2015 EPP Annual Report

CAEP ID:	10504	**AACTE SID:**	4420
Institution:	University of Central Arkansas		
Unit:	College of Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	●	○
EPP characteristics	●	○
Program listings	●	○

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure	262
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	105
Total number of program completers	367

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

> No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

> New undergraduate K-12 Special Education licensure approved with minor in Special Education. New graduate level K-12 Gifted and Talented endorsement approved.

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

> Changes in ADE licensure regulations and some SPA standards. Many programs revised to meet new ADE 120 credit hour rule (ACT 747). STEM education minor expanded to include BS in Environmental Science as track option. Middle Level program moved from 2 tracks to 6 variable by licensure focus (math, science, ELA, SS). MAT program no longer offering P-4 track due to state licensure changes. School counseling and Library Media programs each now include 2 tracks to licensure. Existing undergraduate P-4 program moved to a K-6 program per state licensure changes. Revision of MSE in SPED for K-12.

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

> No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

> No Change / Not Applicable

3.6 Change in state program approval

> No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.
HEA Title II Instructional Report Card; Arkansas Dept. of Ed. Annual Candidate Praxis and Survey Report; NCTQ Report; PEDS Report; NCATE 2011 Review.; COE EPP annual report.:
http://uca.edu/education/accountability/

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

CAEP's 8 Reporting Measures

5.1 Impact on P-12 learning and development

5.2 Results of completer surveys

5.3 Graduation rates

5.4 Ability of completers to meet licensing (certification) and any additional state requirements

5.5 Indicators of teaching effectiveness

5.6 Results of employer surveys, and including retention and employment milestones

5.7 Ability of completers to be hired in education positions for which they have prepared

5.8 Student loan default rates and other consumer information

Yes, a program or programs leading to initial teacher certification is currently being offered.

5.1 Impact on P-12 learning and development. *Report information on <u>candidate</u> performance during pre-service and <u>completer</u> performance during in-service for programs leading to an <u>initial</u> teacher certification or licensure.*

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

5.1.1 Candidate performance during pre-service

	Column 2	Column 3	Column 4
Unit and lesson plans	◉	○	○
Pre-post tests of student learning	◉	○	○
Videos of candidate instruction	○	◉	○
Candidate reflection	◉	○	○
Surveys of P-12 students on candidate performance	○	○	◉
State-adopted assessment(s) (specify) **ADE EPPR, Teacher Excellence and Support System (TESS) observation tool (Danielson)**	◉	○	○
State-designed assessment(s) (specify) **Praxis Content/PLT Exams**	◉	○	○
EPP-designed assessment(s) (specify) **Multicultural Survey, Unit Plan, Impact Project**	◉	○	○
Other (specify)	○	○	◉

5.1.2 Completer performance during in-service

	Column 2	Column 3	Column 4
Student achievement and/or learning models (e.g., value-added modeling)	○	○	◉
EPP-designed case study	○	○	◉
Other (specify)	○	○	◉

5.2 Results of completer surveys. *Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.*

5.2.1. If "Disagree", go to 5.3

	Agree	Disagree
Completer survey results are available to the EPP.	◉	○

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- ☑ The completer provides summary ratings of the EPP and its programs.
- ☑ The completer provides responses to open-ended questions about the EPP.
- ☑ The completer provides a response to questions about their preparation in at least one of the following areas:
  - ☑ Content knowledge
  - ☑ Instruction and pedagogical content knowledge
  - ☑ Teaching diverse P-12 students
  - ☑ Teaching P-12 students with diverse needs
  - ☑ Classroom management
  - ☑ Alignment of teaching with state standards
  - ☑ Family and community engagement
  - ☑ Assessment of P-12 student learning
  - ☐ Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- ☑ At the end of the program
- ☑ Between the end of the program and one year after program completion
- ☐ Between one and two years after program completion
- ☐ Between two and three years after program completion
- ☐ Between three and four years after program completion
- ☐ More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	○	◉	267	181
Individual program	○	◉	267	267
Institution or organization	◉	○		
State	○	◉	267	239
Other (specify)	◉	○		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	○	◉
Valid (can make an appropriate inference about completer satisfaction)	○	◉

A measure with a representative sample (demonstrates typical completer responses)

Inclusive of stakeholder interests

A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)

5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.

5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.*

Enter a numeric value for each textbox.

Column 1	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	320	435	351	335	343
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014	0	47	161	32	22
Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).	*2* *Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.*	*10* *10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.*	*0* *Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.*	*2* *Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.*	*1* *One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.*
Number of candidates/completers who were **not** recommended for an initial teacher certification or licensure...	5				
Continued in a program	0				

Been counseled out of a program	0
Withdrawn from a program	5

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score[*] (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	249	0.72	245	99.5	94
All program completers, 2011-2012	229	0.75	228	99	94

5.4.2 The EPP can demonstrate that the licensure or certification test results are…

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	◉	○
Actionable (provides specific guidance for continuous improvement)	◉	○

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results. — ◉ Agree ○ Disagree

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for <u>completers</u> of programs leading to an <u>initial</u> teacher certification or licensure*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4
Completer performance during in-service			
Surveys of P-12 students on completer performance	○	○	◉
School district-level teacher evaluation	○	○	◉
Employer observations	○	○	◉
Employer surveys	○	◉	○
EPP-designed case study	○	◉	○
Other (specify)	○	○	◉

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the*

availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	○	◉

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

☐ The employer provides overall summary ratings of the completer.

☐ The employer provides responses to open-ended questions about the completer.

☐ The employer provides a response to questions about the completer's preparation in at least one of the following areas:

☐ Collaboration with school-based colleagues and staff

☐ Alignment of teaching with state standards

☐ Family and community engagement

☐ Content/subject matter

☐ Instructional and pedagogical content knowledge

☐ Development of a safe learning environment

☐ Assessment of P-12 student learning

☐ Teaching P-12 students with diverse needs

☐ Teaching diverse P-12 students

☐ Other (Specify)

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	◉	○		
Institution or Organization	◉	○		
School District	◉	○		
State	◉	○		
Accreditation agency	◉	○		
Other (specify)	◉	○		

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	○	◉
Valid (can make an appropriate inference about employer satisfaction)	○	◉
A measure with a representative sample (demonstrates typical employer responses)	○	◉
Inclusive of stakeholder interests	○	◉
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	○	◉

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.   ○   ◉

5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.*

5.7.1 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has attempted to collect data on the employment status of completers.	○	◉

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- ☑ Completer survey
- ☑ Employer survey
- ☐ Institutional or organizational department (e.g., Alumni Office) (specify)

- ☐ Collaboration with other EPPs
- ☐ Collaboration with school districts
- ☑ Collaboration with state education departments
- ☐ Contracted a consultant or organization
- ☐ Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- ☑ Low response rates
- ☑ Inaccurate reporting of employment status
- ☐ Maintaining current candidate records
- ☑ Privacy issues
- ☑ Insufficient resources
- ☐ Other (specify)

5.7.4 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has access to information on the employment status of completers	◉	○

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- ☑ Self-report from the completer
- ☑ Third party:
  - ☐ School district
  - ☑ State department (specify)
    https://adedata.arkansas.gov/eppr/
- ☐ Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

Year of program completion	Total number of completers	Number of completers with each employment status					
		Employed in a position for which they were	Employed in an education position outside of	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown

Column 1	Column 2	Column 3 prepared	Column 4 their preparation	Column 5	Column 6	Column 7	Column 8
AY 2013-2014	262	239	0	0	0	0	23
Example: If 60 candidates completed their program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)	60	17	9	0	4	2	20

5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	●	○	
Average cost of attendance	○	●	https://uca.edu/financialaid/additional-information/cost-of-attendance/
Average beginning salary of a program completer	●	○	
Placement patterns of completers	●	○	
Other (specify)	●	○	

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1.	Data collection is uneven and results are not consistently summarized, reported, and analyzed on the schedule for the unit.	(ADV)

The 2011 NCATE on-site review cited the UCA EPP for uneven data collection and cited specifically the Advanced Studies in Teacher Leadership (ASTL) program. In 2010 a new ASTL program coordinator was appointed. The program has been revamped to include a systematic data collection system. Regular data collection and analysis have become standard practice in that program and was already in existence in all other College of Education programs of study. All graduate and undergraduate programs meet monthly to review programmatic issues, including assessment systems, data, process, reporting, and resulting program changes. All graduate and undergraduate programs have advisory boards that meet at least once per year. All graduate and undergraduate programs file a program report once a year reporting data.

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

The University of Central Arkansas Educator Preparation Programs and Partners have undergone significant changes which

maintain our focus on our data systems for student content and pedagogical knowledge and our data systems for field experiences. This past year several programs have experience an inordinate number of externally driven curriculum changes to match changes to state licensure and regulations (e.g., new K-6 program, conversion of P-12 programs to K-12 licensure, revision to SPED programs, revision to MSE in reading, etc.). In addition, the state of Arkansas has implemented a state-wide teacher evaluation system requiring the programs to rewrite and align our curriculum and lesson documents (e.g., lesson plans, scoring rubrics, etc.). The programs are still working through all of these changes to include initiating reliability/validity studies on our new tools as well as calibration and faculty training on the new tools. In addition, the university has adopted a new General Education/Core assessment system which must be integrated into the undergraduate programs of study. We plan to continue working toward the newly defined CAEP standards.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2015 EPP Annual Report.*

☑ I am authorized to complete this report.

Report Preparer's Information

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