2016-2017 UCA CAEP Annual Reporting Measures

Academic Year 2016-2017 [September 1, 2016 – August 31, 2017]

CAEP (Council for the Accreditation of Educator Preparation) has eight annual reporting measures which are used to provide information to the public on both program outcome and program impact. Following is the list of the CAEP measures with links to data tables and information providing supporting evidence for each measure. Summary of data and trends available here.

1. Measure 1: Impact completers' teaching has on P-12 learning and development
2. Measure 2: Indicators of completers' teaching effectiveness
3. Measure 3: Results of employer surveys including retention and employment milestones
4. Measure 4: Results of completer surveys
5. Measure 5: Completer graduation rates including rates for successful completion of student teaching by program areas
6. Measure 6: Ability of completers to meet licensing / certification requirements
7. Measure 7: Ability of completers to be hired in education positions for which they are prepared
8. Measure 8: Student loan default rates and other consumer information

Program Completer Data

Annual Program Completers

	Traditional	Nontraditional (MAT)	Combined	Advanced Programs
Completers 2016-2017[1]	143	88	231	220
Completers 2015-2016	148	107	255	178
Completers 2014-2015	176	107	283	135
Completers 2013-2014	164	88	252	123
Completers 2012-2013	165	84	249	n/a
Completers 2011-2012	143	87	230	n/a
Completers 2010-2011	153	79	232	n/a

[1] Data Source: Associate Dean Comparison of Final Clinical Internship with OCS Licensure database. Reported to Title 2: Traditional (176); Nontraditional (96): Data Source UCA Title 2 Report/Office of Candidate Services - http://uca.edu/panda/panda-reports/title-ii-reports/

Overview Chart of Data and Trends

CAEP Required Measure	Description of Data Provided	Summary of Data and Trends
Measure 1: Impact completers' teaching has on P-12 learning and development	*Not available at this time. Data will become available in the next two years to include:* • The Arkansas Department of Education will provide impact data on graduates working in tested grades/areas starting in Fall 2018 • Induction program with 2017-2018 graduates (revised structure) • Continued requests of partner school districts • New partnership with Arch Ford Educational Service Center with incentives for those who provide impact data as an additional project • Explore partnership with Tri-City Educational Service Center	N/A
Measure 2: Indicators of completers' teaching effectiveness	• Observation data for graduates involved in induction project. • Induction project survey results of EPP preparation of candidates	Graduates appear to be scoring relatively lower in the following areas: • Designing coherent instruction • Designing student assessments • Using questioning and discussion techniques • Engaging students in learning • Using assessment in instruction In 2016-2017, the EPP adopted a mobile 1:1 initiative with explicit instructional focus on using technology to design instruction and to design assessments with a lens for transformative pedagogy. The graduates in this data set would not have taken part in that initiative. These data should be considered baseline with future reporting years analyzed for the impact of the mobile initiative on these areas.

CAEP Required Measure	Description of Data Provided	Summary of Data and Trends
Measure 3: Results of employer surveys including retention and employment milestones	• ADE Employer (Supervisors) Survey – Initial Programs • UCA Employer Survey – Initial Programs • UCA Employer Survey – Advanced Programs. Not available at this time. Data will become available in the next two years.	Graduates appear to be scoring relatively lower in the following areas: • Designing coherent instruction • Managing classroom procedures • Managing student behavior • Using questioning and discussion techniques • Using assessment in instruction • Working with students with special needs • Knowledge of classroom assessment. In 2016-2017, the EPP adopted a mobile 1:1 initiative with explicit instructional focus on using technology to design instruction and to design assessments with a lens for transformative pedagogy. The graduates in this data set would not have taken part in that initiative. The 2016-2017 data should be considered baseline with future reporting years analyzed for the impact of the mobile initiative on the areas of designing instruction, using questioning and discussion, and using assessment in instruction. In 2016-2017, the EPP engaged in an analysis of current clinical practices with an eye for increasing quality clinical experiences for all candidates by offering more supported, embedded, and authentic placements. Part of that re-design included a consideration of field assignments to focus on classroom management and managing student behavior. Additionally, the re-design focused on providing candidates with more understanding of the needs of diverse students. The graduates in this data set would not have taken part in the new field foci. The 2016-2017 data should be considered baseline with future reporting years analyzed for the impact of the mobile initiative on the areas of managing classroom procedures, managing student behavior, and the understanding of the needs of diverse students. Additionally, qualitative comments from principals indicated a need for more information on communicating with parents and with the “science of reading”. Curriculum redesigns across departments have taken these data into consideration.

CAEP Required Measure	Description of Data Provided	Summary of Data and Trends
Measure 4: Results of completer surveys	• UCA End of Program Survey – Initial Programs • ADE Novice Teacher Survey Results - Initial Programs • UCA Post-Graduation Survey – Initial Programs • UCA End of Program Survey – Advanced Program • UCA Post-Graduation Survey – Advanced Programs	Analysis of data across these measures indicate graduates score their experiences relatively lower in the following areas: • Managing classroom procedures • Managing student behavior • Content knowledge preparation • Planning and implementing CCR standards • Communicating with families • Technology integration • Student assessments • Engaging students in questioning and discussion Additionally, the surveys provide guidance for individual programs using the UCA aggregate data as a comparison benchmark. Programs are asked to analyze their performance relative to the benchmark in drafting and implementing program-specific continuous improvement. For advanced programs, no clear trends were evidence in year 1 data (2016-2017). Again, the surveys provide guidance for individual programs using the UCA aggregate data as a comparison benchmark. Programs are asked to analyze their performance relative to the benchmark in drafting and implementing program-specific continuous improvement.
Measure 5: Completer graduation rates including rates for successful completion of student teaching by program areas	• Admission, Retention, and Tracking – Admission to Graduation – Initial Programs • Admission, Retention, and Tracking – Final Internship to Graduation – Initial Programs • Graduation Rates – Advanced Programs	2016-2017 represents the first year where data are available for analysis. The systems for tracking these data were piloted in Spring 2016 and expanded in 2016-2017. As such, these data should be considered baseline for future trend analysis. Initial data indicate that the EPP has an 83% – 96% retention rate with the majority of students who do not continue electing to withdraw from programs due to a shifting interest in the profession or a perceived lack of fit. Additionally, trends

CAEP Required Measure	Description of Data Provided	Summary of Data and Trends
		indicate that the EPP does have some students who complete the final internship semester but choose to graduate without licensure. This is less the case in the nontraditional MAT program. The majority of those candidates who choose to not license do so after experiencing the internship semester and gaining a deeper understanding of the demands of the profession. This appears to be more prevalent in some programs than in others which will be a focus of investigation in the 2018-2019 academic year. Data on advanced programs indicate that retention and graduation rates are as expected for many programs (e.g., MSE Special Education, SLMA Building Administration). However, other programs data are problematic. These data are shared to the program coordinators and analyzed. Program coordinators are being asked to consider focus groups and advising surveys in candidates' programs as standard practice. Currently advanced programs only collect End-of-Program survey data.
Measure 6: Ability of completers to meet licensing / certification requirements	• UCA Praxis Data – Initial Programs – 2016-2017 Submitted Scores • UCA Praxis Data - Initial Programs – 2016-2017 Completers • ADE/Title II Reported Licensure Data 2016-2017 • UCA Praxis Data – Advanced Programs Licensure Data 2016-2017	Praxis data indicate strong Praxis scores across many content exams. There are programs with low initial pass rates; however, for the most part, the UCA pass rates are equal to or exceed the state and national pass rates provided by ADE and/or ETS. Programs where there are concerns have been examining content in relation to the exams and making curriculum revisions. The COE Dean has incentivized faculty to take the exams themselves to prepare for any curriculum revision process (e.g., elementary social studies, secondary math, middle school math, secondary art, gifted and talented). Data trends are being tracked to continue to inform programs of their options in program revision to seek continuous improvement.

CAEP Required Measure	Description of Data Provided	Summary of Data and Trends
Measure 7: Ability of completers to be hired in education positions for which they are prepared	• ADE Novice Teacher Survey Results (EPPR) • UCA End of Program Survey – Initial Programs • UCA Post-Graduation Survey – Initial Programs • UCA Post-Graduation Survey – Advanced Programs	Data indicate that UCA EPP graduates are finding employment in districts across the state. 65% of UCA 2015-2016 initial program completers worked in Arkansas Public Schools in the 2016-2017 school year representing 14.05% of novice teachers in the state. This is a consistent trend across time. At the point of graduation, more than 40% of candidates have already secured positions prior to the summer "school hiring" season with at least 40% indicating plans to continue their education in advanced programs. Candidates in math, science, and from the nontraditional MAT programs have the highest success rates in securing early positions. Additionally, the advanced program candidates report high rates of employment commiserate with their area of advanced licensure. Base salaries reported by graduates indicate they are earning commiserate with Arkansas mean starting salaries for their level of earned degree.
Measure 8: Student loan default rates and other consumer information	• UCA Loan Default Rate • Consumer index data	Loan default rates can indicate how well UCA is supporting students in college attendance without undue reliance on loans, particularly unsubsidized loans. The official student loan default rate for a school is calculated by measuring how many students are in default three years after graduation. Note that the default rate only takes into account federal loans, not private.

Impact on P-12 Learning and Development (CAEP Standard 4.1)

Not available at this time (will become available in the next two years)

UCA does not currently have data on graduates' impact on student learning. UCA has made the following attempts to gather this data across the last 3 years with no success using the following approaches:

- Requesting data directly from partner districts
- Requesting data directly from graduates involved in induction program (see below) with incentive offered aligned with training on state-grant funded tools (GPS, ASIS)
- Requesting data directly from the Arkansas Department of Education

Plans for gathering these data moving forward include:

- The Arkansas Department of Education will provide impact data on graduates working in tested grades/areas starting in Fall 2018
- Continued induction program (revised structure)
- Continued requests of partner school districts
- New partnerships with Arch Ford Educational Service Center with incentives for those who provide impact data as an additional project
- Explore partnership with Tri-City Educational Service Center

Information on Induction Initiative

At the six-month mark, 27 of the initial cohort had maintained at least minimal level of contact with twelve of the sixteen participating graduates involved at a more substantial level and two additional participants coming into the study having graduated in December 2016. At the nine-month mark, only 14 of the participants were fully involved in the continued project. Subsequent cohorts may include a mix of graduates within their first one, two, and three years following graduation. Participant attrition is an area of ongoing research.

	ELEM	ML	SecED	MAT
Initial Cohort	8	6	4[2]	12[3]
Six-Month Cohort	7	8	4	10
Nine-Month Cohort	3	6	1	4

The project also involved 27 faculty participants who volunteered to take part in the project. Some faculty involved in the project agreed to support two teachers. This faculty group included representation from all licensure programs as follows:

	ELEM	ML	SecED	MAT	Other
Initial Cohort	4	10	4	6	3

Faculty included 9 tenured faculty, 3 tenure-track faculty, and 15 clinical faculty. Faculty participants were recruited from the dean's office in multiple emails and meetings promoting the program and asking for volunteers. Additionally, a faculty committee was formed to oversee the design and implementation of the program. The committee included representation from all programs as follows: 2 elementary/SPED faculty, 2 MAT/Middle level faculty, and 1 secondary faculty.

Realizations around participant attrition and faculty workload drove faculty to seek additional resources for the 2017-2018 academic year, which was met in the acquisition of a gift from the Sanford Inspire project. The impact of the infusion of monies into the project will be reported in subsequent years' reports.

First-Year Teachers' Project Teacher Guidelines. This 1-page document outlined the expectations for the participating teachers to include: (1) sharing appropriate contact information with their faculty mentor, (2) engaging in communication with the mentor at least twice per month for PD hours using whatever method was most comfortable and convenient (e.g., text, phone, F2F, email, etc.), (3) allow mentors to visit classrooms for observations (alternatively observations could be conducted via various recommended technology options: Bug-in-Ear , video annotation), and (4) sharing contact information with the teacher's school-based mentor and school supervisor (e.g., principal, curriculum head). All participants were invited to give input for revision of this document before finalized, and their input was used to modify some language in the guidelines.

[2] 1 science, 1 art, 1 social studies, 1 PE/health

[3] 2 early childhood, 5 middle level, 1 secondary English, 2 science, 1 drama/speech, 1 business

Faculty involved with this project also received a copy of the First-Year Teachers' Project Mentor Guidelines. This 1-page document outlined the expectations for participating faculty to include: (1) sharing appropriate contact information with their first year teacher, (2) initiating communication with the teachers based on their preferred method of contact, (3) documenting time spent in communication, (4) conducting informal observations once a semester and giving the teacher substantial feedback, (5) reaching out to the teacher's school-based mentor and school supervisor to explain the project, (6) communicating to the project coordinator and committee needs for additional professional development. All faculty participants were invited to give input for revision of this document before finalized, and their input was used to modify some language in the guidelines.

The UCA First Year Teacher Project Contact Log reporting form was used to collect data on faculty- participant contact recording both amount of contact across, types of contact, and topics discussed during contact.

	Points of Contact	Average contact time spent	Total Contact Time	Range of Contact Time	Contact Per Participant Average
Six-Month Checkpoint	71	63 minutes	4473 minutes	30 min – 2 hours	2.6
Nine-Month Cumulative	91	66 minutes	6030 minutes	30 min – 2 hours	3.2

The recorded contact time between teachers and faculty in this project did indicate a continued need of the novice teachers for at least minimal levels of contact and support throughout the fall and spring semesters. While some novice teachers maintained only minimal or no contact, others showed a need for intensive and ongoing support and contact. Contact between faculty-teacher participant pairs was "led" by the novice teacher in terms of determining their preference and comfort and included many types of contact.

	Email	Video Conference	F2F	Text	Phone
Six-Month Checkpoint	33.98%	5.03%	30.98%	12.00%	18.01%
Nine-Month Cumulative	33.85%	6.16%	31.54%	13.07%	15.38%

When focusing on topics discussed during these points of contact, topics discussed by induction participants were also tracked and logged.[4]

	Lesson Planning	Content	Classroom Mgmt	Instructional Strategies	Professionalism	Other
Six-Month Checkpoint	22.81	12.28	29.25	19.87	15.79	0
Nine-Month Cumulative	21.64	10.58	30.29	21.15	15.87	.48

[4] N is too small to disaggregate data by program for year one implementation. Aggregate data from the year 1 and year 2 implementation may yield program-based difference for continued focus and conversation.

Indicators of Teaching Effectiveness (CAEP Standard 4.2)

Induction Initiative Teacher Performance Observations

Thirteen teacher observations were logged during the Fall 2016 semester of the project on eleven different graduates: 3 elementary, 3 middle level, 3 MAT, and 1 secondary. An additional 8 observations were conducted in the Spring 2017 semester adding three new participants. Observations were conducted using the Danielson Framework (2007). The framework divides the complex activity of teaching into 22 components clustered into four domains of teaching responsibility. They are: (1) Domain 1 - Planning and Preparation, (2) Domain 2 - Classroom Environment, (3) Domain 3 - Instruction, and (4) Domain 4 - Professional Responsibilities. Each of the 22 components defines a distinct aspect of a domain; two to five elements describe each component providing four levels of teaching performance describing each component as follows: *Unsatisfactory* (scored as a "1"), *Basic* (scored as a "2"), *Proficient* (scored as a "3"), and a *Distinguished* (scored as a "4").

Domain / Component	Fall 2016 (n = 19)	MAT (n = 5)	UG ELSE (n = 5)	UG ML (n = 7)	UG SecEd (n = 2)
1a. Demonstrating Knowledge of Content and Pedagogy	2.53	2.80	2.20	2.67	*
1b. Demonstrating Knowledge of Students	2.67	3.00	2.60	2.00	*
1c. Setting Instructional Outcomes	2.53	2.80	2.20	2.67	*
1d. Demonstrating Knowledge of Resources	2.69	3.50	2.40	2.50	*
1e. Designing Coherent Instruction	2.36	2.40	2.25	2.33	*
1f. Designing Student Assessments	2.20	2.20	1.80	2.67	*
2a. Creating an Environment of Respect and Rapport	2.63	2.80	2.40	2.57	*
2b. Establishing a Culture for Learning	2.42	2.80	2.00	2.43	*
2c. Managing Classroom Procedures	2.56	2.60	2.00	2.71	*
2d. Managing Student Behavior	2.53	2.60	2.20	2.57	*
2e. Organizing Physical Space	2.68	3.20	2.20	2.86	*
3a. Communicating With Students	2.78	3.00	2.20	3.00	*
3b. Using Questioning and Discussion Techniques	2.37	2.60	2.20	2.43	*
3c. Engaging Students in Learning	2.21	2.40	1.60	2.43	*
3d. Using Assessment in Instruction	2.11	2.00	1.80	2.29	*
3e. Demonstrating Flexibility and Responsiveness	2.79	2.80	2.60	3.00	*
4a. Reflecting on Teaching	2.57	2.60	2.20	3.00	*
4b. Maintaining Accurate Records	3.00	3.00	3.00	3.00	*
4c. Communicating with Families	3.13	3.33	3.00	3.00	*
4d. Participating in a Professional Community	2.75	2.67	2.50	3.00	*
4e. Growing and Developing Professionally	2.67	3.00	2.50	-	*
4f. Showing Professionalism	2.89	3.50	2.50	3.00	*

Induction Project Survey Responses

In May 2017, the final fourteen participants[5] also completed the induction experience survey designed to collect their perceptions of the induction experience. Participants were asked to rate their perception regarding how well their EPP had prepared them to be a first year teacher. Questions were asked in different categories like these exemplars: "How well did your program prepare you in the following areas: knowledge of learners" and "How well did your program prepare you in the following areas: ability to work with students with special needs" and "How well did your program prepare you in the following areas: effective parent and family communication." Participant responses indicated the following:

Survey Prompt *How well did your program prepare you in the following areas:*	**Mean**
Knowledge of learners	3.53
Student diversity	3.67
Special needs students	3.33
Creating learning environment	3.67
Managing student behavior	3.53
Knowledge of content	3.73
Implementing instruction	3.80
Use of instructional technology	3.73
Knowledge of classroom assessment	3.80
Effective family communication	3.53
TESS Domain 1[6]	4.00
TESS Domain 2	3.67
TESS Domain 3	3.60
TESS Domain 4	3.93

Qualitative Comments
In what areas do you wish you had more instruction as a teacher candidate? • Classroom management and managing student behavior • Experience working in a Title 1 School • Experience working with student racial and language diversity • More experience with students with disabilities and differing learning needs including explicit instruction on SPED and differentiation • Assessment
Thoughts about the UCA Induction Program: • I thought it was an awesome program. I feel like my mentor and I really connected, and she has helped me craft a career in education! • This program was incredibly helpful, particularly in the first semester, as a way to receive feedback without ratings and an avenue for asking questions.

[5] N is too small to disaggregate data by program for year one implementation. Aggregate data from the year 1 and year 2 implementation may yield program-based difference for continued focus and conversation.

[6] TESS = Teacher Excellence and Support System and is the Arkansas vernacular for the Danielson Framework rubric.

Satisfaction of Employers and Employment Milestones

ADE Employer (Supervisors) Survey - Initial Programs

Assessed Criteria (TESS – ALIGNED)	UCA (n = 58)		State (n = 494)	
Supervisors/Employers asked to rate UCA graduate on candidate preparedness to meet Danielson expectations	**Mean**	**SD**	**Mean**	**SD**
Component 1a: Knowledge of content and the structure of the discipline, Knowledge of prerequisite relationships, and Knowledge of content-related pedagogy. Demonstrating Knowledge of Content and Pedagogy	3.4	0.72	3.4	0.66
Component 1b: Knowledge of child and adolescent development, Knowledge of the learning process, Knowledge of students' skills, knowledge, and language proficiency, Knowledge of students' interests and cultural heritage, and Knowledge of students' special needs. Demonstrating Knowledge of Students	3.2	0.76	3.3	0.68
Component 1c: Value, sequence, and alignment; Clarity; Balance; and Suitability for diverse learners. Setting Instructional Outcomes	3.1	0.71	3.2	0.69
Component 1d: Resources for classroom use, Resources to extend content knowledge and pedagogy, and Resources for students. Demonstrating Knowledge of Resources	3.3	0.68	3.3	0.69
Component 1e: Learning activities, Instructional materials and resources, Instructional groups, and Lesson and unit structure. Designing Coherent Instruction	3.3	0.73	3.3	0.69
Component 1f: Congruence with instructional outcomes, Criteria and standards, Design of formative assessments, and Use for planning. Designing Student Assessments	3.2	0.80	3.2	0.73
Component 2a: Teacher interaction with students, and Student interaction with other students Creating an Environment of Respect and Rapport	3.3	0.78	3.4	0.71
Component 2b: Establishing a Culture for Learning Importance of the content, Expectations for learning and achievement, and Student pride in work	3.2	0.80	3.4	0.71
Component 2c: Managing Classroom Procedures Management of instructional groups, Management of transitions, Management of materials and supplies, Performance of non-instructional duties, and Supervision of volunteers and paraprofessionals	3.0	0.92	3.1	0.83
Component 2d: Managing Student Behavior Expectations, Monitoring of student behavior, and Response to student misbehavior	2.9	0.96	3.0	0.87
Component 2e: Organizing Physical Space Safety and accessibility, and Arrangement of furniture and use of physical resources	3.2	0.76	3.4	0.64
Component 3a: Communicating with Students Expectations for learning, Directions and procedures, Explanations of content, and Use of oral and written language	3.3	0.74	3.4	0.69
Component 3b: Using Questioning and Discussion Techniques Quality of questions, Discussion techniques, and Student participation	3.1	0.79	3.1	0.75
Component 3c: Engaging Students in Learning Activities and assignments, Grouping of students, Instructional materials and resources, and Structure and pacing	3.2	0.84	3.2	0.73

Component 3d: Using Assessment in Instruction Assessment criteria, Monitoring of student learning, Feedback to students, and Student self-assessment and monitoring of progress	3.1	0.77	3.1	0.73
Component 3e: Demonstrating Flexibility and Responsiveness Lesson adjustment, Response to students, and Persistence	3.3	0.71	3.3	0.70
Component 4a: Reflecting on Teaching Accuracy and Use in future teaching	3.2	0.76	3.3	0.71
Component 4b: Maintaining Accurate Records Student completion of assignments, Student progress in learning, and Non-instructional records.	3.3	0.66	3.4	0.65
Component 4c: Communicating with Families Information about the instructional program, Information about individual students, and Engagement of families in the instructional program	3.2	0.84	3.2	0.70
Component 4d: Participating in a Professional Community Relationships with colleagues, Involvement in a culture of professional inquiry, Service to the school, and Participation in school and district projects	3.2	0.82	3.4	0.70
Component 4e: Growing and Developing Professionally Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, and Service to the profession	3.3	0.79	3.4	0.68
Component 4f: Showing Professionalism Integrity and ethical conduct, Service to students, Advocacy, Decision making, and Compliance with school and district regulations	3.4	0.88	3.5	0.65

Scoring Key:

1 - Not prepared in this area
2 - Minimally prepared
3 - Adequately prepared
4 - Well prepared
N/A

UCA Employer Survey – Initial Programs[7]

How well do you feel UCA prepared its graduate(s) to understand and implement the following components of effective teaching during their first year(s) of teaching?	**Aggregate (n=70)**	**ELSE (n=29)**	**T&L (n=14)**	**SECED (n=18)**	**MAT (n=2)**
Domain 1	3.51	3.41	3.57	3.72	*
Domain 2	3.30	3.14	3.43	3.39	*
Domain 3	3.46	3.34	3.57	3.67	*
Domain 4	3.50	3.41	3.50	3.78	*
Knowledge of learner development	3.30	3.31	3.36	3.39	*
Consideration of student diversity	3.41	3.38	3.43	3.47	*
Ability to work with students with special needs	3.18	3.14	2.92	3.35	*
Ability to create an effective learning environment	3.37	3.31	3.36	3.44	*
Managing student behavior	3.11	2.97	3.14	3.28	*
Knowledge of content	3.54	3.39	3.64	3.78	*
Implementing effective instructional methods or strategies	3.35	3.29	3.57	3.44	*
Use of instructional technology	3.57	3.56	3.57	3.56	*
Knowledge of classroom assessment	3.25	3.22	3.14	3.56	*
Effective parent and family communication	3.30	3.32	3.21	3.28	*

[7] Survey sent to 154 principals of 200 identified UCA EPP graduates in May 2017 of the 2014-2015 & 2015-2016 Graduates identified by ADE as teaching in APS. 8 survey emails "bounced"; 3 emails found/replaced original. UCA received 80 responses but only 70 completed full survey. Response rate: 53.69% (46.98%)

In your view, what impact do you feel UCA prepared teacher(s) have on their students' learning?

Prompt/Response	Raw Number
Less impact than teachers prepared at other institutions or through other routes	5
The same impact as teachers prepared at other institutions or through other routes	24
More impact than teachers prepared at other institutions or through other routes	23
I am unable or do not feel comfortable answering this question	17

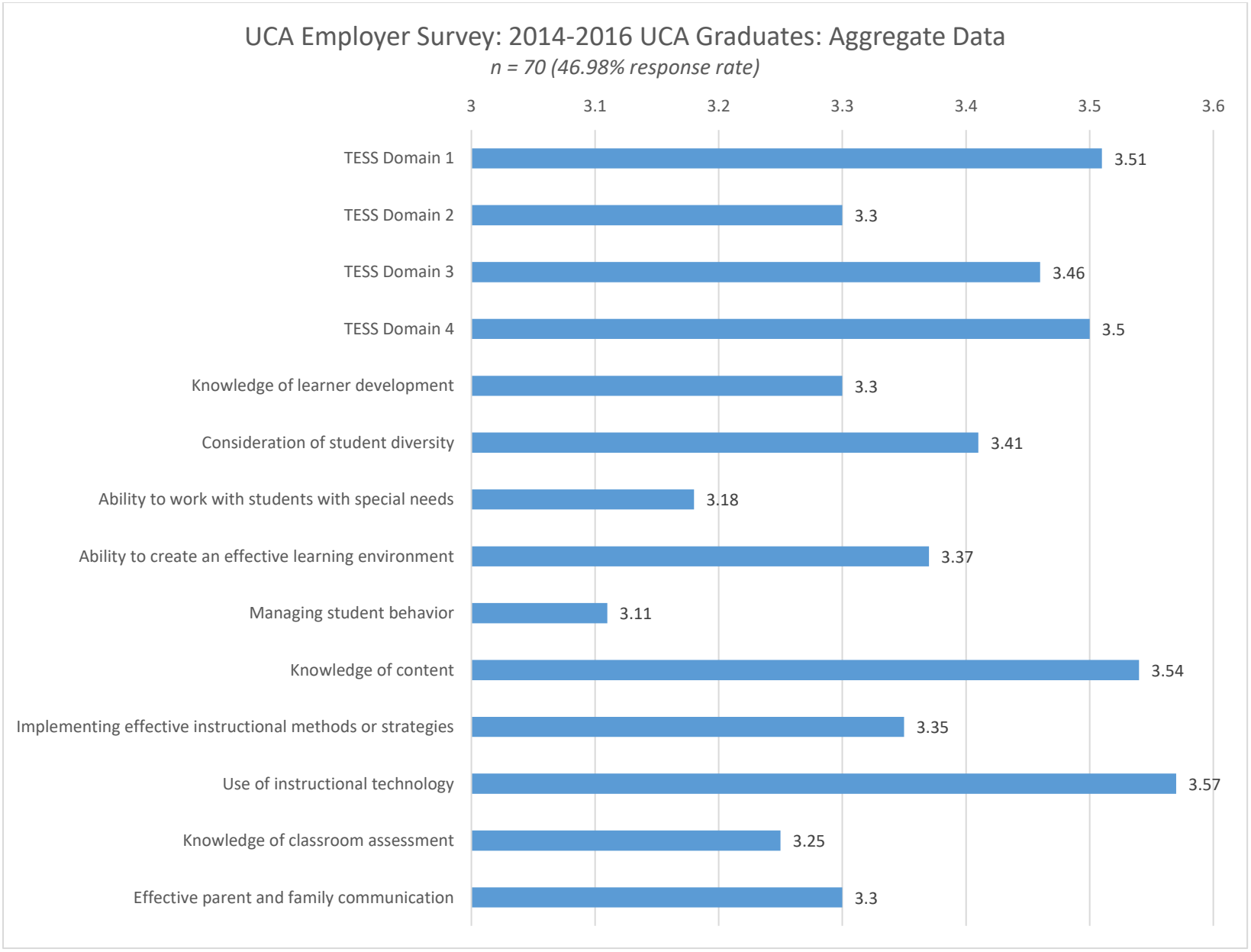
Please feel free to provide us with any other comments you think we may find useful as we seek to improve our programs and the quality of graduates we produce. Qualitative comments were coded for themes

Recommendations

- Candidates need more support in classroom management
- More understanding of needs of diverse students to include
    - high risk,
    - SPED
    - low SES / high poverty
    - urban
- More TESS knowledge
- More hands-on practice; less theory
- More on AR teaching standards
- Communicating with parents
- More on reading, “science of reading”

Commendations

- Candidates very well prepared
- High marks for professionalism


UCA Employer Survey: 2014-2016 UCA Graduates: Aggregate Data
n = 70 (46.98% response rate)
3
3.1
3.2
3.3
3.4
3.5
3.6
TESS Domain 1
3.51
TESS Domain 2
3.3
TESS Domain 3
3.46
TESS Domain 4
3.5
Knowledge of learner development
3.3
Consideration of student diversity
3.41
Ability to work with students with special needs
3.18
Ability to create an effective learning environment
3.37
Managing student behavior
3.11
Knowledge of content
3.54
Implementing effective instructional methods or strategies
3.35
Use of instructional technology
3.57
Knowledge of classroom assessment
3.25
Effective parent and family communication
3.3

UCA Employer Survey – Advanced Programs[8]

Not available at this time. Data will become available in the next two years.

[8] Survey sent to 154 principals of 200 identified UCA EPP graduates in May 2017 of the 2014-2015 & 2015-2016 Graduates identified by ADE as teaching in APS. 8 survey emails "bounced"; 3 emails found/replaced original. UCA received 80 responses but only 70 completed full survey. Response rate: 53.69% (46.98%)

Satisfaction of Completers

UCA EoP Survey - Initial Programs

UCA End of Program Survey Results 2016-2017: Survey Response Rates

Program	Completers	Responses	Response Rate
Art	4	4	100
Chemistry	1	1	100
Elementary (K-6)	60	60	100
English	8	8	100
FACS	11	11	100
Life Science	2	2	100
Math	3	3	100
Middle Childhood[9]	25	25	100
Music – Instrumental[10]	9	9	100
Music - Vocal	4	4	100
Physical Education	12	11	91.7
Physical Science	1	1	100
Social Studies	2	2	100
SPED	3	3	100
MAT P-4	1	1	100
MAT 4-8	30	30	100
MAT 7-12 & K-12	54	54	100
TOTAL	230	229	99.6

[9] 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

[10] Numbers for 2013-2014 represent combined music majors (vocal + instrumental)

UCA End of Program Survey Results 2016-2017: Satisfaction with Academic Advising

In reference to your education / professional courses, what is your satisfaction with College of Education Academic Advising?

Program	Satisfaction[11]
BSE K-6 Elementary	2.57
BSE K-12 SPED	2.50
BSE 4-8 Middle Level	2.85
ART	2.64
MUSIC – Instrumental	2.55
MUSIC - Vocal	2.17
PE	2.82
ENG	2.78
FACS	2.50
SCI – Combined	2.0
MATH	2.33
SS	2.25
MAT [12] K-6 Elementary	2.0
MAT 4-8 Middle Level	2.61
MAT 7-12 & K-12	2.68
Undergraduate Aggregate	**2.59**
MAT Aggregate	**2.64**
Aggregate	**2.61**

[11] Scale 1-3: Below Average (1); Average (2); Above Average (3. Programs wishing statistical analysis of scores in relation to other programs or benchmark can request that analysis from COE Dean's Office

[12] Pending – need disaggregation for MAT Elem, ML, SecEd, and K-12

UCA End of Program Survey Results 2019-2017 – Combined Traditional and Nontraditional –Program Completers[13]

How well did your program prepare you in the following areas:	UCA Mean (n=229)	UG Mean (n=144)	MAT Mean (n=85)	K-6 Elem (n=60)	K-12 SPED (n=3)	Mid Lvl (n=25)	K-12 Art (n=4)	Instr Music (n=9)	Vocal Music (n=4)	K-12 PE (n=11)	7-12 ENG (n=8)	7-12 FACS (n=11)	SCI Comb (n=3)	7-12 MATH (n=3)	7-12 SS (n=2)	MAT ML (n=30)	MAT SECED (n=54)
Knowledge of learner development (INTASC 1)	4.14	4.18	4.05	4.45	*	4.24	*	3.73	*	4.55	4.00	4.07	*	*	*	3.89	4.14
Consideration of diversity among your students (INTASC 2)	4.26	4.31	4.18	4.49	*	4.39	*	3.64	*	4.64	4.78	4.21	*	*	*	4.11	4.23
Establish a culture for learning (NTASC 3)	4.32	4.35	4.24	4.51	*	4.42	*	4.00	*	4.45	4.44	4.29	*	*	*	4.29	4.20
Creating an effective learning environment (classroom management) (INTASC 3)	4.21	4.27	4.11	4.26	*	4.64	*	4.36	*	4.55	4.78	4.29	*	*	*	4.21	4.02
Managing student behavior (INTASC 3)	3.90	4.00	3.71	4.03	*	4.27	*	4.09	*	4.55	4.67	4.00	*	*	*	3.76	3.68
Content knowledge preparation (INTASC 4)	3.94	4.27	3.29	4.25	*	4.00	*	4.91	*	4.73	4.44	4.21	*	*	*	3.53	3.11
Align your lessons to state and national standards	4.29	4.32	4.22	4.45	*	4.12	*	4.18	*	4.64	4.44	4.36	*	*	*	4.26	4.18
Plan for and implement college and career ready standards	3.98	4.07	3.80	4.34	*	3.94	*	3.45	*	4.18	4.33	4.36	*	*	*	3.87	3.75
Connecting concepts in content area to include differing perspectives, critical thinking, and creativity (INTASC 5)	4.15	4.27	3.91	4.32	*	4.27	*	3.55	*	4.64	4.44	4.43	*	*	*	3.87	3.91
Assessment of student learning (INTASC 6)	4.19	4.24	4.08	4.24	*	4.33	*	4.36	*	4.73	4.33	4.36	*	*	*	4.13	4.04
Reflective decision making (CF)	4.32	4.38	4.20	4.38	*	4.45	*	4.55	*	4.64	4.67	4.36	*	*	*	4.26	4.16
Lesson planning skills (INTASC 7)	4.31	4.38	4.16	4.34	*	4.61	*	4.36	*	4.82	4.11	4.43	*	*	*	4.24	4.09
Instructional strategies and skills (INTASC 8)	4.22	4.28	4.10	4.37	*	4.42	*	4.27	*	4.64	3.78	4.43	*	*	*	4.24	3.98
Leadership, collaboration, and professional growth (INTASC 9)	4.15	4.28	3.88	4.30	*	4.39	*	4.27	*	4.64	4.11	4.36	*	*	*	4.00	3.80
Communicating with families (INTASC 10)	3.67	3.71	3.59	3.67	*	3.88	*	3.36	*	4.55	3.56	3.79	*	*	*	3.84	3.38

[13] 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. Programs wishing statistical analysis of scores in relation to other programs or benchmark can request that analysis from COE Dean's Office

How well did your program prepare you in the following areas:	UCA Mean (n=229)	UG Mean (n=144)	MAT Mean (n=85)	K-6 Elem (n=60)	K-12 SPED (n=3)	Mid Lvl (n=25)	K-12 Art (n=4)	Instr Music (n=9)	Vocal Music (n=4)	K-12 PE (n=11)	7-12 ENG (n=8)	7-12 FACS (n=11)	SCI Comb (n=3)	7-12 MATH (n=3)	7-12 SS (n=2)	MAT ML (n=30)	MAT SECED (n=54)
Use of instructional technology (ISTE)	4.10	4.15	4.00	4.04	*	4.45	*	4.00	*	4.36	4.67	4.21	*	*	*	4.13	3.89
How well did your program prepare you to integrate technology into curriculum and instruction?	3.98	3.98	3.96	3.97	*	4.18	*	3.82	*	4.27	4.44	3.93	*	*	*	3.97	3.93
How well did your program prepare you to use technology to improve teaching and learning?	3.90	3.88	3.96	3.86	*	4.09	*	3.45	*	4.18	4.44	3.86	*	*	*	3.97	3.93
How well did your program prepare you to facilitate and inspire student learning and creativity [utilizing technology]?	3.87	3.89	3.84	3.76	*	4.21	*	3.45	*	4.36	4.33	4.07	*	*	*	4.03	3.69
How well did your program prepare you to design and develop digital age learning experiences and assessments?	3.77	3.78	3.74	3.63	*	4.30	*	3.18	*	4.27	4.11	3.86	*	*	*	3.87	3.64
How well did your program prepare you to promote and model digital citizenship and responsibility?	3.69	3.75	3.57	3.72	*	4.03	*	3.09	*	4.18	4.22	3.93	*	*	*	3.76	3.42

ADE Novice Teacher Survey Results – EPPR – Initial Programs

State report linked here

ADE Novice Teacher Survey Results EPPR Reflecting Graduates' TESS Preparedness

Survey reflects candidates perceived level of preparedness in TESS components

		Spring 2015[14]		Spring 2016[15]			Spring 2017[16]		Spring 2018[17]			
Domain	**Category**	**UCA (n=102)**	**State (n=1,512)**	**UCA Trad (n=137)**	**UCA MAT (n=105)**	**State scores (n=1977)**	**UCA (n=217)**	**State (n=1666)**	**UCA (n=184)**	**UCA Trad (n=78)**	**UCA MAT (n=106)**	**State (n=1725)**
1a.	Knowledge of content and pedagogy	4.35	4.17	3.69	3.50	3.54	3.65	3.55	3.27	3.40	3.16	3.38
1b.	Knowledge of students	4.33	4.21	3.65	3.56	4.16	3.67	3.57	3.35	3.27	3.34	3.25
1c.	Instructional outcomes	4.19	4.05	3.66	3.53	3.49	3.62	3.51	3.22	3.26	3.16	3.27
1d.	Knowledge of resources	4.18	4.06	3.64	3.51	3.49	3.60	3.50	3.20	3.21	3.16	3.27
1e.	Coherent instruction	4.24	4.07	3.66	3.53	3.51	3.63	3.52	3.26	3.32	3.16	3.18
1f.	Student assessments	4.07	3.94	3.53	3.48	3.44	3.53	3.44	3.09	3.12	3.00	3.43
2a.	Environment of respect and rapport	4.42	4.24	3.72	3.55	3.59	3.65	3.60	3.40	3.46	3.32	3.37
2b.	Culture for learning	4.27	4.18	3.69	3.53	3.56	3.64	3.57	3.25	3.25	3.18	3.20
2c.	Managing classroom procedures	4.16	4.03	3.51	3.40	3.43	3.49	3.45	3.09	3.10	3.02	3.14
2d.	Managing student behavior	4.15	3.98	3.46	3.42	3.38	3.44	3.39	3.03	3.02	2.97	3.29
2e.	Organizing physical space	4.27	4.14	3.58	3.53	3.51	3.60	3.52	3.18	3.28	3.08	3.35
3a.	Communicating with students	4.29	4.17	3.66	3.60	3.55	3.65	3.56	3.26	3.27	3.19	3.19
3b.	Questioning and discussion techniques	3.98	3.96	3.58	3.44	3.45	3.55	3.47	3.07	3.00	3.08	3.26
3c.	Engaging students in learning	4.16	4.08	3.58	3.53	3.5	3.59	3.51	3.21	3.25	3.15	3.20
3d.	Using assessment in instruction	3.95	3.94	3.53	3.50	3.46	3.54	3.47	3.15	3.15	3.10	3.32
3e.	Flexibility and responsiveness	4.27	4.11	3.66	3.55	3.52	3.64	3.53	3.24	3.32	3.13	3.37
4a.	Reflecting on teaching	4.37	4.20	3.69	3.56	3.54	3.65	3.55	3.33	3.38	3.25	3.17
4b.	Maintaining accurate records	4.06	3.96	3.58	3.48	3.43	3.54	3.45	3.09	3.08	3.03	3.16
4c.	Communicating with families	4.11	3.97	3.55	3.42	3.42	3.51	3.42	3.03	3.03	2.94	3.35
4d.	Participating in professional community	4.23	4.11	3.64	3.60	3.54	3.64	3.55	3.26	3.18	3.25	3.37
4e.	Growing and developing professionally	4.25	4.16	3.69	3.56	3.57	3.66	3.57	3.27	3.26	3.21	3.51
4f.	Showing Professionalism	4.41	4.30	3.77	3.63	3.64	3.74	3.64	3.45	3.48	3.37	3.00
	Average of all 22 Items	4.21	4.09	3.62	3.52	3.53	3.60	3.52	3.21	3.23	3.15	3.27

[14] Source 2015 (Spring) Novice Teacher Survey (EPPR) Administered to UCA graduates in spring 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.

[15] Source 2016 (Spring) Novice Teacher Survey (EPPR)

[16] Source 2017 (Spring) Novice Teacher Survey (EPPR)

[17] Source 2018 (Spring) Novice Teacher Survey (EPPR) – raw data provided to EPPs October 2017. To be published in 2018 (Spring Novice Teacher Survey (EPPR))

ADE Novice Teacher Survey Results EPPR Reflecting Graduates' TESS Preparedness

Survey reflects candidates perceived level of preparedness in TESS components

Spring 2018[18] Disaggregated Results

Domain	Category	State (n=1725)	UCA (n=184)	UCA Trad (n=78)	ELSE (n=39)	ML (n=9)	SecEd (n=27)	N/I (n=7)	UCA MAT (n=106)	MAT Elem (n=7)	UCA ML (N=32)	UCA SecEd (n=53)	UCA N/I (n=14)	1st Year (n=141)	2nd year (n=34)
1a.	Knowledge of content and pedagogy	3.38	3.27	3.40	3.36	3.33	3.61	3.29	3.16	3.57	3.16	3.04	3.43	3.32	3.06
1b.	Knowledge of students	3.25	3.35	3.27	3.46	3.22	3.39	3.00	3.34	3.86	3.31	3.21	3.64	3.36	3.32
1c.	Instructional outcomes	3.27	3.22	3.26	3.38	3.11	3.26	3.29	3.16	3.43	3.13	3.09	3.36	3.26	3.03
1d.	Knowledge of resources	3.27	3.20	3.21	3.33	3.00	3.22	3.29	3.16	3.57	3.09	3.08	3.43	3.23	3.06
1e.	Coherent instruction	3.18	3.26	3.32	3.44	3.11	3.43	3.29	3.16	3.57	3.13	3.08	3.36	3.31	3.00
1f.	Student assessments	3.43	3.09	3.12	3.28	3.00	3.22	3.00	3.00	3.43	3.00	2.92	3.07	3.11	2.94
2a.	Environment of respect and rapport	3.37	3.40	3.46	3.54	3.44	3.57	3.29	3.32	3.86	3.31	3.15	3.71	3.42	3.29
2b.	Culture for learning	3.20	3.25	3.25	3.44	3.22	3.35	3.00	3.18	3.71	3.22	2.98	3.57	3.26	3.15
2c.	Managing classroom procedures	3.14	3.09	3.10	3.21	2.89	3.30	3.00	3.02	3.43	2.97	2.89	3.43	3.12	2.94
2d.	Managing student behavior	3.29	3.03	3.02	3.15	2.89	3.17	2.86	2.97	3.43	2.94	2.81	3.43	3.01	3.00
2e.	Organizing physical space	3.35	3.18	3.28	3.36	3.00	3.35	3.43	3.08	3.71	3.03	2.96	3.36	3.21	3.03
3a.	Communicating with students	3.19	3.26	3.27	3.41	3.00	3.39	3.29	3.19	3.57	3.28	3.04	3.36	3.29	3.06
3b.	Questioning and discussion techniques	3.26	3.07	3.00	3.10	2.78	3.13	3.00	3.08	3.29	3.19	2.89	3.43	3.11	2.88
3c.	Engaging students in learning	3.20	3.21	3.25	3.36	3.22	3.26	3.14	3.15	3.57	3.09	3.02	3.57	3.25	3.03
3d.	Using assessment in instruction	3.32	3.15	3.15	3.26	3.11	3.22	3.00	3.10	3.43	3.13	2.94	3.50	3.19	2.91
3e.	Flexibility and responsiveness	3.37	3.24	3.32	3.41	3.22	3.52	3.14	3.13	3.43	3.16	2.98	3.50	3.29	3.03
4a.	Reflecting on teaching	3.17	3.33	3.38	3.51	3.22	3.35	3.43	3.25	3.43	3.28	3.17	3.43	3.40	3.00
4b.	Maintaining accurate records	3.16	3.09	3.08	3.33	3.00	3.00	3.00	3.03	3.43	3.09	2.85	3.36	3.11	2.91
4c.	Communicating with families	3.35	3.03	3.03	3.41	2.89	2.83	3.00	2.94	3.43	3.03	2.77	3.14	3.08	2.79
4d.	Participating in professional community	3.37	3.26	3.18	3.41	3.00	3.17	3.14	3.25	4.00	3.22	3.06	3.64	3.29	3.09
4e.	Growing and developing professionally	3.51	3.27	3.26	3.44	3.11	3.35	3.14	3.21	3.57	3.19	3.06	3.64	3.33	3.00
4f.	Showing Professionalism	3.00	3.45	3.48	3.59	3.22	3.70	3.43	3.37	3.86	3.25	3.25	3.86	3.49	3.26
	Average of all 22 Items	3.27	3.21	3.23	3.37	3.09	3.31	3.16	3.15	3.57	3.14	3.01	3.46	3.25	3.04

[18] Source 2018 (Spring) Novice Teacher Survey (EPPR) – raw data provided to EPPs October 2017. Data includes 140 first year teachers, 3 teachers

UCA Post-Graduation Survey – Initial Programs [19]

	Undergraduate Initial Teacher Licensure (n = 8: All ELSE)	MAT Initial Teacher Licensure (n = 6)	Undergraduate Initial Teacher Licensure (n = 14)[20]	MAT Initial Teacher Licensure (n = 13)[21]
	January 2017 Pilot		May 2017	
Employed in APS	7	3	14	12
TESS, Domain 1 Score[22]	3.0	3	3	
TESS, Domain 2 Score	3.0	3	3.17	3.14
TESS, Domain 3 Score	3.3	3.5	3.3	3
TESS, Domain 4 Score	3.0	3	3.17	3
Knowledge of Learner Development[23]	4	4.5	4.33	3
Consideration of diversity among your students	3.6	3.5	4.08	4.25
Establish a culture for learning	3.8	3.5	4.42	3.92
Creating an effective learning environment (classroom management)	4	4	4.08	3.92
Managing student behavior	3.2	3.5	3.92	3.92
Content knowledge preparation	4.2	2.5	4.33	3.67
Align your lessons to state and national standards	4.2	3	4.58	3.83
Plan for and implement college and career ready standards	4.2	3	4.42	4.08
Connecting concepts in content area to include differing perspectives, critical thinking, and creativity	3.8	3.5	4.50	4.00
Assessment of student learning	3.8	4	4.33	4.00
Reflective decision making	4	4	4.67	4.17
Lesson planning skills	3.8	3	4.67	4.33
Instructional strategies and skills	4	3	4.42	4.25
Leadership, collaboration, and professional growth	3.8	3.5	4.17	4.17
Communicating with families	3.6	3.5	4.17	4.00
Use of instructional technology	4.4	3	4.42	3.75
Integrate technology into curriculum and instruction	4	3.5	4.25	4.00
Use technology to improve teaching and learning	4	3	4.42	4.00
Facilitate and inspire student learning and creativity with technology	3.8	3.5	4.17	3.91
Design and develop digital age learning experiences and assessments	3.6	4	3.92	4.00
Promote and model digital citizenship and responsibility	3.4	4	3.92	3.83
Overall Satisfaction with EPP Preparation for current teaching position[24]	4.67	4.75	4.6	4.23

[19] The UCA Office of Instructional Research collaborated with the COE to design post-graduation surveys to distribute to students 1-, 2-, and 3-years post-graduation. May 2017 was the first year for the IR Office to handle post-graduation surveys. Data presented here were collected from a pilot in January 2017 and full implementation in May 2017 on all 2015-2016 COE graduates

[20] Demographics included: 1 SecEd Math, 2 ML, 10 P-4, 1 SecEd Science. No major differences between cohorts in data.

[21] Demographics included: 9 SecEd and 4 ML. No major differences between cohorts in data.

[22] Key: Unsatisfactory (1); Basic (2); Proficient (3); Distinguished (4)

[23] Key: Not at all (1); Inadequately (2); Adequately (3); Well (4); Very Well (5)

[24] Key: Very Dissatisfied (1) – Very Satisfied (5)

UCA End of Program Survey Results 2016-2017 –Program Completers: Survey Response Rate[25]

Program	Completers	Responses	Response Rate
ASTL	11	9	81.82
COUN	39	30	76.92
CSPA	10	5	50.00
GATE	6	3	50.00
ITEC	8	6	75.00
LIBM	46	44	95.65
PHD	5	3	60.00
RDNG (DT + MSE)	21	19	90.48
SPED (END + RSC)	19	18	94.74
EDS-Educational Leadership	32	15	46.9
PMC-District Level Administration	4	4	100
MS-School Leadership, Management, and Admin	12	14	100
PMC-School-Based Leadership-SpEd Prgm Admin	2		
TOTAL	215	170	77.32

[25] 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 2016-2017 –Program Completers[26]

In reference to your education / professional courses, what is your satisfaction with:	UCA Mean (n=170)	ASTL (n=9)	COUN (n= 30)	CSPA (n=5)	GATE (n=3 (9))[27]	ITEC (n=6)	LIBM (n=44)	PhD (n=3/4)[28]	PSYCH (n=2)	RDNG MSE (n=19)	SLMA BLDNG (n=14)	SLMA DIST (n=7)	EDS (n=12)	SPED (n=18)
1. The academic advising you received for your program (CAEP 3.4)	4.25	4.33	4.40	4.2	4.22	4.67	4.0	3.33	*	4.63	4.71	3.71	4.17	3.94
2. The accessibility of your UCA instructors (CAEP 3.1)	4.35	4.44	4.47	4.0	4.78	4.83	4.43	4.25	*	4.68	4.50	3.71	4.50	3.61
3. UCA instructors' responsiveness to your concerns (CAEP 3.1)	4.31	4.56	4.50	3.8	4.78	4.67	4.34	4.75	*	4.68	4.50	3.43	4.50	3.44
4. The amount of work required of you in your program of study (CAEP 4.4)	4.16	4.33	4.10	3.8	4.44	4.50	4.11	3.5	*	4.42	4.43	4.14	4.58	3.61
5. The quality of your financial investment in your program of study (CAEP 4.4)	3.96	4.00	3.76	3.33	4.33	4.50	4.09	4.5	*	4.35	4.36	3.43	4.33	3.06
6. The ability of your UCA instructors to model best practices in your program area (CAEP 1.1)	4.30	4.44	4.30	4.0	4.78	4.33	4.39	4.5	*	4.53	4.57	3.57	4.67	3.67
7. The ability of your UCA instructors to integrate technology in your licensure area? (CAEP 1.5)	4.33	4.67	4.13	3.60	4.78	4.83	4.52	4.25	*	4.63	4.46	3.29	4.67	3.83
8. The value of your clinical (i.e., field) experiences required by your program (e.g., practicum, internship, etc.) (CAEP 2.3)	4.33	4.56	4.47	4.50	4.33	4.75	4.39	*	*	4.24	4.57	4.14	4.70	3.56

[26] Administered to UCA candidates at the end of their graduating term as they conclude their program experience. Data source: Qualtrics. Scale 1-5: Poor (1); Fair (2); Good (3); Very Good (4); Excellent (5). Programs wishing statistical analysis of scores in relation to other programs or benchmark can request that analysis from COE Dean's Office

[27] N for 2016-2017 = 3. Data combined with 2015-2016 data (n=6) to give compiled n large enough for reporting

[28] N for 2016-2017 = 3. Data combined with 2015-2016 data (n=1) to give compiled n large enough for reporting

UCA End of Program Survey Results 2016-2017 –Program Completers[29]

How well did your program prepare you in the following areas:	UCA Mean (n=170)	ASTL (n=9)	COUN (n= 30)	CSPA (n=5)	GATE (n=3 (9))[30]	ITEC (n=6)	LIBM (n=44)	PhD (n=3/4)[31]	PSYCH (n=2)	RDNG MSE (n=19)	SLMA BLDNG (n=14)	SLMA DIST (n=7)	EDS (n=12)	SPED (n=18)
9. Your ability to respond to needs of diverse stakeholders (students, parents, community, colleagues) (CAEP 1.1)	4.44	4.22	4.37	4.80	4.44	4.67	4.52	4.50	*	4.42	4.57	4.29	4.67	4.17
10. The instruction you received specific to the content and skills necessary for your program (CAEP 1.1)	4.42	4.44	4.50	4.00	4.67	4.67	4.50	4.25	*	4.47	4.43	4.00	4.83	4.06
11. The instruction you received in qualitative, quantitative, and/or mixed methods research (CAEP 1.2)	4.32	4.11	4.30	3.20	4.44	4.67	4.47	5.00	*	4.42	4.29	4.29	4.58	3.94
12. The instruction you received specific to using research/evidence to develop support/assess your professional practice (CAEP 1.2)	4.38	4.33	4.43	4.00	4.67	4.83	4.41	4.50	*	4.37	4.57	4.29	4.67	3.94
13. The instruction you received specific to using data to support/assess your professional practice (CAEP 1.4)	4.36	4.33	4.40	3.80	4.67	4.50	4.40	4.25	*	4.47	4.57	4.29	4.75	3.83
14. Your ability to integrate technology in your professional practice (CAEP 1.5)	4.46	4.22	4.43	4.40	4.67	5.00	4.66	4.50	*	4.63	4.46	3.71	4.83	4.00

[29] 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).

[30] N for 2016-2017 = 3. Data combined with 2015-2016 data (n=6) to give compiled n large enough for reporting

[31] N for 2016-2017 = 3. Data combined with 2015-2016 data (n=1) to give compiled n large enough for reporting

UCA End of Program Survey Results 2016-2017 –Professional Plans Post-Graduation [32]

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?
2. Did your role/job change based on your work in this program?

UCA Mean (n=167)	ASTL (n=7)	COUN (n= 30)	CSPA (n=3)	GATE (n=4)	ITEC (n=6)	LIBM (n=43)	PhD (n=3)	PSYCH (n=3)	RDNG MSE (n=19)	SLMA BLDNG (n=18)	SLMA DIST (n=7)	EDS (n=9)	SPED (n=15)
.47	.57	.57	.67	.50	.33	.40	1.00	*	.32	.17	.57	.56	.80
.40	.29	.53	.33	.25	.33	.40	.33	*	.21	.39	.14	.56	.47

Sites Employing UCA Advanced Program Graduates

Abundant Life School	Clinton School District	KIPP Delta Public Schools	Pulaski county special school district
Arkansas School for the Blind	Conway Public Schools	Lakeside	Rose Bud School District
Bald Knob	Drew Central	Lawrence County School District	Russellville School District
Barton Lexa	Green Forest School District	Lincoln Consolidated Schools	Searcy public schools
Batesville School District	Greenbrier School District	Lonoke School District	South Conway County School District
Beebe Public Schools	Heber Springs	Marion	St. Joseph Conway
Blevins	Hermitage School District	Mayflower School District	State of AR
Broken Arrow	Jackson	Monticello	Stuttgart School District
Bryant School District	Jessieville School District	Mountain Pine School District	Trumann School District
Cabot Public Schools	Clinton School District	Mountain View School District-Stone County	Valley View School District
Charleston Public School	Johnson County Westside School District	KIPP Delta Public Schools	West Side Public School
	Jonesboro School District	Osceola School District	Wonderview

[32] 1 = yes; 0 = no

UCA Post-Graduation Survey – Advanced Programs

Prompts	UCA Advanced Programs (n=37)	School Leadership (n=11)	Library Media (n=5)	School Counseling (n=1)	Reading (n=3)	Special Education (n=5)	ASTL (n=3)	ITEC (n=1)	CSPA (n=8)	PhD (n=3)
Academic Advising[33]	4.32	4.36	3.40	*	*	4.60	*	*	4.50	*
Accessibility of instructors	4.51	4.45	4.80	*	*	4.60	*	*	4.75	*
Instructors' responsiveness	4.59	4.36	4.60	*	*	4.80	*	*	4.75	*
Amount of work program required	4.30	4.18	4.40	*	*	4.40	*	*	4.13	*
Quality of your financial investment	4.08	4.18	4.00	*	*	4.20	*	*	4.13	*
Ability of UCA Instructors to model best practices	4.41	4.36	4.80	*	*	4.20	*	*	4.50	*
Ability of UCA instructors to integrate technology	4.43	4.36	4.80	*	*	4.40	*	*	4.50	*
Value of your clinical experiences	4.22	4.45	4.40	*	*	4.20	*	*	4.88	*
The instruction you received to support your ability to respond to needs of diverse stakeholders[34]	4.45	4.40	4.80	*	*	4.00	*	*	4.33	*
The instruction you received specific to the content and skills necessary for your program	4.55	4.50	5.00	*	*	4.40	*	*	4.33	*
The instruction you received specific to using research/evidence to support/assess your professional practice	4.42	4.30	4.80	*	*	4.20	*	*	4.33	*
The instruction you received specific to using data to support/assess your professional practice	4.39	4.40	4.80	*	*	4.00	*	*	4.00	*
Your ability to integrate technology in your professional practice	4.45	4.50	4.80	*	*	4.20	*	*	4.17	*
Are you satisfied with what you have gained by earning your degree at the University of Central Arkansas?[35]	4.84	4.89	5.00	*	*	4.60	*	*	4.67	*
What is your satisfaction level with the preparation you received from the University of Central Arkansas for your current job?[36]	4.57	4.50	4.80	*	*	4.40	*	*	4.00	*

[33] Response key: Poor (1), Fair (2), Good (3), Very Good (4), Excellent (5)

[34] Response key: Not at all (1); Inadequately (2); Adequately (3); Well (4); Very Well (5)

[35] Response key: Very dissatisfied (1); Somewhat satisfied (2); Neutral (3); Somewhat satisfied (4); Very satisfied (5)

[36] Response key: Strongly dissatisfied (1); dissatisfied (2); Neutral (3); Satisfied (4); Strongly satisfied (5)

Graduation Rates

Admission, Retention, and Tracking – Admission to Graduation – Initial Programs

2016-2017 Admission and Retention Tracking – Undergraduate Programs [37]

Program	# Admit	# Cont'd	# Cnsld Out	# WD	# Rec for Licensure	Graduated (no license)	# Admit	# Cont'd	# Cnsld Out	# WD	# Rec for Licensure	# Admit	# Cont'd	# Cnsld Out	# WD	# Rec for Licensure
	Spring 2016						Fall 2016					Spring 2017				
Elementary (K-6)	34	34					26	25		4		29	28		1	
Special Education	7						9	8	1			6	6			
Middle Level (4-8)	15	12		1	2		12	12				10	10			
Art	3	3					2	2				3	3			
English	4	2		2			5	4		1		4	4			
FACS	7	6		1			6	8			1	6	6			
PE/Health	8	8					3	2		1		7	7			
Music	5	5					8	8				7	7			
Social Studies	3	3					3	2			1	2	2			
Science	6	4		2			6	4		1	1	4	2		1	1
Math	3	2				1	4	3			1	4	4			
Spanish							1	1								
Total	95	79		6	2	1	85	79	1	7	4	82	79		2	1

[37] Data Source Office of Candidate Services.

2016-2017 Candidates Admitted to Traditional Initial Licensure Internship[38]

Program	# in Internship – Fall 2016	# in Internship – Spring 2017	Total # in Internship	# completers	#non-completers	Code for Non-continuance	% completers
Art	4	5	9	6	3	G	66.67
Chemistry		1	1	1			100
Elementary (K-6)	26	39	65	56	9	G	86.16
English	2	7	9	8	1	G	88.89
Family and Consumer Science	1	11	12	12		G	100
Life Science		3	3	3		G	100
Mathematics	1	3	4	3	1	G	75
Middle Childhood	10	23	33	27	6	W (1), G	81.82
Music - Instrumental	3	6	9	8	1	G	88.89
Music - Vocal	1	4	5	3	2	G	60
Physical Education	3	8	11	10	1	G	90.91
Physical Science		1	1	1			100
Social Studies		3	3	2	1	G	66.67
Special Education		3	3	3			100
TOTAL	51	117	168	143	25		85.12

W = withdrew
R = removed
X = took incomplete
G = graduated without licensure

[38] Data Source internship Course Enrollment database compared to OCS recommendation log. Next year new "GATE" system will be on-line to fully track Gates 1-4 for admitted cohorts for (1) admitted (2) approved for Internship I, (3) approved for Internship II, and (4) program completers/recommendation for licensure.

2016-2017 Candidates Admitted to Nontraditional (MAT) Initial Licensure Internship [39]

Program	# in Internship – Fall 2016	# in Internship – Spring 2017	Total # in Internship	# completers	# non-completers	Code for Non-continuance	% completers
Art		3	3	3			100
Biology	1		1	1			100
Business	3	5	8	8			100
Early Childhood	1		1	1			100
English	8	3	11	10	1	G	90.9
Family and Consumer Science	1	4	5	5			100
Life Science	4	2	6	6			100
Mathematics	3	3	6	6			100
Middle Childhood	15	20	35	30	5	W, G	85.71
Music - Vocal		1	1	1			100
Physical Education		6	6	6			100
Physical Science	1		1	1			100
Social Studies	3	4	7	6	1	G	85.71
Spanish	1	3	4	3	1	G	75
Speech		1	1	1			100
TOTAL	41	55	96	88	8		91.67

W = withdrew
R = removed
X = took incomplete
G = graduated without licensure

Annual Retention and Graduation Rate Data – Reported by IR

		Fall 2016 Cohort			Fall 2011 Cohort		
		1 Year Retention			Six Years		
ADHE Degree Code	Program	Cohort	#	%	Cohort	#	%
5543	MAT in Teaching	61	37	60.7%	56	31	55.4%

[39] Data Source MAT candidate database compared to OCS recommendation log. Next year new "GATE" system will be on-line to fully track Gates 1-4 for admitted cohorts for (1) admitted (2) approved for Practicum and/or Provisional, (3) approved for Internship, and (4) program completers/recommendation for licensure.

Annual Retention and Graduation Rate Data – Reported by IR

		Fall 2016 Cohort			Fall 2011 Cohort		
		1 Year Retention			Six Year Graduation Rate		
ADHE Degree Code	Program	Cohort	#	%	Cohort	#	%
4980	GC in Special Education K-12	0	0		0		
5120	EDS in Educational Leadership	14	7	50.0%	3	1	33.3%
5121	PMC in District-Level Administration	1	0	0.0%	0	0	
5870	MSE in Special Education K-12	4	3	75.0%	3	1	33.3%
6310	MS in Library Media and Information Technologies	21	16	76.2%	26	22	84.6%
6470	MS in School Counseling K-12	28	20	71.4%	8	5	62.5%
6790	GC in Gifted and Talented Education	5	1	20.0%			
6910	MSE in Reading K-12	12	7	58.3%	6	4	66.7%
6911	GC in Dyslexia Interventionist	2	0	0.0%			
6920	MS in School Leadership, Management, & Administration	7	7	100.0%	3	2	66.7%
6941	PMC in School-Based Leadership-Special Ed. Program Admin.	1	0	0.0%	1	0	0.0%
6953	MAT in Special Education K-12						
6960	PMC in School-Based Leadership-Curriculum Administration						
6980	PMC in School-Based Leadership-Building Administration	2	1	50.0%			
6991	GC in Integrated Early Childhood Education						

Ability of Completers to Meet Licensing Requirements

UCA Praxis Data – Initial Programs

2016-2017 Academic Year – Combined *Submitted* Praxis Exam Data – ALL Programs[40]

		UCA Reported Data				ETS Reported Data				
Test #	**Test Name**	**Passing Score**	**# UCA Test Takers**	**UCA Mean**	**UCA Range**	**ETS reported Attending Inst**	**ETS Reported Mean**	**ETS Reported UCA Pass %**	**State Pass Rate (%)**	**National Pass Rate (%)**
5135	Art: Content and Analysis	161	14	167.14	161-187	3	*	*	*	*
5235	Biology: Content Knowledge	142	22	162.27	142-184	4	*	*	*	*
5101	Business Education: Content Knowledge	154	12	176.58	166-185	*	*	*	*	*
5022	Early Childhood: Content Knowledge	157	17	176.88	167-192	*	*	*	*	*
5002	Elementary (K-6) – Reading and LA Subtest	157	118	173.47	157-195	103	173	90.25	88.15	84.57
5003	Elementary (K-6) – Mathematics Subtest	157	118	175.42	155-200	104	171.13	89.42	90.43	82.16
5004	Elementary (K-6) – Social Studies Subtest	155	106	166.52	155-190	117	160.58	73.50	75.65	77.07
5005	Elementary (K-6) – Science Subtest	159	111	171.77	159-200	116	168.09	81.90	80.42	77.69
5039	English Language Arts: Content and Analysis	168	28	176.5	169-190	11	173.27	72.73	74.40	75.78
5044	English Language Lit Comp Content & Analysis	166	6	181.5	166-194	*	*	*	*	*
5121	Family and Consumer Sciences	153	2	*	*	*	*	*	*	*
5122	Family and Consumer Sciences	153	22	163.32	155-175	14	164.57	100	97.30	86.76
5857	Health and Physical Education: Content Knowledge	155	32	167.66	155-183	9	168.56	100	84.70	81.36
5161	Mathematics: Content Knowledge	160	13	170.77	160-184	8	161.50	62.50	43.85	46.05
5169	Middle School Mathematics	165	63	174.22	165-192	27	167.07	70.37	63.86	63.20
5047	Middle School English Language Arts	164	67	171.25	164-185	21	167.33	71.43	56.44	53.39
5440	Middle School Science	150	50	161.9	150-177	20	150.35	60	58.62	70.53
5089	Middle School Social Studies	149	62	164.79	149-200	14	164.50	100	78.51	82.69
5113	Music: Content Knowledge	157	30	169.27	157-188	15	170.80	100	88.24	82.03
5144	Middle School Multi Subjects: SS	142	2	*	*	*	*	*	*	*
5142	Middle School Multi Subjects: ELA	150	5	170.4	152-179	*	*	*	*	*
5143	Middle School Multi Subj Mathematics	143	3	*	*	*	*	*	*	*

[40] Data source 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, 2016 – Aug 31, 2017. Database in file titled Praxis Scores ALL 2016-2017.

0439	Middle School Science	150	8	161.88	146-191	*	*	*	*	*
5145	Middle School Multi Subj Sciences	143	3	*	*	*	*	*	*	*
5095	Physical Education Content and Design	169	1	*	*	4	*	*	*	*
0481	Physical Science: Content Knowledge	145	7	170.86	157-189	*	*	*	*	*
5265	Physics: Content Knowledge	135	4	*	*	*	*	*	*	*
5621	Principles of Learning and Teaching: Early Childhood	157	64	169.92	157-189	1	*	*	*	*
5623	Principles of Learning and Teaching: Grades 5-9	160	157	177.08	160-194	84	176.46	96.43	92.20	91.65
5624	Principles of Learning and Teaching: Grades 7-12	157	170	176.3	157-194	90	176.70	98.89	94.78	93.99
5622	Principles of Learning and Teaching: Grades K-6	160	106	178.72	160-198	82	177.57	100	95.38	93.36
5086	Social Studies: Content and Interpretation	153	21	165.33	154-187	4	*	*	*	*

2016-2017 Academic Year – ***Submitted*** Praxis Exam Data – Traditional Programs[41]

		--UCA Reported Data				ETS Reported Data				
Test #	**Test Name**	**Passing Score**	**# UCA Test Takers**	**UCA Mean**	**UCA Range**	**ETS reported Attending Inst**	**ETS Reported Mean**	**ETS Reported Pass %**	**State Pass Rate (%)**	**National Pass Rate (%)**
5135	Art: Content and Analysis	161	9	166.89	161-187	3	*	*	*	*
5235	Biology: Content Knowledge	142	7	169.14	157-184	4	*	*	*	*
5101	Business Education: Content Knowledge	154	1	*	*	*	*	*	*	*
5022	Early Childhood: Content Knowledge	157	1	*	*	*	*	*	*	*
5002	Elementary (K-6) – Reading and LA Subtest	157	118	173.47	157-195	100	171.02	90	88.70	84.50
5003	Elementary (K-6) – Mathematics Subtest	157	117	175.44	155-200	101	171.02	89.11	91.00	83.91
5004	Elementary (K-6) – Social Studies Subtest	155	106	166.52	155-190	114	160.45	72.81	75.49	74.62
5005	Elementary (K-6) – Science Subtest	159	111	171.77	159-200	113	167.93	81.42	81.25	76.51
5039	English Language Arts: Content and Analysis	168	17	176.82	171-190	10	172.70	70	72.60	78.57
5121	Family and Consumer Sciences	153	0	*	*	*	*	*	*	*
5122	Family and Consumer Sciences	153	18	167.78	156-175	13	165.08	100	96.67	90
5857	Health and Physical Education: Content Knowledge	155	23	167.26	158-183	9	168.56	100	85.23	85.28
5161	Mathematics: Content Knowledge	160	9	170.56	160-181	5	161	60	47.56	46.53
5169	Middle School Mathematics	165	32	174.84	165-192	25	167.16	68	64.38	66.92
5047	Middle School English Language Arts	164	23	172.74	164-185	18	167.33	77.78	58.33	54.40
5440	Middle School Science	150	26	161.69	150-177	19	149.95	57.89	53.54	68.56
5089	Middle School Social Studies	149	25	164.88	150-184	13	164.69	100	80	88.45
5113	Music: Content Knowledge	157	29	169.62	157-188	15	170.80	100	90.32	85.58
0439	Middle School Science	146	1	*	*	*	*	*	*	*
5095	Physical Education Content and Design	169	1	*	*	*	*	*	*	*
0481	Physical Science: Content Knowledge	145	3	*	*	*	*	*	*	*
5265	Physics: Content Knowledge	135	4	*	*	*	*	*	*	*
5621	Principles of Learning and Teaching: Early Childhood	157	45	169.49	157-189	1	*	*	*	*
5623	Principles of Learning and Teaching: Grades 5-9	160	84	175.95	160-194	47	174.36	93.62	91.25	92.74

[41] Data source 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, 2016 – Aug 31, 2017. Database in file titled Praxis Scores ALL 2016-2017.

5624	Principles of Learning and Teaching: Grades 7-12	157	90	175.39	158-194	43	176.51	97.67	94.19	94.47
5622	Principles of Learning and Teaching: Grades K-6	160	99	179.03	160-198	72	177.89	100	95.74	93.68
5086	Social Studies: Content and Interpretation	153	9	168.11	157-187	4	*	*	*	*

2016-2017 Academic Year – ***Submitted*** Praxis Exam Data – Non-Traditional Programs[42]

		UCA Reported Data				ETS Reported Data				
Test #	**Test Name**	**Passing Score**	**# UCA Test Takers**	**UCA Mean**	**UCA Range**	**ETS reported Attending Inst**	**ETS Reported Mean**	**ETS Reported Pass %**	**State Pass Rate (%)**	**National Pass Rate (%)**
5135	Art: Content and Analysis	161	5	167.6	163-171	*	*	*	*	*
5235	Biology: Content Knowledge	142	15	159.07	142-183	*	*	*	*	*
5101	Business Education: Content Knowledge	154	11	176.73	166-185	*	*	*	*	*
5022	Early Childhood: Content Knowledge	157	16	177.31	167-192	*	*	*	*	*
5039	English Language Arts: Content and Analysis	168	11	176	169-181	*	*	*	*	*
5044	English Language Lit Comp Content & Analysis	166	6	181.5	166-194	*	*	*	*	*
5121	Family and Consumer Sciences	153	2	*	*	*	*	*	*	*
5122	Family and Consumer Sciences	153	4	*	*	*	*	*	*	*
5857	Health and Physical Education: Content Knowledge	155	9	168.67	155-183	*	*	*	*	*
5161	Mathematics: Content Knowledge	160	4	*	*	*	*	*	*	*
5169	Middle School Mathematics	165	32	173.63	165-191	*	*	*	*	*
5047	Middle School English Language Arts	164	44	170.48	164-181	*	*	*	*	*
5440	Middle School Science	150	24	161.13	150-177	*	*	*	*	*
5089	Middle School Social Studies	149	37	164.73	149-200	*	*	*	*	*
5144	Middle School Multi Subjects: SS	142	2	*	*	*	*	*	*	*
5142	Middle School Multi Subjects: ELA	150	5	170.4	152-179	*	*	*	*	*
5143	Middle School Multi Subj Mathematics	143	3	*	*	*	*	*	*	*
0439	Middle School Science	146	7	161.71	146-191	*	*	*	*	*
5145	Middle School Multi Subj Sciences	143	3	*	*	*	*	*	*	*
0481	Physical Science: Content Knowledge	145	4	*	*	*	*	*	*	*
5621	Principles of Learning and Teaching: Early Childhood	157	19	170.95	159-188	*	*	*	*	*
5623	Principles of Learning and Teaching: Grades 5-9	160	72	178.36	161-193	34	179.71	100	95.88	90.61
5624	Principles of Learning and Teaching: Grades 7-12	157	79	177.28	157-192	46	176.51	97.67	95.98	94.03
5622	Principles of Learning and Teaching: Grades K-6	160	7	174.29	165-184	10	175	100	95.65	91.30
5086	Social Studies: Content and Interpretation	153	12	163.25	154-176	*	*	*	*	*
5113	Music: Content Knowledge	157	1	*	*	*	*	*	*	*

[42] Data source 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, 2016 – Aug 31, 2017. Database in file titled Praxis Scores ALL 2016-2017.

2016-2017 Academic Year – Praxis Exam Data by *Completer* Status – Traditional Initial Licensure Program[43]

Program	Test #/Name	Passing Score	Completers 2016-2017	UCA Mean	UCA Range
Art	5134	158	3	*	*
Early Childhood (P-4)	5022	157		*	*
Elementary (K-6): LA	5002	157	68	173.47	157-195
Elementary (K-6): Math	5003	157	68	173.46	157-195
Elementary (K-6): SS	5004	155	60	175.59	155-200
Elementary (K-6): Science	5005	159	60	165.48	155-189
English	5039	168	8	171.55	159-200
Family and Consumer Science	5122	153	13	172.64	171-184
Life Science	5235	142	2	*	*
Mathematics	5161	160	4	*	*
Middle Childhood: Math	5169	165	18	174.84	165-192
Middle Childhood: ELA	5047	164	12	172.74	165-179
Middle Childhood: Science	5440	150	15	172.72	166-182
Middle Childhood: SS	5089	149	11	172.74	154-177
Music: Content Knowledge	5113	157	12	173.31	151-180
Physical Education	5857	155	11	167.25	157-182
Physical Science (Physics)	5262		1	*	*
Social Studies	5086	153	8	168.11	157-187
PLT (Early Childhood)	5621	157	4	*	*
PLT (K-6)	5622	160	126	*	*
PLT (5-9)	5623	160	83	172.90	160-198
PLT (7-12)	5624	157	87	172.67	161-194

[43] Data recorded for passing, completers in OCS data collection system Sept 1, 2016 – Aug 31, 2017.

2016-2017 Academic Year – Praxis Exam Data by *Completer* Status – Nontraditional (MAT) Program[44]

Program	Test #/Name	Passing Score	Completers 2016-2017	UCA Mean	UCA Range
Art	5134	158	7	167.14	161-171
Business Technology	5101	154	14	176.1	166-187
Early Childhood (P-4)	5022	157	20	177.1	167-192
English	5039	168	11	176	169-181
Family and Consumer Science	5122	153	3	*	*
Life Science	5235	142	17	157.5	142-183
Math	5161	160	4	*	*
Middle Childhood: Math	5169	165	33	173.5	165-191
Middle Childhood: ELA	5047	164	44	170.5	164-181
Middle Childhood: Science	5440	150	24	162.1	150-177
Middle Childhood: SS	5089	149	38	164.4	149-200
Physical Education	5857	155	9	168.7	155-183
Physical Science	0481	145	4	*	*
Social Studies	5086	153	12	163.3	154-176
Spanish (K-12)	5641	168	3	*	*
PLT (Early Childhood)	5621	157	19	170.95	159-188
PLT (K-6)	5622	160	7	174.3	165-184
PLT (5-9)	5623	160	72	178.4	161-193
PLT (7-12)	5624	157	80	177.1	157-192

[44] Data recorded for passing, completers in OCS data collection system Sept 1, 2016 – Aug 31, 2017.

UCA Praxis Licensure Pass Rates Reported by ADE (Sept 1, 2015 – August 31, 2016)[45]

Test #	Test Name	N	Mean	# Pass	% Pass	State Pass Rate (%)
5135	Art: Content and Analysis	7	161.14	4	57.14	63.27
5235	Biology: Content Knowledge	3	*	*	*	82.67
5022	Early Childhood: Content Knowledge	0	*	*	*	99.78
5003	Elem Ed: MS Mathematics Subtest	51	174.06	47	92.16	86.06
5002	Elem Ed: MS Reading Language Arts Subtest	47	171.45	45	95.74	90.37
5005	Elem Ed: MS Science Subtest	49	166.80	39	79.59	72.66
5004	Elem Ed: MS Social Studies Subtest	49	163.16	37	75.51	71.64
5039	English Language Arts: Content and Analysis	6	172.33	4	66.67	80.99
5361	English to Speakers of Other Lang	1	*	*	*	92.99
5857	Health and Physical Ed: Content Knowledge	15	167.40	14	93.33	82.06
5161	Mathematics: Content Knowledge	8	156.63	5	62.50	40.82
5047	Middle School English Language Arts	11	166.73	9	81.82	48.45
5169	Middle School Mathematics	15	170.33	10	66.67	58.04
5440	Middle School Science	14	157.14	10	71.43	63.93
5089	Middle School Social Studies	10	158.30	9	90	74.53
5113	Music: Content Knowledge	18	167.56	15	83.33	83.97
0481	Physical Science: Content Knowledge	10	164.30	9	90	93.10
5621	Principles of Learn Teach: Early Child	63	169.35	62	98.41	94.30
5623	Principles of Learn Teach: Grades 5-9	72	174.89	69	95.83	94.98
5624	Principles of Learn Teach: Grades 7-12	81	175.57	81	100	94.75
5622	Principles of Learn Teach: Grades K-6	28	179.39	27	96.43	92.93
5086	Social Studies: Content and Interpretation	6	157.50	4	66.67	60.87
5354	Special Ed: Core Knowledge Applications	16	173.88	16	100	99.46
5841	World Language Pedagogy	1	*	*	*	95.65

[45] Source 2017 EPPR. Data on 2016-2017 cohort not yet published by ADE. TBD in 2018 EPPR (publication date: May)

UCA Praxis Data – Advanced Programs

2016-2017 Praxis Exam Data –Program Completers[46]

Test #	Test Name	Passing Score	# UCA Test Takers	ETS Reported Mean	ETS Reported Range	ETS Reported UCA Pass %	State Pass Rate (%)	National Pass Rate (%)
5358	Gifted	155	9	161.11	146-173	88.89	78.75	84.69
5023	B-K	160	2	*	*	*	*	*
5024	B-K	155	3	*	*	*	*	*
5354	SPED K-12	151	23	176.61	156-193	100	98.56	95.87
6011	ELCC Building	163	27	175.04	153.187	92.59	91.67	89.41
6021	ELCC District	160	11	170.56	155-178	93.75	93.51	88.30
5301	RDNG	164	24	178.63	159-198	87.5	91.84	91.28
5311	LIBM	148	47	163.83	136-193	93.62	95.95	90.41
5402	School Psych	147	5	160.40	147-177	100	100	97.54
5421	COUN	156	53	167.19	150-184	94.34	94.12	91.04

2016-2017 Praxis Exam Data – EPPR Reported[47]

Test #	Test Name	N	Mean	# Pass	% Pass	State Pass Rate %
5358	Gifted	13	160.31	8	61.54	83.33
5311	LIBM	44	163.39	41	93.18	93.33
5301	RDNG	9	184.78	9	100	93.75
6011	ELCC Building	24	176.08	22	91.67	90.24
5402	School Psych	6	173.50	6	100	100
6021	School Super.	4	*	*	*	83.72
5354	SPED	16	173.88	16	100	99.46

[46] Data source: 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.

[47] Data source ADE EPPR reporting on graduates/completers between 9/1/15 and 8/31/16 (one-year out)

Ability of Completers to be Hired in Education Positions

ADE Novice Teacher Survey Results - EPPR

State report linked here

UCA Completers Teaching in Arkansas Public Schools[48]

	Completers 2013-2014	2013-2014 Completers Employed in APS 2014-2015	%	Completers 2014-2015	2014-2015 Completers Employed in APS 2015-2016	%	Completers 2015-2016	2015-2016 Completers Employed in APS 2016-2017	%	Completers 2016-2017	2016-2017 Completers Employed in APS 2017-2018	%
UCA	263	161	61%	303	197	65%	255	167	65%	Tbd – 2018 EPPR	Tbd – 2018 EPPR	Tbd – 2018 EPPR
State	2324	1394	60%	2177	1220	56%	1904	1189	62%			
%	*11.32%*	*11.55%*	-	*13.92%*	*16.15%*		*13.40%*	*14.05%*				

List of schools with employed 2015-2016 UCA Graduates to teach 2016-2017 School Year

Bald Knob	Farmington	Mountain Pine	Searcy County
Beebe	Fordyce	Newport	Sheridan
Benton	Fort Smith	Norfolk	Siloam Springs
Bentonville	Fouke	North Little Rock	South Conway County
Berryville	Greenbrier	Omaha	Southside Bee Branch
Clarendon	Hazen	Osceola	Springdale
Clinton	Jacksonville North Pulaski	Pangburn	Strong-Huttig
Concord	Jonesboro	Paragould	Stuttgart
Conway	Lake Hamilton	Prairie Grove	Two Rivers
Crossett	Lighthouse Academy	Pulaski County Special	Viola High School
Dawson Cooperative	LISA Academy	Quitman	Watson Chapel
Decatur	Little Rock	Rogers	West Memphis
East End	Lonoke	Rose Bud	
El Dorado	Marion	Russellville	
Emerson Taylor	Mayflower		
England	Mountain Home		

[48] Source 2017 EPPR, 2016 EPPR

UCA End of Program Survey Results 2016-2017 – Professional Plans Post-Graduation

	What are you professional plans after you graduate						What are your educational plans after you graduate?						
	I am or will be seeking a teaching position	I have a job outside the field of education	I have a teaching job within my area of licensure	I have a teaching job outside my area of licensure	No firm plans / Not employed	Other	I plan to enroll in higher education in next 6mos-1 year (e.g., Master's program)	I plan to enroll in higher education in next 1-5 years (e.g., Master's program)	I plan to enroll in higher education in next 6-10 years (e.g., Master's program)	I do not plan to enroll in higher education at this time.	I plan to seek additional endorsements, certificates, or licensure areas but without higher education	I plan to seek additional endorsements, certificates, or licensure areas through higher education	Other
BSE K-6 Elementary (n = 60)	55	1	13	-	1	3	13	42	5	16	5	18	-
BSE K-12 SPED (n=3)	3	-	-	-	-	-	1	1	-	-	-	2	-
BSE 4-8 Middle Leve (n=25)	20	2	9	1	1	1	5	20	1	6	2	7	-
ART (n=4)	4	1	2	-	-	2	-	2	2	6		1	-
MUSIC – Instrumental (n=9)	6	-	2	-	-	2	3	8	-	1	-	7	-
MUSIC – Vocal (n=4)	4	-	-	-	1	1	1	3	2	-	-	2	-
PE (n=11)	8	-	2	-	-	1	4	5	2	1	1	3	-
ENG (n=8)	7	-	1	-	-	1	2	5	-	2	2	-	-
FACS (n=11)	7	-	2	-	4	1	2	5	-	6	1	1	-
SCI – Combined (n=3)	2	-	2	-	1	-	1	2	-	1	1	1	-
MATH (n=3)	1	-	4	-	-	1	1	3	-	2	-	-	-
SS (n=2)	1	-	-	-	1	1	-	1	1	1	1	-	-
MAT K-6 (n=1)	-	-	1	-	-	-		-	-	1	-	-	-
MAT 4-8 Middle Level (n=30)	9	3	25	-	-	-	4	4	-	10	9	15	1
MAT 7-12 & K-12 (n=54)	13	1	38	1	1	1	2	9	3	18	17	24	3
Undergraduate Aggregate (n=144)	121	4	37	1	9	14	33	97	13	42	13	42	
MAT Aggregate (n=85)	22	4	64	1	1	1	6	13	3	29	26	39	4
Aggregate (n=229)	144	8	101	2	10	15	39	110	16	71	39	81	4

UCA End of Program Survey Results 2015-2016 - –Teaching Content Areas of Employment for ML Licensure Candidates [49]

If you have a teaching position, what subject(s) will you be teaching[50]	# of graduates teaching in field	ELA	Math	Sci	SS	All Subjects	Other
All ML Majors (MAT and Undergraduate)	34	17	12	13	7	2	2
Undergraduate ML Majors	9	3	5	5	2	0	0
MAT ML Majors	25	14	7	8	5	2	2

[49] 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.

[50] 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

Completers by Licensure Area – Percentage Placement Rates at time of Graduation[51]

Program	2014-2015[52]	2015-2016	2016-2017	(2-3 Year-Average)
Early Childhood	13	32.14	n/a	22.57
Elementary (K-6)		23.81	21.67	22.74
Special Education (K-12)				
Middle Level (4-8)	8	15.79	36	19.93
Secondary (K-12)	4	26.32	21.43	17.25
Art		16.67	50	33.34
PE/Health		29.41	18.18	23.80
Spanish				
Music		26.67	15.38	21.03
Secondary (7-12)	16	35.48	33.33	28.27
English		25.00	12.5	18.75
FACS			18.18	18.18
Life and Physical Science		57.14	66.7	61.92
Mathematics		66.67	100	83.34
Social Studies		16.67		16.67
MAT TOTAL		75.00	75.29	75.15
MAT ML		74.00	83.33	78.67
MAT SECED		75.93	70.37	73.15
TOTAL	28	46.84	44.10	39.65

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

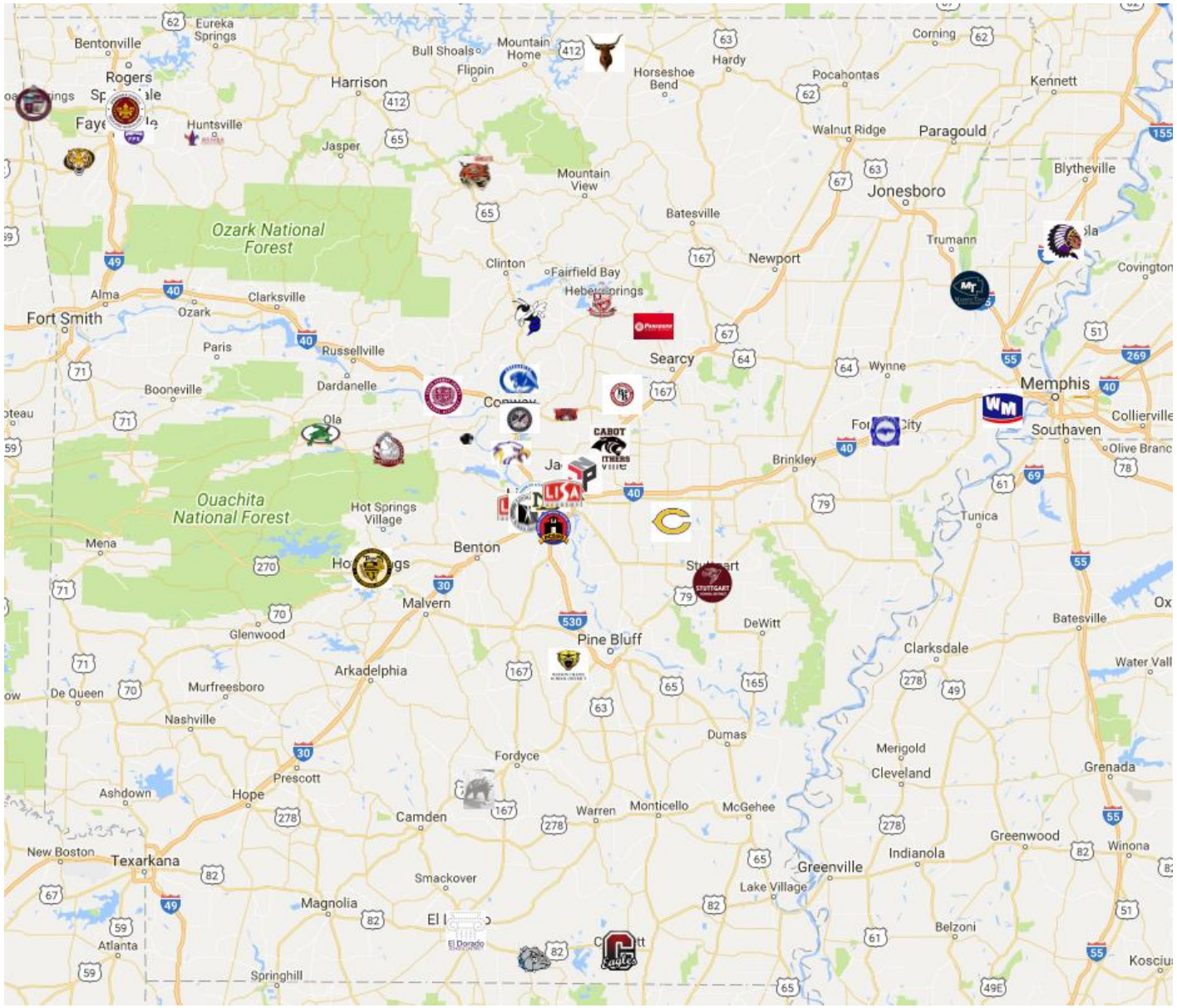
[52] Survey piloted with Spring 2015 cohort only

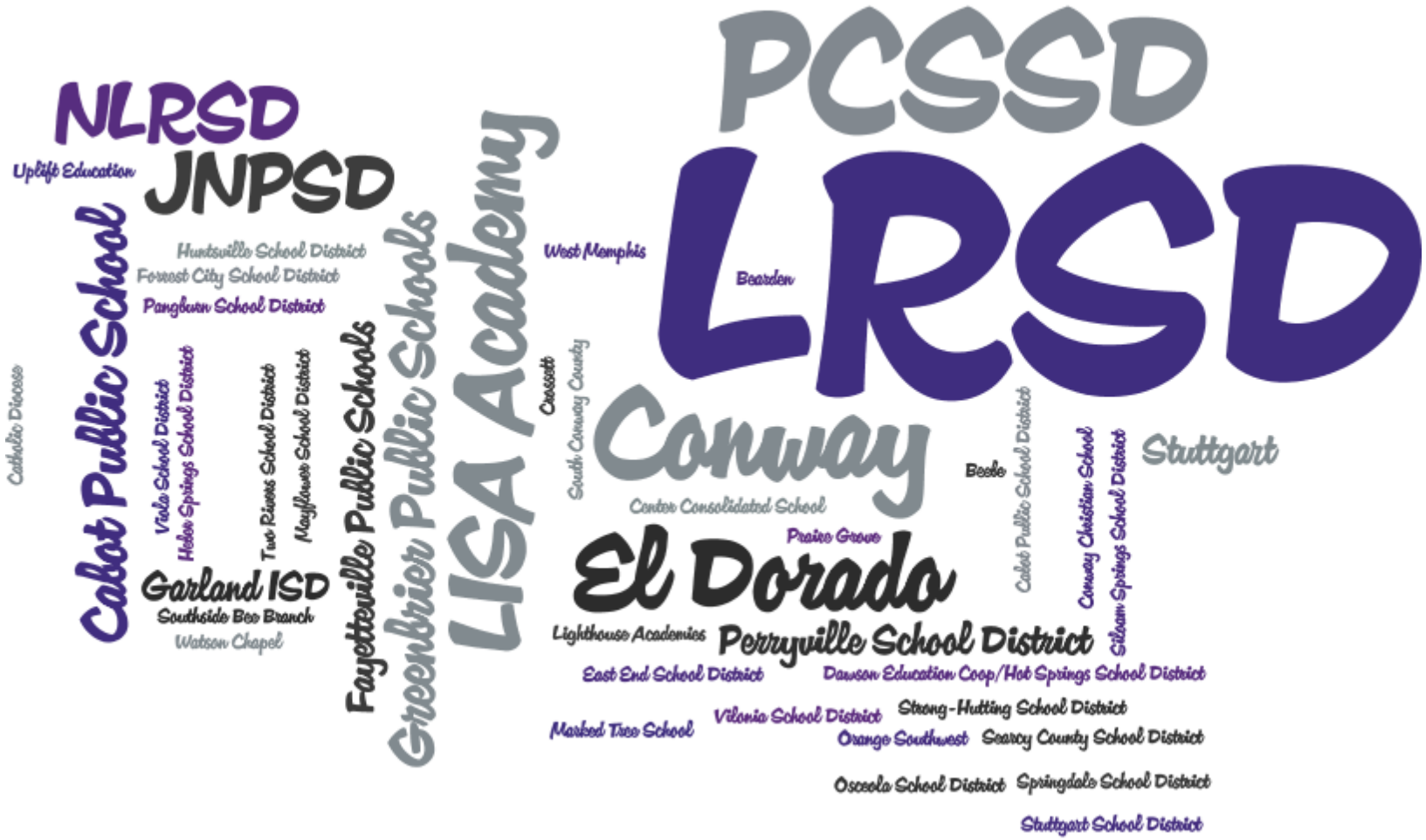
UCA End of Program Survey Results 2015-2016 - –School Districts Hiring UCA Initial Program Graduates [53]

Bearden	East End School District	Little Rock School District	Siloam Springs School District
Beebe	El Dorado	Marked Tree School District	South Conway County School District
Cabot	Fayetteville	Mayflower School District	Southside Bee Branch
Carlisle School District	Forrest City School District	North Little Rock School District	Springdale
Catholic diocese	Garland ISD	Orange Southwest	Strong-Huttig School District
Center Consolidated School District	Greenbrier	Osceola School District	Stuttgart School District
Conway Christian School	Heber Springs	Pangburn School District	Two Rivers School District
Conway School District	Huntsville School District	Perryville School District	Uplift Education
Crawford County R-2	Jacksonville North Pulaski School District	Prairie Grove	Vilonia School District
Crossett	Lighthouse Academies	Pulaski County Special School District	Watson Chapel
Dawson Education Coop/Hot Springs School District	Lisa Academy	Searcy County School District	West Memphis

[53] 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 2016-2017 - –School Districts Hiring UCA Initial Program Graduates




PCSSD
NLRSD
Uplift Education
JNPSD
LRSD
Cabot Public School
Huntsville School District
Forrest City School District
Pangburn School District
Fayetteville Public Schools
Greenbrier Public Schools
LISA Academy
West Memphis
Bearden
Catholic Diocese
Viola School District
Heber Springs School District
Two Rivers School District
Mayflower School District
Crossett
South Conway County
Conway
Beebe
Stuttgart
Center Consolidated School
Praire Grove
Cabot Public School District
Conway Christian School
Siloam Springs School District
El Dorado
Garland ISD
Southside Bee Branch
Watson Chapel
Lighthouse Academies
Perryville School District
East End School District
Dawson Education Coop/Hot Springs School District
Strong-Hutting School District
Vilonia School District
Marked Tree School
Orange Southwest
Searcy County School District
Osceola School District
Springdale School District
Stuttgart School District

UCA Post-Graduation Survey - Initial Programs [54]

Ability to be Hired for Intended / Licensure Position

	Undergraduate Initial Teacher Licensure (n = 8: All ELSE)	MAT Initial Teacher Licensure (n = 6)	Undergraduate Initial Teacher Licensure (n = 14)[55]	MAT Initial Teacher Licensure (n = 13)[56]
Base Salary of Teaching Position	1 = 0-19,000 4 = 30-39,000 1 = 40-49,000	1 = 30 – 39,000 2 = 40-49,000	1 = 20-29,000 8 = 30 – 39,000 1 = 40-49,000	9 = 30 – 39,000 2 = 40-49,000 2 > 50,000
Mean Starting Salary in State	$34,339	$38,317	$34,339	$38,317
Satisfaction with Salary[57]	1.833	3.0	2.6	2.5
Current Enrollment in Graduate School	2	1	4	0

UCA Post-Graduation Survey - Advanced Programs

Ability to be Hired for Intended / Licensure Position

	UCA Advanced Programs (n=37)	School Leadership (n=11)	Library Media (n=5)	School Counseling (n=1)	Reading (n=3)	Special Education (n=5)
Currently holding position aligned to licensure	98.34	100	100	100	66.7	100
Was degree earned necessary for current position	.53	.25	.80	1.0	0.0	.75
Base Salary of Position	1 = $20-29,000 7 = $30–39,000 13 = $40–49,000 2 = $50–59,000 4 = $60–69,000 1 = $70–79,000 1 = $80–89,000	4 = $40–49,000 3 = $60–69,000 1 = $70–79,000	3 = $30–39,000 1 = $50–59,000 1 = $60–69,000	13 = $40–49,000	1 = $30–39,000 1 = $40–49,000	1 = $20-29,000 1 = $30–39,000 1 = $40–49,000 1 = $50–59,000
Satisfaction with Salary[58]	2.33	2.13	2.6	3.0	2.5	2.0

[54] The UCA Office of Instructional Research collaborated with the COE to design post-graduation surveys to distribute to students 1-, 2-, and 3-years post-graduation. May 2017 was the first year for the IR Office to handle post-graduation surveys. Data presented here were collected from a pilot in January 2017 and full implementation in May 2017 on all 2015-2016 COE graduates

[55] Demographics included: 1 SecEd Math, 2 ML, 10 P-4, 1 SecEd Science. No major differences between cohorts in data.

[56] Demographics included: 9 SecEd and 4 ML. No major differences between cohorts in data.

[57] Key: Dissatisfied (1); Neutral (2); Satisfied (3)

[58] Key: Dissatisfied (1); Neutral (2); Satisfied (3)

UCA Loan Default Rate

University-wide rate of default on student loans for the years 2013, 2014 and 2015, based on data provided by the Office of Federal Student Aid. This rate is provided to UCA by the USDE and reported to HLC each year. The FY 2015 rate: 8.2%.

UCA OPE ID	School	School Type	Control	Programs		FY2014	FY2013	FY2012
00109200	University of Central Arkansas	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	8.8	8.2	9.1
					No. In Default	232	218	247
					No. in Repay	2615	2639	2701
					Enrollment Figures	12,838	12,939	13,293
					Percentage Calculation	20.3	20.3	20.3

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2014 CDR Year will use 2012-2013 enrollment).

Source: https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html

Additional Consumer Index Data:

Federal School Code (FAFSA)	001092
In-State Tuition	$7,889
Out-of-State Tuition	$13,806
Average Net Yearly Cost	$13,063
Percent of students receiving loans	52%
Average Monthly Loan Payment	$221
Salary After Attending	$36,900
Average Net Yearly Cost by Family Income	
Under $30,000	$11,248
$30,000 - $48,000	$11,913
$30,000 - $48,000	$14,392
$30,000 - $48,000	$15,584
Above $111,000	$15,759

Number of Undergraduate Students	9340
Full Time	88%
Part Time	12%
Male Students	41%
Female Students	59%
ACT Average (1-36)	23
Graduation Rate	45%
Retention Rate	72%

- https://www.fafsa-application.com/colleges/university-of-central-arkansas-conway-arkansas-ar-001092
- https://datausa.io/profile/university/university-of-central-arkansas/#intro