University of Central Arkansas
College of Education
Quality Assurance Handbook
2022-2023

Contents

Overview

The University of Central Arkansas (UCA) has historically been the primary source of teachers in Arkansas. Established in 1907 by the General Assembly as the Arkansas State Normal School, the institution was charged with the responsibility of training teachers. Instruction began in 1908 with 107 students and a faculty of eight. In 1925, the college was renamed the Arkansas State Teachers College. In 1967, the college was renamed to State College of Arkansas. The institution became the University of Central Arkansas in 1975 to reflect its status as a modern comprehensive university. Prior to 1920, the UCA a c e e he f gh g Pedadg g e The e edag g e c e f   a he Arkansas State Normal School dedicated to preparing those who would become teachers.

UCA offers 162 total certificates and degrees including 3 Associate Degrees, 89 Undergraduate Degrees, 11 Graduate Certificates   Ma e Deg ee   P -Ma e   Ce f ca es, 2 Specialist Degrees, and 7 Doctoral Degrees. The EPP includes 49 programs which are approved by the Arkansas Department of Education (ADE) for educator licensure.

EPP programs prepare candidates for various roles in K-12 schools and districts across the state. Arkansas is one of 12 states where over half of the state's public K-12 school districts are classified as rural. The EPP prepares candidates for this setting as well as for possible work in Arkansas urban districts (e.g., Little Rock area schools) due to our proximity to the city. Data on Arkansas students report 63% of children in the state are classified as low income. Student demographics include 61% white students, 20% Black/African American students, and 13% Latino students. These numbers vary widely based on school district location and enrollment. Implications of these data speak to a need to prepare educators for a wide variety of contexts.

Organizational Structure

The Educator Preparation Provider (EPP) is primarily housed in the College of Education (COE); however, the secondary programs should be considered an integral part of the organization. Secondary

Roles

The EPP Leadership Team (College Administrative Council   CAC) oversee candidate progress, faculty and resource allocation, and program continuous improvement. This team includes the EPP Dean, Associate Dean, Department Chairs, Director of the Office of Candidate Services (OCS), and the Field and Internship Experience Coordinator - https://uca.edu/education/leadership/.

The Dean supervises the chairs, and the chairs supervise faculty. The dean and chairs oversee academic programming; develop policies and procedures; manage recruitment and retention; develop college strategic initiatives and participate in university long-term planning and policy setting. These roles provides senior level administrative leadership in areas of curriculum development, institutional assessment and improvement, human resource, faculty development and performance appraisals, budget and finance, and facilities planning and management.

The Director of Assessment has responsibility for program evaluation and oversees all curriculum and assessment within the EPP. Her role includes ensuring data collection, supporting program and EPP analysis and use of data, overseeing the program annual report system, supporting the curriculum revision process, and coordinating program and EPP advisory board activities. The Associate Dean also serves as the EPP representative on the institution Assessment Committee and the institution Core Council committee.

The Director of OCS serves as a resource for students throughout their preparation program overseeing licensure of all candidates and progression of initial candidates from pre-admission to completion. The Director of OCS curates and markets resources, provides academic counseling, and ensures compliance with ADE licensure rules and regulations.

The Director of OCS also serves as the Field and Internship Experience Coordinator. In this capacity, he works with the program coordinators and department-based field coordinators to manage partnerships with K-12 stakeholders, maintain and develop program clinical practices, and support candidates in their clinical experiences.

The EPP Technology Learning Center (TLC) provides tools, resources, and facilities that enrich and support the programs offered by the depar   e   The ce e   de a c   a e conducive to individual and group inquiry, research, and study use of the TLC   facilities. Access to the facilities, materials, equipment, programs, production services, instructional and consultation services are all vital components to this mission. The TLC D ec   he Dea   ff ce   da a a d da a systems management.

The UCA Office of Institutional Research supports the EPP QAS in collecting, aggregating, and disaggregating EPP-specific data to fulfill mandatory reporting requirements. The office supports the EPP in collecting data from the following institution data systems: Argos, Banner, Degree Works, Digital Measures, eXplorance Blue (course evaluation), etc. - https://uca.edu/ir/.

Goals (CAEP 5.3)

The EPP goals are aligned to the institution strategic plan and include the following: (1) The College will develop, sustain, and enhance partnerships that ensure program quality and maximize opportunity for all; (2) The College will affirm the importance of a culture of professionalism, appropriate dispositions, and change; (3) All College programs will sustain a data-driven quality assurance process for continuous program improvement, which ensures programs meet external review expectations; (4) The College will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices; (5) The College will recruit, retain, and support high quality students, faculty, and staff while recognizing diversity as critical for excellence; and (6) College faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession - https://uca.edu/education/goals/.

Foundational Documents (CAEP 5.3)

The EPP has adopted and/or developed foundational documents to guide our work in the following areas:

InTASC Standards (initial programs) - https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

SPA Standards (initial and advanced programs) - http://www.caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms

CAEP Initial Standards - http://www.caepnet.org/standards/introduction

CAEP Advanced Standards - http://www.caepnet.org/standards/standards-advanced-programs

EPP Diversity Proficiencies - https://uca.edu/education/coe-diversity/

EPP Technology Proficiencies - https://uca.edu/education/coe-technology/

Initial Program Clinical Practices Guidelines   Initial Programs - https://uca.edu/education/initial-teacher-program-clinical-practices/

Advanced Programs Clinical Practices Guidelines   Advanced Programs - https://uca.edu/education/advanced-program-clinical-practices/

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Accreditation Standards and Accountability Reporting (CAEP 5.3)

UCA is a public institution, accredited by the Higher Learning Commission (HLC) of the North Central Association. The university includes six colleges: the College of Fine tacs and Communication, the College of Natural Sciences and Mathematics, the College of Business, the College of Health and Behavioral Sciences, the College of Liberal Aacs, and the College of Education. UCA is home to five residential colleges and one commuter college and maintains relationships with multiple accrediting bodies - https://uca.edu/accreditation/.

The Council for the Accreditation of Educator Preparation (CAEP) accredits the teacher education programs at the initial teacher preparation and advanced levels.
> CAEP Standards for Initial Programs - http://bit.ly/2PH8oEj
> CAEP Standards for Advanced Programs - http://bit.ly/38wgbxB

The EPP maintains an/active continuous improvement system based on review of data and evidence, including the annual Aakansas Educator Preparation Program Report, the annual CAEP report, annual Federal Title II report, annual department level reports, and the annual COE report. The EPP shares all reports on the EPP accountability webpage - https://uca.edu/education/accountability/.

Program Review and Accountability (CAEP 5.3)

All EPP programs are aligned with the ADE educator competencies (AR EC) for teacher certification (https://dese.ade.arkansas.gov/Offices/educator-effectiveness/educator-preparation-programs-in-aakansas/arkansas-educator-competencies) and the Arkansas Teaching Standards (ATS) (https://dese.ade.arkansas.gov/Files/20201105140006_Aakansas_Teaching_Standards_2012.pdf). Each program has gone through a state review process as outlined by ADE. All approved programs are listed on the ADE Approved Programs Matrix - https://dese.ade.arkansas.gov/Files/20201106142459_IHE_Approved_Programs_Matrix_May_2020.pdf . ADE periodically updates the competencies and requires EPP programs to revise and update curriculum and to resubmit evidence for this work.
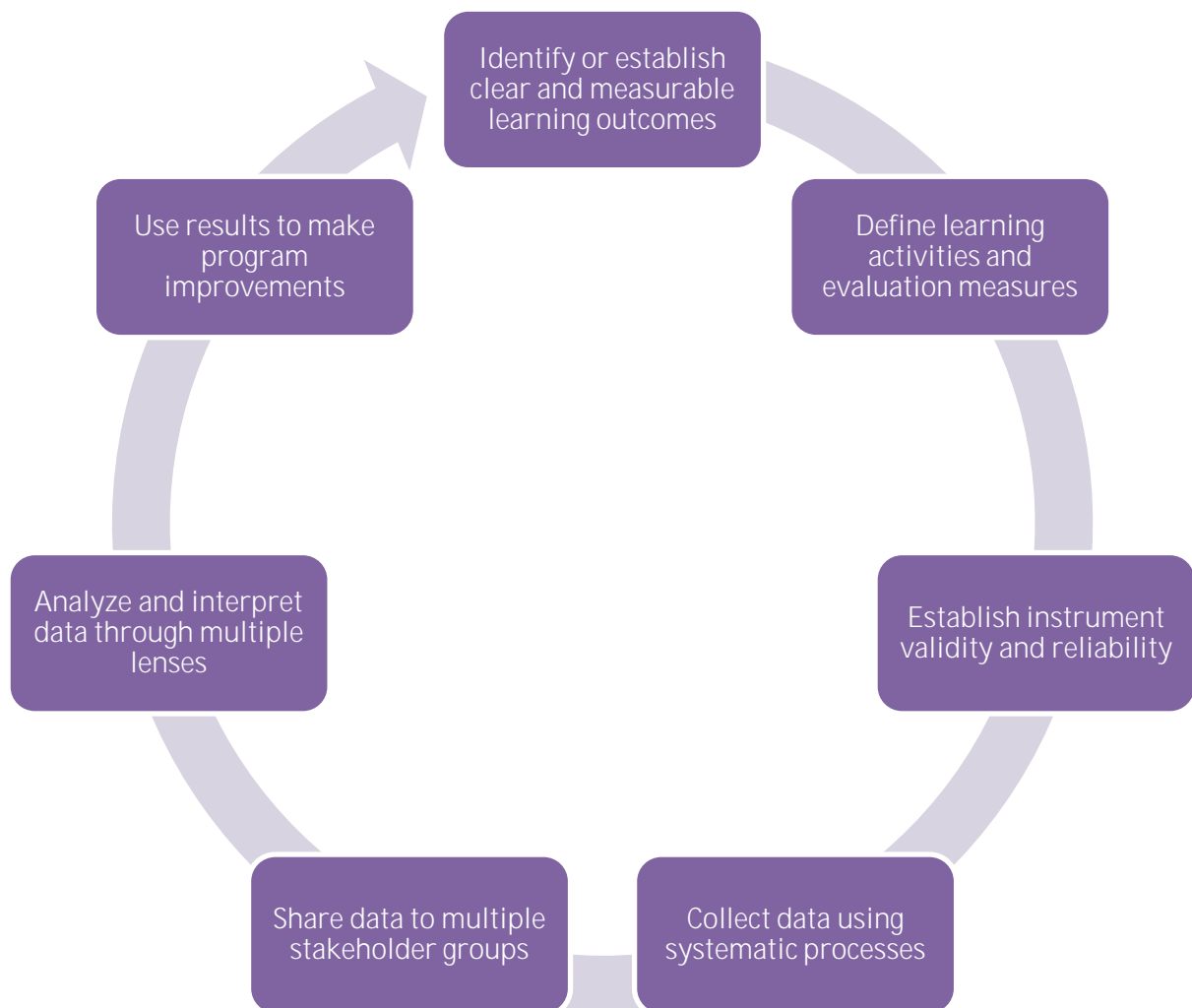
In addition to state approval, programs align to the expectations set forth by the Specialized Professional Associations (SPAs) for each content area and submit to either the SPA or to CAEP with Feedback for program n2c0.133 G[( )] TJETQ EMC rcT/F1 11.t1hme7Tm0 0 1 rg0 0 1 RG -0.0192 Tc[(in)] TJETQq0.0000091

Overview of Assessment of Learning (CAEP 5.1   5.5)

The following graphic represents the assumptions for learning assessment within the UCA EPP. This graphic is based on the premise that (1) assessment should be designed to support candidate learning, (2) all faculty members should be involved, (3) external stakeholders should be intentionally included in the assessment processes from co-construction to making data-informed decisions, and (4) assessment should be made relevant through integration into course and program activities.

The EPP assessment system is reviewed each spring by EPP. Changes updated in the Assessment System each summer and/or as needed. The updated Quality Assurance Handbook is published on the EPP website.

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                    Identify or establish
                    clear and measurable
                      learning outcomes

  Use results to make                        Define learning
       program                                 activities and
     improvements                           evaluation measures

  Analyze and interpret                      Establish instrument
   data through multiple                     validity and reliability
         lenses

       Share data to multiple          Collect data using
         stakeholder groups            systematic processes
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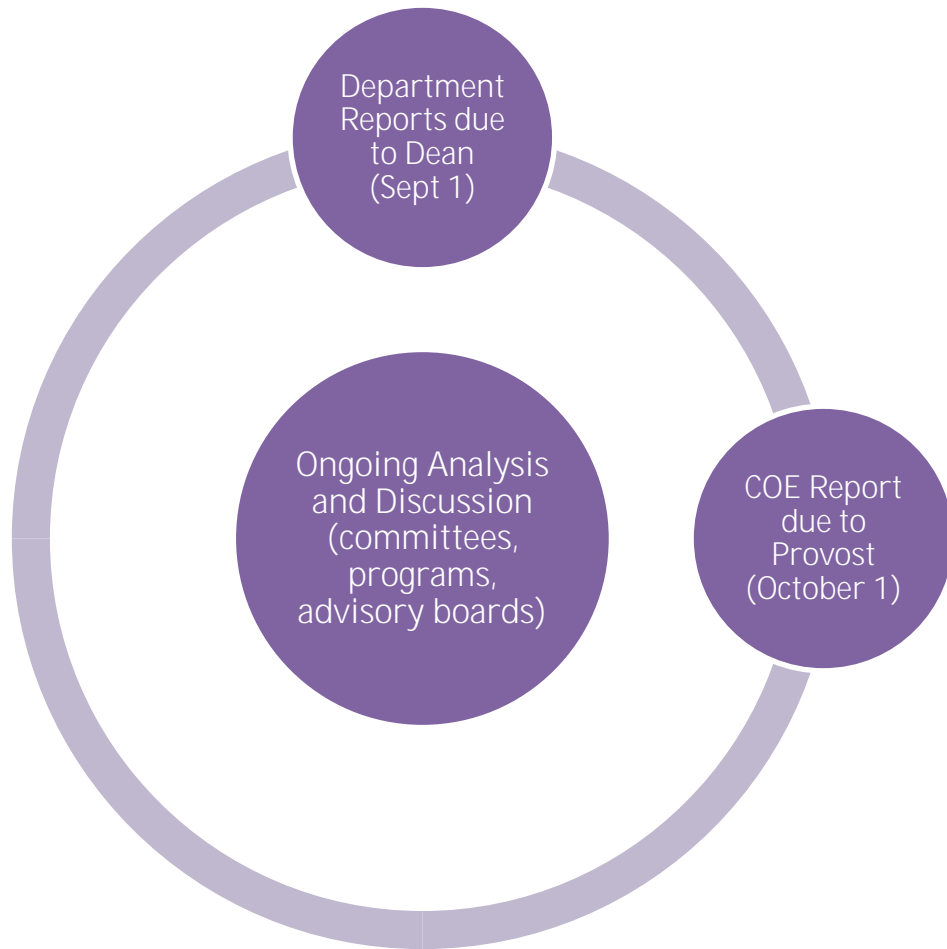
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Data Analysis (CAEP 5.1, 5.3, 5.5)

The EPP has an established workflow for data analysis and EPP faculty involvement with data. This workflow is described below. The EPP maintains a quality assurance system (QAS) comprised of valid data from multiple measures. The EPP QAS supports continuous improvement and uses data on

ca d da e   a d c   e e   e f   a ce   e ab h   e   e ha ce   g a   a d   e
        a   e c   e e   ac   P-

Department Reports due to Dean (Sept 1)

Ongoing Analysis and Discussion (committees, programs, advisory boards)

COE Report due to Provost (October 1)

Data Sharing (CAEP 5.5)

EPP-wide data are shared with faculty and discussed in monthly department faculty meetings as well as in the EPP-wide meetings open to all EPP Stakeholders. The EPP faculty routinely meet as one body each August, October, and January. The various CAEP-specific committees are asked to set the agenda and facilitate EPP-wide faculty meetings based on their review of the data. The October and January meetings may be based on an EPP-wide meeting structure with all faculty looking at the same data. Conversely, initial and advanced programs may break into two smaller faculty groups to look at data specific to initial and advanced level preparation. For example, in the most recent Data Day (October a g a fac e a ed c e e da a a ed b he CAEP S a da d c ee h e advanced programs looked at EPP recruitment for those programs as led by the Graduate Program C d a W g G

The Undergraduate (Initial) Program Coordinators (UPC) and/or the Graduate (Advanced) Program Coordinators (GPC) are the primary committee structures for discussions and decisions for EPP-wide changes. These committees ensure EPP curricular integrity. The UPC and GPC groups analyze EPP-wide aggregate data and disaggregated program data to inform EPP-wide changes affecting all programs. In addition to the GPC and UPC, committee structures responsible for analyzing EPP and program data include the following - https://uca.edu/education/committees/ (Appendix G).

Program-specific advisory boards are instrumental in this process in supporting program faculty and program coordinators in analyzing data and responding to needs identified in the field. Programs are required to meet with their advisory boards at least once a year and encouraged to meet with their advisory boards each semester. Committees have the option to establish committee-based advisory boards as part of their charge, but are not required to do so. All advisory board meetings and information are tracked and made publicly available on the EPP website - https://uca.edu/education/advisory-boards/.

The EPP Executive Advisory Board (EAB) meets twice a year (e.g., fall, spring) and more frequently if needed to respond to unit-level data. Members of the EAB (e.g., principals, superintendents, HR directors) support work to co-construct EPP practices informing preparation of initial and advanced candidates - https://uca.edu/education/advisory-boards/. The spring EAB meeting is usually held in conjunction with he EPP Pa e h Café he e e a K-12 partners are invited each spring to engage in discussions with EPP faculty. All cooperating teachers are invited as well as K-12 administrators at partner schools. The Partnership Café allows the EPP to present awards to school partners as well as to engage in structured round-table discussions to inform continuous improvement.

Quality of EPP-Created Assessments (CAEP 5.2) [1]

Protocols are in place for establishing instrument validity and reliability and stipulate the involvement of K-12 stakeholders in the co-construction and validation process of the assessment. All provided EPP assessments have documentation of multiple validity and reliability studies. Shared assessments have been subjected to iterative self-studies involving validity and reliability measures. Development and implementation of assessments adhere to an established workflow.

All assessments and surveys are typically reviewed on a four-year iterative cycle ensuring instrument validity and reliability. For each assessment, the EPP engages in an iterative self-study.

Assessments and supporting documents are developed in working committee structures that include K-12 partners. This committee also aligns the instrument to the appropriate standards. This work typically occurs in the spring or summer with the assessment piloted in year one and calibration required of all faculty using the assessment. The CAEP Standard 1 committee verifies instrument alignment and vets validity data.

The Dea   ffce e ab he   a c e   a d   he   e The assessment is sent to K-12 partners to review using Qualtrics. Partners are asked to evaluate each criterion using the Lawshe method approach.

Based on the pilot, the working committee then reviews all assessment data and faculty input into the new or revised instrument and makes any agreed on changes.

The assessment is then fully implemented and used for at least three consecutive years to provide adequate trend data (years 2-4).
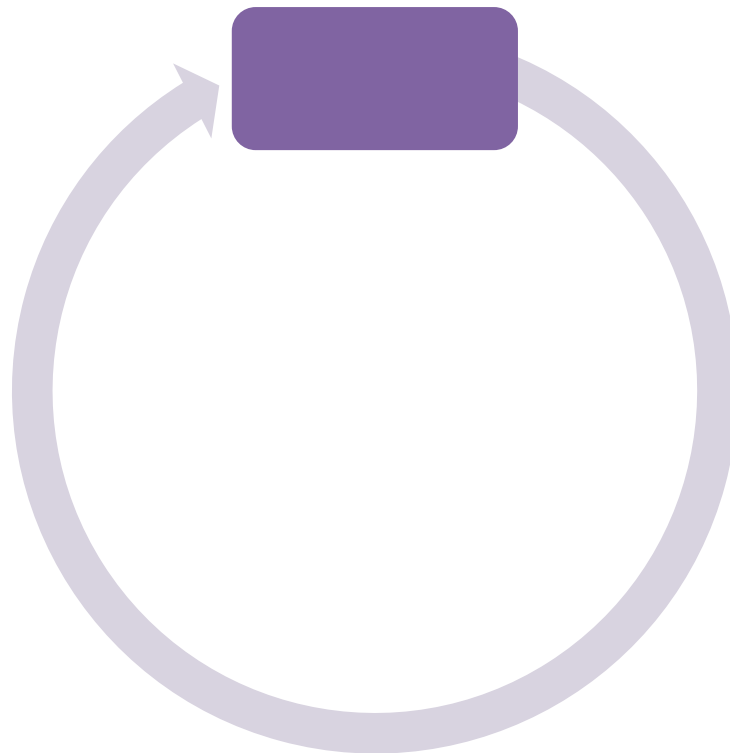
Use of Data for Continuous Improvement (CAEP 5.3 - 5.5)

Program coordinators work with the Associate Dean to make program changes based on annual review of data and submitted program reports. Programs take action to respond to the data. Changes programs make are documented and tracked in the annual reports. EPP programs and committees also report recommendations and changes based on review of data through a Qualtrics survey (http://bit.ly/2OFQEKd). This Qualtrics forms asks for links to agenda and minutes as well as recommendations for consideration. The EPP uses this information to track changes across and within programs.

Committee recommendations are vetted and passed to the appropriate EPP stakeholders by the A c a e Dea C ee c e f a a g da a c de he G ad a e P g a C d a Working Group, CAEP 1-4 Committees, COE Technology Committee, COE Diversity Committee, and the College Administrative Council (CAC). Committee memberships are archived on the EPP website (https://uca.edu/education/committees/).

Committee recommendations that involve EPP-wide initiatives or decisions are most frequently shared with the Undergraduate (Initial) Program Coordinators (UPC) and/or the Graduate (Advanced) Program Coordinators (GPC). These groups are the primary committee structures for discussions and decisions for EPP-wide changes and these committees ensure EPP curricular integrity. The UPC and GPC groups analyze EPP-wide aggregate data and disaggregated program data to inform EPP-wide changes affecting all programs. These groups are often led in a review of data by faculty embedded in the other committee structures as well as the Associate Dean. If a recommendation is received favorably, then the body votes to adopt the action for pilot implementation. The Associate Dean tracks changes on data-informed improvements.

EPP-wide data are shared with faculty and discussed in monthly department faculty meetings as well as in the EPP-wide meetings open to all EPP Stakeholders. The EPP faculty routinely meet as one body each August, October, and January. The various CAEP-specific committees are asked to set the agenda and facilitate EPP-wide faculty meetings based on their review of the data.

This document details the

EPP-Created Assessment	Data Use	Platform	Data Collection	Data Staged	Data Review
~~Multicultural Efficacy Survey~~[3]	~~Impact on Student Perceptions of Diverse Learners. Survey used at candidate program admission and program exit. The survey includes three constructs; Experience, Attitude and Efficacy. An additional question requires candidates to select a Multicultural statement that most aligns with their own beliefs. To assess program impact, candidates create a Unique ID to complete the survey. Data analyzed include matched pairs data~~ ~~a d a h da a b e e e~~	~~Qualtrics~~	~~Fall, Spring~~	~~Summer~~	~~Div Comm~~
ADE Employer Satisfaction Survey	Post-Graduation	ADE	Spring	Upon Receipt	

EPP-Created Assessment	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Course Grades (Initial)[4]	All program coordinators analyze candidate content course grades prior to approving candidate for final internship. Most program coordinators use grades as their key assessment #2. EPP Dea Off ce c e g ade distribution for course enrollment to compare education majors against course average Gate 3	Argos, Banner	Fall, Spring	Summer	Pgm Coor
Shared Values Rubric (Advanced)	Program Completion Summative: Survey used at candidate program exit. Formative: Secondary Evaluation Rubric attached to every program assessment	Chalk and Wire	Fall, Spring, Summer	August	GPCWG[5], Pgm Coor

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[4] Technically not an "EPP-created assessment" but still used as evaluation measure for candidate progression
[5] GPCWG = Graduate Program Coordinators' Working Group

Appendix D - EPP-Created Surveys

The EPP has created unit-wide surveys at both the initial and advanced levels. The EPP Director of Assessment and Accreditation ensures that all assessments and surveys are deployed according to an identified schedule, that data are staged and analyzed, and data are shared to appropriate program and committee structures. The Director of Assessment and Accreditation, in collaboration with the Technology Learning Center, monitors response rates to encourage appropriate faculty, candidate, and completers to provide feedback on the provided surveys. Survey links provided in Appendix E.

EPP-Created Survey	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Intro Class / Cadet (Initial)	Survey link shared to all instructors of EDUC 1300 or STEM 1100 courses at the end of each semester.	Qualtrics	Fall, Spring	Summer	Summer
	Survey link shared to all Ed ca Rising candidates via ER program coordinator.				

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EPP-Created Survey	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review

August	Culture and Belonging Survey	Internship 2 Coor Adv Program Coor	Initial, Advanced	http://uca.edu/go/Culture&Belonging
October	MAT Mentor Disposition	Mentors	MAT	http://uca.edu/go/MATInternDisposition
	MAT Candidate Disposition (Self)	MAT Intern Candidates	MAT	http://uca.edu/go/MATSelfReport
	Undergraduate Mentor Disposition	Mentors	Initial	http://uca.edu/go/InternDisposition
November	End of Program Surveys [6]	Internship Coor Adv Pgm Coor	Initial, Advanced	http://uca.edu/go/InitialEOP http://uca.edu/go/GradEOP
	Intro Class Survey	EDUC 1300; STEM 1100 Educator's Rising Coor	Initial	http://uca.edu/go/IntroClassSvy
	Technology in COE	EDUC 4210; STEM 3300; MAT 6699 Adv Pgm Coor.	Initial, Advanced	http://uca.edu/go/coetech
	Candidate Feedback on Field	Faculty with Field Adv Pgm Coor	Initial Advanced	http://uca.edu/go/COEfield http://uca.edu/go/GradField
	MAT Mentor Disposition Form	Mentors	MAT	http://uca.edu/go/MATInternDisposition
	MAT Candidate Disposition (Self)	MAT Intern Candidates	MAT	http://uca.edu/go/MATSelfReport
	Undergraduate Mentor Disposition	Mentors	Initial	http://uca.edu/go/InternDisposition

	Internship Suite:
	  Teacher Candidate Eval of Mentor,
	  Teacher Candidate Eval of Supvsr
		Teacher Candidates	Initial	http://uca.edu/go/UCAMentor
				http://uca.edu/go/UCAsupervisor

	Internship Suite:
	  Mentor Feedback on Field
	  Mentor Eval of Supervisor
		Mentors	Initial	http://uca.edu/go/295679
				http://uca.edu/go/632928

	Internship Suite: University Supvsr Eval of Mentor	University Supervisors	Initial	http://uca.edu/go/666223
	Teacher Candidate Eval of Supvsr (Practicum, Internship 1)	Teacher Candidates	Initial	http://uca.edu/go/earlyfielde G( )]T 1 527.11

January	Culture and Belonging Survey	Internship 2 Coor Adv Program Coor	Initial, Advanced	http://uca.edu/go/Culture&Belonging

May	Committee Reporting	Committee Chairs	n/a	http://uca.edu/go/CommChairs
June	Employer Satisfaction (Advanced)	Employers of Completers	Advanced	http://uca.edu/go/579574
	Employer Satisfaction (Initial)	Employers of Completers	Initial	http://uca.edu/go/Employer_Teacher
	Completer Satisfaction	Initial Pgm Completers Advanced Pgm Completers	Initial Advanced	http://uca.edu/go/InitialCompleterSatisfaction http://uca.edu/go/AdvPgmCompleterSatis
July	End of Program Surveys	Adv Pgm Coor	Advanced	http://uca.edu/go/GradEOP
	Candidate Feedback on Field	Adv Pgm Coor	Advanced	http://uca.edu/go/GradField

Undergraduate Disposition and Gate Tracking - **http://uca.edu/go/GATEForm** **and/or** http://uca.edu/go/Dispositions   /P ⁄MCID 51/Lang (en)85 .09 366.51 Tm

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Advanced Programs - Gates

Committee	Description
~~CAEP Standard 3~~	~~Analyze COE data aligned to initial candidate quality, recruitment, and selectivity and make recommendations for continuous improvement (e.g., recommendations~~ ~~gh f c ga e h g a A a h d c de ac g ca d da e a b e a d d be d acade c ab ha ca d da e must demonstrate at admission and during the program. Compare current practices in candidate quality, recruitment, and selectivity to relevant standards set and best practices expectations (e.g., CAEP Standard 3). Maintain 5-7 year plan for UCA COE recruitment to include recruitment of diverse candidates.~~ ~~Membership: Even distribution of faculty members from all initial licensure program levels~~
CAEP Standard 4	Analyze COE data aligned to initial graduate impact and experiences in the field and make recommendations for continuous improvement. Analysis should include review of data from graduate surveys, employer surveys, ADE and other EPPR data, and data from induction experience. Compare current practices in supporting a d a e g g ad a e ac e e a a da d e a d be ac ce expectations (e.g., CAEP Standard 4, Teacher Work Sample, EdTPA, etc). Make recommendations for collecting and analyzing evidence of UCA initial teacher ce e g ad a e ac K-12 student learning and their success in the field. Membership: Even distribution of faculty members from all initial licensure program levels
Technology Committee	Analyze COE data for initial and advanced programs supporting candidate proficiency in technology and technology integration compared to COE adopted technology proficiencies and recommend how to increase candidate competence in technology integration to support student learning (CAEP Standard 1.5). Membership: Even distribution of faculty members from all initial and advanced licensure program levels and TLC representative(s).
Diversity Committee	Analyze COE data for initial and advanced programs supporting candidate proficiency in diversity compared to COE adopted diversity proficiencies and recommend how to increase candidate competence in working in diverse settings with diverse stakeholders (CAEP Standard 2). 4. Write annual UCA Diversity Report

Appendix G - CAEP Standard 4

The EPP is able to demonstrate the impact of its completers on P-12 student learning and development, classroom instruction, and schools. Additionally, the EPP is able to provide data on the satisfaction of its completers with the relevance and effectiveness of their preparation as well as the satisfaction of employers on completer preparation. All initiatives and data sources with summary data are described here. All data are reviewed annually and disaggregated for each program where possible. Program coordinators and department chairs receive program data and available comparative benchmark data.

The EPP collects data using multiple meas

This document details the UCA EPP Quality Assurance System (QAS)