



University of the Ozarks was founded in 1834 by Cumberland Presbyterians as **Cane Hill School** at Cane Hill, Ark., located in Northwest Arkansas. In 1891, **Cane Hill College** closed operations and its successor, **Arkansas Cumberland College**, was established in Clarksville, Ark. In 1920, the name was changed to **The College of the Ozarks**, and in 1987 the school was renamed to **University of the Ozarks**.

The following is a compilation of data reflective of the Educator Preparation Program at
University of the Ozarks

Institutional Classification:

- Independent
- Public

Institutional Admissions Selectivity:

- Open Enrollment
- Moderately Selective
- Selective
- Highly Selective

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I. Program Areas

The following reflects the programs offered at the EPP at the time of this posting. Current listings can be found by visiting the ADE [Educator Preparation Web Page](#) and clicking on the Approved Programs Matrix.

Table 1. Programs offered

Teacher Licensure Programs		
Art (K-12)	Elementary Education (K-6)	Life Science (7-12)
Business Technology (7-12)	English / Language Arts (7-12)	Mathematics (7-12)
Coaching (K-12)	Grades 5-6 Endorsement to 7-12 License	Physical Education / Health (K-12)
Early Childhood (P-4)		



II. Enrollment and Program Completers

The tables below represent program enrollment and program completer data the EPP has reported to Title II and to ADE.

Table 2. Enrollment and Program Completers

UO						
	2013 Title II	2014 Title II	2015 Title II	2014-15 SY ‡	Average	% of State Total
Enrollment						
Traditional	16	19	22	17	18.5	0.33%
State	7,758	6,161	5,258	3,396	5,643	
Program Completers						
Traditional	8	5	22	16	12.8	0.59%
State	2,116	2,350	2,166	2,076	2,177	

Source: HEA Title II Reports – 2013, 2014, 2015

‡ Source: Data submitted directly to ADE (not via Title II)

Table 3. Administrators – N/A



III. Demographic Data

Data submitted directly to ADE are presented below. These are the number of students in initial licensure programs in 2014-15.

Table 4. Enrollment and Demographic Data

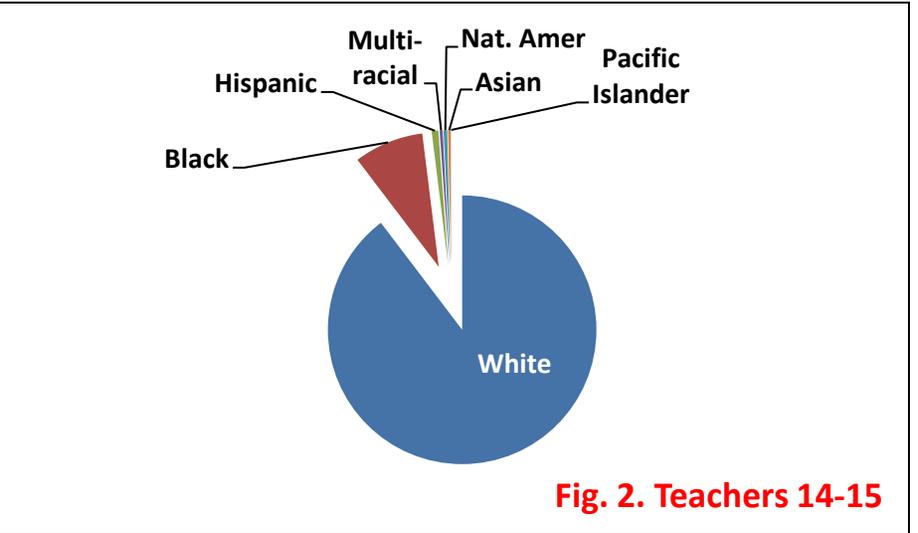
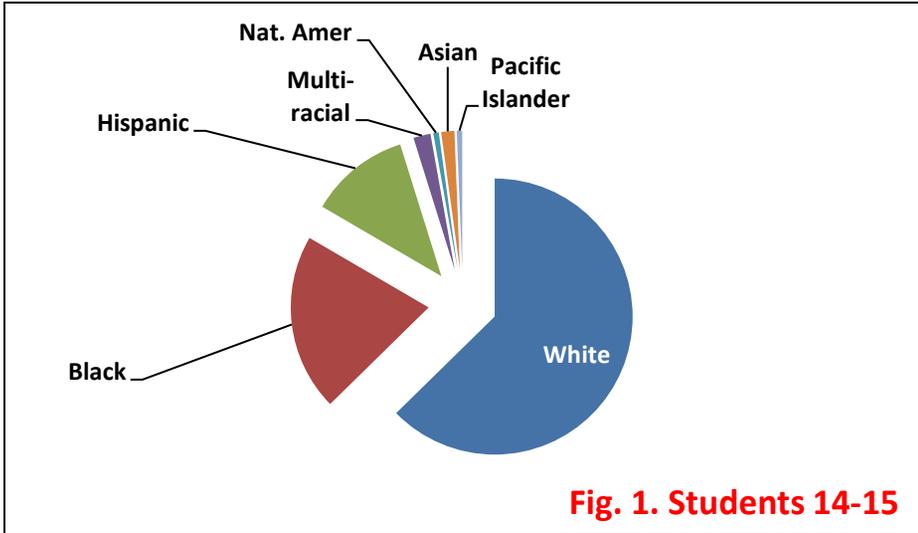
<u>Program Type</u>	<u>Male</u>	<u>Female</u>	<u>Total Enrollment</u>	<u>Hispanic</u>	<u>Nat. Amer.</u>	<u>Asian</u>	<u>Black</u>	<u>Islander</u>	<u>White</u>	<u>Multi-Racial</u>
Traditional Route	3	14	17	1	0	0	1	0	15	0

Note: Individuals can belong to one or more racial groups. 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: Data submitted directly to ADE (not via Title II)

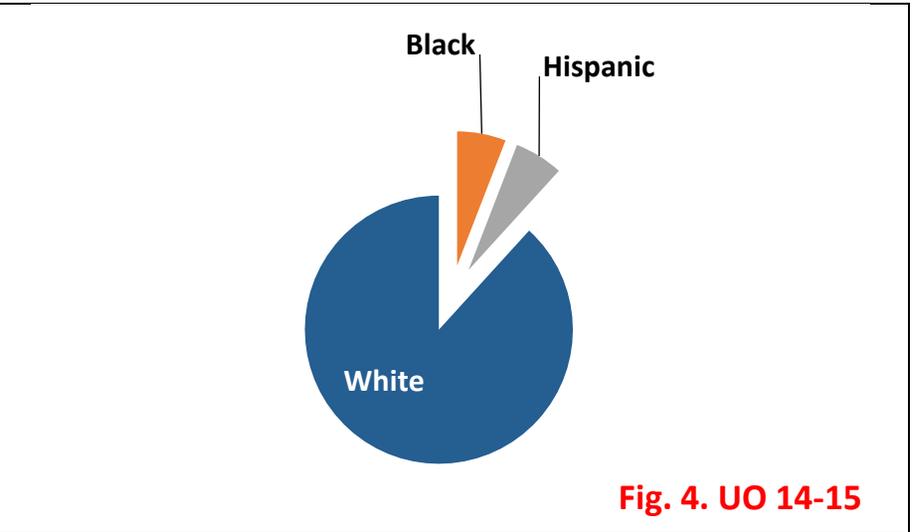
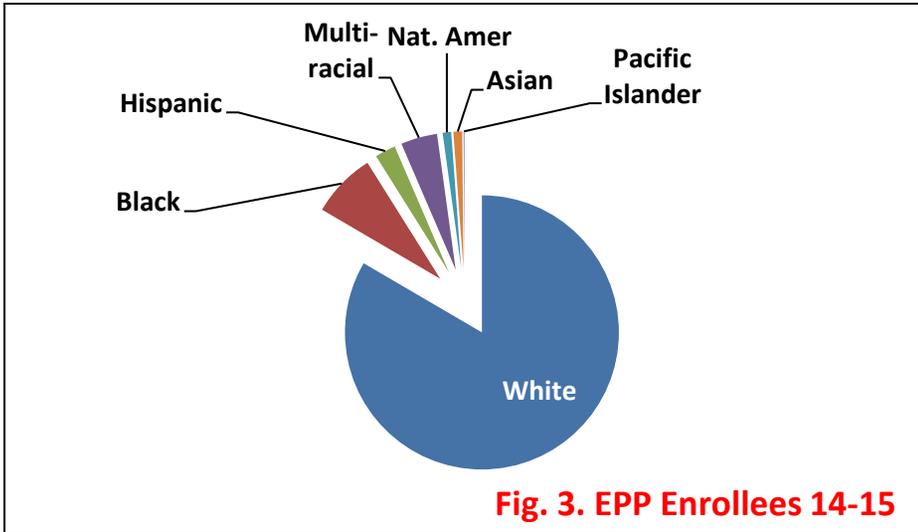
The charts on the following page demonstrate the demographic makeup of Arkansas public school students, Arkansas public school teachers, all Arkansas EPPS, and this EPP during 2014-2015.

- Figure 1. Demographic Makeup of Arkansas Public School Students
- Figure 2. Demographic Makeup of Arkansas Public School Teachers
- Figure 3. Demographic Makeup of Arkansas EPP Enrollees
- Figure 4. Demographic Makeup of UO Enrollees



Source: ADE Data Center

Source: ADE Data Center



Source: ADE Data Center

Source: Data supplied by UO



IV. Number of Teachers Prepared Annually by License Area

The number of teachers prepared in these license areas 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 by UO over three years.

Table 5. Number of teachers prepared by license area

UO License Area	Number of Teachers Prepared					
	2013 Title II	2014 Title II	2015 Title II	Annual Avg.	State Annual Avg.	% of State
Agriculture	0	0	0	0.0	22.7	0.0%
Art	1	1	1	1.0	62.3	1.6%
Business	0	0	0	0.0	49.0	0.0%
Chinese	0	0	0	0.0	5.0	0.0%
Drama/Speech	0	0	0	0.0	18.7	0.0%
Earth Science	0	0	0	0.0	3.0	0.0%
Elementary/Early Childhood	2	2	14	6.0	772.3	0.8%
English	2	0	0	0.7	166.0	0.4%
Family & Consumer Science	0	0	0	0.0	28.7	0.0%
French	0	0	0	0.0	3.7	0.0%
German	0	0	0	0.0	1.0	0.0%
Life/Earth Science	0	1	0	0.3	46.0	0.7%
Life Science	0	0	0	0.0	22.3	0.0%
Mathematics	1	0	1	0.7	124.3	0.5%
Middle Childhood	0	0	0	0.0	260.3	0.0%
Music	0	0	0	0.0	81.0	0.0%
Physical Education/Health	1	2	6	3.0	156.7	1.9%
Physical/Earth Science	0	0	0	0.0	26.3	0.0%
Physical Science	0	0	0	0.0	10.7	0.0%
Social Studies	1	0	0	0.3	124.0	0.3%
Spanish	0	0	0	0.0	24.3	0.0%

Source: HEA Title II Reports - 2013, 2014, 2015

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



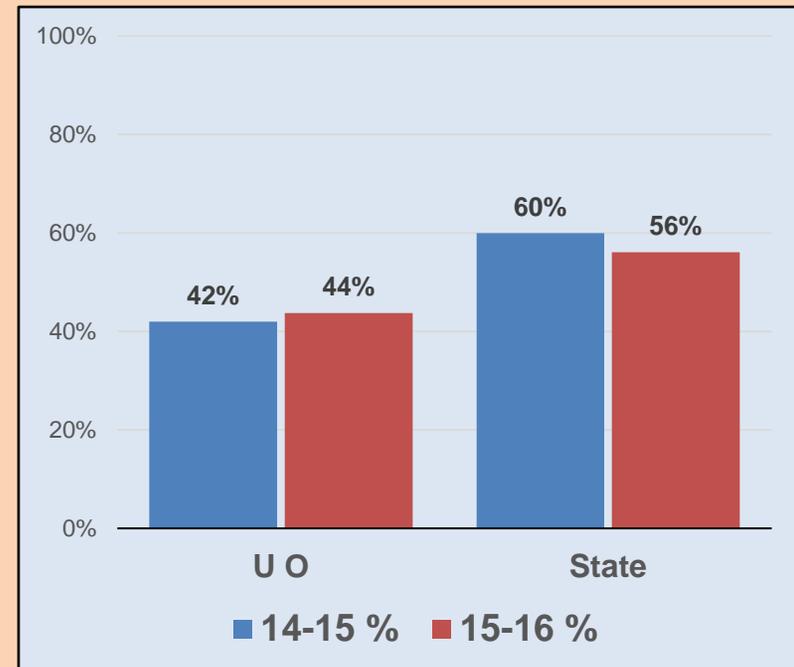
V. Number of Program Completers Employed in Arkansas Public Schools (first-year)

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 in the following year are represented below.

Table 6. UO Program Completers Teaching in Arkansas Public Schools During their first year as a teacher.

	<u>UO</u>	<u>State</u>
Completers 2013-14	24	2,324
Employed in APS 2014-15	10	1,394
% 2014-15	42%	60%
Completers 2014-15	16	2,176
Employed in APS 2015-16	7	1,220
% 2015-16	44%	56%
Change	2%	-4%

Figure 5. Change in % employed, 2014-15 to 2015-16.



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



VI. Praxis® Licensure Test Pass Rates

The Praxis® Tests reported herein are assessments that are required for teacher licensure in Arkansas. Pass rates reflect the number of students taking each test for the first time between 9/1/14 and 8/31/15, and the numbers passing each test. EPPs 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	# Pass	% Pass	State Pass Rate (%)
5135	Art: Content and Analysis	1	*	*	*	69.57
5235	Biology: Content Knowledge	1	*	*	*	85.44
5101	Business Ed: Content Knowledge	0	*	*	*	97.33
5022	Early Childhood: Content Knowledge	8	174.63	8	100.00	99.87
5039	English Language Arts: Content and Analysis	2	*	*	*	74.09
5857	Health and Physical Ed: Content Knowledge	5	164.80	5	100.00	86.44
5161	Mathematics: Content Knowledge	3	*	*	*	33.33
5095	Physical Education: Content and Design	2	*	*	*	34.72
5621	Principles of Learn Teach: Early Child	10	176.00	10	100.00	92.13
5624	Principles of Learn Teach: Grades 7-12	7	172.43	6	85.71	94.45
5622	Principles of Learn Teach: Grades K-6	0	*	*	*	85.54
5354	Special Ed: Core Knowledge Applications	3	*	*	*	99.15

N = number of test takers

Mean = mean score

Pass = number of passing scores

% Pass = pass rate percentage

* = no data if N < 5



VII. Novice Teacher Survey Results

First-year teachers complete the “Novice Teacher Survey” in the spring at the end of their first year of teaching. The purpose of the survey is to identify novice teacher perceptions of their educator preparation experience base on the four TESS domains. The spring 2015 questions and results (related to the Framework for Teaching domains) are presented below for traditional and nontraditional programs.

Table 8. Novice Teacher Survey Results

Instructions were as follows: "Please rate the following statements based on how well you feel your educator preparation provider (EPP) prepared you in each category for your first year of teaching." SCALE: 1=Not at all prepared 2=Inadequately prepared 3=Adequately prepared 4=Well prepared 5=Very well prepared

Domain	Category	UO scores (n=7)	State scores (n=1,512)
1a.	Knowledge of content and pedagogy	4.71	4.17
1b.	Knowledge of students	4.57	4.21
1c.	Instructional outcomes	4.57	4.05
1d.	Knowledge of resources	4.29	4.06
1e.	Coherent instruction	4.29	4.07
1f.	Student assessments	4.43	3.94
2a.	Environment of respect and rapport	4.29	4.24
2b.	Culture for learning	4.57	4.18
2c.	Managing classroom procedures	4.57	4.03
2d.	Managing student behavior	4.57	3.98
2e.	Organizing physical space	4.29	4.14
3a.	Communicating with students	4.29	4.17
3b.	Questioning and discussion techniques	4.43	3.96
3c.	Engaging students in learning	4.43	4.08
3d.	Using assessment in instruction	4.00	3.94
3e.	Flexibility and responsiveness	4.29	4.11
4a.	Reflecting on teaching	4.14	4.20
4b.	Maintaining accurate records	4.43	3.96
4c.	Communicating with families	4.00	3.97
4d.	Participating in professional community	4.14	4.11
4e.	Growing and developing professionally	4.29	4.16
4f.	Showing professionalism	4.57	4.30
Avg. of all 22 items		4.37	4.09

Source: ADE Novice Teacher Survey - Spring 2015



VIII. Glossary

Educator Preparation Provider (EPP) – EPPs are institutions or organizations that offer teacher preparation programs. EPPs 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 that prepare for specific licenses. These are offered under the auspices of each provider.

HEA Title II (Title II of the Higher Education Act of 1965) - Title II of the Higher Education Act (Sections 207 and 208) reflect the efforts of States, IHEs, and school districts 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 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.

Traditional route to licensure – an undergraduate or graduate program of study at an IHE 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 but the students do not serve as teacher of record while enrolled in the program of study.