2017-2018 Annual Reporting Measures

Table of Content

1. Impact on P-12 Learning and Development CAEP Component 4.1

Standard 4.1 addressed the student learning and development. Based on the Teacher and Principal Evaluation (TPE) system, the TPE models consist of equally weighted quantitative measures on student growth. The areas of measuring student growth is based on the teaching areas of the completer. The areas include elementary/middle school teacher two tested areas, elementary/middle school teacher one tested areas, high school teacher tested subjects, or k-12 non-tested area/subject teachers. Each of the student growth areas of measurement include a 20% MSA Lag measure based on 10% reading and 10% math; a 15% annual student learning outcomes measurement identified by the school district or school level, and a 15% annual student learning outcomes measurement determined by priority identification at the classroom level.

Over the period of 2016-2018, evaluations completed on an annual basis, 10 responses to the 39 employers contacted in PGCPS indicated the completers overall effectiveness rating. The employers only provided overall scores for student growth measurement of student learning and development. Employers measure completer effectiveness annually against the employers' measurement of student growth. The overall effectiveness score of the initial program employers' impact on student growth was 31.584, which indicates the initial program completers in which their employer rated the completers effective in the classroom measuring impact of student growth.

During the 2018-2019 school year, 21 responses to the 50 employers contacted in PGCPS indicated the completers overall effectiveness rating. The employers only provided overall scores for student growth measurement of student learning and development. Employers measure completer effectiveness annually against the employers' measurement of student growth. The overall effectiveness score of the initial program employers' impact on student growth was 33.697, which indicates the initial program completers in which their employer rated the completers effective in the classroom measuring impact of student growth.
The 2018-2019 measurement of student growth indicated the impact of P-12 student learning and development of the completers improved by 1.73%. Based on the evaluations, the completers of the EPP are making successful strides within the teaching profession.

The EPP conducted assessment measurement outcomes based on the "Impact on P- 12 Learning and Development addressing CAEP Component 4.1 in three areas to measure teacher candidate before exiting the program. The three areas of measurement include: Action Research Assessment for Undergraduate completers (Bachelor of Science Elementary Education, Bachelor of Science Early Childhood/Special Education and Bachelor of Science Secondary Education: English, Mathematics, Science, and Social Studies), Post-Assessment for Master of Arts in Teaching completers and Academic Intervention Plan Assessment for Master of Education Special Education completers. Based on survey results over a three- year span, the majority of completers agreed that the EPP's assessments had a positive impact on their learning and development.
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Employer Data 2016-2019 BSU Graduates

BSU Graduates PGCPS Employee	Graduation Semester	SY18						SY19						Years Teaching
		Professional Practice	PP Rating	Student Growth	SG Rating	Overall Score	Overall Rating	Professional Practice	PP Rating	Student Growth	SG Rating	Overall Score	Overall Rating	
1	Fall 2016	36.946	EFFECTIVE	35.81	EFFECTIVE	72.756	EFFECTIVE	34.709	EFFECTIVE	40.609	EFFECTIVE	75.318	EFFECTIVE	2 1/2 years teaching
2	Spring 2017	35.709	EFFECTIVE	42.458	EFFECTIVE	78.167	EFFECTIVE	34.209	EFFECTIVE	24.873	EFFECTIVE	59.082	EFFECTIVE	2 years teaching
3	Spring 2017	36.085	EFFECTIVE	28.463	EFFECTIVE	64.548	EFFECTIVE	29.647	INEFFECTIVE	25.868	EFFECTIVE	55.515	EFFECTIVE	2 years teaching
4	Spring 2017	38.543	EFFECTIVE	42.235	EFFECTIVE	80.778	EFFECTIVE	41.166	EFFECTIVE	41.077	EFFECTIVE	82.243	EFFECTIVE	2 years teaching
5	Spring 2017	39.14	EFFECTIVE	41.501	EFFECTIVE	80.641	EFFECTIVE	37.022	EFFECTIVE	44.032	EFFECTIVE	81.054	EFFECTIVE	2 years teaching
6	Spring 2017	39.485	EFFECTIVE	43.516	EFFECTIVE	83.001	EFFECTIVE	39.085	EFFECTIVE	45.608	EFFECTIVE	84.693	EFFECTIVE	2 years teaching
7	Spring 2017							34.166	EFFECTIVE	8.254	INEFFECTIVE	42.42	INEFFECTIVE	2 years teaching
8	Spring 2018							33.438	EFFECTIVE	42.379	EFFECTIVE	75.817	EFFECTIVE	First year teaching
9	Spring 2018							36.25	EFFECTIVE	42.481	EFFECTIVE	78.731	EFFECTIVE	First year teaching
10	Spring 2018							36.272	EFFECTIVE	27.572	EFFECTIVE	63.844	EFFECTIVE	First year teaching
11	Fall 2017	36.978	EFFECTIVE	20.102	EFFECTIVE	57.08	EFFECTIVE	38	EFFECTIVE	30.138	EFFECTIVE	68.138	EFFECTIVE	1 1/2 years teaching
12	Fall 2017							39.313	EFFECTIVE	43.15	EFFECTIVE	82.463	EFFECTIVE	1 1/2 years teaching
13	Fall 2017	35.834	EFFECTIVE	8.02	INEFFECTIVE	43.854	INEFFECTIVE	39.813	EFFECTIVE	34.095	EFFECTIVE	73.908	EFFECTIVE	1 1/2 years teaching
14	Fall 2017							37.063	EFFECTIVE	41.429	EFFECTIVE	78.492	EFFECTIVE	1 1/2 years teaching
15	Fall 2017							42.772	EFFECTIVE	26.04	EFFECTIVE	68.812	EFFECTIVE	1 1/2 years teaching
16	Fall 2017	34.688	EFFECTIVE	20.065	EFFECTIVE	54.753	EFFECTIVE	38.228	EFFECTIVE	40.98	EFFECTIVE	79.208	EFFECTIVE	1 1/2 years teaching
17	Fall 2017							33.147	EFFECTIVE	24.769	EFFECTIVE	57.916	EFFECTIVE	1 1/2 years teaching
18	Fall 2017							31.688	EFFECTIVE	18.782	EFFECTIVE	50.47	INEFFECTIVE	1 1/2 years teaching
19	Fall 2017	37.5	EFFECTIVE	33.669	EFFECTIVE	71.169	EFFECTIVE	46.938	HIGHLY EFFECTIVE	37.273	EFFECTIVE	84.211	EFFECTIVE	1 1/2 years teaching
20	Fall 2018							30.876	EFFECTIVE	33.888	EFFECTIVE	64.764	EFFECTIVE	6 months teaching
21	Fall 2018							45.75	HIGHLY EFFECTIVE	34.345	EFFECTIVE	80.095	EFFECTIVE	6 months teaching
		37.0908		31.5839		68.6747		37.12152381		33.6972381		70.81876		

Scale:	
Overall Total	<=52.1421 then Ineffective
Overall Total	>90.2581 then highly effective
PP_Total (Professional Practive)	<=30.0898 then Ineffective
PP_Total	>=44.2251 then Highly effective
SMG_Total (Student Growth)	<=18.3320 then ineffective
SMG_Total	>=49.7542 then highly effective

	# grads	# evals	Returned
Fall 2016	4	1	25%
Spring 2017	16	5	31%
Fall 2017	19	4	21%
Spring 2018	12	0	(First evaluation not completed)

	2016-2018	2018-2019
Impact on Student Growth	31.5839	33.6972
Professional Practice	37.0908	37.1215
Overall Effectiveness	68.6747	70.8188

	# grads	# evals	Returned
Fall 2016	4	1	25.0%
Spring 2017	16	5	31.3%
Fall 2017	19	4	21.1%
Spring 2018	12	3	25.0%
Fall 2018	7	2	28.5%

Impact on P-12 Learning and Development
CAEP Component 4.1
2016-2019

Bachelor of Science Elementary Education - Action Research Assessment

Spring 2016 N=7	Fall 2016 N=0	Spring 2017 N=5	Fall 2017 N=7	Spring 2018 N=3	Fall 2018 N=2	Spring 2019 N=9
Mean Score = 3.22	Mean Score = 0	Mean Score = 3.38	Mean Score = 3.77	Mean Score = 3.63	Mean Score = 3.19	Mean Score = 3.60

Bachelor of Science Early Childhood/Special Education - Action Research Assessment

Spring 2016 N=8	Fall 2016 N=3	Spring 2017 N=9	Fall 2017 N=9	Spring 2018 N=6	Fall 2018 N=3	Spring 2019 N=8
Mean Score = 3.55	Mean Score = 3.42	Mean Score = 2.93*	Mean Score = 3.29	Mean Score = 3.83	Mean Score = 3.79	Mean Score = 3.14

*Overall assessment below standard of 3.0 due to one candidate score. Intervention plan developed and implemented with candidate.

Bachelor of Science Track: Secondary Education (English, Mathematics, Science, Social Studies) - Action Research Assessment

Spring 2016 N=1	Fall 2016 N=2	Spring 2017 N=3	Fall 2017 N=2	Spring 2018 N=2	Fall 2018 N=2	Spring 2019 N=0
Mean Score = 2.50*	Mean Score = 3.38	Mean Score = 3.42	Mean Score = 3.00	Mean Score = 3.81	Mean Score = 3.56	Mean Score = 0

*Candidate assessment reviewed, intervention plan developed and implemented.

Master of Arts in Teaching - Post Assessment

Spring 2016 N=3	Fall 2016 N=0	Spring 2017 N=2	Spring 2018 N=4	Fall 2018 N=0	Spring 2019 N=1
Mean Score = 3.61	Mean Score =0	Mean Score = 3.00	Mean Score = 3.76	Mean Score = 0	Mean Score = 1.33*

*Overall assessment below standard of 3.0 due to one candidate score. Intervention plan developed and implemented with candidate.

Master of Education Special Education - Academic Intervention Plan Assessment

Fall 2014 N=2	Fall 2015 N=4	Fall 2016 N=3	Fall 2017 N=6	Fall 2018 N=6	Spring 2019 N=10
Mean Score = 3.12	Mean Score = 3.74	Mean Score = 3.53	Mean Score = 3.85	Mean Score = 4.00	Mean Score = 3.01

Indicators of Teaching Effectiveness 2016-2019
CAEP Component 4.2

Standard 4.2 addresses the effectiveness of teaching effectiveness. Based on the Teacher and Principal
Evaluation (TPE) system to measure teacher effectiveness, the state TPE models consist of equally weighted qualitative measures on professional practice. The areas of measurement of the professional practice of the Teacher Evaluation includes four domains of planning and preparation, instruction, classroom environment, and professional responsibilities derived from the Charlotte Danielson Framework for Teaching. The rubric rating of 1-4 is applied to each component resulting in a total component score for each domain. A proportional degree of accomplishment is applied to the 12.5 value of each domain. The four domains sores are combined to result in a score of 0-50 for professional practice.

Over the period of 2016-2018, 10 responses to the 39 employers contacted in PGCPS indicated the completers overall effectiveness rating. The employers only provided overall scores for professional practice measurement of teaching effectiveness. Employers measured completer effectiveness annually against the employers' measurement of professional practice. The overall effectiveness score of the initial program employers' impact on student growth was 36.996, which indicates the initial program completers in which their employer rated the completers effective in the classroom measuring professional practice.

During the 2018-2019 school year, 21 responses to the 50 employers contacted in PGCPS indicated the completers overall effectiveness rating. The employers only provided overall scores for professional practice measurement of teaching effectiveness. Employers measure completer effectiveness annually against the employers' measurement of professional practice. The overall effectiveness score of the initial program employers' impact on student growth was 37.121, which indicates the initial program completers in which their employer rated the completers effective in the classroom measuring professional practice. The 2018- 2019 measurement of professional practice indicated the teaching effectiveness of the completers improved by 1.25%. Based on the evaluations, the completers of the EPP are making successful strides within the teaching profession.

The EPP also conducted assessment measurement outcomes based on the "Indicators of Teaching Effectiveness addressing CAEP Component 4.2 in three areas to measure teacher candidate before exiting the program. The assessed three areas are: Clinical Practice II-Three-Way Conference Phase II Assessment for Undergraduate completers (Bachelor of Science Elementary Education, Bachelor of Science Early Childhood/Special Education and Bachelor of Science Secondary Education: English, Mathematics, Science, and Social Studies), Clinical Practice Phase II: Internship Summative Assessment for Master of Arts in Teaching completers and Practicum Evaluation Assessment for Master of Education Special Education completers. The completers agreed that the EPPs Indicators of Teacher Effectiveness over a three-year span of assessment results in the Clinical Practice II-Three Way Conference Phase II Assessment, Clinical Practice Phase II: Internship Summative Assessment and Practicum Evaluation Assessment all had positive impacts for the aforementioned undergraduate and graduate degrees areas.

Employer Data 2016-2019 BSU Graduates

BSU Graduates PGCPS Employee	Graduation Semester	SY18						SY19						Years Teaching
		Professional Practice	PP Rating	Student Growth	SG Rating	Overall Score	Overall Rating	Professional Practice	PP Rating	Student Growth	SG Rating	Overall Score	Overall Rating	
1	Fall 2016	36.946	EFFECTIVE	35.81	EFFECTIVE	72.756	EFFECTIVE	34.709	EFFECTIVE	40.609	EFFECTIVE	75.318	EFFECTIVE	2 1/2 years teaching
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		37.0908		31.5839		68.6747		37.12152381		33.6972381		70.81876		

Scale:	
Overall Total	<=52.1421 then Ineffective
Overall Total	>90.2581 then highly effective
PP_Total (Professional Practive)	<=30.0898 then Ineffective
PP_Total	>=44.2251 then Highly effective
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Fall 2016	4	1	25%
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Fall 2017	19	4	21%
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	2016-2018	2018-2019
Impact on Student Growth	31.5839	33.6972
Professional Practice	37.0908	37.1215
Overall Effectiveness	68.6747	70.8188

	# grads	# evals	Returned
Fall 2016	4	1	25.0%
Spring 2017	16	5	31.3%
Fall 2017	19	4	21.1%
Spring 2018	12	3	25.0%
Fall 2018	7	2	28.5%

Indicators of Teaching EffectivenessCAEP Component 4.2
2016-2019

Bachelor of Science in Elementary Education
Clinical Practice II - Three-Way Conference Phase II Assessment

Spring 2016 N=9	Spring 2017 N=5	Fall 2017 N= 8	Spring 2018 N=5	Fall 2018 N=2	Spring 2019 N=9
Mean Score = 3.54	Mean Score = 3.73	Mean Score = 3.75	Mean Score = 3.46	Mean Score = 3.29	Mean Score = 3.88

Bachelor of Science in Early Childhood/Special Education
Clinical Practice II - Three-Way Conference Phase II Assessment

Spring 2016 N=7	Fall 2016 N=3	Spring 2017 N=8	Fall 2017 N=9	Spring 2018 N=6	Fall 2018 N=3	Spring 2019 N=8
Mean Score = 3.79	Mean Score = 3.90	Mean Score = 3.79	Mean Score = 3.47	Mean Score = 3.61	Mean Score = 3.56	Mean Score = 3.60

Bachelor of Science Track: Secondary Education (English, Mathematics, Science, Social Studies)
Clinical Practice II - Three-Way Conference Phase II Assessment

Spring 2016 N=6	Fall 2016 N=2	Spring 2017 N=3	Fall 2017 N= 3	Spring 2018 N=2	Fall 2018 N= 2	Spring 2019 N=1
Mean Score = 3.51	Mean Score = 3.55	Mean Score = 3.33	Mean Score = 3.24	Mean Score = 3.52	Mean Score = 3.46	Mean Score = 3.65

Master of Arts in Teaching
Clinical Practice Phase II: Internship Summative Assessment

Spring 2015 N=3	Spring 2016 N=3	Spring 2017 N=2	Spring 2018 N=5	Spring 2019 N=1
Mean Score = 3.38	Mean Score = 3.42	Mean Score = 3.70	Mean Score = 3.66	Mean Score = 3.27

Master of Education Special Education
Practicum Evaluation Assessment

Spring 2015 N=4	Spring 2016 N=4	Spring 2017 N=3	Spring 2018 N=7	Spring 2019 N=6
Mean Score = 3.65	Mean Score = 3.60	Mean Score = 3.80	Mean Score = 3.60	Mean Score =4.00

Satisfaction of Employers and Employment Milestones (4.3) – Initial Programs
Initial Programs

Over a three semester period (Fall 2016, Spring 2017, Fall 2017), evaluations completed on an annual bases, 10 responses to the 50 employers contacted indicated the completers overall effectiveness rating. Employers measure completer effectiveness annually against the employers' measurement of professional practice and student growth.

	# of Completers	# Evaluations Completed	Returned Percentage	Overall Effectiveness Mean (see scale below)	
Fall 2016	4	1	25%	72.8	Effective
Spring 2017	16	5	31%	77.4	Effective
Fall 2017	19	4	21%	56.7*	Effective
Spring 2018	12	0	(First evaluation not completed)		

*One completer was ineffective in the measurement of student growth

Scale:	Effectiveness Range
Overall Total	<=52.1421 then Ineffective
Overall Total	>90.2581 then highly effective

The overall effectiveness score of the initial program employers was 69, which indicates the initial program completers in which their employer rated the completers effective in the classroom and impact student growth.

Satisfaction of Employers and Employment Milestones (A4.3) – Advanced Programs
Advanced Programs

Elementary and Secondary School Administration Program and the Educational Leadership Program

During the year-long internship, candidates are supervised by their employers and are evaluated based on the ELCC standards. These evaluations assist the Department of Educational Studies and Leadership in assessing the effectiveness of its graduate programs.

Over a three-year period (**2016, 2017, 2018**), the internship supervisors (employers) rated the graduates and the program in Elementary and Secondary School Administration and Supervision proficient, with ELCC standards

Elementary and Secondary School Administration and Supervision Program Supervisor (Employer) Evaluation Assessed Areas 2016-2018	ELCC Standard	Mean Score N=39
Shared vision	ELCC 1	3.67
School culture and instructional program	ELCC 2	3.78
Management	ELCC 3	3.58
Collaboration	ELCC 4	3.80
Integrity, fairness, and ethics	ELCC 5	3.90
Political, social, economic, legal, and cultural context	ELCC 6	3.86

The overall mean score of the school administration program by the supervisors (employers) was **3.80**, which indicates the school administration program is proficient. There were a total of 39 supervisors (employers) who assessed the students and the program over the three-year period.

Doctorate in Educational Leadership Program

Candidates in the doctoral program in Educational Leadership (**2016, 2017, 2018**), compete a year-long internship in which their supervisors are their employers at the district level. The internship supervisors (employers) rated the doctoral program and its' graduates proficient, with ELCC standards

Doctorate in Educational Leadership Program Supervisor (Employer) Evaluation Assessed Areas 2016-2018	ELCC Standard	Mean Score N=21
Shared vision	ELCC 1	3.19
School culture and instructional program	ELCC 2	3.19
Management	ELCC 3	3.19
Collaboration	ELCC 4	3.15
Integrity, fairness, and ethics	ELCC 5	3.17
Political, social, economic, legal, and cultural context	ELCC 6	3.19

The overall mean score of the doctoral program by the supervisors (employers) was **3.18**, which indicates the doctoral program is proficient. The results from the supervisors' evaluation for both graduate programs in the department of educational studies and leadership indicates a positive
        n with the preparation of the completers.

Satisfaction of Completers – Initial Programs 2017-2018

Report Form-Based Author Responses Results - Compiled Results Report Generated by Taskstream - Advancing Educational Excellence
Form COLLEGE OF EDUCATION PROGRAM EXIT SURVEY
Report Generated Thursday, April 25, 2019

Instructions

PROGRAM QUALITY (Required Element)
Form Element Type: Rating Scale
Total Author Response(s): 18 Author Response(s)

Response Legend: **1** = Unacceptable   **2** = Needs Improvement   **3** = Meets Standards   **4** = Exceeds Standards   **N/A** = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	18	0.00%	16.67%	27.78%	55.56%	0.00%	3.39	4	4	0.76
The program of study is relevant to my career pursuit.	18	0.00%	0.00%	27.78%	72.22%	0.00%	3.72	4	4	0.45
The clinical experiences as provided by the program are relevant to my career pursuit.	18	0.00%	0.00%	22.22%	66.67%	11.11%	3.75	4	4	0.43
The program of study and its clinical experiences represent current and promising practices in the professional field.	18	5.56%	11.11%	22.22%	61.11%	0.00%	3.39	4	4	0.89
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	18	5.56%	11.11%	22.22%	61.11%	0.00%	3.39	4	4	0.89
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12 student and/or client learning.	18	5.56%	11.11%	22.22%	61.11%	0.00%	3.39	4	4	0.89
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	18	5.56%	11.11%	22.22%	61.11%	0.00%	3.39	4	4	0.89
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	18	5.56%	11.11%	22.22%	61.11%	0.00%	3.39	4	4	0.89
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	18	0.00%	11.11%	33.33%	55.56%	0.00%	3.44	4	4	0.68
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	18	5.56%	11.11%	27.78%	55.56%	0.00%	3.33	4	4	0.88
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	18	0.00%	11.11%	33.33%	55.56%	0.00%	3.44	4	4	0.68
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	18	0.00%	5.56%	33.33%	61.11%	0.00%	3.56	4	4	0.6

The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	18	5.56%	5.56%	27.78%	61.11%	0.00%	3.44	4	4	0.83
Total	234	2.99%	8.97%	26.50%	60.68%	0.85%	3.46	4	4	0.78

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 18 Author Response(s)

Response Legend: **1** = Unacceptable   **2** = Needs Improvement   **3** = Meets Standards   **4** = Exceeds Standards   **N/A** = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	18	5.56%	11.11%	16.67%	66.67%	0.00%	3.44	4	4	0.9
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	18	5.56%	11.11%	22.22%	61.11%	0.00%	3.39	4	4	0.89
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client diversity.	18	5.56%	11.11%	22.22%	61.11%	0.00%	3.39	4	4	0.89
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	18	5.56%	11.11%	22.22%	61.11%	0.00%	3.39	4	4	0.89
Total	72	5.56%	11.11%	20.83%	62.50%	0.00%	3.4	4	4	0.89

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 18 Author Response(s)

Response Legend: **1** = Unacceptable   **2** = Needs Improvement   **3** = Meets Standards   **4** = Exceeds Standards   **N/A** = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	18	0.00%	16.67%	27.78%	55.56%	0.00%	3.39	4	4	0.76
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or clients.	18	5.56%	11.11%	33.33%	50.00%	0.00%	3.28	3.5	4	0.87
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	18	0.00%	16.67%	27.78%	55.56%	0.00%	3.39	4	4	0.76

The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	18	5.56%	11.11%	27.78%	55.56%	0.00%	3.33	4	4	0.88
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	18	5.56%	11.11%	33.33%	50.00%	0.00%	3.28	3.5	4	0.87
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	18	5.56%	11.11%	16.67%	66.67%	0.00%	3.44	4	4	0.9
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	18	5.56%	11.11%	16.67%	66.67%	0.00%	3.44	4	4	0.9
Total	126	3.97%	12.70%	26.19%	57.14%	0.00%	3.37	4	4	0.85

What are the most helpful aspects of the program and/or experience? (Required Element)

Form Element Type: Open Ended Response

Total Author Response(s): 18 Author Response(s)

Response(s)
Open-ended responses are not available on this report.

What are the helpful aspects of the program and/or experience? (Required Element)

Form Element Type: Open Ended Response

Total Author Response(s): 18 Author Response(s)

Response(s)
Open-ended responses are not available on this report.

What are the additional comments and or recommendations that you would like to share with us? (Required Element)

Form Element Type: Open Ended Response

Total Author Response(s): 18 Author Response(s)

Response(s)
Open-ended responses are not available on this report.

4. Demographic Information (Required Element)

Reference Label: 4. Demograpy Information

Form Element Type: Open Ended Response

Total Author Response(s): 18 Author Response(s)

Response(s)
Open-ended responses are not available on this report.

Satisfaction of Completers Advanced Programs – 2017-2018

Report: Form-Based Author Responses Results - Compiled Results Report Generated by Taskstream - Advancing Educational Excellence
Form COLLEGE OF EDUCATION PROGRAM EXIT SURVEY
Report Generated Thursday, April 25, 2019

Instructions

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 13 Author Response(s)

Response Legend: **1** = Unacceptable   **2** = Needs Improvement   **3** = Meets Standards   **4** = Exceeds Standards   **N/A** = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	13	0.00%	0.00%	38.46%	61.54%	0.00%	3.62	4	4	0.49
The program of study is relevant to my career pursuit.	13	0.00%	0.00%	23.08%	76.92%	0.00%	3.77	4	4	0.42
The clinical experiences as provided by the program are relevant to my career pursuit.	13	0.00%	0.00%	38.46%	61.54%	0.00%	3.62	4	4	0.49
The program of study and its clinical experiences represent current and promising practices in the professional field.	13	0.00%	0.00%	38.46%	61.54%	0.00%	3.62	4	4	0.49
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	13	0.00%	0.00%	38.46%	61.54%	0.00%	3.62	4	4	0.49
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12 student and/or client learning.	13	0.00%	0.00%	38.46%	61.54%	0.00%	3.62	4	4	0.49
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	13	0.00%	0.00%	46.15%	53.85%	0.00%	3.54	4	4	0.5
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	13	0.00%	0.00%	30.77%	69.23%	0.00%	3.69	4	4	0.46
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	13	0.00%	0.00%	30.77%	69.23%	0.00%	3.69	4	4	0.46
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	13	0.00%	0.00%	38.46%	61.54%	0.00%	3.62	4	4	0.49
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	13	0.00%	0.00%	23.08%	76.92%	0.00%	3.77	4	4	0.42
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	13	0.00%	7.69%	30.77%	53.85%	7.69%	3.5	4	4	0.65

The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	13	0.00%	0.00%	38.46%	53.85%	7.69%	3.58	4	4	0.49
Total	169	0.00%	0.59%	34.91%	63.31%	1.18%	3.63	4	4	0.49

PROFESSIONAL DISPOSITION (Required Element)
Form Element Type: Rating Scale
Total Author Response(s): 13 Author Response(s)

Response Legend: **1** = Unacceptable **2** = Needs Improvement **3** = Meets Standards **4** = Exceeds Standards **N/A** = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	13	0.00%	0.00%	30.77%	61.54%	7.69%	3.67	4	4	0.47
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	13	0.00%	0.00%	30.77%	61.54%	7.69%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client diversity.	13	0.00%	0.00%	30.77%	61.54%	7.69%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	13	0.00%	0.00%	30.77%	61.54%	7.69%	3.67	4	4	0.47
Total	52	0.00%	0.00%	30.77%	61.54%	7.69%	3.67	4	4	0.47

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)
Form Element Type: Rating Scale
Total Author Response(s): 13 Author Response(s)

Response Legend: **1** = Unacceptable **2** = Needs Improvement **3** = Meets Standards **4** = Exceeds Standards **N/A** = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	13	0.00%	0.00%	38.46%	61.54%	0.00%	3.62	4	4	0.49
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or clients.	13	0.00%	0.00%	46.15%	53.85%	0.00%	3.54	4	4	0.5
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	13	0.00%	0.00%	30.77%	69.23%	0.00%	3.69	4	4	0.46

The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	13	0.00%	0.00%	30.77%	69.23%	0.00%	3.69	4	4	0.46
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	13	0.00%	0.00%	38.46%	61.54%	0.00%	3.62	4	4	0.49
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	13	0.00%	0.00%	30.77%	69.23%	0.00%	3.69	4	4	0.46
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	13	0.00%	7.69%	23.08%	69.23%	0.00%	3.62	4	4	0.62
Total	91	0.00%	1.10%	34.07%	64.84%	0.00%	3.64	4	4	0.5

What are the most helpful aspects of the program and/or experience? (Required Element)
Form Element Type: Open Ended Response
Total Author Response(s): 13 Author Response(s)

Response(s)
Open-ended responses are not available on this report.

What are the helpful aspects of the program and/or experience? (Required Element)
Form Element Type: Open Ended Response
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Open-ended responses are not available on this report.

What are the additional comments and or recommendations that you would like to share with us? (Required Element)
Form Element Type: Open Ended Response
Total Author Response(s): 13 Author Response(s)

Response(s)
Open-ended responses are not available on this report.

4. Demographic Information (Required Element)
Reference Label: 4. Demograpy Information
Form Element Type: Open Ended Response
Total Author Response(s): 13 Author Response(s)

Response(s)
Open-ended responses are not available on this report.

College of Education Graduation Rates
Reporting Measures for 2017-2018 Annual Report

Initial Certification Programs (6-year graduation rate of first-time, full-time, degree- seeking students who initially majored in and graduated from initial program)

Elementary Education –	67%
Early Childhood Education	56%

Advanced Programs – (Graduate Programs – new graduate students who graduate from original program within 4 years)

Elementary Education	71%
Elementary and Secondary School Admin	29%
Reading Education	29%
Secondary Education –	40%
School Counseling	25%
School Psychology	43%
Educational Leadership	16%

Master Level Initial Certification Programs

Special Education	60%
MAT	31%

ETS Title II Reporting Services

HEOA - Title II
2016 - 2017 Academic Year

Institution Name	BOWIE STATE UNIVERSITY
Institution Code	5401
State	Maryland

February 5, 2018

				Statewide		
Group	*Number Taking Assessment[1]*	*Number Passing Assessment[2]*	*Institutional Pass Rate*	*Number Taking Assessment[1]*	*Number Passing Assessment[2]*	*Statewide Pass Rate*
All program completers, 2016-17	33	32	97%	1882	1844	98%
All program completers, 2015-16	38	36	95%	1977	1940	98%
All program completers, 2014-15	56	55	98%	2053	2024	99%

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

[1] Number of completers taking one or more assessments within their area of specialization.

[2] Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be co
multiple assessments at the assessment level.

Advanced Programs Licensure Data
CAEP Component Outcomes Measures

Testing Year	Passing Score	# of Exams Taken	# of Individuals	Mean Score	# Passing	% Passing
2017-2018	147	3	3	166.67	3	100%
2016-2017	147	1	1	163.00	1	100%
2015-2016	147	4	4	166.75	4	100%
2014-2015	147	6	6	159.16	6	100%
2013-2014	161	5	5	171.00	5	100%
2012-2013	161	4	4	173.50	4	100%
2011-2012	161	2	2	172.50	2	100%

School Psychologists Praxis Subject Assessment

School Leaders Licensure Assessment (SLLA) Praxis Subject Assessment

Testing Year	Passing Score	# of Exams Taken	# of Individuals	Mean Score	# Passing	% Passing
2017-2018	165	4	4	165.75	3	75%
2016-2017	165	2	2	177.00	2	100%
2015-2016	165	1	1	175.50	1	100%
2014-2015	165	3	3	175.50	2	67%
2013-2014	165	No scores reported				
2012-2013	165	2	2	173.00	2	100%
2011-2012	165	2	2	173.50	2	

Ability of Completers to be Hired (Initial and Advanced)

Program Name	AY 2015-2016	AY 2016-2017	AY 2017-2018
Bachelor of Science Early Childhood/Special Education	N= 17 100%	N= 12 100%	N= 16 100%
Bachelor of Science Elementary Education	N= 17 100%	N=4 100%	N= 15 100%
Bachelor of Science Secondary Education (Track)	N= 8 100%	N= 7 100%	N= 6 100%
Master of Arts in Teaching	N= 5 100%	N= 2 100%	N= 4 100%
Master of Education Special Education	N= 5 100%	N= 3 100%	N=6 100%

Initial Programs
Advanced Programs

Program Name	AY 2015-2016	AY 2016-2017	AY 2017-2018
Master of Education Elementary Education	N= 5 100%	N= 1 100%	N= 2 100%
Master of Education Reading Education	N= 6 100%	N= 3 100%	N= 7 100%
Master of Education Secondary Education	N= 2 100%	N= 1 100%	N=1 100%
Master of Arts and Certification of Advanced Study School Psychology	N= 5 80%	N= 4 100%	N= 3 100%
Master of Education Elementary and Secondary School Administration	N= 4 100%	N= 5 100%	N= 3 100%
Doctor of Education Educational Leadership	N= 8 100%	N= 6 100%	N= 4 100%

Student Loan Default Rates – Initial and Advanced Programs

Three-year Official Cohort Default Rates

Fiscal Year	**2017**	**2016**	**2015**
Default rate	14.7%	14.1%	11.8%
Number in default	244	243	191
Number in repayment	1,650	1,714	1,606

- For further information on default rates please visit the <u>Cohort Default Rate Home Page</u>. This school's six-digit OPE ID is 002062.

Aid Programs

- Federal Direct Loan (Direct Loan)