|  |  |
| --- | --- |
| Impact Measures (CAEP Standard 4) | Outcome Measures |
| 1. Impact on P-12 learning and development (Component 4.1) | 5. Graduation Rates (initial & advanced levels)1 |
| 2. Indicators of teaching effectiveness (Component 4.2) | 6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels) |
| 3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1) | 7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels) |
| 4. Satisfaction of completers (Component 4.4 | A.4.2) | 8. Student loan default rates and other consumer information (initial & advanced levels)2 |

**CAEP annual Report 2019-20**

1. **Impact on P-12 Learning and Development**

**The following data comes from the 2018-19 Institutions of Higher Education Bachelor Performance Report, an annual report required by the North Carolina State Board of Education. The performance data is provided by the North Carolina Department of Public Instruction.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| UNC Pembroke | | | | | |
| Teacher Effectiveness | | | | | |
| This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.”  Additional information about the NCEES and EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>  \*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.  \*Blank cells represent no data available  \*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.  This information is provided to UNCP on the 2018-19 Institutions of Higher Education Bachelor Performance Report found here. <https://files.nc.gov/dpi/documents/epp/reports/2018-19/undergrad/undergrad-uncp-2019-performance-report.pdf>  **Standard 6 in the North Carolina Professional Teaching Standards is related to impact on P-12 Learning and Development.**  Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. | | | | | |
| Standard Six: (Student Growth) Teachers Contribute to the Academic Success of Students | | | | | |
|  | Does Not Meet Expected Growth | Meets Expected Growth | Exceeds Expected Growth | Sample Size | Missing |
| Institution (UNCP) | 18.8% | 68.8% | 12.5% | 48 | 51 |
| State (NC) | 22.0% | 64.7% | 13.0% | 6228 | 3076 |

**Similar information is accessed through the 2018-19 Undergraduate Report Card, another annual report required by the North Carolina State Board of Education. The performance data is provided by the North Carolina Department of Public Instruction.**

The full undergraduate report card can be viewed here -<https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/undergrad/uncp-report-card-2019-undergrad.pdf>

|  |  |  |
| --- | --- | --- |
|  | Percent Proficient or Above | |
| Student Growth Percentages | Institution (UNCP) | State (NC) |
| Meets Growth | 68.8% | 65% |
| Exceeds Growth | 12.5% | 13% |

1. **Indicators of Teaching Effectiveness**

**From the 2018-19 IHE Bachelor Performance Report**

**The following data comes from the 2018-19 Institutions of Higher Education Bachelor Performance Report, an annual report required by the North Carolina State Board of Education. The performance data is provided by the North Carolina Department of Public Instruction.**

The full Bachelor Performance report can be viewed here –

<https://files.nc.gov/dpi/documents/epp/reports/2018-19/undergrad/undergrad-uncp-2019-performance-report.pdf>

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| UNC Pembroke | | | | | | | |
| Teacher Effectiveness | | | | | | | |
| This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.”  Additional information about the NCEES and EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>.  \*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.  \*Blank cells represent no data available  \*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. | | | | | | | |
| Standard One: Teachers Demonstrate Leadership | | | | | | | |
|  | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst. Level (UNCP) |  |  | 72.2% | 27.8% |  | 54 | 45 |
| State Level (NC) | 0.1% | 3.6% | 70.7% | 24.6% | 1.1% | 8496 | 808 |
| Standard Two: Teachers establish a Respectful Environment for a Diverse Population of Students | | | | | | | |
|  | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst. Level (UNCP) |  |  | 73.6% | 26.4% |  | 53 | 46 |
| State Level (NC) | 0.1% | 3.5% | 63.1% | 31.9% | 1.4% | 8427 | 877 |
| Standard Three: Teachers Know the Content They Teach | | | | | | | |
|  | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst. Level (UNCP) |  | N/A | 81.1% | 18.9% |  | 53 | 46 |
| State Level (NC) | ~0.0% | 5.0% | 74.5% | 19.6% | 0.8% | 8427 | 877 |
| Standard Four: Teachers Facilitate Learning for Their Students | | | | | | | |
|  | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst. Level (UNCP) |  | N/A | 79.6% | 18.5% |  | 54 | 45 |
| State Level (NC) | ~0.0% | 5.4% | 69.9% | 24.0% | 0.5% | 8496 | 808 |
| Standard Five: Teachers Reflect on Their Practice | | | | | | | |
|  | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst. Level (UNCP) |  |  | 71.7% | 28.3% |  | 53 | 46 |
| State Level (NC) | ~0.0% | 4.1% | 72.9% | 21.9% | 1.0% | 8427 | 877 |
| Standard Six: Teachers Contribute to the Academic Success of Students | | | | | | | |
|  | Does Not Meet Expected Growth | Meets Expected Growth | Exceeds Expected Growth | Sample Size | Missing |  | |
| Inst. Level (UNCP) | 18.8% | 68.8% | 12.5% | 48 | 51 |  | |
| State Level (NC) | 22.0% | 64.7% | 13.0% | 6228 | 3076 |  | |

**From the 2018-19 Undergraduate Report Card**

**Similar information is accessed through the 2018-19 Undergraduate Report Card, another annual report required by the North Carolina State Board of Education. The performance data is provided by the North Carolina Department of Public Instruction.**

The full undergraduate report card can be viewed here –<https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/undergrad/uncp-report-card-2019-undergrad.pdf>

**Graduate Effectiveness** - Evaluation data for beginning teachers (teachers in their first three years of employment) employed by a North Carolina School during the 18-19 school year. Institutions with fewer than 5 beginning teachers evaluated during this time frame are reported as N/A. Additional information about Educator Effectiveness is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>

|  |  |  |
| --- | --- | --- |
|  | Percent Proficient or Above | |
|  | Institution (UNCP) | State (NC) |
| Standard 1: Teachers demonstrate leadership. | 100.0% | 96.4% |
| Standard 2: Teachers establish a respectful environment for a diverse population of students | 100.0% | 96.4% |
| Standard 3: Teachers know the content they teach. | 100.0% | 95.0% |
| Standard 4: Teachers facilitate learning for their students. | 98.1% | 94.5% |
| Standard 5: Teachers reflect on their practice. | 100.0% | 73.2% |
| Student Growth Percentages | | |
| Meets Growth | 68.8% | 65.0% |
| Exceeds Growth | 12.5% | 13.0% |

1. **Satisfaction of Employers and Employment Milestones**

**From 2018-19 Undergraduate Report Card**

The full undergraduate report card can be viewed here -<https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/undergrad/uncp-report-card-2019-undergrad.pdf>

**Employer Survey from the Undergraduate Report Card (Average 2017-2019)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mean Std 1 Items - Leadership | Mean Std 2 Items – Respectful Environment for Diverse Populations | Mean Std 3 Items – Know Content they Teach | Mean Std 4 Items – Facilitate Learning | Mean Std 5 Items - Reflection | Overall Mean |
| 3.39 | 3.40 | 3.56 | 3.39 | 3.44 | 3.42 |

Question stem: Relative to other first-year teachers, how effective were your institution’s candidates at the following teaching tasks...

Answer Choice Scale: 1=Much less effective; 2=Less effective; 3=Comparable; 4=More effective; 5=Much more effective

NOTE: Values are not reported if there are less than 10 teachers from a given institution

1. **Satisfaction of Completers (Graduate Satisfaction Survey (Average 2017-2019)**

**From 2018-19 Undergraduate Report Card**

The full undergraduate report card can be viewed here -<https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/undergrad/uncp-report-card-2019-undergrad.pdf>

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| On questions related to the quality of their preparation to teach, the percent of recent graduates in this institution that responded ‘well’ or ‘very well.’ | | | | | | | | | |
| Overall | Overall Count | Elementary | Elementary Count | Middle Grades | Middle Grades Count | Secondary Grades | Secondary Count | Exceptional | Exceptional Count |
| 78.41 | 52 | 89.37 | 22 | 66.07 | 7 | 74.54 | 9 | \* | 3 |
| On questions pertaining to student teaching experiences provided by this program, the percent of recent graduates that either ‘agree’ or strongly agree.’ | | | | | | | | | |
| Overall | Overall Count | Elementary | Elementary Count | Middle Grades | Middle Grades Count | Secondary Grades | Secondary Count | Exceptional | Exceptional Count |
| 90.89 | 45 | 90.53 | 19 | 100.00 | 5 | 85.56 | 9 | \* | 3 |

\*The number of respondents for the question being asked are too small to be shared.

1. **Graduation Rates**

**Initial**

Fall 18 – 27 interns began the internship, 25 successfully completed it for a graduation rate of 92.5%

Spring 19 – 46 interns began the internship, all 46 successfully completed it for a graduation rate of 100%

Advanced (include MSA, school counseling?)– There is no similar cohort type model for the grad programs so graduation rates can’t be calculated.

1. **Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)**

**From 2018-19 Report Cards**

The full **undergraduate** report card can be viewed here – <https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/undergrad/uncp-report-card-2019-undergrad.pdf>

The full **graduate** report card can be viewed here - <https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/grad/uncp-report-card-2019-graduate.pdf>

The full **School Administration (MSA)** report card can be viewed here – <https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/msa/uncp-report-card-2019-msa.pdf>

**Transition to Classroom**

|  |  |
| --- | --- |
| Number Completing the **Undergraduate** Degree But Not Applied for License | 21 |
| Number Completing the **Undergraduate** Degree and Applying for License | 47 |
| Number Completing the **Undergraduate** License Program But Not Applied for a License | 0 |
| Number Completing the **Undergraduate** License Program and Applied for a License | 39 |
| Percent Passing Professional and Content Area Exams | 89 |
| Number Completing the **Graduate** Degree But Not Applied for License | 2 |
| Number Completing the **Graduate** Degree and Applying for License | 41 |
| Percent Passing Professional and Content Area Exams | 79 |
| Number Completing the **MSA** Degree But Not Applied for License | 0 |
| Number Completing the **MSA** Degree and Applying for License | 27 |
| Number Completing the **MSA** License Program and Applied for a License | 6 |
| Percent **Undergraduates** Passing Professional and Content Area Exams | 89 |
| Percent **Graduate Students** Passing Professional and Content Area Exams | 79 |

1. **Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)**

From 2018-19 Undergraduate Report Card

The full undergraduate report card can be viewed here - <https://files.nc.gov/dpi/documents/epp/report-cards/2017-18/undergraduate/UNCP-Report-Card_2018_U.pdf>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Undergraduate Program Completers in NC Schools Within One Year of Program Completion | | | | | |
| Student Teachers | 49 | Percent Licensed | 88 | Percent Employed | 82 |
| Percentage of Graduates Remaining in Teaching After Four Years | | | | | 45 |

From 2018-19 Graduate Report Card

The full graduate report card can be viewed here – <https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/grad/uncp-report-card-2019-graduate.pdf>

|  |  |  |  |
| --- | --- | --- | --- |
| Full time students enrolled in program | 227 | Mean number of years teaching experience | 4.82 |
| Part time students enrolled in program | 78 | Number Employed in NC Schools | 174 |
| Full time students pursuing licensure only | 2 |  |  |
| Part time students pursuing licensure only | 2 |  |  |
| Total number of students | 309 | Percent employed in NC Schools | 56.3 |

From School Administration (MSA) Report Card

The full School Administration report card can be viewed here - <https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/msa/uncp-report-card-2019-msa.pdf>

|  |  |  |  |
| --- | --- | --- | --- |
| Full time students enrolled in program | 64 | Mean number of years teaching experience | 11.76 |
| Part time students enrolled in program | 21 | Number Employed in NC Schools | 96 |
| Full time students pursuing licensure only | 7 |  |  |
| Part time students pursuing licensure only | 9 |  |  |
| Total number of students | 101 | Percent employed in NC Schools | 95.0 |

1. **Student loan default rates and other consumer information (initial & advanced levels)**

Student loan default rates and other consumer information :

In September 2019 the United States Department of Education publicized the Official 3-Year Cohort Default Rate for Fiscal Year 2016**. The national cohort default rate is 10.1 percent.**  Those borrowers attended 6,130 postsecondary institutions across the nation. For the same period, the borrower default rate at public institutions was 9.6% and at private institutions it was 6.6%.

North Carolina with 144 institutions had a state wide default rate of 10.5%.

UNC Pembroke’s fiscal year 2016 loan default rate is 10.8% and ranked 4th in a group of 6 peer institutions including schools with high minority enrollment in the UNC System. The average default rate of this group is 11.4% and the average for the entire UNC system is 7.6%.

Like UNCP

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Rec | OPE ID | State | City | Address | School | 2016 rate |
| 56 | 002981 | NC | CULLOWHEE | HIGHWAY 107 | [WESTERN CAROLINA UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=55&ope_id=002981) | 6 |
| 36 | 002950 | NC | DURHAM | 1801 FAYETTEVILLE STREET | [NORTH CAROLINA CENTRAL UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=35&ope_id=002950) | 8.3 |
| 1 | 002905 | NC | GREENSBORO | 1601 EAST MARKET STREET | [NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=002905) | 10.7 |
| 39 | 002954 | NC | PEMBROKE | ONE UNIVERSITY DRIVE | [UNIVERSITY OF NORTH CAROLINA AT PEMBROKE](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=38&ope_id=002954) | 10.8 |
| 19 | 002928 | NC | FAYETTEVILLE | 1200 MURCHISON ROAD | [FAYETTEVILLE STATE UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=18&ope_id=002928) | 12.4 |
| 61 | 002986 | NC | WINSTON-SALEM | 601 MARTIN L. KING, JR. DRIVE | [WINSTON-SALEM STATE UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=60&ope_id=002986) | 15 |
| 17 | 002926 | NC | ELIZABETH CITY | 1704 WEEKSVILLE ROAD | [ELIZABETH CITY STATE UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=16&ope_id=002926) | 16.3 |
|  |  |  |  |  | average | 11.3571 |

UNC System

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Rec | OPE ID | State | City | Address | School | 2016 rate |
| 50 | 002974 | NC | CHAPEL HILL | 102 SOUTH BUILDING | [UNIVERSITY OF NORTH CAROLINA - CHAPEL HILL](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=49&ope_id=002974) | 1.7 |
| 49 | 002972 | NC | RALEIGH | 20 WATAUGA CLUB DRIVE CAMPUS BOX 7001 | [NORTH CAROLINA STATE UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=48&ope_id=002972) | 2.8 |
| 2 | 002906 | NC | BOONE | DOUGHERTY ADMINISTRATION BUILDING | [APPALACHIAN STATE UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=1&ope_id=002906) | 3.6 |
| 59 | 002984 | NC | WILMINGTON | 601 SOUTH COLLEGE ROAD | [UNIVERSITY OF NORTH AT CAROLINA WILMINGTON (THE)](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=58&ope_id=002984) | 4 |
| 62 | 003981 | NC | WINSTON-SALEM | 1533 SOUTH MAIN STREET | [UNIVERSITY OF NORTH CAROLINA SCHOOL OF THE ARTS](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=61&ope_id=003981) | 4.7 |
| 16 | 002923 | NC | GREENVILLE | EAST FIFTH STREET | [EAST CAROLINA UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=15&ope_id=002923) | 5.6 |
| 56 | 002981 | NC | CULLOWHEE | HIGHWAY 107 | [WESTERN CAROLINA UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=55&ope_id=002981) | 6 |
| 51 | 002975 | NC | CHARLOTTE | 9201 UNIVERSITY CITY BOULEVARD | [UNIVERSITY OF NORTH CAROLINA - CHARLOTTE](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=50&ope_id=002975) | 6.1 |
| 52 | 002976 | NC | GREENSBORO | 1400 SPRING GARDEN STREET | [UNIVERSITY OF NORTH CAROLINA -GREENSBORO](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=51&ope_id=002976) | 6.4 |
| 3 | 002907 | NC | ASHEVILLE | 1 UNIVERSITY HEIGHTS | [UNIVERSITY OF NORTH CAROLINA ASHEVILLE](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=2&ope_id=002907) | 7.6 |
| 36 | 002950 | NC | DURHAM | 1801 FAYETTEVILLE STREET | [NORTH CAROLINA CENTRAL UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=35&ope_id=002950) | 8.3 |
| 1 | 002905 | NC | GREENSBORO | 1601 EAST MARKET STREET | [NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=002905) | 10.7 |
| 39 | 002954 | NC | PEMBROKE | ONE UNIVERSITY DRIVE | [UNIVERSITY OF NORTH CAROLINA AT PEMBROKE](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=38&ope_id=002954) | 10.8 |
| 19 | 002928 | NC | FAYETTEVILLE | 1200 MURCHISON ROAD | [FAYETTEVILLE STATE UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=18&ope_id=002928) | 12.4 |
| 61 | 002986 | NC | WINSTON-SALEM | 601 MARTIN L. KING, JR. DRIVE | [WINSTON-SALEM STATE UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=60&ope_id=002986) | 15 |
| 17 | 002926 | NC | ELIZABETH CITY | 1704 WEEKSVILLE ROAD | [ELIZABETH CITY STATE UNIVERSITY](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=16&ope_id=002926) | 16.3 |
|  |  |  |  |  | average | 7.625 |

Section 2 of CAEP annual report

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

NCATE: **Areas for Improvement** related to **Standard 2** cited as a result of the last NCATE review:

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Data are not readily available and consistently shared for faculty to monitor current candidates. |  | (ADV) |



Section 4

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

|  |
| --- |
| *What has the provider learned from reviewing its Annual Reporting Measures over the past three years?*  *Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data? Are benchmarks available for comparison? Are measures widely shared? How? With whom?* |

  
Character limit: 10,000 per response, left: 10,000

Section 6

**6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.**

* Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
* What innovations or changes did the EPP implement as a result of that review?
* How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

* What quality assurance system data did the provider review?
* What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
* How did the provider use data/evidence for continuous improvement?
* How did the provider test innovations?
* What specific examples show that changes and program modifications can be linked back to evidence/data?
* How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
* How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs  
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

  
Character limit: 10,000 per response, left: 10,000

Tag the standard(s) or component(s) to which the data or changes apply.