

2015 EPP Annual Report

CAEP ID:	27327
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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.

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014 ?

Section 5. Candidate and Program Measures

	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 preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

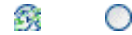
Record a response for each row.

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"/>	12	7
Individual program	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or organization	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree

based on completer survey results.



5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.*

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	8	20	14	19	29
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014	0	5	7	0	0
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher certification or licensure...	0				
Continued in a program	0				
Been counseled out of a program	0				
Withdrawn from a program	0				

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score * (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	19	0.7			

(Check all that apply.)



The EPP has attempted to collect data on the employment status of completers.



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)

program in AY 2013-2014, 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. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input type="radio"/>	<input checked="" type="radio"/>	7%
			http://my.limestone.edu/teacher-education-program
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	\$34979
			http://my.limestone.edu/teacher-education-program
Average beginning salary of a program completer	<input type="radio"/>	<input checked="" type="radio"/>	\$34799
			http://my.limestone.edu/teacher-education-program
Placement patterns of completers	<input type="radio"/>	<input checked="" type="radio"/>	http://my.limestone.edu/teacher-education-program
Other (specify)	<input type="radio"/>	<input checked="" type="radio"/>	

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:

- | | |
|--|-------|
| 1. The unit's assessments are not fully aligned with national program standards. | (ITP) |
|--|-------|

All programs were recognized by their respective SPAs following the initial visit with the exception of Physical Education, which was discontinued and completely re-written.

Music Education is accredited by NASM. English Education is recognized by NCTE. Math Education is recognized by NCTM. Elementary Education is recognized by ACEI. (INSERT PE AND EARLY HERE)

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

- | | |
|---|-------|
| 1. Candidates have limited opportunities to interact with faculty members from diverse ethnic/racial groups. | (ITP) |
| 2. Candidates have limited opportunities to interact with other candidates from diverse ethnic/racial groups. | (ITP) |

Faculty demographics have become more diverse. We also have intentionally incorporated diverse speakers and diverse p-12 faculty into our programs.

Our candidate demographic data outlined in 4.4e of our IR show an obvious increase in diverse candidates over the last three reporting years.

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

- | | |
|--|-------|
| 1. The lack of technical and clerical support limits the unit's ability to develop and implement an effective assessment system. | (ITP) |
|--|-------|

LiveText was adopted in 2008 in preparation for our last NCATE visit. Since that time the IT department data manager has programmed LiveText to sync with Jenzabar for uploading courses and student rosters. The Director of Teacher Education is responsible for making sure all key assessments are uploaded into the appropriate courses. The instructor for the course is responsible for assessing candidates and reporting the findings to the program coordinators at the end of each course. The program coordinators compile those reports for future SPA reporting and program improvement based on those data. LiveText training is conducted by the Director of Teacher Education or program coordinators as needed.

Jenzabar is now used to store data regarding Praxis scores. The administrative assistant is responsible for processing those scores once they are downloaded from the ETS Data Manager site. (The previously used system, TEDCAP became obsolete once Jenzabar was updated.)

Background checks are processed through the administrative assistant. Results are stored in Jenzabar.

The AFIs regarding an effective assessment system in Standard 2 were removed as a result of the focus visit in Fall 2010.

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

3.a Collaboration between unit and school partners: Representatives from the local school district participate on the Teacher Education Committee as voting members. They are equally responsible for changes made to the conceptual framework and curricula changes, including field experiences. Likewise, members of the unit participate on School Improvement Councils, Parent-Teacher Associations, District Improvement Committee, and Cherokee County Teachers' Forum.

Candidates and faculty are invited to participate in district professional development and celebration activities. Cooperating teachers are invited to participate in unit development activities including those related to technology, such as the iHub training held in fall 2014 at the A.J. Eastwood Library Conference Room hosted by Dr. Paula Schubert and Librarian Lizah Ishmail. Further, faculty go to school sites to provide professional development customized to each school or teacher group. Resources are shared between candidates and faculty in terms of technology, grants, materials and classroom space. Field and clinical placements are requested by the unit and adjusted by the district personnel designees based on eligibility, expertise, and availability.

3.b Design, implementation and evaluation of field experiences and clinical practice

All field experiences and clinical practice have mechanisms in place for candidates to apply and reflect on their practice. For instance, candidates reflect in writing on lessons taught in field experiences and student teachers reflect using the TT3 form and on weekly open reflections in LiveText. Beginning with the early field experiences, candidates work with p-12 students in public school classrooms. Candidates are placed in at least two different settings with diverse learners. Candidates participate in multiple classrooms and are observed by p-12 faculty and college supervisors. Coursework is designed to be incremental and sequential leading to success in clinical practice and preparing candidates for the first years of teaching.

Candidates have many opportunities to interact with teachers, families of students, administrators, college supervisors and other candidates about their practice through seminars, coursework, family nights, the Diversity Panel Discussions, Diversity Conferences, field trips to the School for the Deaf and Blind, and through guest speakers in classes or special assemblies. Candidates reflect on their practice and justify choices through their philosophy of education, reflections of field experiences, long-range planning, and assessment project or teacher work samples. Opportunities for service learning exist through the after-school LC2 program, grants, after-school programs and in-school projects and assignments.

3.c Candidates development and demonstration of knowledge, skills, and professional dispositions to help all students learn

Pull-out sessions (or seminars) were designed for candidates in clinical practice. Sessions are organized by college supervisors to address issues such as knowledge, skills and dispositions and to allow candidates to reflect on their practice. Candidates are able to seek help where needed and share ideas and successes. Guest speakers are invited to address professional behavior and responsibility, liability, classroom management, interviewing skills, and the like. The assessment project or Teacher Work Samples which are assigned in clinical practice show evidence that candidates are able to design instruction that leads to positive student growth. Coupled with the long-range plan that is also assigned which outlines the student populations with which candidates are working informs the unit that candidates are able to positively affect all student populations.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2015 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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