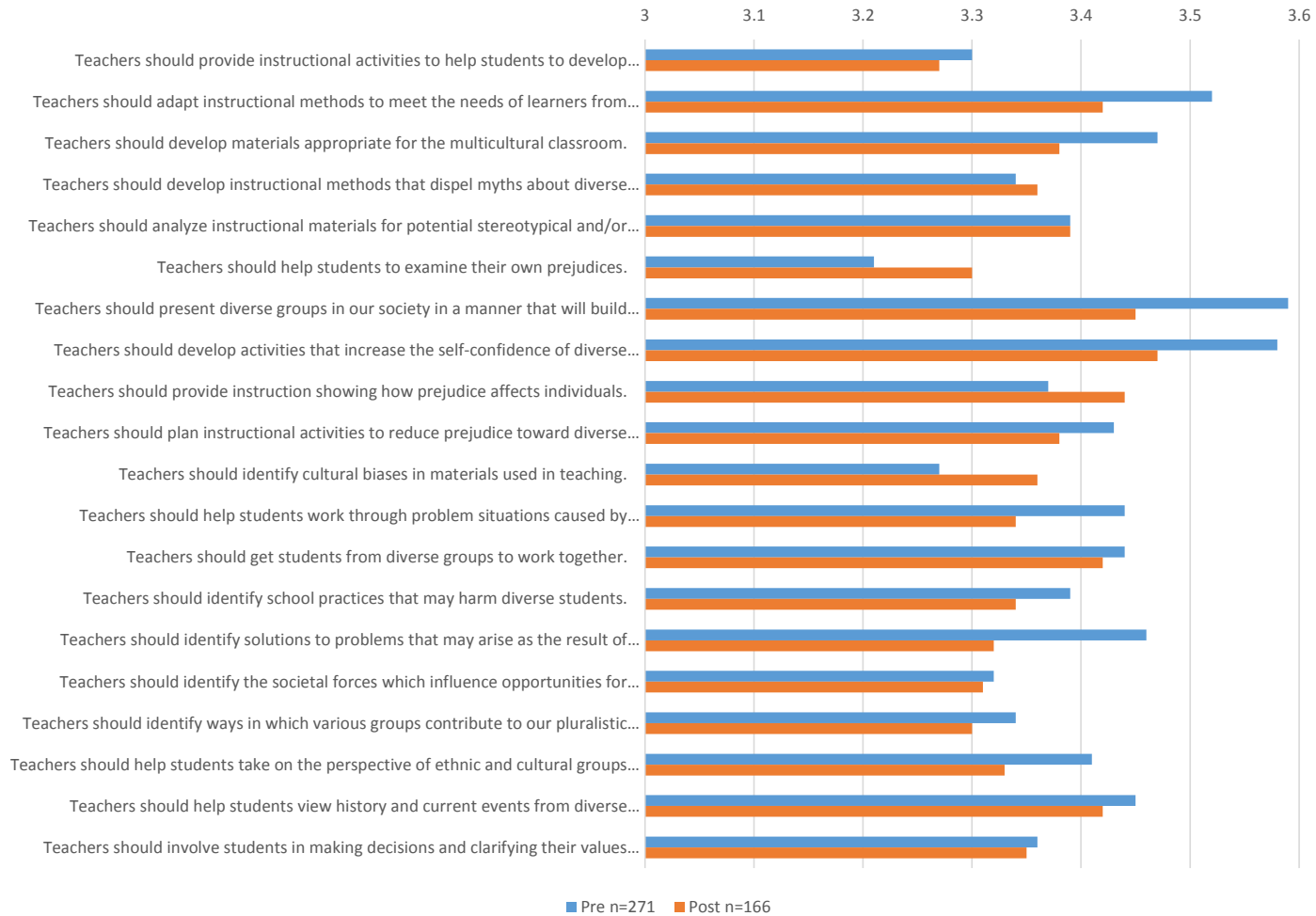
### Undergraduate Programs Pre/Post MES Survey - Experiences



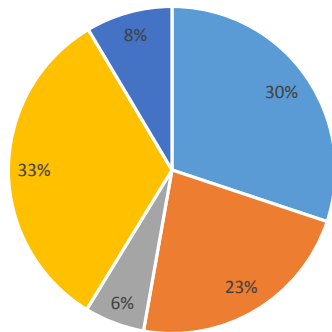
### Undergraduate Programs Pre/Post MES Survey - Attitudes



### Undergraduate Programs Pre/Post MES Survey - Efficacy

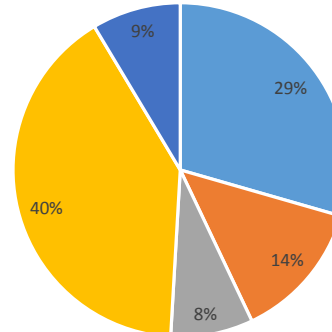


Undergraduate MES Stance Question -  
pre n=271



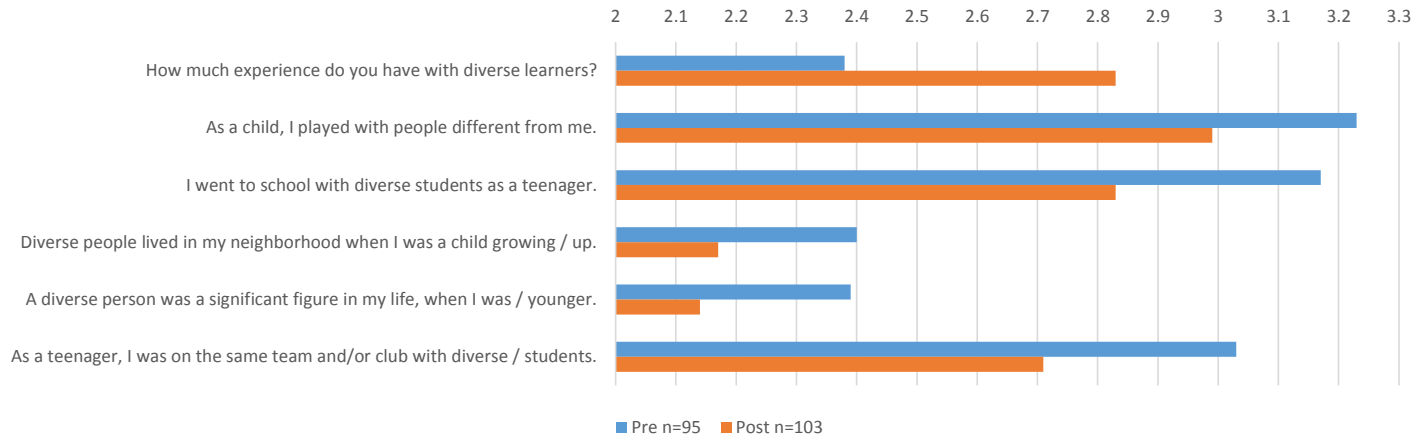
- If every individual learned to accept and work with every other person, then there would be no intercultural problems
- If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
- All cultural groups are entitled to maintain their own identity
- All cultural groups should be recognized for their strengths and contributions
- Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

Undergraduate MES Stance Question -  
post n=166

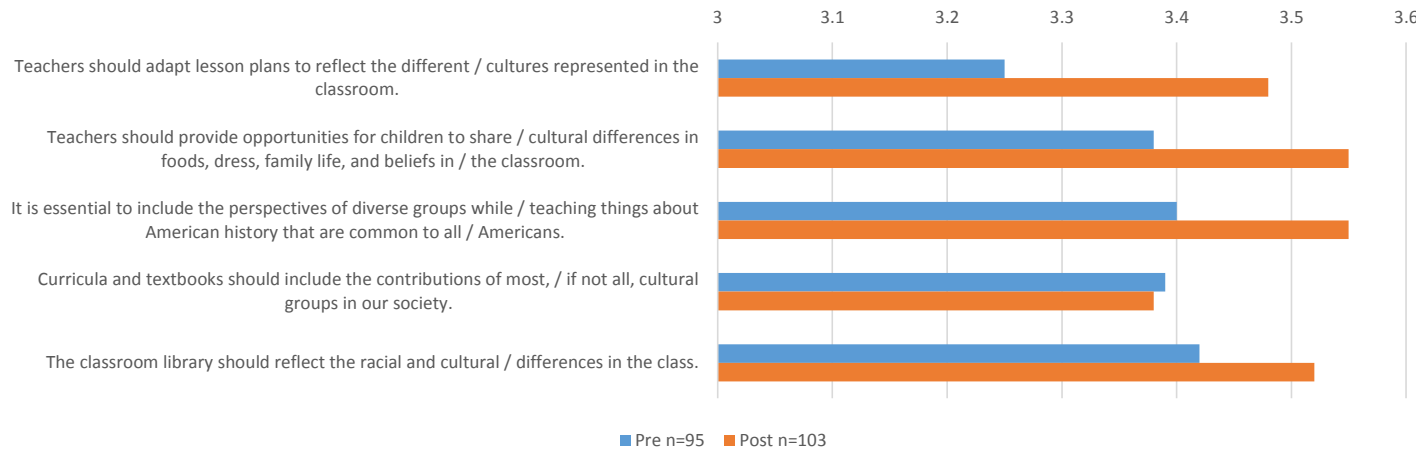


- If every individual learned to accept and work with every other person, then there would be no intercultural problems
- If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
- All cultural groups are entitled to maintain their own identity
- All cultural groups should be recognized for their strengths and contributions
- Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

### MAT Pre/Post MES Survey -Experiences

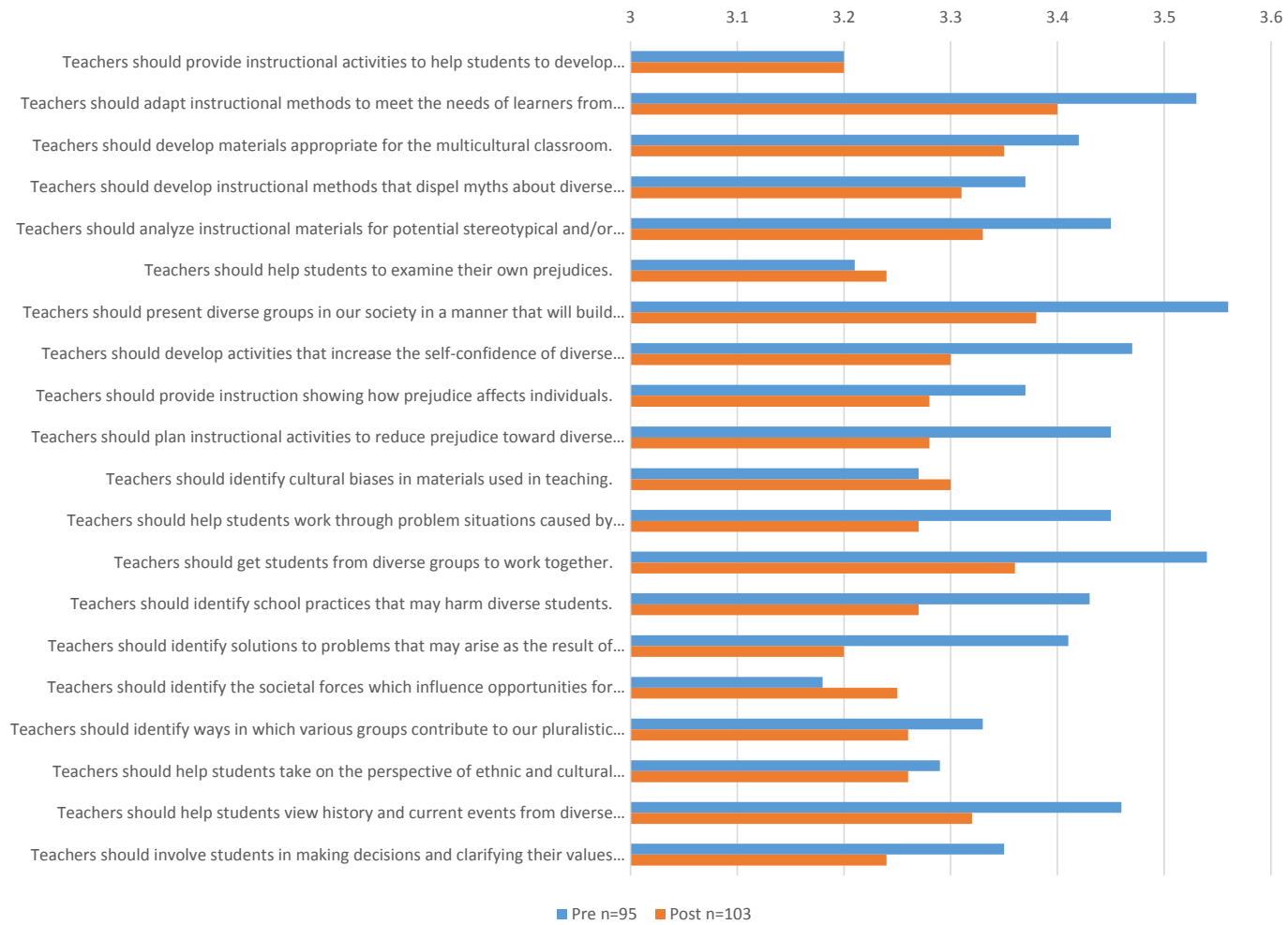


### MAT Pre/Post MES Survey - Attitudes

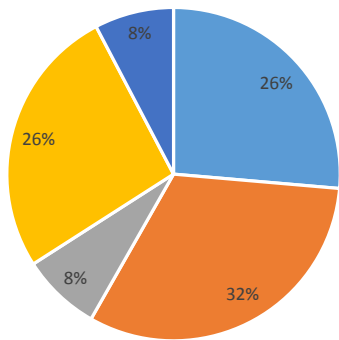




MAT Pre/Post MES Survey - Efficacy

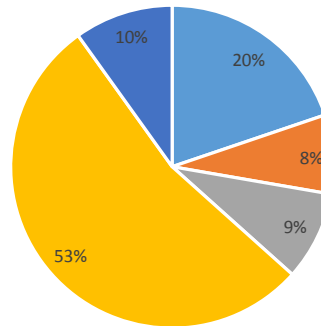


MAT MES Stance Question -  
pre n=95



- If every individual learned to accept and work with every other person, then there would be no intercultural problems
- If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
- All cultural groups are entitled to maintain their own identity
- All cultural groups should be recognized for their strengths and contributions
- Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

MAT MES Stance Question -  
post n=103



- If every individual learned to accept and work with every other person, then there would be no intercultural problems
- If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
- All cultural groups are entitled to maintain their own identity
- All cultural groups should be recognized for their strengths and contributions
- Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

Diversity Data Report  
**Pre-Post Comparison**  
 Candidate Data, Spring 2014-Fall 2016

**Matching Process**

Candidates were matched based on their unique identification name created through a series of questions to ensure each candidate’s identity remained anonymous. After placing all of the data collected over the 2-year period, the names were alphabetized to find corresponding pretest and posttest participants. This process provided 41 usable candidate responses to assess the efficacy of the diverse learning experience throughout their respective programs: ELSE (11) and T&L (30)

**ELSE**

Survey Report	Experience	Attitude	Efficacy	Belief Position
Pre-Program	2.68	3.65	2.99	3.27
Post-Program	3.03	3.62	3.48	3.73

**T&L**

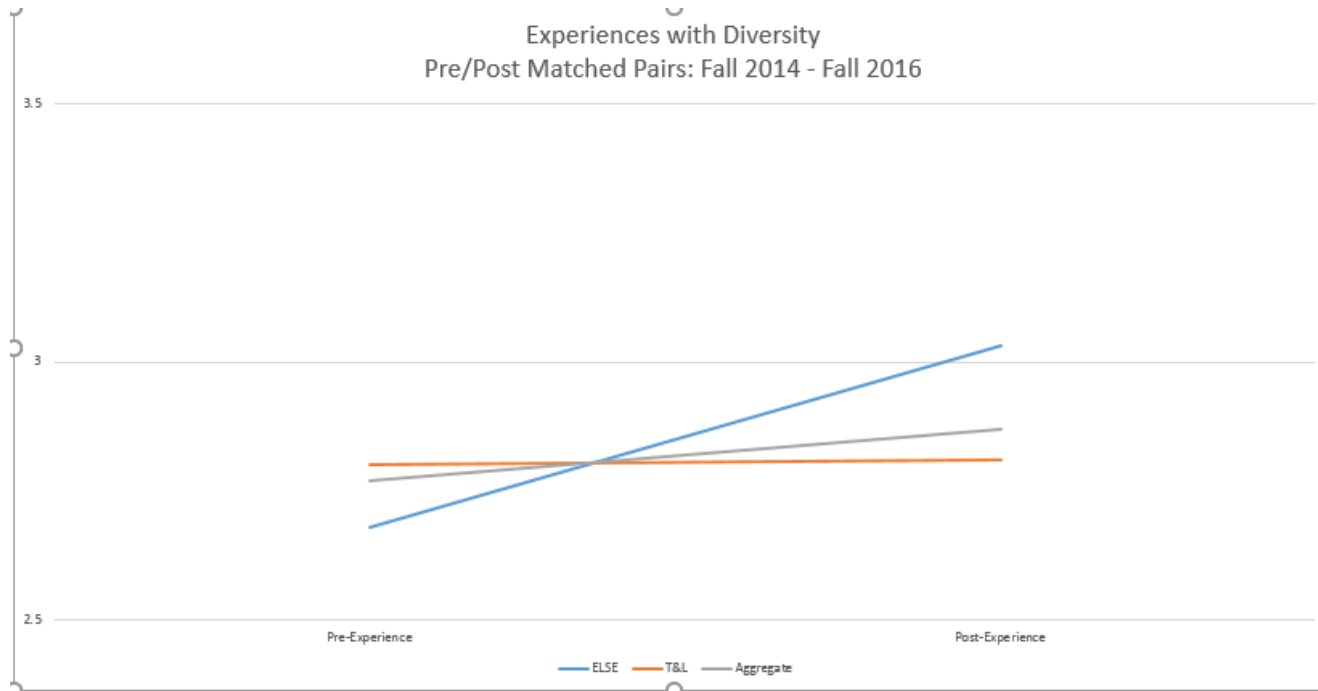
Survey Report	Experience	Attitude	Efficacy	Belief Position
Pre-Program	2.80	3.35	3.12	2.77
Post-Program	2.81	3.60	3.39	3.30

**Belief Position**

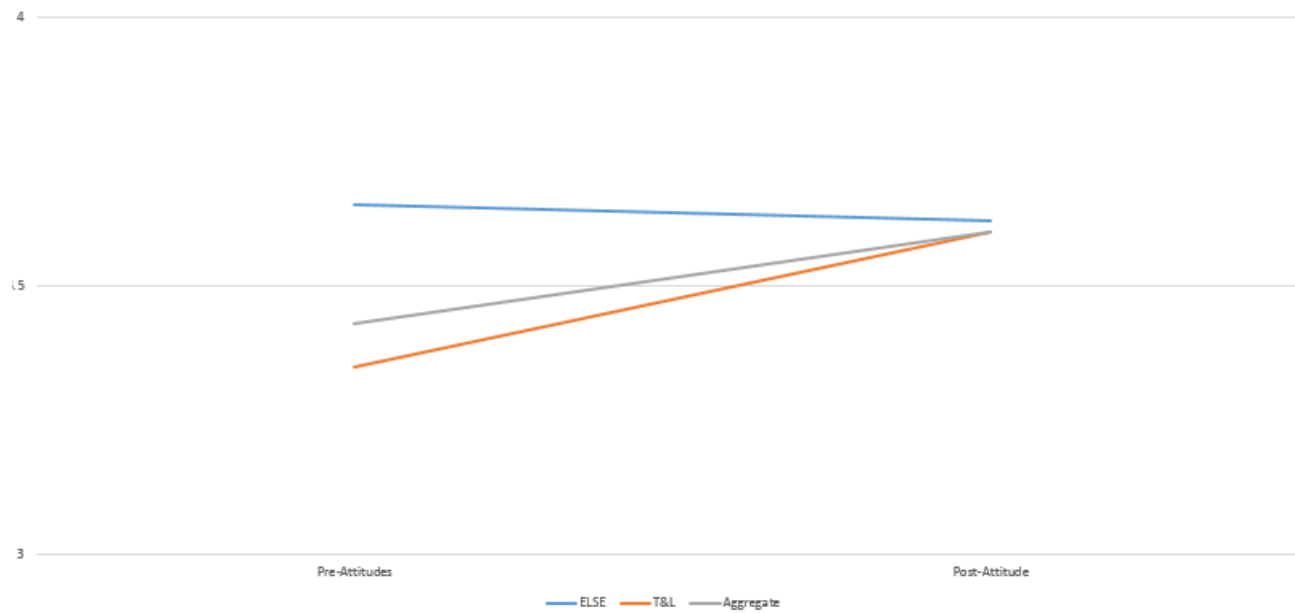
The final item on the survey classifies participants according to what they view as the major purpose of multicultural teaching. The following lists the categories as coded and the corresponding answer choice.

- Tolerance = 1 = If every individual learned to accept and work with every other person, then there would be no intercultural problems.
- Assimilation = 2 = If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America.
- Pluralism = 3 = All cultural groups are entitled to maintain their own identity.
- Multiculturalism = 4 = All cultural groups should be recognized for their strengths and contributions.
- Advocacy = 5 = Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

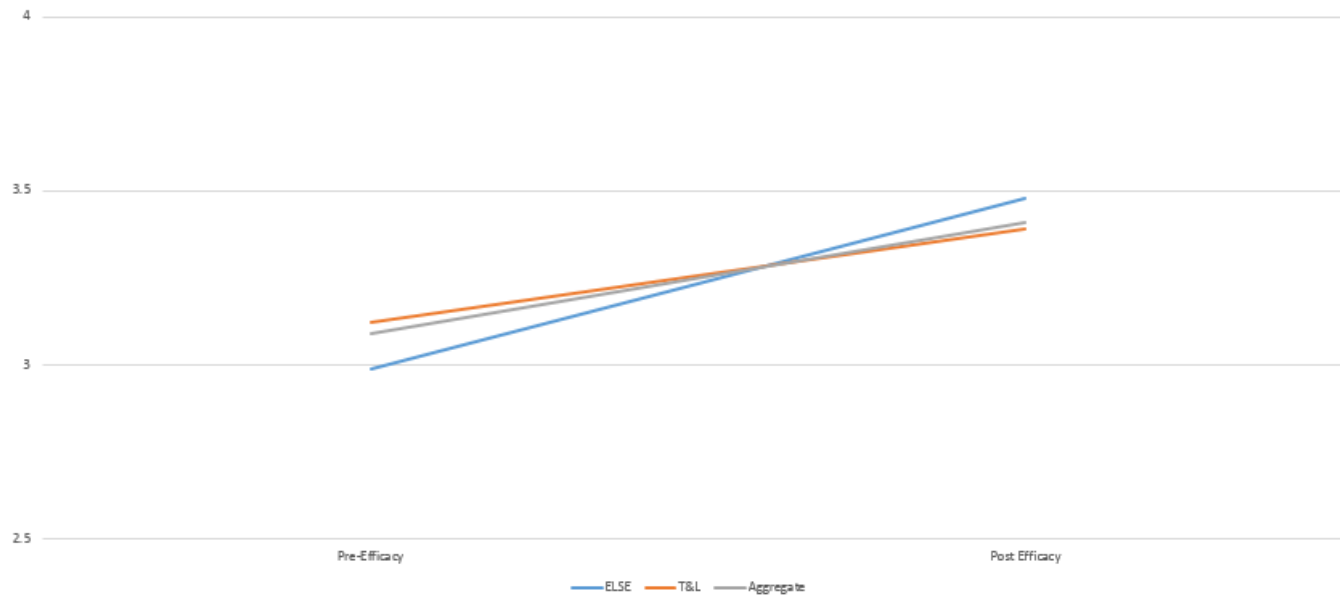
### Experiences with Diversity Pre/Post Matched Pairs: Fall 2014 - Fall 2016



### Attitudes toward Diversity Pre/Post Matched Pairs: Fall 2014 - Fall 2016



Efficacy in Considering Diversity as a Teacher  
Pre/Post Matched Pairs: Fall 2014 - Fall 2016



UCA Key Assessment Data

Unit Plan Results 2014-2015 <sup>74 75</sup>

Rubric Criteria n = 263	Mean	Standard Deviation	% of Candidates Scoring Unsatisfactory	% of Candidates Scoring Basic	% of Candidates Scoring Proficient	% of Candidates Scoring Distinguished
Standards and Unit Goals	3.32	0.63	1.52	7.98	47.53	42.97
Unit Essential Questions	3.22	0.70	2.28	12.93	44.87	39.92
Rationale	3.03	0.83	4.18	20.91	42.21	32.70
Connections	3.05	0.75	2.66	18.25	50.19	28.90
Learner Development	2.98	0.82	4.94	20.53	46.39	28.14
Learner Diversity	3.08	0.80	4.56	17.49	43.35	34.60
Assessment Plan	2.97	0.83	7.60	13.69	52.09	26.62
Lesson Objectives	3.29	0.67	2.28	10.27	43.35	44.11
Instruction	3.11	0.67	1.52	14.45	55.89	28.14
Lesson Plans	3.24	0.73	3.80	7.60	49.81	38.78
Assessments	2.99	0.78	4.94	16.35	53.23	25.48
Critical Thinking	2.99	0.69	1.52	22.43	51.71	24.33
Materials and Resources	3.17	0.80	5.32	11.79	42.97	39.92

<sup>74</sup> Data Source: Chalk and Wire

<sup>75</sup> Administered to UCA initial teacher licensure candidates during the clinical internship experience. The rubric was new in the 2014-2015 academic year and revised in summer 2015 based on results of a conducted validity study and examination of 2014-2015 data. In 2014-2015, ten of the initial licensure programs use an identical rubric with two additional programs (i.e., WLAN, ELSE) using a modified version of the same rubric (ELSE added one criterion to the standard rubric; WLAN modified language in three criteria to reflect a consideration of language proficiency and foreign language content). ELSE had 89 candidates in the clinical experience in 2014-2015 and their data was integrated into the composite; WLAN had no candidates in the clinical experience in 2014-2015. Additionally, several programs also use a modified version of this rubric in classes taken prior to the final internship (MAT, English, and Middle Level). That data is not reflected here but may impact candidates' results due to repeated exposure to the rubric. Data selected included candidates' highest score reflected in final submission and did not include initial submissions which were scored and returned by instructor for revision. Continued rubric development and faculty calibration to establish inter-rater reliability is ongoing. Also, see footnote 5 on page 2 of this report.

UCA Key Assessment: Unit Plan Results by Program 2014-2015 <sup>76</sup> - Undergraduate Programs

	ELSE (n=74)		Middle Level (n=22)		English (n=7)		FACS (n=4)		Math (n=2)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Standards and Unit Goals	3.73	0.50	3.14	0.81	2.86	0.64	*	*	*	*
Unit Essential Questions	3.66	0.62	3.14	0.87	2.86	0.64	*	*	*	*
Rationale	3.14	0.91	3.18	0.72	3.29	0.88	*	*	*	*
Connections	3.19	0.86	2.91	0.85	3.00	0.53	*	*	*	*
Learner Development	3.11	0.89	2.91	0.79	2.57	0.73	*	*	*	*
Learner Diversity	3.42	0.75	3.05	0.77	2.71	0.70	*	*	*	*
Assessment Plan	3.22	0.89	3.18	0.72	2.86	0.64	*	*	*	*
Lesson Objectives	3.76	0.54	3.18	0.72	2.57	0.73	*	*	*	*
Instruction	3.36	0.67	3.09	0.67	3.29	0.70	*	*	*	*
Lesson Plans	3.51	0.76	3.05	0.82	3.14	0.64	*	*	*	*
Assessment	3.22	0.79	3.09	0.79	3.14	0.64	*	*	*	*
Critical Thinking	3.35	0.74	3.00	0.67	3.14	0.64	*	*	*	*
Materials and Resources	3.51	0.78	3.09	0.79	3.57	0.73	*	*	*	*

	Science (n=7)		Social Studies (n=6)		Art (n=6)		PETE (n=17)		Music (n=14)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Standards and Unit Goals	3.71	0.45	3.50	0.50	3.17	0.37	2.71	0.67	2.79	0.41
Unit Essential Questions	3.43	0.73	3.33	0.47	3.17	0.37	2.82	0.51	2.71	0.45
Rationale	3.71	0.45	3.50	0.50	3.17	0.37	2.41	0.77	2.43	0.49
Connections	3.43	0.73	3.33	0.47	3.00	0.00	2.82	0.51	2.71	0.45
Learner Development	3.57	0.49	3.33	0.75	2.83	0.37	2.35	0.84	2.64	0.48
Learner Diversity	3.57	0.49	3.00	0.58	2.67	0.47	2.47	0.78	2.43	0.49
Assessment Plan	3.57	0.49	3.33	0.47	2.83	0.37	2.24	0.94	2.57	0.49
Lesson Objectives	3.00	0.93	3.17	0.69	2.50	0.50	2.71	0.67	2.86	0.35
Instruction	3.57	0.49	3.33	0.47	3.00	0.00	2.65	0.68	2.57	0.49
Lesson Plans	3.29	0.88	3.50	0.50	2.67	0.75	2.65	0.68	2.86	0.35
Assessment	3.57	0.49	3.17	0.37	2.83	0.37	2.29	0.82	2.71	0.45
Critical Thinking	3.43	0.73	2.83	0.69	3.00	0.00	2.47	0.61	2.57	0.49
Materials and Resources	3.29	0.88	3.33	0.47	3.00	0.00	2.59	0.77	2.71	0.45

<sup>76</sup> Data Source: Chalk and Wire



UCA Key Assessment: MAT Program Unit Plan Results by Program 2014-2015 <sup>77</sup> - MAT Program

	MAT Aggregate (n=106)		MAT P-4 (n=20)		MAT Middle Level (n=19)		MAT Life Science (n=8)		MAT English (n=9)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Standards and Unit Goals	3.25	0.63	3.55	0.59	3.21	0.61	3.00	0.00	3.33	0.67
Unit Essential Questions	3.08	0.77	3.40	0.73	3.11	0.85	2.88	0.60	3.11	0.57
Rationale	3.07	0.80	2.95	0.86	2.79	0.95	3.13	0.93	3.00	0.67
Connections	3.08	0.72	2.95	0.74	3.05	0.69	3.00	0.50	3.00	0.67
Learner Development	3.07	0.74	3.10	0.62	3.21	0.83	3.00	0.50	2.78	0.92
Learner Diversity	3.12	0.82	3.15	0.73	2.95	1.00	3.25	0.43	3.00	0.94
Assessment Plan	2.98	0.76	3.00	0.77	2.95	0.94	3.13	0.33	2.67	0.47
Lesson Objectives	3.26	0.72	3.35	0.57	3.32	0.65	3.25	0.43	3.22	0.79
Instruction	3.04	0.67	2.95	0.59	3.05	0.76	2.88	0.60	3.11	0.57
Lesson Plans	3.25	0.71	3.45	0.59	3.05	0.83	3.13	0.33	3.33	0.47
Assessment	2.96	0.75	3.00	0.77	3.00	0.79	3.00	0.50	2.89	0.31
Critical Thinking	2.88	0.65	2.75	0.62	2.84	0.74	2.88	0.33	2.89	0.31
Materials and Resources	3.12	0.85	3.05	0.86	2.95	1.00	3.13	0.60	3.33	0.82

	MAT FACS (n=2)		MAT Math (n=4)		MAT Physical Science (n=4)		MAT Social Studies (n=4)		MAT Art (n=3)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Standards and Unit Goals	*	*	*	*	*	*	*	*	*	*
Unit Essential Questions	*	*	*	*	*	*	*	*	*	*
Rationale	*	*	*	*	*	*	*	*	*	*
Connections	*	*	*	*	*	*	*	*	*	*
Learner Development	*	*	*	*	*	*	*	*	*	*
Learner Diversity	*	*	*	*	*	*	*	*	*	*
Assessment Plan	*	*	*	*	*	*	*	*	*	*
Lesson Objectives	*	*	*	*	*	*	*	*	*	*
Instruction	*	*	*	*	*	*	*	*	*	*
Lesson Plans	*	*	*	*	*	*	*	*	*	*
Assessment	*	*	*	*	*	*	*	*	*	*
Critical Thinking	*	*	*	*	*	*	*	*	*	*
Materials and Resources	*	*	*	*	*	*	*	*	*	*

<sup>77</sup> Data Source: Chalk and Wire

	MAT PETE (n=5)		MAT Business Tech (n=7)	
	Mean	SD	Mean	SD
Standards and Unit Goals	3.60	0.49	3.00	0.76
Unit Essential Questions	3.20	0.75	2.57	1.05
Rationale	3.40	0.80	2.86	0.83
Connections	3.40	0.80	3.00	0.93
Learner Development	3.00	1.26	3.00	0.76
Learner Diversity	3.20	0.98	3.14	0.83
Assessment Plan	3.60	0.80	3.00	0.76
Lesson Objectives	3.60	0.49	3.00	0.76
Instruction	3.80	0.40	3.14	0.64
Lesson Plans	3.80	0.40	3.29	0.88
Assessment	3.80	0.40	3.00	0.76
Critical Thinking	3.60	0.49	3.14	0.64
Materials and Resources	3.80	0.40	3.00	0.93

**UCA Key Assessment: Impact on Student Learning Results 2014-2015** <sup>78 79</sup>

<b>Rubric Criteria n = 262</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>% of Candidates Scoring Unsatisfactory</b>	<b>% of Candidates Scoring Basic</b>	<b>% of Candidates Scoring Proficient</b>	<b>% of Candidates Scoring Distinguished</b>
Data Analysis and Visual Representation of Data	3.26	0.71	2	10	49	40
Data Trends and Analysis of Student Learning	3.05	0.82	5	17	47	32
Analysis of Student Learning among Subpopulations	3.05	0.81	5	17	48	31
Interpretation and Conclusions	3.12	0.76	3	15	49	33
Samples of Student Work and Feedback	2.92	0.89	8	20	45	27
Teacher Efficacy	3.11	0.76	3	13	52	31

<sup>78</sup> Data Source: Chalk and Wire

<sup>79</sup> Administered to UCA initial teacher licensure candidates during the clinical internship experience. The rubric was new in the 2014-2015 academic year and revised in summer 2015 based on results of a conducted validity study and examination of 2014-2015 data. In 2014-2015, ten of the initial licensure programs use an identical rubric Data selected included candidates' highest score reflected in final submission and did not include initial submissions which were scored and returned by instructor for revision. Continued rubric development and faculty calibration to establish inter-rater reliability is ongoing. Also, see footnote 5 on page 2 of this report.

UCA Key Assessment: Impact Project Results by Program 2014-2015<sup>80</sup> - Undergraduate Programs

	ELSE (n=73)		Middle Level (n=21)		English (n=10)		FACS (n=4)		Math (n=2)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Data Analysis and Visual Representation of Data	3.32	0.64	3.62	0.58	2.70	0.46	*	*	*	*
Data Trends and Analysis of Student Learning	3.16	0.70	3.38	0.90	3.00	0.77	*	*	*	*
Analysis of Student Learning among Subpopulations	3.12	0.64	3.48	0.79	2.90	0.70	*	*	*	*
Interpretation and Conclusions	3.30	0.61	3.48	0.79	3.00	0.89	*	*	*	*
Samples of Student Work and Feedback	2.93	0.69	3.05	1.29	3.20	0.75	*	*	*	*
Teacher Efficacy	3.32	0.57	3.38	1.05	3.00	0.77	*	*	*	*

	Science (n=7)		Social Studies (n=6)		Art (n=6)		PETE (n=17)		Music (n=14)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Data Analysis and Visual Representation of Data	3.43	1.05	3.33	0.47	2.83	0.37	2.82	0.51	2.86	0.35
Data Trends and Analysis of Student Learning	3.71	0.45	3.17	0.69	3.00	0.00	2.59	0.49	2.64	0.48
Analysis of Student Learning among Subpopulations	3.71	0.45	2.83	0.37	3.00	0.00	2.53	0.61	2.36	0.48
Interpretation and Conclusions	3.71	0.45	3.33	0.47	3.00	0.00	2.59	0.49	2.50	0.50
Samples of Student Work and Feedback	3.57	0.49	3.00	0.58	2.67	0.47	2.71	0.57	2.50	0.50
Teacher Efficacy	3.71	0.45	3.00	0.58	2.83	0.37	2.76	0.42	2.71	0.45

<sup>80</sup> Data Source: Chalk and Wire

UCA Key Assessment: MAT Impact Project Results by Program 2014-2015 <sup>81</sup> - MAT Programs

	MAT Aggregate (n=107)		P-4 (n=20)		Middle Level (n=19)		Life Science (n=8)		English (n=9)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Data Analysis and Visual Representation of Data	3.31	0.79	3.10	0.77	3.32	0.73	3.50	0.71	3.22	0.79
Data Trends and Analysis of Student Learning	3.06	0.88	3.10	0.70	2.84	0.99	2.88	0.78	2.89	0.99
Analysis of Student Learning among Subpopulations	3.08	0.93	3.30	0.95	2.79	1.10	3.13	0.60	3.00	0.67
Interpretation and Conclusions	3.12	0.82	3.10	0.77	2.95	0.83	3.00	0.87	3.11	0.74
Samples of Student Work and Feedback	2.99	0.98	3.05	0.74	2.84	1.04	2.63	1.11	3.11	0.99
Teacher Efficacy	3.09	0.80	3.10	0.70	3.11	0.91	3.13	0.60	2.78	0.92

	FACS (n=2)		Math (n=4)		Physical Science (n=4)		Social Studies (n=4)		Art (n=4)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Data Analysis and Visual Representation of Data	*	*	*	*	*	*	*	*	*	*
Data Trends and Analysis of Student Learning	*	*	*	*	*	*	*	*	*	*
Analysis of Student Learning among Subpopulations	*	*	*	*	*	*	*	*	*	*
Interpretation and Conclusions	*	*	*	*	*	*	*	*	*	*
Samples of Student Work and Feedback	*	*	*	*	*	*	*	*	*	*
Teacher Efficacy	*	*	*	*	*	*	*	*	*	*

	PETE (n=5)		Business Tech (n=7)	
	Mean	SD	Mean	SD
Data Analysis and Visual Representation of Data	2.80	1.17	3.57	0.73
Data Trends and Analysis of Student Learning	2.80	1.17	3.29	1.03
Analysis of Student Learning among Subpopulations	2.80	1.17	3.43	1.05
Interpretation and Conclusions	2.80	1.17	3.29	1.03
Samples of Student Work and Feedback	3.00	1.26	3.43	1.05
Teacher Efficacy	2.80	1.17	3.29	1.03

<sup>81</sup> Data Source: Chalk and Wire

UCA Key Assessment: TESS Results 2014-2015 <sup>82</sup> - Aggregate Data

2014-2015 (n=259-264)	Aggregate Mean – Lesson 1 N=259	Aggregate Mean – Lesson 2 N=257	Aggregate Mean – Lesson 3 N=269	Aggregate Mean – Lesson 4 N=157 <sup>83</sup>	Aggregate Mean – Summative Eval. N=268
1a. Demonstrating Knowledge of Content and Pedagogy	2.74	2.88	2.99	2.98	3.08
1b. Demonstrating Knowledge of Students	2.70	2.90	3.03	3.04	3.11
1c. Setting Instructional Outcomes	2.82	2.91	3.01	3.03	3.08
1d. Demonstrating Knowledge of Resources	2.79	2.95	3.00	3.02	3.10
1e. Designing Coherent Instruction	2.83	2.94	3.04	3.06	3.10
1f. Designing Student Assessments	2.69	2.88	2.96	2.96	3.01
	N=264	N=266	N=268	N=161	N=268
2a. Creating an Environment of Respect and Rapport	2.97	3.07	3.14	3.12	3.22
2b. Establishing a Culture for Learning	2.85	2.97	3.07	3.06	3.15
2c. Managing Classroom Procedures	2.84	2.96	3.04	3.06	3.11
2d. Managing Student Behavior	2.84	2.92	3.01	2.99	3.07
2e. Organizing Physical Space	3.05	3.14	3.17	3.12	3.19
3a. Communicating With Students	2.77	2.91	3.02	3.09	3.11
3b. Using Questioning and Discussion Techniques	2.67	2.80	2.93	2.96	3.02
3c. Engaging Students in Learning	2.81	2.90	3.01	3.05	3.10
3d. Using Assessment in Instruction	2.67	2.81	2.90	2.93	2.99
3e. Demonstrating Flexibility and Responsiveness	2.87	2.95	3.06	3.10	3.13
4a. Reflecting on Teaching	2.95	3.03	3.15	3.16	3.18
		N=191			N=268
4b. Maintaining Accurate Records <sup>84</sup>		3.18			3.15
4c. Communicating with Families		3.12			3.07
4d. Participating in a Professional Community		3.12			3.12
4e. Growing and Developing Professionally		3.14			3.15
4f. Showing Professionalism		3.17			3.20

<sup>82</sup> Data Source: Chalk and Wire

<sup>83</sup> MAT Candidates are only observed in 3 lessons

<sup>84</sup> Note: ELSE program did not use the mid-semester checkpoint for Domain 4b-4f

UCA Key Assessment: TESS Results 2014-2015<sup>85</sup> - Undergraduate Programs

2014-2015	ELSE					Middle Level					Social Studies				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Smtv	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Smtv	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Smtv
<i>n</i> <sup>86</sup>	65	74	74	74	73	22	20	20	20	20	5	7	7	7	6
1a. Demonstrating Knowledge of Content and Pedagogy	2.89	2.97	3.05	3.05	3.14	2.91	3.08	3.13	3.05	3.08	2.9	2.80	3.00	3.10	3.17
1b. Demonstrating Knowledge of Students	2.92	2.93	3.14	3.14	3.23	2.93	3.13	3.10	3.13	3.15	2.8	3.00	3.00	3.10	3.17
1c. Setting Instructional Outcomes	2.87	2.94	3.02	3.05	3.13	2.84	3.13	2.95	3.13	3.10	3	3.00	3.17	3.20	3.33
1d. Demonstrating Knowledge of Resources	2.76	2.89	2.95	3.05	3.14	2.95	3.23	3.18	3.15	3.18	3	2.90	3.00	3.00	3.08
1e. Designing Coherent Instruction	2.88	2.92	3.05	3.11	3.19	2.95	3.08	3.00	3.10	3.15	3	3.10	3.08	3.20	3.25
1f. Designing Student Assessments	2.72	2.86	2.95	2.99	3.03	2.82	3.08	3.13	3.05	3.08	2.5	2.80	3.00	2.90	3.17
<i>n</i>	69	73	73	74	73	21	20	20	20	20	7	7	7	7	6
2a. Creating an Environment of Respect and Rapport	2.94	3.10	3.10	3.11	3.25	3.00	3.13	3.20	3.20	3.15	2.86	3.33	3.14	3.50	3.67
2b. Establishing a Culture for Learning	2.84	3.01	3.03	3.07	3.16	2.79	3.00	3.23	3.15	3.15	2.71	3.00	3.00	3.17	3.33
2c. Managing Classroom Procedures	2.81	2.93	2.97	3.06	3.10	2.90	3.10	3.15	3.15	3.13	2.64	3.08	2.93	3.42	3.50
2d. Managing Student Behavior	2.72	2.82	2.92	2.96	2.99	2.98	3.00	3.10	3.08	3.13	6.79	3.17	3.00	3.33	3.42
2e. Organizing Physical Space	2.99	3.04	3.05	3.06	3.10	3.14	3.25	3.20	3.28	3.23	3.07	3.25	3.14	3.42	3.50
3a. Communicating With Students	2.67	2.85	2.97	3.07	3.14	2.81	2.98	3.15	3.18	3.15	2.86	3.25	3.00	3.58	3.58
3b. Using Questioning and Discussion Techniques	2.67	2.85	2.91	3.01	3.05	2.60	2.78	3.05	2.98	3.03	2.36	3.00	2.86	3.00	3.25
3c. Engaging Students in Learning	2.81	2.95	2.96	3.09	3.14	2.81	2.98	3.18	3.13	3.08	2.64	3.17	3.00	3.00	3.00
3d. Using Assessment in Instruction	2.61	2.79	2.84	2.89	2.96	2.71	2.85	2.98	3.10	3.05	2.29	2.83	2.71	2.92	3.33
3e. Demonstrating Flexibility and Responsiveness	2.92	2.97	3.01	3.09	3.16	2.88	3.03	3.10	3.18	3.13	2.64	2.92	2.93	3.25	3.58
4a. Reflecting on Teaching	2.91	3.05	3.14	3.21	3.25	3.05	3.23	3.23	3.30	3.20	3.21	3.50	3.36	3.58	3.58
<i>n</i>					73			20		20			7		6
4b. Maintaining Accurate Records					3.11			3.20		3.18			3.64		3.42
4c. Communicating with Families					3.04			3.28		3.08			3.50		3.17
4d. Participating in a Professional Community					3.14			3.18		3.18			3.50		3.42
4e. Growing and Developing Professionally					3.14			3.20		3.18			3.64		3.50
4f. Showing Professionalism					3.26			3.20		3.15			3.71		3.67

<sup>85</sup> Data Source: Chalk and Wire

<sup>86</sup> Some variation of n is due to candidates "re-taking" a given assessment. Data for 2015-2016 will be pulled for "latest submission" only to cut down on this effect

UCA Key Assessment: TESS Results 2014-2015 <sup>87</sup>- Undergraduate Programs

2014-2015	English					FACS					Music				
	L1	L2	L3	L4	s	L1	L2	L3	L4	s	L1	L2	L3	L4	s
<i>n</i> <sup>88</sup>	9	9	9	7	9	4	3	4	4	4	14	14	14	14	15
1a. Demonstrating Knowledge of Content and Pedagogy	2.72	2.83	2.89	2.86	2.83	*	*	*	*	*	2.54	2.68	2.89	2.86	3.00
1b. Demonstrating Knowledge of Students	2.56	2.89	3.00	2.93	3.00	*	*	*	*	*	2.39	2.71	2.79	2.89	2.93
1c. Setting Instructional Outcomes	2.67	2.56	2.72	2.64	2.67	*	*	*	*	*	2.54	2.71	2.93	2.93	2.87
1d. Demonstrating Knowledge of Resources	2.89	2.78	2.89	3.36	3.00	*	*	*	*	*	2.68	2.86	2.86	2.89	2.93
1e. Designing Coherent Instruction	2.67	2.78	2.94	2.86	2.94	*	*	*	*	*	2.64	2.79	2.89	2.89	2.80
1f. Designing Student Assessments	2.50	2.56	2.78	2.79	2.61	*	*	*	*	*	2.50	2.57	2.61	2.79	2.77
<i>n</i>	9	9	9	7	9	4	4	4	4	4	14	14	14	14	15
2a. Creating an Environment of Respect and Rapport	3.0	3.05	3.11	3.07	3.17	*	*	*	*	*	2.86	2.64	2.89	2.93	2.93
2b. Establishing a Culture for Learning	2.72	2.94	3.00	2.93	3.06	*	*	*	*	*	2.57	2.68	2.79	2.96	2.90
2c. Managing Classroom Procedures	2.83	2.94	3.06	3.21	3.17	*	*	*	*	*	2.54	2.61	2.75	2.82	2.77
2d. Managing Student Behavior	2.78	2.94	2.83	2.93	2.83	*	*	*	*	*	2.68	2.50	2.68	2.68	2.73
2e. Organizing Physical Space	3.00	3.22	3.22	3.43	3.11	*	*	*	*	*	2.89	3.00	3.00	2.96	2.97
3a. Communicating With Students	2.67	2.78	2.89	2.93	2.89	*	*	*	*	*	2.54	2.54	2.82	2.93	2.90
3b. Using Questioning and Discussion Techniques	2.39	2.50	2.72	2.64	2.67	*	*	*	*	*	2.39	2.50	2.61	2.75	2.77
3c. Engaging Students in Learning	2.78	2.89	3.00	2.93	2.94	*	*	*	*	*	2.61	2.64	2.71	2.96	2.93
3d. Using Assessment in Instruction	2.50	2.72	2.83	2.71	2.56	*	*	*	*	*	2.39	2.32	2.46	2.86	2.80
3e. Demonstrating Flexibility and Responsiveness	2.89	3.17	3.11	3.14	2.94	*	*	*	*	*	2.75	2.79	2.89	2.96	2.90
4a. Reflecting on Teaching	3.00	3.17	3.33	3.21	3.22	*	*	*	*	*	2.61	2.61	2.93	2.86	2.93
<i>n</i>			9		9			4		4			14		15
4b. Maintaining Accurate Records			3.17		3.11			*		*			2.82		2.90
4c. Communicating with Families			3.00		3.06			*		*			2.75		2.77
4d. Participating in a Professional Community			2.89		3.00			*		*			2.89		2.90
4e. Growing and Developing Professionally			2.94		3.06			*		*			2.68		2.87
4f. Showing Professionalism			3.06		3.06			*		*			2.61		2.97

<sup>87</sup> Data Source: Chalk and Wire

<sup>88</sup> Some variation of n is due to candidates “re-taking” a given assessment. Data for 2015-2016 will be pulled for “latest submission” only to cut down on this effect



UCA Key Assessment: TESS Results 2014-2015 <sup>89</sup>- Undergraduate Programs

2014-2015	Math					Science					PETE				
	L1	L2	L3	L4	s	L1	L2	L3	L4	s	L1	L2	L3	L4	s
<i>n</i> <sup>90</sup>	6	4	6	3	1	5	4	7	6	7	17	14	17	17	17
1a. Demonstrating Knowledge of Content and Pedagogy	2.83	*	3.00	*	*	3.50	*	3.64	3.67	3.71	2.00	2.64	2.59	2.71	3.00
1b. Demonstrating Knowledge of Students	2.83	*	2.92	*	*	3.60	*	3.50	3.58	3.64	2.06	2.64	2.71	2.71	3.00
1c. Setting Instructional Outcomes	2.83	*	2.92	*	*	3.60	*	3.57	3.67	3.71	2.76	2.86	2.76	2.94	3.00
1d. Demonstrating Knowledge of Resources	2.75	*	2.83	*	*	3.30	*	3.57	3.50	3.57	2.47	2.71	2.47	2.71	3.00
1e. Designing Coherent Instruction	2.92	*	2.92	*	*	3.50	*	3.71	3.67	3.64	2.88	2.86	2.76	2.88	2.94
1f. Designing Student Assessments	2.75	*	2.83	*	*	3.40	*	3.57	3.58	3.71	2.76	2.79	2.71	2.82	2.94
<i>n</i>	6	4	4	2	1	6	6	6	7	7	17	17	17	17	17
2a. Creating an Environment of Respect and Rapport	3.00	*	*	*	*	3.67	3.67	3.67	3.71	3.79	3.00	3.00	3.00	3.00	3.00
2b. Establishing a Culture for Learning	3.00	*	*	*	*	3.42	3.58	3.67	3.71	3.71	2.76	3.00	2.94	2.88	2.94
2c. Managing Classroom Procedures	2.92	*	*	*	*	3.58	3.33	3.58	3.71	3.71	2.76	2.88	2.82	2.88	2.94
2d. Managing Student Behavior	3.00	*	*	*	*	3.17	3.67	3.33	3.71	3.64	2.65	2.82	2.88	2.94	2.94
2e. Organizing Physical Space	3.00	*	*	*	*	3.50	3.50	3.50	3.57	3.64	2.88	2.94	3.00	3.00	3.00
3a. Communicating With Students	3.00	*	*	*	*	3.58	3.67	3.67	3.71	3.71	2.65	3.00	2.88	3.00	2.94
3b. Using Questioning and Discussion Techniques	2.83	*	*	*	*	3.50	3.50	3.42	3.71	3.64	2.88	3.00	3.00	2.94	3.00
3c. Engaging Students in Learning	3.08	*	*	*	*	3.58	3.42	3.67	3.64	3.71	2.76	2.76	2.76	2.82	2.94
3d. Using Assessment in Instruction	2.75	*	*	*	*	3.50	3.50	3.58	3.71	3.71	2.47	3.00	2.88	2.88	2.94
3e. Demonstrating Flexibility and Responsiveness	2.83	*	*	*	*	3.50	3.33	3.58	3.71	3.64	2.82	2.94	3.00	2.94	2.94
4a. Reflecting on Teaching	3.00	*	*	*	*	3.58	3.58	3.67	3.79	3.71	2.76	2.94	2.82	2.88	3.00
<i>n</i>			3		1			7		7			17		17
4b. Maintaining Accurate Records			*		*			3.71		3.64			2.82		3.00
4c. Communicating with Families			*		*			3.50		3.64			2.88		2.94
4d. Participating in a Professional Community			*		*			3.50		3.43			2.94		3.00
4e. Growing and Developing Professionally			*		*			3.43		3.64			3.00		3.00
4f. Showing Professionalism			*		*			3.71		3.71			3.00		2.88

<sup>89</sup> Data Source: Chalk and Wire

<sup>90</sup> Some variation of n is due to candidates “re-taking” a given assessment. Data for 2015-2016 will be pulled for “latest submission” only to cut down on this effect

UCA Key Assessment: MAT TESS Results 2014-2015 <sup>91</sup>- MAT Programs

2014-2015	MAT Aggregate				MAT P-4				MAT Middle Level			
	Lesson 1	Lesson 2	Lesson 3	Smtv	Lesson 1	Lesson 2	Lesson 3	Smtv	Lesson 1	Lesson 2	Lesson 3	Smtv
<i>n</i> <sup>92</sup>	108	106	106	107	20	20	20	20	20	20	20	20
1a. Demonstrating Knowledge of Content and Pedagogy	2.71	2.82	2.97	3.07	2.70	2.73	2.88	3.05	2.43	2.65	2.75	3.05
1b. Demonstrating Knowledge of Students	2.64	2.88	3.03	3.07	2.73	3.05	3.10	3.08	2.53	2.75	2.90	3.18
1c. Setting Instructional Outcomes	2.82	2.91	3.08	3.09	2.78	3.03	3.15	3.15	2.70	2.73	2.90	3.10
1d. Demonstrating Knowledge of Resources	2.83	2.98	3.07	3.09	2.93	3.13	3.25	3.08	2.50	2.80	2.98	3.18
1e. Designing Coherent Instruction	2.78	2.96	3.08	3.10	2.75	3.03	3.08	3.10	2.60	2.83	2.98	3.15
1f. Designing Student Assessments	2.65	2.92	3.00	3.04	2.75	2.98	3.03	3.00	2.40	2.80	2.93	3.05
<i>n</i>	107	106	106	107	20	20	20	20	20	20	20	20
2a. Creating an Environment of Respect and Rapport	2.95	3.08	3.20	3.25	2.95	3.13	3.28	3.25	2.95	2.98	3.05	3.35
2b. Establishing a Culture for Learning	2.90	2.93	3.13	3.19	2.78	2.98	3.15	3.15	2.90	2.75	2.95	3.18
2c. Managing Classroom Procedures	2.87	3.00	3.13	3.16	2.80	3.03	3.13	3.05	2.90	2.90	2.95	3.20
2d. Managing Student Behavior	2.91	3.00	3.15	3.19	2.80	2.90	3.13	3.10	2.98	2.98	3.00	3.23
2e. Organizing Physical Space	3.11	3.24	3.29	3.31	3.03	3.35	3.38	3.25	3.18	3.18	3.18	3.33
3a. Communicating With Students	2.81	2.93	3.07	3.14	2.80	3.08	2.98	3.13	2.78	2.83	2.93	3.20
3b. Using Questioning and Discussion Techniques	2.68	2.75	2.97	3.03	2.73	2.88	3.03	3.03	2.65	2.58	2.90	3.03
3c. Engaging Students in Learning	2.80	2.90	3.08	3.13	2.78	2.95	3.10	3.13	2.78	2.70	2.98	3.08
3d. Using Assessment in Instruction	2.74	2.82	3.00	3.04	2.78	2.75	3.08	3.05	2.63	2.80	2.78	3.05
3e. Demonstrating Flexibility and Responsiveness	2.86	2.94	3.09	3.14	2.93	2.88	3.00	3.15	2.85	2.88	3.13	3.13
4a. Reflecting on Teaching	3.00	3.00	3.21	3.17	2.98	2.98	3.28	3.18	2.83	2.88	3.10	3.15
<i>n</i>		106		107		20		20		20		20
4b. Maintaining Accurate Records		3.27		3.22		3.55		3.15		3.18		3.15
4c. Communicating with Families		3.18		3.16		3.48		3.20		3.15		3.15
4d. Participating in a Professional Community		3.17		3.14		3.43		3.15		3.20		3.18
4e. Growing and Developing Professionally		3.20		3.20		3.45		3.20		3.18		3.13
4f. Showing Professionalism		3.23		3.22		3.48		3.15		3.15		3.15

<sup>91</sup> Data Source: Chalk and Wire

<sup>92</sup> Some variation of n is due to candidates "re-taking" a given assessment. Data for 2015-2016 will be pulled for "latest submission" only to cut down on this effect

UCA Key Assessment: TESS Results 2014-2015<sup>93</sup>- MAT Programs

2014-2015	MAT Life Science				MAT English				MAT FACS			
	Lesson 1	Lesson 2	Lesson 3	Smtv	Lesson 1	Lesson 2	Lesson 3	Smtv	Lesson 1	Lesson 2	Lesson 3	Smtv
<i>n</i> <sup>94</sup>	8	8	8	8	9	9	9	9	2	2	2	2
1a. Demonstrating Knowledge of Content and Pedagogy	2.88	2.88	3.31	3.19	2.83	2.72	2.94	2.94	*	*	*	*
1b. Demonstrating Knowledge of Students	2.50	2.81	3.25	3.13	2.44	2.67	2.89	2.89	*	*	*	*
1c. Setting Instructional Outcomes	2.94	2.81	3.06	3.00	3.00	2.94	3.00	3.06	*	*	*	*
1d. Demonstrating Knowledge of Resources	2.56	2.94	3.00	3.13	2.78	2.72	2.89	2.83	*	*	*	*
1e. Designing Coherent Instruction	2.88	3.06	3.31	3.13	2.78	2.89	2.94	2.89	*	*	*	*
1f. Designing Student Assessments	2.75	3.00	2.94	3.13	2.72	2.72	3.00	3.00	*	*	*	*
<i>n</i>	8	8	8	8	9	9	9	9	2	2	2	2
2a. Creating an Environment of Respect and Rapport	2.69	3.06	3.38	3.25	3.00	2.94	3.00	3.17	*	*	*	*
2b. Establishing a Culture for Learning	2.94	3.00	3.19	3.13	2.94	2.89	2.89	3.22	*	*	*	*
2c. Managing Classroom Procedures	2.88	3.13	3.25	3.25	2.89	2.78	2.89	3.11	*	*	*	*
2d. Managing Student Behavior	2.81	2.94	3.31	3.19	2.89	2.83	3.11	3.06	*	*	*	*
2e. Organizing Physical Space	3.19	3.44	3.38	3.31	3.00	3.00	3.22	3.33	*	*	*	*
3a. Communicating With Students	2.81	2.88	3.25	3.19	2.72	2.89	3.06	3.11	*	*	*	*
3b. Using Questioning and Discussion Techniques	2.69	2.75	2.88	2.75	2.67	2.67	2.83	3.00	*	*	*	*
3c. Engaging Students in Learning	2.75	3.06	3.13	3.13	2.78	2.89	2.94	3.11	*	*	*	*
3d. Using Assessment in Instruction	2.69	2.94	2.88	2.88	2.83	2.72	3.11	3.00	*	*	*	*
3e. Demonstrating Flexibility and Responsiveness	2.69	3.00	3.06	3.06	2.89	3.00	3.11	3.28	*	*	*	*
4a. Reflecting on Teaching	3.00	3.00	3.13	3.13	3.06	2.94	3.39	3.22	*	*	*	*
<i>n</i>		8		8		9		9		2		2
4b. Maintaining Accurate Records		3.00		3.31		3.11		3.22		*		*
4c. Communicating with Families		3.06		3.00		2.89		3.17		*		*
4d. Participating in a Professional Community		3.06		2.88		2.94		3.11		*		*
4e. Growing and Developing Professionally		3.19		3.19		2.94		3.17		*		*
4f. Showing Professionalism		3.19		3.19		3.06		3.28		*		*

<sup>93</sup> Data Source: Chalk and Wire

<sup>94</sup> Some variation of n is due to candidates "re-taking" a given assessment. Data for 2015-2016 will be pulled for "latest submission" only to cut down on this effect

UCA Key Assessment: TESS Results 2014-2015<sup>95</sup>- MAT Programs

2014-2015	MAT Math				MAT Physical Science				MAT Social Studies			
	Lesson 1	Lesson 2	Lesson 3	Smtv	Lesson 1	Lesson 2	Lesson 3	Smtv	Lesson 1	Lesson 2	Lesson 3	Smtv
<i>n</i> <sup>96</sup>	4	4	4	4	4	4	4	4	4	4	4	4
1a. Demonstrating Knowledge of Content and Pedagogy	*	*	*	*	*	*	*	*	*	*	*	*
1b. Demonstrating Knowledge of Students	*	*	*	*	*	*	*	*	*	*	*	*
1c. Setting Instructional Outcomes	*	*	*	*	*	*	*	*	*	*	*	*
1d. Demonstrating Knowledge of Resources	*	*	*	*	*	*	*	*	*	*	*	*
1e. Designing Coherent Instruction	*	*	*	*	*	*	*	*	*	*	*	*
1f. Designing Student Assessments	*	*	*	*	*	*	*	*	*	*	*	*
<i>n</i>	4	4	4	4	4	4	4	4	3	3	4	4
2a. Creating an Environment of Respect and Rapport	*	*	*	*	*	*	*	*	*	*	*	*
2b. Establishing a Culture for Learning	*	*	*	*	*	*	*	*	*	*	*	*
2c. Managing Classroom Procedures	*	*	*	*	*	*	*	*	*	*	*	*
2d. Managing Student Behavior	*	*	*	*	*	*	*	*	*	*	*	*
2e. Organizing Physical Space	*	*	*	*	*	*	*	*	*	*	*	*
3a. Communicating With Students	*	*	*	*	*	*	*	*	*	*	*	*
3b. Using Questioning and Discussion Techniques	*	*	*	*	*	*	*	*	*	*	*	*
3c. Engaging Students in Learning	*	*	*	*	*	*	*	*	*	*	*	*
3d. Using Assessment in Instruction	*	*	*	*	*	*	*	*	*	*	*	*
3e. Demonstrating Flexibility and Responsiveness	*	*	*	*	*	*	*	*	*	*	*	*
4a. Reflecting on Teaching	*	*	*	*	*	*	*	*	*	*	*	*
<i>n</i>		4		4		4		4		4		4
4b. Maintaining Accurate Records		*		*		*		*		*		*
4c. Communicating with Families		*		*		*		*		*		*
4d. Participating in a Professional Community		*		*		*		*		*		*
4e. Growing and Developing Professionally		*		*		*		*		*		*
4f. Showing Professionalism		*		*		*		*		*		*

<sup>95</sup> Data Source: Chalk and Wire

<sup>96</sup> Some variation of n is due to candidates “re-taking” a given assessment. Data for 2015-2016 will be pulled for “latest submission” only to cut down on this effect

**UCA Key Assessment: TESS Results 2014-2015 <sup>97</sup>- MAT Programs**

2014-2015	MAT Art				MAT PETE				MAT Business Tech			
	Lesson 1	Lesson 2	Lesson 3	Smtv	Lesson 1	Lesson 2	Lesson 3	Smtv	Lesson 1	Lesson 2	Lesson 3	Smtv
<i>n</i> <sup>98</sup>	4	4	4	4	5	5	5	5	7	7	7	7
1a. Demonstrating Knowledge of Content and Pedagogy	*	*	*	*	2.70	2.90	3.00	3.20	2.86	2.93	3.07	3.07
1b. Demonstrating Knowledge of Students	*	*	*	*	2.40	2.90	2.90	3.20	2.93	2.86	3.00	3.07
1c. Setting Instructional Outcomes	*	*	*	*	2.70	3.00	3.20	3.20	2.93	2.93	3.14	3.14
1d. Demonstrating Knowledge of Resources	*	*	*	*	2.70	3.10	3.10	3.20	3.00	3.14	3.14	3.07
1e. Designing Coherent Instruction	*	*	*	*	2.80	3.10	3.10	3.20	3.00	2.86	3.07	3.29
1f. Designing Student Assessments	*	*	*	*	2.50	2.90	3.00	3.20	2.64	2.86	2.93	3.07
<i>n</i>	4	4	4	4	5	5	5	5	7	7	7	7
2a. Creating an Environment of Respect and Rapport	*	*	*	*	2.80	2.90	3.10	3.40	3.00	3.29	3.43	3.14
2b. Establishing a Culture for Learning	*	*	*	*	2.80	2.90	3.10	3.40	2.86	3.00	3.36	3.14
2c. Managing Classroom Procedures	*	*	*	*	2.60	3.00	3.10	3.40	2.93	3.14	3.43	3.29
2d. Managing Student Behavior	*	*	*	*	2.70	3.00	3.10	3.40	3.00	3.36	3.43	3.36
2e. Organizing Physical Space	*	*	*	*	3.00	3.20	3.50	3.50	3.14	3.29	3.43	3.36
3a. Communicating With Students	*	*	*	*	2.60	2.80	3.10	3.10	2.93	3.07	3.07	3.14
3b. Using Questioning and Discussion Techniques	*	*	*	*	2.60	2.90	3.10	3.20	2.50	2.86	2.93	3.07
3c. Engaging Students in Learning	*	*	*	*	3.00	2.80	3.00	3.40	2.71	2.86	3.21	3.07
3d. Using Assessment in Instruction	*	*	*	*	2.40	2.80	3.00	3.20	2.79	2.86	2.93	3.00
3e. Demonstrating Flexibility and Responsiveness	*	*	*	*	2.90	2.70	3.20	3.40	2.79	3.00	3.07	3.29
4a. Reflecting on Teaching	*	*	*	*	3.00	2.90	3.30	3.30	3.07	3.14	3.21	3.14
<i>n</i>		4		4		4		5		7		7
4b. Maintaining Accurate Records		*		*		*		3.40		3.14		3.29
4c. Communicating with Families		*		*		*		3.30		2.93		3.29
4d. Participating in a Professional Community		*		*		*		3.30		2.86		3.14
4e. Growing and Developing Professionally		*		*		*		3.30		3.00		3.14
4f. Showing Professionalism		*		*		*		3.30		3.07		3.36

<sup>97</sup> Data Source: Chalk and Wire

<sup>98</sup> Some variation of n is due to candidates “re-taking” a given assessment. Data for 2015-2016 will be pulled for “latest submission” only to cut down on this effect

## UCA Field Data

In 2015-2016, UCA began to re-examine how it analyzed field provided to candidates across the EPP programs of study. The CAEP Standard 2 “Field” Committee designed a survey to assess students’ experiences. That survey and the resultant data was used in the Summer of 2015 to revise the original survey in order to derive better and more accurate data on candidates’ experiences. [Those data and the resultant report are presented here.](#)

Additionally, the 2015-2016 CAEP Standard 2 “Field” Committee drafted UCA EPP Guidelines for field to reflect common UCA EPP beliefs and values about field within the programs of study. That document was reviewed by the Program Coordinators group in the 2016-2017 academic year and approved in March 2017 for adoption. [The document is linked here and titled “University of Central Arkansas Guidelines: Initial Teacher Program Clinical Practices.”](#)

Data on Advanced Programs

2015-2016 UCA Advanced Programs Licensure Data

Enrollment Data

Annual Enrollment Data<sup>99</sup>

Program	Total	Female	Male	Hispanic	American Indian or Alaskan	Asian	Black or African American	Pacific Islander	White	Multi	Unknwn	Non-Resident Alien
ASTL	42	34	8	2	0	0	3	0	37	0	0	0
B-K	*	*	*	*	*	*	*	*	*	*	*	*
COUN	179	167	12	2	0	1	19	0	153	2	2	0
CSPA	27	18	9	2	0	0	9	0	14	1	0	1
GATE	19	18	1	0	0	0	2	0	16	0	1	0
ITEC	2	2	0	0	0	0	1	0	1	0	0	0
LIBM	159	155	4	1	2	0	5	0	148	2	1	0
PHD	56	33	23	1	1	1	14	0	35	1	0	3
PSYCH (SCH) MS	10	9	1	0	0	0	0	0	8	2	0	0
PSYCH (SCH) PMC	13	12	1	0	0	0	0	0	13	0	0	0
PSYCH (SCH) PHD	11	5	6	0	0	0	5	0	4	1	0	1
RDNG (DT)	0	0	0	0	0	0	0	0	0	0	0	0
RDNG (MSE)	49	46	3	0	0	0	3	0	46	0	0	0
RDNG (ND)	30	30	0	1	0	0	0	0	27	0	2	0
SLMA – BLDNG (PMC)	3	2	1	0	0	0	0	0	3	0	0	0
BLDNG (MS)	24	14	10	1	0	0	4	0	19	0	0	0
SLMA – DIST (PMC)	8	3	5	0	0	0	1	0	7	0	0	0
SPED (BSE)	14	14	0	0	0	0	2	0	11	0	1	0
SPED (MSE)	42	38	4	1	0	0	2	0	37	2	0	0
SPED (ND)	18	17	1	1	0	1	1	0	14	1	0	0
SPED 4-12 (GC)	4	4	0	0	0	0	0	0	4	0	0	0
SPED K-12 (GC)	4	3	1	0	0	0	0	0	3	0	1	0
SPED P-4 (GC)	9	8	1	0	0	0	1	0	8	0	0	0
<b>Total Enrolled</b>	<b>723</b>	<b>632</b>	<b>91</b>	<b>12</b>	<b>3</b>	<b>3</b>	<b>72</b>	<b>0</b>	<b>608</b>	<b>12</b>	<b>8</b>	<b>5</b>

<sup>99</sup> Source: Argos

Completer Data

Annual Completer Data<sup>100</sup>

Program	Total	Female	Male	Hispanic	American Indian or Alaskan	Asian	Black or African American	Pacific Islander	White	2 or More	Unknown
ASTL	19	14	5	2	0	0	2	0	15		0
B-K <sup>101</sup>	0	0	0	0	0	0	0	0	0		0
COUN	30	29	1				3		22		5
COUN (Initial)	1	1							1		
CSPA	12										
GATE	6	4	2						6		
ITEC	9										
LIBM	44	44	0				3		24		17
PHD	9										
PSYCH (SCH)	9	7	2			1	1		7		
RDNG (DT)	9	8	1				1		8		
RDNG (MSE)	4	3	1						4		
SLMA – BLDNG	21	15	6				4		17		
SLMA – DIST	7	3	4				1		6		
SLMA – CURRIC	7	7	0						7		
SPED (End. + Resource)	27	26	1						27		
Speech Lang Path	13	13	0						11		2
Total	227 <sup>102</sup>										

<sup>100</sup>September 1, 2015 – August 31, 2016. Source OCS Database

<sup>101</sup>New program as of 2015-2016.

<sup>102</sup>178 awarded licensure. Programs not eligible for license: ASTL, CSPA, PHD.



**Completers by Program Area**

<b>Program</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016<sup>103</sup></b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>(3 Year-Average 2013-2016)</b>
ASTL	12	17	19			
B-K	0	0	0			
COUN	23	15	30			
COUN (Initial)			1			
CSPA	*	22	12			
GATE	5	5	6			
ITEC	*	2	9			
LIBM	27	56	44			
PHD		2	9			
PSYCH (SCH)	9	3	9			
RDNG (DT)	*	0	9			
RDNG (MSE)	4	4	4			
SLMA – BLDNG	27	20	21			
SLMA – DIST	*	2	7			
SLMA – CURRIC			7			
SPEL (END + RSC)	23	14	27			
Speech Path		15	13			
<b>Total</b>		<b>177<sup>104</sup></b>	<b>227<sup>105</sup></b>			

<sup>103</sup> Numbers not finalized and represent initial licenses processed in Fall 2015-Spring/Summer 2016. Some candidates are still in process of finalizing requirements as of summer 2016. Final numbers will be finalized and reported in 2016-2017 academic year. Due to the fluidity in numbers, the data reflected here may appear discrepant from data represented in key assessment and survey reporting later in this report.

<sup>104</sup> 135 awarded licensure. Programs not eligible for license: ASTL, CSPA, PHD.

<sup>105</sup> 178 awarded licensure. Programs not eligible for license: ASTL, CSPA, PHD.

Admitted Data

2015-2016 Candidates Admitted to Licensure Programs of Study<sup>106</sup>

Program	Total Admitted	GPA on Admission	Admission Test Option?
ASTL	13	3.48	Licensure
B-K <sup>107</sup>			
COUN			
COUN (Initial)			
CSPA			
GATE			
ITEC			
LIBM			
PHD			
PSYCH (SCH)			
RDNG (DT)			
RDNG (MSE)			
SLMA – BLDNG			
SLMA – DIST			
SLMA – CURRIC			
SPED (END + RSC)			
Speech Path			
<b>Total</b>			

<sup>106</sup> Data from new system for this report will be available starting with the 2016-2017 academic year. New system was brought online February 2016 and piloted for use in Spring 2016 semester. This table is a placeholder for guiding future reports.

<sup>107</sup> New program as of 2015-2016.

**2015-2016 Praxis Exam Data – ALL Program Completers<sup>108</sup>**

**Commented [DW1]:** Pull 2015-2016 from our new data base in Sept 2016 and then verify with Gary's Title II report in June 2017. Please login at <https://tlcs.ets.org> to view these scores. Please contact [PraxisDataManager@ets.org](mailto:PraxisDataManager@ets.org) with any issues or questions. Thank you.

Test #	Test Name	UCA Reported Data				ETS Reported Data				
		Passing Score	# UCA Test Takers <sup>109</sup>	UCA Mean	UCA Range	ETS reported Attending Inst	ETS Reported Mean	ETS Reported UCA Pass %	State Pass Rate (%)	National Pass Rate (%)

<sup>108</sup> Data source Title II Report for UCA reported data; ETS data manager website for data on attending, designated, state and national pass rates. Attending and designated institution includes larger participant pool of any test-taker indicating UCA as their attending or designated institution regardless of if they were actually enrolled in the teacher education programs.

<sup>109</sup> UCA OCS designed a new collection system for gathering data on UCA candidate Praxis score. New system came online in Fall. 2015 to pilot. Until pilot is reviewed and finalized, numbers may be fluid

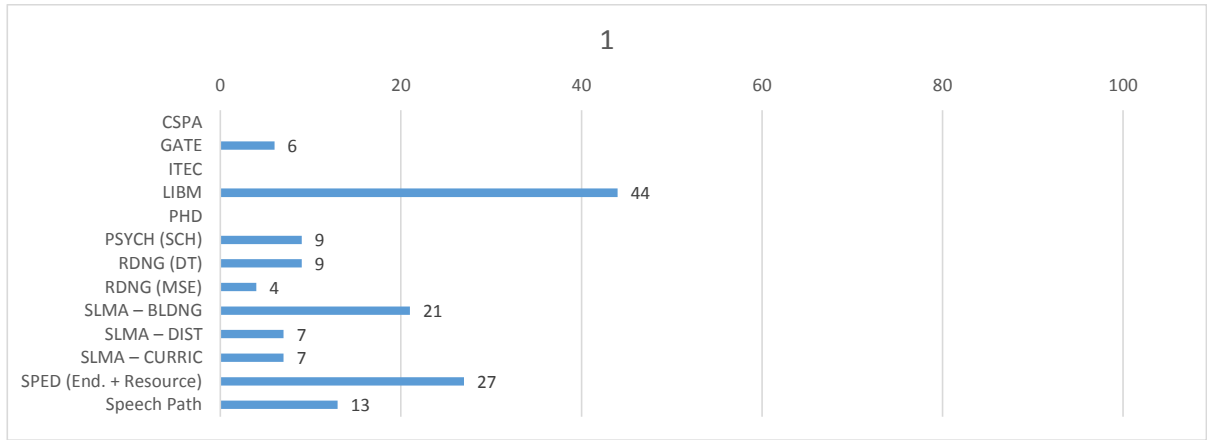
End of Program Survey

UCA End of Program Survey Results 2015-2016 --Program Completers: Survey Response Rate<sup>110</sup>

Program	Completers	Responses	Response Rate
ASTL	19	19	100.00
COUN	31	15	48.39
CSPA	12	5	41.67
GATE	6	6	100.00
ITEC	9	2	22.22
LIBM	44	35	79.55
PHD	9	1	11.11
PSYCH (SCH)	9	9	100.00
RDNG (DT + MSE)	12	5	41.67
SLMA – BLDNG	26	18	69.23
SLMA – DIST	8	3	37.50
SPED (END + RSC)	27	6	22.22
<b>Total</b>	<b>212</b>	<b>124</b>	<b>58.49</b>

**Commented [U2]:** Need to correct based on feedback from CAC retreat Sept. and Gary's updated data

<sup>110</sup> Administered to UCA candidates at the end of their graduating term as they conclude their program experience. Data source: Qualtrics. Scale 1-5: Not at All Prepared (1); Inadequately Prepared (2); Adequately Prepared (3); Well Prepared (4); Very Well Prepared (5).



UCA End of Program Survey Results 2015-2016 --Program Completers<sup>111</sup>

In reference to your education / professional courses, what is your satisfaction with:

	UCA Mean (n=124/ 212)	ASTL (n=19/ 19)	COUN (n= 15/ 31)	CSPA (n=5 /12)	GATE (n=6 / 6)	ITEC (n=2 / 9)	LIBM (n=35/ 44)	PhD (n=1 / 9)	PSYCH (n=9 /9) <sup>112</sup>	RDNG - DT (n = 5?/ 8)	RDNG MSE (n=5?/ 4)	SLMA BLD (n = 18/ 26)	SLMA DIST (n=3 / 8)	SPED (n=6 / 27)
1. The academic advising you received for your program (CAEP 3.4)	4.16	3.60	4.40	4.60	4.14	4.50	4.23	4	3.67	4.40		4.44	4.67	4.00
2. The accessibility of your UCA instructors (CAEP 3.1)	4.21	4.25	4.53	4.20	4.57	4.50	4.17	5	3.89	4.00		4.00	4.67	4.00
3. UCA instructors' responsiveness to your concerns (CAEP 3.1)	4.20	4.15	4.47	4.40	4.57	4.50	4.06	5	3.89	4.40		4.17	4.67	3.83
4. The amount of work required of you in your program of study (CAEP 4.4)	4.00	3.95	4.33	4.20	4.43	3.50	3.86	4	3.78	3.60		4.00	4.67	4.00
5. The quality of your financial investment (CAEP 4.4)	4.10	4.25	4.27	4.40	4.00	4.00	4.11	4	3.56	3.40		4.28	4.33	3.83
6. The ability of your UCA instructors to model best practices in your licensure area (CAEP 1.1)	4.26	4.45	4.33	4.20	4.43	4.50	4.06	5	4.22	3.40		4.50	4.67	4.17
7. The ability of your UCA instructors to model best practices to support all P-12 learners (CAEP 1.1)	4.17	4.45	4.20	4.00	4.29	4.50	4.03	4	3.89	3.00		4.50	4.67	4.17
8. The ability of your UCA instructors to integrate technology in your licensure area? (CAEP 1.5)	4.26	4.40	4.00	4.00	4.43	5.00	4.40	4	3.89	3.60		4.33	4.67	4.17
9. The clinical experiences required by your program (e.g., practicum, internship, etc.) (CAEP 2.3)	4.25	4.20	4.47	4.40	4.14	5.00	4.23	4	4.22	4.20		4.33	4.67	3.50

<sup>111</sup> Administered to UCA candidates at the end of their graduating term as they conclude their program experience. Data source: Qualtrics. Scale 1-5: Not at All Prepared (1); Inadequately Prepared (2); Adequately Prepared (3); Well Prepared (4); Very Well Prepared (5).

<sup>112</sup> N for PSYCH PHD = 2; PSYCH PMC = 7

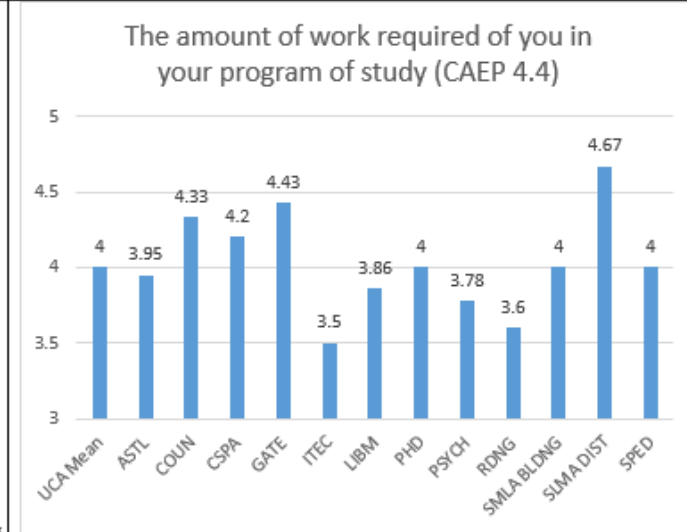
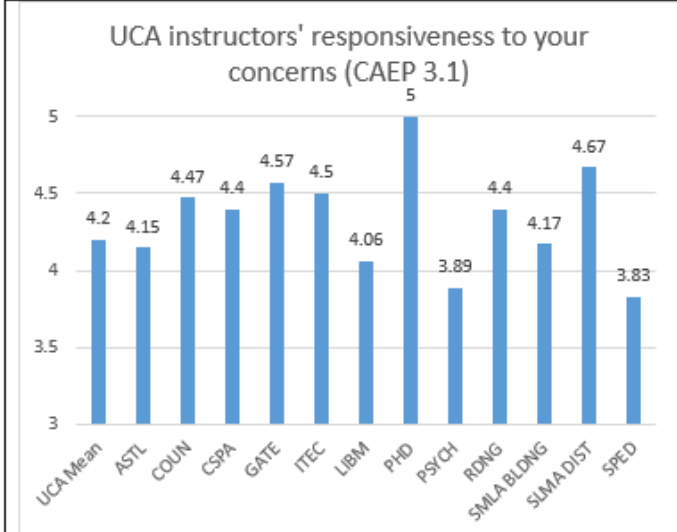
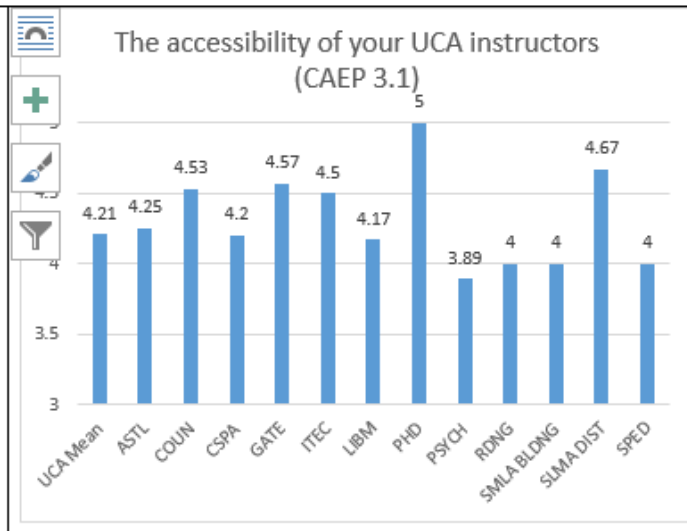
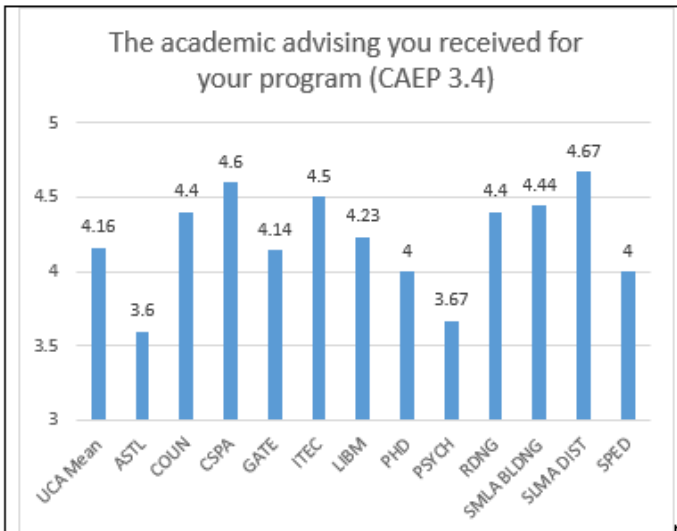
UCA End of Program Survey Results 2015-2016 --Program Completers<sup>113</sup>

How well did your program prepare you in the following areas:

	UCA Mean (n=124/ 212)	ASTL (n=19/ 19)	COUN (n=15/ 31)	CSPA (n=5 /12)	GATE (n=6 / 6)	ITEC (n=2 / 9)	LIBM (n=35/ 44)	PhD (n=1 / 9)	PSYCH (n=9 /9) <sup>114</sup>	RDNG - DT (n = 5?/ 8)	RDNG MSE (n=5?/ 4)	SLMA BLD (n = 18/ 26)	SLMA DIST (n=3 / 8)	SPED (n=6 / 27)
10. Your ability to respond to needs of diverse stakeholders (students, parents, community, colleagues) (CAEP 1.1)	4.24	4.15	4.27	4.60	4.29	5.00	4.37	4	3.56	3.60		4.44	4.67	3.83
11. The instruction you received specific to the content and skills necessary for your area of licensure (CAEP 1.1)	4.21	4.25	4.27	4.40	4.14	4.50	4.34	4	3.44	3.60		4.44	4.67	3.83
12. The instruction you received specific to the professional responsibilities necessary for your area of licensure (CAEP 1.1)	4.29	4.25	4.40	4.20	4.29	4.50	4.46	4	3.67	4.00		4.44	4.67	3.83
13. The instruction you received specific to using research/evidence to support/assess your professional practice in your area of licensure (CAEP 1.2)	4.26	4.20	4.13	4.00	4.43	5.00	4.29	5	3.89	3.80		4.56	4.67	4.17
14. The instruction you received specific to using research/evidence to develop school environments that support/assess P-12 students' learning (CAEP 1.2)	4.26	4.30	4.20	4.20	4.14	4.50	4.34	4	4.11	3.80		4.39	4.67	4.00
15. The instruction you received specific to creating supportive learning environments for all P-12 students to prepare students for college and career reading expectations (CAEP 1.4)	4.21	4.20	4.27	4.60	4.29	4.00	4.43	3	3.44	3.60		4.33	4.67	3.67
16. Your ability to integrate technology in your licensure area (CAEP 1.5)	4.35	4.45	4.27	4.40	4.43	5.00	4.49	5	3.89	3.80		4.33	4.67	4.00

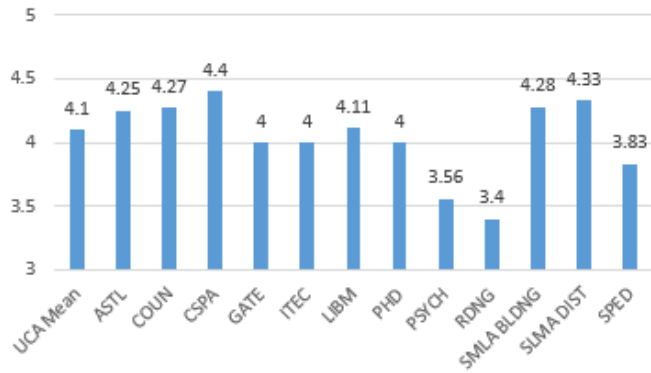
<sup>113</sup> Administered to UCA candidates at the end of their graduating term as they conclude their program experience. Data source: Qualtrics. Scale 1-5: Not at All Prepared (1); Inadequately Prepared (2); Adequately Prepared (3); Well Prepared (4); Very Well Prepared (5).

<sup>114</sup> N for PSYCH PHD = 2; PSYCH PMC = 7

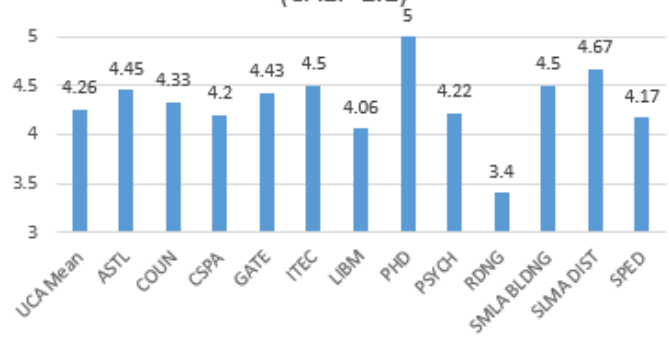




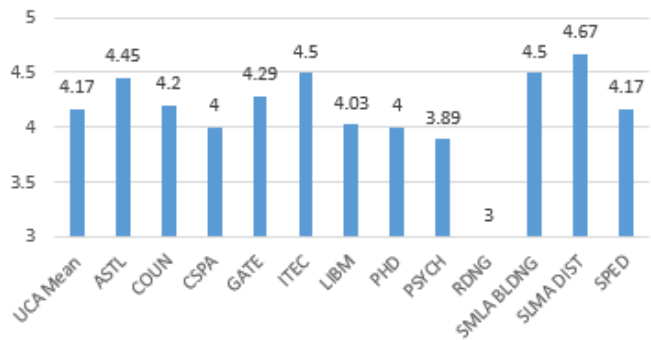
The quality of your financial investment  
(CAEP 4.4)



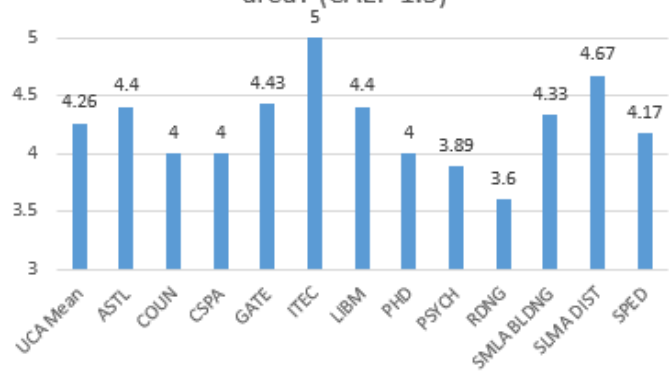
The ability of your UCA instructors to  
model best practices in your licensure area  
(CAEP 1.1)



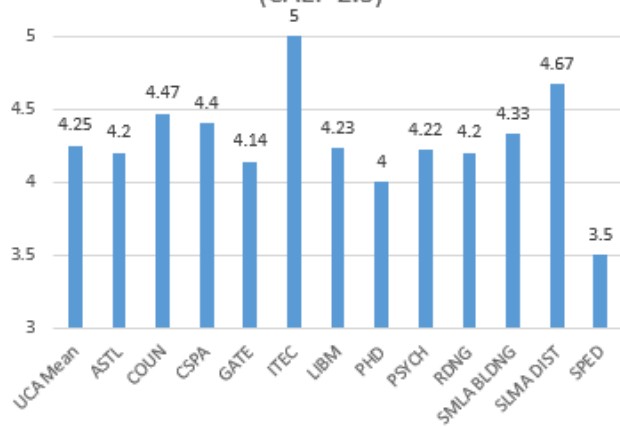
The ability of your UCA instructors to  
model best practices to support all P-12  
learners (CAEP 1.1)



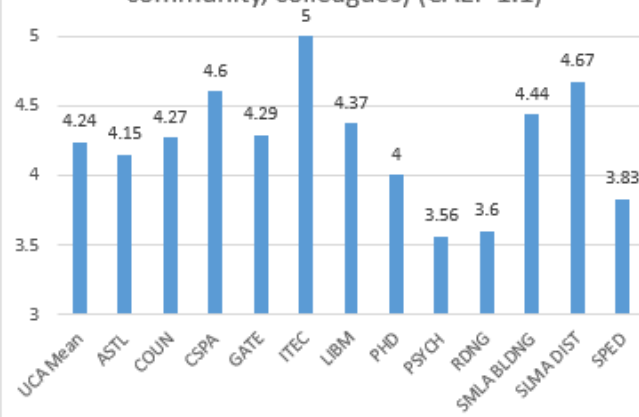
The ability of your UCA instructors to  
integrate technology in your licensure  
area? (CAEP 1.5)



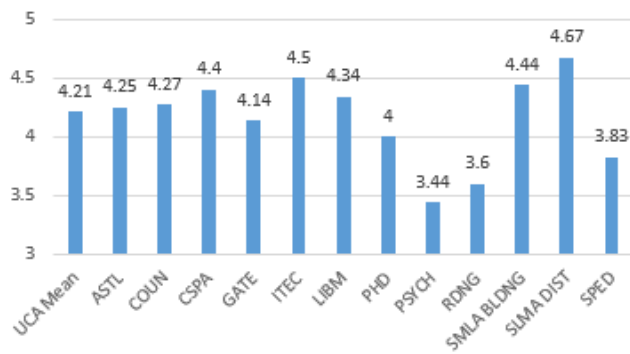
The clinical experiences required by your program (e.g., practicum, internship, etc.) (CAEP 2.3)



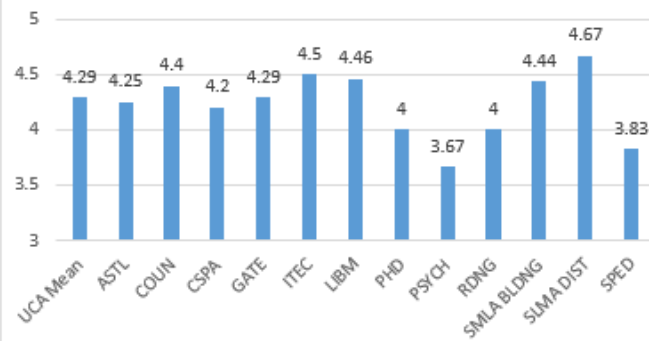
Your ability to respond to needs of diverse stakeholders (students, parents, community, colleagues) (CAEP 1.1)



The instruction you received specific to the content and skills necessary for your area of licensure (CAEP 1.1)

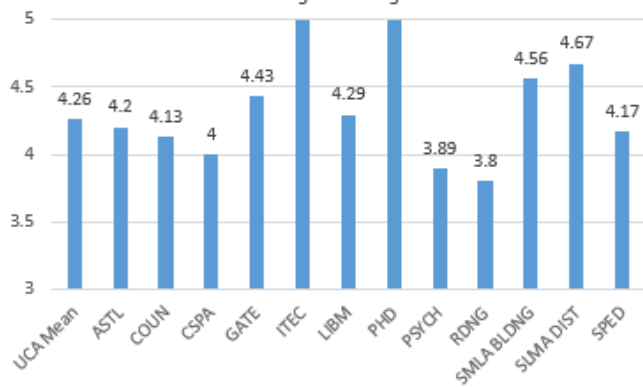


The instruction you received specific to the professional responsibilities necessary for your area of licensure (CAEP 1.1)

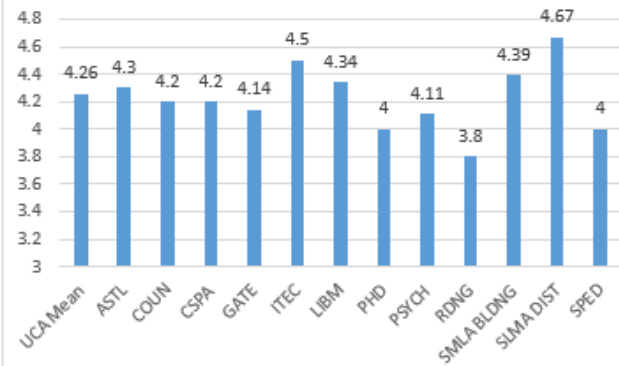


horizontal (Category) Axis

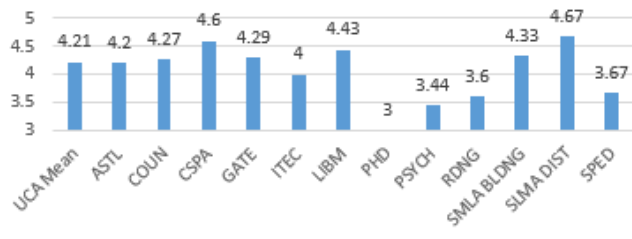
Instruction you received specific to using research/evidence to support/assess your professional practice in your area of licensure (CAEP 1.2)



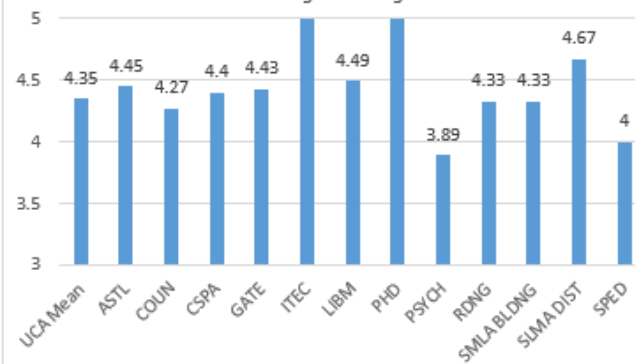
The instruction you received specific to using research/evidence to develop school environments that support/assess P-12 students' learning (CAEP 1.2)



The instruction you received specific to creating supportive learning environments for all P-12 students to prepare students for college and career reading expectations (CAEP 1.4)



Your ability to integrate technology in your licensure area (CAEP 1.5)



UCA End of Program Survey Results 2015-2016 --Program Completers<sup>115</sup>

How well did your program prepare you in the following areas:

1. Planning and Preparation for instruction, including: (1) knowledge of special education trends and PD, (2) knowledge of school's program and levels of teacher skill, (3) establishing goals for instructional support, (4) knowledge of resources, (5) planning instructional support program, (6) evaluating the instructional support program
2. Environment, including: (1) creating an environment of trust and respect, (2) establishing a culture for ongoing instructional improvement, (3) professional interactions, (4) organizing physical space for workshops or training?
3. Delivery of Service, including: (1) collaborating to design instruction (2) instructional skills, (3) sharing expertise with faculty/staff, (4) locating resources to support instruction, and (5) demonstrating flexibility and responsiveness?
4. Professional Responsibilities, including: (1) reflection on practice, (2) preparing and submitting reports and budgets, (3) coordinating work with other instructional specialists, (4) participating in a professional community, (5) engaging in professional development, and (6) showing professionalism?

UCA Mean (n=67)	ASTL (n=19 / 19)	COUN (n=15 / 31)	CSPA (n=5 / 12)	GATE (n=6 / 6)	ITEC (n=2 / 9)	LIBM (n=35 / 44)	PhD (n=1 / 9)	PSYCH (n=9 / 9) <sup>116</sup>	RDNG - DT (n = 5? / 8)	RDNG MSE (n=5? / 4)	SLMA BLD (n = 18 / 26)	SLMA DIST (n=3 / 8)	SPED (n=6 / 27)
4.19	*	4.31	*	3.71	*	4.38	*	*	3.80	*	*	3.25	
4.41	*	4.62	*	4.14	*	4.56	*	*	4.00	*	*	3.25	
4.36	*	4.46	*	4.29	*	4.50	*	*	3.80	*	*	3.50	
4.22	*	4.38	*	4.14	*	4.32	*	*	3.60	*	*	3.50	

<sup>115</sup> Administered to UCA candidates at the end of their graduating term as they conclude their program experience. Data source: Qualtrics. Scale 1-5: Not at All Prepared (1); Inadequately Prepared (2); Adequately Prepared (3); Well Prepared (4); Very Well Prepared (5).

<sup>116</sup> N for PSYCH PHD = 2; PSYCH PMC = 7

**UCA End of Program Survey Results 2015-2016 --Professional Plans Post-Graduation<sup>117 118</sup>**

How well did your program prepare you in the following areas:

1. Do you have a job aligned with your UCA program/licensure for the coming semester?

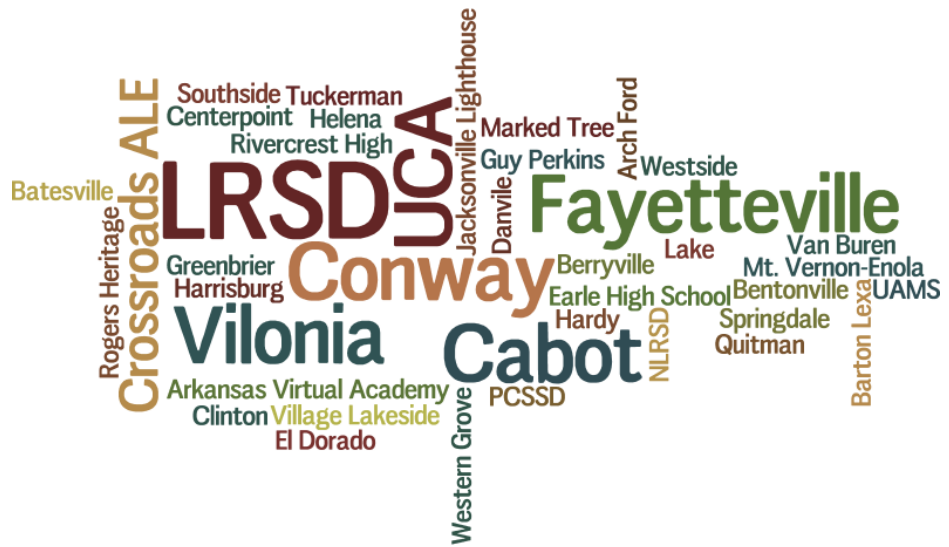
UCA Mean (n=124/ 212)	ASTL (n=19/ 19)	COUN (n=15/ 31)	CSPA (n=5 /12)	GATE (n=6 / 6)	ITEC (n=2 / 9)	LIBM (n=35/ 44)	PhD (n=1 / 9)	PSYCH (n=9 /9) <sup>119</sup>	RDNG - DT (n = 5?/ 8)	RDNG MSE (n=5?/ 4)	SLMA BLD (n = 18/ 26)	SLMA DIST (n=3 / 8)	SPED (n=6 / 27)
.47	.72	.67	.50	.50	1.0	.49	*	.11	.20	.17	0.00	1.00	

**Sites Employing UCA Advanced Program Graduates**

<sup>117</sup> Administered to UCA initial teacher licensure candidates at the end of their graduating term as they conclude their clinical teaching experience. Candidates may not select multiple options on menu to report future planning in 2015-2016 version of survey. This will be changed for 2016-2017 survey reporting. In addition, 2016-2017 reporting will disaggregate questions regarding future employment plans and future educational plans in different question sets.

<sup>118</sup> 1 = yes; 2 = no

<sup>119</sup> N for PSYCH PHD = 2; PSYCH PMC = 7



Multicultural Efficacy Survey

UCA Multicultural Efficacy Survey Results 2015-2016<sup>120</sup>

	Graduate Aggregate Mean		ASTL		GATE		Reading		School Counseling		SPED		LIBM	
	Pre n=45	Post N=24	Pre N=7	Post N=10	Pre N=1	Post N=1	Pre N=25	Post N=1	Pre N=1	Post N=20	Pre N=9	Post N=3	Pre N=0	Post N=8
<b>Experiences with Diversity<sup>121</sup></b>														
How much experience do you have with diverse learners?	2.98	3.13	3.29	2.90	*	*	3.08	*	*		2.78	*	*	3.25
As a child, I played with people different from me.	2.87	2.96	2.71	3.00	*	*	2.96	*	*		2.78	*	*	3.13
I went to school with diverse students as a teenager.	3.00	3.08	3.14	2.90	*	*	2.84	*	*		3.33	*	*	3.00
Diverse people lived in my neighborhood when I was a child growing / up.	2.18	2.33	1.71	2.20	*	*	2.12	*	*		2.56	*	*	2.25
A diverse person was a significant figure in my life, when I was / younger.	2.18	2.21	2.00	1.80	*	*	2.12	*	*		2.44	*	*	2.50
As a teenager, I was on the same team and/or club with diverse / students.	2.84	3.25	2.43	3.30	*	*	2.80	*	*		3.22	*	*	3.00

<sup>120</sup> Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared. Data here do not represent matched pair comparison. True matched pairs comparisons were first available in the 2015-2016 academic year and are presented below. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

<sup>121</sup> Questions rated as follows: Never (1) Rarely (2) Occasionally (3) Frequently (4)

	Graduate Aggregate Mean		ASTL		GATE		Reading		School Counseling		SPED		LIBM	
	Pre n=45	Post N=24	Pre N=7	Post N=10	Pre N=1	Post N=1	Pre N=25	Post N=1	Pre N=1	Post N=20	Pre N=9	Post N=3	Pre N=0	Post N=8
<b>Attitudes Toward Diversity<sup>122</sup></b>														
Teachers should adapt lesson plans to reflect the different / cultures represented in the classroom.	3.36	3.58	3.57	3.50	*	*	3.32	*	*		3.33	*	*	3.50
Teachers should provide opportunities for children to share / cultural differences in foods, dress, family life, and beliefs in / the classroom.	3.47	3.54	3.71	3.50	*	*	3.48	*	*		3.22	*	*	3.50
It is essential to include the perspectives of diverse groups while / teaching things about American history that are common to all / Americans.	3.40	3.54	3.57	3.40	*	*	3.48	*	*		3.22	*	*	3.50
Curricula and textbooks should include the contributions of most, / if not all, cultural groups in our society.	3.42	3.46	3.29	3.30	*	*	3.56	*	*		3.33	*	*	3.38
The classroom library should reflect the racial and cultural / differences in the class.	3.49	3.58	3.43	3.50	*	*	3.64	*	*		3.22	*	*	3.50

<sup>122</sup> Questions rated as follows: Strongly Disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

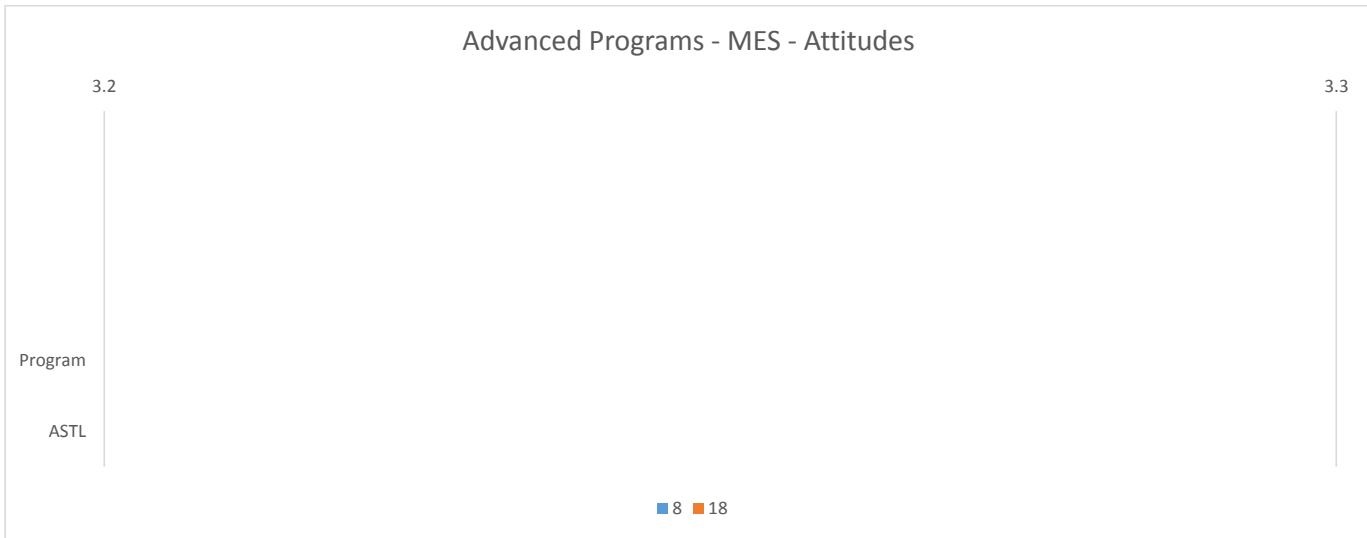
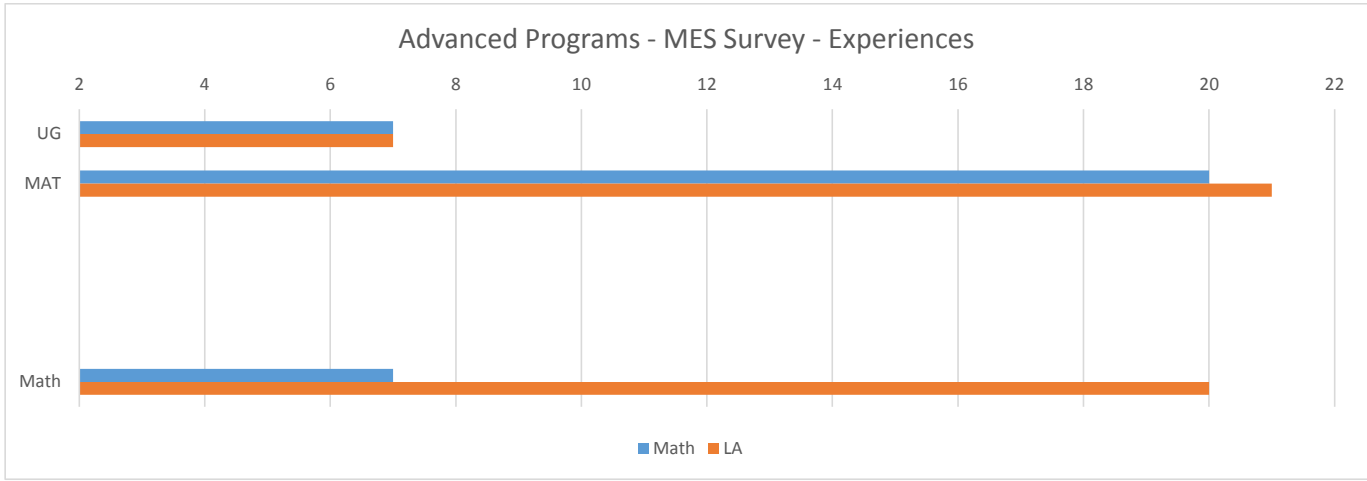


	Graduate Aggregate Mean		ASTL		GATE		Reading		School Counseling		SPED		LIBM	
	Pre n=45	Post N=24	Pre N=7	Post N=10	Pre N=1	Post N=1	Pre N=25	Post N=1	Pre N=1	Post N=20	Pre N=9	Post N=3	Pre N=0	Post N=8
<b>Efficacy</b> <sup>123</sup>														
Teachers should provide instructional activities to help students to develop strategies for dealing with racial confrontations.	3.18	3.33	3.00	3.40	*	*	3.20	*	*		3.22	*	*	3.13
Teachers should adapt instructional methods to meet the needs of learners from diverse groups.	3.53	3.50	3.57	3.50	*	*	3.56	*	*		3.44	*	*	3.50
Teachers should develop materials appropriate for the multicultural classroom.	3.36	3.46	3.29	3.40	*	*	3.36	*	*		3.44	*	*	3.63
Teachers should develop instructional methods that dispel myths about diverse groups.	3.31	3.38	3.14	3.40	*	*	3.36	*	*		3.33	*	*	3.50
Teachers should analyze instructional materials for potential stereotypical and/or prejudicial content.	3.38	3.42	3.43	3.50	*	*	3.36	*	*		3.44	*	*	3.38
Teachers should help students to examine their own prejudices.	3.02	3.25	3.00	3.30	*	*	3.04	*	*		2.89	*	*	3.13
Teachers should present diverse groups in our society in a manner that will build mutual respect.	3.49	3.46	3.43	3.50	*	*	3.48	*	*		3.56	*	*	3.50
Teachers should develop activities that increase the self-confidence of diverse students.	3.49	3.42	3.14	3.30	*	*	3.60	*	*		3.44	*	*	3.63
Teachers should provide instruction showing how prejudice affects individuals.	3.18	3.33	3.14	3.40	*	*	3.24	*	*		3.00	*	*	3.38
Teachers should plan instructional activities to reduce prejudice toward diverse groups.	3.29	3.29	3.14	3.30	*	*	3.36	*	*		3.22	*	*	3.25
Teachers should identify cultural biases in materials used in teaching.	3.20	3.29	3.00	3.20	*	*	3.28	*	*		3.11	*	*	3.38
Teachers should help students work through problem situations caused by stereotypical and/or prejudicial attitudes.	3.22	3.33	3.14	3.30	*	*	3.24	*	*		3.22	*	*	3.38
Teachers should get students from diverse groups to work together.	3.33	3.50	3.14	3.40	*	*	3.32	*	*		3.44	*	*	3.63

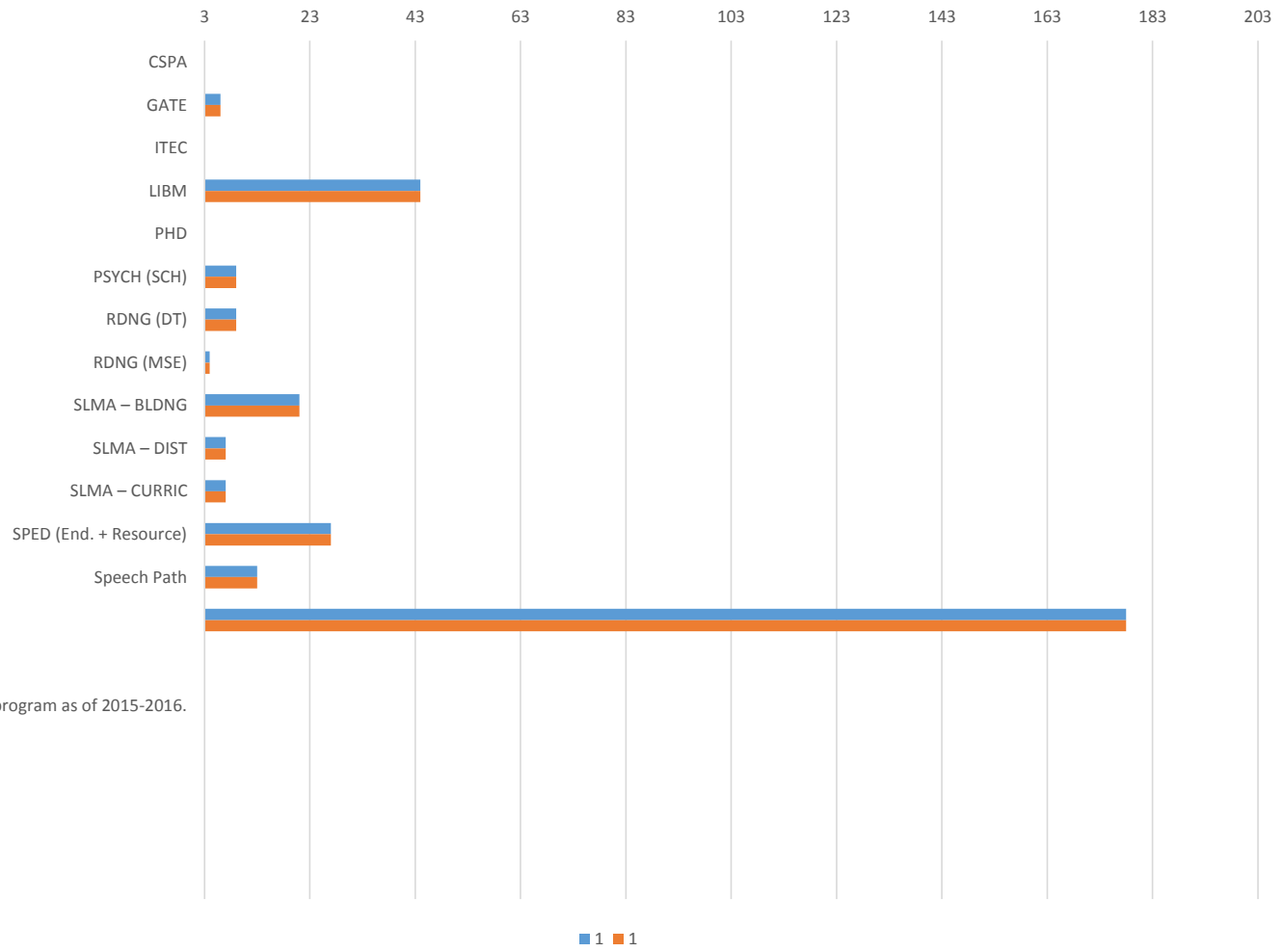
<sup>123</sup> Questions rated as follows: Strongly Disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

	Graduate Aggregate Mean		ASTL		GATE		Reading		School Counseling		SPED		LIBM	
	Pre n=45	Post N=24	Pre N=7	Post N=10	Pre N=1	Post N=1	Pre N=25	Post N=1	Pre N=1	Post N=20	Pre N=9	Post N=3	Pre N=0	Post N=8
Teachers should identify school practices that may harm diverse students.	3.40	3.38	3.43	3.30	*	*	3.2	*	*		3.44	*	*	3.38
Teachers should identify solutions to problems that may arise as the result of diversity.	3.33	3.38	3.29	3.30	*	*	3.32	*	*		3.44	*	*	3.25
Teachers should identify the societal forces which influence opportunities for diverse people.	3.07	3.33	3.14	3.20	*	*	3.08	*	*		2.89	*	*	3.25
Teachers should identify ways in which various groups contribute to our pluralistic society.	3.33	3.29	3.29	3.10	*	*	3.40	*	*		3.22	*	*	3.50
Teachers should help students take on the perspective of ethnic and cultural groups different from their own.	3.29	3.26	3.29	3.20	*	*	3.36	*	*		3.11	*	*	3.25
Teachers should help students view history and current events from diverse perspectives.	3.38	3.42	3.29	3.40	*	*	3.44	*	*		3.33	*	*	3.50
Teachers should involve students in making decisions and clarifying their values regarding multicultural issues.	3.33	3.50	3.29	3.40	*	*	3.32	*	*		3.44	*	*	3.50

	Graduate Aggregate Mean		ASTL		GATE		Reading		School Counseling		SPED		LIBM	
	Pre n=45	Post N=24	Pre N=7	Post N=10	Pre N=1	Post N=1	Pre N=25	Post N=1	Pre N=1	Post N=20	Pre N=9	Post N=3	Pre N=0	Post N=8
If every individual learned to accept and work with every other person, then there would be no intercultural problems	10	6	2	2	*	*	6	*	*		2	*	*	3
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America	5	4		2	*	*	2	*	*		1	*	*	1
All cultural groups are entitled to maintain their own identity	4	3	1	2	*	*	3	*	*		6	*	*	1
All cultural groups should be recognized for their strengths and contributions	24	9	3	4	*	*	13	*	*			*	*	1
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.	2	2	1		*	*	1	*	*			*	*	1



### Advanced Programs - MES - Efficacy



[1] New program as of 2015-2016.

Advanced Programs - MES Survey Stance  
Question - (pre n=45)



Advanced Programs - MES Survey Stance  
Question -  
(post n=24)

