



Since Central Baptist College's inception in 1952, its mission has focused on educating the whole person -- intellectually, physically, and spiritually. While many other colleges and universities subscribe to the notion of holistic education, it is the spiritual dimension of higher education that has made and continues to make Central Baptist College unique. Central Baptist College is committed to transforming lives through education that integrates Christian faith and academic excellence in a Christ-centered environment.

The following is a compilation of data reflective of the Educator Preparation Program at Central Baptist College

Institutional Classification:

- Independent
Public

Institutional Admissions Selectivity:

- Open Enrollment
Moderately Selective
Selective
Highly Selective

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I. Program Areas

The following (Table 1) reflects the programs offered by the Educator Preparation Provider and the number of credit hours required.

Table 1. Programs offered and required credit hours

Educator Licensure Programs - CBC			
	<u>Required Credit Hours</u>		
<u>Program</u>	<u>General</u>	<u>Content</u>	<u>Professional Ed</u>
Early Childhood	49	46	37
English	55	39	37
Middle Childhood	52	30-35	43
Physical Education	55	38	38
Social Studies	58	36	37

Source: Data provided by CBC



II. Enrollment and Program Completers

The Higher Education Act (HEA) Title II Report is a national data collection for institutions and states related to teacher preparation and licensure. HEA Title II Reports can be found at <https://title2.ed.gov/Public/Home.aspx>. The table below represents data the EPPs have reported to Title II in the past three years.

Table 2. Enrollment and Program Completers

CBC					
Enrollment	2012	2013	2014	Average	% of State Total
Traditional Route	0	0	4	1	< 1 %
State Total	6,925	7,758	6,161	6,948	
Program Completers					
Traditional Route	0	0	0	0	na
State Total	2,104	2,116	2,350	2,190	

Source: HEA Title II Reports – 2012, 2013, 2014

III. Enrollment and Demographic Data

Each year EPPs report enrollment, race, ethnicity, and gender of students in their programs to HEA Title II. Data from the 2014 HEA Title II Report is presented below. These are the number of students in each initial licensure program in 2012-13.

Table 3. Enrollment and Demographic Data

<u>CBC Program Type</u>	<u>Male</u>	<u>Female</u>	<u>Total Enrollment</u>	<u>Hispanic</u>	<u>Indian</u>	<u>Asian</u>	<u>Black</u>	<u>Islander</u>	<u>White</u>	<u>Multi- Racial</u>
Traditional	2	2	4	0	0	0	0	0	4	0

Note: Individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program.

Source: HEA Title II Report – 2014

As a point of comparison the charts on the following page demonstrate the demographic makeup of **Arkansas public school students** and **Arkansas public school teachers**, and **all Arkansas EPPS** compared to this institution during 2012-2013.

- Figure 1. Demographic Makeup of Arkansas Public School Students – 2012-2013
- Figure 2. Demographic Makeup of Arkansas Public School Teachers – 2012-2013
- Figure 3. Demographic Makeup of Arkansas EPP Enrollees – 2012-2013
- Figure 4. Demographic Makeup of CBC Enrollees – 2012-2013



Figure 1. AR Students 2012-13

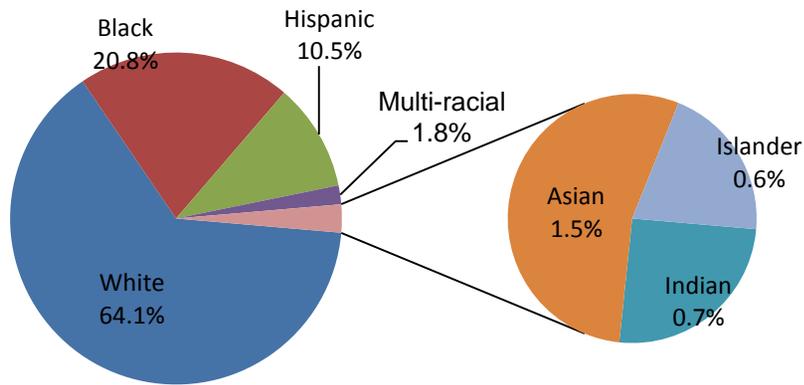
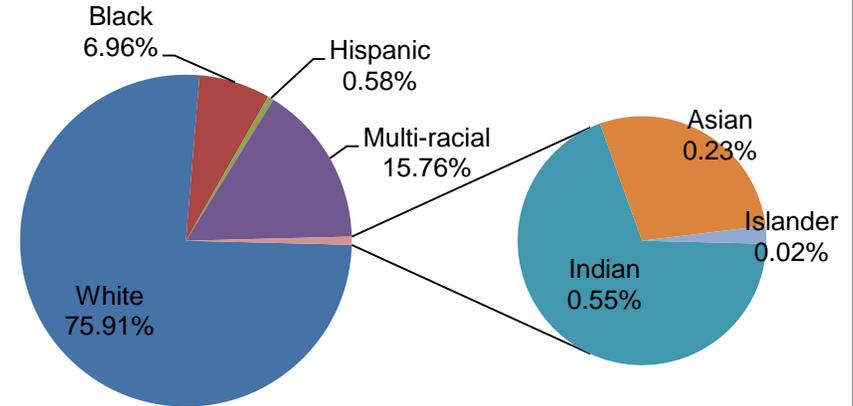
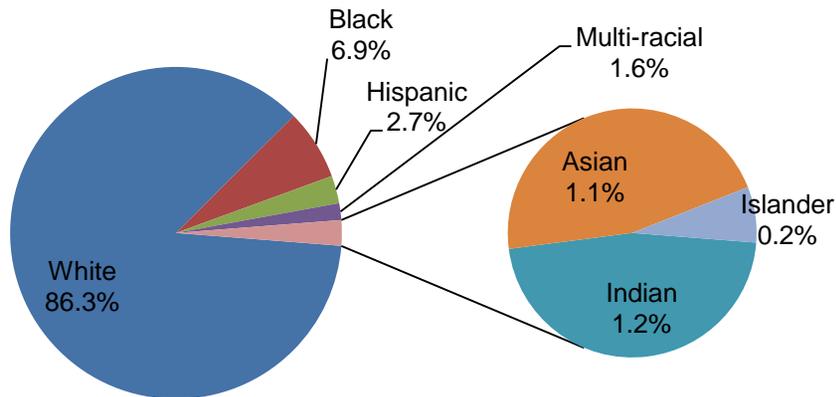


Figure 2. AR Teachers 2012-13



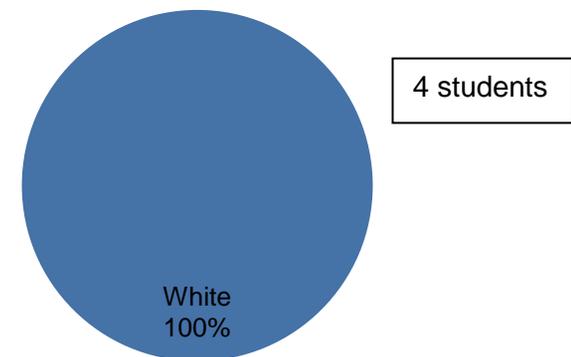
Source: ADE Data Center

Figure 3. AR EPP Enrollment 12-13



Source: HEA Title II Report – 2014

Figure 4. CBC Enrolled 12-13





IV. Number of Teachers Prepared Annually by Subject Area

The number of teachers prepared in each subject area is reported each year in the HEA Title II Report. These data include both traditional and nontraditional programs. The table below represents the number of teachers prepared over three years.

Table 4. Number of teachers prepared by subject area

There were no teachers prepared by CBC for the 2012, 2013, 2014 HEA Title II Reports



V. Number of Program Completers Employed in Arkansas Public Schools (first-year)

All 2013-2014 Arkansas EPP program completers (both traditional and nontraditional) were reported to the ADE Office of Research and Technology. Those found as employed in Arkansas public schools (APS) in 2014-2015 are represented below.

Table 5. 2013-2014 CBC Program Completers Teaching in Arkansas Public Schools During 2014-2015			
	Program Completers 2013-2014	Employed in AR public schools 2014-2015	Percent
Central Baptist College	1	1	100%
State	2,324	1,394	60%

Source: Completers supplied by IHEs. Number of teachers found in AR public schools supplied by ADE Research and Technology.



VI. Supervised Clinical Experience and Faculty Numbers

The table below contains information about the program's supervised clinical experience (also known as student teaching) during the 2012-2013 academic year. This table was reproduced from the 2014 HEA Title II Report.

Table 6. Supervised Clinical Experience and Faculty Numbers

<u>CBC</u>	<u>Traditional Route</u>
Hours required prior to Supervised Clinical Experience	180
Hours required in Supervised Clinical Experience	500
Number FTE faculty in Supervised Clinical Experience	0
Number adjunct faculty in Supervised Clinical Experience	0
Number of students in Supervised Clinical Experience	0

Source: HEA Title II Report – 2014



VII. Praxis® Licensure Exam Pass Rates

The Praxis® Tests reported herein are those assessments that are required for teacher licensure in Arkansas. EPPs with approved programs for that particular subject area are listed beneath each test. Pass rates reflect the number of students taking each test for the first time between 9/1/13 and 8/31/14, and the numbers passing each test. Highest and lowest scores on each test are also included. IHEs had the opportunity to verify their students took the tests listed for their institution. Data include both traditional and nontraditional routes.

Table 7. Licensure Test Pass Rates

Test #	Test Name	N	Mean	Min	Max	# Pass	% Pass	State Pass Rate
0856	Health and Phys Ed: Cont Knowledge	1	*	*	*	*	*	96
5142	Middle Sch: MS English Language Arts Subtest	0	*	*	*	*	*	100
5143	Middle Sch: MS Mathematics Subtest	0	*	*	*	*	*	100
5144	Middle Sch: MS Social Studies Subtest	0	*	*	*	*	*	100
5145	Middle Sch: MS Science Subtest	0	*	*	*	*	*	100
0095	Phys Ed: Content and Design	1	*	*	*	*	*	40
0624	Princ of Learn Teach: Grades 7-12	1	*	*	*	*	*	88
0086	Social Studies: Cont and Interp	1	*	*	*	*	*	54

Source: ETS Data Manager via ADE Program Advisor

* Indicates < 5 tests taken

N = number of test takers

Mean = mean score

Min = lowest score recorded

Max = highest score recorded

Pass = number of passing scores

% Pass = Pass rate percentage

VIII. Novice Teacher Survey Results

First year teachers complete the “Novice Teacher Survey” at the end of their first full year of teaching. The survey is designed to identify how well they feel their educator preparation program prepared them for teaching. The questions and results from spring 2014 are indicated below. Data include both traditional and nontraditional programs.

Table 8. Novice Teacher Survey Results

Instructions were as follows: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."		
SCALE: 1. Not at all prepared 2. Inadequately prepared 3. Adequately prepared 4. Well prepared 5. Very well prepared		
<u>Novice Teacher Survey Results</u>	<u>CBC scores</u>	<u>State Scores (n=1,245)</u>
Knowledge of learner development	New EPP	4.14
Content knowledge preparation	No Respondents	4.18
Lesson planning skills		4.16
Instructional strategies and skills		4.16
Use of instructional technology		3.99
Consideration of diversity among your students		4.20
Establishing a culture for learning		4.24
Creating an effective learning environment (classroom management)		4.06
Managing student behavior		3.85
Assessment of student learning		4.03
Communicating with families		3.87
Leadership, collaboration and professional growth		4.12
Extent that your instructors modeled best teaching practices and use of technology		4.03
Availability of resources to support instruction and research		4.09
Quality of student teaching experience		4.16
	Avg. of all 15 items	4.09

Source: ADE Novice Teacher Surveys - 2014

IX. Glossary

Educator Preparation Provider (EPP) – Educator preparation providers are institutions and organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs (traditional route to licensure), IHEs offering alternative programs (nontraditional route to licensure), or organizations not based at IHEs offering alternative programs. Educator preparation ‘**programs**’ are those individual tracks offered under the auspices of each provider.

HEA Title II (Title II of the Higher Education Act of 1965) - In October 1998 Congress reauthorized the Higher Education Act. Title II, Sections 207 and 208 reflect the efforts of States, Institutions of Higher Education (IHE), and their school district partners to improve the recruitment, preparation, and support of new teachers. The HEA Title II Report includes requirements, conditions, and specifications for institutions and states related to teacher preparation and licensure.

IHE – Institution of Higher Education; college or university.

Nontraditional route to licensure – a post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose undergraduate, or post-baccalaureate degree is not in educator preparation. Under the Arkansas Department of Education rules for nontraditional licensure, this is a program that allows them to serve as teacher of record while enrolled in a program of study.

Pedagogy - the art or science of teaching; education; instructional methods.

Praxis[®] licensure tests – examinations offered by ETS[®] taken by individuals entering the teaching profession (required by many states, including Arkansas) as part of the licensure process. Passing scores are required on the appropriate basic skills, pedagogy, and content-area assessments as mandated by the State Board of Education.

Program completer - a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements.



Supervised clinical experience (SCE) – pre-service teaching (student teaching) or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing. This is completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.

Traditional route to licensure – an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional. These programs include a supervised clinical experience (student teaching) but the students do not serve as teacher of record while enrolled in the program of study.