



The founding of the university, however, was one of the few achievements during the state's Reconstruction era that brought former political and military rivals together. Over the course of its history, the university has continued to bring the citizens of the state together by raising educational standards, improving business and economy, and giving Arkansans a hardy mascot round which to rally.

The state legislature approved establishment of a land-grant university, to be known as the Arkansas Industrial University, on March 27, 1871. The federal Morrill Land Grant Act granted lands to Arkansas that could be sold, the revenues from which could then be used to pay for creation of the university.

The following is a compilation of data reflective of the Educator Preparation Program at  
**University of Arkansas - Fayetteville**

**Institutional Classification:**

- Independent
- Public

**Institutional Admissions Selectivity:**

- Open Enrollment
- Moderately Selective
- Selective
- Highly Selective

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## II. 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**

<b>Educator Licensure Programs - UAF</b>	<b>Required Credit Hours</b>		
<u>Program</u>	<u>General</u>	<u>Content</u>	<u>Professional Ed</u>
Agriculture	53	43	24
Art	41	63	19
Business	68	27	30
Drama/Speech *	56	60	38 (UG=4, G=34)
Early Childhood	15	48	62
English *	56	60	38 (UG=4, G=34)
Fam. & Cons. Sci.	46	39	39
French *	89	24	40 (UG=7, G=33)
German *	89	24	40 (UG=7, G=33)
Life/Earth Science *	39	77	37 (UG=4, G=33)
Mathematics *	57	60	37 (UG=4, G=33)
Music	35	53	36
Physical Education	50	52	18
Physical/Earth Science *	44	90	37 (UG=4, G=33)
Social Studies *	30	90	37 (UG=4, G=33)
Spanish *	87	27	40 (UG=7, G=33)
Technology Education	35	44	41

<b>Administrator Licensure Programs - UAF</b>	<b>Required Credit Hours</b>
District Level Administrator	21 (+9 if Master's degree)
Building Level Administrator	24 (+9 if Specialist degree)
Curriculum Program Administrator	30

\* = M.A.T. program      UG = Undergraduate      G = Graduate

Source: Data provided by UAF

## II. Enrollment and Program Completers

The 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**

<b>UAF -Teacher</b>					
<b>Enrollment</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Average</b>	<b>% of State Total</b>
Traditional Route	1,290	1,315	770	1,125	16.19%
State Total	6,925	7,758	6,161	6,948	
<b>Program Completers</b>					
Traditional Route	243	232	244	240	10.96%
State Total	2,104	2,116	2,350	2,190	

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

<b>UAF – Administrator</b>			
<b>Enrollment (currently enrolled 14-15)</b>	<b>UAF</b>	<b>State</b>	<b>% of State Total</b>
District Level	8 (+ 16 Ed.S.) = 24	199	12.06%
Building Level	9 (+ 32 M.Ed.) = 41	1,436	2.86%
Curriculum Program Administrator	16	320	5.0%

<b>Program Completers (2013-2014)</b>			
District Level	5	115	4.35%
Building Level	2	240	0.83%
Curriculum Program Administrator	1	71	1.41%

Source: Data supplied by UAF



### 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>UAF 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	119	651	770	31	14	4	29	0	655	14

**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.

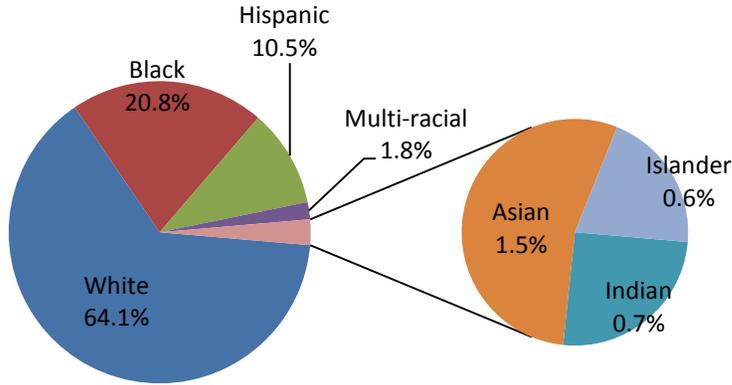
Source: HEA Title II Report – 2014

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.

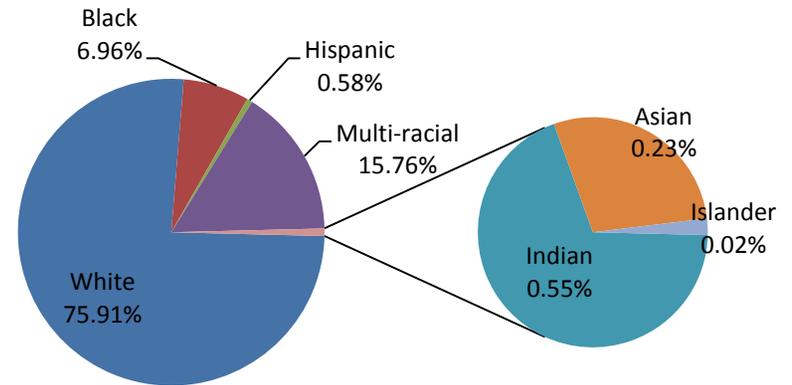
- Figure 1. Demographic Makeup of Arkansas Public School Students – 2012-2013
- Figure 2. Demographic Makeup of Arkansas Public School Teachers – 2012-2013
- Figure 3. Demographic Makeup of Arkansas EPP Enrollees – 2012-2013
- Figure 4. Demographic Makeup of UAF Enrollees – 2012-2013



**Fig. 1. AR Students 12-13**

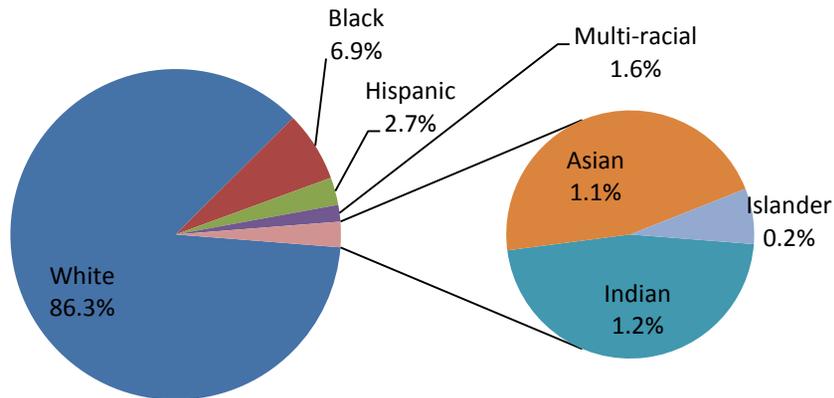


**Fig. 2. AR Teachers 12-13**

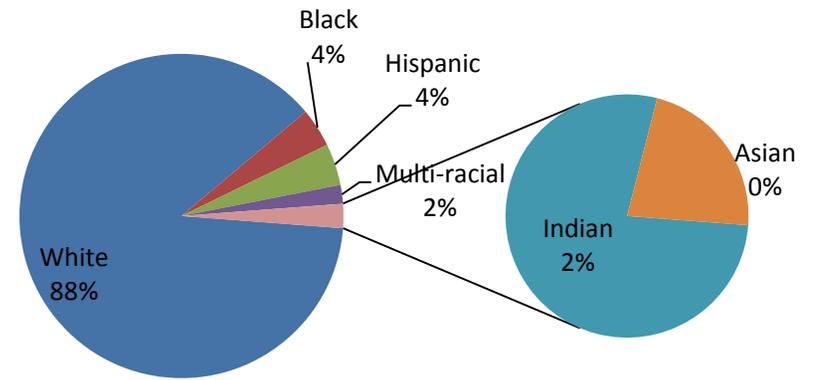


Source: ADE Data Center

**Fig. 3. AR EPP Enrollment 12-13**



**Fig. 4. UAF Enrolled 12-13**



Source: HEA Title II Report – 2014

#### 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**

<u>UAF</u>	<u>Number of Teachers Prepared</u>			
<u>Subject Area</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>3-yr Average</u>
Agriculture	5	10	10	8.3
Art	12	5	3	6.7
Business	8	5	12	8.3
Chinese	0	0	0	0.0
Drama/Speech	2	1	5	2.7
Early Childhood	114	45	110	89.7
English	18	2	11	10.3
Family and Consumer Sciences	9	5	14	9.3
French	5	0	3	2.7
German	0	0	1	0.3
Life Science	7	0	0	2.3
Mathematics	12	3	13	9.3
Middle Childhood	8	6	9	7.7
Music	6	8	10	8.0
Physical Education	32	9	40	27.0
Physical Science	6	0	0	2.0
Social Studies	12	5	11	9.3
Spanish	5	0	6	3.7

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

Note: Number prepared may not equal number of program completers due to differences in Title II reporting definitions.



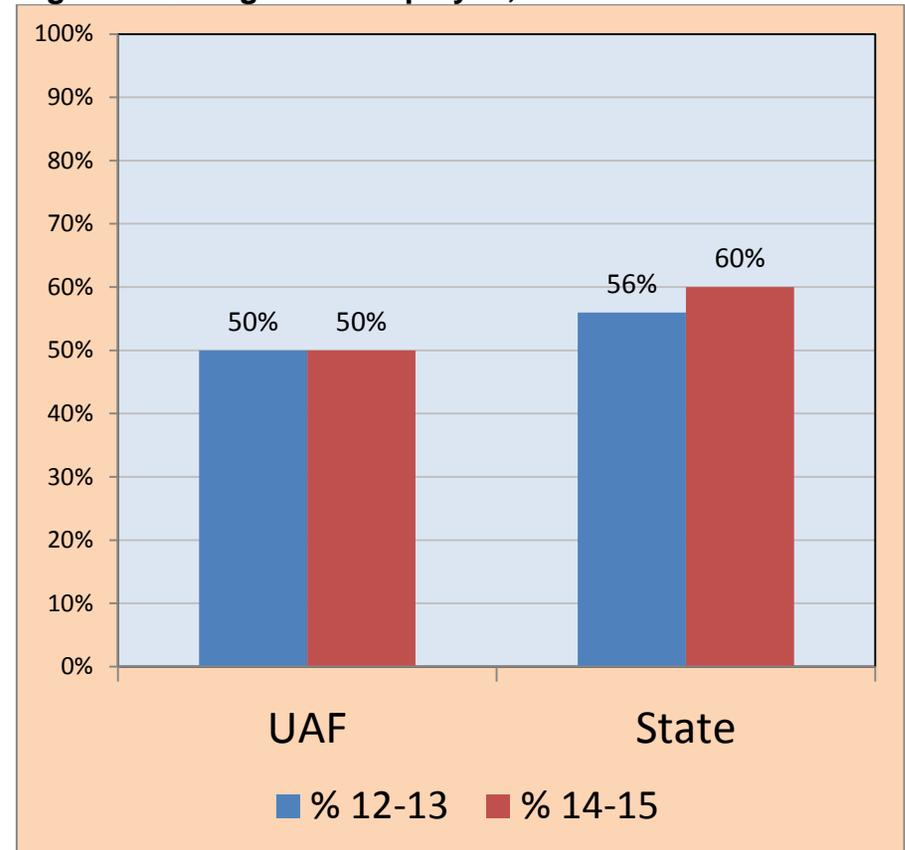
**V. Number of Program Completers Employed in Arkansas Public Schools (first-year)**

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. UAF Program Completers Teaching in Arkansas Public Schools During their first year**

	<u>UAF</u>	<u>State</u>
Completers 11-12	205	2,036
Employed in APS 12-13	102	1,143
% 12-13	50%	56%
Completers 13-14	222	2,324
Employed in APS 14-15	111	1,394
% 14-15	50%	60%
Change	nc	+4

**Figure 5. Change in % employed, 12-13 to 14-15**



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>UAF</u>	<u>Traditional</u>
Hours required prior to Supervised Clinical Experience	77
Hours required in Supervised Clinical Experience	748
Number FTE faculty in Supervised Clinical Experience	25
Number adjunct faculty in Supervised Clinical Experience	4
Number of students in Supervised Clinical Experience	268

Source: HEA Title II Report – 2014



## VII. Praxis® Licensure Test 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
0700	Agriculture	11	544	420	640	7	64	74
0135	Art Content and Analysis	11	173	161	189	11	100	65
0235	Biology: Content Knowledge	21	156	116	187	18	86	76
0101	Business Ed: Content Knowledge	11	168	139	183	10	91	89
0022	Early Childhood: Content Knowledge	123	179	162	193	123	100	99
0044	English LLC: Content and Analysis	18	184	158	200	16	89	79
0121	Family and Consumer Sciences	18	166	148	188	16	89	84
5174	French: World Language	0	*	*	*	*	*	
5183	German: World Language	0	*	*	*	*	*	
0856	Health and Phys Ed: Cont Knowledge	53	162	144	182	53	100	96
5061	Mathematics: Content Knowledge	17	155	105	183	16	94	76
5113	Music: Content Knowledge	8	166	160	172	8	100	78
5114	Music: Content and Instruction	14	163	138	190	11	79	57
0095	Phys Ed: Content and Design	44	167	141	189	20	45	40
0481	Physical Science: Content Knowledge	17	173	147	195	17	100	90
0621	Princ of Learn Teach: Early Childhood	90	173	148	192	86	96	85
0624	Princ of Learn Teach: Grades 7-12	131	173	140	196	113	86	88
5622	Princ of Learn Teach: Grades K-6	16	170	143	187	12	75	79



Test #	Test Name	N	Mean	Min	Max	# Pass	% Pass	State Pass Rate
0086	Social Studies: Cont and Interp	32	155	127	183	16	50	54
5195	Spanish: World Language	3	*	*	*	*	*	55
0221	Speech Comm: Content Knowledge	12	168	152	181	12	100	
0051	Technology Education	5	183	170	197	5	100	
0641	Theatre	7	170	159	176	7	100	
0841	World Language Pedagogy	7	179	167	188	7	100	100
6011	School Leaders Licensure Assesmt	13	182	174	190	13	100	89
6021	School Superintendent Assessment	5	171	164	180	5	100	78

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		
<b>Novice Teacher Survey Results</b>	<b>UAF scores (n=147)</b>	<b>State Scores (n=1,245)</b>
Knowledge of learner development	4.23	4.14
Content knowledge preparation	4.31	4.18
Lesson planning skills	4.45	4.16
Instructional strategies and skills	4.34	4.16
Use of instructional technology	3.91	3.99
Consideration of diversity among your students	4.36	4.20
Establishing a culture for learning	4.36	4.24
Creating an effective learning environment (classroom management)	4.15	4.06
Managing student behavior	3.94	3.85
Assessment of student learning	4.25	4.03
Communicating with families	3.73	3.87
Leadership, collaboration and professional growth	4.20	4.12
Extent that your instructors modeled best teaching practices and use of technology	4.10	4.03
Availability of resources to support instruction and research	4.28	4.09
Quality of student teaching experience	4.42	4.16
	<b>Avg. of all 15 items</b>	<b>4.20</b>
		<b>4.09</b>

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<sup>®</sup> licensure tests** – examinations offered by ETS<sup>®</sup> 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.