



Shippensburg University of Pennsylvania
Traditional Report AY 2018-19
Pennsylvania



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Hill

PHONE

(717) 477-1373

EMAIL

NRHill@ship.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

(§205(a)(C))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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.)

2.8

3. 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

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

Postgraduate Requirements

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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. 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.)

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="190"/>
Number of clock hours required for student teaching	<input type="text" value="640"/>

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

21

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

3

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

174

Number of students in supervised clinical experience during this academic year

128

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	589
Subset of Program Completers	123

Gender	Total Enrolled	Subset of Program Completers
Male	102	24
Female	487	99
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	8	2
Black or African American	8	1
Hispanic/Latino of any race	14	1
Native Hawaiian or Other Pacific Islander	0	0
White	548	119

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	9	0
No Race/Ethnicity Reported	2	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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

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 2018-19.

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\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2018-19

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="31"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1210	Teacher Education - Early Childhood Education	72
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	6
13.1305	Teacher Education - English/Language Arts	10
13.1306	Teacher Education - Foreign Language	2
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	15
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	9
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	10
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	10
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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.

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2018-19

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	31
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1210	Teacher Education - Early Childhood Education	72
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	6
13.1305	Teacher Education - English/Language Arts	10
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	15
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	9
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	10
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	10
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

1. Program 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:

Unit Assessment System Protocol to Document Assurances: Shippensburg University is committed to collecting data to assess candidates' performance at the course level and throughout their programs. Faculty members teaching or supervising a data-rich course (i.e., methods, student teaching or practicum) will continue to collect and analyze data according to the Unit Assessment System Protocol. At the end of the semester, after entering scores into a data management system and assigning student grades, faculty members will continue to use the Course Assessment Rubric (CAR) to measure the course outcomes against the Conceptual Framework (CF) goals (which includes assurance competencies outlined in Title II). Then, the faculty member will submit 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, departments will continue to analyze candidate performance data and other data pertaining to candidates' Gates and Status Levels from the previous academic year using the Program Assessment Rubric (PAR). Findings are discussed at department/program meetings and as part of the monthly, Unit-Wide Teacher Education Council (TEC) meetings and recorded in the minutes. The department/program chair will continue to prepare

a Data Report per program and presents the information at the annual Assessment Retreat sponsored by TEC. This retreat is attended by the members of the Unit-Wide Assessment Committee, the department/program chairs and the Dean. At this meeting, all data will continue to be analyzed using the Unit Assessment Rubric (UAR) and the dean also will continue to share data on the Unit's operation criteria described in the UAR. Data are 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 Dean will continue to 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 will continue to post an annual report with a summary of the assessment findings and the recommendations for improvement. The report is made available to the entire Unit and the professional community via the College of Education and Human Services website for accreditation purposes. Goals Identified from Data Analysis during the 2018-19 Academic Year that pertain to Title II Assurances to Align with Regional Employment Expectations for New Teachers Key Assessments: 1. In order to prepare candidates to respond to district needs as new teachers in PK-12 classrooms, candidates at both the undergraduate and graduate levels will continue to analyze student learning outcome assessment data in their courses and field experiences, including data analysis for three assessments: Professional Dispositions (PD), Capstone/Practicum/Internship Assessment (PDE 430) and the Impact on Student Learning (ISL) assessment during student teaching or professional practicum. Evaluating candidates' diversity awareness is included in criteria outlined in assessments. For example, the ISL assignment addresses differentiated instruction, including honoring PK-12 learners with disabilities, students learning English, and students from economically and culturally diverse backgrounds. Results will continue to contextualize candidates' levels of mastery and allow each program and also the Unit to determine possible alterations to courses assignments and field experience outcomes to better align with the conceptual framework as they relate to school districts' practices. Diversity Awareness: 2. As part of the Unit's focus on diversity awareness (cultural, cognitive, linguistic, regional and socio-economic), faculty teaching methods courses will continue to assign activities that will equip candidates to understand and use a variety of instructional methods to encourage PK-12 learners' critical thinking, problem solving and performance skills, especially as they relate to diverse students' needs. As a result of course assignments, candidates' knowledge, skills and dispositions will be analyzed in a more robust format. The creation of a new Unit level diversity awareness key assessment will be positioned within the Gates and Status Levels for both Initial and Advanced programs. The TEC Diversity Subcommittee will guide the creation and analysis of the Diversity Awareness Assessment for all programs, titled as Quality Assurance and Diversity Awareness. Conceptual Framework Alignment with Curricular Design: 3. Using both the Conceptual Framework (CF) and the Program Assessment Rubric (PAR), faculty teaching a course associated with a field experience and clinical practice will continue to assign candidates data driven instructional activities that reflect identified practices in public schools. Each semester and over the academic year, each program must continue to review CAR and PAR data to determine programs level compliance with the CF. The Unit Wide Assessment Committee must continue to provide training for all faculty on how to report programmatic data. The Unit Wide Assessment Committee will continue to assess the PARs currently submitted and identifies inconsistencies. The committee chairs will meet with specific department chairs to streamline the use of the PAR. Advising Candidates: 4. While the current assessment instruments for dispositions indicate excellent results, the Unit must collect data according to the newly established Gates and Status Levels to document candidates' dispositions growth across the enrollment status levels. The Unit must ensure that all graduate and undergraduate programs collect, analyze and report dispositions data from faculty, cooperating teachers, school administrators, or school supervisors. 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. Candidate Enrollment, Retention and Persistence: 5. The Unit must create a strategic enrollment committee to examine both recruitment and retention, especially for diverse candidates. TEC must identify and invite faculty, admissions staff, candidates and school partners to join a newly formed Unit Enrollment Task Force. The Task Force will delineate specific strategies to increase enrollment of diverse candidates and strengthen retention for all candidates.

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 teacher preparation 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 students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal was to increase enrollment by 1.

3. Did your program meet the goal?

- Yes
 No

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

All applicants to the B.S. in Mathematics were emailed, given a phone call, and sent personalized handwritten notes. All correspondence was done by a mathematics education specialist. She personalized the messages per the students, so all secondary interest students received information about the

highlights of that program. Now that we have been given access to Slate, all faculty who wish to assist with Admissions recruitment can get instantaneous reports on applicants. We can also personalize some of the outgoing automatic communications from Admissions. The Mathematics Department participated in the formal Admissions sponsored events (Admissions Open House, Ship Voyage visits to high schools, Admitted Students Day). Students who attended received a folder of materials describing the program, advisement, etc. Each year the department has hosted individual student visits which consist of a student attending the class, advisement, one on one meetings with the certification advisors (if applicable), and lunch with a group of department faculty. We have increased the number of one-on-one visits each year. Invitations to come and visit are a part of the correspondence sent to admits. We recruited adjunct faculty from Chambersburg High School, Biglerville High School, Big Spring High School, Carlisle High School, and Harrisburg Academy to teach for the department. These faculty then performed outreach back in their home schools by being familiar with the department. Math & Computer Science Day is an outreach event to 9 – 12 students in area schools. In Spring 2019, we had 15 schools and over 150 students participate in a programming contest, math contest, and Julia Robinson Mathematics Festival. Faculty and current students work at the stations in the festival interacting with area high school students. Cumberland Valley ESTEEM is an outreach event for 7th grade girls in area schools established by Deborah Gochenaur. The students attend and participate in three different STEM workshops and a keynote address. When they are in high school, ESTEEM alumni are invited back to participate as team leaders for the event. A team of faculty led by Dave Kennedy have participated regularly in Mathematics & Science Day at Halifax Elementary in the spring. Both of these events provide early interaction between our mathematics educators and future students at the university. Kim Presser participated in the Junior Achievement STEM Day event at Biglerville High School in March 2020. Junior Achievement provides numerous opportunities for faculty to work with students in grades 7 - 12 in area schools. We will continue to share outreach opportunities like these across the department. We are working with Marketing to prepare a Shippensburg Mathematics Education poster to display in 7 - 12 math teacher classrooms. The goal is to not only talk about SU and the Mathematics program, but to directly address the highlights of being a mathematics teacher and the job opportunities that exist. The Mathematics program was the first secondary certification program to develop dual certification option for Mathematics and Special Education. While this program has been slow to grow (due to the 4.5 year timeline to completion), we continue to see student interest in adding more special education coursework to their program of study.

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

1. With the high cost of college, we are seeing more students interested in high salary positions (engineering, data science, actuarial science, statistics) than coming in interested in Secondary Education. 2. We have had an uptick in transfers for the mathematics programs. We need to work on flexibility and yet timely enforcement of requirements to help these students transition successfully to the demanding requirements of a certification program. 3. Our efforts in recruitment at the Middle Level Grades 4-8 for mathematics must continue to develop its strategies to recruit students interested in teaching mathematics. Efforts for recruitment from the Middle Level Grades 4-8 program have specifically targeted students interested in teaching the grade band, not necessarily the mathematics subject. Perhaps working together with the Mathematics Department can better yield results.

6. Provide any additional comments, exceptions and explanations below:

Students are assigned a faculty advisor in mathematics content and mathematics education faculty. Student meet a minimum of once per semester with their faculty advisor. Students are assessed through the Gates and Status Levels Matrix at the beginning and end of every term to ensure that program requirements are being met. Individual action plans are initiated when students are not meeting requirements. Through cooperating teacher input and supervising faculty reviews, students are monitored and assessed during their field experience hours. Areas of assessment include: educational philosophy, dispositions, views towards and experiences with diverse students and faculty; as well as content preparation assignments and completion of mandated State requirements.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal was to increase enrollment by 1.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
- No

10. Describe your goal.

Our goal is to increase enrollment by 4.

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 teacher preparation 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 students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal was to increase enrollment by 5.

3. Did your program meet the goal?

- Yes
 No

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

Shippensburg University UG Science Departments work together with the University Admissions office to ensure their recruitment goals are met. They attend Open House events and Admitted student days for recruitment efforts. The STEM Master of Arts in Teaching (MAT) program works closely with

PCDE on recruitment efforts. The STEM program continues to recruit cohorts of students to help address the state deficiencies in the area of science educators.

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:

Students are assigned a faculty advisor in their certification area (content area faculty who teach methods for 7-12 candidates), and teacher education faculty who work with middle school courses for the 4-8 programs. Student meet a minimum of once per semester with their faculty advisor. Students are assessed through the Gates and Status Levels Matrix at the beginning and end of every term to ensure that program requirements are being met. Individual action plans are initiated when students are not meeting requirements. Through cooperating teacher input and supervising faculty reviews, students are monitored and assessed during their field experience hours. Areas of assessment include: educational philosophy, dispositions, views towards and experiences with diverse students and faculty; as well as content preparation assignments and completion of mandated State requirements.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal was to increase enrollment by 5.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to increase enrollment by 5.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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 teacher preparation 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 students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal was to increase enrollment by 5.

3. Did your program meet the goal?

- Yes
 No

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

The Special Education Faculty attended all university sponsored undergraduate Admissions Open Houses and they brought current undergraduates to speak with potential candidates and families. Current undergraduates and the Department Chair sent follow up emails to all High School students who

attended an Open House and expressed interest in Special Education. The Special Education Department created Face Book pages for the current classes of PK4/Special Education majors to keep them informed about job openings and maintain communication for retention purposes. The Department attended Living Learning Community events to promote our program internally. Through community events the Department established and maintained relationships with Special Education Supervisors and Superintendents from the MD boarder to north and west of Harrisburg. The Department also used the CAIU pilot for EEC 483, HIRE ME, with faculty presenting at neighboring high schools and providing ongoing support to local Special Education Supervisors. In an effort to meet our stakeholders needs the Department surveyed the Special Education Supervisors and Superintendents in the CAIU about their potential need for cohorts in their districts. The Department moved the masters in Special Education with certification program to the Dixon Center to access the larger population of potential applicants and in doing so held an Open House at the Dixon Center to inform potential graduate students about our program. There has been a continued effort in developing a blended instruction to appeal to working students. The Department has also attended on-campus graduate admissions events and asked our current UG and G students to spread the word about our programs. Another strategy used to achieve our goal was recruiting experienced faculty to teach in our program. The Department Chair is very responsive to inquiries about the program and responds within 24 hours of request. The Department attended Ship Voyage at Reading High School.

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

The Special Education Chair and program faculty work closely with our school district and private school partners. These relationships help the program to know about upcoming openings and to share those with current candidates and recent graduates. The program helps regional public and private school personnel to understand what we offer for special education certification. Further, the SE program is developing a stand-alone non-dual major to assist with recruitment. This new major will allow undergraduate students to more quickly reach their goal to be special education teachers. Some of our recruitment is internal; approximately five students each year declare Special Education as a major after taking our introductory course as part of their current teacher education major.

6. Provide any additional comments, exceptions and explanations below:

Students are assigned a faculty advisor in mathematics content and mathematics education faculty. Student meet a minimum of once per semester with their faculty advisor. Students are assessed through the Gates and Status Levels Matrix at the beginning and end of every term to ensure that program requirements are being met. Individual action plans are initiated when students are not meeting requirements. Through cooperating teacher input and supervising faculty reviews, students are monitored and assessed during their field experience hours. Areas of assessment include: educational philosophy, dispositions, views towards and experiences with diverse students and faculty; as well as content preparation assignments and completion of mandated State requirements.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal was to increase enrollment by 5.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Our goal is to increase enrollment by 5.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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 teacher preparation 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 students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

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

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal was to increase enrollment by 5.

3. Did your program meet the goal?

- Yes
 No

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

The Teacher Education Department works closely with PCDE on recruitment efforts. A flyer describing the Teaching English as a Second Language

program is shared with PCDE for circulation to surrounding schools identified by the Teacher Education Department. A source of internal recruitment takes place at the culmination of student teaching.

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:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal was to increase enrollment by 10.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to increase enrollment by 10.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	155	13	93
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	49	152	40	82
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	22	152	17	77
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	13	148	9	69
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	169	12	86
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	56	169	51	91

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, 2018-19	26	173	24	92
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	18	170	18	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	21	171	18	86
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	166	10	71
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	67	165	56	84
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	30	168	28	93
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	15	165	13	87
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	17	166	12	71
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, 2018-19	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	10	179	10	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2018-19	11	176	11	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
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, 2018-19	12	164	11	92
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2017-18	10	162	8	80
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
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, 2018-19	12	179	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	10	176	10	100
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) Other enrolled students	3			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2018-19	12	180	12	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2017-18	10	174	10	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2016-17	8			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	38	215	28	74
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2018-19	27	228	25	93
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2017-18	42	232	37	88
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2016-17	60	231	56	93
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	225	9	90
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	36	220	30	83
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2018-19	29	232	24	83

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2017-18	37	228	35	95
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2016-17	63	232	54	86
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	220	9	82
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	50	220	36	72
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2018-19	34	228	31	91
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2017-18	41	232	38	93
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2016-17	60	230	56	93
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	37	226	32	86
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	41	228	37	90
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	69	234	63	91
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	56	225	50	89
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2016-17	81	231	77	95
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	38	211	32	84
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	41	214	32	78
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	69	222	61	88

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	56	221	49	88
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	79	221	72	91
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	38	208	24	63
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	41	215	28	68
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2018-19	69	224	57	83
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2017-18	56	223	46	82
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2016-17	78	219	64	82
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	27	233	18	67
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	3			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	28	247	24	86
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	25	236	19	76

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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	27	232	18	67
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	4			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	28	237	24	86
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	25	230	19	76
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	17	225	11	65
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	15	174	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	12	172	12	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	119	89	75
All program completers, 2017-18	111	81	73
All program completers, 2016-17	125	91	73

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

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
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- 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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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.

Teacher candidates in all program areas use technology; it is integrated across the curriculum. Courses such as ECH 373, ECH 393, ECH 394, TCH 251, EDU 440, EDU 371, EDU 290, EDU 422, and EDU 412 all have focus areas of integrating technology into teaching methods. Our Academic Year 18-19 Student Teacher Survey data showed that 115 out of the 118 respondents to our use of technology assessment mentioned having used some form of technology in a classroom setting. They used a broad spectrum of technology throughout their student teaching experience ranging over 48 different types of technology. Technologies ranged from hands on tools such as; smart boards, Ipads, laptops and chrome books , to specialized software or applications such as; Google Platform, PowerPoint, Kahoot, SeeSaw and online videos. One of the technologies where we see a more consistent growth is the use of the google platform for teaching and its multi-faceted use for assessment and data tracking. Many student teachers described assigning homework, quizzes, surveys, etc. and being able to immediately interact with the data and students. This type of interaction is a very powerful experience for our students in terms of understanding the reach they have to communicate, teach lessons, and evaluate data in an ever-changing technology driven age. Last academic year at the Unit level, we recognized deficiencies in accounting for Faculty professional development. The Teacher Education Council employed a technology training for faculty in the Google platform on April 26, 2019. A Teacher Education Faculty member also presented an example of his use of Google classroom to the TEC unit on May 3rd, 2019. He showed examples of the assignments he uses with his students. He showed examples of how students submit screencastify videos for evaluation of the students sign language. The Teacher

Education Council continues to investigate our current practices with an intention to continue the development of strategic priorities to address needed areas of improvement.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

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

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All special education certification students are required to have training and development of IEPs and to serve on program teams.

c. Effectively teach students who are limited English proficient.

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

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

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

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All special education certification students are required to have training and development of IEPs and to serve on program teams.

c. Effectively teach students who are limited English proficient.

All special education certification students are required to have training and development of IEPs and to serve on program teams. Clinical settings

provide an opportunity for Special Education majors to work with English Proficiency students.

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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.

http://www.ship.edu/globalassets/coehs/2020_epp_annual_report.pdf

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.

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 and Human Services Dean