

# 2014 EPP Annual Report

|              |                           |            |  |
|--------------|---------------------------|------------|--|
| CAEP ID:     | 27327                     | AACTE SID: |  |
| Institution: | Limestone College         |            |  |
| Unit:        | Teacher Education Program |            |  |

## Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

|                     | Agree                            | Disagree              |
|---------------------|----------------------------------|-----------------------|
| Contact person      | <input checked="" type="radio"/> | <input type="radio"/> |
| EPP characteristics | <input checked="" type="radio"/> | <input type="radio"/> |
| Program listings    | <input checked="" type="radio"/> | <input type="radio"/> |

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013 ?

Enter a numeric value for each textbox.

Number of completers in programs I6.

## Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

Required Reporting Measures

Yes , a program or programs leading to initial teacher certification is currently being offered.

## REQUIRED REPORTING MEASURES

teacher certification or licensure.

5.2.1. If "Disagree", go to 5.3

|                                                    | Agree                            | Disagree              |
|----------------------------------------------------|----------------------------------|-----------------------|
| Completer survey results are available to the EPP. | <input checked="" type="radio"/> | <input type="radio"/> |

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the





5.6 Results of employer surveys, including retention and employment milestones.  
 availability of employer satisfaction data for completers employed by school districts.

Report information on the

5.6.1 If "Disagree", go to 5.7

|                                                   | Agree                            | Disagree              |
|---------------------------------------------------|----------------------------------|-----------------------|
| Employer survey results are available to the EPP. | <input checked="" type="radio"/> | <input type="radio"/> |

5.6.2 Which of the following descriptions characterize the employer survey(s) available?

(Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
  - Collaboration with school-based colleagues and staff
  - Alignment of teaching with state standards
  - Family and community engagement
  - Content/subject matter
  - Instructional and pedagogical content knowledge
  - Development of a safe learning environment
  - Assessment of P-12 student learning
  - Teaching P-12 students with diverse needs
  - Teaching diverse P-12 students
  - Other (Specify)

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

| Survey administered by      | No access to data                | Access to data                   | Number of completers surveyed | Number of responses received |
|-----------------------------|----------------------------------|----------------------------------|-------------------------------|------------------------------|
| EPP                         | <input type="radio"/>            | <input checked="" type="radio"/> |                               |                              |
| Institution or Organization | <input type="radio"/>            | <input checked="" type="radio"/> |                               |                              |
| School District             | <input checked="" type="radio"/> | <input type="radio"/>            |                               |                              |
| State                       | <input checked="" type="radio"/> | <input type="radio"/>            |                               |                              |
| Accreditation agency        | <input checked="" type="radio"/> | <input type="radio"/>            |                               |                              |
| Other (specify)             | <input type="radio"/>            | <input type="radio"/>            |                               |                              |

5.6.4 The EPP can demonstrate that the employer survey is...

|  | Agree | Disagree |
|--|-------|----------|
|  |       |          |

based on employer survey results.

5.7 Ability of completers to be hired in education positions for which they have prepared. Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

5.7.1 If "Disagree", then go to 5.8

|                                                                               | Agree                            | Disagree              |
|-------------------------------------------------------------------------------|----------------------------------|-----------------------|
| The EPP has attempted to collect data on the employment status of completers. | <input checked="" type="radio"/> | <input type="radio"/> |

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)  
Alumni Office
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)

5.7.4 If "Disagree", then go to 5.8

|                                                                          | Agree                            | Disagree              |
|--------------------------------------------------------------------------|----------------------------------|-----------------------|
| The EPP has access to information on the employment status of completers | <input checked="" type="radio"/> | <input type="radio"/> |

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
  - School district
  - State department (specify)  
Data requested for in-state teachers
- Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2012-2013.

|  |  | Number of completers with each employment status |          |          |          |     |            |
|--|--|--------------------------------------------------|----------|----------|----------|-----|------------|
|  |  | Employed                                         | Employed | Enrolled | Employed | Not | Employment |
|  |  |                                                  |          |          |          |     |            |

| Year of program completion | Total number of completers | in a position for which they were prepared | in an education position outside of their preparation | in higher education | outside of the education field | employed | status unknown |
|----------------------------|----------------------------|--------------------------------------------|-------------------------------------------------------|---------------------|--------------------------------|----------|----------------|
| Column 1                   | Column 2                   | Column 3                                   | Column 4                                              | Column 5            | Column 6                       | Column 7 | Column 8       |

|              |    |    |  |   |  |  |   |
|--------------|----|----|--|---|--|--|---|
| AY 2012-2013 | 19 | 14 |  | 1 |  |  | 4 |
|--------------|----|----|--|---|--|--|---|

Example: If 60 candidates completed their program in AY 2012-2013, the numbers across the row should sum to 60 (17+9+8+4+2+20)

|    |    |   |   |   |   |    |
|----|----|---|---|---|---|----|
| 60 | 17 | 9 | 0 | 4 | 2 | 20 |
|----|----|---|---|---|---|----|

5.8 Student loan default rates and other consumer information. preparation provider.

Report consumer information for the educator

Indicate which of the following categories of consumer information the EPP has access to and

## Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

Elementary Education has been recognized by ACEI in this cycle.  
All other programs have recognition with conditions and have been resubmitted to their respective SPAs.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:



1. The diversity of the EPP faculty has improved since our last visit. We also make concerted efforts to use diverse K-12 cooperating teachers. We participated in the Diversity Conferences hosted by two other SC institutions this academic year to offer opportunities for our candidates to be taught by diverse faculty.
2. Diversity within our EPP has improved since our last visit. We now have Call Me MISTER to purposely recruit minority male students. We take student teachers and juniors to the Diversity Conference in order to offer opportunities to interact with candidates from other ethnic/racial groups. Limestone is a minority serving institution (African-American), so candidates are always interacting with other ethnic/racial groups on campus.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

We now have an administrative assistant who is shared within academic affairs as well as a work-study student to help with clerical duties. We also had all AFIs removed from Standard 2.