The University of Arkansas at Pine Bluff
School of Education
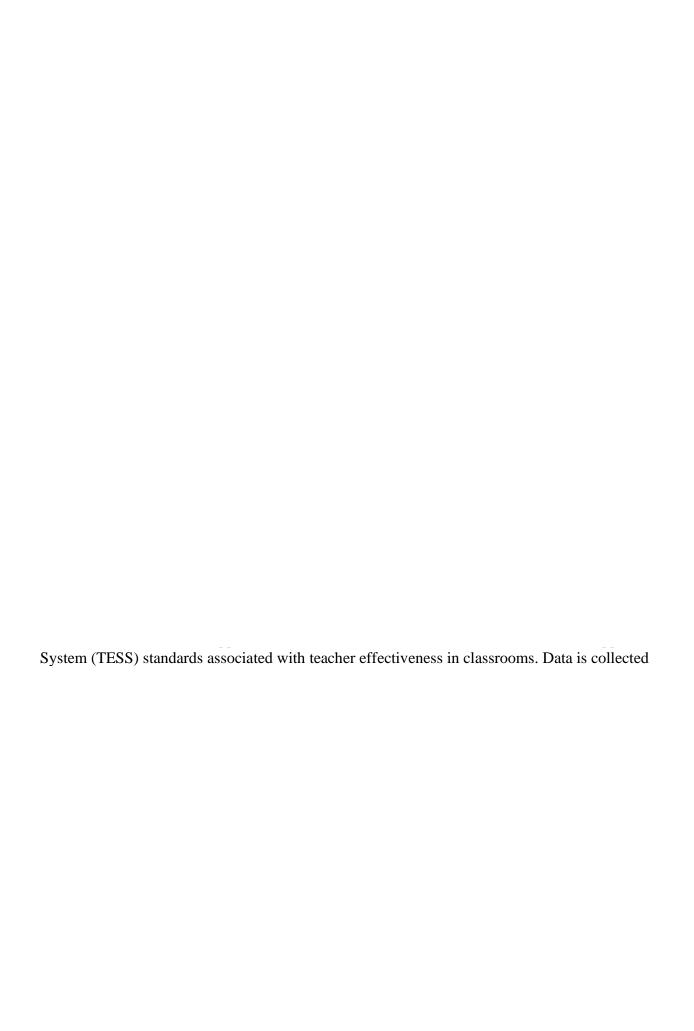

CAEP ANNUAL REPORT

Reporting Period

September 1, 2022- August 31, 2023

Submitted, May 4, 2024

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

Measure 1: Completer Impact and Effectiveness

System (TESS) standards associated with teacher effectiveness in classrooms. Data is collected

Measure 3 (Initial and Advanced):
Candidate Competency at Program Completion

The data provided is related to measures the EPP uses to determine if candidates meet program gzr gevcvkqpu'cpf "ctg'tgcf{ "vq'dg'tgeqo o gpf gf "hqt 'rkegpuwtg0'*Gl 0'GRR"u'Vkvng 'KK'tgr qtv."f cvc" that reflect the ability of EPP candidates to meet licensing and state requirements, or other measures the EPP uses to determine candidate competency at completion.)

AY 2022-2023 Graduation Rates

data analysis and interpretation, and recommendations and plans for action, annual review of r tgxkqwu"{gct øu'r ncpu"hqt "cevkqp"cpf "cp"ctvkewncvgf "uvcwu"qh'vj qug"r ncpu."cpf "c"ewttgpv"ewttkewnwo " map aligning the program-level student learning outcomes to the r tqi tco øu"ewttkewnwo 0

Rtqi tco "hcewn{"gxcnwcvg"vj g'tguwnwu'qh'vj cv'{gct øu'cuuguuo gpv'qh'uwf gpwu'cpf "cnwo pk'vq 'f gvgto kpg" kh'vj g"r tqi tco øu"ngctpkpi "qwweqo gu"j cxg"dggp"hwhkmgf 0'Vj g"hcewn{"vj gp"eqo o wpkecvgu"vj gkt " kpf kpi u'cpf "eqpenwukqpu'vq 'vj g"wpkv'r tqi tco øu"ej ckt "f gcp"cpf "vj g Assessment Office, including recommendations concerning changes in the curriculum, pedagogy, and other aspects of the program. Faculty identified areas to improve the program related to the student learning outcomes, pinpoint strengths and weaknesses in services, curriculum, or instruction, and develop a strategy to make operational and programmatic changes for implementation for the following year. The faculty document their evaluation in the form of a report.

The DAC will review multiple sources of data to evaluate the overall effectiveness of the program: annual exit interviews with program completers, completer and employer surveys, a yearly analysis of graduation rate to determine the strengths and needs of the program, and an annual analysis in pass rates for those completing licensure exams.
The process to monitor candidate data relative to enrollment, retention, graduation, licensure, employment trajectory, diversity, dispositions, and Praxis results is held annually during the Assessment Retreat. The data collected is analyzed by all program faculty and shared with the Admission Retention and Exit Committee (AREC) annually to establish recommendations for program improvements.

This advisory council meets annually to evaluate education concerns, provide feedback regarding yj g''GRRøu''r ctvpgtuj kr .''cpf ''o cng''uwi i guvkqpu''vq''ko r tqxg''yj g''gf wecvqt''r tgr ctcvkqp''r tqi tco u0

Admission, Retention, and Exit Committee (AREC)

The Admission, Retention, and Exit Committee (AREC) ensures that all stakeholders prepare candidates collaboratively for the EPP's design, delivery, evaluation, and continuation. The responsibilities of DAC members include assisting in the design, delivery, and evaluation of the assessment system, providing support for the EPP in meeting all CAEP standards, and providing accountability measures for the program and its candidates. The AREC meets quarterly, and members include partners in P-12 schools and EPP faculty.

Program directors and faculty submitted names of current practitioners in each specialized program field, including EPP program faculty and program coordinators, superintendents, principals, teachers, and rehabilitation counselors. The membership of the DAC is reviewed annually by program chairs, coordinators, and the dean to ensure that representation is adequate and appropriate for each field.

Data Assessment Committee (DAC)

The Data and Assessment Committee (DAC) is a faculty committee that supports the assessment activities for all the SOE programs. The CAEP Coordinator, Dean, and Department Chairpersons will serve as ex-officio members of the DAC. Committee responsibilities include reviewing and analyzing unit assessment artifacts annually and reviewing the assessment system as it applies to advanced programs; annually reviewing assessment procedures to ensure fairness, accuracy, consistency, and the avoidance of bias; and preparing an annual unit assessment report for all advanced programs. The completed report is sent to the Dean of the School of Education no later than May 31 of each academic year. The report includes areas of strength, need, and recommendations for improvgo gpv0''Vj g''F gcpøu''tgxkgy ''cpf ''tgur qpug''vq''tgeqo o gpf cvkqpu''ctg''ugpv'' to the chair of DAC and the CAEP Coordinator for implementation for the next academic year.

Teacher Education Committee

The Teacher Education Committee (TEC) is an internal governance committee made up of the Vice Chancellor for Academic Affairs or designee, the Dean of the School of Education, the University Librarian, a representative from the Office of Admission and Academic Records, one teacher educator from the following departments: Art, Biology, Business, Chemistry and Physics, English, Theater, and Communication, Social and Behavioral Sciences, Mathematics and Technology and Music; one student majoring in education from each of the following areas: Agriculture, Fisheries, and Human Sciences, School of Arts and Science, Division of Military Science, Health, Physical Education and Recreation, Curriculum, and Instruction; ex officio members include Department Chairs, Site Coordinator, and CAEP Coordinator; and a representative from P-12 schools.

demonstrate all CAEP standards for initial programs are satisfactory. The results of the evaluations reviewed indicate a need to revisit the diversity recruitment and retention plan, develop a subcommittee to redesign the evaluation instrument, and address the classroom management deficiency among teacher education candidates in traditional and non-traditional programs. To address the technology needs of the EPP, the Technology-Ad hoc committee met bi-monthly to refine the plan to include advanced programs. The committee has distributed two surveys to determine the types and levels of technology integration across the EPP. The committee has also developed a Technology Integration Validation Panel of experts to validate the EPP-wide Technology Integration Survey.

The Data and Assessment Committee (DAC) worked on establishing content validity and inter-rater reliability for the completer and employer surveys. The completer and employer surveys will be distributed this summer, and results will be analyzed in the early fall. The committee also developed a CAEP proficiency chart to demonstrate that each program has identified key assessments that addressed all six proficiencies and a minimum of three that will be assessed. Each respective program will review all assessments and validate through content validity measures using the Lawshe method to establish interrater reliability. All programs' data will be reviewed, and recommendations will be made at the upcoming AREC Committee meeting in June. The School of Education at the University of Arkansas at Pine Bluff is confident in its programs, processes, and completers. Recognizing there is always room for improvement, the EPP ensures that appropriate stakeholders, practitioners, school and community partners are involved in program evaluation, improvement, and identification of
models of excellence.