

CAEP Annual Report
September 1, 2022 - August 31, 2023
University of Central Arkansas

Overview

CAEP (Council for the Accreditation of Educator Preparation) requires the EPP to publicly share data against four annual reporting measures. These measures are used to provide information to the public on both program outcome and program impact on both initial and advanced programs.

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

4 Annual Reporting Measures

1. Measure 1 (Initial programs only): Completer effectiveness. Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
2. Measure 2: Satisfaction of employers; stakeholder involvement
3. Measure 3: Candidate competency at completion
4. Measure 4: Ability of completers to be hired.

Program Completer Data

Academic Year	Initial Programs (combined UG and MAT)	Advanced Programs
2022-2023	233	205
2021-2022	233	199
2020-2021	288	141
2019-2020	257	124

INITIAL PROGRAMS	2020-2021	2021-2022	2022-2023
K-6 Elementary	117	78	93
4-8 Middle Level	30	26	35
4-12 Business	2	6	1
4-12 Computer Sci	1	0	1
7-12 Chemistry	*	*	3
7-12 English	15	16	7
7-12 FACS	7	11	11
7-12 Life Science	8	3	2
7-12 Math	5	12	7
7-12 Phys Science	1	4	1
7-12 Social Studies	14	9	10
7-12 Speech/Drama	2	0	0
K-12 Art	10	9	9
K-12 Music	23	10	10
K-12 PE/Health	28	22	19
K-12 Chinese	0	1	0
K-12 French	0	0	1
K-12 Spanish	5	1	3
K-12 SPED	20	25	20
TOTAL	288	233	233

ADV PROGRAMS	2020-2021	2021-2022	2022-2023
Bldng Level Admin	16	22	9
District Level Admin	0	6	2
Curric Specialist	1	2	4
Pgm Spec - SPED	0	3	0
Library Media	34	22	30
Reading	3	2	2
Dyslexia	4	6	2
Reading + Dyslexia	16	12	6
School Counseling	26	21	15
Gifted	8	6	5
Instr Fac.	3	6	2
ESOL		46	55
Online Tchng & Lrng	5	31	29
Career Devo	5	2	0
Driver's Education	0	0	1
B-K	1	3	0
Special Education	16	8	8
Spec Ed Resource	3	1	35
TOTAL	141	199	205

Measure 1: Completer Effectiveness

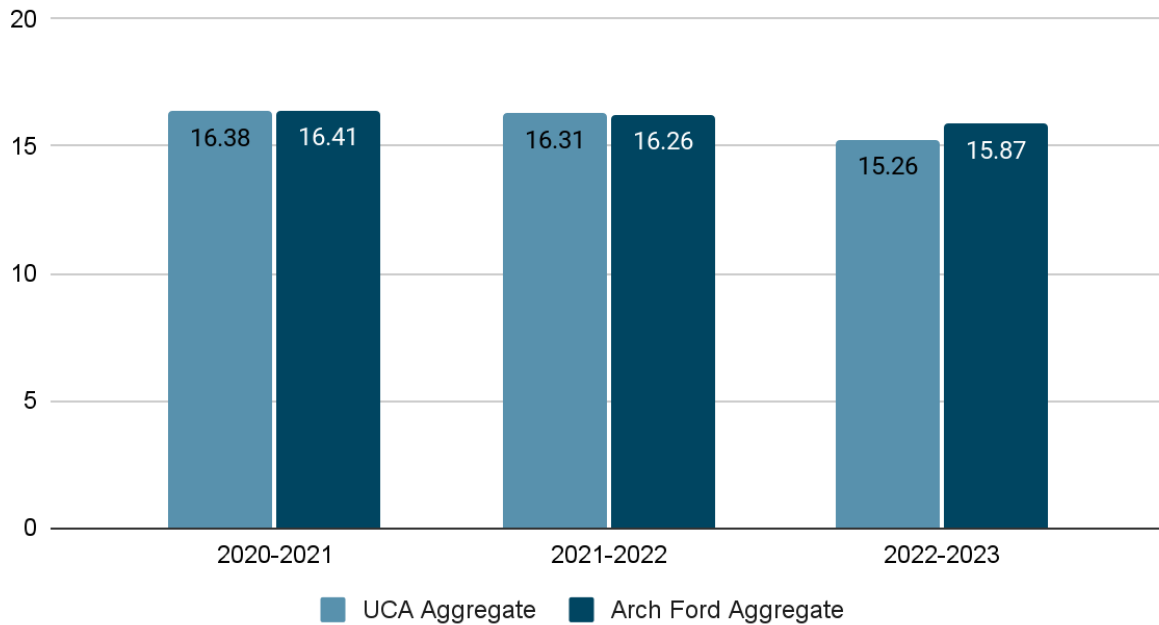
Completer effectiveness. Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

INITIAL PROGRAMS ONLY

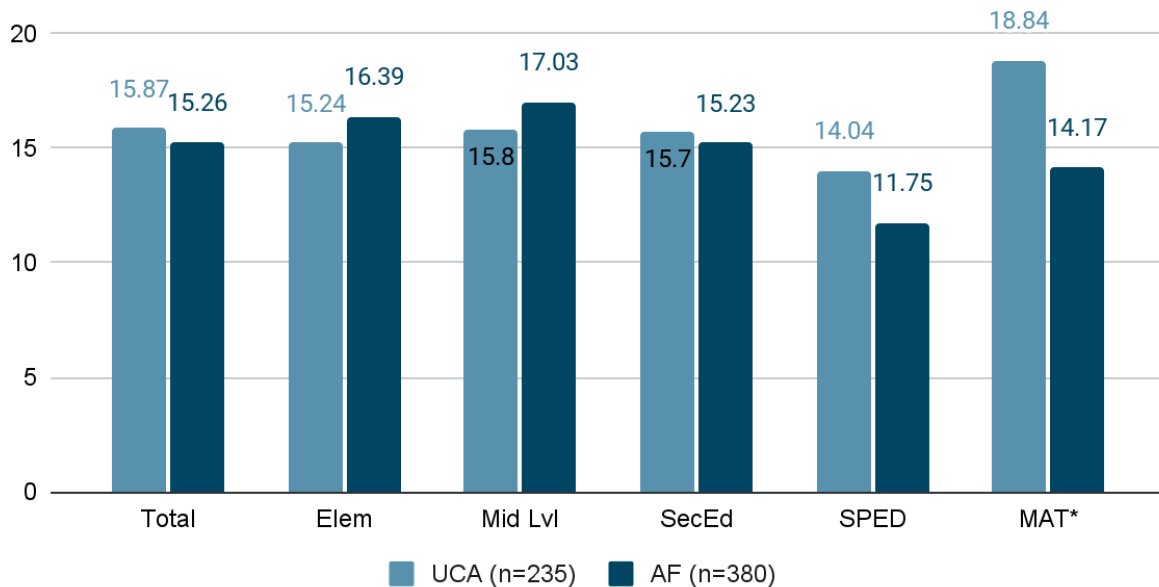
Measure 1a: Completers' Impact on P-12 Learning (AF)

- 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 30-40% 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 are compared to the AF aggregate for completers from all other institutions as a benchmark.
- In 2022-2023, 235 UCA completers in their first three years of service completed the project (Year 1 = 78; Year 2 = 90; Year 3 = 67). Data were representative of all UCA preparation programs with data combined into 5 categories for analysis (Elementary, Middle Level, Secondary, Special Education, MAT). Programs received their data separately.
- Trend data reflect natural variability in the population and consistent performance relative to the comparative benchmark. UCA prepared completers perform as well as completers prepared at other institutions with no statistical difference noted between groups. The UCA aggregate population scaled score gain $\bar{x}=15.26$ compared to the AF aggregate gain of $\bar{x}=15.87$.
- Disaggregated data for completers indicated UCA graduates outperformed their peers in 3 categories: SecED $\bar{x}=15.7$, SPED $\bar{x}=14.04$ & MAT $\bar{x}=18.84$ ($p>.05$). Completers in 2 categories scored lower than the comparative benchmark: Elem $\bar{x}=15.24$; Middle Level $\bar{x}=15.8$. Three year trend data indicate MAT candidates prepared at UCA consistently report high student performance scores than their peers prepared at other institutions at a level of statistical significance (UCA $\bar{x}=18.84$; AF $\bar{x}=14.17$). While differences in elementary, middle level, SecED, and SPED scores compared to their peers is not statistically significant, continued trends around elementary completer performance are persistent and will be a focus of continued analysis.

AF Data: Completer Impact: Gain/Loss - 3 Years' Trend Data



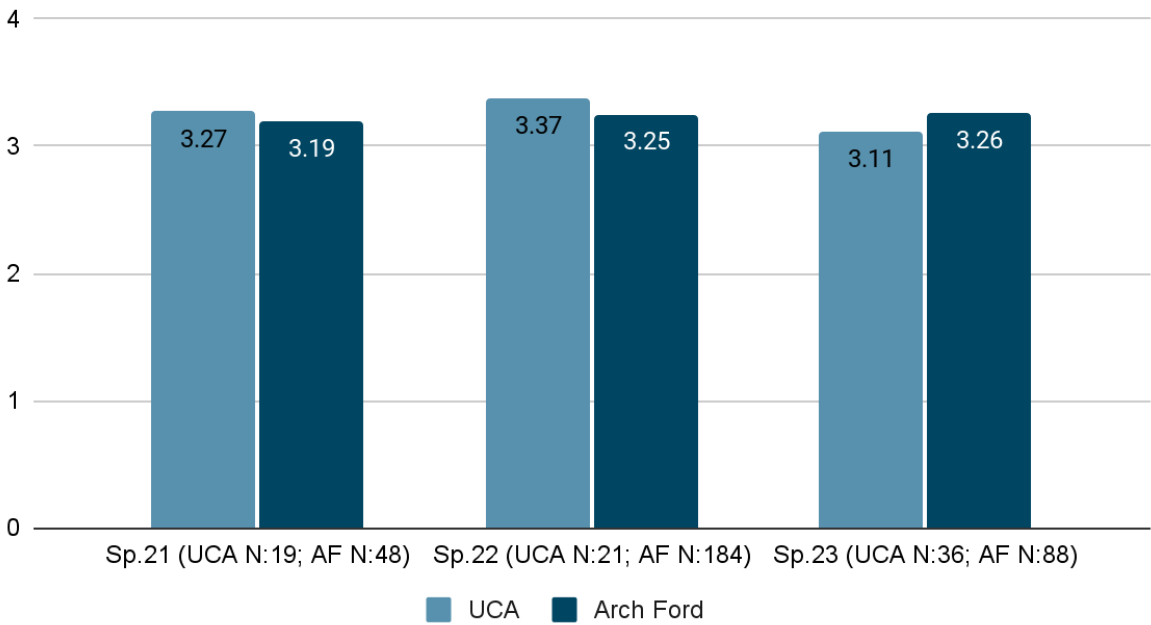
AF 2022-23 Data: Completer Impact: Gain/Loss-Disaggregated (* denotes significant difference)



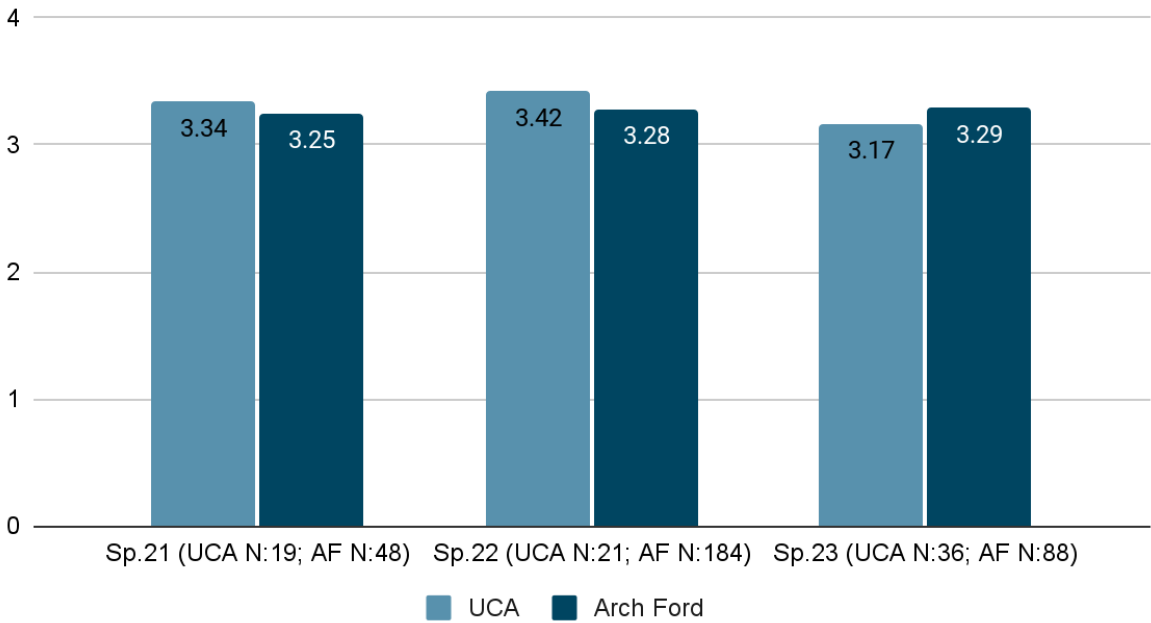
Measure 1b: Completers' Teaching Effectiveness (AF)

- 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 30-40% of UCA prepared teacher candidates representing all programs across the EPP. All novice teachers in the AFNT program are observed by their principal 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. Data reported here reflect year 1 novice teachers only. Data were collected in spring/summer 2023. Trends remain consistent for those in the Year 2 and Year 3 cohorts.
- Domain 1. UCA completers' data ($\bar{x}=3.11$) were slightly lower than their data for their peers prepared at other institutions ($\bar{x}=3.26$). This is not consistent with trends in the previous two years. Differences in data were not statistically significant.
- Domain 2. UCA completers' data ($\bar{x}=3.17$) were slightly lower than their data for their peers prepared at other institutions ($\bar{x}=3.29$). This is not consistent with trends in the previous two years. Differences in data were not statistically significant.
- Domain 3. UCA completers' data ($\bar{x}=3.11$) were slightly lower than their data for their peers prepared at other institutions ($\bar{x}=3.28$). This is not consistent with trends in the previous two years. Differences in data were not statistically significant.
- Domain 4. UCA completers' data ($\bar{x}=3.25$) were slightly lower than their data for their peers prepared at other institutions ($\bar{x}=3.37$). Differences in data were not statistically significant.

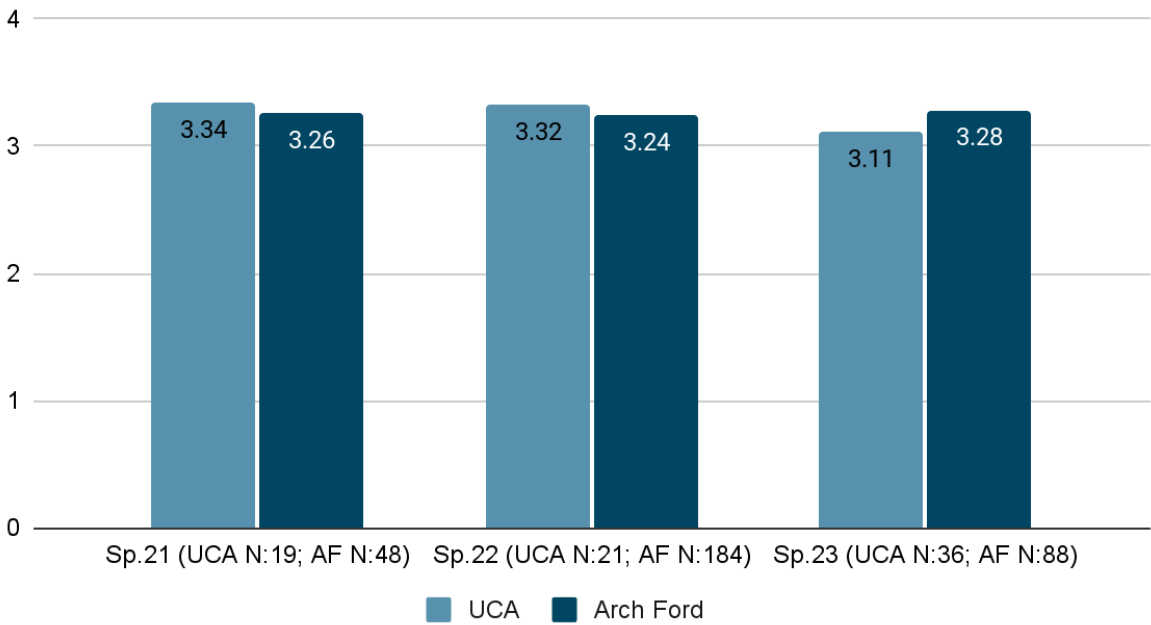
TESS Domain 1: UCA & AF - 3 Years' Trend Data (Scale 1-4)



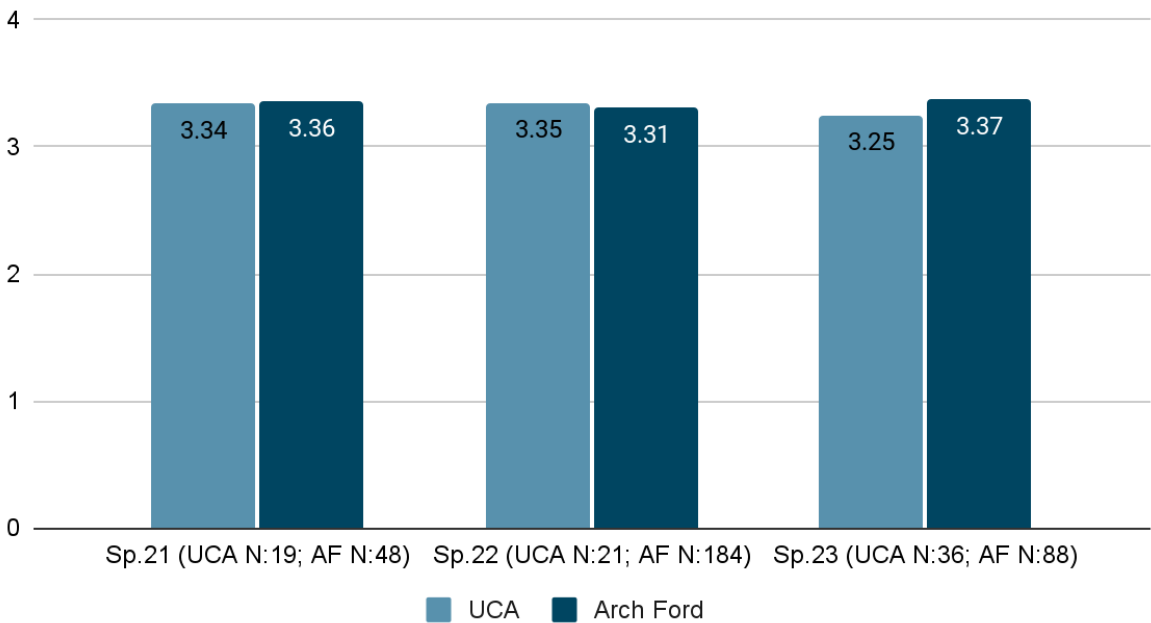
TESS Domain 2: UCA & AF - 3 Years' Trend Data (Scale 1-4)



TESS Domain 3: UCA & AF - 3 Years' Trend Data (Scale 1-4)



TESS Domain 4: UCA & AF - 3 Years' Trend Data (Scale 1-4)

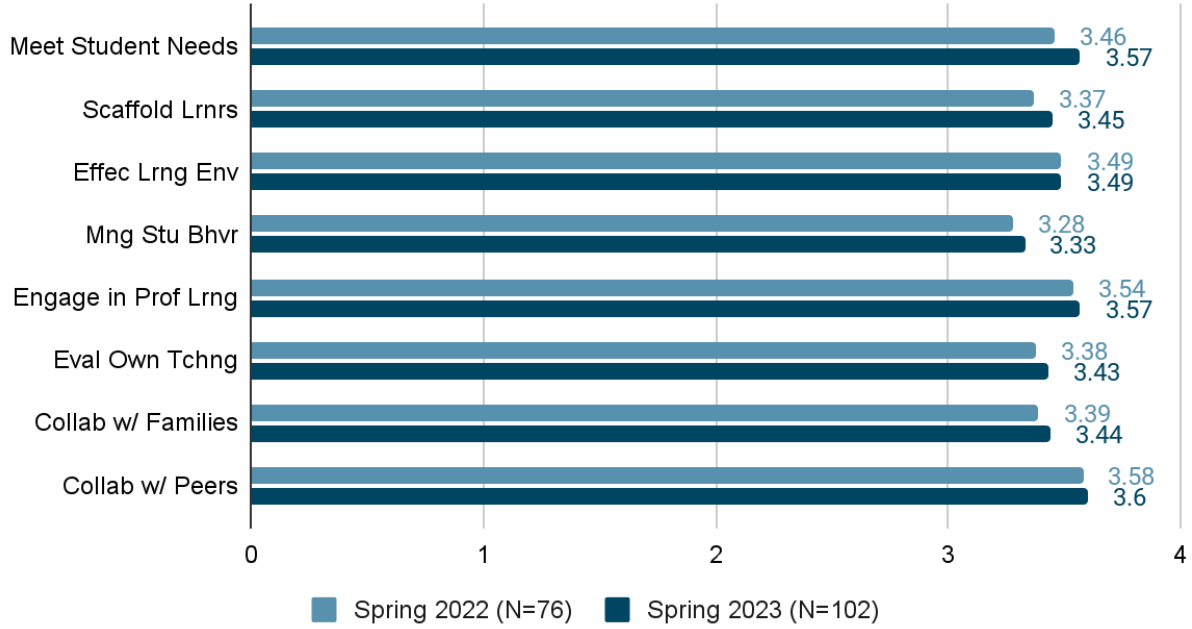


Measure 2: Satisfaction of Employers

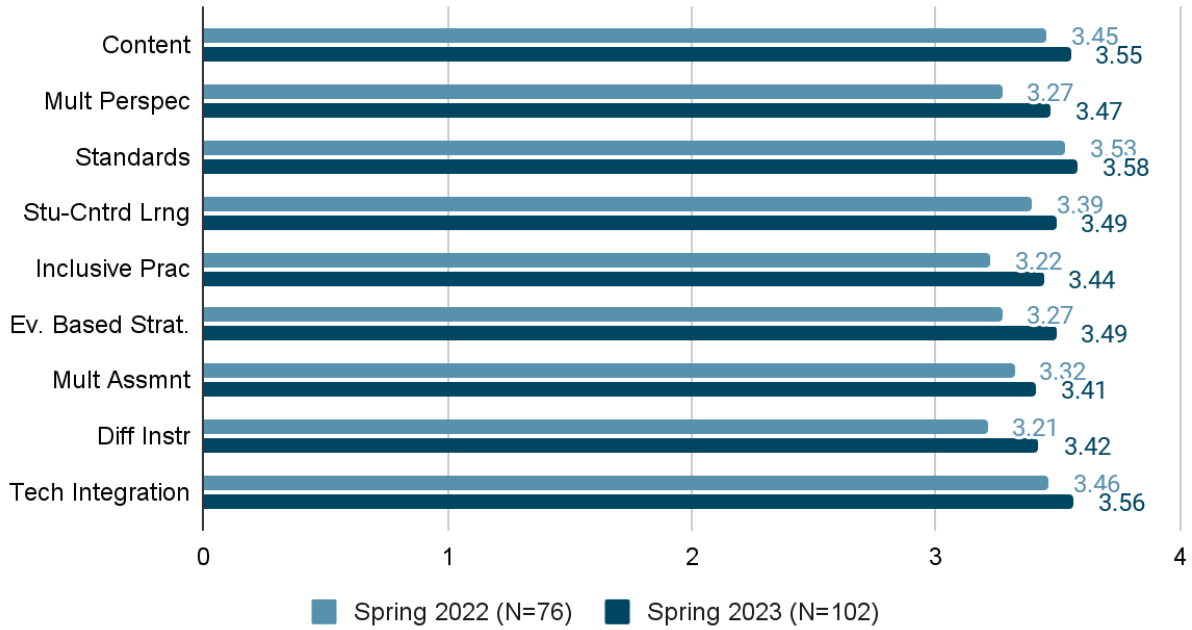
Measure 2: Employer Satisfaction (initial)

- 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.” Faculty in the CAEP Standard 4 committee noted the redesigned survey allowed us to more clearly see a need to support candidates in supporting diverse student populations.
- Overall trends in Spring 2023 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) and exceeding scores from Spring 2022.
- Relative high points in the data include candidate ability to collaborate with colleagues (\bar{x} =3.6), ability to align instruction to the Arkansas standards (\bar{x} =3.58), engagement in ongoing professional learning (\bar{x} =3.57), ability to meet students’ needs (\bar{x} =3.57), technology integration (\bar{x} =3.56), and content knowledge (\bar{x} =3.55). These findings are consistent with data from Spring 2022.
- Relative low points in the data include candidate ability to manage student behavior (\bar{x} =3.33), multiple methods of assessment (\bar{x} =3.41), and differentiating instruction (\bar{x} =3.42).
- Improvements in data were noted for engaging students in multiple perspectives (\bar{x} =3.47) and creating inclusive learning environments (\bar{x} =3.44).

Employer Satisfaction: Initial (Scale 1-4)

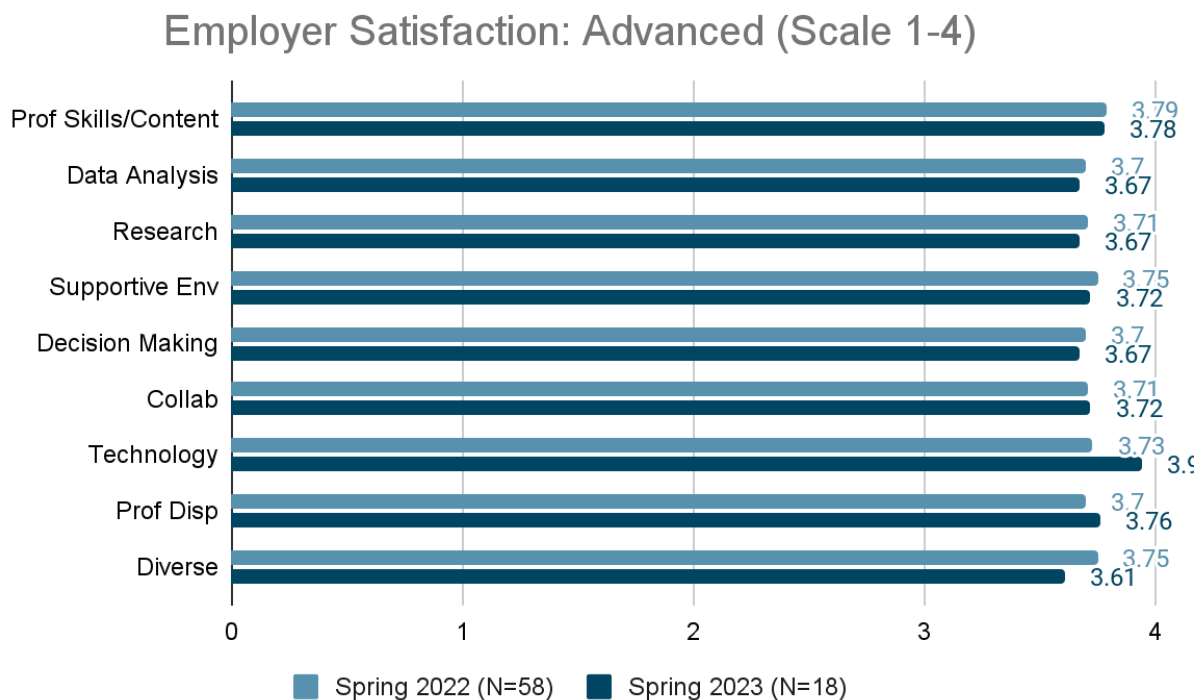


Employer Satisfaction: Initial (Scale 1-4)



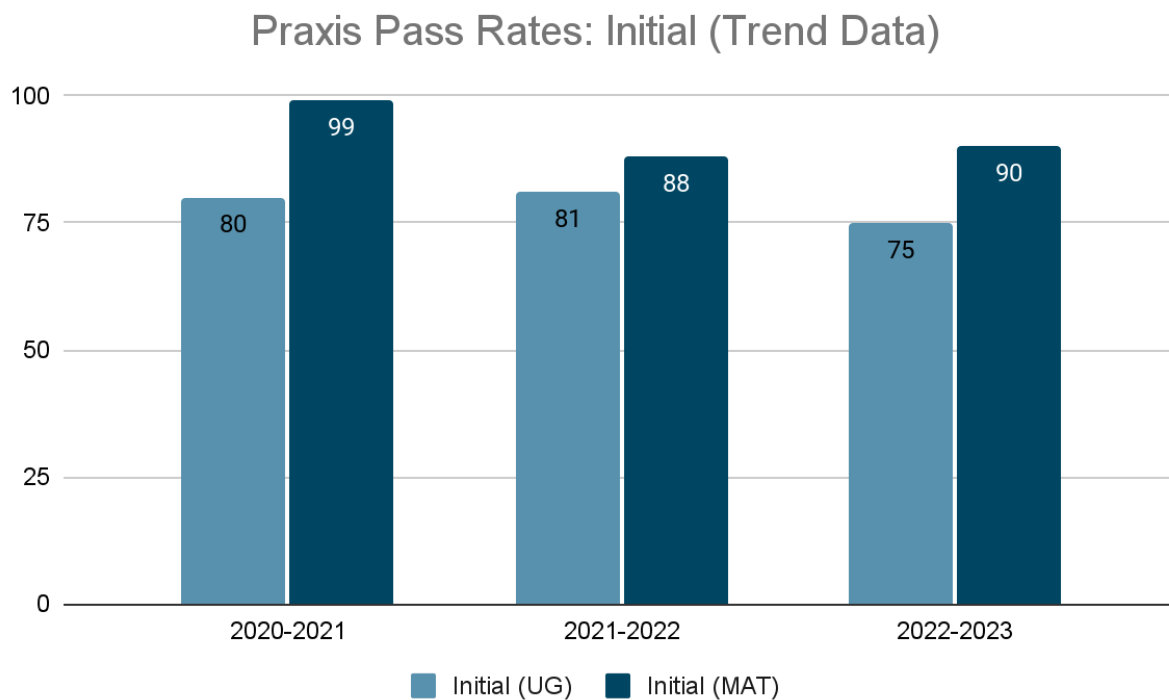
Measure 2: Employer Satisfaction and Milestones (advanced)

- 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.”
- Overall trends in Spring 2023 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) and exceeding scores from Spring 2022 in many criteria.
- Relative high points in the data included employer ratings around use of technology to support professional practice ($\bar{x} = 3.94$), professional skills and content knowledge specific to the professional role ($\bar{x} = 3.78$) and professional dispositions ($\bar{x} = 3.76$).
- Relative low points in the data included supporting diverse stakeholders ($\bar{x} = 3.61$) which contradicts findings from Spring 2022. Again, while these data points are the relative low spots in the data, all far exceed the benchmark and lie near the “well prepared” indicator.



Measure 3: Candidate Competency at Completion

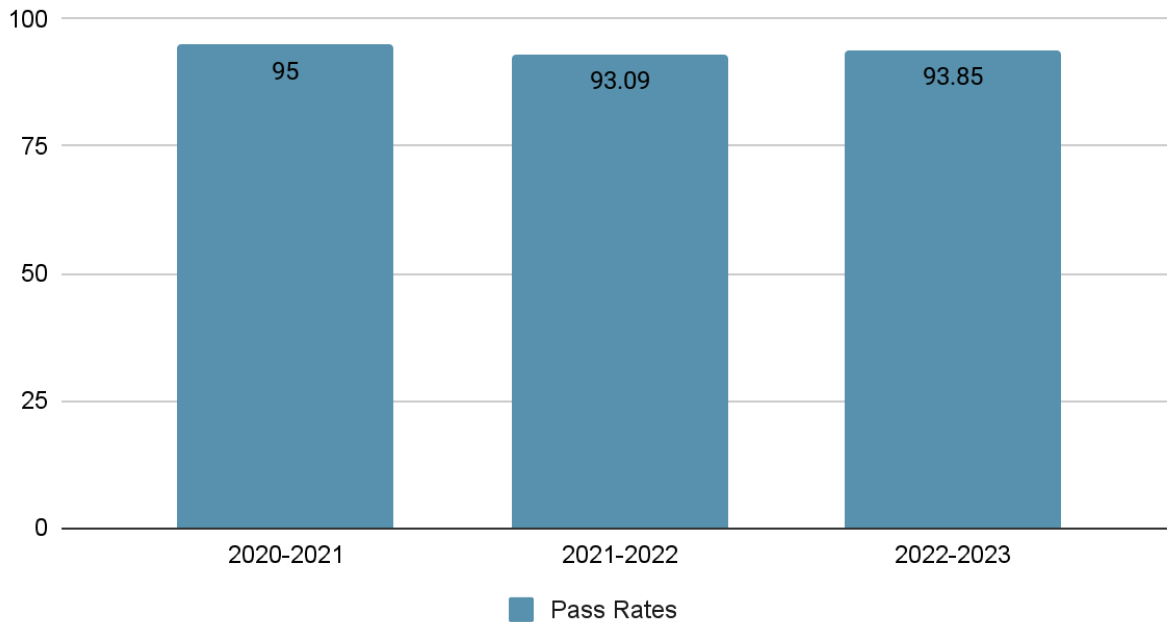
- Candidate pass rate on required content Praxis exams is tracked across programs by the Office of Candidate Services (OCS). Disaggregated program data are tracked for pass rates, mean score, standard deviation, and range
- Both initial and advanced programs report overall success in candidate ability to pass the required Praxis content exam(s) with many programs yielding pass rates at 90% and higher. For initial programs, changes to policy for “Gate 3” (admission to internship 2) have resulted in higher pass rates, notably for the K6 program. Candidates must now meet the ADE/AAP score for admission to Gate 3 (<https://uca.edu/ocs/aap-provisional/>). Additionally, the EPP has created several support and remediation structures for students struggling to pass their required exam(s) successfully, including: 240 Tutoring, Praxis Boot Camps (DESE grant), and state resources/tutoring programs. Undergraduate K6 Social Studies continues to be an area of focus for continuous improvement.



INITIAL UNDERGRADUATE PROGRAMS	# Taking	# Passing	Program Pass Rate	State Pass Rate
K-6 Elementary: Reading & LA	58	50	86	92
K-6 Elementary: Mathematics	58	53	91	91
K-6 Elementary: Social Studies	58	41	71	85
K-6 Elementary: Science	58	47	81	89
4-8 Middle Level: ELA	6	*	*	51
4-8 Middle Level: Math (5164)	5	*	*	94
4-8 Middle Level: Math (5169)	6	*	*	95
4-8 Middle Level: Science	6	*	*	87
4-8 Middle Level: Social Studies	11	10	91	82
7-12 English	4	*	*	100
7-12 FACS	10	6	60	72
7-12 Math	3	*	*	86
7-12 Social Studies (5086)	2	*	*	100
7-12 Social Studies (5081)	3	*	*	83
K-12 Art	5	*	*	93
K-12 Music	8	*	*	97
K-12 PE/Health	16	10	63	87
K-12 Spanish	2	*	*	80
K-12 SPED Fundamental Subjects	11	11	100	91
K-12 SPED Knowledge and App	11	11	100	98
Foundations of Reading (SEP0190)	55	46	84	85

INITIAL MAT PROGRAMS	# Taking	# Passing	Program Pass Rate	State Pass Rate
K-6 Elementary: Reading & LA	32	32	100	93
K-6 Elementary: Mathematics	33	32	97	90
K-6 Elementary: Social Studies	33	31	94	82
K-6 Elementary: Science	33	31	94	86
4-8 Middle Level: ELA	5	*	*	67
4-8 Middle Level: Math	7	*	*	81
4-8 Middle Level: Science	5	*	*	83
4-8 Middle Level: Social Studies	2	*	*	81
7-12 English	3	*	*	95
7-12 FACS	2	*	*	*
7-12 Life Science / Biology	5	*	*	95
7-12 Math	4	*	*	69
7-12 Chemistry	2	*	*	*
7-12 Social Studies	2	*	*	86
K-12 Art	4	*	*	93
K-12 Music	1	*	*	*
K-12 PE/Health	1	*	*	89
K-12 French	1	*	*	*
K-12 Spanish	1	*	*	*
K-12 SPED Fundamental Subjects	10	10	100	97
K-12 SPED Knowledge and App	10	10	100	99
Foundations of Reading (ESP0190)	29	27	93	86

Praxis Pass Rates: Advanced (Trend Data)



ADVANCED PROGRAMS	# Taking	# Passing	Program Pass Rate	State Pass Rate
Building Level Administrator (6990)	12	11	91.67	93.04
District Level Administrator (6991)	1	*	*	88.89
Library Media (5311)	36	34	94.44	92.50
Reading (5302)	20	15	75	81.25
School Counseling (5421)	22	22	100	93.72
Gifted (5358)	10	9	90	85.88
ESOL (5362)	60	60	100	98.29
Special Education (5354)	9	*	*	96.24
Special Education (5511)	7	*	*	87.14

Measure 4: Ability of Completers to be Hired

Measure 4: 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.

Initial Programs	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Completers currently teaching in Arkansas Public Schools	63%	64%	67%	67%	76%

Measure 4: 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

Advanced Programs	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Completers currently holding a position in Arkansas Public Schools aligned with their advanced degree obtained	67%	66%	62%	72%	81%