

# 2022 Educator Preparation Provider Quality Report (EPPQR)



**Office of Educator Effectiveness and Licensure**

Division of Elementary and Secondary Education

Arkansas Department of Education

## Introduction

Highly effective teachers and principals are paramount to producing college and career ready learners. To continuously improve the quality of the state’s **educator preparation providers (EPPs)**, the Arkansas Department of Education (ADE) works collaboratively with traditional and alternative EPPs to report data via the **Educator Preparation Provider Quality Report (EPPQR)**.

The EPPQR provides information on enrollees and completers at EPPs and reports demographic and statistical data to inform policy decisions. The commitment of EPPs to providing accurate, relevant data in a timely manner demonstrates their dedication and contribution to the success of this effort. All parties involved share an interest in preparing the best possible educators to provide a quality education to all Arkansas students.

The EPPQR data are collected from the following sources:

- HEA Title II reports
- ADE Statewide Information System (SIS)
- Novice teacher and EPP completer supervisor surveys

## Educator Preparation Providers in Arkansas

Arkansas EPPs can offer both traditional and alternative routes to first-time licensure. A **traditional route** to first-time licensure requires program coursework and supervised clinical experiences to be completed before the candidate is allowed to serve as teacher of record. Traditional routes are embedded in a degree (primarily bachelors) and are offered through Institutions of Higher Education (IHE). These programs qualify for financial aid including the federal TEACH grant<sup>1</sup>. Arkansas has 19 approved traditional preparation providers.

EPP	EPPQR Abbreviation	IHE Type
Arkansas State University	AState	Public
Arkansas Tech University	ATU	Public
Central Baptist College	CBC	Private
Crowley’s Ridge College	CRC	Private
Harding University	HU	Private
Henderson State University	HSU	Public
John Brown University	JBU	Private
Lyon College	LC	Private
Ouachita Baptist University	OBU	Private
Philander Smith College	PSC	Private
Southern Arkansas University	SAU	Public
University of Arkansas Fayetteville	UAF	Public
University of Arkansas Fort Smith	UAFS	Public
University of Arkansas Little Rock	UA Little Rock	Public
University of Arkansas Monticello	UAM	Public
University of Arkansas Pine Bluff	UAPB	Public
University of Central Arkansas	UCA	Public
University of the Ozarks	UO	Private
Williams Baptist University	WBU	Private

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<sup>1</sup> While the programs qualify for the TEACH grant, not all IHEs participate.

**Alternative routes** to first-time licensure are designed for individuals who have already earned a bachelor’s degree and proven proficiency in the content area in which they are seeking licensure. These programs allow candidates the opportunity to teach under a provisional license while learning the pedagogical skills necessary to be an effective educator.

**IHE-Based Alternative Routes**

Alternative route programs offered through IHEs (IHE-based) lead to graduate hours or a graduate degree. These programs qualify for financial aid including the federal [TEACH grant](#). Arkansas has 11 IHE-based alternative routes.

EPP	EPPQR Abbreviation	IHE Type
Arkansas State University	AState	Public
Arkansas Tech University	ATU	Public
Harding University	HU	Private
Henderson State University	HSU	Public
John Brown University	JBU	Private
Southern Arkansas University	SAU	Public
University of Arkansas Little Rock	UA Little Rock	Public
University of Arkansas Monticello	UAM	Public
University of Arkansas Pine Bluff	UAPB	Public
University of Central Arkansas	UCA	Public
Williams Baptist University	WBU	Private

**Non-IHE-Based Alternative Routes**

Alternative routes may also be offered by a provider operating outside of an IHE and lead to licensure but not graduate credit or a graduate degree (non-IHE based). While these programs do not qualify for financial aid, they are typically offered at a lower cost than IHE-based Alternative Routes. Arkansas has 6 non-IHE-based alternative routes.

EPP	EPPQR Abbreviation
American Board	American Board
Arkansas Professional Educator Pathway	ArPEP
Arkansas Teacher Corps	ATC
eStem Public Charter School	eStem
Prism Education Center	Prism
Teach for America	TFA

IHE-based EPPs also have the opportunity to offer programs leading to first time licensure for Guidance and School Counseling and Library Media Specialist. EPPs may also offer programs leading to licensure endorsements. **Licensure endorsements** can be added to an existing standard license.

EPP	School Counseling	Library Media Specialist	Administrator	Other Endorsement Area(s) <sup>2</sup>
Arkansas State University	X		X	X
Arkansas Tech University	X	X	X	X
Harding University	X		X	X
Henderson State University	X		X	X
John Brown University	X			X
Lyon College				X
Ouachita Baptist University				X
Southern Arkansas University	X	X	X	X
UA-Fayetteville	X		X	X
UA-Fort Smith				X
UA-Little Rock	X			X
UA-Monticello			X	X
UA-Pine Bluff			X	X
University of Central Arkansas	X	X	X	X
University of the Ozarks				X
Virtual Arkansas				X
Williams Baptist University				X

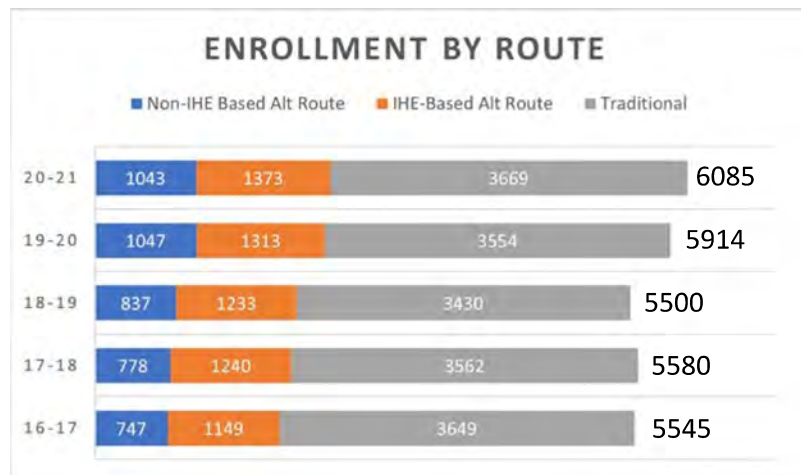
The [Educator Preparation Unit](#) housed in the Division of Elementary and Secondary Education (DESE) approves all educator preparation programs leading to Arkansas licensure.

### Arkansas EPP Enrollment and Completers in Programs Leading to First-Time Teacher Licensure

For this report, “enrolled” includes any individual who was admitted, enrolled, and registered in a teacher preparation program and participated in the program during the reporting year. This includes anyone who completed the program during the reporting year.

#### EPP Enrollment

Arkansas EPP enrollment increased by 10% between 2017 and 2021. However, this growth is largely due to the increase in alternative route enrollment, as traditional enrollment numbers have remained consistent. While the traditional routes have the largest total enrollment, alternative route enrollment has increased by 27% between 2017 and 2021, shifting from 34% of total EPP enrollment to 40%. Non-IHE based alternative route enrollment grew by 40% since 2017, and IHE-based alternative route enrollment grew by 19%.



<sup>2</sup> To view all licensure programs each EPP is approved to offer, visit the Approved Institutions of Higher Education Program Matrix and the Approved Alternative Provider Matrix on the [Educator Preparation Programs in Arkansas](#) webpage.

### Traditional Enrollment by EPP

Traditional EPPs vary widely in enrollment, with the UA-F enrolling the largest number of candidates (669) in 2021 and PSC enrolling the smallest number (7). 53% of traditional EPPs experienced increased enrollment from 2017-2021, with SAU experiencing the largest increase (122%) and UAM experiencing the largest decrease in traditional enrollment (63%).

Traditional EPPs	2017	2018	2019	2020	2021	% increase/decrease in enrollment
University of Arkansas Fayetteville	613	557	414	621	669	9%
University of Central Arkansas	504	505	549	539	556	10%
Arkansas State University	539	495	529	451	419	-22%
Arkansas Tech University	463	430	395	396	390	-16%
Southern Arkansas University	127	198	181	257	282	122%
Harding University	325	266	233	234	261	-20%
University of Arkansas Little Rock	215	227	233	239	233	8%
Henderson State University	196	246	312	284	226	15%
University of Arkansas Fort Smith	293	251	226	194	202	-31%
University of Arkansas Pine Bluff	78	75	70	69	137	76%
Ouachita Baptist University	77	76	86	92	88	14%
John Brown University	65	70	49	42	59	-9%
Williams Baptist University	30	25	28	36	40	33%
Central Baptist College	18	21	33	36	37	106%
Crowleys Ridge College	28	19	19	13	17	-39%
University of the Ozarks	18	23	17	10	16	-11%
University of Arkansas Monticello	40	54	43	25	15	-63%
Lyon College	10	14	10	14	15	50%
Philander Smith College	10	10	3	2	7	-30%
<b>TOTAL ENROLLMENT</b>	<b>3649</b>	<b>3562</b>	<b>3430</b>	<b>3554</b>	<b>3669</b>	<b>1%</b>

### Alternative Enrollment by EPP

Like traditional EPPs, alternative EPPs vary widely in enrollment, with ArPEP enrolling the largest number of candidates (870) in 2021 and Prism enrolling the smallest number (4). 59% of alternative EPPs experienced increased enrollment from 2017-2021, with AState experiencing the largest increase (345%) and TFA experiencing the largest decrease in alternative enrollment (74%).

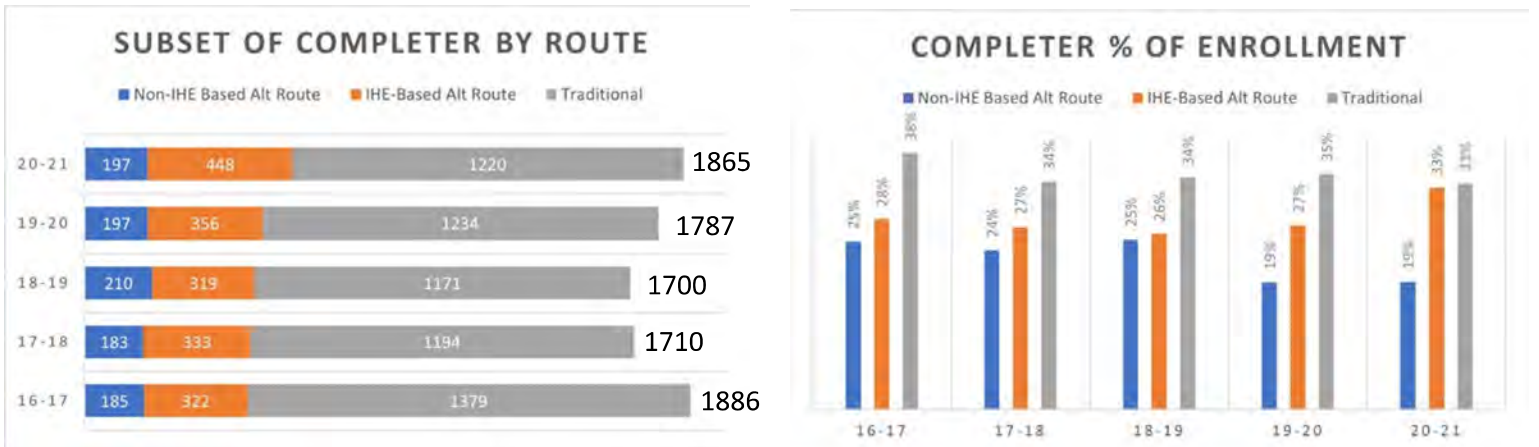
Alternative Routes	2017	2018	2019	2020	2021	% increase/decrease in enrollment
ArPEP	517	599	649	837	870	68%
University of Central Arkansas	336	280	273	282	314	-7%
Southern Arkansas University	74	130	129	212	237	220%
Henderson State University	109	175	203	192	210	93%
Arkansas State University	33	29	30	68	147	345%
University of Arkansas Monticello	205	180	177	196	103	-50%
Harding University	146	145	135	100	91	-38%
Arkansas Tech University	123	138	116	84	90	-27%
University of Arkansas Little Rock	93	105	98	96	86	-8%
American Board	71	36	86	106	84	18%
Arkansas Teacher Corps	62	63	44	64	56	-10%
John Brown University	21	37	28	35	48	129%
Williams Baptist University	0	8	29	34	32	300%*
Teach for America	93	71	52	31	24	-74%
University of Arkansas Pine Bluff	9	13	15	14	15	67%
eSTEM Public Charter School	4	5	3	3	5	25%
Prism Education Center	0	4	3	6	4	0%*
<b>Total Enrollment</b>	<b>1896</b>	<b>2018</b>	<b>2070</b>	<b>2360</b>	<b>2416</b>	<b>27%</b>

\*% based on 2018 data (first year of the program)



## EPP Completers

The following data represents those who completed out of the total enrolled (subset of completers). A completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. Whether or not a completer is eligible for an Arkansas license depends upon individual program requirements. For example, some programs require candidates to pass assessments required for licensure in order to be a program completer, whereas others do not.



Completers decreased 10% between 2017 and 2019, but by 2021 increased to be virtually the same as in 2017. Traditional routes continue to have the largest number of completers, but alternative routes showed a 27% increase in completers from 2017 to 2021, while traditional completer numbers decreased by 12%. This has shifted the percentage of alt route completers from 27% of total EPP completers to 34%. IHE-based alternative routes have seen the largest growth in completers (39% since 2017), and non-IHE based alternative routes saw smaller growth of completer numbers (6%).

However, traditional EPPs consistently have a larger percentage of their enrollment completing each year (33-38%) compared to alternative EPPs. 26-33% of IHE-based alternative route enrollment is completing each year, and 19-25% of non-IHE-based alternative route enrollment is completing each year.

### Traditional Completers by EPP

Traditional EPPs vary widely in completers, with the UA-F completing the largest number of candidates (207) in 2021 and PSC completing the smallest number (3). 32% of traditional EPPs experienced increased completers from 2017-2021, while 47% experienced a decrease. However, there is no trend of steady growth or decline for any EPP.

Traditional Completers	2017	2018	2019	2020	2021	% increase/decrease in completers
University of Arkansas Fayetteville	260	187	190	212	207	-20%
University of Central Arkansas	176	196	163	199	202	15%
Arkansas Tech University	170	129	138	159	149	-12%
Arkansas State University	207	191	207	179	145	-30%
Harding University	139	119	96	107	96	-31%
Southern Arkansas University	53	55	49	79	94	77%
University of Arkansas Little Rock	68	61	60	70	68	0%
Henderson State University	92	77	66	72	61	-34%
University of Arkansas Fort Smith	103	70	82	62	61	-41%
Ouachita Baptist University	31	24	36	31	39	26%
Central Baptist College	7	3	6	10	18	157%
Williams Baptist University	18	12	11	14	17	-6%
John Brown University	14	19	30	2	14	0%
University of Arkansas Pine Bluff	15	11	14	12	14	-7%
University of the Ozarks	9	10	12	7	9	0%
Crowleys Ridge College	11	7	3	2	9	-18%
Lyon College	1	9	5	7	7	600%
University of Arkansas Monticello	5	14		10	7	40%
Philander Smith College			3		3	N/A
<b>Grand Total</b>	<b>1379</b>	<b>1194</b>	<b>1171</b>	<b>1234</b>	<b>1220</b>	<b>-12%</b>

### Alternative Completers by EPP

Alternative EPPs vary widely in completers, with ArPEP completing the largest number of candidates (141) in 2021 and Prism and eStem completing zero (0) candidates. Four programs (AState, HSU, American Board, and SAU) experienced an over 100% increase in completers since 2017, while TFA saw a 75% decrease in completers.

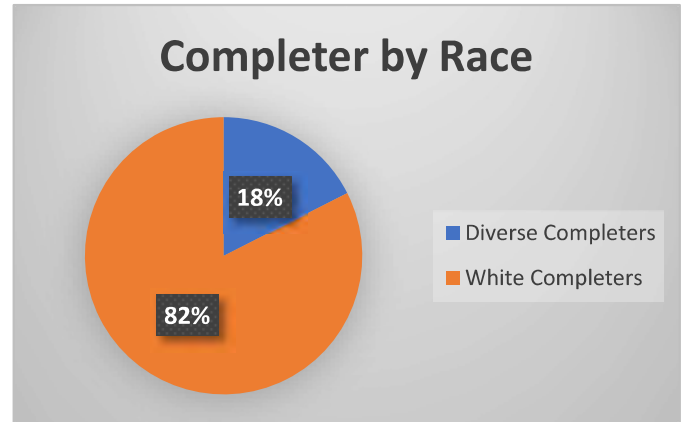
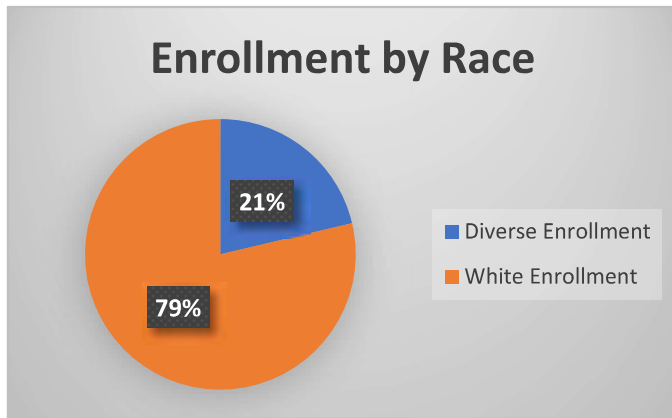
Alternative EPPs	2017	2018	2019	2020	2021	% Increase/Decrease in Completers
ArPEP	128	134	165	166	141	10%
University of Central Arkansas	96	85	74	55	80	-17%
Southern Arkansas University	36	28	44	69	75	108%
Henderson State University	12	27	40	45	65	442%
Arkansas State University	10	11	7	18	59	490%
University of Arkansas Monticello	66	78	28	66	58	-12%
Harding University	50	59	61	48	43	-14%
American Board	9	4	8	2	32	256%
University of Arkansas Little Rock	24	11	28	25	26	8%
Arkansas Tech University	23	29	20	18	21	-9%
Arkansas Teacher Corps	9	13	12	14	15	67%
John Brown University	5	4	11	1	9	80%
Teach for America - AR	36	27	23	14	9	-75%
University of Arkansas Pine Bluff	0	1	1	3	6	N/A
Williams Baptist University	0	0	5	8	6	N/A
Prism Education Center	0	0	2	1	0	N/A
eSTEM Public Charter School	3	5	0	0	0	-100%
<b>Grand Total</b>	<b>507</b>	<b>516</b>	<b>529</b>	<b>553</b>	<b>645</b>	<b>27%</b>

### Average Enrollees and Subset of Completers Across All EPPs

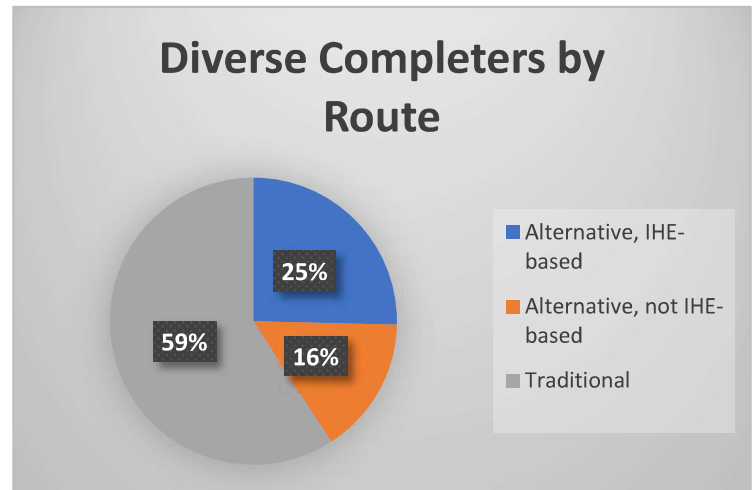
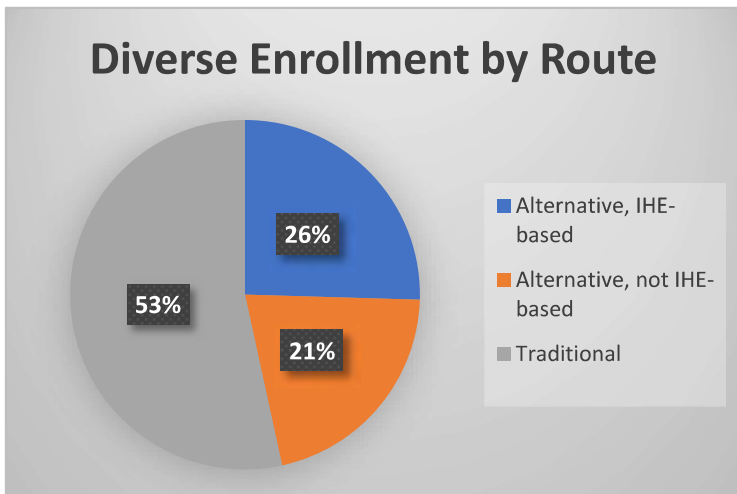
The top three EPPs with the largest average number of completers from 2017-2021 are all traditional programs (UAF, UCA, AState). This supports Arkansas’s initiative to ensure are teachers are day one ready, considering traditional programs allow candidates to complete coursework and clinical experiences before becoming teacher of record. However, two of the three top producers have experienced a significant decline in completers (UAF 20%, AState 30%). Traditional programs have seen a 12% decrease in completers from 2017 to 2021, where alternative programs have seen a 27% increase.

Overall Enrollment/Completer Averages from 2017-2021				
EPP	Route	Average Enrollment	Average Completers	Average completer % of enrollment
UAF	Traditional	574.80	211.20	37%
UCA	Traditional	530.60	187.20	35%
AState	Traditional	486.60	185.80	38%
ATU	Traditional	414.80	149.00	36%
ArPEP	Non-IHE-based Alt Route	694.40	146.80	21%
HU	Traditional	263.80	111.40	42%
UCA	IHE-based Alt Route	297.00	78.00	26%
UAFS	Traditional	233.20	75.60	32%
HSU	Traditional	252.80	73.60	29%
SAU	Traditional	209.00	66.00	32%
UA Little Rock	Traditional	229.40	65.40	29%
UAM	IHE-based Alt Route	172.20	59.20	34%
HU	IHE-based Alt Route	123.40	52.20	42%
SAU	IHE-based Alt Route	156.40	50.40	32%
HSU	IHE-based Alt Route	177.80	37.80	21%
OBU	Traditional	83.80	32.20	38%
UA Little Rock	IHE-based Alt Route	95.60	22.80	24%
ATU	IHE-based Alt Route	110.20	22.20	20%
TFA	Non-IHE-based Alt Route	54.20	21.80	40%
AState	IHE-based Alt Route	61.40	21.00	34%
JBU	Traditional	57.00	15.80	28%
WBU	Traditional	31.80	14.40	45%
UAPB	Traditional	85.80	13.20	15%
ATC	Non-IHE-based Alt Route	57.80	12.60	22%
American Board	Non-IHE-based Alt Route	76.60	11.00	14%
UO	Traditional	16.80	9.40	56%
UAM	Traditional	35.40	9.00	25%
CBC	Traditional	29.00	8.80	30%
CRC	Traditional	19.20	6.40	33%
WBU	IHE-based Alt Route	25.75	6.33	25%
JBU	IHE-based Alt Route	33.80	6.00	18%
LC	Traditional	12.60	5.80	46%
eStem	Non-IHE-based Alt Route	4.00	4.00	100%
PSC	Traditional	6.40	3.00	47%
UAPB	IHE-based Alt Route	13.20	2.75	21%
Prism	Non-IHE-based Alt Route	4.25	1.50	35%
<b>State</b>		<b>5724.80</b>	<b>1789.60</b>	<b>31%</b>

## Enrollment/Completer Diversity



While 40% of the Arkansas student population was diverse in 20-21, EPP enrollment was 21% diverse and EPP completers were 18% diverse. However, EPP enrollment was more diverse than the teacher workforce in 20-21, which was 12% diverse<sup>3</sup>.

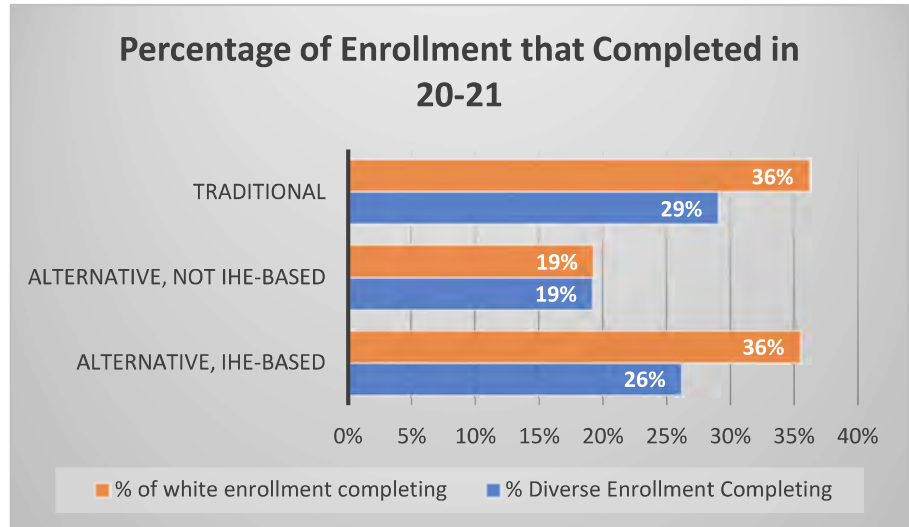


Traditional EPPs are responsible for producing the largest percentage of diverse enrollees and completers, but not by a large percentage, especially when looking at total enrollment. Where traditional EPPs accounted for 60% of total EPP enrollment, they only accounted for 53% of diverse enrollment. Similarly with completers, traditional programs accounted for 65% of total completers, but only 59% of diverse completers.

<sup>3</sup> Myschoolinfo.arkansas.gov



A larger percentage of the white enrollment completed in traditional and alternative IHE-based programs than the diverse enrollment. Alternative, IHE-based programs had the smallest percentage of the 20-21 diverse enrollment complete during that reporting year, with 26%, compared to 36% of the white enrollment that completed.



UCA's traditional EPP produced the largest number of diverse completers, accounting for 13% of total diverse completers statewide. 20% of UCA's traditional EPP completers were diverse, which is slightly above the state average of 18%. Six EPPs produced 50% of diverse completers, four of which were traditional routes.

20-21 Diverse Completers by EPP			
EPP	Route	Diverse Completers	% of Completers who were diverse
University of Central Arkansas	Traditional	41	20%
ArPEP	Alternative, not IHE-based	28	21%
University of Arkansas Fayetteville	Traditional	28	14%
University of Arkansas Little Rock	Traditional	24	39%
Arkansas Tech University	Traditional	22	15%
Henderson State University	Alternative, IHE-based	20	32%
Arkansas State University	Traditional	13	9%
Southern Arkansas University	Traditional	13	14%
University of Arkansas Pine Bluff	Traditional	12	86%
Southern Arkansas University	Alternative, IHE-based	11	15%
University of Arkansas Monticello	Alternative, IHE-based	10	18%
University of Central Arkansas	Alternative, IHE-based	10	13%
Arkansas Teacher Corps.	Alternative, not IHE-based	9	60%
Harding University	Traditional	9	9%
Arkansas State University	Alternative, IHE-based	8	14%
Ouachita Baptist University	Traditional	8	21%
Teach for America-Arkansas	Alternative, not IHE-based	7	78%
Arkansas Tech University	Alternative, IHE-based	6	29%
University of Arkansas Little Rock	Alternative, IHE-based	6	24%
American Board	Alternative, not IHE-based	6	19%
Henderson State University	Traditional	6	10%
University of Arkansas Pine Bluff	Alternative, IHE-based	5	83%
University of Arkansas Fort Smith	Traditional	5	8%
Harding University	Alternative, IHE-based	3	7%
Central Baptist College	Traditional	3	17%
Philander Smith College	Traditional	3	100%
John Brown University	Alternative, IHE-based	2	22%
Williams Baptist University	Alternative, IHE-based	1	17%
John Brown University	Traditional	1	7%
Lyon College	Traditional	1	14%
University of Arkansas Monticello	Traditional	1	14%
University of the Ozarks	Traditional	1	11%
eStem Public Charter Schools	Alternative, not IHE-based	0	0%
Prism Education Center	Alternative, not IHE-based	0	0%
Crowleys Ridge College	Traditional	0	0%
Williams Baptist University	Traditional	0	0%
Grand Total		323	18%

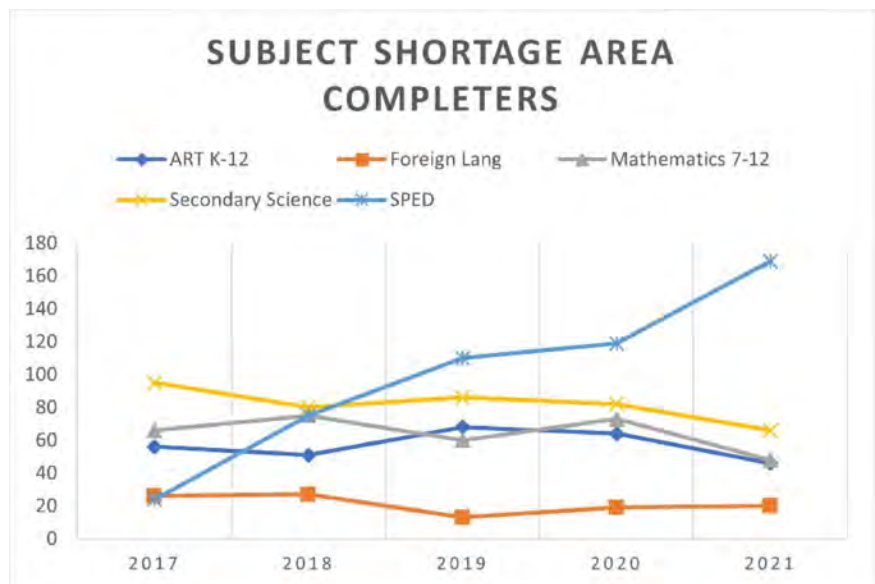
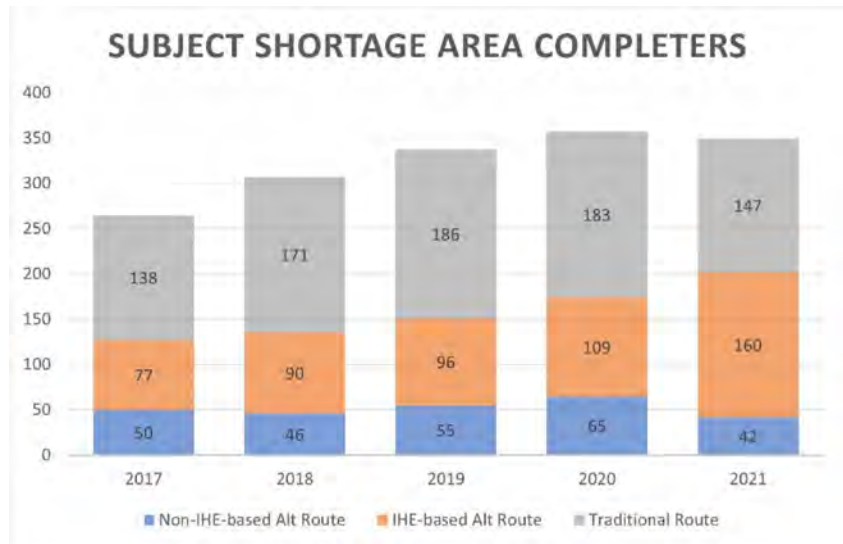
## Completers by Subject Shortage Area

For the purposes of this report, subject shortage area is defined as an area that has been on the [Arkansas Core Academic Subject Area Shortage List](#) for the last five years. A candidate can complete in more than one subject area. The percentage of subject shortage area completers increased by 32% from 2017-2021.

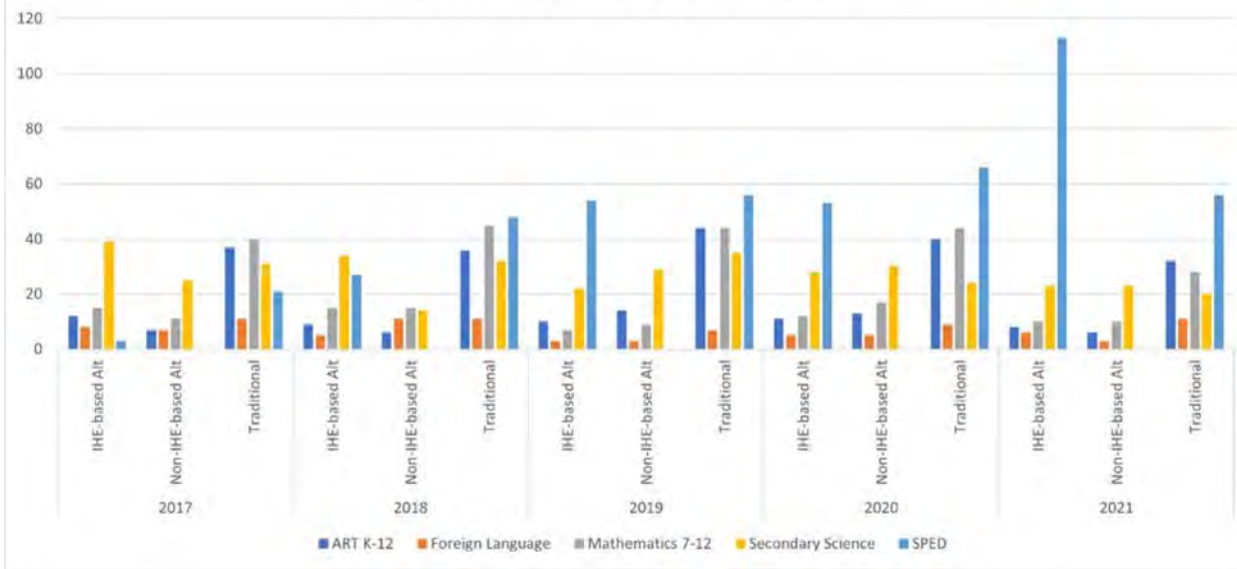
Up until 2021, traditional routes produced the majority of subject shortage area completers, but that changed in 2021, when IHE-based alternative routes overtook traditional routes as the lead producer of subject area shortage completers, with 47% increase in just one year. This increase is the result of a large number of Special Education K-12 alternative route completers.

In 2021, 19% of EPP first-time licensure program completers completed in a subject shortage area. 86% of EPPs produced at least one completer in a subject shortage area. Three EPPs (AState alt route, UAF, and HSU alt route) produced 39% of all subject shortage area completers, two of which were alternative route providers. However, the majority of

subject shortage area program completers from the top three EPPs were in a program leading to Special Education K-12 first-time licensure. AState's alternative route produced 31% of Special Education completers in 2021, which was the provider's only subject shortage area program to produce completers. Four EPPs- UAF, UCA (both traditional and alt), and HU traditional- had completers in all five subject shortage areas in 2021.



Subject Shortage Area Completers by Route



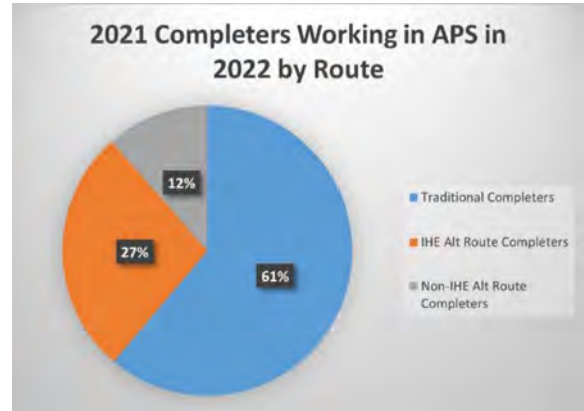
Subject Shortage Area Completers by Provider

EPP	Route	Mathematics 7-12	% of state total	ART K-12	% of state total	Foreign Lang	% of state total	Secondary Science	% of state total	SPED	% of state total	Total Shortage Area Completers	% of state total
AState	IHE-based Alt		0%		0%	0	0%	0	0%	52	31%	52	15%
UAF	Traditional	3	6%	11	24%	2	10%	8	12%	19	11%	43	12%
HSU	IHE-based Alt	1	2%	1	2%	0	0%	3	5%	36	21%	41	12%
UCA	Traditional	4	8%	8	17%	4	20%	5	8%	12	7%	33	9%
ArPEP	Non-IHE-based Alt	6	13%	5	11%	1	5%	10	15%	0	0%	22	6%
HU	IHE-based Alt	3	6%		0%	1	5%	4	6%	9	5%	17	5%
AState	Traditional	8	17%	4	9%	1	5%	0	0%	3	2%	16	5%
UCA	IHE-based Alt	1	2%	2	4%	1	5%	3	5%	7	4%	14	4%
HU	Traditional	2	4%	1	2%	1	5%	1	2%	7	4%	12	3%
UA Little Rock	Traditional		0%	2	4%	1	5%	0	0%	9	5%	12	3%
SAU	IHE-based Alt	2	4%	3	7%	2	10%	4	6%	0	0%	11	3%
American Board	Non-IHE-based Alt	4	8%		0%	0	0%	7	11%	0	0%	11	3%
UAM	IHE-based Alt		0%	1	2%	0	0%	4	6%	6	4%	11	3%
ATU	Traditional	3	6%	2	4%	1	5%	2	3%	0	0%	8	2%
HSU	Traditional	1	2%	1	2%	0	0%	0	0%	5	3%	7	2%
UA Little Rock	IHE-based Alt		0%		0%	1	5%	1	2%	3	2%	5	1%
ATU	IHE-based Alt	1	2%		0%	1	5%	3	5%	0	0%	5	1%
TFA	Non-IHE-based Alt		0%	1	2%	0	0%	4	6%	0	0%	5	1%
UAFS	Traditional	2	4%		0%	1	5%	1	2%	0	0%	4	1%
ATC	Non-IHE-based Alt		0%		0%	2	10%	2	3%	0	0%	4	1%
OBU	Traditional	1	2%		0%	0	0%	2	3%	0	0%	3	1%
SAU	Traditional	2	4%		0%	0	0%	0	0%	0	0%	2	1%
UAPB	Traditional		0%	1	2%	0	0%	0	0%	1	1%	2	1%
UAPB	IHE-based Alt	1	2%		0%	0	0%	1	2%	0	0%	2	1%
UO	Traditional		0%	1	2%	0	0%	1	2%	0	0%	2	1%
JBU	IHE-based Alt		0%	1	2%	0	0%	0	0%	0	0%	1	0%
JBU	Traditional	1	2%		0%	0	0%	0	0%	0	0%	1	0%
LC	Traditional	1	2%		0%	0	0%	0	0%	0	0%	1	0%
WBU	IHE-based Alt	1	2%		0%	0	0%	0	0%	0	0%	1	0%
WBU	Traditional		0%	1	2%	0	0%	0	0%	0	0%	1	0%
UAM	Traditional		0%		0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>		<b>48</b>	<b>100%</b>	<b>46</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>66</b>	<b>100%</b>	<b>169</b>	<b>100%</b>	<b>349</b>	<b>100%</b>

In



## Completers Working in Arkansas Public Schools



The percentage of EPP completers who work in Arkansas Public Schools has increased by 5% since 2018, with the largest increase occurring in the 2021-22 school year. Statewide, 61% of these completers are from traditional route programs.

Over 50% of all 2021 completers worked in four regions in 2022. Pulaski County Schools employed the largest percentage of completers in 2022 (15%).

2021 Completers Working in Arkansas Public Schools by Co-Op		
Co-Op	Completers Working	% of Working Completers
PULASKI COUNTY SCHOOLS	186	15%
NORTHWEST ARK. EDUCATION CO-OP	174	14%
ARCH FORD EDUCATIONAL SERVICE	142	12%
CROWLEY'S RIDGE EDUCATION CO-OP	114	9%
DAWSON EDUCATION SERVICE CO-OP	99	8%
GUY FENTER EDUCATION SERVICE COOPERATIVE	94	8%
WILBUR D. MILLS EDUC. CO-OP	56	5%
SOUTH CENTRAL SERVICE CO-OP	53	4%
ARK. RIVER EDUC. SERVICE CNTR.	44	4%
NORTHEAST ARK. EDUC. CO-OP	42	3%
OZARK UNLITD RESOURCE CO-OP	42	3%
NORTH CENTRAL ARK. EDUC CO-OP	40	3%
SOUTHEAST ARKANSAS EDUCATIONAL	40	3%
SOUTHWEST ARK. CO-OP	34	3%
GREAT RIVERS EDUC. SERV. CO-OP	32	3%
DEQUEEN/MENA EDUC. CO-OP	26	2%

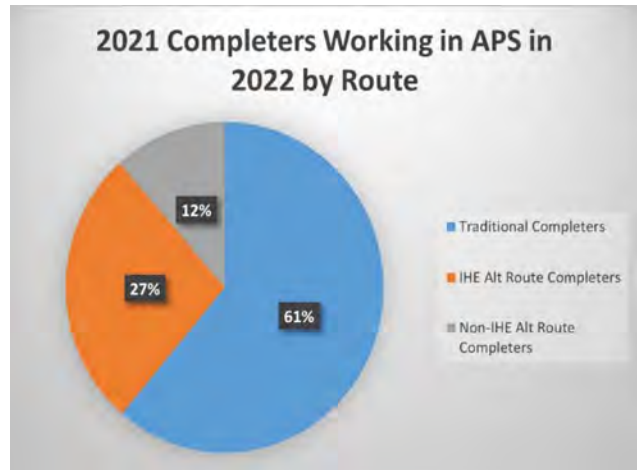
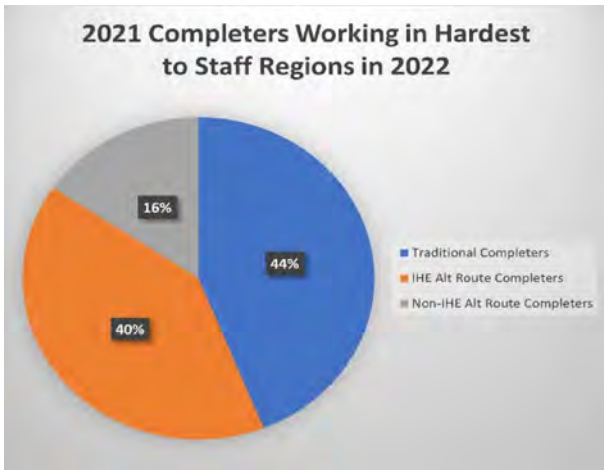


While 61% of 2021 completers who were working in Arkansas public schools in 2022 are from traditional programs, this percentage varies greatly across regions of the state. For example, only 25% of 2021 completers who worked in Southeast co-op in 2022 completed a traditional route EPP, while 80% of 2021 completers who worked in Arch Ford co-op completed a traditional route.

2021 Completers working in Co-op Regions in 2022		
Co-op Region	Traditional Completers	Alt Route Completers
ARCH FORD EDUCATIONAL SERVICE	80%	20%
GUY FENTER EDUCATION SERVICE COOPERATIVE	70%	30%
NORTHWEST ARK. EDUCATION CO-OP	68%	32%
DEQUEEN/MENA EDUC. CO-OP	65%	35%
CROWLEY'S RIDGE EDUCATION CO-OP	60%	40%
PULASKI COUNTY SCHOOLS	60%	40%
SOUTH CENTRAL SERVICE CO-OP	60%	40%
GREAT RIVERS EDUC. SERV. CO-OP	59%	41%
WILBUR D. MILLS EDUC. CO-OP	59%	41%
DAWSON EDUCATION SERVICE CO-OP	56%	44%
NORTH CENTRAL ARK. EDUC CO-OP	53%	48%
NORTHEAST ARK. EDUC. CO-OP	52%	48%
OZARK UNLITD RESOURCE CO-OP	52%	48%
ARK. RIVER EDUC. SERVICE CNTR.	50%	50%
SOUTHWEST ARK. CO-OP	44%	56%
SOUTHEAST ARKANSAS EDUCATIONAL	25%	75%

Five EPPs produced 45% of 2021 completers, four of which are traditional routes. UCA's traditional route program was the top producer of 2021 completers who worked in Arkansas public schools in 2022 (136) and its percentage of 2021 completers employed in Arkansas public schools in 2022 was slightly above the state average at 67% (state average 65%). ArPEP, a Non-IHE-based alternative route, had the seconded largest amount of 2021 completers employed in Arkansas public schools in 2022 (111), with 79% of 2021 completers being employed in Arkansas public schools in 2022.

EPPs	Route	Completers working in APS	Total Completers	% of Completers Working
UCA	Traditional	136	202	67%
ArPEP	Non-IHE-Based Alt	111	141	79%
AState	Traditional	110	145	76%
ATU	Traditional	102	149	68%
UAF	Traditional	92	207	44%
SAU	IHE-based Alt	60	75	80%
UCA	IHE-based Alt	60	80	75%
SAU	Traditional	54	94	57%
UAM	IHE-based Alt	50	58	86%
HSU	IHE-based Alt	49	65	75%
UAFS	Traditional	48	61	79%
AState	IHE-based Alt	43	59	73%
HSU	Traditional	42	61	69%
UA Little Rock	Traditional	41	68	60%
HU	Traditional	35	96	36%
OBU	Traditional	30	42	71%
HU	IHE-based Alt	27	43	63%
American Board	Non-IHE-Based Alt	19	32	59%
ATU	IHE-based Alt	16	21	76%
UA Little Rock	IHE-based Alt	15	26	58%
CBC	Traditional	13	18	72%
UAPB	Traditional	9	14	64%
WBU	Traditional	9	17	53%
ATC	Non-IHE-Based Alt	8	15	53%
UO	Traditional	7	9	78%
UAPB	IHE-based Alt	6	6	100%
WBU	IHE-based Alt	5	6	83%
CRC	Traditional	5	9	56%
LC	Traditional	4	7	57%
UAM	Traditional	4	7	57%
JBU	Traditional	4	14	29%
JBU	IHE-based Alt	2	9	22%
TFA	Non-IHE-Based Alt	2	9	22%
Grand Total		1218	1865	65%



Three co-op regions, Arkansas River, Great Rivers, and Southeast, have 50% or more districts within their service region that employ 10% or more uncertified teachers, some districts in these regions employing over 50% uncertified teachers. While 61% of 2021 completers working in Arkansas public schools in 2022 completed a traditional route, only 44% of 2021 completers who worked in hard to staff regions in 2022 completed a traditional program.

EPP Completers Working in the Hardest to Staff Regions of the State				
EPP	Alternative Route	Traditional Route	Total Completers Working Hardest to Staff Regions	% of Total Completers working in Hardest to Staff Regions from EPP
University of Arkansas Monticello	29	1	30	26%
University of Central Arkansas	5	10	15	13%
ArPEP	14		14	12%
University of Arkansas Pine Bluff	4	8	12	10%
Arkansas State University		10	10	9%
Henderson State University	5	3	8	7%
Southern Arkansas University	3	4	7	6%
Ouachita Baptist University		6	6	5%
Arkansas Tech University		3	3	3%
University of Arkansas Little Rock		3	3	3%
American Board	2		2	2%
Arkansas Teacher Corps	1		1	1%
Harding University		1	1	1%
John Brown University		1	1	1%
Teach for America - AR	1		1	1%
University of Arkansas Fayetteville		1	1	1%
Williams Baptist College	1		1	1%
Grand Total	65	51	116	100%

25% of EPP completers working in the hardest to staff regions of the state are produced by UAM’s alternative route. UAF, the largest producer of completers statewide, only had one 2021 completer employed in the hardest to staff regions of the state in 2022.

## EPP Survey Data

### EPP Completer Survey

The EPP Completer Survey was given to all novice teachers employed in Arkansas public schools during the 21-22 school year who indicated they had completed an Arkansas educator preparation program.

Novice teacher perceptions of how their educator preparation provider prepared them to meet each Domain of the Teacher Excellence and Support System (TESS) by route						
	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities	OVERALL AVERAGE	NUMBER SURVEYED
Alternative Route	3.15	3.18	3.21	3.20	3.18	330
Traditional Route	3.22	3.13	3.23	3.18	3.19	765
<b>ALL Novice EPP Completers</b>	3.20	3.14	3.23	3.19	3.19	1095
0=Strongly disagree, 1=Disagree, 2=Neither agree or disagree, 3=Agree, 4=Strongly Agree						

While the average score for respondents who completed a traditional route to licensure were slightly higher in Domains 1 and 3, and scores for respondents who completed an alternative route were slightly higher in Domains 2 and 4, overall, there was little variation in the average score for respondents completing different routes to licensure. Survey results indicate that EPP completers agree they were prepared to meet each Domain of the Teacher Excellence and Support System.

Domain 3 Instruction: My educator preparation program prepared me to...							
	...communicate with students	...use questioning and discussion techniques	...engage students in learning	...use assessment in instruction	...demonstrate flexibility and responsiveness	OVERALL DOMAIN 3	NUMBER SURVEYED
Alternative Route	3.21	3.18	3.24	3.20	3.23	3.21	330
Traditional Route	3.25	3.22	3.24	3.19	3.26	3.23	765
<b>ALL ROUTES</b>	3.24	3.21	3.24	3.19	3.25	3.23	1095

EPP completers feel most prepared to meet Domain 3-Instruction, which revolves around the engagement of students in learning experiences and reflects the primary mission of schools: enhancing student learning and growth. Out of all Domain 3 components, EPP completers felt most prepared in Domain 3a, communicating with



students. Domain 3a ensures teachers make expectations for learning, directions and procedures, and explanations of content clear to students, taking into account students' cultures and levels of development. EPP completers felt the least prepared in Domain 3d, using assessment in instruction. The key elements of Domain 3d are establishing clear standards for student success, monitoring student understanding, and providing timely, constructive feedback.

Domain 2 Classroom Environment: My educator preparation program prepared me to...							
	...create an environment of respect and rapport	...establish a culture for learning	...manage classroom procedures	...manage student behavior	...organize physical space	OVERALL DOMAIN 2	NUMBER SURVEYED
Alternative Route	3.28	3.32	3.20	3.02	3.05	3.18	330
Traditional Route	3.35	3.32	3.10	2.84	3.04	3.13	765
<b>ALL ROUTES</b>	<b>3.33</b>	<b>3.32</b>	<b>3.13</b>	<b>2.89</b>	<b>3.04</b>	<b>3.14</b>	<b>1095</b>

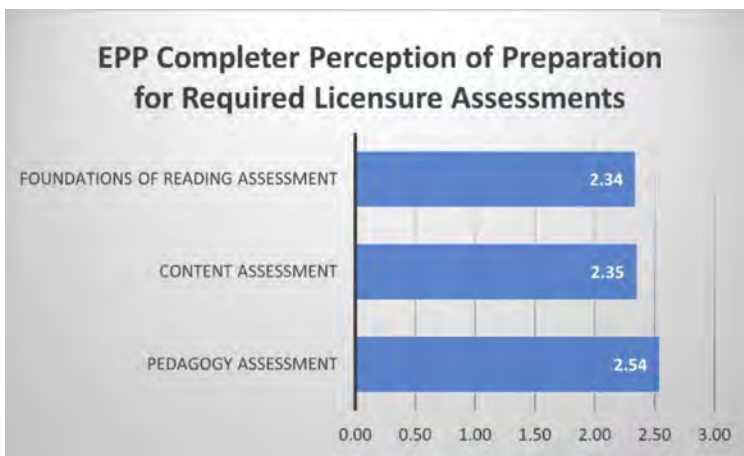
EPP completers felt the least prepared to meet Domain 2-Classroom Environment, which describes conditions and qualities of environments that are conducive to learning and support student success. Out of all Domain 2 components, EPP completers felt most prepared in Domain 2a, creating an environment of respect and rapport.

EPP	Route	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities	OVERALL AVERAGE	NUMBER SURVEYED
Henderson State University (MAT)	Alternative IHE-Based	3.56	3.58	3.67	3.61	3.61	11
UA - Monticello	Traditional	3.35	3.47	3.51	3.55	3.47	11
Quachita Baptist University	Traditional	3.44	3.32	3.54	3.48	3.45	21
Southern Arkansas University (MAT)	Alternative IHE-Based	3.32	3.31	3.45	3.37	3.37	39
John Brown University	Traditional	3.47	3.24	3.46	3.27	3.36	10
Southern Arkansas University	Traditional	3.33	3.26	3.37	3.40	3.34	33
University of the Ozarks	Traditional	3.25	3.24	3.37	3.48	3.34	14
Henderson State University	Traditional	3.35	3.27	3.34	3.37	3.33	47
Harding University (MAT)	Alternative IHE-Based	3.35	3.27	3.27	3.41	3.32	23
Central Baptist College	Traditional	3.25	3.45	3.38	3.21	3.32	12
University of Central Arkansas	Traditional	3.36	3.30	3.33	3.28	3.32	139
UA - Fort Smith	Traditional	3.31	3.21	3.33	3.27	3.28	52
University of Central Arkansas (MAT)	Alternative IHE-Based	3.24	3.25	3.28	3.22	3.25	45
UA - Fayetteville	Traditional	3.26	3.11	3.30	3.13	3.20	64
UA - Monticello (MAT)	Alternative IHE-Based	3.19	3.22	3.18	3.18	3.19	56
American Board (ABCTE)	Alternative Non-IHE Based	3.13	3.12	3.18	3.25	3.17	10
Arkansas State University (MAT)	Alternative IHE-Based	3.09	3.18	3.17	3.14	3.15	48
Arkansas State University	Traditional	3.13	3.03	3.16	3.16	3.12	126
UA - Pine Bluff	Traditional	3.10	2.96	3.14	3.07	3.07	10
Harding University	Traditional	3.10	2.89	3.09	3.05	3.03	49
Arkansas Tech University	Traditional	3.08	2.97	3.06	3.00	3.03	133
ArPEP	Alternative Non-IHE Based	2.99	2.95	3.02	3.07	3.01	62
UA - Little Rock (MEd)	Alternative IHE-Based	2.61	3.11	3.17	3.12	3.00	15
Arkansas Tech University (MAT, MTL)	Alternative IHE-Based	2.83	2.94	2.92	2.90	2.90	13
UA - Little Rock	Traditional	2.91	2.89	2.94	2.78	2.88	31
Arkansas Teacher Corps	Alternative Non-IHE Based	N/A	N/A	N/A	N/A	N/A	1
Crowley's Ridge College	Traditional	N/A	N/A	N/A	N/A	N/A	1
John Brown University (MAT)	Alternative IHE-Based	N/A	N/A	N/A	N/A	N/A	3
Lyon College	Traditional	N/A	N/A	N/A	N/A	N/A	3
UA - Pine Bluff (MAT)	Alternative IHE-Based	N/A	N/A	N/A	N/A	N/A	2
Williams Baptist University	Traditional	N/A	N/A	N/A	N/A	N/A	9
Williams Baptist University (MAT)	Alternative IHE-Based	N/A	N/A	N/A	N/A	N/A	2

0=Strongly disagree, 1=Disagree, 2=Neither agree or disagree, 3=Agree, 4=Strongly Agree

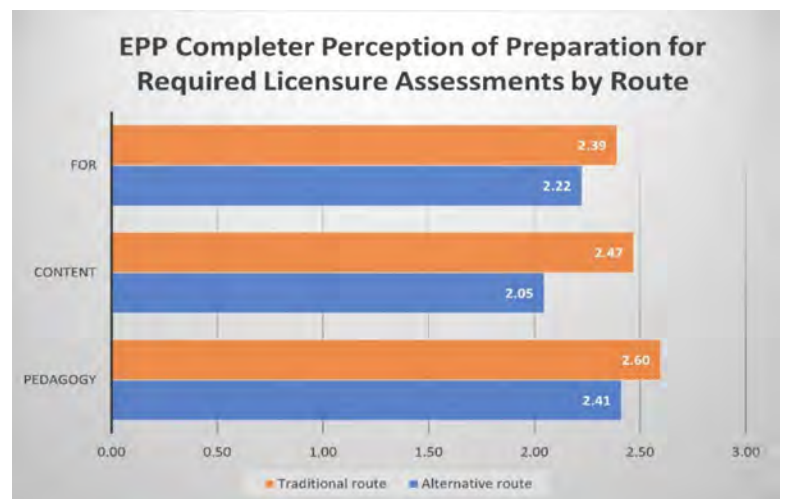
Domain 2a focuses on building positive relationships with students. EPP completers felt least prepared in Domain 2d-managing classroom procedures. The key elements of Domain 2d are setting expectations for the learning community, modeling and teaching habits of character, and ensuring students understand and are motivated to self-monitor and share collective responsibility for success. EPPs with a survey response rate less than 10 are not shown. Two of the three EPPs with the highest survey score are traditional routes (UAM and OBU), while the EPP with the highest survey score is HSU’s alternative route. The two EPPs scoring outside of the range that indicates completers agreed they were prepared to meet the Domains of TESS were UA-Little Rock’s traditional route (2.88) and ATU’s alternative route (2.90).

EPP completers were asked to rate the degree to which they agreed their EPP prepared them for required licensure assessments. Overall, EPP completers indicated they were prepared for all assessments between moderately and very well.



- 0=Not prepared well at all
- 1=Prepared minimally well
- 2=Moderately well
- 3=Very well

EPP completers indicated they were prepared for all assessments between moderately and very well, despite the route they completed. Overall, traditional EPP completers indicated they were better prepared for all assessments than alternative completers. The lowest score was for alternative completers’ preparation for the content assessment, which is expected because alternative routes typically require the content assessment to be completed before entry into the licensure program. Alternative routes were designed to provide pedagogical instruction only and rely on candidates to enter the program with a proficient background the in content area in which they are seeking licensure.



Please rate the degree to which you agree that your educator preparation program prepared you for the following required licensure assessments. If your licensure area did not require the assessment, select N/A.

EPP	Route	Content Knowledge	Number of Content Respondents	Pedagogy	Number of Pedagogy Respondents	FoR	Number of FoR Respondents	OVERALL
UA - Monticello	Traditional	2.90	10	2.90	10	2.73	11	2.84
UA - Fort Smith	Traditional	2.59	49	2.82	51	2.67	42	2.69
University of the Ozarks	Traditional	2.57	14	2.64	14	2.64	11	2.62
Ouachita Baptist University	Traditional	2.57	21	2.86	21	2.33	15	2.59
Harding University	Traditional	2.58	45	2.57	47	2.60	40	2.58
University of Central Arkansas	Traditional	2.58	130	2.65	133	2.52	107	2.58
Southern Arkansas University	Traditional	2.63	30	2.58	33	2.54	28	2.58
Southern Arkansas University (MAT)	IHE based Alternative	2.34	29	2.62	37	2.46	26	2.48
Arkansas State University	Traditional	2.33	120	2.53	123	2.46	100	2.44
Arkansas Tech University	Traditional	2.51	128	2.55	128	2.24	102	2.43
UA - Monticello (MAT)	IHE based Alternative	2.15	52	2.44	52	2.51	47	2.37
UA - Fayetteville	Traditional	2.24	59	2.49	59	2.28	46	2.34
Harding University (MAT)	IHE based Alternative	2.05	21	2.48	21	2.42	19	2.31
Henderson State University	Traditional	2.36	45	2.59	44	1.97	32	2.31
Arkansas State University (MAT)	IHE based Alternative	2.33	43	2.37	46	1.98	48	2.22
UA - Little Rock	Traditional	2.34	29	2.46	26	1.71	24	2.17
University of Central Arkansas (MAT)	IHE based Alternative	1.74	39	2.53	40	2.22	32	2.16
Arkansas Professional Educator Pathway (ArPEP)	Non-IHE based Alternative	1.77	47	2.25	59	2.23	44	2.08
UA - Little Rock (MEd)	IHE based Alternative	2.07	14	2.15	13	2.00	12	2.08
Arkansas Tech University (MAT, MTL)	IHE based Alternative	1.36	11	2.00	11	1.20	10	1.52
American Board (ABCTE)	Non-IHE based Alternative	N/A	9	2.7	10	N/A	4	N/A
Arkansas Teacher Corps	Non-IHE based Alternative	N/A	1	N/A	1	N/A	1	N/A
Henderson State University (MAT)	IHE based Alternative	N/A	8	N/A	9	N/A	7	N/A
John Brown University (MAT)	IHE based Alternative	N/A	3	N/A	1	N/A	1	N/A
UA - Pine Bluff (MAT)	IHE based Alternative	N/A	2	N/A	2	N/A	2	N/A
Williams Baptist University (MAT)	IHE based Alternative	N/A	1	N/A	1	N/A	1	N/A
Central Baptist College	Traditional	2.45	11	2.64	11	N/A	8	N/A
Crowley's Ridge College	Traditional	N/A	1	N/A	1	N/A	1	N/A
John Brown University	Traditional	2.5	10	3.00	10	N/A	6	N/A
Lyon College	Traditional	N/A	3	N/A	3	N/A	3	N/A
UA - Pine Bluff	Traditional	N/A	9	N/A	7	N/A	6	N/A
Williams Baptist University	Traditional	N/A	8	N/A	9	N/A	4	N/A

0=Not well at all, 1=Minimally well, 2=Moderately well, 3=Very Well

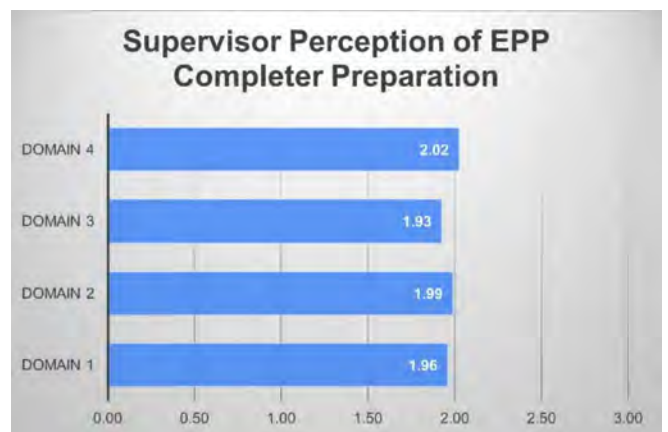
Results not shown if number of respondents is less than 10

When comparing survey results by individual EPP, the seven highest overall survey averages for EPPs with over 10 survey respondents are all traditional EPPs. The bottom four are all alternative routes. Again, alternative routes are typically not responsible for preparing completers for the content knowledge assessment.

### Completer Supervisor Survey

Educator preparation providers report program completers each year through the HEA Title II data collection process. DESE was able to track completers into employment in Arkansas public schools and survey their supervisor on how well they felt the EPP completer was prepared in each TESS Domain.

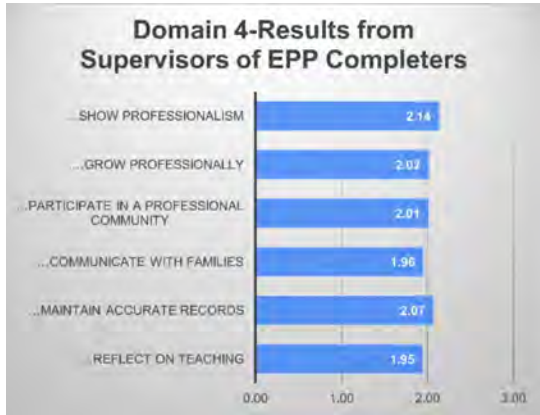
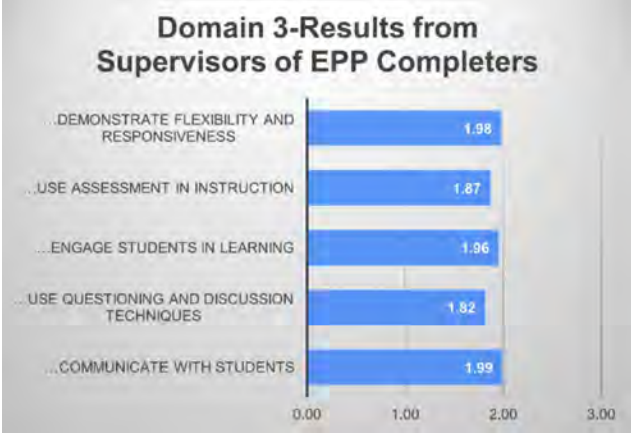
Overall EPP completer supervisor survey results show supervisors on average supervisors feel completers are prepared between minimally and moderately well to meet the TESS Domains. Interestingly, the Domain that novice EPP completers felt they were most prepared for, Domain 3- Instruction, was the Domain that EPP completer supervisors felt they were least prepared for. Within Domain 3, both EPP completers and supervisors agree that completers are most prepared for Domain 3a communicating with students. Supervisors felt EPP completers were least prepared for Domain 3b, using questioning and discussion techniques.



0=Not prepared well at all, 1=Prepared minimally well, 2=Moderately well, 3=Very well



Supervisors felt EPP completers were most prepared for Domain 4-Professional Responsibilities. This Domain captures and reflects the practices of educators that extend beyond their classrooms and learning experiences they facilitate. Within this Domain, supervisors felt EPP completers were most prepared in Domain 4f showing professionalism. Domain 4f focuses on teachers demonstrating a commitment to the success of all students by acting ethically and taking deliberate action on their behalf.



- 0=Not prepared well at all
- 1=Prepared minimally well
- 2=Moderately well
- 3=Very well

Supervisor perception of EPP completer preparation by EPP						
	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities	Overall Average	Total Surveyed
Harding University	2.10	2.11	2.05	2.16	2.11	30
Arkansas Professional Educator Pathway	2.07	2.15	2.04	2.08	2.08	51
University of Arkansas Monticello	2.07	2.09	2.06	2.10	2.08	22
Henderson State University	2.08	2.05	1.99	2.12	2.06	36
University of Arkansas Fayetteville	2.05	2.01	2.00	2.13	2.05	45
University of Arkansas Fort Smith	1.99	2.06	2.00	2.07	2.03	28
Arkansas State University	1.97	1.97	1.95	2.12	2.00	63
University of Central Arkansas	1.93	1.96	1.88	1.99	1.94	73
Southern Arkansas University	1.91	1.91	1.88	1.95	1.91	55
Arkansas Tech University	1.84	1.91	1.88	1.89	1.88	69
Ouachita Baptist University	1.80	1.83	1.68	1.86	1.79	16
University of Arkansas Little Rock	1.56	1.77	1.53	1.68	1.63	18
American Board (ABCTE)	N/A	N/A	N/A	N/A	N/A	5
Arkansas Teacher Corps	N/A	N/A	N/A	N/A	N/A	6
Central Baptist College	N/A	N/A	N/A	N/A	N/A	5
Crowley's Ridge College	N/A	N/A	N/A	N/A	N/A	7
John Brown University	N/A	N/A	N/A	N/A	N/A	3
Lyon College	N/A	N/A	N/A	N/A	N/A	1
Phlander Smith College	N/A	N/A	N/A	N/A	N/A	1
Provisional Professional Teaching License (PPTL)	N/A	N/A	N/A	N/A	N/A	2
Teach for America - Greater Delta	N/A	N/A	N/A	N/A	N/A	1
University of Arkansas Pine Bluff	N/A	N/A	N/A	N/A	N/A	3
University of the Ozarks	N/A	N/A	N/A	N/A	N/A	2
Williams Baptist University	N/A	N/A	N/A	N/A	N/A	6

0=Not well at all, 1=Minimally well, 2=Moderately well, 3=Very Well

Results not shown if number of respondents is less than 10

When examining EPP completer supervisor survey results at the EPP level, seven EPPs with 10 or more respondents are identified as preparing completers between moderately and very well when averaging results across Domains.