

**UCA Family and Consumer Science Education Program Report – 2021-2022**

**Program Admitted (OCS)**

	Asian	Black or African American	Hispanic or Latino	White, Non-Hispanic	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Female	Total
		1		8			1	10

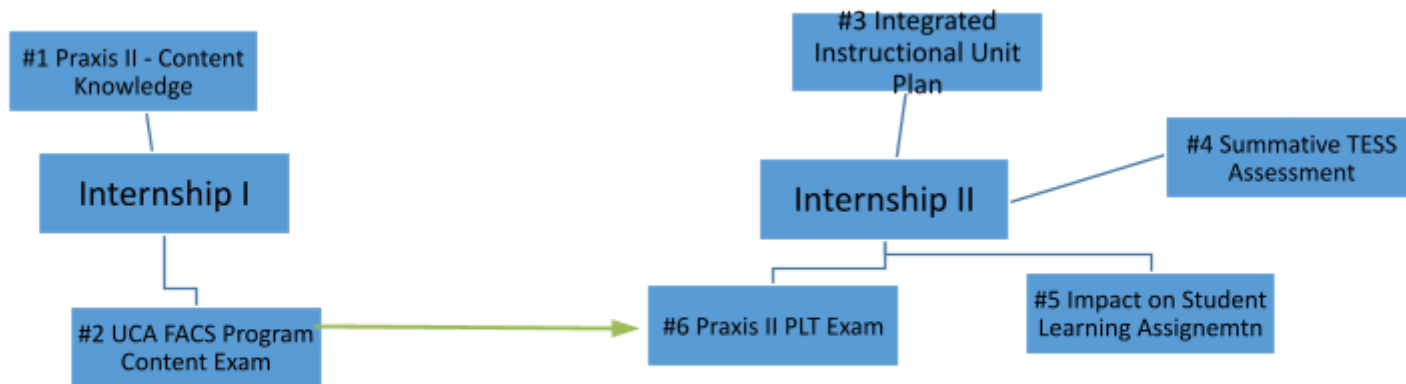
**Program Completers (OCS as of 8-31-22)**

	Licensed	Not Licensed	Not Licensing	Provisional - AAP	Provisional - FOR	Total
	4	3				7

### UCA Family and Consumer Sciences Key Assessment Overview

The Family and Consumer Sciences (FACS) undergraduate program prepares candidates who are well equipped to teach in the diverse field of secondary FACS. The program utilizes data from **six key assessment** areas for the purposes of program improvement and accountability. The following table shows the sequence in which each of the six key assessments are introduced or assessed. UCA Family and Consumer Sciences candidates complete two internships during their senior year, along with FACS 4355 *Curriculum Development*. Candidates enroll in FACS 4355 *Curriculum Development* and FACS 4350 *Internship I* during the first semester of their senior year. FACS 4680/4681 *Internship II* is enrolled in by candidates during the final semester of their senior year. Candidates create an electronic portfolio and begin the addition of artifacts to document their understanding of the Arkansas Teaching Standards and the Arkansas Family and Consumer Sciences Standards as part of FACS 4355 and FACS 4350. When students enroll in FACS 4355 and FACS 4350 they take the UCA FACS program content knowledge exam, Key Assessment #2. Prior to *Internship II* candidates enrolled in FACS 4350, take the FACS Praxis I Content Exam, Key Assessment #1. During *Internship II* candidates prepare Key Assessment #3, the Integrated Instructional Unit Plan, Key Assessment #5, Impact on Student Learning, and Key Assessment #4, Summative TESS Assessment. Before completing Internship II, candidates take Praxis II PLT exam, Key Assessment #6.

FACS 4355 Curriculum Development	FACS 4350 Internship I	FACS 4680/4681 Internship II
Begin Unit Planning	#1 FACS Praxis I Content Exam #2 UCA FACS Program Content Exam	Addition of Artifacts to Program Portfolio #3 Integrated Instructional Unit Plan #4 Summative TESS Assessment #5 Impact on Student Learning #6 Praxis II PLT Exam



## Alignment of UCA Content Courses with the Arkansas FACS Standards

Based on the Arkansas FACS Standards, the FACS education program prepares candidates who demonstrate competence in: a.) Career, Community and Family Connections, b.) Consumer and Family Resources, c.) Consumer Services, d.) Education and Early Childhood, e.) Family, f.) Housing and Design, g.) Interpersonal Relationships, h.) Food, Nutrition, and Dietetics, i.) Human Development/Child Development, j.) Nutrition and Wellness, k.) Parenting, l.) Textiles, Fashion, and Apparel, and m.) Disciplinary Literacy. Candidates complete a total of 43 credit hours of FACS content courses and 38 credit hours of professional education courses. The competencies contained in the Arkansas FACS Standards are all addressed in the Family and Consumer Sciences content courses along with MSIT 4325 *Strategies for Content Literacy and Development*. The FACS Education Program's content course alignment with the Arkansas FACS Standards is depicted on the *Course Alignment with ADE Content Competencies*. The FACS content courses and the professional education courses consist of the following:

Family and Consumer Sciences Courses (43 Hours)	Professional Education Courses (38 Hours)
<ul style="list-style-type: none"> <li>● NUTR 1300 Foundations of Nutrition</li> <li>● FACS 1370 Interior &amp; Apparel Construction I</li> <li>● IDSN 1390 Intro Interior Design</li> <li>● NUTR 2311 Meal Management</li> <li>● FACS 2341 Lifespan Development</li> <li>● FACS 2351 Family Relations</li> <li>● IDSN 3300 Prin. Of Architecture &amp; Building Syst.</li> <li>● NUTR 3310 Food Science</li> <li>● FACS 3311 Resource Management</li> <li>● FACS 3318 Parent Issues</li> <li>● FACS 3360 Consumer Problems in Clothing OR</li> <li>● FACS 3361 Interior &amp; Apparel Construction II</li> <li>● FACS 3372 Personal &amp; Family Finance</li> <li>● FACS 3456 Methods in FACS</li> </ul>	<ul style="list-style-type: none"> <li>● EDUC 1300 Education as a Profession</li> <li>● MSIT 3310 Learning &amp; Development</li> <li>● MSIT 4325 Strategies for Content Literacy Development</li> <li>● EDUC 3322 Diverse Learners in Inclusive Settings</li> <li>● MSIT 4305 Classroom Management</li> <li>● MSIT 4321 Classroom Assessment</li> <li>● EDUC 4210 Integration of Tech into Teach &amp; Learn</li> <li>● FACS 4350 Internship I</li> <li>● FACS 4355 Curriculum in FACS Education</li> <li>● FACS 4680 Internship II</li> <li>● FACS 4681 Internship II</li> </ul>

### Alignment of Key Assessment to Arkansas Teaching Standards (ATS)

The UCA Family and Consumer Sciences teacher preparation program key assessments align with the Arkansas Teaching Standards (ATS). The alignment of the six FACS assessments to the Arkansas Teaching Standards is depicted in the chart below:

	<b>#1: Praxis II Content Knowledge Exam</b>	<b>#2: Content Knowledge Program Exit Exam</b>	<b>#3: Integrated Unit Plan</b>	<b>#4: Summative TESS Assessment</b>	<b>#5: Impact on Student Learning</b>	<b>#6: Praxis II Principles of Learning &amp; Teaching</b>
<b>Standard 1: Learner Development</b>		<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>
<b>Standard 2: Learning Differences</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Standard 3: Learning Environments</b>		<b>X</b>		<b>X</b>		<b>X</b>
<b>Standard 4: Content Knowledge</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Standard 5: Application of Content</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>Standard 6: Assessment</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Standard 7: Planning of Instruction</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>Standard 8: Instructional Strategies</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>Standard 9: Professional Learning &amp; Ethical Practice</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>Standard 10: Leadership &amp; Collaboration</b>			<b>X</b>	<b>X</b>		<b>X</b>

### Alignment of the Arkansas Teaching Standards (ATS) to FACS Courses

The UCA Family and Consumer Sciences teacher preparation program courses in which the Arkansas Teaching Standards (ATS) are introduced, reinforced, and applied or assessed are depicted in the chart below:

<b>Arkansas Teaching Standards</b>	<b>FACS 3456</b>	<b>FACS 4355</b>	<b>FACS 4350</b>	<b>FACS 4680</b>	<b>FACS 4681</b>
<b>Standard 1: Learner Development</b>	I	R	R,A	R,A	R,A
<b>Standard 2: Learning Differences</b>	I	R,A	R,A	R,A	R,A
<b>Standard 3: Learning Environments</b>	I,R	R	R,A	R,A	R,A
<b>Standard 4: Content Knowledge</b>	R,A	R,A	R,A	R,A	R,A
<b>Standard 5: Application of Content</b>	I,R	R,A	R,A	R,A	R,A
<b>Standard 6: Assessment</b>	I	I,R,A	R,A	R,A	R,A
<b>Standard 7: Planning for Instruction</b>	I,R,A	R,A	R,A	R,A	R,A
<b>Standard 8: Instructional Strategies</b>	I,R,A	R,A	R,A	R,A	R,A
<b>Standard 9: Professional Learning &amp; Ethical Practice</b>	I,A	I,R,A	R	R,A	R,A
<b>Standard 10: Leadership &amp; Collaboration</b>	I	R,A	R,A	R,A	R,A
<b>KEY: I = Introduced, R = Reinforced, A = Applied/Assessed</b>					

## ASSESSMENT #1: Content Knowledge in Family and Consumer Sciences: Licensure Exam

### Description of the Assessment and Use in the Program

In the state of Arkansas candidates seeking initial licensure in Family and Consumer Sciences education are required to pass the FACS Praxis II content exam. To complete the program of study in FACS education candidates must make the qualifying score or above on the FACS Praxis II content exam. The Praxis II scores of each candidate are reported to the UCA Office of Candidate Services. These data are analyzed and used to improve the alignment between student learning in content area courses and the requirements for licensure by the Arkansas Department of Education. Candidates must attempt to pass the required Praxis II content exam prior to Internship II, which is to be completed during their final semester. Scores are only recorded and represented here for those passing the test. Pass rates available from Dean's office. The EPP records passing scores and their subtest scores using a 3-point rubric with candidates' subtest scores recorded as being below, within, or above the ETS reported mean range for that particular subtest and that specific test administration.

Currently Adopted ETS Praxis II Exams for Arkansas:

Area of Concentration	Arkansas Adopted ETS Praxis II Content Exam	Test Code	Qualifying Score
Family and Consumer Sciences	FACS	5122	153

Rubric: Scoring is based on the national average range reported by ETS for each exam window. Each candidates' score is compared to the national average and marked according to this scale: Proficient = above the national average range, Basic = within the national average range, Unsatisfactory = below the national average range

### Description of How This Assessment Specifically Aligns with the Standards

The Praxis II FACS content exam aligns with Standard 4: *Content Knowledge* identified by the Arkansas Department of Education Arkansas Teaching Standards (ATS), and the Arkansas FACS State Standards #1 – #12. Both the ATS and the FACS State Standards require that teacher candidates demonstrate a depth and breadth of subject matter knowledge in the content areas they teach.

**Data**

Test 5122	2019-2020 M= 165.22; State Mean =161.56 N = 9				2020-2021 M= 159.20; State Mean = 159.24 N = 5				2021-2022 M= 153.36; State Mean = 156.65 N = 7			
	B (1.0)	W (2.0)	A (3.0)	M	B (1.0)	W (2.0)	A (3.0)	M	B (1.0)	W (2.0)	A (3.0)	M
Food and Nutrition		7	2	2.22		5		2.00	3	3	1	1.71
Housing and Interior Design	1	6	2	2.11		4	1	2.20	1	6		1.86
Textiles, Fashion, and Apparel		8	1	2.11	1	4		1.80	2	5		1.71
Human Development and Interpersonal Relationships	1	7	1	2.00		5		2.00	3	2	2	1.86
Foundations of Family and Consumer Sciences Education	1	6	2	2.11		5		2.00	2	4	1	1.86
Resource Management		8	1	2.11	2	2	1	1.80	1	6		1.86

B=below ETS reported mean for subtest; W=within ETS reported mean for subtest; A=above ETS reported mean for subtest

## **Data Interpretation/Faculty Feedback**

### **2021-2022**

The 2021-2022 academic year scores showed decreases in student scores in every subcategory except one. Our mean scores over the previous three years have trended from above the state mean, equal to state mean, and finally below the state mean. Although this is concerning, proactive measures have been taken which include departmental purchase of Praxis study guides available to students in curriculum lab, incorporate a scored study guide component into curriculum of Internship I. It should also be noted that the state mean scores have decreased over the past three years as well.

### **2020-2021**

For the 2020-2021 academic year, the majority of students' scores on subtest were in the “within ETS reported mean for subtest” category. There were two student scores in the “above ETS reported mean for subtest”. These scores were in the “Resource Management” and “Housing and Interior Design” subtest. There were only three student scores that fell in the “below ETS reported mean for subtest” category. These scores were in the subtest “textiles, fashion, and Apparel” as well as “resource management”. The previous two academic years there were no “below ETS reported mean for subtest” in these two categories. Therefore, the program plans to monitor these categories and if a trend develops address it at that time.

### **2019-2020**

The UCA FACS Program overall mean score on the Praxis II Content Exam is 1.22 above the national mean and 3.66 above the state mean. When looking at the scores of candidates over the past three years, the content areas of Housing and Interior Design, Human Development and Interpersonal Relationships, and Foundations of Family and Consumer Sciences Education appear to be areas where student scores are below average. Specifically for the 2019-2020 academic year, one out of nine students scored below average. Faculty agree that more work needs to be done to align course content to Praxis II exam content. If the below average trend in these content areas continues, faculty will work to align courses with national Family and Consumer Science standards.



## ASSESSMENT #2: Comprehensive Exam

### Description of the Assessment and Its Use in the Program

During the candidates' senior year the UCA FACS Program Content Knowledge Exam is administered. The creation of an exam that reflects the content taught in secondary FACS courses in Arkansas was recommended by the FACS Education Program Advisory Committee. This committee is composed of FACS secondary faculty who are currently teaching in the public school setting. The exam was prepared by UCA FACS faculty using the FACS Arkansas Frameworks, and reviewed by advisory committee members. Study resources are provided for candidates to review. Those who do not score 80% or above retake the exam.

### Description of How This Assessment Specifically Aligns with the Standards

The UCA Family and Consumer Sciences Program Content Exam aligns with Standard 4: *Content Knowledge* identified by the Arkansas Department of Education Arkansas Teaching Standards (ATS), and the Arkansas FACS State Standards #1 – #12. Both the ATS and the FACS State Standards require that teacher candidates demonstrate a depth and breadth of subject matter knowledge in the content areas they teach.

### Data

Criterion	2019-2020 N = 10				2020-2021 N = 5				2021-2022 N = 6			
	B (1.0)	W (2.0)	P (3.0)	M	B (1.0)	W (2.0)	P (3.0)	M	B (1.0)	W (2.0)	P (3.0)	M
Family, Career, & Community Leaders of American (FCCLA)		3	7	2.7		2	3	2.6		1	5	2.8
Family & Individual Relationships & Health		0	10	3		0	5	3.0			6	3
Housing & Interior Design		4	6	2.6		1	4	2.8		2	4	2.7
Clothing & Textiles		0	10	3		1	4	2.8			6	3
Child Development		0	10	3		0	5	3.0			6	3
Foods & Nutrition		1	9	2.9		3	2	2.4			6	3
Resource Management & Personal & Family Finance		1	9	2.9		0	5	3.0		1	5	2.8

M = mean B = Below Average (Below average) W = Within Average (Within average) P = Proficient (Above average)

## **Data Interpretation/Faculty Feedback**

### **2021-2022**

The candidates' scores fell within the Average or Proficient range for areas of the exam. The subcategories of Family, Career, and Community Leaders of America as well as they Housing and Interior Design are the only two areas where scores were in the "Within Average" range. Compared to the previous two years, all candidates scored proficient in more subcategories. There were slight improvements in the area of Family, Career, and Community Leaders scores which could be attributed to increased efforts in curriculum, less impact from Covid, and more hands on experiences during internship.

### **2020-2021**

Candidates' scores fell within the Average or Proficient ranges for areas of the exam. The subcategory of Family, Career and Community Leaders of America (FCCLA) continues to be an area with low scores There was an increase in scores from 2018-2019 to 2019-2020. However, due to COVID, teacher candidates were unable to attain required FCCLA observation hours due to limitations due to cancelled meetings and events. Data scores will continue to be monitored. There were improvements in student scores for two areas "Housing and Interior Design" (2.6 to 2.8) and "Resource Management and Personal Finance" (2.9 to 3.0). There was a notable change in student scores in Foods and Nutrition from the previous two years that will be monitored for ongoing trends.

### **2019-2020**

Candidates' scores fell within the Average or Proficient ranges for all areas of the exam. This particular cohort of student scores demonstrates a consistent pattern in achievement in all areas with the exception of Family, Career and Community Leaders of America (FCCLA), which was higher than the previous two years. This increase in scores may be attributed to additional coursework being implemented in the FACS 4355 Curriculum Development course. Results will be monitored to evaluate a consistent improvement in FCCLA scores.

### **2018-2019**

Because all of the candidates scored in the basic or proficient range in each category of the exam, the indication is that candidates are able to apply the major concepts and processes that are outlined in the Arkansas FACS Standards #1-#12. While all scores are in the basic or proficient range, the sub area of FCCLA has the largest number of candidate scores in the basic range. The program requires candidates participate in 10 hours of FCCLA experience during their Internship I experience (FACS 4350). All 7-12 Family and Consumer Sciences programs are required to have a Family, Career, and Community Leaders (FCCLA) student chapter. However, some mentors have chapters that are more involved than others. Also at larger schools all FACS teachers may not serve as the chapter advisor. Currently a mentor teachers level of involvement in FCCLA is considered before placements for Internship I and II are made. Results will be monitored to evaluate whether additional FCCLA hours need to be mandated and as to whether a requirement concerning mentor teachers level of involvement in FCCLA needs to be put in place before placing students in their Internships.

### ASSESSMENT #3: Pedagogical and Professional Knowledge Integrated Unit Plan

#### Description of the Assessment and Use in the Program

During the senior year, FACS education candidates prepare unit plans while enrolled in FACS 4355, *Curriculum Development*, FACS 4350, *Internship I*, and FACS 4680/81, *Internship II*. The summative integrated unit plan is prepared and assessed when the candidates are in their final semester and are enrolled in *Internship II*. The plans are included in the candidates' electronic program portfolios.

#### Description of Alignment to Standards

The UCA Family and Consumer Sciences Program Content Exam aligns with each of the ten Arkansas Department of Education Arkansas Teaching Standards (ATS). Candidates address each of the standards as they prepare the unit and plan for instruction. Standards # 1 – 3, *Learner Development, Learning Differences, and Learning Environments* are taken into consideration as candidates prepare their units to meet the needs of all learners. Standards #4 – 6, *Content Knowledge, Application of Content, and Assessment* are each met when students prepare the unit content. Standards #7 – 10, *Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, and Leadership and Collaboration* are addressed as candidates prepare units based on ethically sound practices in collaboration with other professional educators. The competencies found in the Arkansas FACS State Standards #1 – #12 are demonstrated by candidates in the unit content.

#### Data

	2019-2020		2020-2021		2021-2022	
	FACS	UCA	FACS	UCA	FACS	UCA
N	10	201	5	199	7	232
Standards & Unit Goals	2.8	2.72	3	2.63	2.29	2.75
Unit Essential Questions	2.7	2.6	2.8	2.59	2.71	2.63
Rationale	2.2	2.4	2	2.33	2.14	2.37
Connections	2.8	2.55	2.6	2.51	1.86	2.61
Learner Development	2.6	2.46	2.2	2.41	1	2.53
Learner Diversity	2.5	2.4	2.2	2.39	1.29	2.47
Assessment Plan	2.8	2.39	2.2	2.32	2.14	2.4
Lesson Objectives	2.9	2.62	3	2.67	2.71	2.65
Instruction	2.4	2.38	2	2.31	2.43	2.5
Lesson Plans	2.6	2.51	2.8	2.55	3	2.67
Assessments	2.2	2.26	1.8	2.27	2	2.41
Critical Thinking	2.5	2.37	2.6	2.41	2.43	2.48
Materials and Resources	2.6	2.62	2.2	2.66	2.86	2.73

M = Mean U = Unsatisfactory B = Basic P = Proficient D = Distinguished

## **Data Interpretation/Faculty Feedback**

### **2021-2022**

Comparing scores from 2020-2021, there were eight subcategories with a decreased scores. There were two areas where scores decreased significantly in Learner Development and Learner Diversity, whereas the other six areas showed minimal decreases. Due to the change in the rubric in 2020-2021, there is only one year of data to compare to. We will continue to look for trends in data and scores, especially in areas of significant decrease.

### **2020-2021**

During the 2019-2020 academic year, a new rubric was established and used with different score ranges. (ie. 0-1 vs. 1-4). In reviewing the 2020-2021 data with 2019-2020 data, we see a drop in 8 of the 13 subcategories. Most decreases in scores were minimal. However, four subcategories were of note, including “Learner Development”, “Assessment Plan”, “Assessments”, and “Materials and Resources.” Upon the third year if decreasing data trends continue, our program stakeholders will meet to formulate a plan. It is important to note the 2021 cohort consisted of 5 teacher candidates as compared to 10 from the previous year.

### **2019-2020**

The mean scores for Assessment #3 ranged from 2.2 to 2.9 on a 3.0 scale in all areas. A new rubric was implemented beginning in the fall of 2019 which is shown in mean differences in scores during the three years noted. Upon analysis of data, the two lowest areas are “assessments” and “rationale” and the highest mean is in “lesson objectives”. Given the trend from 2018-2019 and 2019-2020 indicating “rationale” scores were low and the transition to using a new rubric during the 2019-2020 year, focus will be given to identify future trends for that area. FACS faculty/supervisors will focus on that area with Interns during supervisor visits to placement schools.

## ASSESSMENT #4: Summative TESS Assessment

### **Description of the Assessment and Use in the Program**

Throughout Internship II, the College of Education tracks data on all lesson observations and provides this data to programs. Additionally, the rubric is used in early experiences with candidates (e.g., Internship I) with data tracked. However, the Summative TESS assessment is a final measure of candidates' performance completed at the end of their internship as they are preparing to exit the program. The FACS supervisor and mentor teacher collaborate to complete the summative TESS assessment during *Internship II*.

### **Description of Alignment to Standards**

The four domains of TESS, *Planning and Preparation*, *Classroom Environment*, *Instruction*, and *Professional Responsibilities* directly align with the ten Arkansas Department of Education Arkansas Teaching Standards (ATS). Candidates address each of the standards as they prepare, plan, and instruct. Standards # 1 – 3, *Learner Development*, *Learning Differences*, and *Learning Environments* are met as candidates prepare units to meet the needs of all learners. Standards #4 – 6, *Content Knowledge*, *Application of Content*, and *Assessment* are met when students prepare the content of the unit plans. Standards #7 – 10, *Planning for Instruction*, *Instructional Strategies*, *Professional Learning and Ethical Practice*, and *Leadership and Collaboration* are addressed as candidates prepare units based on ethically sound practices in collaboration with other professional educators. The competencies found Arkansas FACS State Standards #1 – #12 also align with TESS, specifically in *Domain 1: Planning and Preparation*.

**Data**

	2019-2020		2020-2021		2021-2022	
	FACS	UCA	FACS	UCA	FACS	UCA
N	10	198	5	196	7	231
1a. Demonstrating Knowledge of Content & Pedagogy	3.00	2.84	3	2.83	2.81	2.86
1b. Demonstrating Knowledge of Students	2.98	2.89	3	2.88	2.71	2.88
1c. Setting Instructional Outcomes	2.98	2.88	3	2.89	2.93	2.90
1d. Demonstrating Knowledge of Resources	3.00	2.93	3	2.89	3.00	2.93
1e. Designing Coherent Instruction	2.98	2.91	3	2.93	2.97	2.90
1f. Designing Student Assessments	2.95	2.87	2.95	2.85	2.86	2.87
2a. Creating an Environment of Respect and Rapport	2.95	3.01	3	2.99	3.00	3.04
2b. Establishing a Culture for Learning	2.93	2.91	3	2.94	2.91	2.92
2c. Managing Classroom Procedures	2.96	2.93	3	2.91	2.94	2.93
2d. Managing Student Behavior	2.83	2.84	3	2.83	2.95	2.79
2e. Organizing Physical Safety	3.00	2.99	3	3.01	3.00	3.03
3a. Communicating with Students	2.90	2.90	2.95	2.9	2.97	2.91
3b. Using Questioning and Discussion Techniques	2.87	2.82	2.8	2.78	2.76	2.73
3c. Engaging Students in Learning	2.95	2.92	3	2.93	2.82	2.92
3d. Using Assessment in Instruction	2.95	2.82	3	2.81	2.93	2.82
3e. Demonstrating Flexibility and Responsiveness	2.90	2.93	3	2.94	3.00	2.93
4a. Reflecting on Teaching	3.00	2.91	3	2.94	2.79	2.94
4b. Maintaining Accurate Records	2.97	2.96	3	2.93	3.00	2.96
4c. Communicating with Families	2.93	2.85	3	2.83	3.00	2.88
4d. Participating in a Professional Community	2.93	2.93	3	2.9	3.00	2.91
4e. Growing and Developing Professionally	2.97	2.93	3	2.96	2.91	2.92
4f. Showing Professionalism	2.98	3.00	3	2.98	2.97	3.00

Score Ranges: Ineffective-1.0-1.99, Progressing 2.0-2.99, Effective 3.0-3.99

## **Data Interpretation/Faculty Feedback**

### **2021-2022**

Data indicates that scores have maintained a consistent pattern over the past two years, with little variation. When comparing FCS means to the UCA means for 2020-2021, there is only one outlier that is more than two-tenths lower. It is in the subcategory of Reflecting on Teaching. FCS student mean was 2.79 and UCA was 2.94. The average score of 2.79 will be monitored due to this decrease from the previous two years.

### **2020-2021**

All scores for the Summative TESS assessment show improvements in scores except for Using Questioning and Discussion Techniques, which decreased minimally from a 2.87 to a 2.8. For two consecutive years 2017-2018 and 2018-2019 scores were low in “Designing Student Assessments”. During the 2020-2021 academic year, a more concerted effort was made to improve in this area. Data indicates we have maintained an improved score.

### **2019-2020**

The Summative TESS assessment data indicates candidates are performing at the basic or proficient level in all areas of TESS. Most results demonstrate high Progressing scores. Reviewing data trends, the lowest areas for the 2019-2020 were “Managing Student Behavior” and “Using Questioning and Discussion Techniques”. However, for two consecutive years 2017-2018 and 2018-2019, “Designing Student Assessments” was one of the lower scoring areas. Although the scores fell within the Progressing range, they were still some of the lowest scores in the data. Given that trend, the program plans to incorporate specific content and assignments on questioning, discussion, and assessment techniques to the FACS 3456 Methods and Materials and FACS 4355 Curriculum Development Courses.

## ASSESSMENT #5: Impact on Student Learning

### Description of the Assessment and Use in the Program

The *Impact on Student Learning* is assigned during the candidates' *Internship II* experience. Evidence of student learning and growth is identified and measured. Candidates draw conclusions that will be used to improve instruction resulting in effective instructional practice. The results displayed here are from candidates' first attempt at the *Impact on Student Learning*. Candidates are not allowed to graduate if they score unsatisfactory, 1, in any area of the impact on student learning assessment. They must make changes and resubmit their assessment. Analyzing the data from candidates' first attempt gives the clearest feedback on which areas candidates are struggling in.

### Description of Alignment to Standards

The *Impact on Student Learning* assessment aligns specifically with several of the ATS Standards. Because the candidates concentrate on the recognition of the patterns of individual learning while completing this assignment, this aligns with Standard #1: *Learner Development*, and Standard #2: *Learning Differences*. The candidates also draw conclusions and provide meaningful feedback to students on content assignments, which aligns directly with Standard #4: *Content Knowledge*, and Standard #6: *Assessment*.

### Data

	2019-2020		2020-2021		2021-2022	
	FACS	UCA	FACS	UCA	FACS	UCA
N	10	198	5	196	7	232
Data Entry and Spreadsheet	2.8	2.76	3	2.81	3	2.86
Narrative Summary of Data for Whole-Class	2.2	2.61	2.8	2.64	2.71	2.72
Narrative Summary of Data for Subpopulations	2.3	2.51	2.2	2.54	2.14	2.65
Trends and Data Analysis and Interpretation – Whole Class	2.4	2.52	3	2.56	3	2.75
Trends and Data Analysis and Interpretation – Subpopulations	2.6	2.48	2.8	2.54	3	2.72
Reflection on Unit and Student Learning	2.3	2.59	2	2.62	2.71	2.63
Future Projection	2.3	2.54	2.4	2.58	2.71	2.69



## **Data Interpretation/Faculty Feedback**

### **2021-2022**

It is noted that four subcategories showed continual improvement in scores. These include Trends in Data Analysis and Interpretation- Whole, Trends in Data Analysis and Interpretation- Subpopulations, Future Projection, and Data Entry and Spreadsheet. One subcategory that has shown consistent decrease in scores is the Narrative Summary Data for Subpopulations. Although this is an area to be monitored, it still is above the 2.0 threshold.

### **2020-2021**

In reviewing the 2020-2021 Impact on Student Learning data for FCS BSE students, all areas saw improvement except for two areas which include Narrative Summary of Data for Subpopulation and Reflection on Unit of Student Learning. Although there was a decline in student scores, it was minimal. All scores are still at 2.0 or above. There were improvements in student scores from the previous year. These areas included Data Entry and Spreadsheet, Narrative Summary of Data for Whole Class, Trends and Data Analysis and Interpretation-Whole Class, Trends and Data Analysis and Interpretation-Subpopulations, and Future Projection. The current rubric was first used in 2019-2020, therefore there are only two years of academic data. We will continue to monitor data trends.

### **2019-2020**

For the 2019-2020 academic year, candidate scores range from 2.2 to 2.8. This indicates students are performing within the basic level on all levels of the *Impact on Student Learning* assessment. Of the six areas assessed, four fall within the low basic range. These include “Data Trends and Analysis of Student Learning”, “Analysis of Student Learning Among Subpopulations”, “Interpretations and Conclusions”, and “Teacher Efficacy”. During the 2019-2020 academic year, a new scoring rubric was used with scores ranging from 0-3. This is reflected in the differences between scores from 2017-2019 to the 2019-2020 academic year. The program will continue to monitor emergent trends in data using the new scoring rubric to determine strengths and weaknesses in student achievement.

## ASSESSMENT #6: Praxis II PLT

### Description of the Assessment and Use in the Program

In the state of Arkansas, candidates seeking initial licensure in Family and Consumer Sciences education are required to pass the Praxis II PLT Exam. To complete the program of study in FACS education, candidates must make the qualifying score of 157 or above on the exam. The Praxis II scores of each candidate are reported to the UCA Office of Candidate Services. This data is analyzed and used to improve the alignment between student learning in content and professional education courses and the requirements for licensure by the Arkansas Department of Education. Candidates must attempt to pass the required Praxis II PLT Exam prior to completing Internship II, which is to be completed their final semester. To be licensed by the state of Arkansas, candidates must pass the Praxis II PLT Exam.

### Description of Alignment to Standards

The Praxis PLT assesses the candidates' knowledge and understanding of educational practices fundamental for all teachers. The Praxis II FACS PLT Exam aligns with the Arkansas Department of Education Arkansas Teaching Standards (ATS). Standards 1 – 3, and Standards 6 – 10 content and understanding are assessed by the PLT examination.

Area of Concentration	Arkansas Adopted ETS Praxis II Content Exam	Test Code	Qualifying Score
Family and Consumer Sciences	FACS Praxis II PLT Exam	5624	157

Rubric: Scoring is based on the national average range reported by ETS for each exam window. Each candidates' score is compared to the national average.

### Data

TEST 5624	2017-2018 M=174.4; State Mean = N=10				2018-2019 M=174.63; State Mean =171.92 N=8				2019-2020 M=181.40; State Mean =172.48 N=10			
	B(1.0)	W(2.0)	A(3.0)	M	B(1.0)	W(2.0)	A(3.0)	M	B(1.0)	W(2.0)	A(3.0)	M
Students as Learners	1	9	0	1.9	1	6	1	2.0	1	6	3	2.20
Instructional Process	1	9	0	1.9	2	4	2	2.0	2	4	3	2.20
Assessment	3	6	1	1.8		6	2	2.25		5	5	2.50
Professional Development, Leadership & Community	1	6	3	2.2	1	4	3	2.25	1	6	3	2.20

Analysis of Instructional Scenarios	4	6	0	1.6	3	4	1	1.75		6	4	2.40
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B=below ETS reported mean for subtest; W=within ETS reported mean for subtest; A=above ETS reported mean for subtest

### Data Interpretation/Faculty Feedback

#### 2020-2021

Due to COVID during the 2020-2021 academic year, the PLT assessment was not used as a graduation requirement for FCS BSE students. The TESS summative assessment was used in its place.

#### 2019-2020

For the 2019-2020 academic year, the passage rate of 100% is reflected in the mean scores among the ten students taking the Praxis II PLT exam. The overall mean score of UCA FACS candidates was 181.40 which is 8.92 higher than the state average. The subtest areas with the highest number of basic scores are “Students as Learners”, “Professional Development, Leadership & Community”, and “Analysis of Instructional Scenarios” in the 2019-2020 academic year. This reflects the additional time faculty members have spent coaching sub-test areas in previous years. An improvement in scores is shown in “Analysis of Instructional Scenarios”. For the past two years, the trend shows a decrease in number of students performing below basic. However, for the 2019-2020 academic year there were no students who scored below basic- thus reflecting an increase in student scores.

Although overall scores were much higher in 2019-2020 than in the previous two years, there are still areas that show consistent below basic scores in “Students as Learners”, “Instructional Process”, and “Professional Development, Leadership & Community”. The FACS faculty in the content areas will continue to align courses with standards relating to those subtest areas.

#### 2018-2019

The passage rate of 100% is excellent. The overall mean score of 174.63 indicates the UCA FACS candidates scored higher on average than the required pass score for the state of Arkansas and better on average than their state-level peers. The subtest areas with the highest number of “basic” scores recorded were in *analysis of instructional scenarios* in AY 2018-2019. This is aligned with data from the previous two years indicating faculty may want to spend more time with candidates coaching them in the expectations for this sub-test area as well as how to write responses to this requirement. Additionally, in AY 2018-19, more candidates scored below the mean reported average range for *Instructional Process*. This is the first occurrence of this in the trend data and will bear analysis for emergent trends. Conversely, the low point in the previous two years’ data was for *Assessment* and this did not repeat in AY 2018-19 indicating that curriculum changes from 2017-218 may have benefitted candidates in preparing for content aligned to this subtest area. A curriculum adjustment made to impact this change in the past year has been more time allotted for conferencing students after the completion of their lesson plan analysis in which they complete questions regarding assessment.

## Report Summary

In reviewing the collective data for 2021-2022, the trend of decreased scores was noted. Specifically, student scores were lower on the Praxis II assessment than the previous years. This may reflect why three of the seven FCS students did not receive licensure. Proactive steps have been taken to mitigate this issue by purchasing additional resources for students to study as they prepare for the assessment. Other proactive steps include a more concerted focus on incorporating study resources into curriculum as well as a minimum score on the Praxis II assessment for entry into Internship II. It is hopeful these steps will help improve student achievement.

A positive observation in the TESS summative scores for FCS student scores indicate they are performing similarly to their UCA counterparts. There were 7 students that completed the program with four students obtaining their licensure.

It is worth noting that across the assessments that utilize TESS rubrics, the rubric has been updated to the 2011 version. This may impact future scores.

## Report Summary

### Appendix: TESS Break-Out Table

	2019-2020				2020-2021			
	FACS		UCA		FACS		UCA	
	N	M	N	M	N	M	N	M
1A.1. Knowledge of content and the structure of the discipline.	10	3	255	2.94	5	3	196	2.85
1A.2 Knowledge of prerequisite relationships.	10	3	255	2.89	5	3	196	2.84
1A.3 Knowledge of content-related pedagogy	10	3	255	2.84	5	3	196	2.79
1B.1 Knowledge of child and adolescent development	10	3	255	2.86	5	3	196	2.86
1B.2 Knowledge of the learning process	10	2.9	255	2.93	5	3	196	2.9
1B.3 Knowledge of students' skills, knowledge, and language proficiency	10	3	255	2.93	5	3	196	2.87
1B.4 Knowledge of students' interests and cultural heritage	10	3	255	2.89	5	3	196	2.84
1B.5 Knowledge of students' special needs	10	3	253	2.98	5	3	190	2.92
1C.1 Value, sequence, and alignment	10	2.9	255	2.91	5	3	196	2.89
1C.2 Clarity	10	3	255	2.89	5	3	196	2.85

1C.3 Balance	10	3	255	2.91	5	3	196	2.89
1C.4 Suitability for diverse learners	10	3	255	2.93	5	3	196	2.91
1D.1 Resources for classroom use	10	3	255	3.02	5	3	196	2.93
1D.2 Resources to extend content knowledge and pedagogy	10	3	255	2.93	5	3	196	2.88
1D.3 Resources for students	10	3	255	2.96	5	3	196	2.87
1E.1 Learning activities	10	3	255	2.94	5	3	196	2.92
1E.2 Instructional materials and resources	10	3	255	3	5	3	196	2.98
1E.3 Instructional groups	10	3	252	2.9	5	3	182	2.88
1E.4 Lesson and unit structure	10	2.9	255	2.95	5	3	196	2.93
1F.1 Congruence with instructional outcomes	10	3	255	2.9	5	3	196	2.85
1F.2 Criteria and standards	10	3	255	2.91	5	3	196	2.84
1F.3 Design of formative assessment	10	3	255	2.86	5	3	196	2.82
1F.4 Use of planning	10	2.8	255	2.94	5	2.8	196	2.89
2A.1 Teacher interaction with students	10	2.9	254	3.06	5	3	196	3.02
2A.2 Student interactions with other students	10	3	254	3.01	5	3	196	2.95
2B.1 Importance of the content	10	2.9	255	2.97	5	3	196	2.95
2B.2 Expectations for learning and achievement	10	3	255	2.94	5	3	196	2.93
2B.3 Student pride in work	10	2.9	254	2.93	5	3	196	2.93
2C.1 Management of instructional groups	10	2.9	250	2.92	5	3	182	2.86
2C.2 Management of transitions	10	2.9	254	2.96	5	3	196	2.87
2C.3 Management of materials and supplies	10	3	253	2.96	5	3	196	2.94
2C.4 Performance of noninstructional duties	10	3	239	2.99	5	3	185	2.96
2C.5 Supervision of volunteers and paraprofessionals	9	3	114	3.04	5	3	72	2.94
2D.1 Expectations	10	2.9	254	2.92	5	3	196	2.88
2D.2 Monitoring of student behavior	10	2.7	254	2.84	5	3	196	2.79
2D.3 Response to student misbehavior	10	2.9	254	2.91	5	3	196	2.81
2E.1 Safety and accessibility	10	3	253	3.02	5	3	196	3.01
2E.2 Arrangement of furniture and use of physical resources	10	3	253	3.02	5	3	192	3
3A.1 Expectations for learning	10	2.9	254	2.94	5	3	196	2.92
3A.2 Directions and procedures	10	2.9	254	2.92	5	3	196	2.88
3A.3 Explanations of content	10	2.8	254	2.87	5	3	196	2.84
3A.4 Use of oral and written language	10	3	254	2.99	5	2.8	196	2.97
3B.1 Quality of questions	10	3	254	2.83	5	3	196	2.8
3B.2 Discussion techniques	10	2.8	246	2.79	5	2.6	196	2.7
3B.3 Student participation	10	2.8	251	2.88	5	2.8	196	2.84
3C.1 Activities and assignments	10	2.9	254	2.96	5	3	196	2.95

3C.2 Grouping of students	10	3	251	2.95	5	3	185	2.92
3C.3 Instructional materials and resources	10	3	254	3	5	3	196	2.97
3C.4 Structure and pacing	10	2.9	254	2.9	5	3	196	2.87
3D.1 Assessment criteria	10	3	254	2.83	5	3	196	2.72
3D.2 Monitoring of student learning	10	3	254	2.96	5	3	196	2.94
3D.3 Feedback to students	10	2.9	252	2.92	5	3	195	2.91
3D.4 Student self-assessment and monitoring of progress.	10	2.9	242	2.69	5	3	194	2.65
3E.1 Lesson adjustment	10	2.9	253	2.97	5	3	195	2.97
3E.2 Response to students	10	2.9	254	2.99	5	3	196	2.95
3E.3 Persistence	10	2.9	254	2.94	5	3	196	2.89
4A.1 Accuracy	10	3	254	2.94	5	3	196	2.92
4A.2 Use in future teaching	10	3	255	2.93	5	3	196	2.96
4B.1 Student completion of assignments	10	3	251	3	5	3	196	2.94
4B.2 Student progress in learning	10	2.9	251	2.99	5	3	196	2.96
4B.3 Non-instructional records	10	3	239	2.97	5	3	183	2.88
4C.1 Information about the instructional program	10	3	253	2.89	5	3	190	2.81
4C.2. Information about individual students	10	3	252	2.9	5	3	183	2.89
4C.3. Engagement of families in the instructional program	10	2.8	243	2.85	5	3	184	2.8
4D.1 Relationships with Colleagues	10	3	251	3.01	5	3	196	2.98
4D.2 Involvement in a culture of professional inquiry	10	2.9	251	2.93	5	3	195	2.93
4D.3 Service to the school	10	2.9	245	2.95	5	3	184	2.86
4D.4 Participation in school and district projects	10	2.9	240	2.93	5	3	174	2.83
4E.1 Enhancement of content knowledge and pedagogical skill	10	3	254	2.93	5	3	192	2.9
4E.2 Receptivity to feedback from colleagues	10	3	255	3.05	5	3	196	3.02
4E.3 Service to the profession	10	2.9	242	2.93	5	3	192	2.95
4F.1 Integrity and ethical conduct	10	3	255	3.05	5	3	196	3.02
4F.2 Service to the students	10	3	254	3.05	5	3	196	3
4F.3 Advocacy	10	2.9	245	2.98	5	3	196	2.96
4F.4 Decision making	10	3	247	2.99	5	3	193	2.91
4F.5 Compliance with school and district regulations	10	3	252	3.03	5	3	196	2.99