PA | **Shippensburg University of Pennsylvania**
TraditionalReport AY 2016-17
Pennsylvania

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

1871 Old Main Drive

CITY

Shippensburg

STATE

Pennsylvania

ZIP

17257

SALUTATION

Dr.

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Hill

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ **Yes**
○ **No**

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ○ **Residency**
- ○ **Pre-baccalaureate**
- ○ **Both Residency and Pre-baccalaureate**

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at **https://www2.ed.gov/programs/tqpartnership/awards.html**.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art K-12 (UG)	No	
Biology 7-12 & (STEM) (UG &G)	No	
Bus Info Tch K-12 (STEM) (G)	No	
Chemistry 7-12 & (STEM) (UG & G)	No	
Curriculum & Instruction Option C Cert (G)	No	
Earth Space Science 7-12 & (STEM) (UG & G)	No	
English 7-12 (UG)	No	
French K-12 (UG)	No	
General Science 7-12 & (STEM) (UG & G)	No	
Math 7-12 & (STEM) (UG & G)	No	
MED Special Education 7-12 (G)	No	
MED Special Education PreK-8 (G)	No	
Mid Level 4-8 (UG)	No	
Physics 7-12 & (STEM) (UG & G)	No	
Pre K-4 (UG)	No	

Total number of teacher preparation programs: 18

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Social Studies 7-12 (UG)	No	
Spanish K-12 (UG)	No	
Special Ed & ECH Ed (Dual) (UG)	No	
Total number of teacher preparation programs 18		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program

Other

If Other, please specify:

Upon matriculation

2. Does your initial teacher certification program conditionally admit students?

- ○ Yes
- No

3. Provide a link to your website where additional information about admissions requirements can be found

http://www.ship.edu/Academics/Programs/Undergraduate_Programs/

4. Please provide any additional information about or exceptions to the admissions information provided above

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	Yes	○ No	Yes	○ No

Element	Required for Entry		Required for Exit	
	Yes	No	Yes	No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	● Yes	○ No
Minimum SAT score	○ Yes	● No	● Yes	○ No
Minimum basic skills test score	● Yes	○ No	● Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	○ Yes	● No	● Yes	○ No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

> 3.2

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

> 3.6

6. Please provide any additional information about the information provided above:

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	● Yes	○ No
Background check	○ Yes	● No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: [ ]	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.3

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.9

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17 [§205(a)(1)(C)(iii), §205(a)(1)(C)(i)]

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	190
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	20
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	132

Please provide any additional information about or descriptions of the supervised clinical experiences:

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization**Do not** report on the total number of students enrolled in the entire IHE.**Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who ha
not completed the program during the academic year being reported.An individual who completed the program during the academic year being
reported is counted as a program completer andnot an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2016-17	447
Unduplicated number of males enrolled in 2016-17	84
Unduplicated number of females enrolled in 2016-17	363

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students
by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals ca
belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students
enrolled. (§205(a)(1)(C)(ii)(H))

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	6
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	2
Asian	7
Black or African American	12
Native Hawaiian or Other Pacific Islander	0
White	420
Two or more races	0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

> THIS PAGE INCLUDES:
>
> >> Teachers Prepared by Subject Area
>
> >> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	18
13.1210	Teacher Education - Early Childhood Education	65
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	9
13.1205	Teacher Education - Secondary Education	34
13.1206	Teacher Education - Multiple Levels	123

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	13
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	5
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	16
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	16
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	18
13.1210	Teacher Education - Early Childhood Education	65
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	9
13.1205	Teacher Education - Secondary Education	34
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	13
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	5
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	16
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	16
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	3
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2016-17	126
2015-16	124
2014-15	154

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient student. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- **Yes**
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

> 1

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- **Yes**
- No
- Not applicable

4. Description of strategies used to achieve goal, if applicable

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable

6. Provide any additional comments, exceptions and explanations below

7. Is your program preparing teachers in mathematics in 2017-18?

☑ **Yes**

○ **No (leave remaining questions for year blank)**

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

1

9. Provide any additional comments, exceptions and explanations below

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

☑ **Yes**

○ **No (leave remaining questions for year blank)**

11. How many prospective teachers does your program plan to add in mathematics 2018-19?

1

12. Provide any additional comments, exceptions and explanations below

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient student (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

☑ **Yes**

○ **No (leave remaining questions for year blank)**

2. How many prospective teachers did your program plan to add in science in 2016-17?

1

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

☑ **Yes**

○ **No**

○ **Not applicable**

4. Description of strategies used to achieve goal, if applicable

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable

6. Provide any additional comments, exceptions and explanations below

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ☑ Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

| 1 |

9. Provide any additional comments, exceptions and explanations below

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ☑ Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science 2018-19?

| 1 |

12. Provide any additional comments, exceptions and explanations below

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient studen (§205(a)(1)(A)(ii), §206(a)

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

☑ Yes

○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

5

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

☑ Yes

○ No

○ Not applicable

4. Description of strategies used to achieve goal, if applicable

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable

6. Provide any additional comments, exceptions and explanations below

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

☑ Yes

○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

5

9. Provide any additional comments, exceptions and explanations below

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

☑ Yes

○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education 2018-19?

5

12. Provide any additional comments, exceptions and explanations below

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient studer (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

> 3

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes
- No
- Not applicable

4. Description of strategies used to achieve goal, if applicable

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable

6. Provide any additional comments, exceptions and explanations below

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

> 5

9. Provide any additional comments, exceptions and explanations below

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

☑ Yes

◯ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students 2018-19?

5

12. Provide any additional comments, exceptions and explanations below

Assurances

Please certify that your institution is in compliance with the following assurances. §205(a)(1)(A)(iii), §206(b) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

☑ Yes

◯ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

☑ Yes

◯ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

☑ Yes

◯ No

◯ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

☑ Yes

◯ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

☑ Yes

◯ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

☑ Yes

◯ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

☑ Yes

◯ No

8. Describe your institution's most successful strategies in meeting the assurances listed above

Data collection to assess candidate performance starts at the course level. Faculty members teaching or supervising a data-rich course (i.e., method

student teaching or practicum) collect and analyze data according to the Unit Assessment System. At the end of the semester, after entering scores to TK20 and assigning student grades, faculty members use the Course Assessment Rubric (CAR) to measure the course outcomes against the Conceptual Framework goals (which includes assurance competencies outlined in Title II). Then, per revised Unit Assessment System Protocol, the faculty member submits a Data Report via email to the Unit- Wide Assessment Committee chairs. By the end of the first month of classes in a given semester, the department analyzes candidate performance data and other data pertaining to candidates' Gates (transition points) using the Program Assessment Rubric (PAR). Findings are being discussed at department/program meetings and recorded in the minutes. The department/program chair prepares a Data Report per program and presents the information at the assessment retreat (Unit Data Analysis meeting). This retreat is attended by the members of the Unit-Wide Assessment Committee, the department/program chairs and the deans. At this meeting, all of the data is analyzed using the Unit Assessment Rubric (UAR) and the deans also share data on the Unit's operation criteria described in the UAR. Data is aggregated and summarized, and specific actions on the use of results to improve candidate performance, program quality and unit operations are identified. For reporting purposes, the deans create and disseminate an executive summary for the Provost's Office containing provisions for budget allocations informed by the assessment findings. The dean's office issues an annual report with a summary of the assessment findings and the recommendations for improvement. The report is made available to the will be entire Unit and the professional community via the College of Education and Human Services website for accreditation. Goals and Recommendations from data analysis during the 2016-17 academic year include: 1. Candidates must be required to interpret assessment data in their courses and field experiences, including multiple models for data analysis in preparation for Impact on Student Learning (ISL) assessment during student teaching or professional practicum. 2. Faculty teaching courses associated with ISL must collaborate to determine specific candidate outcomes. Organize a course revision retreat to analyze the components of the current ISL projects for all programs. Streamline project content and assessment rubric. 3. Faculty teaching methods courses must assign activities that will equip candidates to understand and use a variety of instructional methods to encourage PK-12 learners' development of critical thinking, problem solving and performance skills. At the course revision retreat, analyze the components of the current methods courses for all programs. 4. At the Program level, faculty teaching a course associated with a field experience and clinical practice must assign data driven instructional activities. Faculty teaching a practicum and/or capstone course analyze the components of the course and revise the research-based activities that candidates have to implement. 5. While the current assessment instruments for dispositions indicate excellent results, the Unit must collect data according to the new transition points (Gates) to establish candidates' dispositions growth across the entry level and mid-level. Faculty assessing candidates' dispositions send the forms to the candidates' advisors. Advisors collect the data and keep forms in the candidates' files on the Student Success Collaborative. Advisors (and other institutional members) bring to department chairs any special cases. Department chairs send special cases to TEC. 6. The Unit must implement basic skills testing workshops, and create peer mentoring opportunities sponsored by Programs. The Dean's office provides funds for faculty across the Unit to create basic skills testing workshops (face to face and online. Programs identify at risk candidates (i.e., during advising sessions) and encourage them to register in the workshops. 7. The Unit must ensure that all Advanced Programs also collect, analyze and report dispositions data from faculty, cooperating teacher, school administrators, or school supervisors. 8. The Unit must ensure that Action Research assessments align with this CF goal to better document candidates' master and application of research-based approaches. Faculty teaching a research-oriented course analyze the components of the course and revise the research-based activities that candidates have to implement. They also revise the accompanying assessment rubric(s). 9. The Unit must create, streamline and implement multiple measures across all programs, particularly ISL or Capstone so that candidates' have fair and accurate information across the Unit and are evaluated in fair and accurate ways. The Unit Wide Assessment Committee facilitates a Unit Wide Assessment retreat to analyze and adjust each one of the five Unit Key Assessments. 10. The Unit must create a strategic enrollment committee to examine both recruitment and retention (especially diverse candidates). Deans identify and invite faculty, Admissions staff, candidates and school partners to join the Unit Enrollment Task Force. The Task Force delineates specific strategies to increase enrollment (especially diverse candidates) and strengthen retention. 11. The Unit must determine a timeline within Teacher Education Council (TEC) that regularly (yearly) examines the Unit's operations. TEC revises its goals to include assessment of Unit's Operations. 12. The Unit must examine data and specifically Unit key assessments to collect evidence of fairness within and across all programs, specifically in transition points (Gates), assessment measures, data structure/layout, and systems for evaluation data within and across Initial and Advanced programs. For example, the Unit must revise current key assessment measures to better quantify candidates' levels of mastery (unacceptable, developing and target). The Unit Wide Assessment Committee facilitates a Unit Wide Assessment retreat to analyze and adjust each one of the five Unit Key Assessments. 13. The Unit must include all Advanced Programs in the same system for inputting and analyzing data. This Unit-Wide collection of data will track red flags within the data structure and candidates' outcomes across the Unit. Dean's office makes TK20 available for all Advanced Programs the same way they are available for Initial Programs. Faculty, Cooperating Teachers and School Administrators (School Supervisors) receive proxy to TK20 for them to enter data. *As part of the 2017-18 academic year, this goal is in review and alternative data

management system option is in review. 14. The Unit must add diversity as one of the key assessments within the transition points for both Initial and Advanced programs. The Diversity Subcommittee guides the inclusion of Diversity Assessment within the transition points (Gates) for all programs. 15. The Unit Wide Assessment Committee must continue to review PARs to determine programs level of compliance with the CF as it relates to programmatic changes. The Unit Wide Assessment Committee must continue to provide training for all faculty on how to report programmatic data. The Unit Wide Assessment Committee assesses the PARs currently submitted and identifies inconsistencies. The committee chairs meet with specific department chairs to streamline the use of the PAR. 16. The Unit must continue to investigate the course level evidence for each CF goal. The Unit must ensure that new courses create a CAR as part for the UCC proposal to ascertain that such course matches CF goals and also provides an assessment plan to gather data as identified in the Unit Assessment System protocol. TEC ensures that new course proposals contain a detailed CAR that explains how the course and student learning assessments align with the CF.

Assessment Pass Rates

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	51	150	38	75
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	12	146	8	67
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	61	168	54	89
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	19	169	15	79
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	67	164	48	72
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	14	167	11	79
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	7			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	10	182	10	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	14	180	14	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2014-15	12	169	12	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	10	162	8	80
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	10	167	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) Other enrolled students	4			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2015-16	19	160	15	79
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2014-15	27	159	21	78
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	19	177	15	79
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	27	173	24	89
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) Other enrolled students	4			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2016-17	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2015-16	19	175	19	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2014-15	27	174	26	96
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	212	7	58
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	94	222	72	77
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2016-17	60	230	55	92
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2015-16	79	230	70	89
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2014-15	107	244	107	100
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	97	226	78	80
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2016-17	64	230	54	84
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2015-16	79	239	72	91
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2014-15	107	244	105	98
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	225	8	80
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	103	220	74	72
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2016-17	61	228	55	90

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2015-16	80	228	72	90
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2014-15	107	237	106	99
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	22	220	19	86
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	25	233	22	88
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2016-17	77	231	73	95
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2015-16	51	236	48	94
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2014-15	63	224	57	90
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	218	17	89
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	24	223	20	83
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	74	222	67	91
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2015-16	51	221	46	90
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2014-15	63	221	60	95
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	219	13	72
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	23	224	20	87
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2016-17	73	219	60	82

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2015-16	51	221	40	78
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2014-15	63	224	55	87
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2015-16	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	242	10	83
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2016-17	17	229	12	71
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	231	10	83
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	17	223	11	65
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	24	180	24	100

ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	24	178	24	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	24	177	20	83
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	173	9	82
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	12	172	12	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	11	172	11	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

THIS PAGE INCLUDES:

[?] Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	124	90	73
All program completers, 2015-16	121	87	72
All program completers, 2014-15	152	123	81

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

? Low-Performing

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program §205(a)(1)(D), §205(a)(1)(E)

1. Is your teacher preparation program currently approved or accredited?

? ● Yes
○ No

If yes, please specify the organization(s) that approved or accredited your program:

? ☑ State
? ☑ NCATE
☐ TEAC
☐ CAEP
☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

○ Yes
? ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program.** Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   [?] Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   [?] Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   [?] Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   [?] Yes
   ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.** Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

   As part of the data driven decision making process at the program and college level, data evaluating technology based practices are collected at the conclusion of the clinical experience. Student teacher candidates from the 2016-17 academic year evaluated their use of technology in the college classroom and in the PK-12 classroom. All three levels of initial candidate certification (PK4, 4-8 and 7-12) were included in the survey, and data were analyzed as part of program and department student learning outcomes. The survey's purpose is to determine candidates' specific knowledge, skills, and perceptions related to various technology tools. In the 2016-17 dataset, candidates identified the usage of digital tools by either the professor or candidates in method courses including the Digital Elmo (38.6%), Smart Boards (29.7%), and online interactive quizzes (27.5%). In contrast, candidates described the use of a number of media used in field placements in PK-4, 4-8 and 7-12 classrooms, including: Power Point Presentations; LCD Overhead Projector; Digital Camera; Audio Recorder; DVD Player; Smart Board; Mobile I-Pad Lab; Chrome Book; Smart Phone; Excel; Creating Images or Graphic Organizers; Creating Websites; Creating Audios; Creating Videos; Google Docs; Google Earth; Social Networking. Overall, data from all subsets (PK-4, 4-8 and 7-12) classified levels of candidates' understanding of technology at 62.2% as either highly effective or effective. Disaggregating the data for certification subsets (PK4, 4-8 and 7-12) revealed differences in candidates' perceptions, including PK4 at 75% highly effective or effective, 7-12 at 34.48% as highly effective or effective and 4-8 as 83% highly effective or effective. It is important to note the sample size in the 4-8 subset was significantly less than total candidates in the other two subsets. In addition, the current survey did not identify aspects of technology in

analyzing and/or improving instruction. Therefore, an edited version of the instrument will be used in upcoming semesters. The survey will now include questions such as: How often did you observe your cooperating teacher using data generated by digital tools, such as computer generated assessments, learning management systems, software tools, etc. to analyze PK-12 students' learning outcomes? More than once per day Daily More than once per week Only once per week More than once per month Only once per month How often did you institute assessment practices in the PK-12 classroom that generated data from digital tools, such as such as computer generated assessments, learning management systems, software tools, etc. to analyze Pk-12 students' learning outcomes? More than once per day Daily More than once per week Only once per week More than once per month Only once per month How often did you examine digitally generated assessment results as the basis for instructional decisions? More than once per day Daily More than once per week Only once per week More than once per month Only once per month How would you describe your confidence level in sharing data results generated by digital tools with parents and other stakeholders? Very confident Confident Somewhat confident Not confident

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request (§205(a)(1)(G))

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

⬚ Yes
○ No

b. participate as a member of individualized education program teams

⬚ Yes
○ No

c. teach students who are limited English proficient effectively

⬚ Yes
○ No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and timeline if any of the three elements listed above are not currently in place.

Course requirements in Special Education, Reading, Child Development, Assessment & Instructional Strategies train teacher candidates to work with students with disabilities. Clinical settings allow pre-service teachers to participate in IEP team meetings when appropriate.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

⬚ Yes
○ No
○ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

⬚ Yes
○ No

Program does not prepare special education teachers

c. **teach students who are limited English proficient effectively**

☐ **Yes**

○ **No**

○ **Program does not prepare special education teachers**

4. **Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and timeline if any of the three elements listed above are not currently in place.**

All special education certification students are required to have training the development of IEPs and to serve on program teams. Clinical settings provide an opportunity for Special Education majors to work with limited English Proficiency students.

Contextual Information

THIS PAGE INCLUDES:

☐ Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s) You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **447**.

Number of program completers from Section I: Program Information, Program Completers is **126**.

For a total enrollment of **573**.

☐ **I certify the total enrollment shown above is correct.**

Certification of submission

☑ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Bradley M. Nailor

TITLE:

Assessment & Accreditation Coordinator

Certification of review of submission

☑ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Dr. Nicole Hill

TITLE:

College of Education & Human Services Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	467	447	-4.28%
Male Enrollment	109	84	-22.94%
Female Enrollment	358	363	1.40%
Hispanic/Latino Enrollment	0	6	
American Indian or Alaska Native Enrollment	3	2	-33.33%
Asian Enrollment	11	7	-36.36%
Black or African American Enrollment	21	12	-42.86%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	1	0	
White Enrollment	423	420	-0.71%
Two or more races Enrollment	8	0	
Average number of clock hours required prior to student teaching	190	190	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7	20	185.71%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1	1	0.00%
Number of students in supervised clinical experience during this academic year	124	132	6.45%
Total completers for current academic year	124	126	1.61%
Total completers for prior academic year	154	124	-19.48%
Total completers for second prior academic year	215	154	-28.37%