



Harding began as a senior college in 1924, when two junior colleges, Arkansas Christian College and Harper College, merged their facilities and assets, adopted the new name of Harding College, and located on the campus of Arkansas Christian in Morrilton, Ark. Harper had been founded in 1915 in Harper, KS, and Arkansas Christian had been chartered in 1919. Upon completion of a study begun in May 1978, the board of trustees approved the study's recommended change of Harding to university status, and on Aug. 27, 1979, the name of the institution officially became Harding University.

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

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)	Family Consumer Science (7-12)	Music - Instrumental, Vocal (K-12)
Coaching (K-12)	French (K-12)	Physical Education / Health (K-12)
Drama/Speech (blended program) (K-12)	Gifted and Talented (K-12)	Physical Science (7-12)
Dyslexia (K-12)	Grades 5-6 Endorsement to 7-12 License	Reading Specialist (K-12)
Early Childhood (P-4)	Guidance and Counseling (K-12)	Social Studies (7-12)
Early Ch. / Special Education Integ. (B-K)	Instr. Facilitator (P-12)	Spanish (K-12)
Elementary Education (K-6)	Life Science (7-12)	Special Education Instr. Specialist (K-12)
English / Language Arts (7-12)	Mathematics (7-12)	Speech Language Pathology (K-12)
English as a Second Language (K-12)	Middle Childhood (4-8)	

Administrator Licensure Programs		
Building Administrator (P-12)	Curriculum / Program Administrator (P-12)	District Administrator (P-12)



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. Teacher Program Enrollment and Program Completers

Teacher	2013 Title II 11-12 SY	2014 Title II 12-13 SY	2015 Title II 13-14 SY	2014-15 SY ‡	Average (# per year)	% of State Avg.
Enrollees						
Traditional	207	273	211	216	226.75	4.02%
Nontraditional	85	143	125	108	115.25	2.04%
State	7,758	6,161	5,258	3,396	5,643	
Program Completers						
Traditional	111	118	121	117	116.8	5.36%
Nontraditional	11	35	66	75	46.75	2.15%
State	2,116	2,350	2,166	2,076	2,177.0	

Source: HEA Title II Reports

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

Table 3. Administrator Program Enrollment and Program Completers

Administrator	13-14 SY	14-15 SY	15-16 SY	EPP avg. per year	State average per year	% of State Avg.
Enrollees						
District Level		25	22	23.5	379	6.20%
Building Level		68	79	73.5	1,198	6.14%
Curriculum Program Administrator		12	10	11.0	272	4.05%
Program Completers						
District Level	8	16		12.0	223	5.38%
Building Level	36	24		30.0	310	9.68%
Curriculum Program Administrator	5	2		3.5	79	4.43%

Source: Data supplied by HU

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	37	179	216	4	3	1	5	0	201	2
Nontraditional	28	80	108	1	4	4	16	1	77	5

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 HU Enrollees

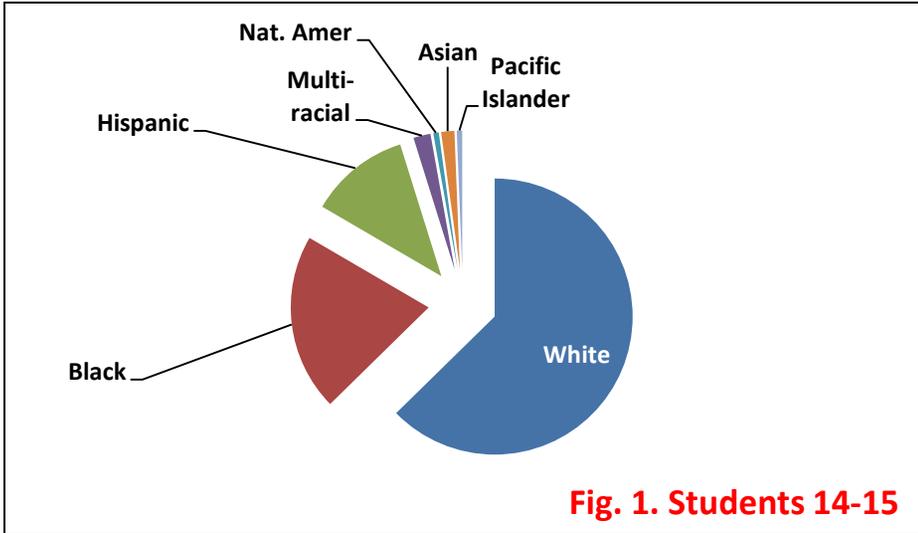


Fig. 1. Students 14-15

Source: ADE Data Center

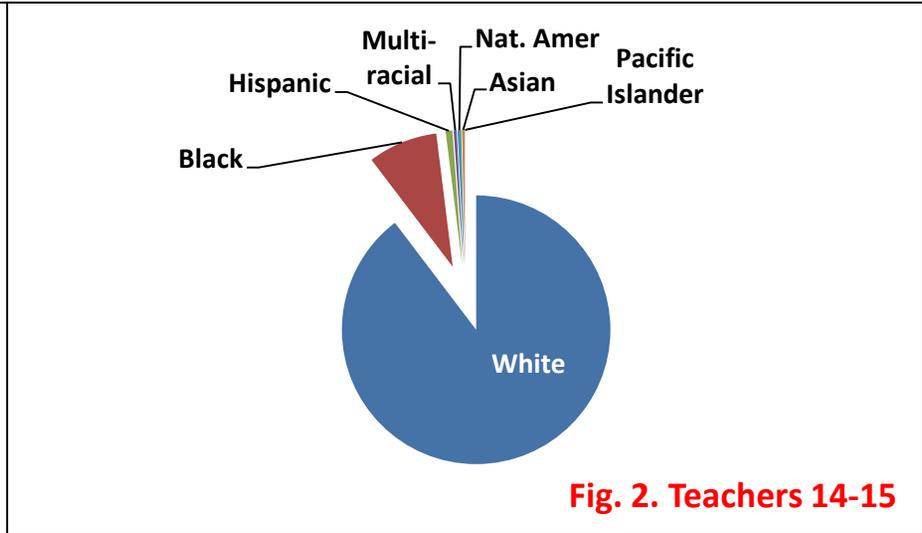


Fig. 2. Teachers 14-15

Source: ADE Data Center

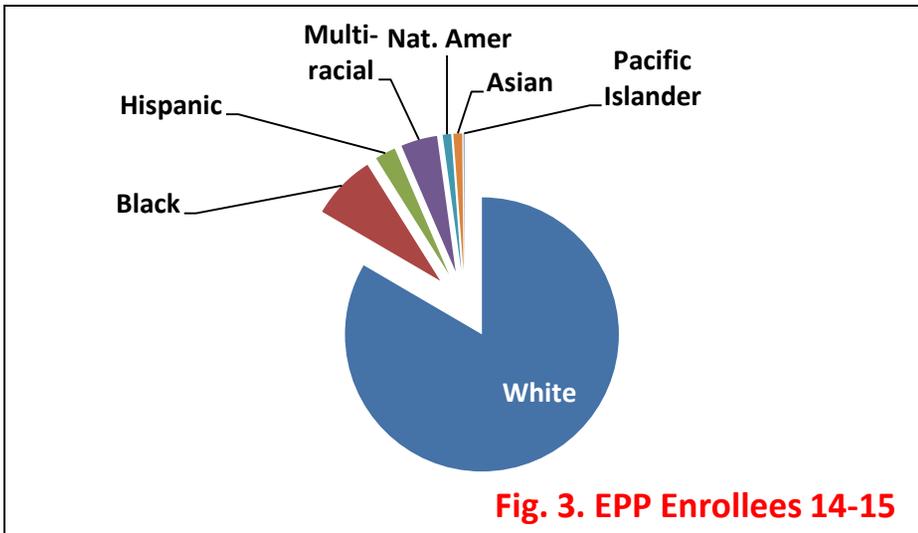


Fig. 3. EPP Enrollees 14-15

Source: ADE Data Center

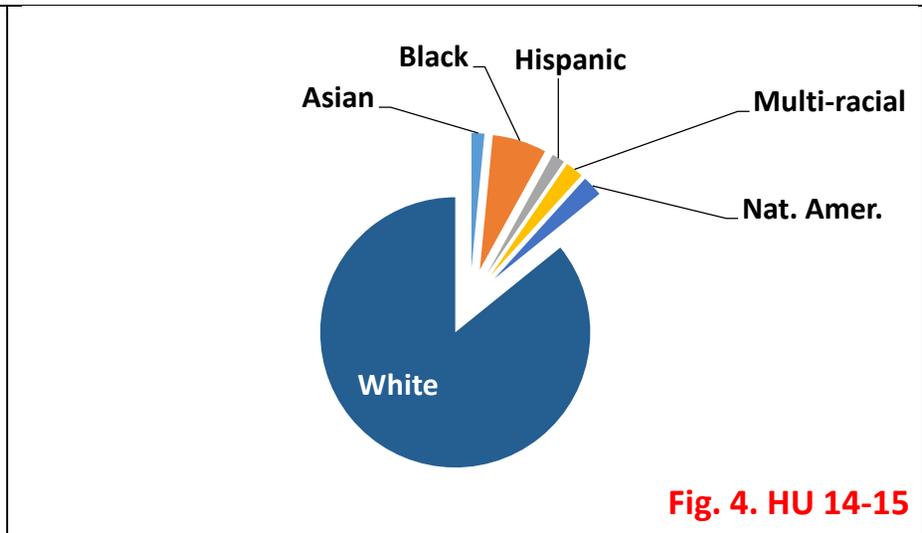


Fig. 4. HU 14-15

Source: Data supplied by HU



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 HU over three years.

Table 5. Number of teachers prepared by license area

HU 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	2	1	3	2.0	62.3	3.2%
Business	0	0	0	0.0	49.0	0.0%
Chinese	0	0	0	0.0	5.0	0.0%
Drama/Speech	0	1	1	0.7	18.7	3.6%
Earth Science	0	0	0	0.0	3.0	0.0%
Elementary/Early Childhood	38	66	83	62.3	772.3	8.1%
English	6	20	12	12.7	166.0	7.6%
Family & Consumer Science	0	3	2	1.7	28.7	5.8%
French	1	2	0	1.0	3.7	27.3%
German	0	0	0	0.0	1.0	0.0%
Life/Earth Science	2	9	1	4.0	46.0	8.7%
Life Science	0	0	2	0.7	22.3	3.0%
Mathematics	3	23	5	10.3	124.3	8.3%
Middle Childhood	12	24	36	24.0	260.3	9.2%
Music	4	6	11	7.0	81.0	8.6%
Physical Education/Health	1	10	6	5.7	156.7	3.6%
Physical/Earth Science	0	8	0	2.7	26.3	10.1%
Physical Science	0	0	0	0.0	10.7	0.0%
Social Studies	2	24	16	14.0	124.0	11.3%
Spanish	3	2	3	2.7	24.3	11.0%

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.



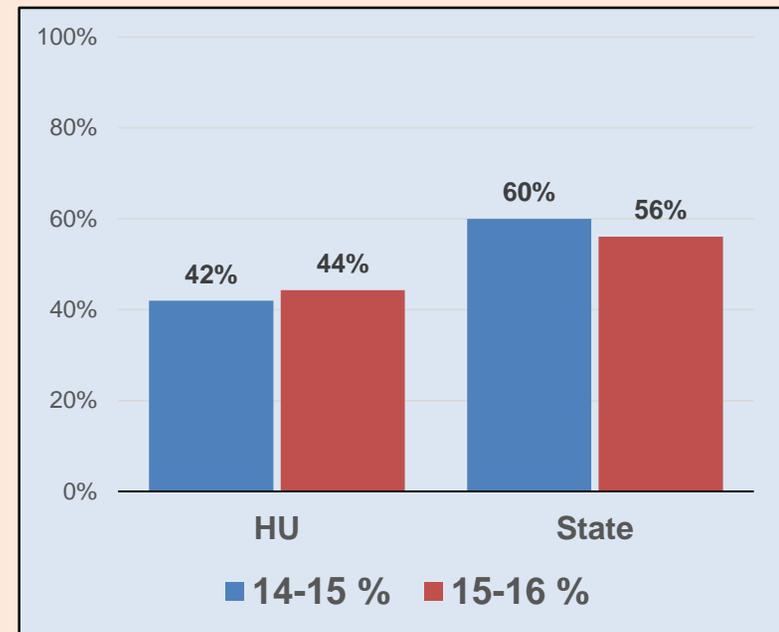
V. Number of Program Completers Employed in Arkansas Public Schools (first-year)

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. Harding Program Completers Teaching in Arkansas Public Schools During their first year as a teacher

	<u>Harding</u>	<u>State</u>
Completers 2013-2014	187	2,324
Employed in APS 14-15	78	1,394
14-15 %	42%	60%
Completers 2014-2015	192	2,176
Employed in APS 15-16	85	1,220
15-16 %	44%	56%
Change	2%	-4%

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



Source: Completers supplied by IHEs. 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	4	*	*	*	69.57
5235	Biology: Content Knowledge	2	*	*	*	85.44
5022	Early Childhood: Content Knowledge	70	178.96	70	100.00	99.87
5039	English Language Arts: Content and Analysis	11	178.73	11	100.00	74.09
5361	English to Speakers of Other Lang	2	*	*	*	92.72
5121	Family and Consumer Sciences	3	*	*	*	97.50
5174	French: World Language	0	*	*	*	*
5358	Gifted Education	4	*	*	*	69.01
5857	Health and Physical Ed: Content Knowledge	20	164.85	20	100.00	86.44
5161	Mathematics: Content Knowledge	10	157.30	5	50.00	33.33
5047	Middle School English Language Arts	22	163.64	14	63.64	47.59
5169	Middle School Mathematics	21	159.05	10	47.62	54.21
5440	Middle School Science	16	151.25	11	68.75	53.03
5089	Middle School Social Studies	17	160.76	16	94.12	74.17
5113	Music: Content Knowledge	8	167.75	7	87.50	78.15
5095	Physical Education: Content and Design	6	163.00	2	33.33	34.72



Test #	Test Name	N	Mean	# Pass	% Pass	State Pass Rate (%)
0481	Physical Science: Content Knowledge	2	*	*	*	93.10
5621	Principles of Learn Teach: Early Child	98	167.92	88	89.80	92.13
5623	Principles of Learn Teach: Grades 5-9	28	174.86	26	92.86	92.43
5624	Principles of Learn Teach: Grades 7-12	47	175.70	46	97.87	94.45
5622	Principles of Learn Teach: Grades K-6	9	173.78	9	100.00	85.54
5421	Professional School Counselor	12	172.50	12	100.00	97.06
5301	Reading Specialist	21	184.29	21	100.00	97.30
6011	School Leaders Licensure Assessment	45	174.11	42	93.33	88.51
6021	School Superintendent Assessment	8	169.75	6	75.00	82.00
5086	Social Studies: Content and Interpretation	13	160.54	11	84.62	62.87
5195	Spanish: World Language	4	*	*	*	57.14
5354	Special Ed: Core Knowledge Applications	8	177.00	8	100.00	99.15
5841	World Language Pedagogy	4	*	*	*	76.92

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	HU Scores (n=43)	State scores (n=1,512)
1a.	Knowledge of content and pedagogy	4.19	4.17
1b.	Knowledge of students	4.28	4.21
1c.	Instructional outcomes	4.12	4.05
1d.	Knowledge of resources	4.02	4.06
1e.	Coherent instruction	4.07	4.07
1f.	Student assessments	4.07	3.94
2a.	Environment of respect and rapport	4.42	4.24
2b.	Culture for learning	4.44	4.18
2c.	Managing classroom procedures	3.88	4.03
2d.	Managing student behavior	3.95	3.98
2e.	Organizing physical space	4.12	4.14
3a.	Communicating with students	4.29	4.17
3b.	Questioning and discussion techniques	3.93	3.96
3c.	Engaging students in learning	4.12	4.08
3d.	Using assessment in instruction	4.05	3.94
3e.	Flexibility and responsiveness	4.21	4.11
4a.	Reflecting on teaching	4.33	4.20
4b.	Maintaining accurate records	3.93	3.96
4c.	Communicating with families	4.17	3.97
4d.	Participating in professional community	4.28	4.11
4e.	Growing and developing professionally	4.28	4.16
4f.	Showing professionalism	4.60	4.30
Avg. of all 22 items		4.17	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.