

CAEP Annual Report
September 1, 2023 - August 31, 2024
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
2023-2024	212	210
2022-2023	233	205
2021-2022	233	199
2020-2021	288	141
2019-2020	257	124

INITIAL PROGRAMS	2021-2022	2022-2023	2023-2024
K-6 Elementary	78	93	83
4-8 Middle Level	26	35	25
4-12 Business	6	1	3
4-12 Computer Sci	0	1	0
7-12 Chemistry	*	3	0
7-12 English	16	7	14
7-12 FACS	11	11	7
7-12 Life Science	3	2	11
7-12 Math	12	7	
7-12 Phys Science	4	1	
7-12 Social Studies	9	10	9
7-12 Speech/Drama	0	0	0
K-12 Art	9	9	10
K-12 Music	10	10	12
K-12 PE/Health	22	19	24
K-12 Chinese	1	0	2
K-12 French	0	1	
K-12 Spanish	1	3	
K-12 SPED	25	20	12
TOTAL	233	233	212

ADV PROGRAMS	2021-2022	2022-2023	2023-2024
Bldng Level Admin	22	9	13
District Level Admin	6	2	7
Curric Specialist	2	4	1
Pgm Spec - SPED	3	0	6
Library Media	22	30	30
Reading	2	2	*
Dyslexia	6	2	1
Reading + Dyslexia	12	6	12
School Counseling	21	15	20
Gifted	6	5	6
Instr Fac.	6	2	2
ESOL	46	55	41
Online Tchng & Lrng	31	29	44
Career Devo	2	0	0
Driver's Education	0	1	3
B-K	3	0	0
Special Education	8	8	4
Spec Ed Resource	1	35	20
TOTAL	199	205	210

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 (State Data)

- The EPP's data sharing partnership with the **Arch Ford (AF) Novice Teacher (NT) Mentoring Program (2017-2023)** ended as the state shifted reporting responsibility for this metric away from the state educational coops into a more centralized reporting system.
- Additionally, the state shifted testing for K12 students in the state away from ACT Aspire to a new local test titled: ATLAS. Baseline data tied to the new ATLAS test was established in Spring 2024 with plan from the state to share VAM data to EPPs starting with the Spring 2025 test data (analyzed over summer 2025 and made available to EPPs in fall 2025).
- Given this context, the EPP has a "gap" in ability to report data relative to completer's impact on P-12 learning

Measure 1b: Completers' Teaching Effectiveness (State Data)

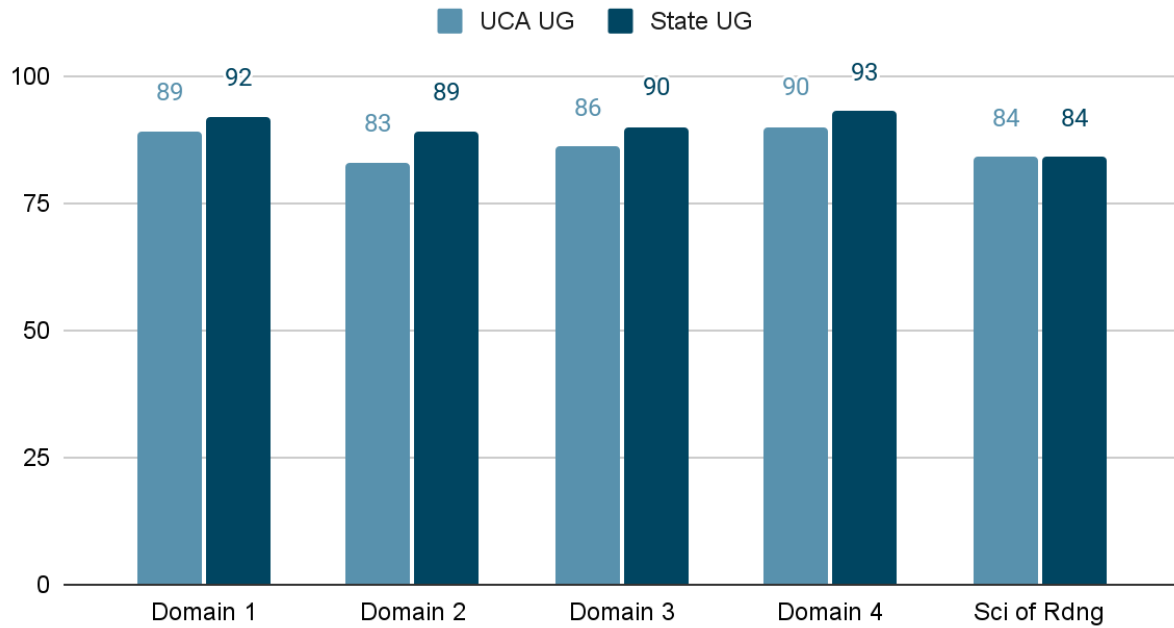
The state provides aggregate employer data for each EPP - [report linked here](#). State data show that 87% of employers believe UCA undergraduate program completers are well-prepared for their roles as classroom teachers. Similarly, 91% of employers feel that UCA MAT program completers are well-prepared for the classroom. Additional data points include employer data indicating % of completers considered well prepared for each domain as reported here:

	UG	UG State Mean	MAT	MAT State Mean
Domain 1	89%	92%	92%	92%
Domain 2	83%	89%	88%	90%
Domain 3	86%	90%	90%	91%
Domain 4	90%	93%	93%	93%
Science of Rdng	84%	84%	76%	75%

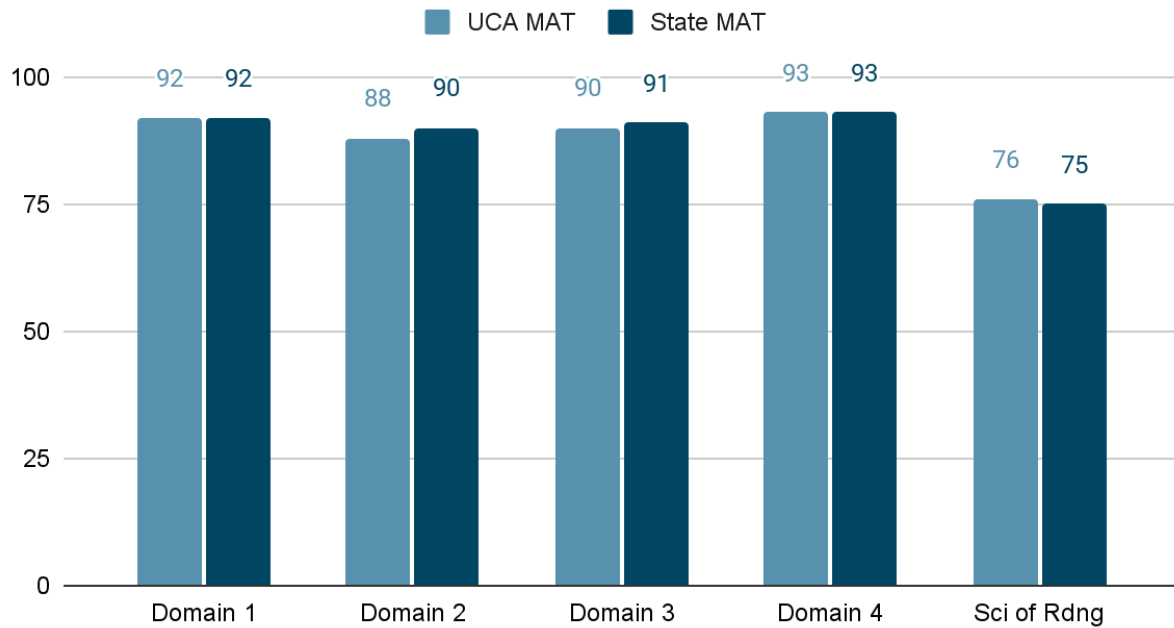
- UCA's traditional program generally received positive ratings across all four TESS domains, with most metrics showing blue percentage numbers (positive responses) between 83-89%.
- Areas of Strength: UCA's program appears particularly strong in preparing teachers for professional responsibilities (Domain 4) and in specific Science of Reading components (lower end of rope).
- Areas for Potential Improvement: While still generally positive, UCA's relatively lower scores (though still above 80% positive) were in these areas
 - Classroom management areas (Domain 2)
 - Managing student behavior (Domain 2)
 - Designing, implementing, and interpreting assessments (Domain 1)
 - Using questioning and discussion (Domain 3)

- These findings suggest UCA's traditional EPP is effectively preparing teachers according to supervisor evaluations, with particular strengths in professional responsibilities and literacy instruction.

Teacher Effectiveness - Danielson (UG)



Teacher Effectiveness - Danielson (MAT)



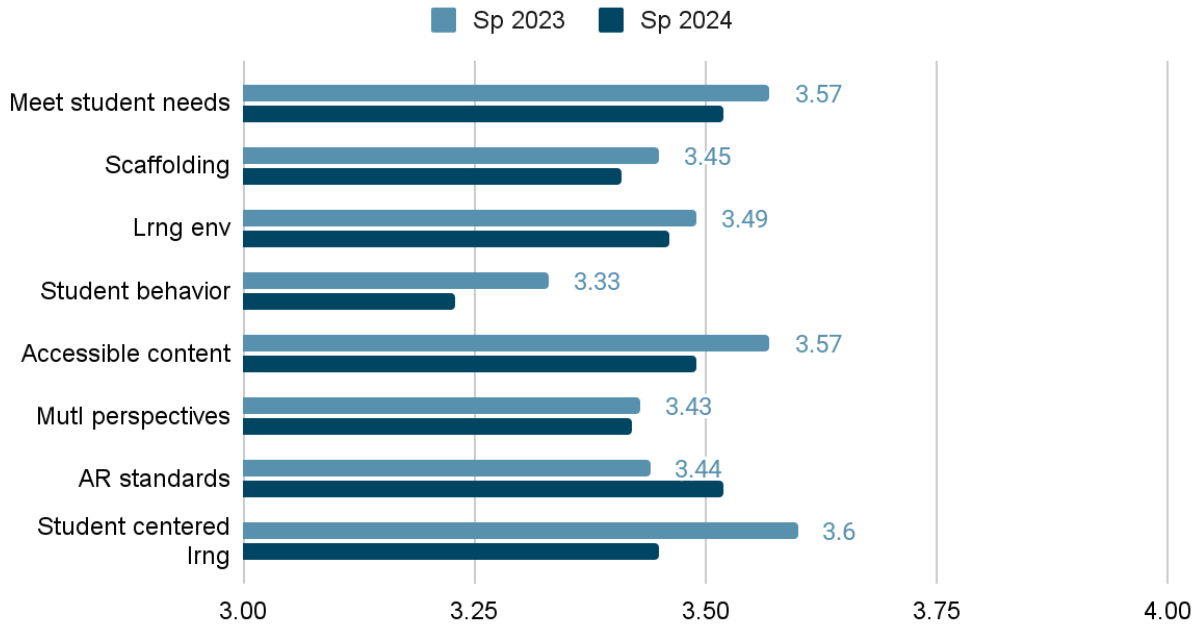
Measure 2: Satisfaction of Employers

Measure 2: Employer Satisfaction (initial)

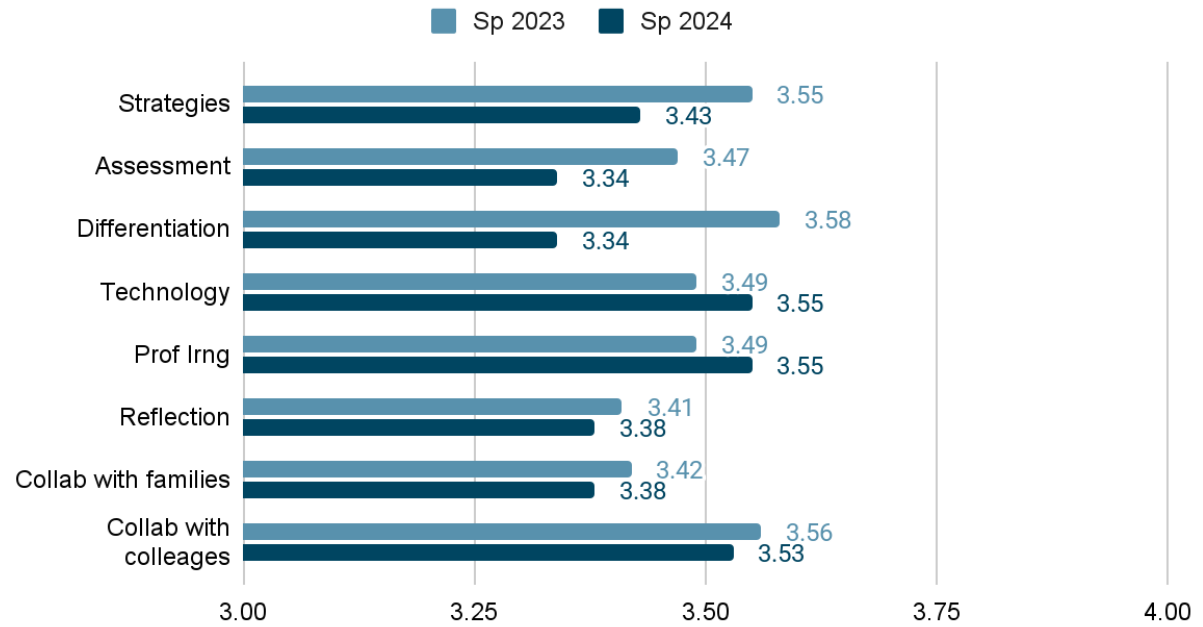
- The EPP is able to report EPP-specific aggregate and disaggregated data relative to the InTASC Standards based on a survey provided to employers of EPP completers 1- and 2- years post-graduation
- This survey is sent late spring term to all employers by the EPP with data analyzed over the summer term and shared to stakeholders in the fall term.
- Spring 2024 most competency areas received mean scores between 3.3 and 3.5 on the 4-point scale (where 3 = adequately prepared and 4 = well prepared), indicating that employers generally perceive UCA graduates as adequately to well-prepared teachers.
- This snapshot of Spring 2024 data suggests that UCA's teacher preparation programs continue to adequately prepare graduates across most teaching competencies, with particular strengths in technology integration, professional development, and standards alignment. Potential areas for growth include behavior management skills and supporting students experiencing trauma.

Strongest Areas of Preparation	Areas for Growth
<ul style="list-style-type: none">• Using technology to enhance learning (Mean: 3.55)• Engaging in ongoing professional learning (Mean: 3.55)• Aligning instruction to Arkansas standards (Mean: 3.52)• Collaborating with colleagues (Mean: 3.53)	<ul style="list-style-type: none">• Managing student behavior (Mean: 3.23)• Supporting students in trauma (Mean: 3.33)• Using evidence to evaluate their teaching (Mean: 3.38)• Supporting English Language Learners (Mean: 3.38)

EPP Initial Pgms Employer Survey (Scale 1-4)



EPP Initial Pgms Employer Survey (Scale 1-4)

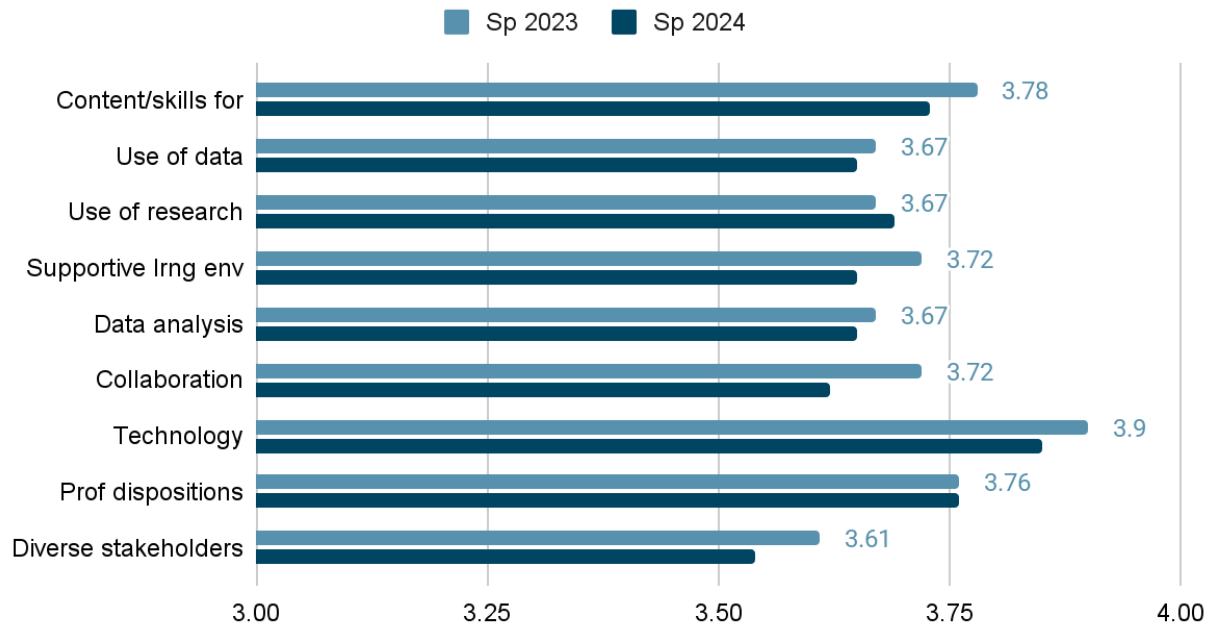


Measure 2: Employer Satisfaction and Milestones (advanced)

- The EPP is able to report EPP-specific aggregate and disaggregated data relative to the CAEP Standards based on a survey provided to employers of EPP completers 1- and 2- years post-graduation
- This survey is sent late spring term to all employers by the EPP with data analyzed over the summer term and shared to stakeholders in the fall term.
- The overall results show strong employer satisfaction with UCA graduates from Advanced Programs. Across all measured skills, the university-wide means range from 3.54 to 3.85 on a 4-point scale, where 3 represents "adequately prepared" and 4 represents "well prepared."
- The Summer 2024 employer satisfaction data indicates that UCA's Advanced Programs are successfully preparing graduates, with mean scores consistently in the range between "adequately prepared" and "well prepared." Technology integration appears to be a particular strength across programs, while responding to diverse stakeholders may present an opportunity for targeted improvement efforts.

Strongest Areas of Preparation	Areas for Growth
<ul style="list-style-type: none"> • Technology integration (Mean 3.85) • Professional ethics and conduct (Mean 3.76) • Content knowledge specific to professional role (Mean 3.73) • School Counseling (SCCN) had particularly strong outcomes, specifically in content knowledge, technology integration, and professional ethics. • Library Media (LIBM) showed consistently strong performance across all skill areas, with a 4.0 in professional ethics. 	<ul style="list-style-type: none"> • Responding to diverse stakeholders (Mean 3.54) • Reading (RDNG) showed the most variability in scores (SDs ranging from 0.38 to 1.22), indicating less consistent preparation experiences according to employers.

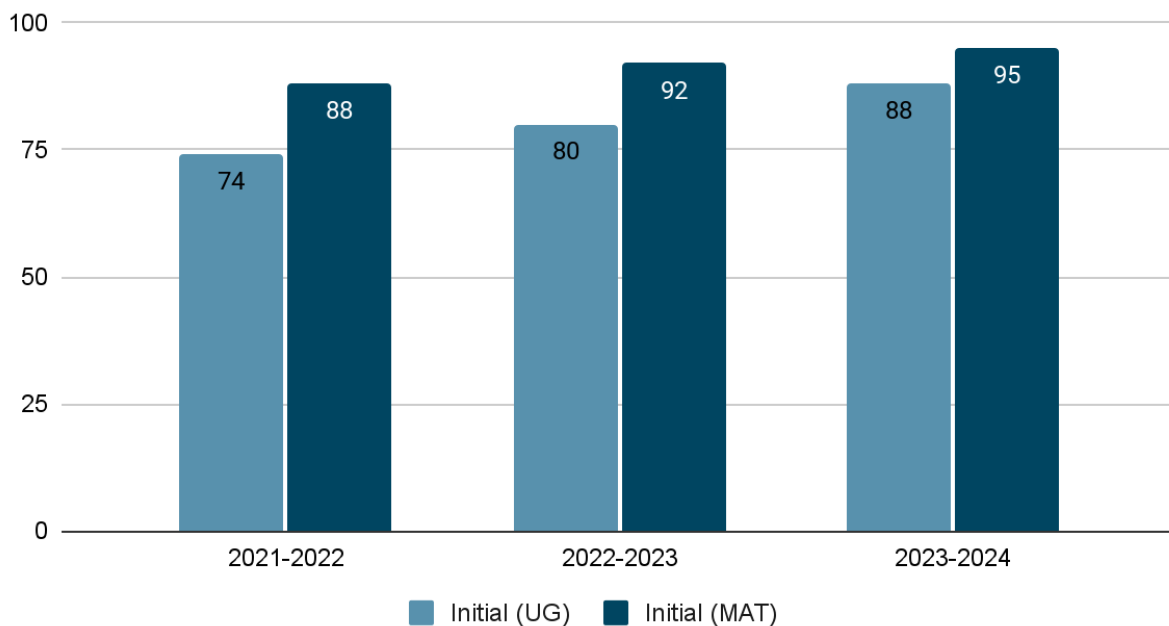
EPP Advanced Pgms Employer Survey (Scale 1-4)



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.

Praxis Pass Rates: Initial (Trend Data)

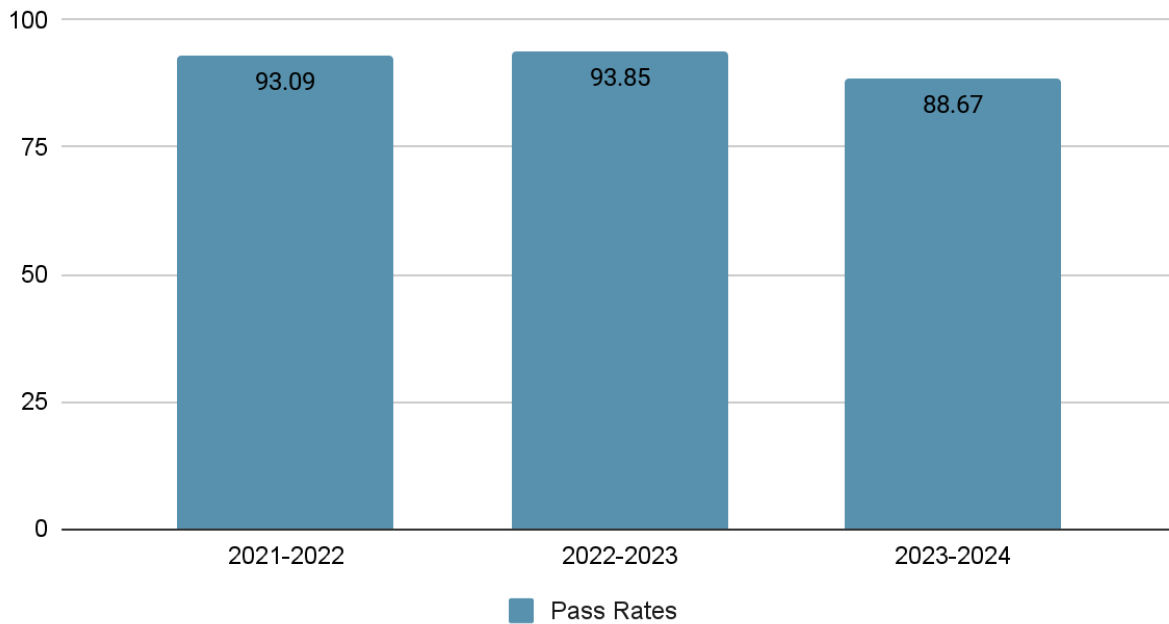


INITIAL UNDERGRADUATE PROGRAMS 2023-2024 Data	# Taking	# Passing	Program Pass Rate	State Pass Rate
K-6 Elementary: Reading & LA	52	44	85	91
K-6 Elementary: Mathematics	52	42	81	89
K-6 Elementary: Social Studies	52	36	69	80
K-6 Elementary: Science	52	35	67	87
4-8 Middle Level: ELA	5	*	*	72
4-8 Middle Level: Math (5164)	7	*	*	87
4-8 Middle Level: Math (5169)	6	*	*	95
4-8 Middle Level: Science	4	*	*	81
4-8 Middle Level: Social Studies	6	*	*	93
7-12 Biology	2	*	*	*
7-12 English	10	10	100	97
7-12 FACS	6	*	*	*
7-12 Math	4	*	*	100
7-12 Social Studies	6	*	*	93
K-12 Art	8	*	*	97
K-12 Music	9	*	*	90
K-12 PE/Health	21	16	76	82
K-12 French	1	*	*	*
K-12 Spanish	1	*	*	75
K-12 SPED Fund Subjects	5	*	*	100
K-12 SPED Knowledge & Appl	5	*	*	100
Foundations of Reading	53	51	96	86

INITIAL MAT PROGRAMS 2023-2024 Data	# Taking	# Passing	Program Pass Rate	State Pass Rate
K-6 Elementary: Rdng and Lang Arts	31	30	97	90
K-6 Elementary: Mathematics	31	29	94	83
K-6 Elementary: Social Studies	31	30	97	86
K-6 Elementary: Science	31	30	97	88
4-8 Middle Level: ELA	2			37
4-8 Middle Level: Math (5164)	3			68
4-8 Middle Level: Math (5169)	6			92
4-8 Middle Level: Science	4			67
4-8 Middle Level: Social Studies	5			70
4-12 Business	2			85
7-12 English	3			
7-12 FACS	1			
7-12 Life Science / Biology	3			
7-12 Math	1			
7-12 Physics	1			
7-12 Social Studies	13	10	77	62
K-12 Art	2	*	*	62
K-12 Music	2			
K-12 PE/Health	3			88
K-12 French				
K-12 Spanish				

K-12 SPED Fundamental Subjects	16	14	88	86
K-12 SPED Knowledge and Appl	7			100
Foundations of Reading	31	30	97	87

Praxis Pass Rates: Advanced (Trend Data)



ADVANCED PROGRAMS	# Taking	# Passing	Program Pass Rate	State Pass Rate
Building Level Administrator (6990)	17	15	88.24	92.53
District Level Administrator (6991)	5	4	80.0	88.14
Library Media (5311)	26	26	100	98.28
Reading (5302)	28	26	92.86	84.21
School Counseling (5421)	16	14	87.5	92.23
Gifted (5358)	8	6	75	88.68
ESOL (5362)	34	33	97.06	97.02
Special Education (5354)	4			96.08
Special Education (5511)	4			71.43

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 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Completers currently teaching in Arkansas Public Schools	64%	67%	67%	76%	75%

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	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Completers currently holding a position in Arkansas Public Schools aligned with their advanced degree obtained	66%	62%	72%	81%	74%