CAEP Annual Report
September 1, 2018 - August 31, 2019

University of Central Arkansas

Overview

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. These annual reporting measures are expected for both initial and advanced programs.

These data are for the UCA COE in alignment with CAEP annual reporting expectations.

8 Annual Reporting Measures

1. <u>Measure 1:</u> Impact completers' teaching has on P-12 student learning and development

2. <u>Measure 2:</u> Indicators of completers' teaching effectiveness

3. <u>Measure 3:</u> Results of employer surveys including retention and employment milestones

4. <u>Measure 4:</u> Results of completer surveys

5. <u>Measure 5:</u> Completer graduation rates including rates for successful completion of student teaching by program areas

6. <u>Measure 6:</u> Ability of completers to meet licensing / certification requirements

7. <u>Measure 7:</u> Ability of completers to be hired in education positions for which they are prepared

8. <u>Measure 8:</u> Student loan default rates and other consumer information

Program Completer Data

Academic Year	Initial Combined UG and MAT	Advanced Programs
2018-2019	237	243
2017-2018	259	239
2016-2017	237	228

INITIAL PROGRAMS	2016-2017	2017-2018	2018-2019
P-4 Early Childhood	1	3	0
K-6 Elementary	65	87	76
4-8 Middle Level	54	53	46
4-12 Business	8	2	2
7-12 English	16	14	12
7-12 FACS	17	12	12
7-12 Life Science	7	12	5
7-12 Math	9	14	10
7-12 Physical Science	3	1	6
7-12 Social Studies	9	10	8
7-12 Speech / Drama	1	0	2
K-12 Art	9	7	8
K-12 Music	13	9	12
K-12 PE/Health	18	14	17

ADVANCED PROGRAMS	2016-2017	2017-2018	2018-2019
Building Level Admin	36	28	36
District Level Admin	12	7	4
Curriculum Specialist	8	7	6
Program Specialist - SPED	2	3	5
Library Media	51	55	47
Reading	7	3	4
Dyslexia	15	6	15
Reading + Dyslexia	12	20	17
School Counseling	40	62	62
Gifted	9	11	15
B-K	1	5	6
Special Education	19	17	20
Special Education Resource	1	0	6
Career Or/Prep/Devo	1	0	5*

Measure 1: Completers' Impact on P-12 Learning

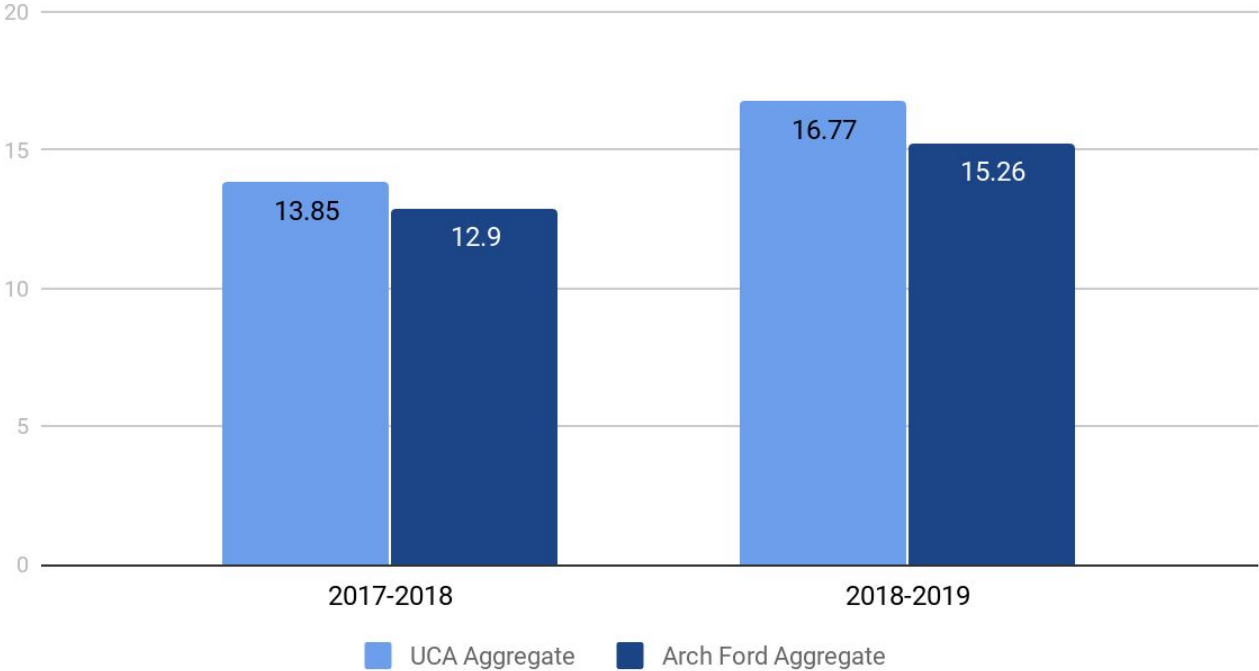Arch Ford Novice Teacher Partnership - Impact on Student Learning

Measure 1: Completers' Impact on P-12 Learning (AF)

- Data presented here were secured through partnership with **Arch Ford (AF) Novice Teacher (NT)** Mentoring Program begun in summer 2017. The AFNT program supports UCA graduates in induction for 3-years post graduation. Districts in the AFNT region support 30% of UCA prepared teacher candidates representing all programs across the EPP. All novice teachers in the AFNT program complete an **Impact on Student Learning** project each March and report data to AF. Data for UCA prepared teachers is compared to the AF aggregate as a benchmark.

- In **2018-2019**, K-12 students taught by UCA completers made stronger gains in their learning when compared to the aggregate benchmark data ($\bar{x}$ = 16.77 compared to $\bar{x}$ = 15.26) . The **2017-2018** pilot data were similarly strong with the students taught by UCA completers showing stronger learning gains compared to the AF aggregate ($\bar{x}$ = 13.85 compared to $\bar{x}$ = 12.90).

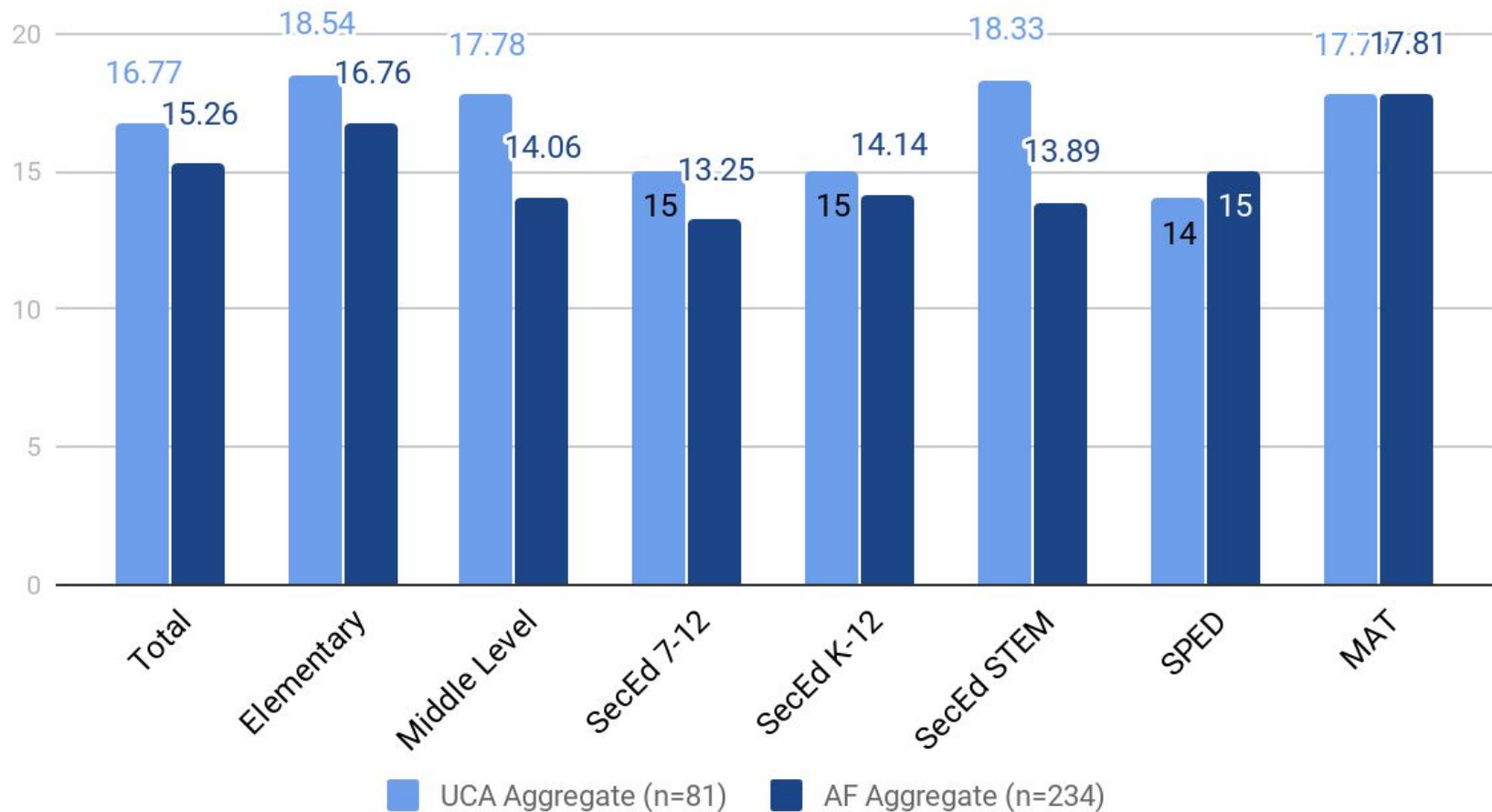- Data disaggregated by program - LINK HERE

Note: Initial Programs Only

AF Data: Average Gain/Loss - 2 Years' Trend Data

AY	UCA	AF
2018-2019	81	234
2017-2018 (pilot)	13	38

Legend: UCA Aggregate, Arch Ford Aggregate

2017-2018: UCA Aggregate 13.85, Arch Ford Aggregate 12.9
2018-2019: UCA Aggregate 16.77, Arch Ford Aggregate 15.26

AF Data: Average Gain/Loss - 2018-2019 Disaggregated Data

Category	UCA Aggregate (n=81)	AF Aggregate (n=234)
Total	16.77	15.26
Elementary	18.54	16.76
Middle Level	17.78	14.06
SecEd 7-12	15	13.25
SecEd K-12	15	14.14
SecEd STEM	18.33	13.89
SPED	14	15
MAT	17.71	17.81

Measure 2: Completers' Teaching Effectiveness

Arch Ford Novice Teacher Partnership - Mentor Teacher Ratings

UCA Induction Program

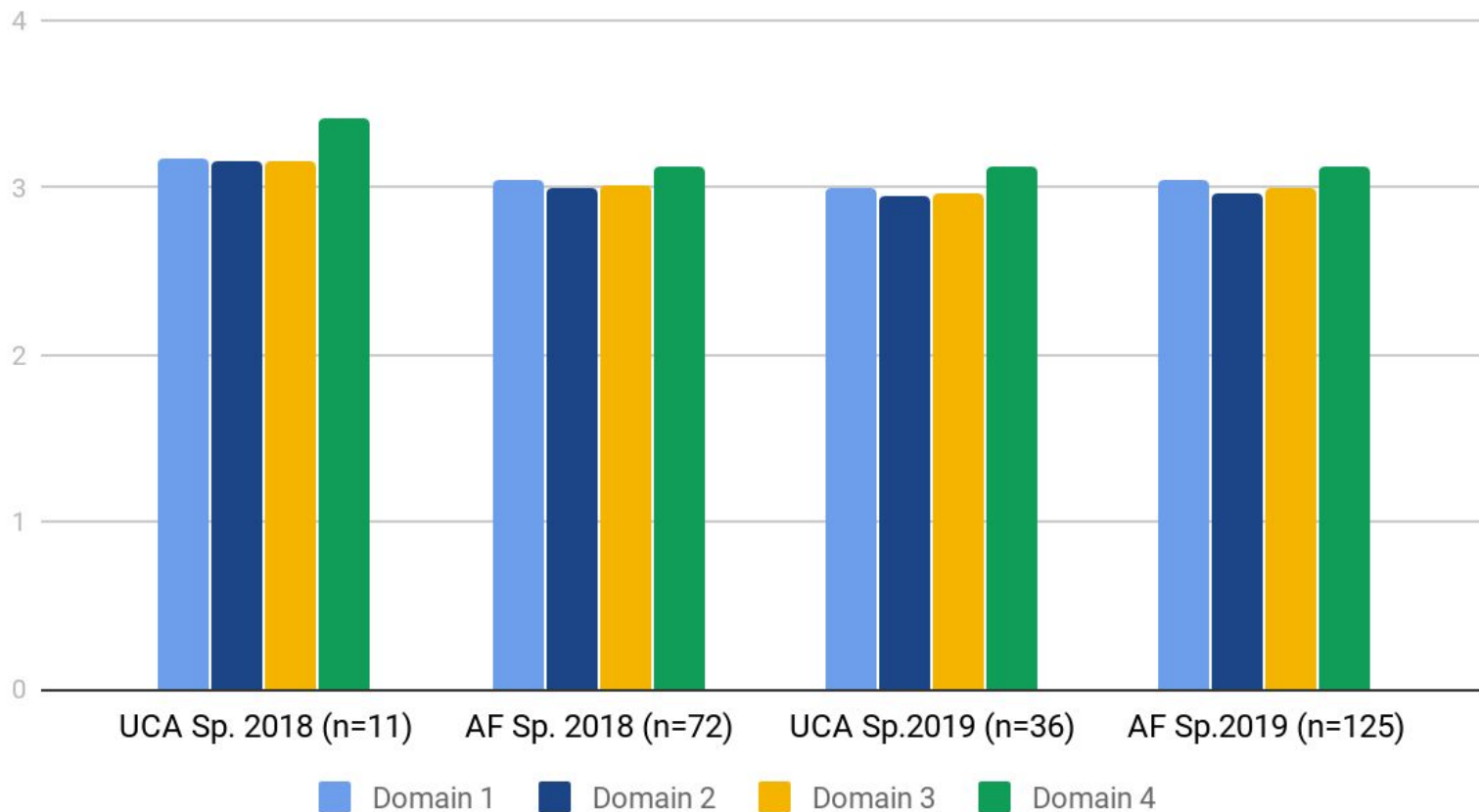# Measure 2: Completers' Teaching Effectiveness (AF)

- Data presented here were secured through partnership with **Arch Ford (AF) Novice Teacher (NT)** Mentoring Program begun in summer 2017. The AFNT program supports UCA graduates in induction for 3-years post graduation. Districts in the AFNT region support 30% of UCA prepared teacher candidates representing all programs across the EPP. All novice teachers in the AFNT program are observed by their mentor teacher and scored on the state-mandated performance observation rubric (Danielson, 2007). Data for UCA prepared teachers is compared to the AF aggregate as a benchmark.

- Trends in the data indicate that UCA is doing well in preparing candidates for the field with most scores falling in the upper range of the TESS rubric (levels 3, 4). Relative high points were pedagogy ($\bar{x}$ = 3.20), culture for learning ($\bar{x}$ = 3.21), and communicating with students ($\bar{x}$ = 3.21). Relative low points in the data were managing classroom procedures ($\bar{x}$ = 2.92) and managing student behavior ($\bar{x}$ = 2.85). Trend data were consistent in the two years underlying the aggregate score.

- Data disaggregated by program - LINK HERE   *Note: Initial Programs Only*

TESS Domains: UCA Aggregate Compared to AF Aggregate - 2 Yrs' Trend Data

Legend:
- UCA Sp. 2018 (n=11)
- AF Sp. 2018 (n=72)
- UCA Sp.2019 (n=36)
- AF Sp.2019 (n=125)
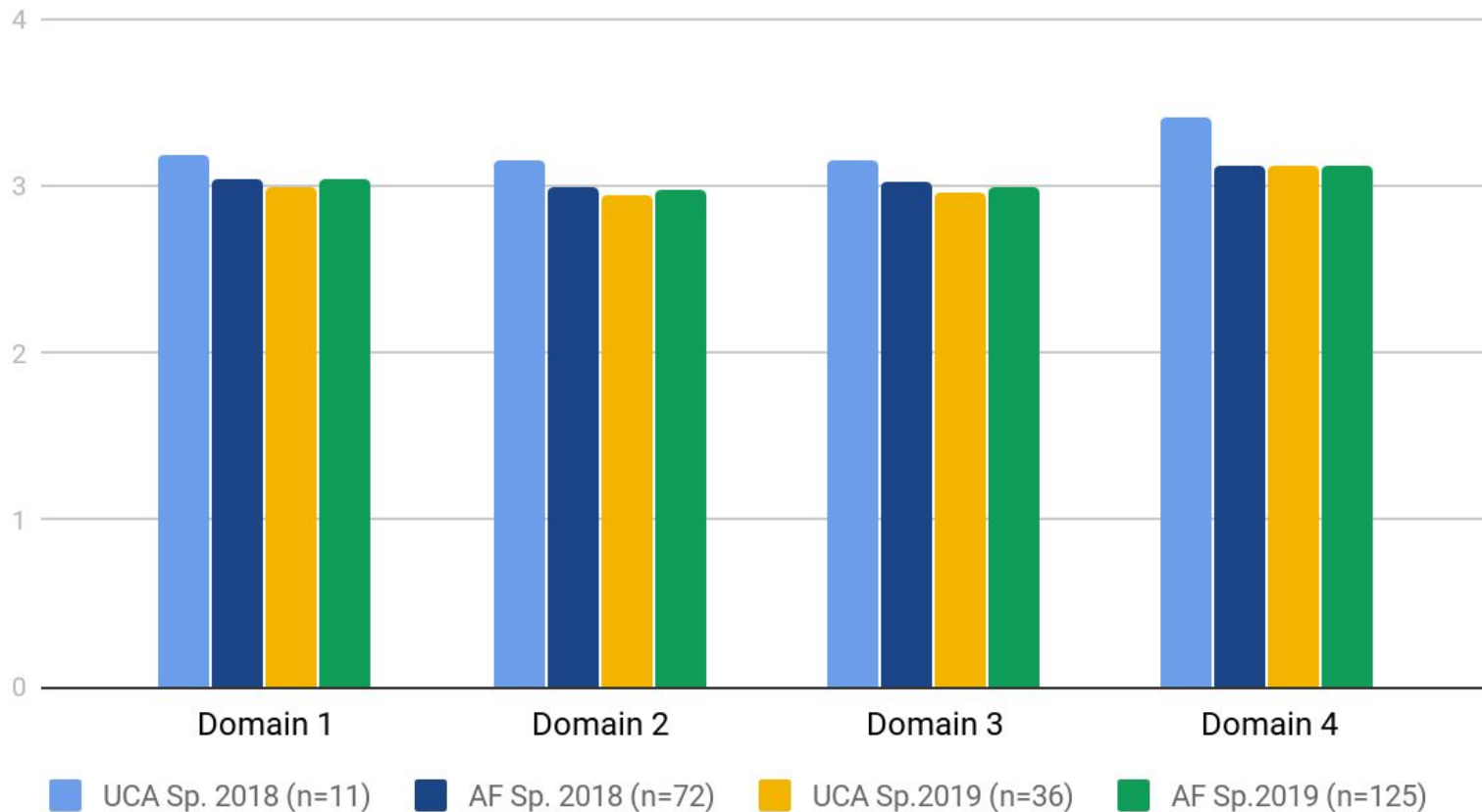
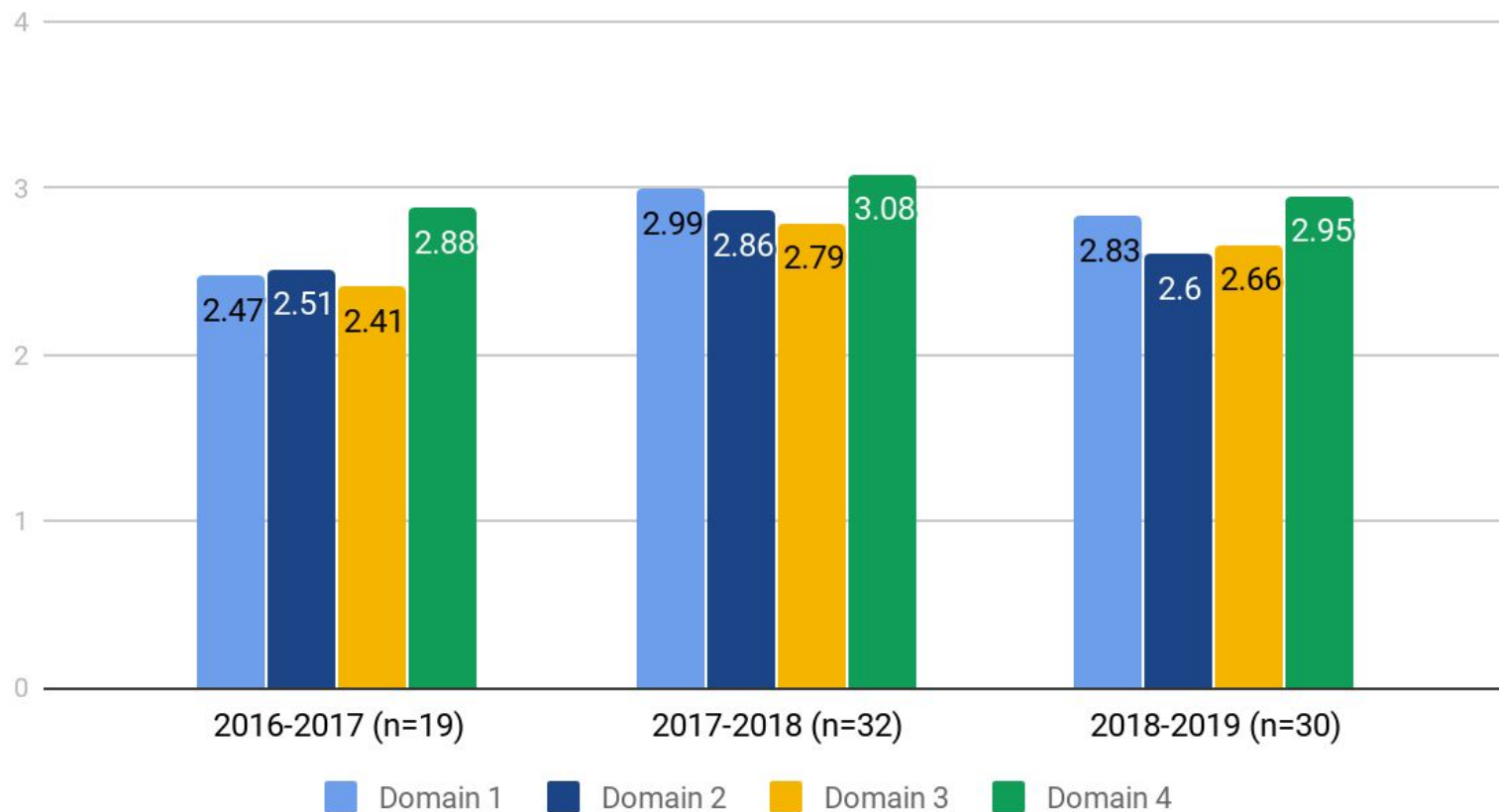TESS Domains: UCA Aggregate Compared to AF Aggregate - 2 Years' Trend Data

Measure 2: Completers' Teaching Effectiveness

- Data presented here were collected through a UCA-based induction program begun in AY 2016-2017. The UCA Induction program is offered to year 1-3 novice teachers post-graduation (1) to offer continued support and (2) to inform EPP continuous improvement. Participants are evaluated by UCA faculty coaches on the Danielson rubric.

- Positive data were tied to candidate performance in all the components tied to candidate professionalism. Relative high points were noted for completers' knowledge of students ($\bar{x}$ = 2.80), knowledge of resources ($\bar{x}$ = 2.81), and flexibility/responsiveness ($\bar{x}$ = 2.81). Relative low points in the data included using questioning/discussion ($\bar{x}$ = 2.52), engaging students in learning ($\bar{x}$ = 2.49), using assessment in instruction ($\bar{x}$ = 2.49), and managing student behavior ($\bar{x}$ = 2.53). Trend data were largely consistent with the 3-year aggregate data.

- Data disaggregated by program - LINK HERE

Note: Initial Programs Only

UCA Induction Program - Aggregate Trend Data 2016-2019

|	2016-2017 (n=19)	2017-2018 (n=32)	2018-2019 (n=30)
Domain 1	2.47	2.99	2.83
Domain 2	2.51	2.86	2.6
Domain 3	2.41	2.79	2.66
Domain 4	2.88	3.08	2.95

Measure 3: Employer Satisfaction and Milestones

UCA Employer Survey - Initial Programs

UCA Employer Survey - Advanced Programs

Measure 3: Employer Satisfaction and Milestones (<mark>initial</mark>)

- UCA measures employer satisfaction of program completers through multiple measures including a UCA survey, Arch Ford partner employee survey, and ADE/DESE measure of employer satisfaction. The data presented here were collected through a UCA principal survey aligned to the expectations of the Interstate Teacher Assessment and Support Consortium (InTASC) standards. All data included in the data set were scored on a scale of 1-4 (1 = not prepared, 2 = inadequately prepared, 3 = adequately prepared, 4 = well prepared) with a target score of "3."

- Overall trends in the data indicate that the EPP is doing well in preparing candidates to for the field with all scores falling in the upper range of the survey (levels 3-4). High points were noted for content knowledge ($\bar{x}$ = 3.58), instructional technology ($\bar{x}$ = 3.66), planning and preparation ($\bar{x}$ = 3.59), instruction ($\bar{x}$ = 3.58), and professional responsibilities ($\bar{x}$ = 3.64). Relative low points in the data were managing student behavior ($\bar{x}$ = 3.39), and parent / family communication ($\bar{x}$ = 3.43). Data trended up over the three semesters.

- Disaggregated and trend data on employer satisfaction by program available in supplemental document - LINK HERE. Disaggregated and trend data on completer employment milestones by program available in supplemental document - LINK HERE

Employer Satisfaction: Initial Programs' Aggregate Data (Response Scale 1-4)
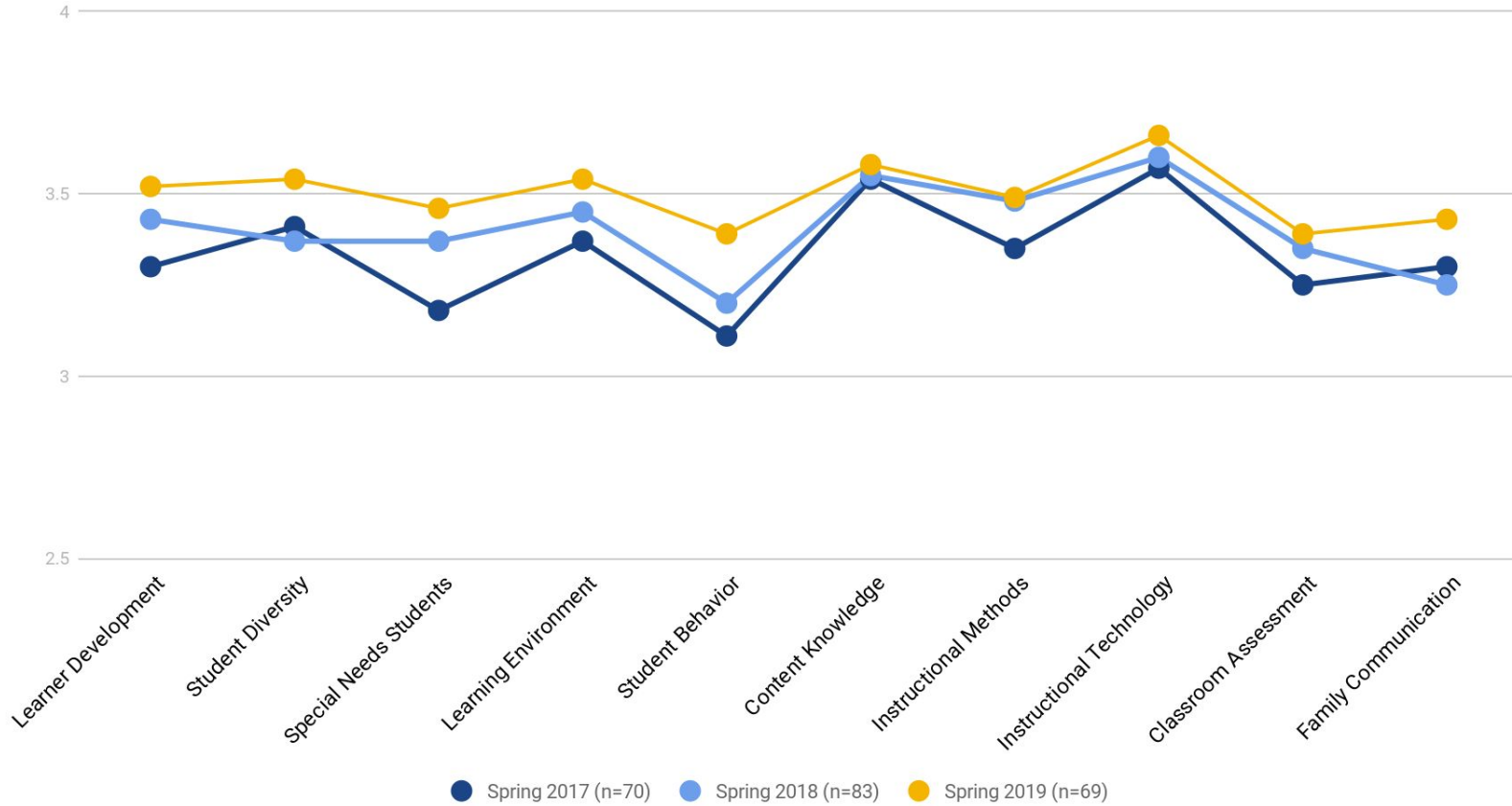
Measure 3: Employment Retention and Milestones (initial)

EPP gathers data on advanced program completers employment and retention milestones in partnership with UCA Office of Institutional Research and in partnership with DESE.
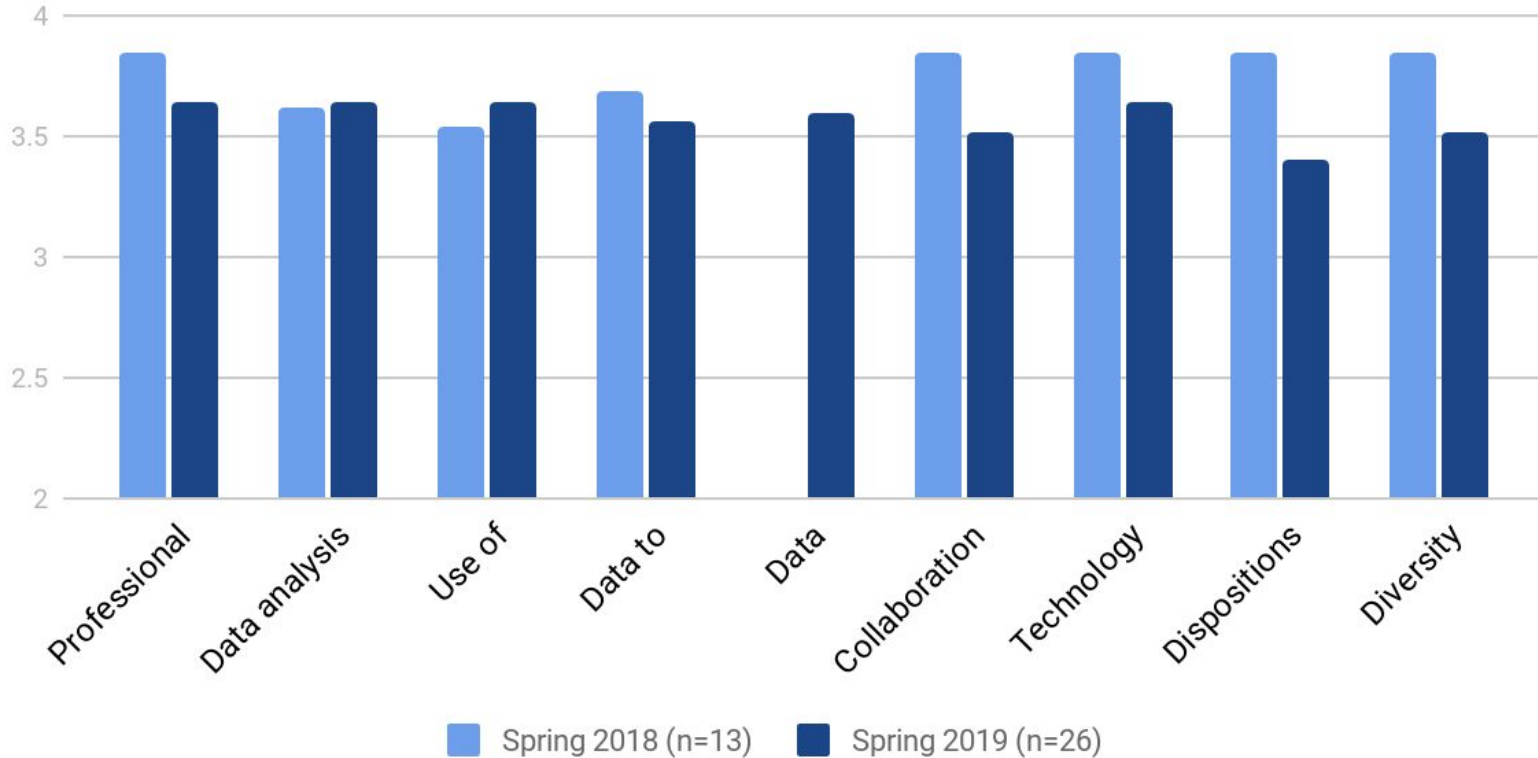
- Approximately 60-65% of UCA completers work in Arkansas Public Schools post-graduation.
- Approximately 76% of completers working in APS work in identified high-needs schools in their first year of induction.
- 98-100% of completers teaching in Arch Ford partner school districts intend to remain in the profession
- 36% of graduates return to graduate school to pursue advanced degrees 3-years post-graduation.

	Spring 2017	Spring 2018	Spring 2019
Completers currently teaching in APS	65%	65%	63%
% intent to remain in profession	*	100	98.78
% enrolled in graduate school	36.14	29.84	17.25

Measure 3: Employer Satisfaction and Milestones (<mark>advanced</mark>)

- The data presented here were collected through an employer survey aligned to the expectations of the Council for the Accreditation of Educator Preparation (CAEP) (Standard A.1.1). All data included in the data set were scored on a scale of 1-4 (1 = not prepared, 2 = inadequately prepared, 3 = adequately prepared, 4 = well prepared) with a target score of "3." This practice was re-established in spring 2018 yielding 2-years data (Spring 2018, Spring 2019).

- Overall trends in the data indicate that the EPP is doing well in preparing candidates to for the field with most scores falling in the upper range of the survey (levels 3, 4). Relative high points in the data included employer ratings around completer skills and content specific to the professional role ($\bar{x}$ = 3.64) and ability to integrate technology into professional practice ($\bar{x}$ = 3.64). Relative low points in the data included data analysis/gathering evidence to develop supportive environments ($\bar{x}$ = 3.56) and in understanding/using research to improve practice ($\bar{x}$ =3.54).

- Disaggregated employer satisfaction data by program available in supplemental document - [LINK HERE](). Disaggregated data on completer employment milestones by program available in supplemental document - [LINK HERE]()

Employer Satisfaction: Advanced Programs' Aggregate Data (Response Scale 1-4). 2 Years' Trend Data

Categories: Professional, Data analysis, Use of, Data to, Data, Collaboration, Technology, Dispositions, Diversity

Legend: Spring 2018 (n=13), Spring 2019 (n=26)

Measure 3: Employment Retention and Milestones (advanced)

EPP gathers data on advanced program completers' employment and retention milestones in partnership with UCA Office of Institutional Research

	2016-2017	2017-2018	2018-2019
Completers currently holding a position in APS aligned with advanced degree obtained	63%	68%	67%

Measure 4: Graduate Satisfaction
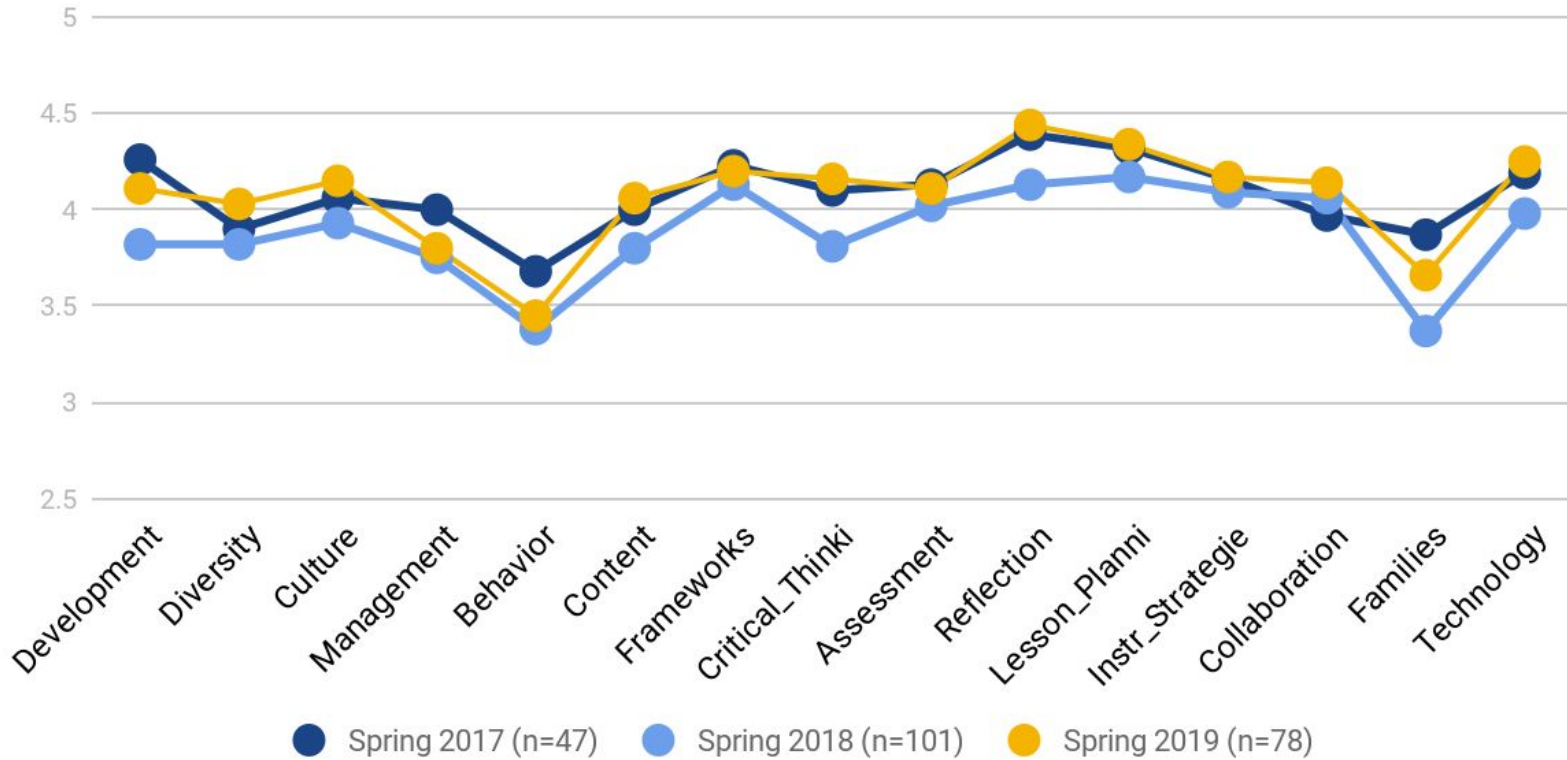
Graduate Satisfaction Survey - Initial Programs

Graduate Satisfaction Survey - Advanced Programs

Measure 4: Graduate Satisfaction (initial)

- UCA measures employer satisfaction of program completers through multiple measures including UCA survey, Arch Ford partner novice teacher survey, and ADE/DESE measure of graduate satisfaction. The data presented here were collected through a UCA post-graduate satisfaction survey aligned to the expectations of the Interstate Teacher Assessment and Support Consortium (InTASC) standards. All data included in the data set were scored on a scale of 1-5 (1 = not prepared, 2 = inadequately prepared, 3 = adequately prepared, 4 = well prepared, 5 = very well prepared) with a target score of "3."

- Overall trends in the data indicate that the EPP is doing well in preparing candidates to for the field with all scores falling in the upper range of the survey (levels 3-5). High points in the data included candidate reflection ($\bar{x}$ = 4.44), alignment to AR frameworks ($\bar{x}$ = 4.2), and lesson planning ($\bar{x}$ = 4.34). Relative low points in the data included managing student behavior ($\bar{x}$ = 3.45) and communicating with families ($\bar{x}$ = 3.66).

- Disaggregated and trend data by program available in supplemental document - LINK HERE
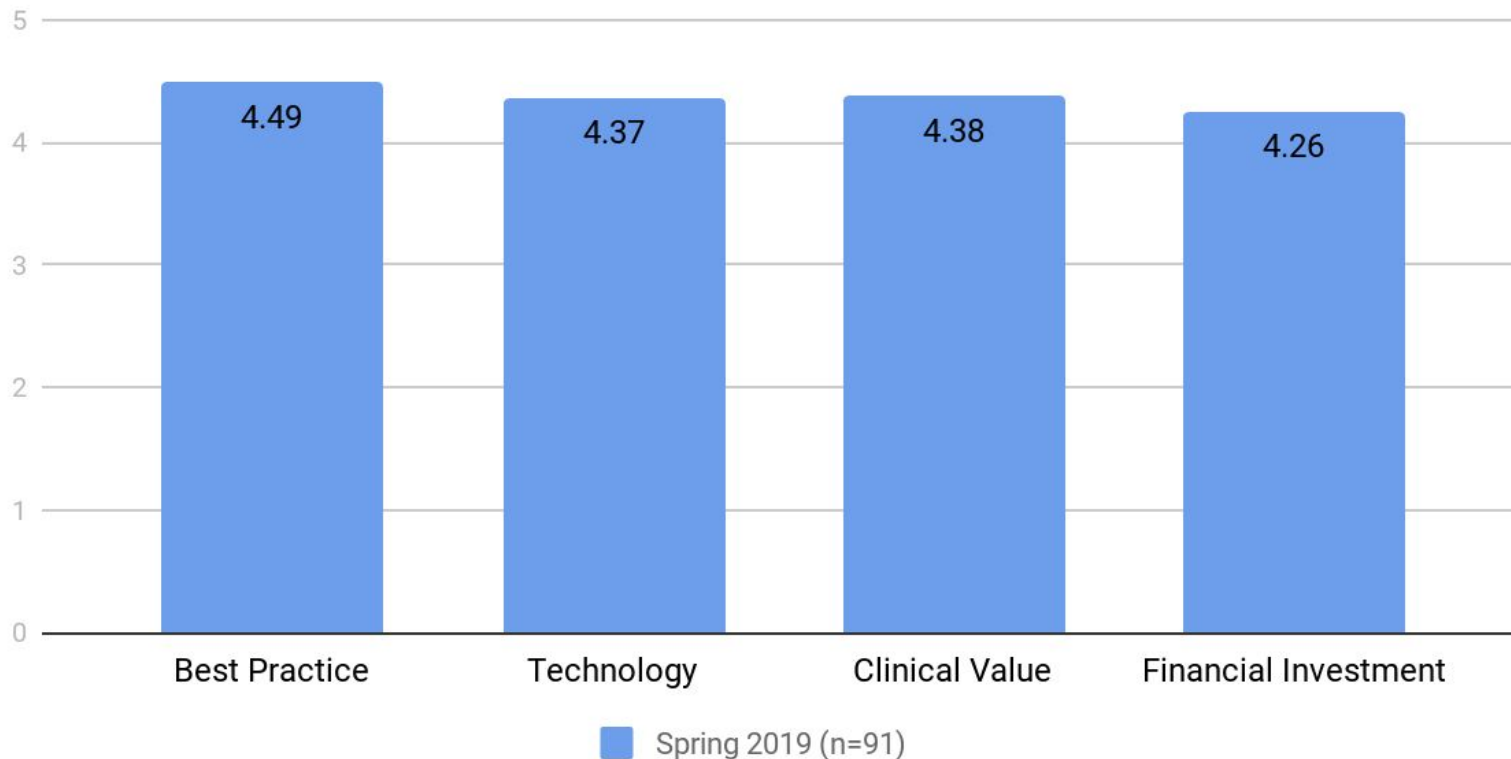
Graduate Satisfaction: Initial Programs' Aggregate Data (Response Scale 1-5)

Measure 4: Graduate Satisfaction (<mark>advanced</mark>)

- The data presented here were collected through a post-graduate satisfaction survey aligned to the expectations of the Council for the Accreditation of Educator Preparation (CAEP) (Standard A.1.1). All data included in the data set were scored on a scale of 1-5 (1 = not prepared, 2 = inadequately prepared, 3 = adequately prepared, 4 = well prepared, 5 = very well prepared) with a target score of "3."

- Relative high points in the data were noted for preparation in professional content/skills ($\bar{x}$ = 4.52) and ability to lead/participate in collaborative activities ($\bar{x}$ = 4.73). Relative low points in the data including understanding of research and ($\bar{x}$ = 4.35) and ability to conduct data analysis and gather evidence to develop supportive environments ($\bar{x}$ = 4.40).

- Disaggregated and trend data by program available in supplemental document - LINK HERE. Note survey was significantly revised in spring 2019 with expanded items and revised scale.

Completer Satisfaction: Advanced Programs' Aggregated Data (Response Scale 1-5)

Completer Satisfaction: Advanced Programs' Aggregated Data (Response Scale 1-5)
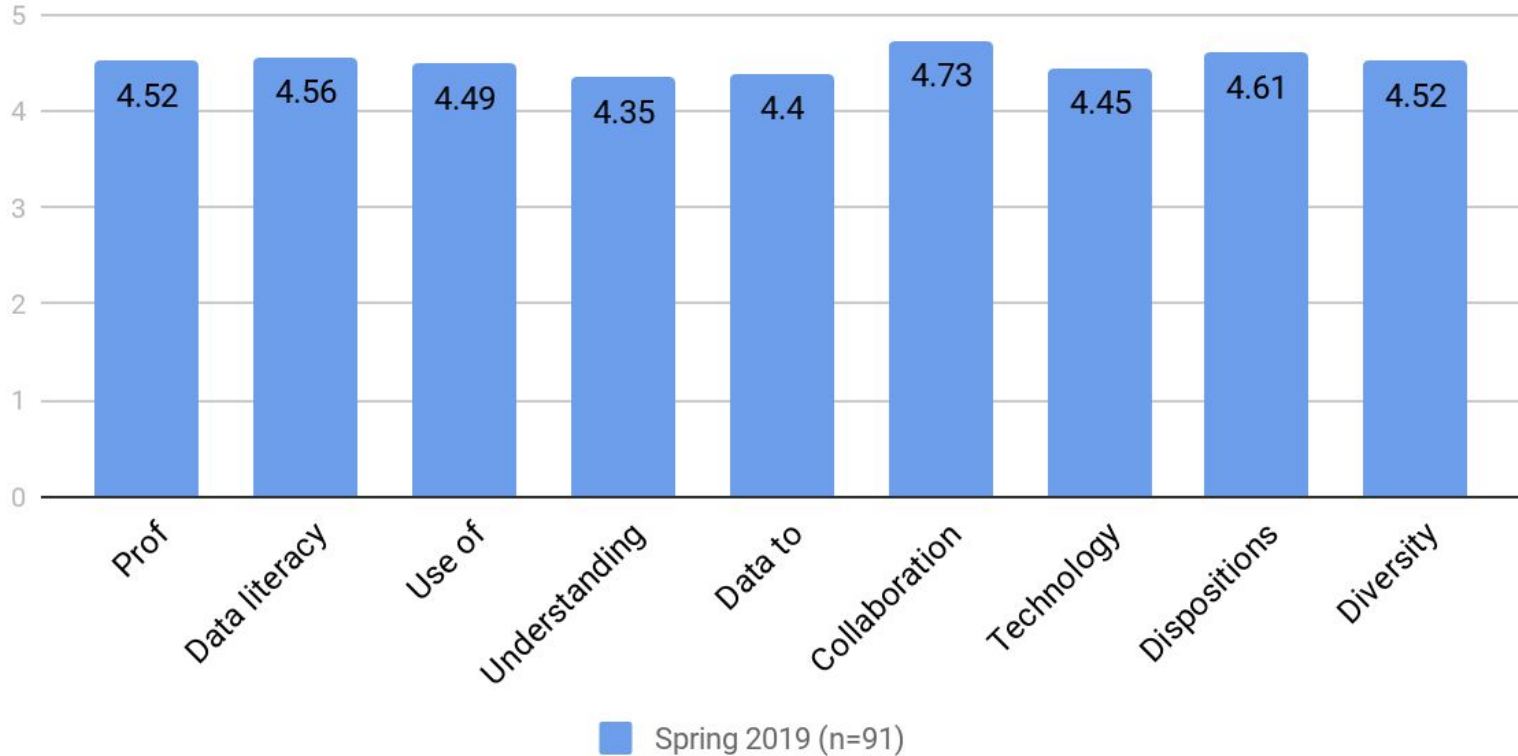
# Measure 5: Completer Graduation Rates

Retention and Completion of Student Teaching - Initial Programs

Retention and Graduation Rate Data - Advanced Programs

Measure 5: Completer Graduation Rates

- Initial program retention is tracked across programs from admission through graduation and licensure by the Office of Candidate Services (IR). MAT program retention is tracked across programs from admission through graduation and licensure by the MAT program coordinator. Advanced candidates are tracked by program coordinators and UCA Office of Institutional Research

- Data indicate that >90% of initial candidates entering internship complete and apply for their teaching license. Focus group and interview data indicate that 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. Advanced programs report an 89.09% retention rate for first year of enrollment in candidates' programs of study.

- Access to full reports - LINK HERE (initial); LINK HERE (advanced)

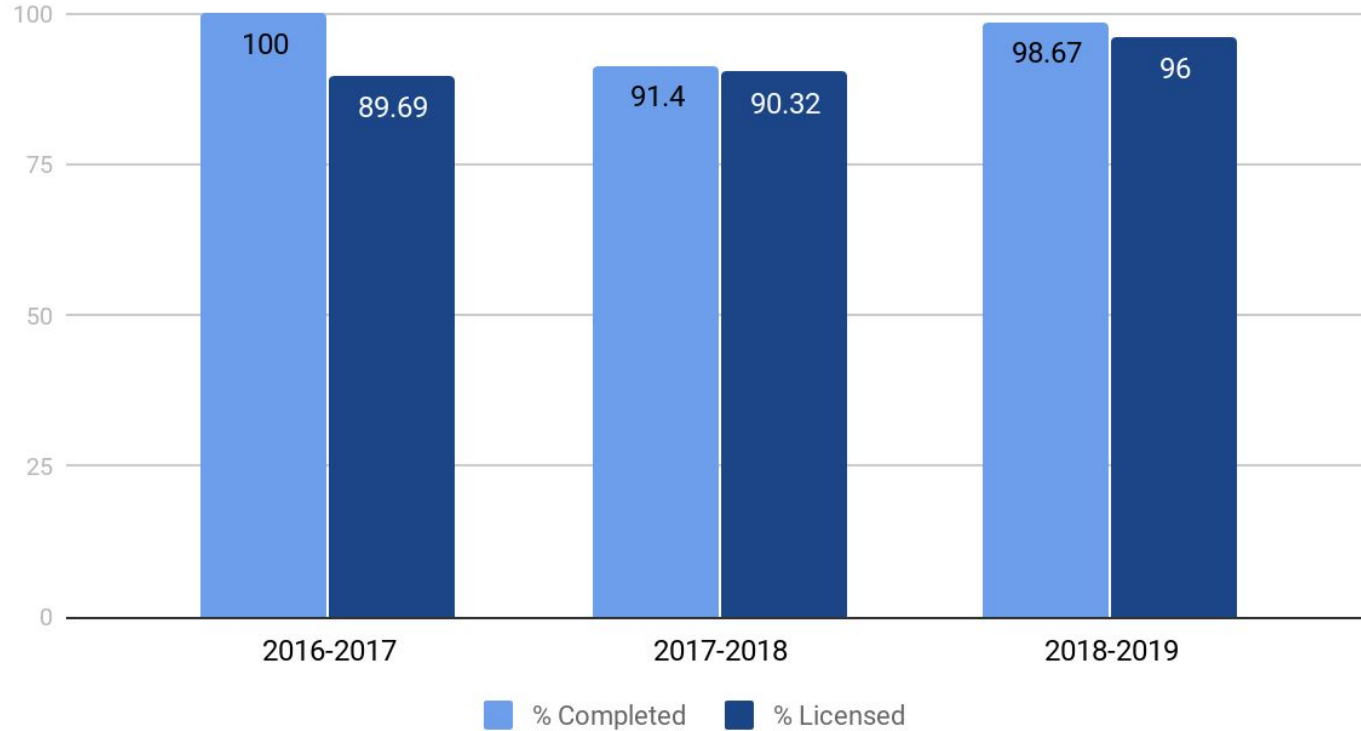Retention in Program Internship - Undergraduate Programs

	2016-2017	2017-2018	2018-2019
% Completed	97.67	97.97	95.48
% Licensed	89.29	90.67	93.22
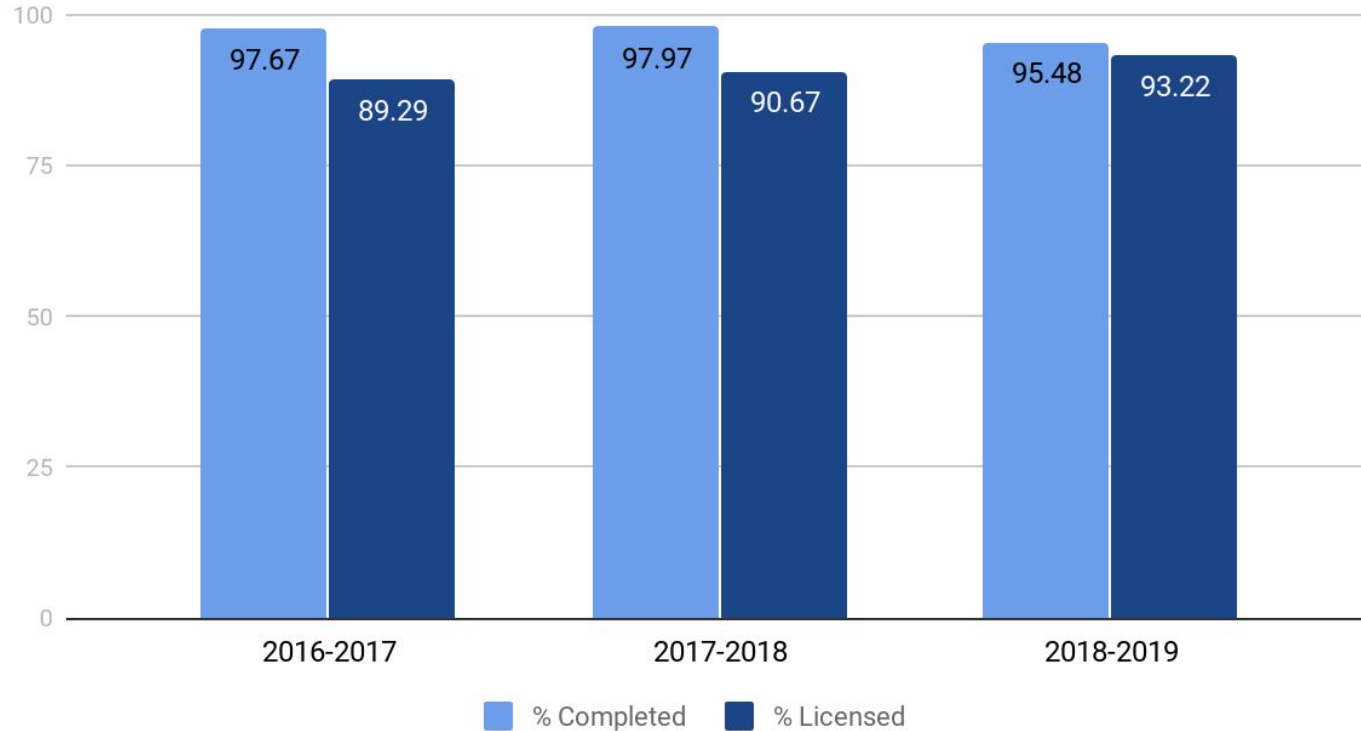
Data: OCS. Source and Disaggregated Data - LINK HERE

Retention in Program Internship - MAT Programs

	2016-2017	2017-2018	2018-2019
% Completed	100	91.4	98.67
% Licensed	89.69	90.32	96

Data: MAT Program. Source and Disaggregated Data - LINK HERE

Retention in Program - Advanced (Graduate) Programs
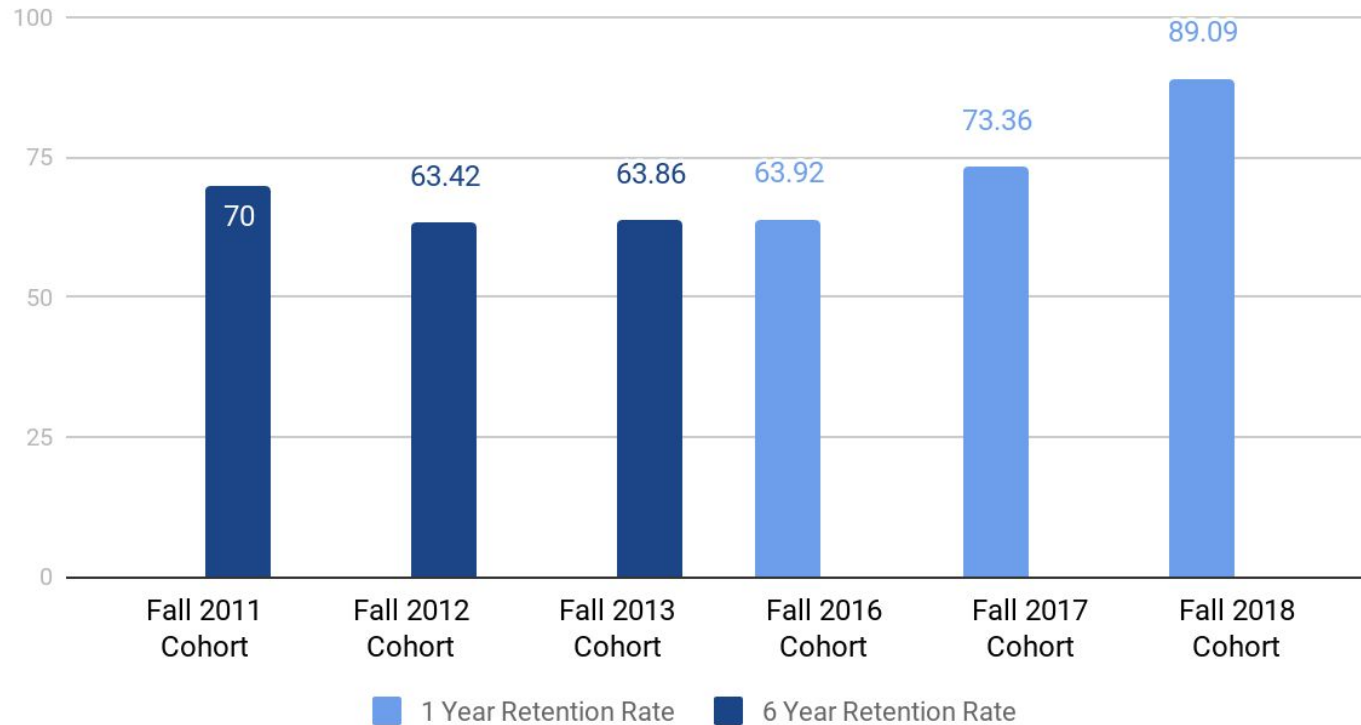
Data: UCA Office of Institutional Research. Source and Disaggregated Data - LINK HERE

# Measure 6: Ability of Completers to Meet Requirements

Praxis Data - Initial Programs

Praxis Data - Advanced Programs

Measure 6: Ability of Completers to Meet Requirements

- Candidate pass rate on required content Praxis exams is tracked across programs by the Office of Candidate Services (OCS). Disaggregated program data are tracked for pass rates, mean score, standard deviation, and range

- Both initial and advanced programs report overall success in candidate ability to pass the required Praxis content exam(s) with many programs yielding pass rates at 90% and higher.

- Access to full reports - LINK HERE (initial); LINK HERE (advanced)

Praxis Pass Rates: Trend Data
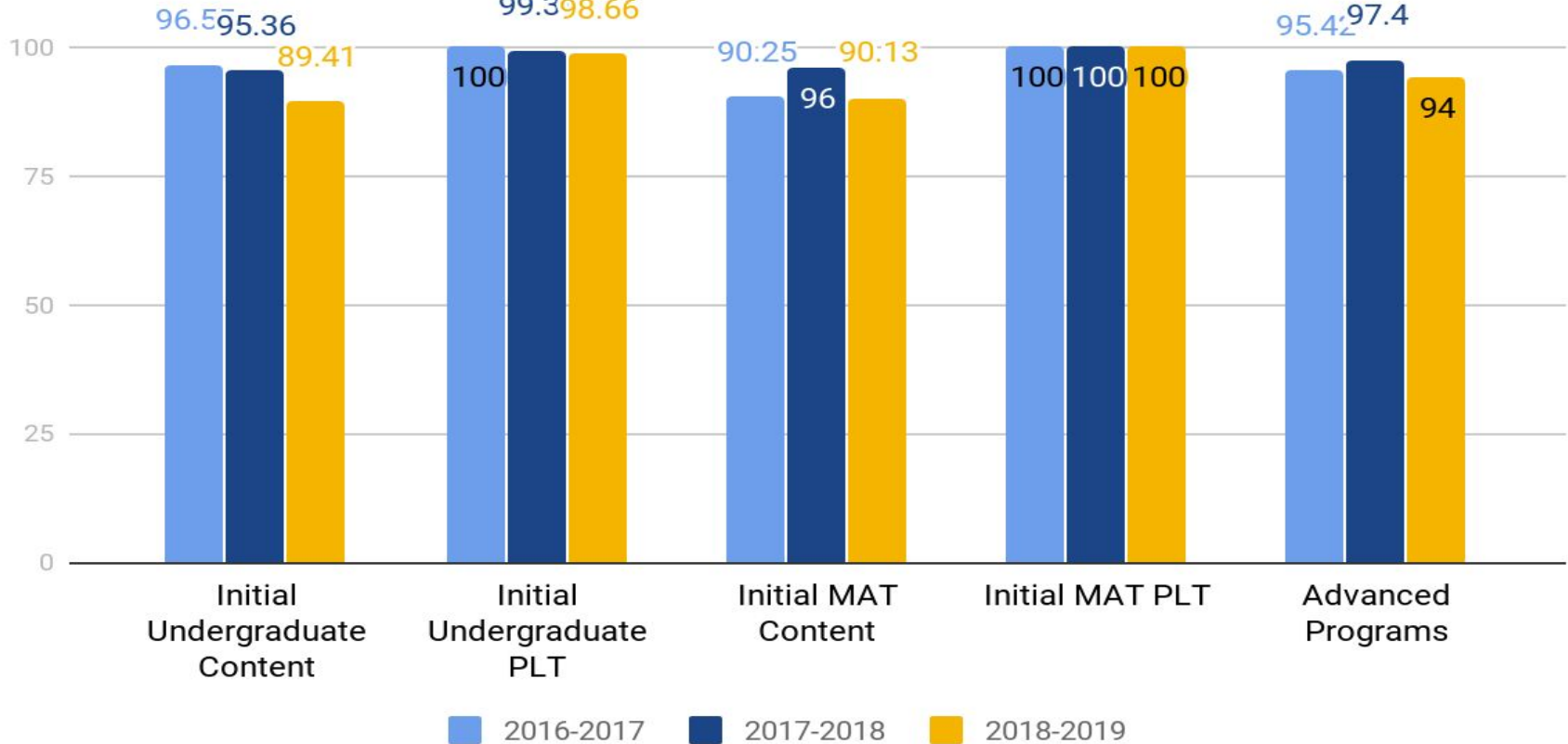
Data: OCS. Source and Disaggregated Data - LINK HERE (inital); LINK HERE (advanced)

INITIAL UNDERGRADUATE PROGRAMS	# Passing	Program Pass Rate	State Pass Rate
K-6 Elementary: Reading and Language Arts	64	98.46	89.22
K-6 Elementary: Mathematics	65	98.46	85.38
K-6 Elementary: Social Studies	52	83.08	75.22
K-6 Elementary: Science	62	93.85	78.11
4-8 Middle Level: English Language Arts	6	75	52.78
4-8 Middle Level: Math	9	90	63.71
4-8 Middle Level: Science	2	*	62.39
4-8 Middle Level: Social Studies	11	91.67	76.76
7-12 English	5	100	79.31
7-12 FACS	8	88.89	69.57
7-12 Life Science	4	*	88

INITIAL MAT PROGRAMS	# Passing	Program Pass Rate	State Pass Rate
K-6 Elementary: Reading and Language Arts	15	100	89.22
K-6 Elementary: Mathematics	15	100	85.38
K-6 Elementary: Social Studies	15	100	75.22
K-6 Elementary: Science	15	100	78.11
4-8 Middle Level: English Language Arts	12	91.67	52.78
4-8 Middle Level: Math	13	81.25	63.71
4-8 Middle Level: Science	11	26.67	62.39
4-8 Middle Level: Social Studies	15	100	76.76
4-12 Business	2	*	77.78
7-12 English	7	100	79.31
7-12 FACS	3	100	69.57
7-12 Life Science	1	*	88
7-12 Math	2	*	42.27

ADVANCED PROGRAMS	# Passing	Program Pass Rate	State Pass Rate
Building Level Admin	21	100	89.86
District Level Admin	3	*	94.26
Program Specialist - Curriculum	4	100	89.86
Program Specialist - SPED	5	100	89.86
Library Media	30	100	96.74
Reading	20	85.00	95.24
School Counseling	53	94.34	95.27
Gifted	8	75	77.32
Integrated B-K	4	100	88.89
Special Education (Test 5354)	14	100	93.77
Special Education (Test 5511)	6	100	88.79
Special Education Resource	6	100	93.77

Measure 7: Ability of Completers to be Hired

ADE Data - Initial Programs

Employment Milestones - Advanced Programs

Measure 7: Ability of Completers to be Hired (==initial==)

EPP gathers data on initial program completers' employment and retention milestones in partnership with UCA Office of Institutional Research and in partnership with Arkansas Division of Elementary and Secondary Education. Approximately 76% of completers working in Arkansas Public Schools work in identified high-needs schools in their first year of induction. The average letter grade for these schools is "C". These schools serve a mean 47.1% students of color, 64.75% students identified as low income, schools with 15.53% SPED population, and schools with 6.57% English Language Learners.

	Spring 2017	Spring 2018	Spring 2019
Completers currently teaching in Arkansas Public Schools	65%	60%	63%

Measure 7: Ability of Completers to be Hired (==advanced==)

EPP gathers data on advanced program completers employment and retention milestones in partnership with UCA Office of Institutional Research

	2016-2017	**2017-2018**	**2018-2019**
Completers currently holding a position in Arkansas Public Schools aligned with advanced degree obtained	63%	68%	67%

Measure 8: Student Loan Default Rates

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		FY 2016	FY 2015	FY 2014
00109200	Univ. of Central Arkansas	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	7.5	8.1	8.8
					No. in Default	208	228	232
					No. in Repay	2,750	2,796	2,615
					Enrollment Figures	13,466	13,255	12,838
					Percentage Calculation	20.4	21	20.3

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

Measure 8: Additional Consumer Information

Federal School Code	001092
In-State Tuition	$9188
Out-of-State Tuition	$15,998
Average Net Yearly Cost after Financial Aid	$14,055
% of Students Receiving Loans	95%
Acceptance Rate	89.9%
Average Monthly Loan Payment	221
Salary After Attending	36,900

Number of Undergraduate Students	9,542
Number of Graduate Students	1,808
ACT Average (1-36)	24.5
GPA Average	3.57
Graduation Rate	41.7%
1st Year Retention Rate	72.1%

Sources:
- https://uca.edu/studentaccounts/tuition-and-fee-rates/
- https://datausa.io/profile/university/university-of-central-arkansas/#intro
- https://uca.edu/ir/files/2019/03/Diversity-Ledger-2017.pdf